



Commission scolaire English-Montréal  
English Montreal School Board



# EDUCATIONAL PROJECT

## Royal West Academy

### 2019-2022

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# **The Educational Project**

The educational project is a strategic tool for defining and making known to the educational community of a school the orientations, priorities for action and expected results to ensure the educational success of all students. It is developed in response to the characteristics and needs of the students attending the school and the community's educational expectations.

The goal of the educational project of a school makes it possible to share, with all its educational stakeholders (students, parents, teachers other school staff and representatives of the community and the School Board), a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Educational Project describes what the school intends to do to ensure the educational success and well-being of all its students and the efforts that will be necessary to achieve it.

# **The Legal Framework**

Article 36 of the Education Act states,

“In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study. A school shall pursue its mission within the framework of an educational project.”

The law describes:

- the principal content of the educational project (Article 37)
- the period covered by the project (Article 37.1, 459.3)
- the role of the governing board and the various stakeholders involved in the school community (Article 74)
- the communication of the educational project and its evaluation to the public, in particular the parents and school staff (Article 75)
- the role of the principal in the coordination of the process (Article 96.13)
- the role of the school board in ensuring coherence with the Commitment-to-Success Plan (Article 209.2)

# **Groups that Collaborated in the Development of the Project**

- The Governing Board
- The Staff Council
- The school team, composed of a cross section of staff members, led by the principal

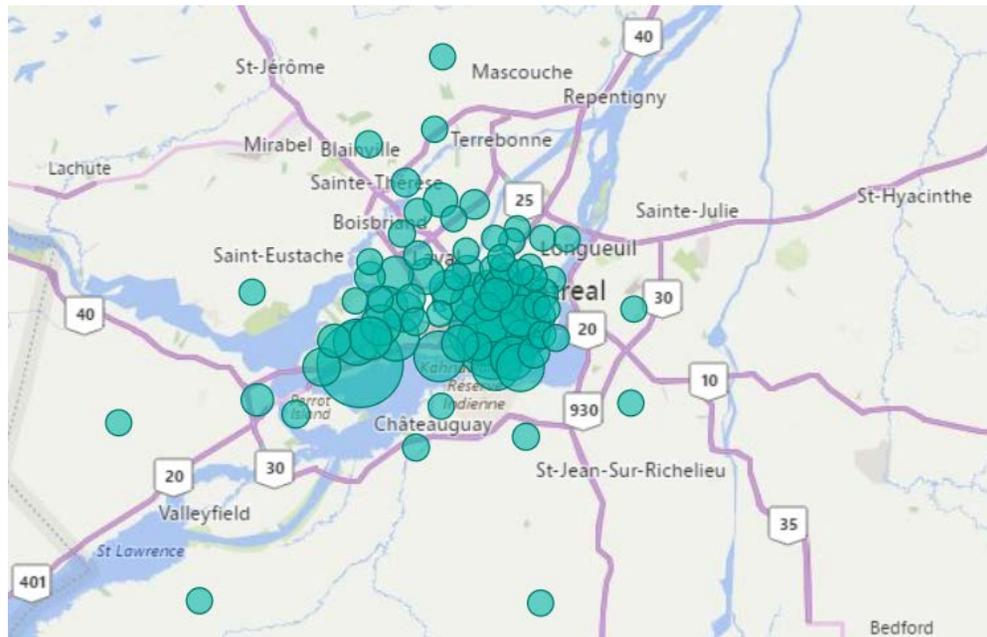
# Groups Consulted in the Development of the Project

- The Governing Board
- The school’s parent community at large
- Community representatives (could include CSSS, Social Affairs, police department, community groups)
- Students
- All staff, including, teachers, professionals, support staff and daycare personnel

## School Profile

Royal West Academy (RWA) is an alternative high school with a limited enrollment. Students come to RWA from over 130 schools. We have a student population of approximately 900 students from secondary 1 to secondary 5. Approximately 45% percent of the students live outside the territory of the English Montreal School Board and come to RWA under inter-board agreements (see Figure 1). Approximately 40% of students originate from other public school boards and approximately 16% of students come to RWA from private schools.

**Figure 1: Distribution of student home address by postal code (2018)**



The average parent education includes post-secondary education, and average total family income is at the high end among public school populations. The school selects its students on the basis of academic potential, proficiency in French, and the student's ability to benefit from and fulfill the obligations of the compulsory extra-curricular activity program.

A number of factors are significant in the school's ongoing success, including the student selection process and a high degree of parent, staff, and student involvement. In 2018, there were more than five hundred applications for one hundred and seventy-five places - more than 3 applicants for each available place. The student body is diversely cosmopolitan – students and staff come from a variety of cultural and ethnic backgrounds. There is vitality in the school, demonstrated by the high level of participation in school activities on a normal school day.

For several years, the school has ranked among the highest of Quebec's English public schools on High School Leaving Exam results. Generally, the students who leave RWA before graduation are those whose parents are transferred out of province.

The school staff has one principal and three vice-principals. The teaching staff consists of forty-eight regular teachers. As we do not have a designated resource teacher, two regular teachers are tasked with the coordination and implementation of resources for students with special needs, and one is responsible for the development and implementation of our MindPOP program. Our staff has two guidance counsellors, a part-time spiritual and community animator, an extracurricular activity coordinator, two part-time childcare workers, a part-time resource-program coordinator, a part-time MindPOP coordinator, and a project-development officer, all of whom assist with following up with students and daily intervention in the classroom. We also have four secretaries, a school-organization technician, a part-time librarian, a document technician, four caretakers, and three cafeteria workers support the administrative team.

Royal West Academy has equipped each classroom with a smartboard and laptop to assist teachers in integrating technologies. Additionally, there are three computer labs, 3D printers, and five mobile computer labs with laptops that are available upon request. Staff continue to explore new methods of teaching with these tools, and many use the online Schoology platform to communicate with both students and parents. The school has recently converted one of the computer labs into a makerspace, which is aimed at increasing student engagement and the development of critical thinking skills via hands-on instruction and activities. Online books are widely accessible to all students. The school has also recently renovated the existing library space into a library commons. The commons space is coordinated by the librarian and document technician, and is supported by dedicated parent volunteers.

Community services that support Royal West Academy include access to a school nurse (2 days per week), and a social worker (3 days per week) from the Centre intégré universitaire de santé et de services sociaux (CIUSSS) aimed at promotion of healthy living. A community police officer is available to the school, upon request, to build positive relationships with students in the school. An addictions counsellor is also available (1 day per week) in partnership with a local community group, who works with students who are affected with addiction issues,

### **Extracurricular Activity (ECA) Program**

Annual participation of each student in at least three extracurricular activities annually is a requirement. Reflecting the school's philosophy of an all-round approach to education, these extra-curricular activities comprise the following categories: sports, cultural, community service, and the environment. A high proportion of staff members volunteer their services as coaches and advisors in the ECA program, as it is completely staff-

organized and staff-run. The school's ECA program aims to promote a sense of belonging to our school community and takes into consideration the interests of both staff and students.

- All students must participate in three extracurricular activities per year from the following categories: community, culture, sport, and environment. Students may not skip the same ECA category in two consecutive years. The ECA program at Royal West Academy serves as a means to develop personal growth, environmental awareness, a sense of belonging, and responsible citizenship.
- Sports activities are offered through the school's physical education curriculum, as well as our intramural and interscholastic program.
- Numerous cultural activities are offered through school clubs.
- Community service opportunities are coordinated through the school.
- The Environment Committee leads projects to heighten students' environmental awareness. Examples of projects in place include: Earth Week, Waste Reduction Week, Green Bean Cuisine, Nuit Verte, Car-Free Day, working in the collective garden, composting, and a rooftop bee hive program.
- The Environment Committee is one of several ECA-specific homerooms; the Student Life Association, Prefects, Light & Sound, and the Graduation Committee are also represented by their own homerooms. Students in these homerooms lead various activities throughout the year.

### **Community, Cultural, and World Awareness Programs**

- An extensive music curriculum is offered at every grade level. The music program integrates information technology through our Sound Engineering elective. A wide variety of extra-curricular opportunities are available to students. Royal West Academy organizes an Honour Band, a Jazz Band, a Winds orchestra, the only high school marching band in Montreal, Glee Club, and an *a capella* choir.
- Students in the first year of Cycle One are offered an introduction to all three arts programs: Music, Visual Arts, and Drama. They choose one art program beginning in the second year of Cycle One.
- The Bardolators program performs two Shakespeare productions every year and also supports the instruction of Shakespearean works through their presentation of vignettes in English Language Arts class rooms. A school musical production and annual Variety Show bring together students from Cycle One and Cycle Two.
- RWA has an annual Dance Show to raise funds for community-based organisations, such as Dans La Rue.
- Royal West Academy offers a wide variety of educational learning through travel. We offer an international exchange program, curriculum-based trips for each grade level, subject-domain trips, and trips to developing countries, which encourage a greater understanding of global issues.
- RWA offers a compulsory Modern World History program for all students in the third year of Cycle Two; a Human and Physical Geography course is also offered as an elective for these students.

### **Excellence in French and Bilingualism**

RWA has an enriched French language program based on the *Français, langue d'enseignement* curriculum, supported by an immersion program. We strive to promote the use of the French language in a variety of ways (ex. outings to plays and films) and to offer our students the opportunity to reach the level of French language proficiency to continue their post-secondary studies in French.

- Our French Immersion program is required of all students in Cycle One and Cycle Two. Courses offered in French in Cycle One are: *Français, langue maternelle, Science et technologie, Mathématiques, Géographie, and Histoire et éducation à la citoyenneté*. In the first year of Cycle Two, the courses offered in French include : *Français, langue d'enseignement or Français, langue maternelle, Histoire du Québec et du Canada, Science et technologie, Projet personnel d'orientation*.
- In Cycle Two students choose from two streams of French. They may continue in *Français, langue maternelle*, or they may choose the *Français, langue d'enseignement* course. Both courses can lead to post-secondary studies in French.

### **Academic Enrichment and Literacy in Information Technology**

We have a high achieving student body, which is why we offer a course load over and above MEES requirements.

- Accelerated and enriched Math program with Pre-Calculus and Calculus courses offered in the third year of Cycle Two.
- Science: All students follow the General Science and Technology pathway as well as the Science and Technology of the Environment program in the second year of Cycle Two. Enriched Biology, Chemistry, and Physics are offered as electives.
- Compulsory completion of science projects as part of the Invention Convention in the first year of Cycle One, and for the Science Fair at least once between the second year of Cycle One and the second year of Cycle Two.
- Compulsory Educational Technology and Programming courses from the first year of Cycle One to the first year of Cycle Two, with optional advanced programming and advanced applications options, such as Digital Graphics, 3-D Modeling and Animation, Computer Science, and Film, with a view to developing computer literacy.
- Liberal Arts electives are offered in Psychology and Human and Physical Geography.

### **Organizational and Planning Skills**

One of the keys to student success are organisational and planning skills. RWA recognizes that these skills need to be taught if they are to be used.

- A MindPOP program (**M**indfulness, **P**lanning, **O**rganizing, and **P**rioritizing) has been developed to support Cycle 1 students as they transition from primary school. MindPOP offers learning and life strategies to students and introduces basic components of mindfulness to students.
- The Study Hol(istically) program was introduced to provide students with opportunities to study in a holistic environment, which includes comfortable seating, noise-reducing headphones, fidget devices, and teacher support in students' continued development of positive study habits and organizational skills. The headphones and fidget devices have been made available for all classrooms.

### **Parental Involvement**

An essential part of student success, whether it be on the personal, social or academic level is the implication of parents. Our parent community is very involved in many aspects of school life. We appreciate all their involvement and support.

In order to organize parent involvement, all parents commit to assisting the school community via a Parent Involvement Form, wherein they can choose to help from a wide variety of different categories of activities (please see attached form). Parents may be active as volunteers in our school library and school store, which provides school supplies to students. Parents are also involved in the management of the school's lost & found program, which returns lost items to the appropriate students wherever possible, and donates remaining items to charity when no owner can be

found. Parents are also indispensable members of our school community, who act as coaches of sports teams and as judges in events such as Science Fair and Robotics competitions.

Parents also host a Science Fair Luncheon and a Convocation Reception through the Home & School Association, which is responsible for coordinating an annual Book Fair, which is essential to our school's English Language Arts program. School improvements such as the renovation of the school library and the renovation of our auditorium are undertaken largely because of the fundraising efforts of parents, who also provide financial support to a large number of our activities, including our Drama program and athletic teams.

### **Student Feedback**

The OurSCHOOL Survey is administered once a year and provides feedback to the administration about student perceptions of their daily lives. In the past, we have used this survey to inform our collaborative effort towards developing the MindPOP and Study Hol(istically) programs, both of which are aimed at reducing students's reported levels of perceived anxiety. Within the last year, we have learned that our rate of perceived victimization (bullying) has increased considerably among males, but has remained stable among females. Most bullying, however, is reported as taking place after school or during lunch break, while students are not on school grounds. Females continue to report higher levels of anxiety and not feeling safe during the school day. In an effort to support the mental health of our students, the school offers several different extracurricular clubs that are focused around associated topics including: feminism, LGBTQ+ issues, meditation, and mandala-colouring, during which students are encouraged to share their feelings, learn coping strategies and build their self-esteem. Such efforts at increasing the communication and mentorship between students and staff is a reflection of Royal West Academy's culture of belonging for all.

Royal West Academy's Management and Educational Success Agreement (MESA) contains 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 2017-2018 school year:

- The graduation rate for secondary 5 students continues to be 100%, which was the baseline established in 2015.
- Student results in the *Français, langue d'enseignement* writing component have continued to increase, from the 82.0% in 2016 to 90.3% in 2018, while a high degree of success in the *Français, langue maternelle* writing component has been re-established with 99.2% of students demonstrating success in 2018, which is an increase from 81.4% the previous year.
- 100% of Secondary 5 RWA students successfully complete the English Language Arts course.
- The number of students with special needs at Royal West Academy continues to increase year-on-year.
- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes concerning victimization resulting from moderate to severe bullying, and reported levels of perceived anxiety have been relatively unchanged. However, a decrease in the levels of students concerning feeling safe at school has been reported.

In addressing each of these goals, the school staff has been making use of data to monitor progress towards the established targets and inform decision-making. The staff has gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

Proficiency rates will not be included in this report as they have been indicated, by students, as stressors in the annual OurSCHOOL survey. To this end, a focus on such statistics would be counter-productive to Objective 4.2, which is to decrease the rate of students who report moderate to high levels of anxiety.

## **Our Mission**

Royal West Academy is an alternative high school with a limited enrollment. Its mission is to provide a structured milieu in which students are committed to academic achievement, bilingualism, literacy in digital technology, an appreciation of the arts, an understanding of social issues, and a sense of community responsibility. The staff and administration encourage the development of self-discipline, learning and interpersonal skills, a strong sense of responsibility, and self-esteem in the students.

## **Our Values**

We believe that all students should:

- Benefit from an atmosphere which encourages them to realize their potential, one that encompasses not only their academic development, but also their social and physical well-being.
- Display responsible actions, self-discipline and mutual respect through a structured environment.
- Promote a school culture that embraces diversity, inclusion, and understanding of social issues.
- Be provided with a curriculum enriched with accelerated content.
- Develop the ability to function bilingually.
- Develop in all students the ability to use digital technology effectively, and be able to assess the relevance and validity of information.
- Explore the arts beyond the mandated curriculum.
- Benefit from continuity and support for students through a “Teacher-Advisor” system.
- Participate in the compulsory extra-curricular program that includes athletic, cultural, environmental, and community service activities as a means to promote personal development and school involvement.
- Participate in a milieu in which parents, students, and staff share the responsibility for achieving the mission and goals of Royal West Academy.
- Develop a strong sense of community within the school and in extended community.

## **The Consultation**

To assist with determining objectives for the Educational Project, Royal West Academy held three consultations for its community: one with the parent community, one with the governing board, and another for all staff. Below is a brief summary of what the process looked like.

There was a meeting of the governing board, including parents, students, and community representatives to identify the needs of the students, the challenges tied to their success and the expectations of the community. In reviewing the objectives set by the school board in their Commitment-to-Success Plan, stakeholders contributed their thoughts and ideas in relation to the prescribed objectives. The school staff was surveyed as a means to identify common themes and priorities to provide solutions aimed at meeting the challenges identified in the educational project. All results were collated and filtered by the school team, to prioritize objectives for improvement. The main priorities identified in the consultation process included: managing student anxiety and promoting a safe and inclusive school environment. These issues have long been identified as areas of focus, and as such, their inclusion as priorities in this document comes as no surprise to the school team.

## **Alignment to the EMSB's Commitment-to-Success Plan**

The school's educational project contains the specific policies of the school and the objectives selected for improving student success. These must be consistent with the school board's Commitment-to-Success Plan (Article 37). In what follows, the school will demonstrate how the selected objectives are coherent and consistent with those of the school board's Commitment-to-Success Plan.

# EMSB Orientations, Objectives and School Objectives

## *Orientation: Improved Academic Success*

### **EMSB OBJECTIVE**

#### **Graduation and qualification**

To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022

While the Board is able to report on a 7-year cohort as a result of tracking information obtained from the MEES, a school is only able to report on the success of their secondary 5 students at the end of a given academic year. The school's graduation rate is determined by dividing the total number of secondary 5 students who receive a first diploma (SSD) by the total number of secondary 5 students registered on September 30<sup>th</sup> of that given year.

**Table 1: Graduation rate of secondary 5 students registered on September 30<sup>th</sup>**

<b>Year</b>	<b>Graduation Rate (%)</b>
2015	100
2016	100
2017	100
2018	100

*Source: LUMIX 2018*

Table 1 shows that the graduation rate for secondary 5 students registered on September 30<sup>th</sup> has retained the 100% baseline established in 2015 through 2018. In 2015, the secondary 5 enrollment was 174 students. Given the nature of our school's special status, our secondary 5 enrollment is generally stable, but has fluctuated between 154 students (2016) to 184 students (2017). Our current secondary 5 cohort is composed of 178 students. Our challenge will be to continue to maintain a graduation rate of 100%.

**School Objective 1.0: To maintain the graduation rate of secondary 5 students registered on September 30<sup>th</sup> who obtain their first diploma (SSD) at 100% through 2022.**

In aligning our objectives with those of the Board’s Commitment-to-Success Plan, the School will monitor and set objectives for Mathematics, Science and History.

**Table 2: Global success rates in secondary 4 Mathematics, Science and Technology, History of Quebec and Canada\* and Histoire du Québec et du Canada\*\* for Royal West Academy and EMSB (%)**

Year	Royal West Academy Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics (CS&T)	100	N/A	N/A	100	50.8	68.1	63.3	67.8
Mathematics (S)	95.1	97.3	93.7	97.8	92.7	96.1	86.7	93.0
Science & Technology	99.4	98.7	99.5	98.9	77.0	79.3	87.2	85.5
History of Quebec & Canada*	N/A	N/A	100	100	65.5	77.8	74.6	78.0
Histoire du Québec et du Canada**	92.3	96.7	99.4	98.8	88.3	92.4	94.6	96.9

Source: Charlemagne, 2018 and DBMS 2018

\* Prior to 2018, History of Quebec and Canada was called History and Citizenship Education.

\*\* Prior to 2018, Histoire du Québec et du Canada Histoire et Citoyenneté.

## **Subjects**

### **Secondary 4 Mathematics (Science)**

#### **EMSB Objective:**

**To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.**

**Table 3: Global success rates in secondary 4 Mathematics (%)**

Year	Royal West Academy Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Mathematics (CS&T)	100	N/A	N/A	100	50.8	68.1	63.3	67.8
Mathematics (Science)	95.1	97.3	93.7	97.8	92.7	96.1	86.7	93.0

Source: Charlemagne, 2018

Successful completion of a secondary 4 Mathematics course is compulsory for graduation and as such, student success in Mathematics has a direct impact on the graduation rate. As the majority of students at Royal West Academy elect to take the Mathematics (Science) course, it has been identified as our primary focus in this subject area. Table 3 indicates that our students have consistently achieved a higher success rate in secondary 4 Mathematics courses than that of the EMSB.

Approximately fifty percent (50%) of students follow an accelerated path for Mathematics at RWA. Subsequently, forty percent (40%) of all students that write the secondary 4 Mathematics (Science) MEES exam do so in secondary 3. Students that receive a grade less than 80% may retake the course in secondary 4.

Nevertheless, there is room for improvement, and therefore we have chosen to focus on increasing our success rate. In determining our baseline, the school has chosen to use the calculated average the success rates for the last four years.\* The baseline for secondary 4 Mathematics (Science) is therefore **96.0%**.

**School Objective 1.1: To increase the June global success rate of students in secondary 4 Mathematics (Science) from a baseline of 96.0% in 2019 to 97.5% by 2022.**

*\* A baseline is a starting point. In creating our baseline, we looked at two options: 1) to start with the 2018 graduation rate and 2) to take an average of the last four years. We recommend that the average of the four years is a more accurate baseline in that it presents a global picture of what is happening in the school.*

**Secondary 4 Science and Technology**

**EMSB Objective:**  
**To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.**

**Table 4: Global success rates in secondary 4 Science & Technology (%)**

Year	Royal West Academy Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
Science & Technology	99.4	98.7	99.5	98.9	77.0	79.3	87.2	85.5

*Source: Charlemagne, 2018*

Secondary 4 Science and Technology is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. In reviewing our success rates for the past four years, as presented in Table 4, we see that our students have consistently achieved a higher success rate in secondary 4 Science and Technology than the EMSB average.

In determining our baseline, the school has chosen to use the calculated average of the success rates for the last four years. The baseline is **99.1%**.

**School Objective 1.2: To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 99.1% in 2019 to 99.5% by 2022.**

**Secondary 4 History/Histoire**

**EMSB Objective:**

**To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada\*) from 74.6% in 2017 to 78.0% by 2022.**

**To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada\* greater than 90% through 2022.**

**Table 5: Global success rates in secondary 4 History of Quebec and Canada\*, and Histoire du Québec et du Canada\*\* (%)**

Year	Royal West Academy Success Rates				English Montreal School Board Success Rates			
	2015	2016	2017	2018	2015	2016	2017	2018
History of Quebec and Canada	N/A	N/A	100	100	65.5	77.8	74.6	78.0
Histoire du Québec et du Canada	92.3	96.7	99.4	98.8	88.3	92.4	94.6	96.9

*Source: Charlemagne, 2018, LUMIX 2018*

*\* The results in Table 5 are for the course that, until 2017, was named History and Citizenship. Henceforth, the course will be known as History of Quebec and Canada.*

*\*\* The results in Table 5 are for the course that, until 2017, was named Histoire et Citoyenneté. Henceforth, the course will be known as Histoire du Québec et du Canada.*

Secondary 4 History of Quebec and Canada is a compulsory course for graduation. The success in this course has a direct impact on the graduation rate. Table 5 reports results for this course for the past two years only, as it has only been offered at Royal West Academy since 2017. Students have consistently achieved a success rate of 100% since the course was implemented at RWA. The number of students who take the History course in English, however, is relatively small, compared to the cohort who take the complementary course in French.

Secondary 4 Histoire du Québec et du Canada course is also a compulsory course for graduation. Table 5 shows its success rate increased from 92.3% in 2015 to 98.8% in 2018. One of the contributing factors to this increase was that the subject consultant worked consistently with our History

teachers on building best practices related to the course. A comparison with the school board's results show that RWA's results are in parallel with the EMSB results, however ours are slightly higher than the averages reported by the school board.

As the majority of our students are enrolled in the Histoire du Québec et du Canada, we have chosen to focus on increasing our success rate in that course. In determining our baseline, the school has chosen to use the calculated average of the success rates for the last four years. The baseline is therefore **96.8%**.

**School Objective 1.3: To maintain the June global success rate of students in secondary 4 History at 100% through 2022.**

**School Objective 1.4: To increase the June global success rate of students in secondary 4 Histoire from a baseline of 96.8% in 2019 to 98.0% by 2022.**

## *Orientation: Equity among Various Groups*

### **EMSB OBJECTIVE**

#### **Equity**

To reduce the gap in success rates between males and females from 8.2% in 2016 to 6.2% by 2022.

The school board's Commitment-to-Success Plan addresses the gap in success rates between:

- regular students and students with special needs
- advantaged and disadvantaged schools
- first generation immigrant students and non-immigrants
- males and females

For the aforementioned equity issues, the first three are difficult to compare using data because of the small sample size within each school and for each particular issue. The use of percentages in reporting on the success rates for a small sample size group can be misleading since a small change in numbers may produce a large fluctuation in the percentage. Because of the small sample size at the school level, the school will not address the first three issues.

The school's educational project will only address the gap between males and females in success rates because these numbers are comparable.

**Table 6: Graduation success rates of males and females registered on September 30<sup>th</sup> and the gap between them (%)**

Royal West Academy	TOTAL	2016	2017	2018
		100	100	100
	Males	100	100	100
	Females	100	100	100
	<b>Gap (males vs. females)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>EMSB</b>	TOTAL	86.9	86.1	84.4
	Males	82.8	84.7	82.5
	Females	91.0	87.8	86.4
	<b>Gap (males vs. females)</b>	<b>8.2</b>	<b>3.1</b>	<b>3.9</b>
<b>Gap between EMSB and RWA (males vs. females)</b>		<b>-8.2</b>	<b>-3.1</b>	<b>-3.9</b>

*Source: LUMIX, 2018*

Table 6 shows that the overall graduation rate of Royal West Academy was maintained at 100% from 2016 to 2018, whereas the school board's rate decreased by 2.5%.

The EMSB reported that the discrepancy between males and females in graduation rates decreased from 8.2% in 2016 to 3.9% in 2018, however, given the high level of success achieved by our student population, Royal West Academy has not yet observed a gender gap in graduation rates.

The baseline for the gap is determined by averaging the rates of the last three years. The baseline is 0%.

**School Objective 2: To maintain the 0% gap in success rates between the males and females through 2022.**

## *Orientation: Mastery of Languages*

### **EMSB OBJECTIVE**

#### **Language Proficiency**

##### **English Language Arts**

To maintain a global success rate of at least 95% in secondary 5 English Language Arts June MEES Examination through 2022.

To increase the average mark of secondary 5 students in English Language Arts June MEES Examination from 74.2% in 2017 to 76.0% by 2022.

##### **Français langue seconde, programme de base et enrichi**

To maintain the success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base), Reading Component, through 2022.

To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi), Reading Component from 81.8% in 2017 to 85.0% by 2022.

### **Secondary 5 English Language Arts**

**Table 7: Global success rates and global average marks in secondary 5 English Language Arts (%)**

<b>Year</b>	<b>Royal West Academy Global Success Rate</b>	<b>EMSB Global Success Rate</b>	<b>EMSB Global Average Mark</b>
2015	98.9	95.3	72.4
2016	99.4	96.5	73.6
2017	100	96.8	74.2
2018	100	95.1	74.8

*Source: Charlemagne, 2018*

The secondary 5 English Language Arts course is a requirement for graduation. The data in Table 7 shows that success rate of the Board has been relatively stable at above 95%. At the school level, the success rate increased from 98.9% in 2015 to 100% in 2018.

In determining our baseline, the school has chosen to use the calculated average of the success rates for the last four years. The baseline is **99.6%**.

**School Objective 3.0: To increase the global success rate in secondary 5 English Language Arts from a baseline of 99.6% in 2019 to 100% by 2022.**

### Secondary 5 Français

**Table 8: Royal West Academy success ratios and percentage equivalents in secondary 5 Français, langue seconde (FLS) de base, secondary 5 Français, langue d’enseignement (FLE) and secondary 5 Français, langue maternelle (FLM) in writing component (%)**

Year	Royal West Academy Success Rate in FLS (de base) Writing Component	EMSB Success Rate in FLS (de base) Writing Component	Royal West Academy Success Rate in FLE Writing Component	EMSB Success Rate in FLE Writing Component	Royal West Academy Success Rate in FLM Writing Component*
2015	98.9	80.5	40/43 (93.0)	50.6	125/128 (97.6)
2016	99.4	81.6	50/61 (82.0)	75.5	119/119 (100)
2017	100	85.6	43/57 (75.4)	69.3	79/97 (81.4)
2018	100	84.4	56/62 (90.3)	70.0	120/121 (99.2)

Source: Charlemagne, 2018

\* EMSB success rates for the FLM Reading Component were not available

Successful completion of the secondary 5 *Français, langue seconde (programme de base)* is one path by which students can satisfy the second language requirement for graduation. Success in this course has a direct impact on the graduation rate. We have chosen to focus our energies on the writing component of *Français, langue seconde (programme de base)*. Students at RWA wrote these FSL exams in January of secondary 5 in 2015 and 2016, and in June of secondary 4, starting in 2016.

Table 8 shows the success rate in this component has increased over the years from 98.9% to 100% in *Français, langue seconde (programme de base)*. It is important to note, however, that student absences from these exams are largely responsible for success rates less than 100% at RWA. Students who were absent for the exam session write on a subsequent date, and are ultimately successful, as indicated by our 100% graduation rate.

In determining our baseline, the school has chosen to use the calculated average of the success rates for the last four years. The baseline is **99.6%**.

Students at RWA take either *Français, langue d’enseignement (FLE)* or *Français, langue maternelle (FLM)*.

#### ***Français, langue d’enseignement (FLE)***

Given that this population is small, the use of percentages in reporting on the success rate for this group can be misleading since a small change in numbers may produce a large fluctuation in percentages. Table 8 shows that the success ratio (percent equivalent) in *Français, langue d’enseignement (FLE)* writing component decreased from 93.0% in 2015 to 90.3% in 2018. Prior to 2016, the FLE program was under the direction

of a highly experienced teacher, who then retired at the end of the 2014-2015 school year. The decrease in the 2016 results can be attributed to the installation of a new teacher whose mastery of the program's requirements was still developing. While the percent equivalent success rate further decreased in 2017, this decrease is in parallel with the school board's results. The success rate then increased in 2018.

In determining our baseline, the school has chosen to use the calculated average of the success rates for the last four years. The baseline is **85.2%**.

***Français, langue maternelle (FLM)***

Table 8 shows that the success ratio (percent equivalent) in *Français, langue maternelle* (FLM) writing component increased from 97.6% in 2015 to 99.2% in 2018. The success rates decreased significantly in 2017, at which time it was noted that the FLM marking guidelines for the writing component of the course had been modified late in the year, and teachers were not able to prepare their students accordingly, prior to the final examinations. These marking guidelines were reviewed following these difficulties, and subsequently, the original guidelines were re-introduced, and 99.2% of students were ultimately successful in this component of the course in 2018.

In determining our baseline, the school has chosen to use the calculated average of the success rates for the last four years. The baseline is **94.6%**.

**School Objective 3.1: To increase the success rate of students in the secondary 5 FSL (programme de base) writing component from a baseline of 99.6% in 2019 to 100% by 2022.**

**School Objective 3.2: To increase the success rate in the secondary 5 FLE writing component from a baseline of 85.2% in 2019 to 90.0% by 2022 and increase the success rate of students in the FLM secondary 5 writing component from a baseline of 94.6% in 2019 to 100% by 2022.**

## *Orientation: Well-being of the School Community*

### **EMSB OBJECTIVE**

#### **A welcoming, safe, and caring living environment:**

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL Survey from 16.0% in 2017 to 14.0% by 2022.

To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL Survey from 59.0% in 2017 to 62.0% by 2022.

To decrease the rate of moderate to high-level anxiety as reported by secondary school students on the OURSCHOOL Survey from 22.0% in 2017 to 20.0% by 2022.

### **Students Perception of Bullying, Perception of School Safety and Sense of Anxiety:**

**Table 9: Royal West Academy secondary students' perception of bullying, perception of school safety and sense of anxiety (%)**

<b>Year</b>	<b>Royal West Academy Bullying*</b>	<b>EMSB Bullying</b>	<b>Royal West Academy School Safety**</b>	<b>EMSB School Safety</b>	<b>Royal West Academy Anxiety***</b>	<b>EMSB Anxiety</b>
2016	11	16	77	59	23	23
2017	9	16	77	59	21	22
2018	11	17	71	58	22	24

*Source: OurSchool Survey (The Learning Bar)*

\* *Students who are subjected to physical, social, or verbal bullying or are bullied over the internet*

\*\* *Students who feel safe at school as well as going to and from school*

\*\*\* *Students with moderate or high level of anxiety*

The OurSCHOOL Survey tabulates the results presented in the table above. This survey allows students to convey their perceptions of the social atmosphere of the school. Secondary students anonymously complete the survey once a year. The survey covers a variety of subjects including bullying, school safety, students’ sense of belonging, student anxiety and student-teacher relationships. This survey is one of many tools that schools use to implement the Ministry’s policy on bullying intimidation (Safe School Action Plan). **It should be noted that students are asked what they have perceived in the 30 days preceding the survey.**

Table 9 shows the percentage of students who perceive victimization by bullying for the past three years. The school’s rate of victimization resulting from bullying has been relatively stable between 9 and 11%, which is lower than the school board’s reported rates. This component of the survey asked about the time and the location of observed bullying (before, during or after school; on a bus; on school grounds; during class; or recess). The time and location of observed bullying is examined in more detail (please see Table 10).

Table 9 also shows students’ perception of feeling safe at school, as well as going to and from school for the past three years. This perception has decreased from 77% in 2016 and 2017 to 71% in 2018, although it is higher than the rates reported at the Board level.

The rate of anxiety perceived among students at the Board level has remained relatively stable around 22%. The school’s rate of perceived anxiety has fluctuated from year to year. The factors measured under the “anxiety” category concern self-esteem: ridicule, worry, peer attitudes, *et cetera*. Reducing anxiety amongst students continues to be a priority. The MindPOP program has been successful in teaching students valuable organizational skills and mindfulness strategies, both of which are key to reducing anxiety during peak times like formal exam sessions. A daily Moment of Pause-itivity and continues to be a key feature of the daily RWA experience. The Study Hol(istically) program was introduced to provide students with opportunities to study in a holistic environment, which includes comfortable seating, noise-reducing headphones, fidget devices, and teacher support in students’ continued development of positive study habits and organizational skills. The headphones and fidget devices have been made available for all classrooms.

In an effort to further examine the results of the OurSCHOOL Survey, we decided to investigate the location and time of perceived bullying incidents.

**Table 10: Royal West Academy secondary students’ perception of location and time of observed bullying\* (%)**

Year	Location					Time			
	Classroom	Hallways	Locker rooms	Outside on school property	On the bus	During classes	Between classes	During transition periods	After school
2016	15	19	7	40	7	14	9	21	49
2017	14	21	7	45	2	12	10	25	47
2018	10	26	17	40	4	12	12	34	37

Source: OurSchool Survey (The Learning Bar)

\* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

Table 10 shows that bullying incidents are most commonly observed outside on school property and in the hallways, during transition periods (i.e. lunch) and after school. The data indicates an increase in bullying in hallways from 19% in 2016 to 26% in 2018, as well as an increase in locker rooms from 7% in 2016 to 17% in 2018. An increase in bullying is shown during break periods (i.e. lunch); 21% in 2016 to 34% in 2018. A substantial decrease, however, is reported over the same time period, from 49% to 37%, in after school incidents. Efforts to increase supervision in these locations and times would be prudent.

In an effort to further examine the results of the OurSCHOOL Survey, we decided to take the overall school result for each category and break it down by gender.

**Table 11: Royal West Academy secondary students’ perception of bullying, perception of school safety and sense of anxiety by gender (%)**

Year	Bullying* Males	Bullying Females	School Safety** Males	School Safety Females	Anxiety*** Males	Anxiety Females
2016	11	10	79	75	14	31
2017	9	7	81	76	14	25
2018	14	7	74	70	15	26

*Source: OurSchool Survey (The Learning Bar)*

*\* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet*

*\*\* Students who feel safe at school as well as going to and from school*

*\*\*\* Students with moderate or high level of anxiety*

Table 11 shows that male students’ perception of bullying has increased over the past three years, from 11% to 14% whereas females report less bullying, and it has been relatively stable at around 7% over the past 2 years. In the area of school safety, however, the data shows that females feel less safe than males by about 4%. Similarly, in the area of perceived levels of anxiety, the data shows that females feel more anxious than males by between 10-15%. While it is our intent to improve the situation in all areas, we need targeted strategies for our female students.

In establishing our baselines, we have chosen to take the average of the last three years for each indicator.

**School Objective 4.0: To decrease the rate of our secondary students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 10.3% in 2019 to 10.0% by 2022.**

**School Objective 4.1: To increase the rate of secondary students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 75.0% in 2019 to 77.0% by 2022.**

**School Objective 4.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OurSCHOOL Survey from a baseline of 22.0% in 2019 to 20.0% by 2022.**

# Implementation and Monitoring of the Project

The school will report to its community on the Educational Project on an annual basis. This has been determined in collaboration with the school board.

## Signatory Parties

**ON BEHALF OF THE SCHOOL**

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GOVERNING BOARD CHAIRPERSON

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PRINCIPAL

**ON BEHALF OF THE SCHOOL BOARD**

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DIRECTOR GENERAL

## **GOVERNING BOARD RESOLUTION**

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ROYAL WEST ACADEMY HIGH SCHOOL

(School name)

EDUCATIONAL PROJECT 2019-2022

WHEREAS The Education Act requires that the school develops an educational project;

WHEREAS The Educational Project was developed with the participation of the various stakeholders involved in the school, including: the governing board, parents, school staff, students, community and school board representatives;

WHEREAS The Educational Project is coherent with the School Board's Commitment-to-Success Plan;

WHEREAS the period covered by the Educational Project is harmonized with the Commitment-to-Success Plan period covered by the School Board;

IT WAS MOVED BY \_\_\_\_\_ AND RESOLVED THAT the Educational Project of 2019-2022 be adopted by the Governing Board.

IT WAS FURTHER MOVED BY \_\_\_\_\_ AND RESOLVED THAT a copy of the Educational Project be sent to the School Board for its adoption.

IT WAS FURTHER MOVED BY \_\_\_\_\_ AND RESOLVED THAT upon adoption of the Educational Project by School Board, the Educational Project will be made public and communicated to the parents and school staff.

\_\_\_\_\_  
Signature, Governing Board Chairperson / Date

\_\_\_\_\_  
Signature, Principal / Date

## Appendix 1 Strategies for Implementation of School Objectives

<b>Graduation and qualification:</b>		
<p><b>Objective 1.0: To maintain the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) at 100% through 2022.</b></p>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
<p>The graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD)</p>	<p>To maintain the graduation rate of secondary 5 students registered on September 30th who obtain their first diploma (SSD) at 100% through 2022.</p>	<ul style="list-style-type: none"> <li>The school administration will ensure that all Secondary 5 students will have the required number of credits (54) necessary for graduation, including: Secondary 4 Mathematics, Secondary 4 Science &amp; Technology, Secondary 4 History of Quebec &amp; Canada, Secondary 4 Art Education, Secondary 5 English Language Arts &amp; Secondary 5 French Second Language credits (base/enrichi), Secondary 5 Physical Education or Secondary 5 ERC</li> </ul>
<p><b>Subjects:</b></p> <p><b>Secondary 4 Mathematics (Science)</b></p> <p><b>Objective 1.1: To increase the June global success rate of students in secondary 4 Mathematics (Science) from a baseline of 96.0% in 2019 to 97.5% by 2022.</b></p>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
<p>The June global success rate of students in secondary 4 Mathematics (Science)</p>	<p>To increase the June global success rate of students in secondary 4 Mathematics (Science) from a baseline of 96.0% in 2019 to 97.5% by 2022.</p>	<ul style="list-style-type: none"> <li>Teachers will meet with the EMSB Math Consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices.</li> <li>In their PLCs, teachers will share best practices for teaching algebra as an area of weakness in Sec 1, 2, and 3</li> <li>Lessons will focus on sample questions and not on the taking of class notes. Class notes will be common for all students and will be made available to all students on the Schoology Portal.</li> </ul>

		<ul style="list-style-type: none"> <li>• The school will administer a common board wide mid-year exam in January and a common practice exam in April-May. A guided review will be held in class prior to mid-year and MEES exams.</li> <li>• All class tests will include a variety of questions including multiple choice and short answer questions.</li> <li>• The teachers will provide students who are unsuccessful on tests with mandatory remediation.</li> </ul>
<p><b>Secondary 4 Science &amp; Technology</b></p> <p><b>Objective 1.2: To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 99.1% in 2019 to 99.5% by 2022.</b></p>		
<b>Indicator</b>	<b>Target</b>	<b>Strategies</b>
The June global success rate of students in secondary 4 Science and Technology	To increase the June global success rate of students in secondary 4 Science and Technology from a baseline of 99.1% in 2019 to 99.5% by 2022.	<ul style="list-style-type: none"> <li>• Teachers will meet with the EMSB Science &amp; Technology Consultant to review the results of the exam. They will use the DBMS item analysis to identify particular areas of weakness in order to improve practices.</li> <li>• Lessons will be centered on activity-based learning and not only on the taking of class notes. Class notes are prepared thematically, and are focused on supporting student understanding of major concepts.</li> <li>• Class notes will be common for all students and will be made available to all students on the Schoology Portal.</li> <li>• Class tests will include a variety of questions including multiple choice and short answer questions.</li> <li>• The teachers will provide students who are unsuccessful on tests with mandatory remediation.</li> </ul>

**Secondary 4 History/Histoire**

**Objective 1.3: To maintain the June global success rate of students in secondary 4 History at 100% through 2022.**

**Objective 1.4: To increase the June global success rate of students in secondary 4 Histoire from a baseline of 96.8% in 2019 to 98.0% by 2022.**

Indicator	Target	Strategies
The June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*)	To maintain the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) at 100% through 2022.	<ul style="list-style-type: none"> <li>• The teachers will meet with the EMSB Social Studies Consultant to review results of the June exam. They will use the item analysis to identify particular areas of weakness in order to improve practices.</li> <li>• Teachers use common assessment with a focus on intellectual operations. The evaluations model previous MEES exams and include common assessment on the essay portion of the exam in secondary 3.</li> <li>• An English group will be maintained for students experiencing French language difficulties.</li> </ul>
The global success rate of students in secondary 4 Histoire du Québec et du Canada*	To increase the June global success rate of students in secondary 4 Histoire du Québec et du Canada* from a baseline of 96.8% in 2019 to 98.0% by 2022.	<ul style="list-style-type: none"> <li>• The teachers will meet with the EMSB Social Studies Consultant to review results of the June exam. They will use the item analysis to identify particular areas of weakness in order to improve practices.</li> <li>• Teachers use common assessment with a focus on intellectual operations. The evaluations model previous MEES exams and include common assessment on the essay portion of the exam (réponse élaborée) in secondary 3.</li> <li>• Provide students with practice tests prior to summative evaluations</li> </ul>

**Equity:****Objective 2: To maintain the 0% gap in success rates between the males and females through 2022.**

Indicator	Target	Strategies
The gap in success rates between the males and females	To maintain the 0% gap in success rates between the males and females through 2022.	<ul style="list-style-type: none"> <li>• Continue to support high levels of student achievement through academic and extracurricular programs</li> </ul>

**Language Proficiency:****Objective 3.0: To increase the global success rate in secondary 5 English Language Arts from a baseline of 99.6% in 2019 to 100% by 2022.****Objective 3.1: To increase the success rate of students in the secondary 5 FSL (de base) writing component from a baseline of 99.6% in 2019 to 100% by 2022.****Objective 3.2: To increase the success rate in the secondary 5 FLE writing component from a baseline of 85.2% in 2019 to 90.0% by 2022 and increase the success rate of students in the secondary 5 FLM writing component from a baseline of 94.6% in 2019 to 100% by 2022.**

Indicator	Target	Strategies
The global success rate in secondary 5 English Language Arts	To increase the global success rate in secondary 5 English Language Arts from a baseline of 99.6% in 2019 to 100 % by 2022.	<ul style="list-style-type: none"> <li>• Teachers will enrich the ELA program beyond the basic requirements of the MEES program.</li> <li>• A Summer Reading Program will continue to be developed at all levels.</li> <li>• The school will administer a common exam in June of secondary 4 that resembles the format of the MEES examination in secondary 5 and practice exams will be reviewed in class in secondary 5.</li> </ul>

Indicator	Target	Strategies
The success rate of students in the secondary 5 FSL (de base) writing component	To increase the success rate of students in secondary 5 FSL (de base) writing component from a baseline of 99.6% in 2019 to 100% by 2022.	<p>The strategies outlined below, which are designed to support students in French language proficiency, serve both Objectives 3.1 &amp; 3.2:</p> <ul style="list-style-type: none"> <li>• A common FLM program is developed in secondary 1 and 2, based on FLE program, in order to develop competencies that will enable students to be successful in FLE/FLM in Secondary 3,4, and 5. To do so, RWA offers two more periods per cycle of French in secondary 1 and 2.</li> <li>• 60% of courses in secondary 1 and 2 are taught in French and 45% of courses in secondary 3 are also taught in French.</li> <li>• Secondary 1, 2, and 3 teachers will prepare students by administering a common reading mid-year exam in reading.</li> <li>• A French tutor offers support to students identified by teachers. Peer tutoring is also available to students.</li> <li>• After-school program specifically focused on increasing basic skills of secondary 1 students identified by teachers as being most in need of supplementary aid (Centre d'Apprentissage de Français)</li> <li>• Resource bank focused on French grammar to be available to all secondary 1 students via Schoology platform</li> </ul>
The success rate of students in the secondary 5 FLE writing component and/or in secondary 5 FLM writing component	To increase the success rate in the secondary 5 FLE writing component from a baseline of 85.2% in 2019 to 90.0% by 2022 and increase the success rate of students in the secondary 5 FLM writing component from a baseline of 94.6% in 2019 to 100% by 2022.	

**The Living Environment:**

**Objective 4.0: To decrease the rate of our secondary students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 10.3% in 2019 to 10.0% by 2022.**

**Objective 4.1: To increase the rate of secondary students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 75.0% in 2019 to 77.0% by 2022.**

**Objective 4.2: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OurSCHOOL Survey from a baseline of 22.0% in 2019 to 20.0% by 2022.**

Indicator	Target	Strategies
The rate of our secondary students who report victimization resulting from bullying on the OurSCHOOL Survey	To decrease the rate of our secondary students who report victimization resulting from bullying on the OurSCHOOL Survey from a baseline of 10.3% in 2019 to 10.0% by 2022.	Royal West will promote an environment of tolerance and acceptance through the ERC/Ed. Tech./ Visual Arts curriculum and through a variety of activities, programs, and events: <ul style="list-style-type: none"> <li>• Bullying Awareness Week</li> <li>• LGBTQ Club and workshops</li> <li>• SPVM workshops</li> <li>• Essential Parent Seminars for secondary 1 parents</li> <li>• Mediation Program through the Guidance Department</li> <li>• Tolerance workshops through “Ensembles”</li> <li>• Diversity Caravan initiative organized by Spiritual and Community Animator</li> <li>• Anti-Bullying Pink Shirt Day</li> <li>• Bully-box anonymous reporting system</li> <li>• Choices program for all secondary 2 students</li> <li>• Walk &amp; Talk Club for secondary 1 students</li> </ul>
The rate of secondary students who report feeling safe attending school on the OurSCHOOL Survey	To increase the rate of secondary students who report feeling safe attending school on the OurSCHOOL Survey from a baseline of 75.0% in 2019 to 77.0% by 2022.	Royal West Academy will continue to encourage and develop a sense of belonging for our students through the teacher advisor system, as well as through our extracurricular activity program. Teaching staff, in conjunction with our ECA and student services personnel, will continue to reach out to students to ensure that each feels they have someone in school to act as their advocate.

Indicator	Target	Strategies
<p>The rate of moderate to high level anxiety as reported by secondary school students on the OurSCHOOL Survey</p>	<p>To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OurSCHOOL Survey from a baseline of 22.0% in 2019 to 20.0% by 2022.</p>	<p>The teaching and professional staff will implement the MindPOP program which includes:</p> <ul style="list-style-type: none"> <li>• Daily moment of pause-itivity for the whole school.</li> <li>• Study Hol(istically) three times per week.</li> <li>• Secondary 1 Essential Parent Seminars</li> <li>• One-on-one resource support</li> <li>• MindPOP and Mindfulness workshops for staff and students</li> </ul> <p>A variety of resources are used to support students during times of increased anxiety:</p> <ul style="list-style-type: none"> <li>• iPad Applications like “Calm”</li> <li>• Noise reducing headphones</li> <li>• Bean bag seating area</li> <li>• Mandala-colouring</li> <li>• Addictions counsellor to consult with self-medicating students</li> <li>• Meditation Club</li> </ul>