

2021-22
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.**

Preamble Section

- The Newfoundland and Labrador School Development model is a systematic approach to change designed to guide and focus a school towards the achievement of its mission to create an environment where all students are engaged and learning. It is results-oriented, involving collective reflection, data analysis, problem solving, planning, and continuous improvement.
- Surrounding the center are the research-based determinants that will enable schools to be effective in their mission. These determinants are interdependent; work in one area will often result in improvement in many areas. The documents for each determinant contains information, data sources and possible questions to guide discussions in schools.
- Based on our data from both the PMF data and the student/teacher voice activities completed at the school level we have looked at two strategic issues in the school. Both the data used and conversations around this data have pointed to a need to work on the culture of the school in terms of promoting lifelong learning and positive relationships. Our staff felt that the adults in the school could bring forth a difference for students in our school in a positive way
- We understand that 'school' is a vital aspect of our served communities, therefore we have the focus that we can be influential in their life. We took time to re-do the vision statement of the school that connected with student needs and responded to the learning that needed to occur in the school.
- Admin have allowed teachers the autonomy to make decisions according to their professional judgement. Flexibility has been encouraged around testing and assessment practices to allow teachers to meet students where they are, especially with the upheaval in Covid times. We continue to use google forms and other collected data to gauge where teachers feel that there is a paramount challenge of all students being on the same page with consistent practices such as when students leave class, cell phone use in class and bathroom use.
- Connecting with students through our mentoring system has been a large focus of SEIL this year and has proven to be very successful. . PL has been provided both at a district level and school level to staff around SEL, collective efficacy, teacher as learners and self care. We have seen marginal improvement in our PMF data from last year when it comes to teacher results in teacher expectations and self efficacy results.
- More cohesiveness amongst staff when it comes to Formative Assessment (The evidence is there that staff have been more willing to work on this). We see less testing and more rich opportunities for learning in the classroom as we approach and close gaps in a responsive teaching and learning model.. Use of feedback forms and staff meetings have shown changes in past practice. Teachers are engaged in more reflective practices and are looking for more opportunities to assess to inform.
- Admin is there to support teachers in their growth and teachers are encouraged to share their expertise (returning form an inservice and sharing the results)
- Admin respond immediately to concerns that are brought forward by staff (this can be a discipline issue or a tech issue)

- Interventions are in place so that teachers understand and recognize students' needs.
- Connecting even with the bus drivers daily as we greet each bus and driver/ Also guide buses out of the parking lot daily and connecting with the drivers
- Teachers on duty greet students daily at the door with a positive interaction. (Admin also on duty for arrival and dismissal everyday to do this)
- Sharing of best practices among grade/subject levels. PLC sessions in the english dept on current common prep time have been scheduled and have been going well.
- Learning alongside each other knowing we are learners as well.
- Teacher seek out PL opportunities such as Minecraft for Education, leveraging digital, and using PGP's to support growth opportunities
- Teaching is moving towards responding to the student needs as opposed to outcome driven.
- Staff are open/honest/supportive and ask a lot of questions in staff meetings. Staff meetings have very little adminstrivia rather the focus has been PL, direction in SD plan and opportunities for them to share.
- The admin team feels that there is a need to build more on responsive teaching and learning as well as connecting with students in a relationship first context.

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.

<p>2. Ensure installment and use of Outside PE Equipment, Lab Space and other areas connected to hands on learning.</p>	<p>Equipment already here - waiting on NLESD for installation. With the pandemic this has taken a bit of a back seat but we will refocus this in the new year. Teachers have deepened instruction with more frequent use of labs in the sciences and more use of materials for the maker space.</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 HS HS 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. We have received funding for crushed stone to be spread by student body and waiting for community grants to build a boardwalk in areas of bog and mud.</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.</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.</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>Next Steps</p>	
<ol style="list-style-type: none"> 1. Ensure equipment for PE program is installed 2. Continue training and promotion of Healthy Relationships 3. Build in time for QDPA 4. Wellness trail continuation 	

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.

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

New line of BBC merchandise was sent out in the winter.

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.

Students to attend Unified Sport competitions as spectators (Dec 6 Full Day) 2 more competitions to come at EVH and Leo Burke

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 every 3rd Tuesday period 3

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

Memos to go out about events (craft fair)

School to put a float in the community Santa Claus parade

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

Next Steps:

- 1. Keep the focus on Positive relationships for students**
- 2. Increased presence and communication in the community and feeder communities**
- 3. Support Advisory System with time for teachers and student leaders**
- 4. Town hall approach to student engagement - working with student groups and staff to dig into the issue of student apathy towards certain courses.**

Begin process of looking at a new plan in the new year.