

2024-25
Annual School Development Report

Botwood Collegiate



Vision:

Botwood Collegiate, in a partnership with home and community, will provide a safe and caring learning environment that promotes acceptance, respect and wellness for active citizens.

As a community of learners in Botwood Collegiate, we value:

- 1. Empathy**
- 2. Positive Relationships**
- 3. Curiosity for learning**
- 4. Commitment to achieving our potential**



Strategic Issue: Students and families are reporting a low sense of school safety and belonging

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

Evidence from the Performance Measurement Framework data indicates that families (31.3) and students (35.8) evaluated our school as VERY LOW in school safety. Student belonging is also scored as VERY LOW (21.3).

Our School Development Surveys suggest that School Climate Survey Results indicate that Botwood Collegiate is 5.1% lower than similar sized schools in terms of School Belonging (21.3%). We are on par in terms of School Engagement with similar sized schools (15%) but well below the provincial average (30%) (why is this an issue for schools our size?). Our school safety results (21.4%) is almost half of the average of schools our size (42.5%). Our school climate results (43.8%) is below both the averages of similar sized schools (57.4) and the province (73.2).

When we met with the sample population of students (Focus Group) to discuss issues in our building they disagreed with the data. They admit and identify issues, but it is not as alarming as the data suggests.

Team Members: Kenneth Hemeon, Andrew Little, Alison Hewitt, Natasha Oxford, John White, Melissa Scott

Year-End Progress. What evidence do you have to support this progress?

Staff and Students are reporting more engagement opportunities in our school, including deeper use of UDL by many teachers. Staff has engaged in PL around UDL lead by a senior member of our staff who was on a team with the Department of Education about PL. Students have indicated that learning opportunities outside of the “normal” school activities are more engaging for them. Examples of these include the well attended Fine Arts Festival, increased musical opportunities, drama club, book club, laboratories in sciences, and our ever-expanding sports program that includes varsity and recreation sports opportunities. Our school has also fostered more school belonging through our wellness days. While attendance during wellness days is not where we would like it to be, it offered our students opportunities for personal growth, promoted mental health, and was greatly

enjoyed by those in attendance. As we continue planning our wellness days into next year, we will develop a plan through consultation with staff and students that will allow us to engage a greater number of our students during these sessions and connections within the community as well.

Next Steps...

As we continue planning our wellness days into next year, we will develop a plan through consultation with staff and students that will allow us to engage a greater number of our students during these sessions and connections within the community as well.

Strategic Issue: Students feel that engagement at our school is very low.

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

Evidence from the Performance Measurement Framework indicates that Student engagement is evaluated as VERY LOW. There was also a VERY LOW rating from students about teacher expectations.

Our School Development Surveys suggest we are on par in terms of School Engagement with similar sized schools (15%) but well below the provincial average (30%) (why is this an issue for schools our size?)

Team Members: Kenneth Hemeon, Andrew Little, Alison Hewitt, Natasha Oxford, John White, Melissa Scott

Year-End Progress. What evidence do you have to support this progress?

We have experienced massive success with our nutritional programs, both the Breakfast Program and the School Lunch program. The Breakfast Program has provided a good nutritional start to the day for any student for most of the school year. This has proven to be excellent for all students but, most notably, it is proving to be well used by our most vulnerable students and an incentive for our low attending students to attend school more regularly. The School Lunch has been hugely successful in providing a nutritious (and delicious) option to any student wanting a hot lunch every single day. We have had amazing feedback from staff and students about the program as well as from the School Lunch employee in our school.

The team teaching that has been happening in our school has provided students with varied activities, assessment, and instruction. Staff is reporting higher levels of engagement from students and a better ability to explore topics and teaching methods. This style of teaching is allowing teachers more opportunity to design their lessons under the principles of the Universal Design for Learning and carry out those lessons with the support of their team teaching colleagues.

Through student focus groups we have discovered that students are really enjoying the increased labs in our science courses and the hands-on work being carried out in their other classes. Some examples of the hands-on work being done includes video creation in ELA courses, hands-on projects in technology courses, sewing and clothing making in clothing courses, art in art courses as well as other courses that utilize art to meet outcomes, music's proliferation in many subject areas, and teachers utilizing physical activity and the outdoors to complement their lessons and provide brain-breaks for students. We will continue to leverage these activities in order to make further progress in student engagement and attendance.

Next Steps...

As we reflect on the above, and after receiving our most recent data, we feel we need to keep focusing on Optimal Learning Environment, but using the determinant Teachers as Learners to enhance engagement. Incorporating this determinant will help us focus on bridging the gap between Instructional Resource Teachers and Classroom teachers in the classroom ensuring they feel comfortable with working together to enhance engagement.

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

Objective: All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, social, emotional, mental and physical well-being.

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

Performance framework Data, School Development Surveys, School “Town Hall” Meetings with Students and Teachers, and School Council Meetings

Focus Areas based on Evidence from Above	Steps Taken
1. Revised Program of Studies to ensure offering of PE classes for every grade	Program for High School course selection has been trimmed down to maximize use of Human Resources. Course switch low enrollments are now offered through CDLI and we have a number of combined courses to allow for good course offerings. Combined courses in English 1201/1202 and Social Studies 2201/02 have allowed us to offer a good program to the students. In a continuation of this we have just completed programming for the 23-24 school year and we have combined Math 1201/02 and Science 2200/1206.

<p>2. Ensure installment and use of Outside PE Equipment, Lab Space and other areas connected to hands on learning.</p>	<p>Installation has been complete. Teachers have deepened instruction with more frequent use of labs in the sciences and more use of materials for the maker space. we have also completed most of the work on the Wellness trail. Unfortunately, the board walk sections of the trail were damaged and had to be removed but we have continued to maintain the sections of the trail that we can support.</p>
<p>3. Avail of Local Active Living Coordinator to enhance student involvement in PE opportunities such as Healthy Commotions, QDPA, Grant Opportunities</p>	<p>We have been working with Active Schools coordinator to promote the building of a school based trail around the school to promote physical and mental wellness with our students and integrate the use of this trail with the community.</p> <p>We have worked with the active school coordinator on healthy promotions, building of a lunch time intramural program and possibly a re-energizing of QDPA. Events coordinated such as Peter's River Snowshoe Event were apart of our active living days this year. We have allowed our athletic director to take part in DPA training and she has brought this back to staff and students and we are seeing this being used in classrooms to provide mental breaks for our students.</p>
<p>4. Safe Talk PD - Providing PL to teachers in dealing with high risk students</p>	<p>SafeTalk Presentation to staff and school council was completed on March 9th, 2020. Commit2 Kids Training has been provided and we have almost every staff member nearing completion.</p>

<p>2. Healthy Relationships Partnerships: National Vaping Presentation, Relationships First Training</p>	<p>National Vaping presentation (Nov 15</p> <p>Red Cross Healthy Relationships - booklets and online certification (peer relationships, assertiveness, consent)</p> <p>Relationships - Beyond the Hurt delivered by Art Teacher and Guidance Counselor</p>
<p>3. Connect with Outside Agencies for Student Learning Opportunities on Wellness, Cell Phone Use, Healthy Eating</p>	<p>Yoga, activities, employment skills (less focus on “just” mental health, but things that can improve it)</p> <p>Student Survey to be developed and completed on activities they would like to see completed.</p> <p>Mental Health Team training - through Enactus</p> <p>Guest speakers (addictions, anxiety, life choices)</p> <p>Wellness sessions for all students every second Friday</p>
<p>Next Steps</p>	
<ol style="list-style-type: none"> 1. Continue training and promotion of Healthy Relationships 2. Build in time for DPA 3. Explore partnerships with community to further outdoor spaces 	



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

Objective: Botwood Collegiate is committed to building and sustaining positive relationships that create value for students, staff and stakeholders.

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

Performance Framework Data, School Development Surveys, School “Town Hall” Meetings with Students and Teachers, and School Council Meetings, BEV Reports, External Assessments (PISA)

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

Revise/rebuild Student-Teacher Advisory System (Got your Back) - Student Advisory System

This Program has a set kick off date for September 2021. Student body has been split up to attend sessions based on Advisors. The focus of the advisory system will be positive relationships, character building and academic check ins. We are currently using this for course election and wellness days.

Revitalize School Spirit through School Clothing, School based theme days, Gotcha rallies

New line of BBC merchandise.

Theme weeks bi-monthly with each week offering school spirit building ideas. - Theme week during Education Week (Beach Party Day, Crazy Hair Day, Dress Up Day, Crazy Hat Day, Pajama Day, Wild Shoe Day, Sports Team Day (Jersey,) Polka Dot Day, Western Day

Combining GOTCHA Team/School Council into one - Warrior PRIDE Leaders - We Are Family - Get students to come up with the name as a contest.

PNU Students will be a part of other aspects of school life ex. attending health classes, mixing in during lunch at the cafeteria, attending phys ed opportunities at lunch time. A return this year to Unified Sports has promoted the involvement of students with learning/physical/emotional challenges with an opportunity to engage in sport.

House System will have a teacher representative who will be a part of that house and will be a member.

Ensure Advisory program focuses on Positive reinforcement and constant check -ins with students. Ensure that students are informed of teacher expectations and that all staff promote the same messages for student learning.

Regular check in sessions

Develop guidelines/expectations for students and staff before we start...list of topics/options

- **Student centred activities**
- **Focus on their perceptions of school**
- **Career planning/interests, budgeting**
- **bridging gaps between curriculum and 'real life'**
- **Yoga**
- **Mindfulness sessions**
- **Learning profiles**
- **Focus on interpersonal relationships**
- **Culture of school**
- **Focus on school offerings (tutoring, clubs)**
- **Self Care (physical or mental)**

Increase presence at, and participation in, public events in the community which position us as a vital organization in the towns feeding the school

Student council laid a wreath to represent Botwood Collegiate during the public ceremony this past Remembrance Day. Posters/announcements around to announce events

Continue to attend sporting/public events in community

Monthly calendar to be sent home regarding events in school and community (boys and girls club/church/community/sports events/assemblies etc

Increased participation in partnership activities such as BGC, Jubilee Church activities and AGAPE lunch program to support our students.

Next Steps:

Keep the focus on Positive relationships for students

Increased presence and communication in the community and feeder communities

Support Advisory System with time for teachers and student leaders

Town hall approach to student engagement - working with student groups and staff to dig into the issue of student apathy towards certain courses.

Continue to work on Instructional practices and begin conversations around optimal learning environments in the new year.