



# Gault Institute's Educational Project 2023-2027

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**Gault Institute**

17 Gault Street | Valleyfield J6S 3R4

[www.gault.nfsb.qc.ca](http://www.gault.nfsb.qc.ca)

An elementary school of the New Frontiers School Board

[www.nfsb.qc.ca](http://www.nfsb.qc.ca)

## 1. An introduction to our Educational Project

The Educational Project defines the school's philosophy or mission. It is the process of consensus building concluded by the school's Governing Board and its stakeholders.

Gault's Educational Project will include various objectives that will privilege the personal growth of each student. It is designed with the intent of developing a shared commitment between the Home and the School. Solidarity, cooperation, and mutual trust amongst all partners will ensure continuity in the development of each child and contribute to the success of our educational mission.

*This Educational Project between Gault Institute and the New Frontiers School Board is written within the framework of the Education Act.*

## 2. Who we are at Gault Institute

**Gault Institute**, was founded in 1897, by Andrew Frederick Gault, philanthropist and President of the Montreal Cotton Company (MOCO). Our school is located in the heart of Salaberry-de-Valleyfield, in walking distance of the largest natural park in Valleyfield, the park Delpha-Sauvé that is surrounded by the St. Francis Bay that flows into the St. Lawrence Seaway. Our school makes good use of this facility to host annual walks/runs and sport events.

Our school has been offering quality English education for more than 125 years. It's current enrolment counts three hundred and twenty-five students from pre-kindergarten to grade six. French lessons are taught to students in cycle 1 through cycle 3 by French specialists over six periods per week. Literacy is paramount; students who find reading and mathematics challenging are supported through daily resource and remediation sessions. Students have access to various interactive technology in every classroom, including iPads in cycle 1, and mobile computer labs in cycle 2 and 3. These devices offer Word Q and Speak Q, a speech recognition software providing word prediction and speech feedback.

Our students explore technology through coding and robotics workshops, supported by our STEM consultants.

A multitude of sports and recreational activities are offered to our students through our Physical Education classes, three periods per week. Many extracurricular activities are offered all year long which include Terry Fox walk, basketball, cross-country running, badminton, track & field etc. Our students have access to an afterschool homework/tutoring program with an emphasis on literacy skills offered by our teaching staff. Our school also offers a daycare program to our working parents, over 30% of our student population attend it on a full-time basis.

Our Community Learning Centre is supported by a community development agent who facilitates community partnerships, service-based learning which contribute to enriching student life. Funding for our CLC is provided through the Entente Canada-Québec.

Our school believes that strong relationships will continue to foster personal and social growth which will reinforce the importance of respect and appreciation for individual uniqueness. Our goal is to develop trust and collaboration with our stakeholders by encouraging them to participate in school-wide events offered by our Parent Organization Committee with the support of our Governing Board Members and the school team.

### **OUR SCHOOL MOTTO**

**SOARING TO NEW HEIGHTS** – Our sport team are known as Eagles, which came to existence in the 1990s benefit from taking part in various athletic events. Our eaglets (preschoolers) and eagles (elementary students) have plenty of possibilities to surpass themselves. There are no boundaries and no limits when acquiring new skills and abilities through a philosophy of fair play.

### **OUR SCHOOL MISSION**

Gault Institute’s mission is to facilitate learning in a stimulating, bilingual environment that challenges students to reach their full potential. To address this mission, the school will utilize the educational project and all available teaching resources to provide the opportunity for every student to become literate in both official languages, French and English.

### **OUR SCHOOL VISION**

Gault Institute, in partnership with our families and communities, will graduate educationally prepared, competent, responsible caring citizens, who demonstrate curiosity for continued learning.

### **OUR SCHOOL PORTRAIT**

	<b>Pre-School</b>	<b>Elementary</b>
Number of students	54	265
Number of teachers	4 generalists	14 generalists, 2 P. E., 3 French specialists, 1 resource teacher, 1 art specialist
Number of support staff	3	12
Number of daycare educators	7	
Our socio-economic index	9/10 (N.A.N.S. school)	
Our budget statement @ June 30, 2025	\$460 766,00	

### **3. Educational Project Committee Members**

- Preschool teachers– Marie-Christina Laurin & Richard Johnston
- Cycle 1 teacher- Sarah Tully
- Cycle 2 teacher- Dana MacDonald
- Cycle 3 teachers-Erin Pearson & Jennifer Hillman
- Resource teacher & staff assistant- Diane Donnelly
- Preschool & Cycle 1 P.E. teacher- Mary Dada (LOA since February 2026)
- Cycle 2 & 3 P.E. teacher & staff assistant- Kent Erskine
- Principal- Anick Leclerc

#### 4. Consultation Process

In the development of our Educational Project, the following consultations were undertaken:

Group	Date	Format	Notes
School Board Coach	Nov. 2023 & Feb. 2024	Online meeting to discuss plan and objectives	
Teaching Staff	Nov. Dec. & Jan. 2024	Monthly staff meetings	
Support Staff & Professionals	Dec. 22, 2023	School-based PD Day	
Students	Nov. 13-24, 2023	Our School Survey	
School Council Members	March 26, 2024	Consultation on the Draft Document	
Parents	March 26, 2024	Approval of the final version at Governing Board Meeting	
The School Board	March 27, 2024	Presentation of Final Document	
Revision Committee	May 25, 2026	Meeting to review some updated information	
Governing Board Committee	May 25, 2026	To share update	

#### 5. Some of our Challenges

- Our school survey demonstrated a low sense of belonging and safety in our students. Our goal is to offer a place where students feel safe and validated. We want to give them tools to identify and name their emotions and learn to self-regulate using strategies from *Zones of Regulation*, guided by a coach/mentor, visiting calming corners in classrooms, having access to fidget toys and sensory bins, being able to express their fears or opinions during Student Council meetings with the guidance of teacher mentors, teach them resilience and acceptance of mistake-making. Empowering them to take part in extracurricular activities that push them out of their comfort zone in a healthy environment.
- Our staff and families raised concerns regarding the numbers of acts of violence and/or bullying occurring on the playground within the last two years. Many students are being injured and have expressed feelings of anxiety and fear of going outside at recess. Some students hang out in hallways, bathrooms, or find excuses to help a little one to avoid going outside. Our overpopulation and lack of space are indicators of additional stress and pressure.
- Our teaching and support staff are concerned with the Reading Assessments results for GB+ in French and for PM Benchmarks in English. Lack of reading strategies affect one's reading in all other subject areas, mainly in problem solving situations in mathematics.

## 6. Our Plan

In line with the aforementioned challenges, we will focus on the following areas to improve student achievement:

### MEQ: Make Schools and Centres Welcoming Spaces

NFSB: Foster relationships, partnerships, and develop global perspectives

Orientation #1	Objectives	Targets	Indicators	Results Achieved
Improve the overall school climate to increase a sense of safety and well-being when coming to school.	-To decrease the rates of anxiety exhibited by our students with a focus on our girls, who's scores were higher  -Increase student sense of safety when coming to school	Increase the sense of belonging by 10% each year, starting at 56% for girls in 2023 to surpass the Canadian norm of 78% by 2027 and in boys, who scored 67% to surpass the Canadian norm of 80% by 2027.	-Using "Our School Survey" to provide student voice and a benchmark on student well-being. -Tracking the number of extracurricular activities attended by each -Tracking the number of student-led activities: recess success, Student Council assemblies or events, buddy reading opportunities)	2024-2025  2025-2026  2026-2027

### MEQ: Safety and Security

NFSB: Foster relationships, partnerships, and develop global perspectives

Orientation #2	Objectives	Targets	Indicators	Results Achieved
Attempting to decrease the number of violent actions on the playground	-To observe a decrease in the number of documented acts of bullying and/or violent acts on the playground	To observe a decrease in the number of bullying and violent acts expressed by our students by 5% per year, to surpass the Canadian norm of 31%.  In girls, the % of reported cases of bullying went up from 33% in grade 4 to 40% in grade 6.  In boys, the % of reported cases of bullying went up from 18% in grade 4 to 42% in grade 5 and down to 23% in grade 6.	-Using "Our School Survey" to provide us with student voice and a benchmark on student well-being. -Tracking the number of bullying incidents reported -Tracking the number of students involved in guided activities by trained adults such as <i>Remaking Recess</i> games -Tracking the number of students requiring coaching from our Behaviour Tech regarding voluntary acts of aggression (violence)	2024-2025  2025-2026  2026-2027

MEQ: Increase the success of students



NFSB: Leverage the power of data

Orientation #3	Objectives	Targets	Indicators	Results Achieved
To improve the level of competency in reading for all our students. Developing phonemic awareness in preschoolers, solidifying decoding, fluency, and comprehension in all other grades.	To have 60% of our students reading at grade level by the end of each cycle.	GB+/PM Benchmark reading results will increase by 2 levels for each student in each grade.	<ul style="list-style-type: none"> <li>-Sustained silent reading in each grade</li> <li>-Students' reading levels GB+/PM Benchmarks levels will be between 18-22 in Cycle 1 by Term 3 in their report cards, 22-25 in Cycle 2, and 25-30 in Cycle 3</li> <li>-Students GRADE scores will be at level of higher by the end of Cycle 3</li> <li>-Tracking reading minutes or books per week</li> <li>-Offering opportunities to read to a younger audience to practice fluency and understanding.</li> <li>-Offering specialized literacy workshops at lunch or after school for those requiring more support.</li> </ul>	<p>June 2024 Term 3 GB+ PM GRADE score in Cycle 3, year 2</p> <p>June 2025</p> <p>June 2026</p> <p>June 2027</p>

**7. Alignment & Accountability**

Our Educational Project is in alignment with the Commitment to Success Plan of the New Frontiers School Board, and the priorities of the Quebec Ministry of Education. This Educational Project will be evaluated on a regular basis and the results will be presented to our community. We will analyse our results and determine the degree of success in the attainment of our targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

**8. Signatures: Valleyfield, May 25, 2026**

	
Anick Leclerc, Principal Gault Institute	Nancy Reiser, Governing Board Chair Gault Institute
I, Mike Helm, Director General, confirm that this plan is in line with the Commitment to Success Plan of the New Frontiers School Board, and is in conformity with our timeline:	
	