



# Educational Project

QUEBEC HIGH SCHOOL

**2023-2027**

Date of adoption by the Governing Board  
2024-01-29

# **The Educational Project**

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## SECTION 1 : CONTEXT

Quebec High School came into being when Commissioners High School, a co-educational high school under the jurisdiction of the Protestant Board of Commissioners of Quebec City, and the High School of Quebec, a private high school for boys, were amalgamated in 1941. The following is a brief outline of this history:

- 1769 John Fraser opens first English language school in Quebec City*
- 1804 High School of Quebec established*
- 1875 Girls High School founded*
- 1918 Commissioners High School named*
- 1941 Quebec High School opened - addition of Webster Auditorium and Pollack Hall*

### Mission Statement

Quebec High School fosters a culture of inclusion and empowers students to become skilled, bilingual, lifelong learners who can advocate for themselves and their community and become active citizens.

### Mantra

Live Together, Learn Together, Lead Together!

### Vision – Values

At Quebec High School, we believe all students can achieve high levels of learning. We do this by:

- Focusing on the academic success of each student through a blend of tradition and innovation.
- Building leaders through authentic community experiences.
- Providing all students with a wide variety of opportunities both in and outside the classroom.
- Fostering a culture of respect and acceptance of diversity and individuality.
- Encouraging the development of perseverance, resilience and autonomy.
- Fostering positive student-staff relationships.
- Ensuring students become bilingual individuals.
- Ensuring students achieve success through academics, the arts, athletics and a sense of community.

### Our definition of success

At Quebec High School, success means students become skilled lifelong learners who are emotionally and physically healthy and equipped to face the next chapter of their lives.

### Strengths and Challenges

At Quebec High School, we pride ourselves on an approach in which the development of every student is at the center of our interventions and decisions. Our goal is to ensure all students become well-rounded, bilingual individuals ready to start their adult lives. We are committed to the success of all our students. We believe our students achieve success by developing their autonomy, creativity, adaptability, work ethic and problem-solving skills. To do so, we provide students with equitable opportunities to be involved in a variety of endeavors whether it be in Athletics, the Arts, or Community-based learning activities, while ensuring a quality education for all. We believe all students can learn at high levels. It is our wish that all students develop a sense of belonging and connection to the school and its staff. Our goal is that every student develops academically, emotionally and socially to their full potential.

We have had an increase in student population since the pandemic. The portrait of the student population has evolved. Students admitted to QHS arrive with more learning gaps and there is a higher proportion of students with Special Needs. In addition, there has been a higher proportion of turnover in all categories of personnel. Here are a few of the challenges we face:

- Ensure proper integration of new personnel in our culture and in our practices.
- Ensure our interventions as a staff are in line with our mission and our values.
- Ensure cohesion among the staff.
- Offer differentiated instruction while respecting the standards of the Quebec Education Program (QEP) and the needs of the students.

For example, we created a particular path for the cycle 1 students called Academic Consolidation. As we had noticed that we were faced with a higher proportion of students who were not at level in Cycle 1 of High School, we decided to create a small group that would provide more individualized and targeted instruction in the core subjects to help the students meet their goals. Depending on their progress, they can reintegrate the regular sector or join one of the alternative paths, the Work Oriented Training Path (WOTP) or Challenges, at 15 years of age.

## EXTERNAL ENVIRONMENT

Quebec High School is a regional school. Over the last few years, our student population has been increasing. Our student population comes from the general Quebec City area, as far as St-Raymond de Portneuf and St-Lambert-de-Lauzon. This has an impact on the socio-economic profile as QHS has a heterogeneous student population with huge differences in socio-economic status.

We continue to collaborate with our partners such as the Jeffrey Hale Community Partners, Voice of English-speaking Quebec, the Morrin Center, in a variety of projects such as the Annual Hamper Campaign, leadership endeavors and community projects.

The Jeffrey Hale professionals, a nurse and a social worker, continue to offer direct services to our students at school. Note that the needs for the social worker have increased since the pandemic. Since the 2022-2023 school year, their hours have increased, and they also rely on social worker interns to provide more support at the school level.

## INTERNAL ENVIRONMENT

### **Portrait of our student population:**

Our student population has increased over the last few years.

- Average number of students between 2018 and 2021 = 338
- Average number of students since 2022 = 421
- Percentage of students who take the yellow bus = 19% to 20%
- Year 2023-2024 = 433 students

QHS is the only High School in the Quebec City area that offers the official Ministry of Education Special Needs pathways.

- Competency Approach to Social Participation (CASP) and Challenges for students with moderate to severe intellectual delays up to 21 years old.
- Work Oriented Training Path – 1 year program in preparation for a semi-skilled trade.
- Work Oriented Training Path – 3-year program for the Pre-Work Certification.
- *Academic Consolidation* in Cycle one, for students who are not at level academically. The student population in 2023-2024 is broken down as follows.

In 2023-2024, 37% of our students have an Individualized Education Plan (IEP). In 2018-2019, that proportion was at 30%.

- 28% in the regular sector
- 1.3% are in CASP-CH
- 2% are in the Cycle 1 Academic Consolidation Pathway
- 2.7% are in WOTP 1
- 3% are in WOTP 3

The predicted number of student enrolment in the next 5 years is 490 according to the Deeds of Establishment from 2023. Note that the actual number of students that could attend would depend on the pathways offered and this number may be lower according to the capacity of the building.

#### **Portrait of staff members and school structure**

- Total of 58 regular staff members
  - Administrators: 2
  - Professionals: 3
  - Secretaries: 2
  - Janitors: 2.3
  - Document technician: 0.35
  - Special Education Technician: 10-15
  - Attendant: 1
  - Supervisor: 1
  - Teachers: 36
- Out of the regular teaching staff, 80% have between 5 and 20 years of experience at CQSB. This year, we have 12 new teachers, 6 of which have fewer than 5 years of teaching experience.
- We have a core team of special education technicians (SET) with an average of 9 years of experience at QHS. An additional 6 SETs have 2 to 3 years of experience in the field.
- There was a turnover of 2 out of the 3 professional staff members in 2022-2023.
- There was a complete turnover of the secretarial staff in 2022-2023.

## DATA ANALYSIS

QHS will work towards meeting CQSB's Commitment-to-Success Plan's objectives. Two main orientations were identified to be part of the Educational Project: an academic component and a component on the wellbeing of our students, or "wellness".

### Academic Component of the Educational Project

The Academic Component is focused on *Literacy* and *Numeracy* at all levels. At QHS, our success rates in the Ministry of Education (MEQ) sanctioned courses, is higher than the provincial norms. However, the school team chose to focus on certain competencies or aspects of Literacy and Numeracy, to ensure all students are achieving at their highest capacity. Before presenting the objectives, here is some pertinent data.

### MEQ Sanctioned courses results

The following includes the results of the Ministry of Education Sanctioned courses. These are the courses for which there is a Mandatory Uniform Exam from the Ministry at the end of the year. Note that due to the pandemic, there are no Ministry results for the 2019-2020 and the 2020-2021 school years. Before the pandemic, the exams were worth 50% of the overall results. Since 2021, the exams are worth 20% of the overall result.

Table 1 – Success rate of the Ministry Courses from Secondary 4 and 5

	2017-2018		2018-2019		2021-2022		2022-2023	
Success Rate of QHS Students in the MEES exams	QHS	Province	QHS	Province	QHS	Province	QHS	Province
<i>Math Option IV: CST (Cultural and Scientific)</i>	88.9	70.4	80	69	77.8	66.6	75	68.7
<i>Math Option IV: SN (Science)</i>	86.8	91.6	68.6	92.3	77.1	90.5	87.1	93
<i>History &amp; Citizenship IV</i>	n/a	n/a	n/a	n/a	n/a	n/a	89.6	75.9
<i>Science &amp; technology IV</i>	87.5	85.8	78.8	84.1	92.6	83.2	91.3	86.1
<i>Français langue d'enseignement V</i>	100	91.1	83.3	89.1	78.6	87.2	77.8	88.8
<i>French Second Language Enriched V</i>	n/a	97.7	95.6	95.5	97,1	95.7	91.7	97.1
<i>French Second Language (CORE) V</i>	80	90.6	100	91.8	80	88.8	100	90.1
<i>English Language Arts V</i>	100	97	98.7	97.3	97,7	98.8	100	97

n/a : No Ministry Exam Results available.

The 2018 June French exam was postponed due to a major issue.

Table 2 – Proportion of students per French Level

As we strive to have our students become bilingual learners, here is the proportion of students who have graduated in each level for the last 5 years. The 2023 cohort is less relevant as we had a large contingent of international students who were beginners in French.

	June 2017		June 2018		June 2019		June 2022		June 2023	
	%	#	%	#	%	#	%	#	%	#
Français langue d'enseignement (FLE)	28%	23	27%	27	24%	18	37%	28	37%	18
French Second Language Enriched (FSE)	53%	44	62%	62	59%	45	43%	33	25%	12
French Second Language (FSL or CORE)	19%	16	11%	11*	17%	13	20%	15	37%	18

\*ISP students only.

### The Wellness Component of the Educational Project

The Wellness Component is an essential part of the CQSB's Commitment-to-Success Plan, and the school team is dedicated to contributing to making the school a positive learning environment for all students. Every year, the students respond to two major surveys that help the school team learn about various elements that contribute to the students' social-emotional well-being.

*Our School Survey*, from the Learning Bar, is a survey used across Canada and in the CQSB. The data the school collects is compared to the Canadian Norms for each indicator. However, those norms have not been updated since the pandemic, so the school team takes the results with the necessary nuance.

Since 2018, the three Quebec City high schools in the CQSB have been part of the COMPASS-Quebec project which analyzes data in the Quebec City region. The data is collected from QHS every year, and it is compared to all the high schools in the *Capital Nationale* region.

The school team is using the COMPASS survey to identify the benchmarks for a number of indicators to build the main objective. Data from different sections has been pulled from the complete report. The questionnaire has evolved slightly over the years which explains that some data is not available. For instance, the section on bullying and violence were addressed differently in previous years, so the indicators have changed. As the COMPASS Survey presents data longitudinally, the school team can see the evolution of the indicators.

#### Table 4 -COMPASS Quebec Survey Results

The data is presented as the proportion of students who declared/present ...

	Spring 2019	Spring 2021	Spring 2023
<b>Mental health</b>	QHS	QHS	QHS
they felt nervous, anxious, or on edge for most days in the last 2 weeks	33%	44%	35%
having supportive and rewarding relationships	72%	67%	64%
feeling competent and capable in activities that are important to them	88%	77%	76%
they felt depressed most days in the last 2 weeks	20%	28%	22%
*present significant depressive symptoms	n/a	n/a	44%
*present moderate to severe anxiety	n/a	n/a	36%
they are optimistic about their future	68%	66%	62%
<b>My School and Me</b>			
feeling they are part of their school	70%	74%	69%
being happy to be at their school	n/a	78%	70%
feeling close to people in school	79%	77%	71%
feeling safe at school	87%	88%	73%
That getting good grades is important to them	91%	89%	82%
<b>Bullying and Violence</b>			
as <b>not</b> having been bullied by other students in the last 30 days.	n/a	n/a	76%
being verbally bullied by other students	n/a	n/a	21%

#### Legal obligations of the school regarding certain risk factors

As a public school, QHS has the obligation to produce the following plans as preventative measures for many of the elements that are examined in both surveys.

- The School Code of Conduct is revised every year
- School Climate-Bill 56: The Anti-Bullying and Anti-Violence Plan (ABAV)
- Prevention of Smoking and Vaping: Plan for a Smoke-Free Generation (PSFG)

Upon examining the data and considering that specific *plans* address some of the issues, certain elements will be the focus of the Educational Project. It is important to note that the issues presented are complex and cannot be explained by a single action. For instance, the students' perception of self-esteem is not only dependent on their school results or their feeling of competence. Their home environment, health habits and relationships can also influence their perception.

## SECTION 2 : ORIENTATIONS, OBJECTIVES, INDICATORS AND TARGETS

The school team has determined objectives in line with the Orientations from the Ministry and the CQSB Commitment-to-Success Plan. Each objective is monitored by a subcommittee of staff members who will develop the action plan. The subcommittees report to the Leadership Team who monitors the process.

### OBJECTIVE 1: LITERACY IN ENGLISH

The focus of the Literacy Objective in English Language Arts is the Reading competency as it has an impact on the entire curriculum and therefore will contribute to student success across the board.

<b>MEQ Orientation</b>	Success for all students as a Top Priority
<b>QHS Objective</b>	Increase the proportion of students whose result is at 70 % or higher on the Secondary 5 Ministry's uniform exam, <i>Reading Competency</i>
<b>Indicator</b>	Proportion of students whose result is at 70 % or higher on the Ministry's uniform Secondary 5 ELA exam, <i>Reading Competency</i>
<b>Benchmark June 2023</b>	71% of students received a result of 70% or higher on the Ministry's uniform Secondary 5 ELA exam, <i>Reading Competency</i> .
<b>Target June 2027</b>	75% of students will have a result of 70% or higher on the Ministry's uniform Secondary 5 ELA exam, <i>Reading Competency</i> .

### OBJECTIVE 2: LITERACY IN FRENCH

The focus of the Literacy Objective in French is in line with our priority to have bilingual students by the time they graduate. Given that we offer three levels of French, we ensure all students graduate with a high school diploma. However, when they graduate with the Core French level, they are not considered bilingual. The idea is to encourage students to learn at their highest capacity until they graduate.

<b>MEQ Orientation</b>	Success for all students as a Top Priority
<b>QHS Objective</b>	Increase the proportion of students who obtain their credits in the respective French Levels: <i>Français Langue d'enseignement</i> (FLE), French Second Language Enriched (FSLE) and French Second Language (FSL or Core French).
<b>Indicator</b>	Proportion of students who get the maximum number of credits in French (6 credits for FLE or FSLE versus 4 credits in FSL).
<b>Benchmark June 2022</b>	80% of our students graduated with either FLE or FSLE. We are using June 2022 as our benchmark, as the 2023 cohort was comprised of a large proportion of international students whose French level was much lower than our typical cohorts.
<b>Target June 2027</b>	Over 85% of our students will graduate with either FLE or FSLE.

### OBJECTIVE 3: NUMERACY

The focus of the Numeracy objective is to reinforce the skills in solving situational problems. Working on complex tasks at varying degrees will enable students to apply the concepts in more concrete situations. The focus in Literacy, Objective 1, should also have an impact on these results.

<b>MEQ Orientation</b>	Success for all students as a Top Priority
<b>QHS Objective</b>	Increase the proportion of students whose result is at 70 % or higher on the Secondary 4 local competency <i>Solves a Situational Problem</i> .
<b>Indicator</b>	Proportion of students whose result is at 70 % or higher on the Secondary 4 local competency <i>Solves a Situational Problem</i> .
<b>Benchmark June 2023</b>	67.5% of CST 4 students received 70% or higher on their Local competency <i>Solves a Situational problem</i> . 64.5% of SN 4 students received 70% or higher on their local competency <i>Solves a Situational Problem</i> .
<b>Target June 2027</b>	75% of students will have a result of 70% or higher on the Secondary 4 local competency <i>Solves a Situational Problem</i> in either CST 4 or SN 4.

### OBJECTIVE 4: WELLNESS

The subcommittee determined to offer a holistic approach to the Wellness Orientation which was put forth by the Ministry. As we examined the data, we realize that the last few years have been a challenge for all students. While we strive to foster a sense of community and belonging, a portion of our student population struggles with anxiety, low self-esteem and a low sense of belonging.

In addition to the compulsory Anti-Bullying and Anti-Violence Plan, here are some of the actions that have been put into place since 2022 at the school that contribute to the wellness of our students.

- Communication of our core values to the entire school community.
  - Presented in January 2022.
  - Visual representations posted in the school and in the student agendas.
- Implementation of the “Hors-Piste” program which helps students develop strategies to help them cope with anxiety. This program is given to all Secondary 1 and 2 students.
- Workshops offered in different levels (see Annex A of the details for these workshops)
  - VIRAJ (Programme de prévention de la Violence dans les Relations Amoureuses chez les Jeunes)
  - Maison Jean-Lapointe (Various workshops on substance use or addictions)
  - Partners for Life (Mental Health and Depression)
- Presence of school police officer who also offers conferences.
- Development of the Behaviour Intervention Process presented to the staff and implemented in the Fall of 2023.

<b>MEQ Orientation</b>	Student Retention
<b>QHS Objective</b>	<p>Develop a holistic approach to better coordinate our efforts to support our students emotionally, psychologically, physically and socially.</p> <p>The development of this approach would allow us to monitor our actions more closely to help support the students in all spheres of the student life, whether it be through the academics, athletics, arts and active citizenship.</p>
<b>Indicators</b>	<p>As indicated in the COMPASS Survey, the percentage of students who declared:</p> <ul style="list-style-type: none"> <li>- they felt nervous, anxious, or on edge for most days in the last 2 weeks</li> <li>- having supportive and rewarding relationships</li> <li>- feeling competent and capable in activities that are important to them</li> <li>- feeling they are part of their school</li> <li>- feeling close to people in school</li> <li>- feeling safe at school</li> <li>- not having been bullied by other students in the last 30 days</li> <li>- having experienced violence, intimidation or bullying (verbal, physical)</li> </ul>
<b>Benchmarks From 2023</b>	<ul style="list-style-type: none"> <li>- felt nervous, anxious, or on edge for most days in the last 2 weeks = 35%</li> <li>- having supportive and rewarding relationships = 64%</li> <li>- feeling competent and capable in activities that are important to them = 76%</li> <li>- feeling they are part of their school = 69%</li> <li>- feeling close to people in school = 71%</li> <li>- feeling safe at school = 73%</li> <li>- not having been bullied by other students in the last 30 days = 76%</li> <li>- having experienced violence, intimidation or bullying (verbal, physical) = 21%</li> </ul>
<b>Target June 2027</b>	<ul style="list-style-type: none"> <li>- felt nervous, anxious, or on edge for most days in the last 2 weeks = less than 30%</li> <li>- having supportive and rewarding relationships = over 70%</li> <li>- feeling competent and capable in activities that are important to them = over 82%</li> <li>- feeling they are part of their school = over 75%</li> <li>- feeling close to people in school = over 85%</li> <li>- feeling safe at school = over 85%</li> <li>- not having been bullied by other students in the last 30 days = 0%</li> <li>- having experienced violence, intimidation or bullying (verbal, physical) = 0%</li> </ul>

### SECTION 3: Consultations Held for the Preparation of the Educational Project

In the interest of attaining consensus among all stakeholders, the following groups were involved in the preparation of our Educational Project: school team including, members of the student council, Governing Board and the Educational Project subcommittees for each objective.

Note that a *Leadership Team* comprised of members of different categories of personnel will be named at an ulterior date. The Leadership Team will monitor the progress of the implementation of the Educational Project.

The Quebec High School Governing Board was presented with the School Board's Commitment-to-Success Plan (CSP) early in 2023. These are the steps that were taken to complete the Quebec High School Educational Project:

05/2023	Presentation to the Governing Board of the CQSB CSP
10/2023	Presentation to staff of the CQSB CSP
11/2023	Subcommittees formed to determine the objectives of the QHS Educational Project History and Language teachers to determine the Literacy Objectives. Math and Science teachers to determine the Numeracy Objective. Multidisciplinary team of teachers and professional to determine the Wellness Objective.
12/2023	Consultation of the Governing Board on the preliminary version of the QHS Educational Project
12/2023	Consultation of the Staff on the preliminary version of the QHS Educational Project
01/2024	Consultation of the Student Council representatives
01/2024	Approval of the Educational Project by the Governing Board

### SECTION 4 : TIME FRAME FOR THE EVALUATION OF THE EDUCATIONAL PROJECT

For each objective the following time frame will be used to monitor and examine the extent to which the objectives have been achieved and the effectiveness of the measures it has applied to fulfill its commitments.

- The Leadership Team will monitor progress every term.
- The Quebec High School Governing Board will monitor progress twice a year.
- The Administration will ensure that committees and PLCs meet regularly to develop strategies to meet the objectives of the Educational Project.

Each group mandated to work on an objective will report on their progress to the Leadership Team.

The Leadership Team will report on the progress of the Educational Project to the staff after every term.

The Administration will report on the progress of the Educational Project to Student Council.

The Administration will report on the progress of the Educational Project to the School Board every year.

The Governing Board will report on the progress of the Educational Project to the school community once a year, every year.

Thank you to staff, parents, students, community partners and the subcommittees for participating in various consultations and providing essential feedback in the development of this educational project.

## SECTION 5: SIGNATORY PARTIES

### GOVERNING BOARD RESOLUTION

#### The Quebec High School EDUCATIONAL PROJECT 2023-2027

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 Chris Dickinson AND RESOLVED THAT the Educational Project of 2023-2027 be adopted by the Governing Board.

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

IT WAS FURTHER MOVED BY Annie Massicotte 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.

#### Principal of the school:

Name:

Breton

Surname:

Paula

Signature:

*Paula Breton*

Date:

2024-01-29

#### Chair of the governing board:

Name:

Massicotte

Surname:

Annie

Signature:

*Annie Massicotte*

Date:

2024-01-29

#### Director General of the school board:

Name:

Surname:

Signature:

Date:

## Annexe A – Prevention workshops

The following is a sample of the most common workshops and organisations that have been involved in our school. Depending on the evolution of the needs and the offer by different organisations, Quebec High School welcomes these endeavours to support the school team in its mission.

Workshops	Theme	Student Population	Frequency	Cost	Start Date	2022-2023	2023-2024
Hors Piste	Anxiety & stress management	Sec. 1 & 2	5 workshops per class (one period)	free	2022-2023	X	X
VIRAJ (Entraide jeunesse Québec)	Promotion des relations amoureuses égalitaires	Sec. 4	2 workshops per class (one period)	\$	Over 10 years	X	
TOTEM (Entraide Jeunesse Québec)	Mutual aid group for anxiety	Sec. 1-2-3-4-5	8 workshops (1h15)	\$	2017-2018 On and off depending on the levels and needs	X	
Maison Jean Lapointe	My independence matters to me	Sec. 1-2-3-4-5	One period	free	Over 10 years	Sec 1 only	All levels
CAA	Driving under the influence	Sec. 5	One period	free	2019-2020	X	X
Policier-École	Techno avisée	Sec. 1	One period	free	Always	X	X
Policier-École	Ta vie, tes choix	Sec. 2	One period	free	Always	X	X
Partners for life (Fondation Jeunesse en Tête)	Mental health	Sec. 4-5 (14-18 ans)	One period	free	Over 10 years		X
MIELS	Services de prévention du VIH/ sex and conso	Sec. 4	One period	free	2022-2023	X	
Entraide Jeunesse Québec	Different topics & workshops; ex: L'ouverture à la différence	Sec. 1-2-3-4-5	One period	free	Over 10 years		X