

# 2022-2023 Annual School Development Report

**St. Michael's Elementary**  
Stephenville Crossing



**St. Michael's is committed to helping students grow together socially, emotionally, intellectually, physically, and spiritually, with respect for self and others thus, becoming responsible, caring citizens of an ever-changing world.**

**Strategic Issue/Goal: To use a tiered approach to facilitate school development to support student engagement and learning for all.**

**Objective: Increase level of acceptance and respect among students by increasing student belonging and engagement**

**1.1 Involve students in leadership positions**

**1.2 Increase the number and type of teacher led activities based on shared interests available to students**

**1.3 Continue to increase amount of indigenous culture activities offered for the students and the community**

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

**We knew this was an issue based on the following:**

- 1) Results of student school development survey
  - a) differences between level of engagement between early grade levels and elementary/junior high****
- 2) Anecdotal observations of students**
- 3) Level of student involvement in activities both within the classroom and in extracurricular activities**

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

Below is a description of the school’s progress on a point by point basis

**1) *The restart of PBIS***

This initiative did not make as much progress as we had hoped. Again the COVID situation interfered with the implementation and disrupted the program’s progress.

**2) *Strengthening Families (Western Health)***

This partnership was explored and the school was prepared to host the program. Unfortunately, Western Health decided not to implement the program this year in light of the COVID epidemic.

**3) *Roots of Empathy***

The Roots of Empathy program was modified for delivery by its developers for use in the COVID environment and was delivered in this fashion to the gr. 1 students. The program was again a success, with the teacher and guidance counsellor reporting student growth in involvement with the participating infant and the mother.

The developers have decided that next year the program will be delivered in the pre COVID manner, with no option for schools to deliver the modified program that was in place for this year. This means that the school will defer on a decision to implement the program in 22-23 until the fall when the COVID situation is hopefully clearer.

**4) *Presentations from CMHA, WH, and Qalipu***

The school, despite COVID, provided 21 presentations from the above groups covering topics such as trauma, how students

can get needed help, and recognizing dangerous issues. Throughout the year all grade levels received age-appropriate instruction on issues related to SEL.

**5) *Implementation of Qalipu cultural program***

Smudging became a weekly Tuesday morning activity for all students who wished to partake. Participation was about 75% of the student body. This is planned to continue next year, with smudging conducted by indigenous teachers and our school elder. The eventual plan for the continuous of this activity is to involve Gr. 7 and 8 interested students to conduct the smudging.

**6) *Development of Mi'gmaq language learning program for all students beginning grade 1***

The school took steps towards the development of this program, to be delivered as part of the Social Studies, Religion, and Health curriculum in the upcoming years. We will be trying to implement weekly sessions, either in-person or via google meet to introduce the language to the children (and teachers) and begin the process of re-establishing these learnings in the students. Also, at present one teacher has completed the first part of a Mi'gmaq language course, with other teachers planning to begin their own personal learning in the 2022-2023 yearr.

**7) *Expansion of M'ikmaq "read the walls program"***

The current program has to be changed to accommodate the accepted and more widely used anglicized alphabet. This will be done before the students return to school in the fall. Essentially, it means removing the "k" in words, with "g". We will also take this time to expand the program to include basic phrases and general conversation.

**8) *Under the guidance of Qalipu volunteers, the school will continue to increase the presence of Mi'gmaq language and cultural symbols throughout the school***

Progress has been made in this area through works and symbols suggested by the school elder (medicine wheel, dreamcatcher) and through art and social studies projects that focused on the creation of indigenous style student artwork. This serves the dual purpose of increasing cultural awareness and showcasing the thoughts and talents of our students. We intend to continue to increase the presence of indigenous artwork in the school in similar ways in upcoming years, and are exploring the possibility of having a local indigenous artist create a piece of artwork in the school and lead an art seminar for our students.

**9) *Continuance and expansion of GSA program***

The development of this program is now being undertaken by a group of students as part of a deep learning project. They were very successful in the establishment and year-long running of the GSA. They attracted a number of students from GR 7 & 8 and offered a safe space and activity center for students. This was a great success this year and speaks to the talents and leadership abilities of our students.

**10) *Start Grade 1 “Little Spot of Emotions program”***

This program was introduced for the first time in our school and helped students recognize and deal with emotions. According to the school guidance counsellor and GR 1 teacher, the program was highly successful. We are looking to spread this program to other grades over the coming years

**11) *Implementation of child abuse prevention program (Gr 3)***

This program is aimed at improving the SEL of our students. Its focus was to give children knowledge about how to deal and report abuse to the correct sources of support and help. This program will continue to be implemented with each GR 3 class.

**12)** *Development of mawio'we, to be held in June:*

This was held in June and was a tremendous success. It brought together the school and local indigenous leaders, having the students participate and learn in a number of activities such as indigenous cooking, medicine walks, drumming, singing, storytelling, language, and dancing. The event was held over an entire day and was enjoyed by all the students and the presenters. It was so successful that it will doubtlessly be continued next year and has led to a number of possible extracurricular events such as indigenous dress making and dancing, and a drumming group to be started next year.

**Next Steps...**

**1.1**

- 1. Reimplementing student council**
- 2. Implement buddy program**
  - a. designed as a leadership program for older students**
  - b. Bring back buddy reading program**
  - c. Split junior high students among primary students for group activities(i.e. games, arts and crafts)**
- 3. Bring back Kindergarten - Grade 3 helpers**

**1.2**

- 4. Reimplementing house teams**
  - a. use house teams as seating plan for cafeteria**
- 5. Implement a redesigned cluster system based on student interests**
  - a. Determine teacher offerings**
  - b. Generate and distribute survey of student interests**
  - c. Distribute students into groups based on interests**
  - d. Every second Friday afternoon beginning in January (build in flexibility for school closures)**

- e. Showcase learnings at end of year school wide event
- f. Bring in “special guests” when required. Teacher participation continues
- 6. Continuation of a variety of extracurricular sports/events
  - a. Variety of sports
  - b. chess
  - c. push up group
  - d. GSA
  - e. Preparation of winter event facilities
  - f. Winter events in conjunction with parents
  - g. participation in town winter carnival
    - 1. skating
    - 2. skiing
    - 3. town competitions (ex. ice sculpting)

### 1.3

- 7. Continue with 2nd annual Mawiomi’
  - a. Develop scope to tie into clusters when possible
  - b. Increase community/parent involvement
  - c. differentiate from last years sessions
- 8. Continue implementation of cultural program
  - a. Folk arts extracurriculars
    - i. Accordion
    - ii. Fiddle
    - iii. Bodhran
    - iv. choir
  - b. Introduction of native extracurriculars
    - i. Boys drumming

- ii. Ribbon skirt and shirts**
- iii. Native Dancing**
- iv. smudging on a weekly basis involving the junior high students**