

CTSP

CSS DU LITTORAL

COMMITMENT-TO-
SUCCESS PLAN
2023-2027



Background

Founded in 1967, the Centre de services scolaire du Littoral (CSSL) enjoys a unique geographical location. It stands out as being bilingual and governed by an administrator appointed by the Members of Cabinet.

Its territory covers Kegaska to Blanc-Sablon, as well as Port-Menier on Anticosti Island. Most of it is made up of small, insular communities far from major centres, where boats and planes are required to transport students, staff and goods. Despite the region's wealth of resources, the economic sectors are not very diversified, and the average income and level of education of households are below the Quebec average. As in other isolated regions, the communities are facing declining populations; however, the challenges of isolation have positively shaped mindsets, developing people's resilience and creativity.

The CSSL has just under 400 students in 10 schools, most of which provide preschool, elementary and secondary education. In addition, the majority of these and three centres provide general adult education services, such as Literacy, Francization, Presecondary and Secondary Cycles 1 and 2. Lastly, the CSSL offers a number of vocational training programs, in French and English, in partnership with other service centres or school boards.

Small numbers in schools and classrooms mean the school teams know their students, their families and the surrounding community well. Teaching mainly takes place in multi-level classrooms, which can be a challenge for both students and staff. Many teachers often teach multiple levels of education.

2022-2023 YOUTH SECTOR CLIENTELE				
ESTABLISHMENT	PRESCHOOL	ELEMENTARY	SECONDARY	TOTAL
Harrington	3	4	7	14
Mecatina	2	8	14	24
Kegaska	1	5	4	10
Mountain Ridge	8	38	0	46
St-Augustine	3	18	20	41
St-Paul	0	0	47	47
Mgr-Scheffer	17	82	57	156
St-Joseph	3	12	5	20
Gabriel-Dionne	1	2	3	6
Netagamiou	3	14	17	34
TOTAL	41	183	174	398

The CSSL has a higher graduation rate than Quebec as a whole. However, graduating students with special needs remains a challenge. A recent survey revealed that few students at the school service centre enjoy reading and writing, which is another major challenge for the organization.

The transportation, general secretariat, educational, human, material, information technology and financial departments as well as general administration manage professional and technical resources for the entire organization. Given the specifics of the region, the teams must be creative to successfully deliver services. Isolation, distance and bilingualism make it difficult to hire, allocate and retain staff. To this end, the CSSL focuses on developing everyone's skills, sense of belonging and professional effectiveness.

United around a shared vision, the educational community of the Centre de services scolaire du Littoral is committed to evidence-based practices in order to offer everyone the opportunity to reach their full potential.

NUMBER OF REGULAR EMPLOYEES 2022-2023	
Teaching staff	79
Support staff	79
Professional staff	19
Management staff	20
TOTAL	197



Vision

Committed to developing everyone's full potential together



MISSION

The mission of the Centre de services scolaire du Littoral is to establish educational institutions in its territory, to support those institutions and to accompany them by procuring access to the goods and services and offering the optimal conditions enabling them to provide students with quality educational services and see to their educational success, so that the population may attain a higher level of knowledge, social development and qualification. (*Education Act, section 207.1*)

Values



ENGAGEMENT

Centered on a shared vision, engagement involves dedication and effort towards personal development and progress.



COLLABORATION

Collaboration is being open to sharing and working together to develop our full potential.



INNOVATION

Innovation means adapting to the particularities of our environment with kindness and creativity.

Educational success

DEVELOPING STUDENTS' FULL POTENTIAL WHILE RESPECTING THEIR NEEDS AND ABILITIES

OBJECTIVE	INDICATOR	CURRENT VALUE	TARGET 2026-2027	EVALUATION FREQUENCY
1.1 Increase by 4% overall the proportion of students obtaining their first diploma or qualification seven years after starting secondary school	Overall proportion of students obtaining a first diploma or qualification seven years after starting secondary school	82.8%	86.8%	Annual
1.2 Increase by 5% the proportion of boys obtaining their first diploma or qualification seven years after starting secondary school	Proportion of boys obtaining a first diploma or qualification seven years after starting secondary school	80%	85%	Annual
1.3 Increase by 6.7% the proportion of students with special needs obtaining their first diploma or qualification seven years after starting secondary school	Proportion of students with special needs obtaining a first diploma or qualification seven years after starting secondary school	57.1%	63.8%	Annual
1.4 Reduce by 5% the proportion of students not graduating at the end of Secondary 5 due to failure in Secondary 4 mathematics	Proportion of students not graduating due to failure in Secondary 4 mathematics	12.5%	7.5%	Annual
1.5 Increase by 13.3% the proportion of students scoring between 70% and 100% on the compulsory reading exam in French, language of instruction, Elementary Grade 4	Proportion of students scoring 70% or more on the compulsory reading exam in French, language of instruction, Elementary Grade 4	66.7%	80%	Annual
1.6 Increase by 28.8% the proportion of students scoring between 70% and 100% on the compulsory mathematics exam (solving skills), Elementary Grade 6	Proportion of students scoring 70% or more on the compulsory mathematics exam (solving skills), Elementary Grade 6	46.2%	75%	Annual
1.7 Increase by 6.2% the proportion of students scoring between 70% and 100% on the compulsory writing exam in French, language of instruction, Secondary 2	Proportion of students scoring 70% or more on the compulsory writing exam in French, language of instruction, Secondary 2	68.8%	75%	Annual

1.8	Increase by 100% the proportion of schools and centres using the student well-being reference framework	Proportion of schools and centres using the student well-being reference framework	0%	100%	Annual
1.9	Provide 75% of secondary school students with access to special educational projects	Proportion of secondary school students taking part in special educational projects	0%	75%	Annual
1.10	Increase by 26% the proportion of students who say they are happy at school	Proportion of students responding to the statement "I'm happy at school" with <i>yes, always</i> or <i>often</i> .	49%	75%	Survey every two years

Development of expertise

PROMOTE THE DEVELOPMENT OF PERSONAL EFFICACY AND COLLECTIVE EFFECTIVENESS AMONG ALL STAFF

OBJECTIVE	INDICATOR	CURRENT VALUE	TARGET 2026-2027	EVALUATION FREQUENCY	
2.1	Increase by 14% staff satisfaction with the professional development that they are involved in	Proportion of staff responding to the statement "The development activities meet my needs" with <i>always</i> or <i>often</i> .	66%	80%	Monitoring after each training session Survey every two years
2.2	Increase by 20% staff satisfaction with the quality of professional support received	Proportion of staff responding to the statement "I receive useful feedback on my work" with <i>always</i> or <i>often</i> .	60%	80%	Survey every two years
2.3	Increase by 18% the proportion of employees receiving professional supervision	Proportion of staff responding to the statement "I receive supervision" with <i>always</i> or <i>often</i> .	62%	80%	Survey every two years

Declaration of services



The CSSL is committed to respecting the mission entrusted by law and to:

- Make student success a shared responsibility;
- Offer quality educational services that meet the needs of its clientele;
- Encourage creativity, perseverance, coherence and self-improvement;
- Support staff in implementing evidence-based practices;
- Promote education and bilingualism in its communities;
- Act in concert with local partners;
- Contribute to the social, cultural and economic development of the region.





Centre
de services scolaire
du Littoral

Québec



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