



ABAV END-OF-YEAR EVALUATION

St-Paul Elementary
School

“83.1. Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence. A document reporting on the evaluation must be distributed to the parents, the school staff and the Student Ombudsman.”

2025-2026

School:	<u>St-Paul Elementary School</u>	Shared with Governing Board	<u>April 30, 2026</u>
Principal / Centre Director:	<u>Lynn Neveu</u>	Shared with Teacher Council / Staff	<u>April 22, 2026</u>
		Shared with Parents	<u>May 2026</u>
	Submitted to Director of Pedagogical Services and Director General		<u>May 9, 2026</u>

ABAV Priorities

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 and social and emotional learning opportunities. Central to these practices is the notion of relationship building and solution-focused approaches as key factors in promoting positive behaviours. We will also continue our focus on the implementation of our aligned and consistent resource for all stakeholders that will explicitly outline expected behaviour in all settings through positive affirmation and collective core values. This resource for behaviour intervention is rooted within our behaviour matrix of values expectations.

Actions / Initiatives to Maintain or Let Go (Prevention Measures)

Communication of our policies, values, norms, and expectations (To maintain)

- The Code of Conduct is distributed to and reviewed with all students at the beginning of the school year;
- Our school Matrix is distributed to and reviewed with all students at the beginning of the school year. Our core values and schoolwide expectations are reinforced daily;
- Our ABAV plan, Code of Conduct, and School Matrix are available on the school website.

Schoolwide Behaviour Matrix (To maintain)

Our school Matrix details our four school values and the behavioural expectations in all settings of our school.

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Schoolwide Behaviour Matrix (To maintain)

Our school Matrix details our four school values and the behavioural expectations in all settings of our school.

- Present, explicitly teach, and reinforce our schoolwide expectations;
- Morning announcements reinforcing our core values and behavioural expectations;
- Grade-level assemblies reinforcing our 4 core values (at St. Paul, we care for others, care for our school, care for ourselves, care for learning);
- Our schoolwide behavioural intervention practices are grounded in our school matrix.

Schoolwide Voice Levels Chart (To maintain)

Our voice levels chart reinforces a calm, caring, and safe learning environment.

- Present, explicitly teach, and reinforce our voice levels expectations;
- Morning announcements reinforcing our voice levels expectations.

Positive Behaviour Reinforcement System (To maintain)

- *Star Student Tickets* will be awarded to students who demonstrate positive behaviour that reflect our core values;
- Positive behaviours will be reinforced through our *Star Tickets* rewards draw.

Bullying and Violence Prevention (To maintain)

- Prevention education offered by professional guest speakers and presenters;
- In-class activities and projects;
- Grade-level assemblies; character development education;
- Self-regulation education;
- Explicit lessons on how to use our outdoor games, offered in Physical Education class and by the Spec. Ed. Techs;
- Digital Citizenship Education for all grades 3 to 6 students.

Restorative Practices (To maintain)

Restorative practices are used as a primary means to manage conflict by fostering empathy, building relationships, and repairing harm.

Students are directed to our Matrix to ground interventions into teachable moments, prompting students to reflect on their choices and what they may have done differently.

Community Building (To maintain)

Relationship building practices are used to proactively develop positive connections and build community. These practices, such as circles, are also used to respond to conflicts in an atmosphere of safety, decorum, and equality.

Offering senior students opportunities to engage in community projects that develop their social awareness and empathy.

Behaviour Technicians Support (To maintain)

- Working with students in need to improve prosocial skills, anger management strategies, self-regulation, and conflict-resolution strategies;
- Implementing the Zones of Regulation Program for self-regulation;
- Providing stress and anxiety support for students in need.

Professional Development (To maintain)

Social and Emotional Learning

Social and Emotional Learning (SEL) is the process through which one acquires and applies the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy, establish and maintain supportive relationships, and make responsible and caring decisions.

Through a series of workshops this year, our entire teaching staff dove into the five competencies of SEL in order to effectively incorporate these essential notions into daily teaching practices.

Support (To maintain)

- Training and on-going support for staff;
- On-going support from our School Climate Team at SWLSB;
- On-going support from our Spiritual Animator, Cheryl Smith-Debanne.

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.

We will continue to find ways to promote equity, diversity and inclusion and to augment our students' agency and voice.

Social and Emotional Learning

We will continue to develop our professional capacity to understand and implement the five competencies of Social and Emotional Learning into our daily teaching practices as well as develop our capacity to use solution-focused approaches to behaviour intervention.

Student Engagement and Motivation

We will focus on building teacher capacity to provide students with rigorous learning opportunities to increase student engagement and motivation and promote students' value for schooling outcomes.

Shared Leadership and Student Voice (To maintain)

- Playground Leadership Team lead cooperative games and facilitate conflict resolution strategies with Grades 1 & 2 students;
- Creation of a student task force to provide student-voice to our efforts to reduce bullying and violence and reducing stress and anxiety.

Actions / Initiatives to Maintain or Let Go (Sexual Violence)

The nurse from CISSS presents to grade 4-5 students yearly.



Actions / Initiatives to Maintain or Let Go (Bullying or violence based on motives related, in particular, to skin colour and ethnic or national background)

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Actions / Initiatives to Develop

Celebrate differences through celebrations such as Black History Month, Holidays other than on the Christian calendar.

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