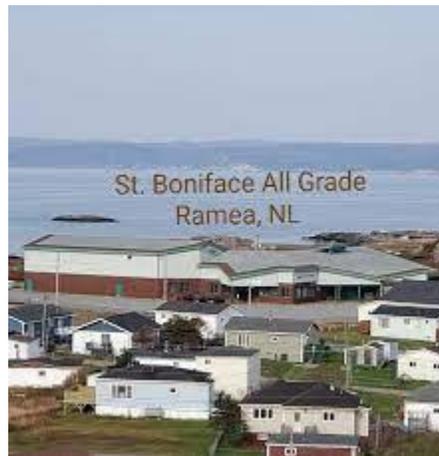


2021-22

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 achieves his/her fullest potential to become lifelong learners and productive members of society.

Strategic Issue: To create and maintain a safe and caring learning environment that fosters wellness and engagement for all stakeholders. (Wellness and Positive Relationships)

Strategic Question: How do we continue to develop a positive and healthy school environment that provides opportunities to promote stronger partnerships/positive relationships between the home and school community?

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

- **Anecdotal data from students, staff and families**
- **School Development Survey Results:**
 - Family Engagement** - The degree to which families become involved with and interact with their child's school. 62.7% of the responses in this section of the Family Survey were negative.
- **Performance Measurement Framework:**
 - Outcome 2:** Students experience a safe, caring and inclusive school environment.
 - Indicator 2.6:** Percentage of students who feel they are valued members of their school community. In St. Boniface All Grade, 37.5% of the responses from students to questions in this scale were negative.

 - Outcome 3:** The education system is responsive to students' strengths and needs.
 - Indicator 3.1:** Percentage of students who are engaged. In St. Boniface All Grade, 53.3% of the responses from students to questions in this scale were negative.
 - Indicator 3.4:** Percentage of families who feel their school meets their child's developmental needs. How much of a sense of belonging do you believe your child feels at this school? - No belonging at all - 15.4%
- Summary of responses from the guiding questions on the "Wellness and Positive Relationships" Determinant.

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

St. Boniface All Grade has a number of important partnerships within the community of Ramea; without which, many of the programs, events, and activities held annually at St. Boniface would not be possible. Google Meet and Zoom were used to participate in a number of sessions with District Staff and other outside agencies on Social Emotional Learning and Indigenous Education. During 2021-22, students and staff at St. Boniface

participated in a number of special projects and initiatives that have helped enhance the teaching and learning that have taken place throughout the school year.

St. Boniface formed stronger partnerships with families and outside agencies to promote and encourage positive mental health and wellness.

For many years, St. Boniface has had a scholarship program in place to acknowledge and reward students for their academic achievements throughout the year. This program is completely funded by local businesses, organizations, and individuals.

The organizations and businesses within the community are also very supportive of the Recess Program operating at St. Boniface. Along with the Kids Eat Smart Foundation, these organizations and businesses donate to support such a great program that the majority of our students avail of on a daily basis. This helps promote a healthy lifestyle by offering students nutritious choices for recess and also creates a school-community partnership which is highly valued by both parties.

A partnership with the Ramea Volunteer Fire Department ensures fire safety rules and regulations are followed and practiced. This is mainly completed through activities during Fire Prevention Week and at various other times throughout the year when/if necessary. A certified First Aid instructor from our fire department completed a CPR training session with our junior and senior high school students.

The Community Health Nurse at the Ramea Medical Clinic has also been a regular visitor to our school delivering presentations to students and parents when requested.

In partnership with the Ramea Recreation Committee, students continued with our Life Skills – Healthy Living initiative. LSHL was designed in the previous school year as an intergenerational project that would support students in a number of targeted areas, while creating and fostering lasting relationships among students of all ages and grade levels, and with members of the community. Focusing on key areas such as Social/Emotional Learning, Physical Activity, Healthy Eating, Food Skill Development, Child and Youth Development, activities were planned and scheduled to occur throughout the school year. In addition to learning basic skills in a number of different areas, these opportunities enabled students to increase their social/communication skills, increase morale, and provide increased leadership opportunities. Some of the activities scheduled throughout the year included:

- A Family/Friends Outing

- Family Fun afternoon during the month of February (Violence Prevention Month)
- A Beach Theme event was held at our school where students, parents, and staff had a meal together, followed by activities.

A number of presentations and initiatives would not have been possible without the Help Committee in Burgeo, which is a committee that promotes working together to create safe, healthy, peaceful communities. Some activities completed were:

- Pay It Forward: In the previous school year, students of St. Boniface received care packages from the students of Burgeo Academy. Last year, we decided as a school that we would continue this initiative. Students created personalized water bottles filled with treats to send to the students of All Saints All Grade in Grey River.
- Family Night Movie Bags were created and distributed to our families that contained items for a movie night that parents could enjoy with their children during the Christmas holidays.
- Through the use of our 3D Printer, students created keychains and magnets for our local GSA and the Help Committee.
- Making and distributing Senior's Packages for Senior Abuse Awareness Month (June)

Initiatives were developed and continued to reduce the stigma associated with mental illness and to allow students to make informed decisions about their health.

Eighty percent of the junior/senior high school population attended the Wellness Presentation in Burgeo in the fall. Students and staff took part in a Wellness Week during the first week of May, which was scheduled with various online presenters. Some members of staff joined the Help Committee in Burgeo. Students took part in a Wellness Challenge in the spring. This challenge involved students choosing various activities to support their mental health and wellness. This challenge promotes physical, emotional, and social wellness for students. Once they complete and document a challenge, their name is entered into our bi-weekly prize draw. At the end of the school year, a final draw is held for all those who are entered. This challenge was open to all students from Grades 6 - 12. Some of these challenges were completed as a group, while others were completed individually. At times, the primary students, and parents/guardians were invited to participate with us as well.

We continued with our Adopt-A-Grandparent Program again this year. Quarterly sessions were held where seniors from our community would come to the school to take part in activities with our students.

We continued with the Mentoring Program, which is a program that is held over lunch hour on alternate Thursdays. 88% of the student population is taking part in our mentoring program. For these sessions, younger students are paired with an older student, or mentor, to participate in a planned activity that is enjoyable to both.

In January (24-28), students and staff took part 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.

In February, we also recognized Anti-Bullying/Stand-Up day. Students participated in a number of different activities including a Compliments Circle, Kindness Jeopardy, Cupcake Decorating, Find the Kind, Pink Day Book Buddy Reading, and various other activities. It was a very enjoyable day. Students from 7-12 also took part in the Be Kind Presentation by students from Labrador West.

A number of sessions were completed with our Safe and Inclusive Schools Itinerant including sessions on diversity, social emotional learning, and mental health and wellness.

Explore ways to expose students to various cultures (diversification).

We continued to add resources to our Library Learning Commons last year. Teachers included many of our new diverse resources from the LLC into their instruction. Many students signed out the resources from the Diversity Section in our LLC for leisure reading.

Students took part in a book tasting event, a book tournament, and first chapter Fridays where they sampled a number of books on various topics including diversity and SEL.

The majority of our students took part in the various spirit/awareness days that we held throughout the school year. Some of these included:

- Orange T-Shirt Day at our school. (Oct. 1)
- World Down Syndrome Day (Mar. 21)
- Epilepsy Day (Mar. 24)
- Be Cool for Autism (Apr. 4)

Students, staff, and members of the Burgeo First Nations had a wonderful afternoon in the fall making medicine bags followed by taking part in a Smudging Ceremony outside. Junior high students attended several Virtual Indigenous Alliance sessions throughout the school year.

Students took part in a NL culture activity involving making “ugly sticks” with a community member and playing them with several of our local musicians. Traditional Newfoundland snacks were also provided during this activity.

Most students took part in the “Show Your True Colors”, which was an initiative where local GSAs were encouraged to hold some form of learning or fun-filled initiative at least once a month, every month, throughout the school year. A few of our students also attended the Virtual GSA sessions held every second Thursday. Students from our GSA met with students from the Burgeo GSA to take part in a couple of activities together.

Encouraging parental involvement in school activities

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
- Remembrance Day Assembly
- Family Fun Afternoon With Recreation
- Education Week Activities
- Board Game Brain Break with Grades K-3
- Stand Up Day Activities
- Beach Theme Evening With Recreation
- Some of the wellness challenge activities

Next Steps...

Continue with partnerships with community members and service providers.

Continue with programs and initiatives that fosters wellness and engagement for all stakeholders.

Continue to explore opportunities to engage families in/with school.

Continue communication with families through various means.

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

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

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

Explore social-emotional learning opportunities.

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

Explore ways to have JH/SH students more actively involved in school leadership/leadership in general.

Provide opportunities to engage in physical activity.

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.

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

Expand technology integration learning within the multi-grade environment.