

École St. Augustine School



Educational Project

2024 - 2027

SMALL SCHOOL, BIG HEART , HIGHLY PERSISTENT AND STRONGLY DEVOTED!



Centre
de services scolaire
du Littoral

Québec



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Context

St-Augustine is a small school of about 40 students, located in a remote and isolated anglophone village on the Lower North Shore. It's infrastructure is modern and has lots of space.. A new climbing wall has been recently installed. A new kitchen will be constructed in the near future. The goal of this new kitchen is to encourage healthy eating habits and the mobilization of students.

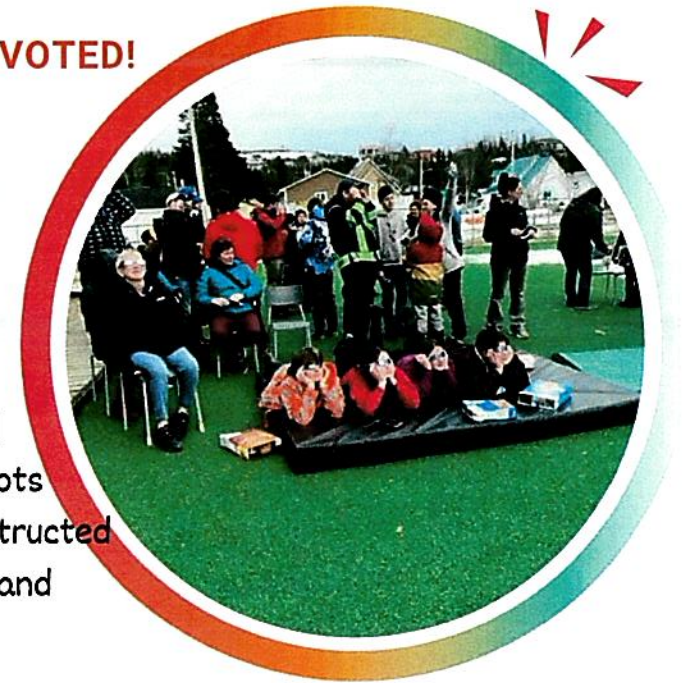
St-Augustine families and staff members are very much involved and care about student success, consideration and respect. They readily provide guidance when needed.

Despite all the tender loving care, students' success in reading, writing and problem solving could be much higher.

The biggest challenge for our staff is the fact that they intervene in highly heterogenous classrooms. They need to master several grade curriculums and teach students of different ages and specific needs.

Another important challenge is bilingualism. Nevertheless, there is an opportunity to be exposed to French in the neighbouring village of Pakuashipi, only separated by a river and easily accessible by hovercraft or snowmobile.

For the next four years our staff is dedicated to improving student success, master best practices in heterogenous classrooms and develop interest in the francophone culture. All of this will contribute to better inclusion in today's society.



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Values



ENGAGEMENT

Based on our shared vision, engagement is our heartfelt commitment to all students' success and well-being.



COLLABORATION

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



INNOVATION

Innovation is applying best practices with kindness and creativity while considering the particularities of our environment.

EDUCATIONAL SUCCESS

ORIENTATION 1: DEVELOPING STUDENTS' FULL POTENTIAL WHILE RESPECTING THEIR INTERESTS, NEEDS AND ABILITIES

Objective	Indicator	Current Value	Target 2026-2027	Evaluation Frequency
1.1 Increase by 28% the proportion of students with IEP's obtaining their high school diploma.	Proportion of students with IEP's obtaining their high school diploma.	43% (3 out of 7 students)	71% (5 out of 7 students)	Annual
1.2 Increase by 22% the proportion of high school students achieving 70% and above in the Writing Competency ELA.	Proportion of high school students achieving 70% and above in Writing Competency ELA.	53%	75% (4 more students succeeding over 70%)	Annual
1.3 Increase by 26% the proportion of high school students achieving 70% and above in the Problem Solving Competency.	Proportion of high school students achieving 70% and above in the Problem Solving Competency.	42%	68% (5 more students succeeding over 70%)	Annual
1.4 Increase by 34% the proportion of high school students achieving 70% and above in the Writing Competency FSL.	Proportion of high school students achieving 70% and above in the Writing Competency FSL.	26%	60% (6 more students succeeding over 70%)	Annual
1.5 Increase by 34% the proportion of high school students achieving 70% and above in the Reading Competency FSL.	Proportion of high school students achieving 70% and above in the Reading Competency FSL.	26%	60% (6 more students succeeding over 70%)	Annual
1.6 Increase by 4% the proportion of elementary school students achieving 70% and above in the Writing Competency ELA.	Proportion of elementary school students achieving 70% and above in Writing Competency ELA.	71%	76% (1 more student succeeding over 70%)	Annual
1.7. Increase by 23% the proportion of elementary school students achieving 70% and above in the Problem-Solving Competency.	Proportion of elementary school students achieving 70% and above in the Problem Solving Competency.	53%	76% (4 more students succeeding over 70%)	Annual

EDUCATIONAL SUCCESS

ORIENTATION 1: DEVELOPING STUDENTS' FULL POTENTIAL WHILE RESPECTING THEIR INTERESTS, NEEDS AND ABILITIES

Objective	Indicator	Current Value	Target 2026-2027	Evaluation Frequency
1.8 Increased by 24% the proportion of elementary school students achieving 70% and above in the Reading Competency FSL.	Proportion of elementary school students achieving 70% and above in the Reading Competency FSL.	41%	65% (more students succeeding over 70%)	Annual
1.9 Increase by 6% the proportion of elementary school students achieving 70% and above in the Writing competency FSL.	Proportion of elementary school students achieving 70% and above in the Writing Competency FSL.	59%	65% (4 more students succeeding over 70%)	Annual
1.10 Increase by 38% the proportion of students responding yes, always or often to the statement "I am happy at school" / I am happy to come to my school"	Proportion of students responding yes, always or often to the statement "I am happy at school / I am happy to come to my school"	37%	75%	CSSL Survey every second year.

DEVELOPMENT OF EXPERTISE

ORIENTATION 2: PROMOTE THE DEVELOPMENT OF BEST PRACTICES AND COLLECTIVE EFFICACY AMONG ALL

Objective	Indicator	Current Value	Target 2026-2027	Evaluation Frequency
2.1 Increase by 75% the proportion of staff members trained and accompanied on the management of highly heterogeneous classrooms (multi-level and IEP's)	Proportion of staff members trained and accompanied on the management of highly heterogeneous classrooms (multi-level and IEP's)	0%	75%	Annual
2.2 Increase by 30% the proportion of staff members responding Always or Often to the statement "I receive useful comments on my work".	Proportion of staff members responding Always or Often to the statement "I receive useful comments on my work".	50%	80% (CSSL Target)	CSSL Survey every second year.

Signatures




APPROVAL BY THE GOVERNING BOARD

2023-2024:17 May 2, 2024
Resolution Number and Date

SIGNATURE OF THE EDUCATIONAL PROJECT

FOR THE CENTRE DE SERVICES SCOLAIRE DU LITTORAL:



Marc-André Masse,
Administrator

April 21, 2024
Date

FOR THE SCHOOL:

Celine Girard

First and Last Name,
Principal

April 21, 2024
Date

