

2020-2021 Annual School Development Report

St. Gabriel's All-Grade



It is the mission of St. Gabriel's All-Grade School to develop and foster a positive, respectful, creative and challenging learning environment, where all students have the opportunity to develop their potential as thinking, caring, and confident lifelong learners. We dedicate ourselves to academic excellence through the promotion of critical thinking, student-centered classrooms and by establishing genuine, collaborative and effective professional learning communities.

St. Gabriel's All-Grade is currently transitioning to the revised school development model and continues to build upon knowledge of the seven determinants of effective schools and using data analysis to identify strategic questions and actions for our new school development plan.

Strategic Question/Goal: How can we best facilitate an optimal learning environment for learners for all ages?

Objective:

1.1 To effectively engage students in a multigrade classroom that motivates and challenges individuals based on their unique learning needs.

How did you know this was a Strategic Question/Objective? What evidence did you have?

- **There are five students in our school, all in different grade levels from Kindergarten to Senior High. As well, there are two teachers at our school, one full-time teacher/administrator and one part-time teacher (0.75). Each student has a wide range of skills in areas such as reading, writing, comprehension, motor skills, and independence thereby requiring different levels of instruction, one-on-one student-teacher engagement, learning activities and materials.**
- **Feedback from our students (student voice and choice) also indicates a desire and need for a wide variety of learning experiences to motivate and engage our young learners.**

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

- **The “Daily Routine” is something we have incorporated into our morning routine which gets students conversing and engaging with one another, as well as supporting their social emotional learning needs. Students would request topics in secret, which would add another layer of interest in coming to school and starting the day in a fun, organized, and overall positive environment.**
- **Tailoring activities to student interests has provided us with some progress in this area. Passion projects have been completed by students, and has allowed them to present their interests to the group which has cultivated an engaging environment. Passion projects also provide the benefit of cross-curricular outcomes. Incorporating these Deeper Learning strategies allowed students to engage themselves in school material, allowing them to investigate their**

curiosities, and make them more independent learners.

- We have established frequent consultation and communication with NLESD programs staff (ie. Autism itinerant, K-6 Program Specialist). This ongoing dialogue and in-person meetings allowed us to create engaging student learning centres within the classrooms. Program specialists also helped with the purchasing of books, educational games, physical education equipment, STEM and coding devices.
- Reaching out to other small schools (teachers and administrators) allowed us to work together in creating optimal learning environments for our students. We discussed which types of projects and activities we are already doing regarding Deep Learning, and gave ideas to each other, such as “Passion Projects” and “Genius Hour”.
- By reaching out to the Maker Education and Coding Itinerant we found funding opportunities with “Brilliant Labs” where we were supplied with an “Ozobot” and a “Micro-bit” intended to get the K-7 students interested in STEM, and coding, while fostering Deeper Learning.

Next Steps...

- Continue to build on our “Daily Routine”; keep it fun, interesting, and engaging. As of now, the “Daily Routine” is the highlight of the day.
- Monitor and maintain our routines to increase the independence in the younger students (K-5).
- Continue to design and create various subject centres where students will be engaged and can work independently.
- Maintain on-going dialogue with educational specialists.
- Maintain on-going dialogue with staff at very small schools. Networking with other schools for ideas, and opportunities to collaborate.
- Continue to seek out Professional Learning opportunities for Deeper Learning and student engagement.
- Continue to effectively leverage technology into the classroom environment.
- Continue to seek out grants for resources to aid in instruction and engagement.

Strategic Question/ Goal: Collaborating with our students and school community, how can we improve wellness and positive relationships in our school environment?

Objective:

2.1 To maximize Social Emotional Learning, engaging in activities that will promote physical and mental health/well-being, and foster a positive, healthy engagement within the community.

How did you know this was a Strategic Question/Objective? What evidence did you have?

- **The small student population meant there was frequent opportunity to have conversations with students about their interests. The students could give their feedback regularly and were encouraged to do so.**
- **At the start of the school year the gymnasium was off-limits due to needed repairs. All students voiced their desire to use the gymnasium. Both parents and staff followed up with the progress of the repairs as they felt it was a necessary part of the health and well-being of the students.**
- **St. Gabriel’s All Grade is part of an isolated community and the students had little engagement with other students in their respective grade levels. Students showed interest in getting to meet and engage with other small schools in the province. With some help from K-6 Specialists, we got in contact with three other small rural schools located in different communities in Newfoundland making valuable connections with other students and sharing in common learning interests.**
- **Some students showed interest in becoming healthier via exercise, healthy eating and eating habits, maintaining a proper sleep schedule, and getting outdoors more frequently.**

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

- **The gymnasium was under construction from September-February which made it challenging to properly carry out a physical education class. When the weather was appropriate, class would be held outside. Students were excited to get back in the gymnasium and showed a great interest in physical education and health.**
- **We received a grant for snowshoes from The Central Wellness Centre, however, with the recent push to “get outside”**

because of COVID-19, we could not find a retailer with snowshoes in stock. Luckily we can purchase snowshoes for the students to use in 2021-2022.

- While in contact with three other small schools, together we formed a project called “Connecting Communities”. Here we discussed what types of projects and activities we are already doing regarding Deep Learning. We decided to create a Google Classroom so we could connect each of our school communities. We could reach out to one another via buddy reading, videos, slideshows, email/letters. We also discussed how we want to focus on some kind of project to do together. Eventually as individual schools, we create our own “Connecting Communities” Google Site web pages. The students were fully engaged, and all did their parts to build and design the websites. The students of St. Gabriel’s All Grade, along with the other schools had a great time interacting with each other, and learning all about each other's communities.
- We have planned and created events that foster awareness, creativity, fun, and school spirit including the Terry Fox Run, Janeway Day, Autism Awareness, and most recently, Mental Health Awareness. We have also engaged our students in holiday-themed weeks, Spirit Week, a “Camp” themed day prior to the May 24th weekend, and various “Movie Nights”, and Kindergarten ‘Graduation.’

Next Steps:

- Further explore possible extra-curricular activities (following COVID-19 protocols) based on student interest and engagement.
- Provide further emphasis on the importance of mental health and social-emotional well-being. Students have expressed an interest in becoming more physically active throughout the school year. They have mentioned doing virtual Yoga classes, along with learning how to use the workout equipment in our gym.
- Connecting our students with students from other small schools in the province to foster relationships and social well-being. Continue to network with the schools from 2020-2021, and adding more schools from other rural areas.