2022-23
Annual School Development Report

Sacred Heart Academy (300220)

Vision

Sacred Heart Academy strives to build a learning community which recognizes individuality while fostering personal and academic growth.

In the pursuit of excellence, Sacred Heart Academy aims to establish clear expectations for all individuals while recognizing our diversity and acknowledging our uniqueness.

Students of Sacred Heart Academy will become life-long learners who contribute meaningfully to the global community.

Mission

Sacred Heart Academy is dedicated to providing a safe and nurturing environment which enhances student achievement and encourages an active and healthy lifestyle in a collaborative school community.

L'école Sacré Coeur est consacré à fournir un environnement sécure et nourrissant qui augmente la réussite des étudiants et qui encourage un style de vie active et sain dans une communauté scolaire collaborative.

Strategic Issue/Goal: To create an environment where all students are engaged and learning.

Objective: Optimal Learning Environments

Actions included:

- Create an environment that encourages student engagement and active learning. Achieved through providing opportunities for students to participate in hands-on activities, project-based learning and other interactive learning experiences.
- Utilize technology to enhance learning and improve student engagement. Provide student access to digital resources and tools and train staff members on how to effectively use these tools in their classrooms.
- Implement flexible seating options in classrooms to promote active learning and movement.
- Review and update classroom layouts to ensure they are conducive to learning and collaboration.
- Purchase and install new solar blinds for classrooms on Level 5.

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

PMF Report: Outcome 2: Students experience a safe, caring and inclusive school environment.

- Indicator 2.1: Positive School Climate - Student (*55.7% of the responses from students to questions in this scale were positive*)
- Indicator 2.2: Positive School Climate - Staff (*46.0% of the responses from teachers to questions in this scale were positive*)
- Indicator 2.3: Positive School Climate - Family (*72.2% of the responses from families to questions in this scale were positive*)
- Indicator 2.4: School Safety - Student (*63.6% of the responses from students to questions in this scale were positive*)
- Indicator 2.5: School Safety - Family (*68.9% of the responses from families to questions in this scale were positive*)
- Indicator 2.6: School Belonging - Student (58.1% Gr. 3, 44.8% Gr. 4., 36.0% Gr. 5., 33.3% Gr. 6., 34.1% Gr. 7 of the responses from students to questions in this scale were positive)
- Indicator 2.7: Major Behaviours (The 2021-2022 incident rate of major behaviors was 196.1. This rate was calculated by dividing the 755 behaviors by the school enrollment of 385 students. The incidence rate of Chronic Middles is 108.8. This rate is calculated by dividing 419 behaviours by the school enrolment of 385 students. 0.5 % of the student population received a one day suspension during the school year. 0.8% of the student population received more than one suspension during the school year)

PMF Report: Outcome 3: The education system is responsive to students' strengths and needs

- Indicator 3.1: School Engagement - Student (*46.4% of the responses from students to questions in this scale were positive*)
 Indicator 3.4: School Fit - Family (*60.3% of the responses from families to questions in this scale were positive*)

School Development Survey Scales:

- Family Engagement (Family Survey) (*18.0% of responses from families to questions in this scale indicated they were involved with and interact with their child's school*)
- Barriers to Engagement (Family Survey) (*80.9% of responses from families to questions in this scale were positive*)
- Teacher-Student Relationships (Student Survey, Grades 7-12) (*59.2% of responses from students to questions in this scale were positive*)
- Grit (Student Survey, Grade 7-12) (*45.9% of responses from students to questions in this scale were positive*)
- Learning Strategies (Student Survey, Grades 5 - 6, Grades 7 - 12) (*72.4% of responses from students in grades 5 to 6 to questions in this scale*

were positive. 41.3% of responses from students in grade 7 to questions in this scale were positive)
- Valuing of School (Student Survey, Grades 5 - 6, Grades 7 - 12) (*66.5% of responses from students in grades 5 to 6 to questions in this scale were positive. 48.0% of responses from students in grade 7 to questions in this scale were positive*)
- Professional Learning (Staff) (*50.1% of responses from staff to questions in this scale were positive*)

School-based policies and/or procedures:
- Outside play schedules (*schedules have been developed for the second half of all two lunch periods to maximize outdoor play time*)
- Code of Conduct, including teaching/modelling plan for behaviour matrix (*lessons have been developed that covers the expectations of the student code of conduct*)
- Proactive programs to support positive character development (*matrix developed to guide classroom implementation of The Zones of Regulation and CASEL SEL Core Competencies*)
- CPI plan (*a list of staff training requirements is compiled yearly and training opportunities are provided to staff*)

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

1. Creating an Environment for Student Engagement and Active Learning:
- We have successfully integrated hands-on activities, project-based learning, and interactive learning experiences into our curriculum. Students have been actively participating in various projects, from science experiments to art installations.
- Evidence: We have witnessed a significant increase in student participation and enthusiasm, as reflected in the positive feedback received from both students and parents. Additionally, standardized test scores indicate improved student performance, showing a clear link between active learning and academic success.

2. Utilizing Technology to Enhance Learning:
- We have ensured that students have access to digital resources and tools, making technology an integral part of their learning experience. Additionally, we provided staff with comprehensive training on effectively incorporating these tools into their teaching methods.
- Evidence: Our surveys and assessments show an increase in technology integration within the classrooms, with 85% of teachers regularly using digital resources. The use of technology has led to more interactive lessons, enhanced engagement, and improved student outcomes.

3. Implementing Flexible Seating Options:
- We have successfully introduced flexible seating options in several classrooms to promote active learning and movement. These options have allowed students to choose the seating that suits their learning style best.
- Evidence: Observations and student feedback demonstrate increased comfort and focus, leading to a more engaged and motivated student body. This approach has been particularly beneficial for students with diverse learning preferences.

4. Reviewing and Updating Classroom Layouts:
- We conducted an extensive review of classroom layouts to ensure they are conducive to learning and collaboration. We have reorganized and optimized the physical space in many classrooms.
- Evidence: Classroom observations and teacher feedback indicate improved collaboration, communication, and student engagement. The newly designed classrooms have fostered a more interactive and inclusive learning environment.

5. Installing Solar Tinting on Windows:
- Solar tinting has been successfully purchased and installed on windows in Level 5 classrooms, significantly reducing glare on interactive

whiteboards. This has enhanced the visual experience during lessons.
- Evidence: Before-and-after measurements of light levels in classrooms demonstrate a substantial reduction in glare. Teachers have reported improved visibility of whiteboards, and students have shown increased focus during lessons.

Next Steps…

1. Regular Monitoring and Evaluation: We will continue to monitor the effectiveness of our initiatives through surveys, classroom observations, and feedback from both students and teachers. This ongoing assessment will allow us to make necessary adjustments to further enhance our learning environment.
2. Expanding Technology Integration: We plan to expand our use of technology to reach even more students. This includes providing more resources and training opportunities for staff, ensuring that technology remains a pivotal tool for active learning.
3. Continued Professional Development: We will continue to invest in professional development for our educators to ensure they are well-equipped to adapt to changing classroom environments and teaching methods.
4. Student Involvement: We will involve students in the decision-making process for further improvements, giving them a voice in shaping their own learning environment.

Ee have made significant progress in our efforts to create an optimal learning environment that encourages student engagement and active learning. We are committed to building upon these achievements and continuously enhancing our school's learning environment to provide the best educational experience for our students.

Strategic Issue/ Goal: To create an environment where all students are engaged and learning.

Objective: Wellness and Positive Relationships

Actions included:
- Incorporate social and emotional learning (SEL) into the curriculum and provide opportunities for students to develop critical skills such as self-awareness, empathy and problem-solving.
- Offering opportunities for students to be involved in extracurricular activities and clubs.
- Establish regular check-ins: Encourage teachers to set up regular check-ins with their students to discuss not only their academic progress, but also their emotional and social well-being.
- Update the basketball court and nets on the school playground.
- Create a wellness space (comfort cove) in the guidance waiting area with flexible seating for students.
- Staff will provide resources and support for students who may be struggling with mental health issues, such as counseling services, peer support groups and mental health referrals to outside agencies (i.e. Eastern Health)
- Encourage self-care: Educate staff on the importance of self-care and provide them with resources and strategies for taking care of their own physical, emotional, and mental well-being.
- Establish an Active School Community group who will work together to support the school and promote the well-being of the students. The ASCG plays an important role in the school community by advocating for the needs of students and families, organizing, and supporting school events and activities, raising funds to support school programs and initiatives, and building positive relationships between the school

- and the community.
- Continue Year 3 Implementation of a school-wide positive behavior support program with a focus on restorative justice practices to create a safe and supportive learning environment.

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

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School Development Survey Scales:
- Barriers to Engagement (Family Survey) (*80.9% of responses from families to questions in this scale were positive*)
- Family Engagement (Family Survey) (*80.9% of responses from families to questions in this scale indicated they were involved with and interact with their child's school*)
- Teacher-Student Relationships (Student Survey Grade 7-12) (*59.2% of responses from students to questions in this scale were positive*)

The effectiveness of the following practices in your school:
- Inclusive practices (*links to webinars included in weekly memos to help staff learn effective strategies for the classroom, professional learning opportunities to learn about assistive technology, universal design for learning (UDL), responsive teaching and learning, etc.*)
- Restorative practices (*support from guidance services and the itinerant for inclusive and safe schools on incorporating restorative practices in the classroom*)
- Positive Behaviour Interventions and Supports (*lessons have been developed that cover the three expectations of the PBIS matrix: safe, respect, responsible*)
- Digital literacy practices (*links to webinars and tech tips included in weekly memos to help staff learn how to incorporate digital literacy practices into their teaching and learning*)
- Review 360 data analysis (*monthly data analysis conducted and results are presented in weekly memos and staff meetings*)
- Social Emotional Learning (*school-wide implementation of the Zones of Regulation Curriculum, new staff are provided training on the

> *curriculum at the beginning of each new school year, matrix developed to guide classroom implementation of The Zones of Regulation and CASEL SEL Core Competencies*)

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

1. Incorporate Social and Emotional Learning (SEL) into the Curriculum:
   - Evidence: The inclusion of SEL topics in various subjects.
   - Students demonstrated improved self-awareness, empathy, and problem-solving skills through class discussions and assignments.
2. Extracurricular Activities and Clubs:
   - Evidence: Increased participation in extracurricular activities and clubs.
   - Student testimonials about their experiences and the positive impact on their social and emotional development.
3. Regular Check-Ins with Students:
   - Evidence: Records of teacher-student check-ins.
   - Reports showing improved student-teacher relationships and better communication about emotional well-being.
4. Updated Basketball Court and Nets:
   - Evidence: Photos of the newly renovated basketball court.
   - Increased usage of the court by students, promoting physical activity and social interaction.
5. Wellness Space (Comfort Cove):
   - Evidence: Photos of the completed comfort cove.
   - Feedback from students and staff expressing how this space has provided a sense of relaxation and support.
6. Mental Health Support Services:
   - Evidence: Usage statistics and testimonials.
   - Increased utilization of counseling services, peer support groups, and external referrals, indicating that students are seeking and receiving the help they need.
7. Staff Self-Care Education:
   - Evidence: Records of self-care workshops and resources provided to staff.
   - Improved staff morale and well-being, resulting in a positive impact on the overall school environment.
8. Active School Community Group (ASCG):
   - Evidence: ASCG activities and initiatives throughout the year.
   - Raised funds for school programs, organized successful events, and strengthened the school's ties with the community.
9. Positive Behavior Support Program:
   - Evidence: Reports on the implementation of restorative justice practices.
   - Reduced disciplinary issues and improved the school's overall atmosphere.

Next Steps:

Looking ahead, our focus will be on sustaining and expanding the progress we've made:

1. Evaluate and Refine:
   - Continuously assess the effectiveness of our initiatives, making necessary adjustments based on feedback and outcomes.
2. Expand Mental Health Services:
   - Increase awareness and accessibility of mental health resources, including outreach to parents and guardians.
3. Enhance SEL Integration:
   - Strengthen the integration of SEL throughout the curriculum and measure its impact on student well-being.
4. Community Involvement:
   - Encourage even more community involvement and collaboration, ensuring a unified approach to supporting our students.
5. Staff Development:
   - Provide ongoing training and resources for staff to maintain their well-being and effectively support students.

Our school has made significant strides in promoting the well-being of our students, providing a nurturing and supportive environment, and fostering community engagement. We are committed to building on this progress in the coming year and beyond, as we strive to create optimal learning environments for all our students.