

(2024-2025) Annual School Development Report

Beachy Cove Elementary



We are PUMAS! Learning and Growing Together
Nous sommes les PUMAS! Apprendre et Grandir Ensemble.

Participating
Using time wisely
Making good choices
Accepting everyone
Supporting each other

Participer
Utiliser son temps de façon efficace
Montrer l'exemple en faisant de bons choix
Accepter tout le monde
Se montrer gentil envers tout le monde

Strategic Issue: Instructional Practice - Students are no longer engaged by our current instructional practices.

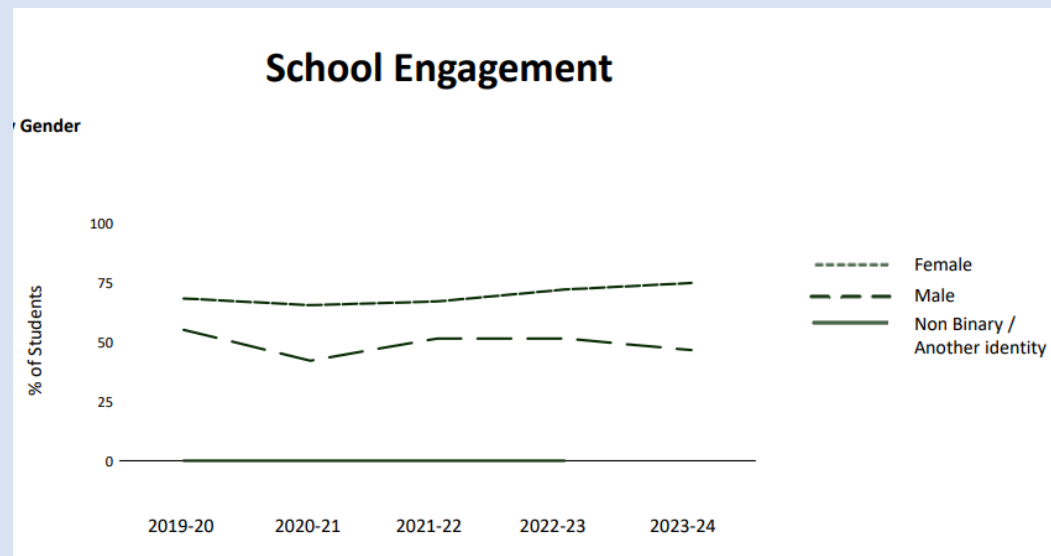
School Development Goal - To foster and honour student voice in our learning environments.

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

- **PMF Data**

- **Student**

- students reported that teacher expectations are high
- division between male and female respondents in all areas, student engagement was particularly low for males



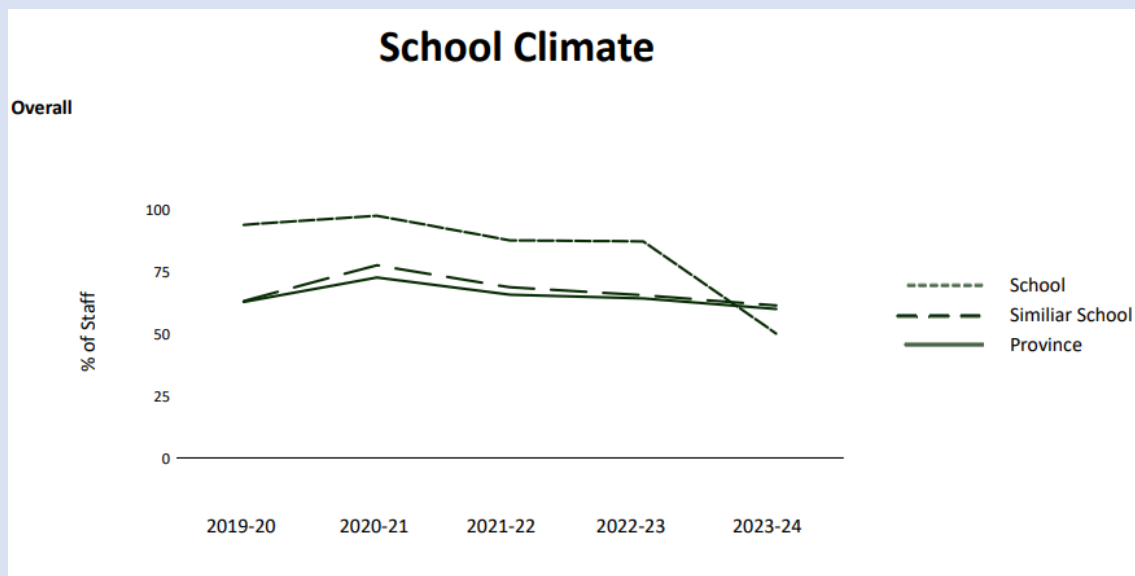
- disconnect between what staff is doing and what students are experiencing
- school belonging - 72.2% positive; school climate - 69.3% positive

- **Family**

- family support is consistent
- very few barriers are being reported by families; busy schedules is the primary barrier reported
- disconnect between what students and families are reporting

- **Staff**

- decline in school climate, especially among instructional staff



- consistent, high reported levels of teacher efficacy

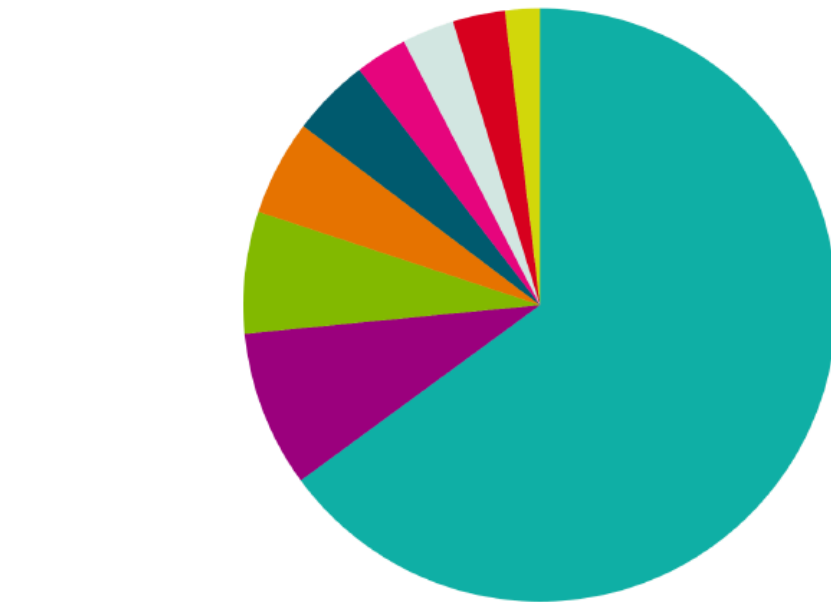
- **Examination of school generated tables of entered Review 360s**

- Term One data indicates that the majority of behaviour issues are happening in the classroom, during instructional time, particularly in the am

Incidents By Location

Academic Year, 2024-2025

Beachy Cove

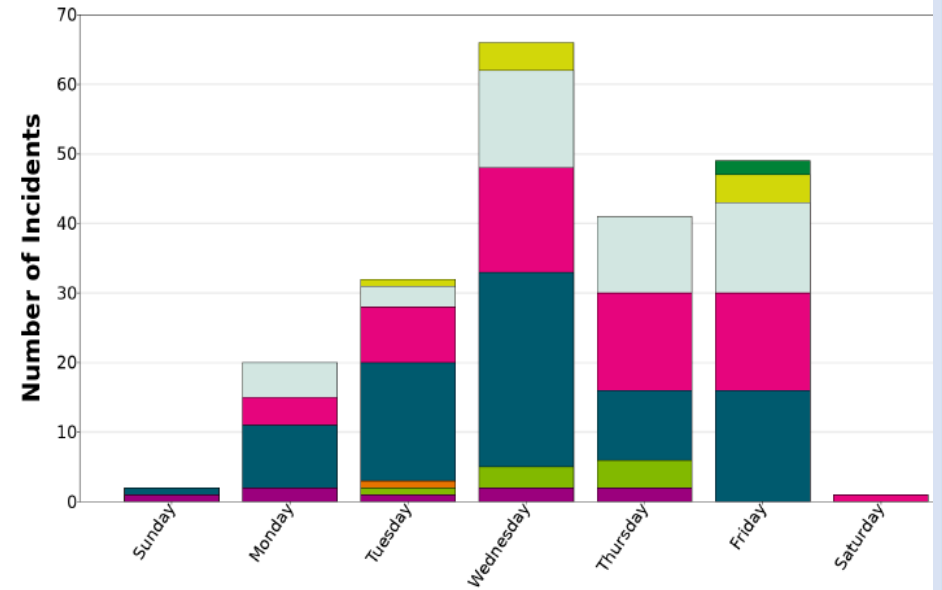


- Classroom
- Corridor/Stairwell
- Gymnasium
- Outside on school grounds
- Playground
- Learning resource centre
- School bus
- Washroom
- [Everything Else]

Incidents By Time of Day

Academic Year, 2024-2025

Beachy Cove Element



- Weekend/Holiday
- School Sponsored Activity
- Recess
- Not School Sponsored Activity
- Lunch
- Instructional Time (PM)
- Instructional Time (AM)
- Between Classes
- Before School
- After School
- No Time of Day Recorded

- **Staff discussion around data**
 - student engagement is low, despite high teacher expectations
 - school climate is only 75% positive for our learners
 - significant decrease in school climate among staff
 - behaviours are happening much more often in the classroom, during instructional time
- **Family Survey - What do you believe about learning?**
 - family beliefs closely align with what teachers believe about learner
 - lifelong
 - safe, supportive and inclusive
 - individualized
 - engaging
 - builds resilience and real-world skills
 - diversity
- **Class Conversations - What do you believe about learning?**
 - using Gemini, we were able to determine the overall student beliefs about learning
 - growth mindset and persistence are important
 - diverse learning methods and preferences need to be considered
 - social and collaborative learning is essential
 - learning can be emotional, with many mixed emotions present

Year-end Summary of Progress. What evidence do you have to support this progress? (What progress has been made on addressing the identified strategic issue? Have the actions taken moved the school forward in addressing the issue? What evidence have you used to determine this?)

- PL day organized by School Development team members that engaged staff in exploring ways to enhance student voice and engagement. Anecdotal reports of the day from staff were very positive with many staff finishing the day with some take away ideas to use in their class. The day included opportunities to:

- explore different learning styles;
- explore different ways to provide feedback;
- connect with each other, modelling how to do so with students; and
- explore ways to promote student voice within the classroom.
- We've taken steps in fostering a more student-centered learning environment. Our progress is evident through the intentional incorporation of various student voice and choice initiatives, enriched learning opportunities, and strengthened collaborative practices as evidenced by:
 - Grade 4 student assembly - development and led entirely by Gr. 4 learners
 - Grade 4 lead environmental committee with variety of sub-clubs of students to join in which incorporated older students preparing and presenting to younger students about the purpose and roles of various clubs; student voting to name chicks and ducklings;
 - recycling
 - gardening
 - animal hatchery
 - 12 days of Kindness
 - Inclusion week (June 23 - 26)
 - Rainbow Day
 - Multicultural Day
 - Neurodiversity Day
- Increased collaboration, especially between EFI teachers
- Collaboration with NLSchools related to:
 - UDL;
 - Multicultural education;
 - EFI
 - School Development
- Reimagined PBIS system - New welcoming poster for our front foyer (greater visibility) and new Pounce Paws

Welcome to Beachy Cove Elementary!



Bienvenue à l'école élémentaire Beachy Cove!



Next Steps...

- regular, intentional opportunities for multicultural education, including student/family input whenever possible
 - multicultural fair
 - celebrating culturally significant celebrations with our learners and their families (regular check ins through newsletters)
- regular celebration of successes and collaboration with colleagues

- bulletin board
- padlet
- Google classroom
- increased collaboration between classroom and specialist teachers (e.g., music, phys. ed., library)
- communication of new PBIS with students and families
 - including learners in the specific details about what we're looking for with the PUMAS acronym (e.g., what does "Participating" or "Accepting everyone" look like in our school?)
 - student-created video / promotional materials
- continuing PL related to UDL and student voice and RTL, including instructional and assessment practices
 - book club(s)
 - lunch n learn(s)
 - collegial circles
- continued refinement of our TLT meeting structure
 - increased focus on student voice
 - increased focus on collaboration