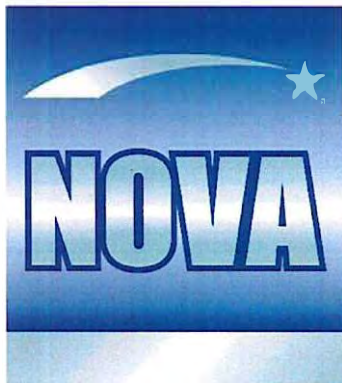




# Nova Career Education Centre's Educational Project 2023-2027

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## Nova Career Education Centre

70 Maple | Chateauguay J6J 3P8

[www.nfsb.me](http://www.nfsb.me)

A career education centre of the New Frontiers School Board

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

## 1. **An introduction to our Educational Project**

The Nova Career Centre believes that school should be a place where people want to be, it provides opportunities for all to grow, reach goals, and to share knowledge and experiences. Our Educational Project is more than simply fulfilling a requirement, but it is a guide to help direct our pathway and decisions moving forward. It was created using insight gained from our staff and students alike and adheres to the guiding principles set forth by the New Frontiers School Board in the Commitment to Success Plan for 2023-2027

*This Educational Project between the Nova Career Education Centre and the New Frontiers School Board is written within the framework of the Education Act.*

## 2. **Who we are at Nova**

Our VISION

To provide our learners with opportunities for success.

Our MISSION

Understanding that success can be unique to the individual, we engage all students by helping them meet their goals, while we

- Ensure a healthy and safe learning environment that meets educational and industry standards,
- Maintain and continue improving excellence in innovative teaching and learning,
- Contribute to the vitality of our learning community and expand our relationships with industry partners.

The Nova Career Centre is located on traditional Kanien'keha:ka territory, where the "people of the place of flint" live. We acknowledge that we are cohabitants and share stewardship of this land. The pursuit of our reconciliation with our first peoples identifies and valorizes the traditional knowledge of this territory. Our goal at the Nova Career Centre is to work together with all our stakeholders to strengthen our partnership in learning. Situated in Chateauguay, we serve students from all regions of Quebec; predominantly the Montérégie, the greater Montreal area, as well as overseas. Our students are over 16 years of age and are pursuing trade programs and academic learning. We garner success through a holistic approach toward students from diverse backgrounds and needs.

The trade programs offered include, Automobile Mechanics, Hairdressing, Welding and Fitting, Interior Decorating and Visual Display, Residential and Commercial Drafting, Secretarial Studies, Accounting, Institutional and Home Care Assistance, Day Care Educator, and Starting a Business; all of which lead to a Diploma in Vocational Studies. We also offer Construction Business Management, High-Pressure Welding, Electric Vehicle Mechanics, and School Daycare Educator programs. The courses in our Academic pathway are to help students attain prerequisites for a trade program, completion of the diploma of secondary studies, adults with special needs, or specialized programming advancement for post-secondary pursuits.

The Nova Career Centre is committed to learning as a community, our staff development is focused on innovative teaching and learning strategies. With providing opportunities for success as our vision, community vitality, industry partnerships, and continuous reconciliation are the driving forces of staff and student development.

| Our Students & Staff                        | Adult Education | Vocational Education |
|---------------------------------------------|-----------------|----------------------|
| Number of students we welcome over the year | 180             | 480                  |
| Number of teachers                          | 8               | 39                   |
| Number of support staff                     | 14              |                      |
| Number of non-teaching professionals        | 3               |                      |
|                                             |                 |                      |
| Our socio-economic index                    | N/A             |                      |
| Our budget statement @ June 30              | \$1,456,38      |                      |

### 3. Educational Project Committee Members

|                                                                                                                                                                                                           |                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Derek Stacey- Centre Director<br>Melissa Larocque- Assistant Centre Director<br>Bruce Kirby- CBM Teacher (Lead)<br>Evangelos Kottas-Business Programs Teacher (Lead)<br>Amanda Lemay- IDVD Teacher (Lead) | Marie Lawrence-Gault- Academics Teacher (Lead)<br>Heidi Chernofsky- IDVD Teacher<br>Erik Haatvedt- Welding Teacher (Mentor)<br>Ryan Primeau- Auto Teacher |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

### 4. Consultation Process

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

| Group                         | Date                                                    | Format                                               | Notes                                                               |
|-------------------------------|---------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------|
| Teaching Staff                | December 6, 2023<br>February 12, 2024<br>March 13, 2024 | Staff meeting<br>Survey<br>Staff meeting             | Orientations were validated and ranked                              |
| Support Staff & Professionals | February 12, 2024<br>March 13, 2024                     | Survey<br>Staff meeting                              |                                                                     |
| Students                      | January 9, 2024                                         | Survey                                               |                                                                     |
| Parents                       | N/A                                                     |                                                      |                                                                     |
| Community Representatives     |                                                         |                                                      |                                                                     |
| The School Board              |                                                         |                                                      |                                                                     |
| Governing Board               | November 27, 2023<br>February 19, 2024                  | Meeting and consultation<br>Meeting and consultation | Consulted on orientations<br>Review of staff and student surveys    |
| Education Project committee   | November 6, 2023<br>February 21, 2024                   | Meeting and consultation<br>Meeting and consultation | Orientations were identified<br>Review of staff and student surveys |

### 5. Some of our Challenges

The challenges that we wish to address with our educational project are focused on multiple themes that are interrelated: student attendance, motivation, and retention; filling gaps in foundational knowledge; staying current and relevant in today's ever-changing reality; and fostering a sense of community and partnership in our Centre.

## 6. Our Plan

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

| Orientations                                                                         | Objectives                                                                                                                                                                                                                         | Targets                                                                                                                      | Key Performance Indicators                                                                                         | Actions                                                                                                                                                                | Results                              |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Increase student attendance, motivation, and retention<br>MEQ 2 + 3<br>NFSB 2 + 3    | Increase retention of students in all programs to 95% by 2027.<br><br>By 2027, reduce absenteeism by 25%.                                                                                                                          | Benchmark:<br>23-24: 82% Retention rate and 22% average absences<br>24-25:<br>25-26:<br>26-27:                               | Jade reports<br><br><br>% of absences per month                                                                    | Host information sessions for all programs<br><br>Run orientation sessions for all programs<br><br>Create recognition programs                                         | 23-24:<br>24-25:<br>25-26:<br>26-27: |
| Keep NOVA current and relevant (upskilling and equipment)<br><br>MEQ 2<br>NFSB 1 + 2 | Offer more hybrid and Alternance travail-études programs and acquire industry-leading equipment<br><br>By 2027, increase the number of Professional Development sessions to include at least 1 program-specific training per year. | Benchmark:<br>23-24: 1 hybrid o Alternance travail-études; 1 program specific training offered<br>24-25:<br>25-26:<br>26-27: | The number of programs moved to a hybrid and ATE format.<br><br>The number of program-specific equipment purchases | Move relevant programs to a hybrid and Alternance travail-études formats<br><br>Create 5-year purchasing plan<br><br>Survey staff and offer PD sessions based on needs | 23-24:<br>24-25:<br>25-26:<br>26-27: |
| Address gaps in students' foundational knowledge<br><br>MEQ 1<br>NFSB 2              | By 2027, increase the number of students graduating with their original cohort by 20%.                                                                                                                                             | Benchmark:<br>23-24: 6 students in IND (Independent) groups and N/A<br>24-25:<br>25-26:<br>26-27:                            | The number of IND (Independent) students in all programs.                                                          | Create and implement diagnostic assessments early in programs to determine students' needs                                                                             | 23-24:<br>24-25:<br>25-26:<br>26-27: |

|                                                                                      |                                                                                                                                                                       |                                                                                                                                                                      |                                                                                                              |                                                                                                                                                     |                                      |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                                                      |                                                                                                                                                                       |                                                                                                                                                                      | The number of students graduating with their original cohorts                                                | Offer structured remedial times in every vocational program<br><br>Identify problem areas in each program and address them before students struggle |                                      |
| Foster a sense of community and partnership in our Centre<br><br>MEQ 3<br>NFSB 2 + 3 | By 2027, increase the OurSCHOOL results for: "Students with a positive sense of belonging" to 15%.<br><br>By 2027, reduce the OurSCHOOL results for "bullying" by 5%. | Benchmark:<br>23-24: OurSCHOOL results for "Students with a positive sense of belonging": 75% and OurSCHOOL results for "bullying": 8%<br>24-25:<br>25-26:<br>26-27: | OurSCHOOL results for: "Students with a positive sense of belonging"<br><br>OurSCHOOL results for "bullying" | Publicize NOVA values<br><br>Cultural/Community days<br><br>Student Life Committee<br><br>NOVA Car show and Open House                              | 23-24:<br>24-25:<br>25-26:<br>26-27: |

## 7. Sustainable Development

NOVA takes into consideration sustainable development during its day-to-day operations, and continuously re-evaluates our processes. We consider it integral to our daily lives and our offers of service.

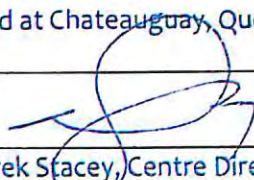
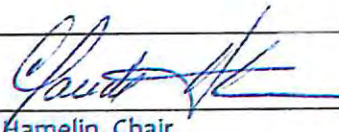
## 8. Alignment & Accountability

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.

## 9. Signatures

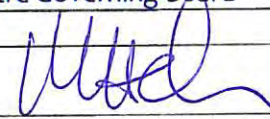
Signed at Chateaugay, Quebec this 19 day of June 2024

|                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |
| Derek Stacey, Centre Director                                                       | Claude Hamelin, Chair                                                                 |

Nova Career Education Centre

Nova Career Education Centre Governing Board

*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:*

A handwritten signature in blue ink, appearing to read 'Mike Helm', is written over a horizontal line.