



Lourdes Elementary School 2023-2024 Annual School Development Report

Mission and Vision Statement:

At Lourdes Elementary School, we strive to create a safe, inclusive and engaging environment for all students whereby students value their education, connect with the community and participate in learning that focuses on preparing them for the world outside of the classroom. Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Strategic Issue: Wellness and positive relationships

During our Strategic Planning day, we examined both School development and PMF data to determine the effectiveness of the relationships we have established within our school setting during the previous school years. Some indicators of concern were as follows:

From PMF:

- There was a slight decrease in the student safety data reported on PMF; decrease in evaluation of -4.4 from the previous year (63.4% positive in 2021-2022 to 59.0% in 2022-2023.)
- There was a slight decrease in the reported student safety data from families on PMF; decrease in evaluation of -0.9 from the previous year (74.1% positive in 2021-2022 to 73.2% in 2022-2023)

From School Development:

- 40.5% of our students indicated that sometime students are disrespectful towards others
- 21.3% of students sometimes worry about violence in school
- Approximately 40% of students feel they are not treated fairly
- Approximately 20% of families worry about violence in school
- Approx 35% of families indicated that students found it difficult to get help in situations of bullying
- Approx 40% of families feel as though it is likely for their child to be bullied at school

Ironically however, only 5% of families expressed that their child feels slightly unsafe at school. It is also important to note that we had a total of 20 families complete the survey - thus results are impacted significantly with only 1 or 2 negative responses.

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

Here are a few of the highlights that speak to how we focused our attention to school growth in wellness and positive relationships:

- All events in our school were held face to face - including all reporting periods, our curriculum night, Christmas Concert, Thanksgiving assembly and Remembrance Day assembly. We also had a volunteer social as well to say thank you to the many volunteers that helped us this year. This year we had a total of 26 volunteers helping us throughout the year - the most we have had yet. It seems as though we are building a community culture of learning and engagement for our students, and it is getting better each school year.
- Weekly memos are sent out every Friday. Each student receives a copy and so do our bus drivers. Students are coming to school prepared more frequently for the events we have scheduled.
- We continued our partnership with Elders and Youth for indigenous education sessions, twice per month - all students and teachers participated in these sessions. We also collaborated with our cluster schools to hold the first ever Maoi'MI (cultural gathering) in the Port au Port area. There were 6 schools, over 300 students, 100 staff and many different indigenous groups that engaged with us for this event. It was a huge success, one which we will look to continue in the future.
- We had many school wide activities to promote diversity and inclusiveness - We were the host school for a visit from Phyllis Webstadt (the founder of Orange Shirt Day and the Every Child Matters initiative) and we held a presentation at our school. St. Thomas Aquinas joined us in person and we had a number of other schools who joined us virtually through Google Meet as well. It was an experience like no other; another way we are showing respect for cultural diversity and inclusiveness.
- We partnered for the Terry Fox Walk, Sock it for sick kids, Odd socks for Down Syndrome, Special Olympics and Bell Let's Talk Day. All staff and students were involved in these events.
- We have an active CYN group that meets once per month and a Student Council that meets to assist with school wide activities. Our CYN group consisted of our facilitator and approximately 12 students that engaged our school in activities about teacher appreciation, healthy food initiatives, our GSA and other student leadership opportunities. Our student council included representatives from grades 4 - 8, who organized and facilitated many of our school wide events.
- We engaged in discussion at each monthly staff meeting about student behavior, locations and problem solved next steps. We used data from Review 360 to identify areas of concern and put initiatives in place to address behavioral concerns. We have a significant number of Review 360 reports submitted, but we are using the database as required; the majority of the reported behaviors are those students who are on our Student Support Services caseload and require the behavior tracking for needed support. We did however, have 2 out of school suspensions for

1 day each, 3 out of school suspensions for 2 days each and 3 out of school suspensions for 3 days each.

- We have an “Appreciation Station” to acknowledge staff contributions towards each other and the school as a whole. During each staff meeting all notes of appreciation are collected and we draw one of the notes and recognize the positive things our staff does on a daily basis.
- We held a Grade 8 leaving celebration and a Kindergarten celebration as well to celebrate the students accomplishments and wish them success. Both of these were a huge success with all but 1 student in Grade 8 attending, and all students in Kindergarten and their families attended that celebration.
- We had daily physical activities for students, a recess and lunch intramurals program, Dart outdoors activities and PN sports. All grades were involved in scheduled Intramurals daily. We held a sports day and other school wide initiatives that promote Physical Activity.
- We continued to use our cafeteria daily for students to have lunch together each day. While we do not have a food service available for our students, they were able to bring lunches to be warmed up each day.
- We started a lunch time and after school cheer team. We have approximately 16 students who are involved and 2 staff that organize and run that activity. It happens once per week after school and culminates into a year end cheer show on June 13 in the afternoon. Parents and school community members were invited to attend.
- We continued to have our RCMP liaison officers visit our school to promote relationships and partnered with the local fire department for student enrichment, fire safety and community collaboration.
- Through engaging students in Service learning, we collected food for the local food bank and made a donation to the organization. We also held a school clothing swap that invited families into our school as well. These activities were student led and had staff involved in each. We also had parent volunteers help us organize, plan and execute these events for the local school community.
- We had an active preschool program through CEN as well as a successful Kinderstart program for our new students.
- We had also secured a number of grants for our school this year; we were awarded a \$4500.00 grant to purchase materials for calming corners in all of our classrooms. We have purchased equipment and it has begun arriving. We hope to have these calming corners set up in the fall. We also were awarded a \$3000.00 grant for student wellness to purchase materials that promote physical activity for our students. We were successful in purchasing a ping pong table, 55 sleds to be used during the winter months and 18 pairs of snowshoes for students to be used as well. This will encourage more physical activity and interest in activities that students can do outside the school - part of lifelong physical activity.

Next Steps...

We would like to continue these initiatives for the next school year, and even expand them as well. Goals for the next school year:

- **Continue to create relationships with local groups (ie. church, Fire Department, local businesses) to have students recognize the reciprocal relationship they have with the community around them.**
- **Encourage more parent involvement with the school through Curriculum Nights, Concerts, Breakfast Program, Volunteering for School Events, School Council and other initiatives.**
- **Continue with our Elders and Youth Program.**
- **Find other opportunities to bring the community into the school.**
- **We are going to revamp our PBS initiative in the fall and reimagine how we promote positive behaviors in our school.**

Strategic Issue: Optimal learning Environments

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

Evidence used to identify strategic issue:

During our strategic planning day in the fall, we examined PMF data, School development and reporting periods data to determine areas of focus. Here is a brief summary of how we determined that we needed to explore Optimal learning environments as a goal towards school growth:

- Overall, there was a slight decrease in student perceptions of teacher expectations: 2021-2022 71.4% and 2022-2023 69.8%; Decrease of 1.6%
- There was a decrease in how students perceived learning in different ways: 36.4% responded positively at our school, but 51.8% of the province responded positively.
- Students also indicated that they were less able to complete their work well when compared to the province: 59.1% responded positively at our school and 70.6% responded positively in the province.
- When learning new things 60.9% of our school responded positively but 73.9% of the province responded positively.
- When learning to set goals, 40% of our students responded positively but 53.3% of the province responded positively.

For teachers, it was reported that only 31.3% responded positively to having the opportunity to attend PL for new ideas.

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

We recognized the need to re-examine the learning environment we have created for our students to create optimal opportunities for students to value what they learn, apply it to the world outside the classroom and realize they have an impact on the world around them.

Here are some of the initiatives we have begun to address this strategic issue:

- We have re-imagined Deep Learning and incorporate more meaningful activities in our classrooms daily. We have included more world connections and engaged students in activities that connect them directly to the community around them.
- We have incorporated more tech resources that engage students more readily. All staff have received inservice in using these resources and we

now use them daily in all of our classes:

- Pixton
 - Canva
 - Lumio
 - 3D Printer with Brilliant Labs
 - 2 full sets of Chromebooks for classroom use
 - We have also explored and completed some staff led professional learning in the use of AI (Artificial Intelligence) and how it can be used daily for teaching and learning.
- We have made a considerable investment in acquiring more smartboards and projectors (all classrooms have working boards and projectors - including our specialist areas) We have also been awarded a Microsoft software certificate in the amount of \$15 000.00. We are working closely with IT and District staff to utilize this resource in the most effective way possible.
 - We have invested in solid state drives to improve our computer capabilities for both teachers and students.
 - We have converted our computer lab into fully functioning multi-points allowing students to have access to the learning tools they require. This resource is used daily by students to complete research and teaching and learning.
 - We continuously examine our IRT/RS and support schedules to make adjustments necessary to support the learning needs of students. We have implemented the RTL policy and the Service Delivery Model as well and resources are allocated as needed. Currently we have 2 full time IRT teachers and 2 0.25% IRT allocation we use to support student learning.
 - We have regularly scheduled TLT and SDT meetings in which we collaborate with guidance, district staff and educational psychologists. Our TLT meetings occur across our schedule, 1 meeting for each grade level in each 14 day cycle and one SDT meeting per month.
 - We have created a sensory room and an appropriate learning environment for students who require these supports and use this resource accordingly - it is used daily by our students.
 - We have focussed our student services to allow for more collaboration and problem solving among teachers and IRT - we have focussed on more in class support, team teaching and co-teaching of curriculum as needed.
 - We have created learning groups that allow for more collaboration between students at different grade levels and teachers for planning and lesson preparation.
 - We have reached out for district support as needed when programming appropriately for students.

- As a school we have made more of an effort to use our School bank of PL time to allow teachers to attend PL sessions applicable to the jobs they perform. We have also had them prepare and deliver PL sessions to other teachers as well during close-out on the materials and initiatives they received PL in.
- We have made a significant investment into materials that are used to teach The Science of Reading in our Primary and Elementary Grades. Through appropriate scheduling and allocation of preparatory time, we have been able to provide teachers from K-6 the opportunity to collaborate on this initiative and then implement these strategies on a daily basis. We are seeing significant improvement in student learning and reading abilities through the use of this initiative.
- We have begun the implementation of the RTL Database for student documentation.

Next Steps...

- **Continue to evolve our teaching to incorporate more of the 6 C's for 21st century learners.**
- **Continue to explore and participate in PL that aligns with our school goals and staff PLJ - use our school bank of leave time for teachers to have the opportunity to enhance their learning and share their learning with other staff during close-outs.**
- **Continue to look for opportunities for more staff and student collaboration when it comes to learning and setting learning goals.**
- **Continue to create common preparatory periods for teachers to collaborate in setting their long term teaching goals and the creation of learning groups across grade levels based on abilities and needs.**
- **Use school PL sessions to explore and implement strategies that enhance the work we do to support student learning.**
- **Seek input into the types of feedback teachers want and initiate this process - use this as a part of the Growth and PLJ process.**

- **Continue with the staff appraisal process as directed by the district.**