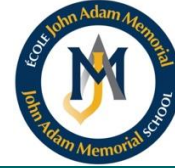




## Anti-Bullying and Anti-Violence Plan



# END OF YEAR EVALUATION 2022-2023

School:	John Adam Memorial	Shared with Governing Board	26 octobre 2022
Principal / Centre Director:	Steven Carroll	Shared with Teacher Council	novembre 2022
		Shared with Parents	27 octobre 2022
		Submitted to Director of Complementary Services and Director General	27 octobre 2022

## Priorities for the Upcoming School Year

### Actions / Initiatives to Let Go or Maintain

- Initiatives put in place for the year and assessment of effectiveness of the actions.

**To maintain:** Moozoom platform ( Social Emotional Learning), Student Voice committee, Multiple school sense of belonging events, SWAT student support team initiatives, Social Justice (Pink shirt day, Pride month) & Race relation sensitization (Black History month, Walk for Wenjack National Day for Truth and Reconciliation), This 360, SSIAA, campaign for items with school's logo, transport app for parents, school's texto sent to parents for diverse messages, access to OASIS or JAM café for students with specific needs, sheltered lunch and alternate recesses.

We have diversified the offer of service of our Mesure 15021 projects to not only incorporate tutoring. We have created physical activity groups as well as started SEL with our Kindergarten students through the support of a Psychology University student.

Through our Student Support Team (aka SWAT), we have created a more efficient model of support to students and have integrated the daycare team so that any support plans in place can be cohesive and shared.

We gave access to parents to a variety of information/tools about violence and bullying on our JAM FAM (JAM Family Aide-Mémoire). This information will still be on our webpage next year. Parents will be informed that they can refer to those tools again next school year. We also gave access to parents to their child's login number to access the platform Moozoom. We also want them to have access earlier in the coming next school year (by November).

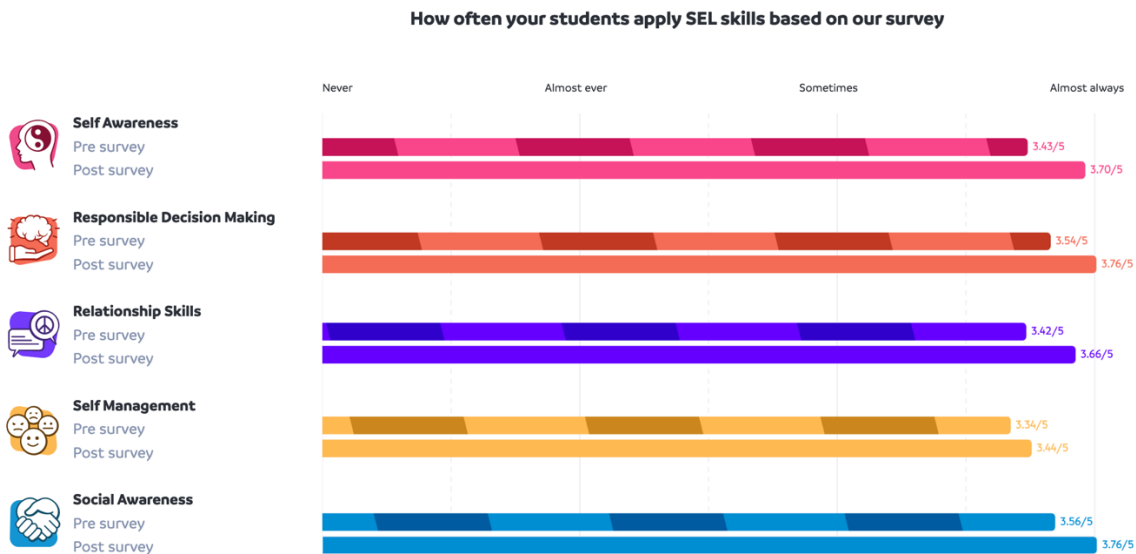
Grade 5 and 6 students got a session about bullying at the beginning of the year (October). From there, some members of Drama club created little plays on the subject and presented them to grade 2-3-4 on our *Pink shirt day*. We should have the coming grade 5 get the information session about bullying next year. We will not maintain the plays for the younger classes.

## Actions / Initiatives to Develop

- **Our School Survey** results.
- Review and analysis of GPI/ ISM (digital reporting platform) entries related to bullying and / or violence to assess decrease or increase in incidents of bullying and/or violence.

- Moozoom: From our pre-survey/post-survey about the use of Moozoom, we can tell that every aspect of the Socio Emotional Learning has improved for our grade 3 to grade 6 population (see the chart below). We believe that if teachers are using more and more this application next year, those results will keep going higher (the difference between the pre-survey and the post-survey are bigger for the classes that are being using Moozoom more often during the year). We also want to give access to all the videos from Moozoom to specific students who would benefit working on those SEL from home with their parents (by creating “virtual classes” for those students so we give them access to all the videos).
- Outdoor education
- Zones of autoregulation to be integrated in classes (and to offer professional development for teachers)
- We ordered books about diversity (sexual, gender, family...) for the school library. Those books will be available to students to borrow in 2023-2024

### Results from pre/post-survey on use of Moozoom app



According to “OurSchool Elementary school survey”

What we do well (superior than the Canadian norms)	What we should improve on (inferior than the Canadian norms)
<ul style="list-style-type: none"> <li>- Student participation in school sports</li> <li>- Student participation in school clubs</li> <li>- Students with a positive sense of belonging</li> <li>- Students with a positive sense of belonging</li> <li>- Students were asked : “My school values my diversity or uniqueness” 89% answered either <u>Neither agree or disagree, agree or strongly agree</u></li> <li>- Students were asked :”Those from different cultures have a lot to offer” 96% answered either <u>Neither agree or disagree, agree or strongly agree</u></li> <li>- Students were asked : “I understand how people’s cultural affect their attitudes and behaviors” 86% answered either <u>Neither agree or disagree, agree or strongly agree</u></li> <li>- Students were asked : “I can learn about cultural beliefs by having a friend from another culture” 90% answered either <u>Neither agree or disagree, agree or strongly agree</u></li> <li>- Students were asked : “I enjoy interacting with people of different cultures” 94% answered either <u>Neither agree or disagree, agree or strongly agree</u></li> </ul>	<ul style="list-style-type: none"> <li>- Students with positive relationships</li> <li>- Students with moderate or high levels of anxiety (bigger gap for girls than boys compared to Canadian norms)</li> <li>- Bullying and exclusion (students who are subjected to physical, social or verbal bullying or are bullied over interne).(bigger gap for girls than boys compared to Canadian norms)</li> <li>- Feel safe attending this school</li> <li>- Advocacy at school</li> <li>- Positive teacher-student relations</li> <li>- Positive learning climate</li> </ul>