

End-of-Year Evaluation

2020-2021

School:	<u>St. Paul Elementary School</u>	Shared with Governing Board	<u>June 30, 2021</u>
Principal / Centre Director:	<u>Lisa Verrall</u>	Shared with Teacher Council	<u>June 30, 2021</u>
		Shared with Parents	<u>June 30, 2021</u>
		Submitted to Director of Pedagogical Services and Director General	<u>June 30, 2021</u>

ABAV Prioritie(s)

2020-2021

Our ABAV priorities include a sustained and strategic focus on preventative practices that support students' mental health and wellbeing, that decrease stress and anxiety, and reduce bullying and violence in our school. Our focus at St. Paul will remain on early intervention and proactive measures that aim to develop our students' ability to identify and manage their emotions, to self-regulate, to effectively engage in conflict resolution, and to take responsibility for their actions by understanding the impact of those actions on others.

These measures include various activities, workshops and interventions including restorative practices, social and emotional learning opportunities, and community circle practice. Central to these practices is the notion of relationship building and solution-focused approaches as key factors in promoting and sustaining positive behaviours.

We will also continue a sustained focus on the development and implementation of our schoolwide behaviour matrix of values expectations. Following the collaborative development of our behaviour matrix this year, we will be moving forward with its schoolwide implementation to provide an aligned and consistent resource for all stakeholders that will explicitly outline expected behaviour in all settings through positive affirmation and collective core values.

Actions / Initiatives to Maintain or Let Go

1- Communication of Policies and Expectations:

- Revised Code of Conduct including updated roles, responsibilities, and behavioural expectations. The Code of Conduct is distributed to and reviewed with all students at the beginning of the school year; (To maintain)
- The ABAV plan and Code of Conduct are available on the school website. (To maintain)

2- Restorative Practices used as a primary means to manage conflict by fostering empathy, building relationships, and repairing harm. (To maintain)

3- Community Circle Practice used to proactively develop relationships and build community, and to reactively respond to conflicts in an atmosphere of safety, decorum, and equality. (To maintain)

4- Establishment of a School Climate Committee comprised of teachers, support staff, students, and

administration. The School Climate Committee will meet regularly to develop, implement, and monitor the progress of:

- Schoolwide Social and Emotional Learning (SEL);
- Positive behaviour intervention practices;
- A schoolwide matrix of values expectations;
- Wellness and mindfulness initiatives.

(To maintain with updates and additions)

5- Shared Leadership and Student Voice:

- Student Leadership Team established to provide student voice to the School Climate Committee; (To maintain)
- Playground Leadership Team to lead cooperative games with Pre-Kindergarten and Kindergarten students (to resume if/when Public Health directives permit). (To maintain)

6- Stress and Anxiety Workshops:

- Planned visits from professional guest speakers and presenters to strengthen self-regulation skills and help students develop meaningful strategies to identify and manage stress and anxiety; (To maintain)
- Targeted preventative support from the behaviour technicians. (To maintain)

7- Bullying Prevention Education through in-class teaching and projects. (To maintain)

8- Behaviour Technicians working with students to improve prosocial skills, anger management skills, self-regulation, and conflict-resolution strategies. Implementing the Zones of Regulation Program for self-regulation. (To maintain)

9- Special Education Technician support in Pre-Kindergarten and Kindergarten. (To let go and reframe to sustain technician support based on needs at all levels)

10- Training and on-going support for staff

- Professional development on trauma informed practices for all teachers and support staff
- On-going collaboration with our School Board consultant, Anne Nicholson
- On-going support from our Spiritual Animator, Cheryl Smith-Debanne

(To maintain professional development opportunities for staff and on-going collaboration with school board consultants and resources)

Actions / Initiatives to Develop

Actions:

We will focus our actions on our prevention practices, wellness initiatives, and positive behaviour interventions that strengthen relationships within our school community and prioritize social and emotional learning, restorative practice, and solution-focused interventions.

Initiatives to develop:

- The implementation of our behaviour matrix schoolwide will provide all stakeholders with aligned expectations and will strengthen the four core values including caring for others, caring for our surroundings, care for our ourselves, and caring for learning.
- The School Climate Committee will be working on developing a positive behaviour intervention flow chart that will align with our matrix to provide all stakeholders with a consistent and predictable reference tool for behaviour intervention.
- Developing an understanding of the 5 competencies of Social and Emotional Learning and solution-focused approaches to behaviour intervention.

