

# 2022-23

## Annual School Development Report

St. Boniface All Grade School (200-113)



**Mission Statement:** It is the mission of St. Boniface All Grade School to establish a learning environment where each student reaches their fullest potential to become lifelong learners and productive members of society.

**Strategic Issue:** Instructional Practice

**Strategic Question:** How have your instructional practices impacted student engagement?

How can we alter our instructional practices and school environment to positively impact student engagement?

**How did you know this was a Strategic Issue? What evidence did you have?**

**School Survey Results:**

**SCHOOL ENGAGEMENT SCALE**

**Indicator 3.1: School Engagement - Student**

How many of your classes do you enjoy? 14.3 (A Few of My Classes)

How often do you get so focused on activities in your classes that you lose track of time? (7.1 Almost Never/14.3 Once in a while)

In how many of your classes are you eager to participate? (21.4 A few of my classes)

When you are not in school, how often do you talk about ideas from your classes? (21.4 Almost Never/42.9 Once in a while)

Overall, how interesting are the things that you learn in your classes? (21.4 Slightly Interesting)

**Indicator 3.4: School Fit - Family**

Overall, how well do the activities (curricular and extracurricular) offered at this school match your child's interests? (16.7 Not well at all/16.7 Slightly Well/16.7 Somewhat Well)

**VALUING OF SCHOOL**

How often do you use ideas from school in your daily life? (30 Negative/40 Middle)

Overall, how interested are you in school? (20 Negative/20 Middle)

**SELF-EFFICACY**

How confident are you that you can complete all the work that is assigned in your classes? (20 Negative/30 Middle)

How confident are you that you can learn all the material presented in your classes? (30 Negative/40 Middle)

How confident are you that you can do the hardest work that is assigned in your classes? (50 Negative/20 Middle)

How confident are you that you will remember what you learned in your current classes next year? (70 Negative/20 Middle)

### **FAMILY ENGAGEMENT**

How often do you communicate with teachers at this school? (33.3 Negative/16.7 Middle)

In the past year, how often have you visited this school? (66.7 Negative/8.3 Middle)

How involved have you been with a parent group(s) at this school? (54.5 Negative/9.1 Middle)

In the past year, how often have you discussed this school with other parents from the school? (72.7 Negative/9.1 Middle)

In the past year, how often have you helped out at this school? (81.8 Negative/9.1 Middle)

### **PROFESSIONAL LEARNING**

In working towards the goals of your professional learning plan (PLP), how often do you engage in self-directed learning? (66.7 Middle)

Through working at your school, how many new teaching strategies have you learned? (42.9 Middle)

How often do your professional development opportunities help you explore new ideas? (33.3 Middle)

## **Year-end Summary of Progress. What evidence do you have to support this progress?**

### **Investigate and implement strategies to support the 6 Cs of the deep learning competencies.**

Teachers are incorporating strategies to implement the 6Cs of Deep Learning. They ensure that differentiated instruction and assessment are embedded in the classroom. Teachers are including more collaborative project-based inquiry learning. They encourage students to be risk-takers, to think critically, and to participate more actively in education. Throughout the school year, we have :

- included a Genius Hour for students to explore their interests and creativity.
- incorporated current and emerging technology and multimedia in instruction and assessment, i.e., online gaming platforms and reading apps, use of Google Meet and Zoom for presentations, coding tools, etc.
- put programs in place to meet our students' social and emotional needs, i.e., Mentoring, Adopt A Grandparent, Life Skills and Healthy Living, etc.
- provided opportunities for students to take an active role in our school and community through activities completed in our various groups and initiatives, i.e., Student Council, GSA, Life Skills and Healthy Living, etc.
- made learning more personal by building on the interests and strengths of our students.
- created opportunities for students to teach their peers and their teacher to show what they know.

**Expand technology integration learning within the multi-grade environment.**

Teachers incorporate various forms of technology and multimedia into their instruction and assessment. They provide online reading platforms to engage and assess student reading capabilities. They use online gaming platforms (i.e., Quizlet, Kahoot, Flipgrid, Blooket) to determine student needs. Teachers regularly provide updates in Google Classrooms. Students take part in a coding period once every cycle. They participate in Fine Arts Friday’s activities, Let’s Talk Science experiments, and STEM Story Time via Google Meets. Google Meet and Zoom were used to participate in several sessions with District Staff and other outside agencies on Social Emotional Learning and Indigenous Education.

**Continue to develop and use a variety of formative assessments to help identify individual learning needs and provide responsive teaching.**

Teachers have been exploring various forms of formative assessments to address the learning needs of all students. They are incorporating more collaborative project-based learning yet still self-directed for each student. Teachers are incorporating various strategies to implement the 6Cs of Deep Learning. They keep up with emerging multimedia and technology to include in their instruction and assessment. Teachers encourage productive struggle and students to be risk-takers in their learning. Students have responded well to the various forms of formative assessments used within the classroom. They are becoming more actively involved in the learning process. Some examples of formative assessments that are used here at St. Boniface are:

- entry and exit slips
- various online educational apps
- discussions
- observations
- journals
- interviews
- think pair share

**Explore ways to have students take leadership roles in their learning.**

Here at St. Boniface, we build upon our students' strengths and create opportunities for others to learn from them. Students were provided with and encouraged to participate in many leadership roles here at St. Boniface. We supported them to think outside the box and to become more actively involved in their learning. Many times, students planned and presented lessons to their peers or teachers. Students also had the opportunity to become involved in programs such as the following:

- Tutors for Tuition

- Mentoring
- Student Council
- Fitkids
- GSA

**Continue to provide varied opportunities for teacher collaboration and professional learning both inside and outside the school.**

We have made a conscientious effort to co-create a culture that values continuous growth within the school community for all members. Teachers are encouraged to form PLCs within and outside of our school community. Several PL sessions were scheduled with our program specialists. Often, with a shortage of substitutes, schedules needed to be changed to provide staff with PL opportunities. Time is provided in staff meetings to address teacher needs/questions. Teachers are involved in their professional learning journeys throughout the year.

**Explore social-emotional learning opportunities.**

The staff has ensured that support and programs are implemented to meet our students' social and emotional needs. We have continued our reward program, "Throwing Kindness Like Confetti," which encourages students to grow academically and behaviorally. Teachers regularly use Google Forms, emotional thermometers, and mindfulness activities to check in with students. We have assigned one period out of a 14-day cycle specifically for SEL activities. We have started our Wellness Challenge for students from Grades 7 - 12. This challenge promotes physical, emotional, and social wellness. Primary students regularly took part in talking circles and feeling scales. Students made Christmas crafts and cards to send to patients in long-term care at the Burgeo Hospital. Presentations were scheduled with various service providers throughout the school year:

- Presentation planned with RCMP Talks - Online Safety for January 11.
- Public Health Nurse presented to students from grades 9 - 12 on STIs. All students were in attendance. (November 16)
- Presentations are being scheduled through Planned Parenthood:
  - Puberty for Kids (grades 4-7) January 20
  - Sexual Health (grades 7 and up) January 25
  - Consent, Boundaries, and Harassment (grade 6 and up)
  - Planned Parenthood Services
- Presentation with RCMP on Drug Awareness: March 1.

**Explore ways to handle the mental wellness needs of students in Grades 7-12.**

Staff have diligently created a safe, caring, and healthy school environment. We provide opportunities for our students to learn about mental health.

In January (24-28), students and staff participated in the Great Kindness Challenge. The Great Kindness Challenge is a bullying prevention initiative that improves school climate and increases student engagement. Students were challenged to complete as many kind acts as possible in one week while celebrating a variety of Spirit Days relating to kindness. One member of staff is a member of the Help Committee in Burgeo, a committee that helps to provide support and resources to promote positive mental health. In partnership with the Help Committee, junior high students organized and presented a “No Stress Fest” for their parents and peers. This event promoted positive mental health and healthy lifestyles. In February, we hosted a breakfast to acknowledge Violence Prevention Month. In February, we also recognized Anti-Bullying/Stand-Up Day. Students participated in several activities, including a Pinkie Promise Banner, Pink Day Acrostic Poem, Selfie Snapchat, and Pink Cupcakes. This year, again, we organized a Wellness Week in the first week of May, which included various spirit days relating to mental health. Activities and presentations were planned to promote mental health awareness. Students also took part in a Wellness Challenge throughout the school year. This challenge involved students choosing various activities to support their mental health and wellness. This challenge promoted physical, emotional, and social fitness for students. Some challenges were completed as a group, while others were conducted individually. At times, the primary students and parents/guardians were also invited to participate.

**Continue/create programs that provide opportunities for positive social interaction (Adopt-a-Grandparent, Mentoring, Life Skills and Healthy Living, Great Kindness Challenge).**

We continued with the Mentoring Program, which is a program that is held over lunch hour on alternate Thursdays. 93% of the student population took part in the mentoring program. For these sessions, younger students are paired with an older student/mentor to participate in a planned activity that is enjoyable to both. We continued with our Adopt-A-Grandparent Program again this year. Quarterly sessions were held where seniors from the community would come to the school to participate in activities with students. All students took part in this program. In partnership with the Ramea Recreation Committee, students continued with our Life Skills – Healthy Living initiative. LSHL was designed as an intergenerational project to support students in several targeted areas while creating and fostering lasting relationships among students of all ages and grade levels and with community members. In addition to learning basic skills in several different areas, these opportunities enabled students to increase their social/communication skills, improve morale, and provide leadership opportunities. Some of the other activities that were offered throughout the year included:

- Fitkids (Monday Afternoons)
- Library Hour (Tuesday Afternoons)
- Tuesday Evening Sports
- Video/Games Club (Wednesday Afternoons)
- Walking Club (Monday and Thursday Evenings)
- GSA

**Explore ways to have JH/SH students more actively involved in school leadership/leadership in general: Adopt-a-grandparent, Fit Kids, Mentoring, Life Skills & Healthy Living, Student Council, School Council, 2SLGBTQ+,...).**

Here at St. Boniface, we make a conscientious effort to create opportunities for our students to become actively involved in leadership and to become role models in our school community. We provide them with opportunities to become involved with other committees in our town. Junior and senior high school students helped plan the youth activities for the Winter Carnival. One senior high student attended meetings for the Ramea Recreation Committee and the Fire Department. Three of our JH/SH students volunteered at the Ramea Recreation senior’s event, “Christmas in the Harbour,” on January 6. Two senior high students planned and taught lessons for the primary class as part of their human dynamics curriculum. They also planned several sessions with a toddler throughout the school year. Career Education 2202 students took part in a job shadowing experience. Senior high students were in charge of maintaining and operating the workout room. Student council members were responsible for planning many events and spirit days throughout the school year.

Students are encouraged to take a lead role in the following groups or initiatives:

- Mentoring (93%)
- Student Council (100%)
- GSA (40%)
- Tutors for Tuition (Two tutors with 60 hours)
- Fitkids (87%)
- Library Hour (87%)

**Provide opportunities to engage in physical activity.**

At St. Boniface, we take pride in offering as many opportunities as possible to our students and staff to engage in physical activity. This year, we introduced a walking club to all members of the school community to avail of in the school gym on Monday and Thursday evenings from 7 - 8 PM. We have redesigned a classroom into a Fitness Room, a room with workout equipment available for students and staff to use in their free time. We offered Fitkids, an initiative where students take part in physical activities in the gym, to all students on Monday afternoons. Junior and senior high students are invited to participate in a sport they choose on Tuesday evenings. Parents and community members are also invited to participate in our evening sports.

**Explore other opportunities to engage families in/with school.**

Collaboration between school and home is paramount to ensuring success for students. Staff regularly communicate with parents as a whole regarding school happenings, as well as personal anecdotal reports of their children’s progress. In keeping with our efforts to involve them as much

as possible, parents were invited to attend the following activities:

- Curriculum Night
- Terry Fox Walk
- Take Back The Night Walk
- Activities for Orange Shirt Day
- “No Stress Fest” Event
- School Christmas Dinner
- Christmas Concert
- Walking club
- Evening sports
- Family Literacy Day Activities
- Pink Day Activities
- Education Week Activities

The staff at St. Boniface makes every effort to keep parents well informed through emails, Facebook, Google Meet, and Twitter. Our School and Home Partnership Survey was sent home to all parents/guardians to complete, and results were discussed with parents at Curriculum Night.

**Explore ways to expose students to various cultures and diversification.**

We continued to add resources to our Library Learning Commons last year. Teachers included many of our new diverse resources from the LLC in their instruction. Many students continue to sign out the resources from the Diversity Section in our LLC for leisure reading. Most of our students participated in the various spirit/awareness days we held throughout the school year. Some of these included:

- Wear blue for Autism- Oct. 28th
- Acknowledge Diwali (Primary)- Oct. 24th
- Jamarama Day- Oct. 21st
- Terry Fox Day/Run- Sept. 28th
- Orange Shirt Day- Sept. 29th
- Take Back the Night Walk- Oct. 25th
- Pink Shirt Day- Feb. 24th

Parents and community members were invited to attend our GSA meetings this year. We completed several monthly initiatives throughout the year to promote 2SLGBTQIA+ inclusion and awareness. For the first time in Ramea, there was a rainbow Christmas float that was received well by the community. Students traveled to Burgeo Academy in June to participate in their Pride Activities.



Students wrote and performed an original skit for the Christmas concert, highlighting how Christmas is celebrated worldwide. Two students read French poems at our show.

On January 31st, students participated in an online presentation regarding Indigenous culture by students with Indigenous Heritage. They participated in a diversity session with our Safe and Caring Itinerant, Ms. Melanie Fudge.

**Next Steps...**

- Continue to offer alternative assessment examples.
- Continue to develop and use a variety of formative assessments to help identify individual learning needs and provide responsive teaching.
- Continue to explore social and emotional learning opportunities.
- Continue to expand technology integration learning within the multi-grade environment.
- Continue with partnerships with community members and service providers.
- Continue with programs and initiatives that foster wellness and engagement for all stakeholders.
- Continue to explore opportunities to engage families in/with school.
- Continue communication with families through various means.
- Continue to investigate and implement strategies to support the 6 Cs of the deep learning competencies.
- Continue to explore ways to have students take leadership roles in their learning.
- Continue to create programs that provide opportunities for positive social interaction (Adopt-a-Grandparent, Mentoring, Life Skills and Healthy Living, Great Kindness Challenge).
- Continue to provide opportunities to engage in physical activity.
- Continue to explore ways to expose students to various cultures and diversification.
- Continue to provide varied opportunities for teacher collaboration and professional learning both inside and outside the school.