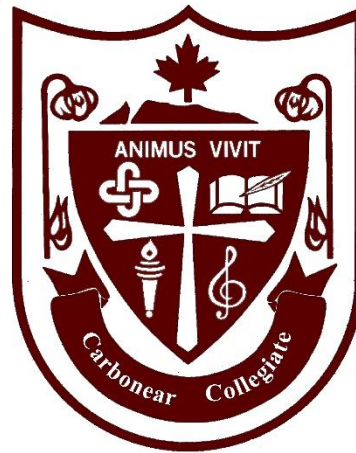


# 2024-2025 Annual School Development Report

## Carbonear Collegiate



**"Our mission at Carbonear Collegiate is to foster an inclusive and safe environment where kindness, accountability, and respect form the foundation for both academic and personal growth."**

## Strategic Issue: To focus on improving student sense of belonging at our school.

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

We identified the need for enhancements in students' sense of belonging through triangulation of staff discussions, student perception data and focus groups, observable engagement outcomes, and a review of both internal and external data (student surveys, staff surveys, parent surveys, BEV tables, etc.). In order to enhance students' sense of belonging, it was deemed that we need to provide more opportunities in our school community for students to contribute and take ownership of their school and surroundings. By incorporating a collaborative approach where student voice and choice was welcomed and encouraged, we could address the need to improve student sense of belonging. Ultimately, shaping a safe, inclusive and positive learning environment, while narrowing in on engagement and citizenship became a central focus.

**Staff Discussion:** September 2024 discussion with staff presented anecdotal evidence that students lack a sense of belonging and connection to the school. In particular, as students progress through high school and get closer to Grade 12, they express a decreasing sense of belonging.

**Student/Staff/Parent Survey Data:** Our 2023-2024 Student Survey data feedback associated with PMF Indicator on Student Belonging (2.6) showed that 39.6% of students who completed the survey felt negative about school belonging. This was higher than similar schools and significantly higher than the Province as a whole. Similar data was obtained through student, teacher, and parent/family focus groups. This was similar for PMF Indicator 2.1 on School Climate. 43.8% of students who completed the survey felt negative about school climate. This was significantly higher than similar schools (29.9%) and the Province (20.7%). These findings are consistent with similar PMF feedback data from previous years.

**Professional Readiness:** Our staff has been highly engaged in a school development inquiry cycle for a number of years now. They have demonstrated an understanding of the determinants of effective schools and shown commitment to share their voices, to adopt new teaching and learning practices, and to seek out the voice of students. This readiness allowed us to quickly move through the strategic issue identification stage and into developing a plan for improvement.

**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?)

### Identifying the Need and Establishing a Dedicated Team

Throughout the 2024-2025 school year, Carbonear Collegiate prioritized improving students' sense of belonging. This focus was strategically informed by anecdotal staff observations and conversations, alongside comprehensive student, staff, and parent survey data. A key enhancement to

our school development approach this year was welcoming new members onto our School Development Action Team. This team became composed of ten teaching staff. This team rigorously reviewed the previous school year's survey data, which reaffirmed student sense of belonging as our central focus. Consistent with prior years, we collaborated closely with the NLSchools FOS 7 Programs Team to guide the development of our yearly action plan within the established school development inquiry cycle.

### **Strategic Engagement and Actionable Outcomes**

In September, the School Development Action Team was formally established. This team, in conjunction with Program Specialists, developed a comprehensive yearly plan designed to achieve our goal. A critical step involved engaging our Student Leadership Team to gain their direct perspectives on specific challenges negatively impacting student sense of belonging. The invaluable data collected from these student consultations then served as the foundation for questions used in subsequent student focus groups. On December 9th, randomly selected students participated in these focus groups, providing rich qualitative data. By January 9th, the Student Leadership Team and members of the School Development Action Team, supported by program specialists, collaboratively translated this data into actionable items. These items were strategically prioritized based on ease of implementation and anticipated impact. On February 12th, the Student Leadership Team and School Development Action Team began implementing these actions, with dedicated school development time allocated for their continued execution.

### **Documented Impact and Ongoing Commitment**

Through ongoing conversations with students, their families, and staff, we collected substantial anecdotal evidence indicating that students felt their voices were heard and that they valued the opportunity to directly contribute to their school community. This qualitative evidence was robustly supported by our school development student survey data. For the 2024-2025 academic year, 26.8% of students reported still feeling negative about school belonging. While this indicates an ongoing area for improvement, it notably represents a 12.8% improvement from the 39.6% reported in the 2023-2024 academic year.

Carbonear Collegiate is committed to fostering a strong sense of belonging for all students. While we are pleased with the demonstrable progress achieved, we recognize this is a continuous process and remain dedicated to further enhancements in student well-being and engagement.

### **Next Steps...**

#### **Future Directions and Continued Growth**

Building on the progress made in enhancing student sense of belonging, our next steps at Carbonear Collegiate are focused on sustaining

momentum and broadening impact. We aim to continue building capacity within our School Development Action Team, empowering them to take an even more proactive role in school improvement initiatives. A key priority is to actively encourage greater student engagement in school development processes, primarily through their Student Leadership Team, fostering a stronger sense of ownership and contribution among the student body. We will continue to collaborate closely with our NLSchools FOS 7 Programs Team, leveraging their expertise to thoroughly analyze our upcoming survey and PMF (Provincial Measures of Progress) data. This will enable us to identify other strategic areas for improvement and ensure our efforts remain data-driven and responsive to the evolving needs of our students.

#### **Further next steps:**

- **Develop a Communication Strategy for Impact:** Create a clear plan to communicate the "why" and "how" of implemented changes back to the entire student body and school community, not just those involved in focus groups or leadership. Regularly share updates on how student feedback has directly led to positive changes, reinforcing that their voices are heard and valued. This transparency can further boost sense of belonging and community support.
- **Professional Development Focused on Belonging Strategies:** Offer ongoing professional development for all staff on evidence-based strategies for fostering a sense of belonging in classrooms and throughout the school environment. This may include inclusive teaching practices, restorative justice approaches, and effective student-teacher relationship building.
- **Cross-Curricular Connections:** Explore opportunities to embed themes of belonging, community, and active citizenship within the curriculum. This may involve classroom activities, projects, or discussions that reinforce the importance of student contributions and positive school culture.
- **Targeted Interventions for Identified Gaps:** Utilize refined survey data (or a similar approach) to identify specific sub-groups of students who may still be experiencing a lower sense of belonging. Develop targeted interventions or programs for these groups, rather than solely broad-based initiatives.

By implementing these recommendations, we can further strengthen our commitment to student well-being, cultivate a more deeply engaged student body, and achieve even greater progress in fostering an inclusive and supportive school environment.