

# 2024-2025 Annual School Development Report

## St Edward's School



**Everyone  
Appreciated &  
Growing as Learners in a  
Loving and fun  
Environment.**

## Strategic Issue: To increase the ability to support our school community in creating an inclusive, caring and respectful environment that meets the needs of everyone socially and emotionally

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

1. Using the data from Review 360, PMF data, RTL forms, report cards and staff observations and consultations, we have identified that self regulation, the sense of belonging and overall respect for others has been highlighted.
2. We have had a high number of students being diagnosed with neurodiverse exceptionalities this past year.
3. The amount of RTL forms in relation to strategies for emotional regulation has increased.
4. The number of students who we have medical referral letters written for has dramatically increased.
5. The discussion in TLT's on the inconsistency of respectful and positive oral interactions has been on our radar.
6. The ability of our children to express themselves through oral language and other means when filled with emotions is a growing concern.

### PMF/School Development Survey results indicate:

- 39% of students do not feel that we have a positive school climate
- 48% of students say they are engaged in their learning
- 60% of students feel safe in school but Review 360 data shows us that emotional regulation is a concern
- 82% of teachers feel they are able to individualize their PL

### Review 360 results indicate:

- 36% of incidents reported were of disrespect/threatening language/gestures (27% disruptive behaviour)
- 45% of incidents were committed by grade 6 students (27% by grade 5 students)

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

- There has been an increase in leadership opportunities for students and they are eager to join in the variety of opportunities; grade 5 & 6 students are Big Buddies in primary classrooms during lunchtime play period, grade 6 students are School Lunch helpers during lunch distribution and eating period, and grade 5 students volunteer for the school-wide recycling program
- Student success is being celebrated through morning announcements (with student volunteers participating), tv screens (with a slideshow showcasing student strengths and accomplishments) play throughout the building and monthly newsletters are sent home to families/caregivers with details of school initiatives and successes listed within. Students are excited to hear and see their own and fellow students' success and strengths
- We have opened up additional spaces during recess and lunch for students to have a place to go that best suits their physical, emotional and mental well being during unstructured times (gymnasium, LRC, cafeteria, music room, guidance office). We have noticed a decrease in incidents during unstructured times and an increase in student well being since making these spaces available to students
- Our EAL population has grown this year - the grade 6s had a presentation from the Association of New Canadians and a field trip to Sharing Our Cultures that helped highlight and celebrate diversity (thereby increasing to the positive school climate)
- Teachers have increased the number of opportunities and choices that students have to express their learning (wide variety of opportunities through various subject areas - including cross-curricularly)
- Staff have improved and varied learning spaces throughout the building (including a new, alternate learning room, the physical set up of individual classrooms, etc ), while also improving other areas in and around the school building to enhance teaching and learning - for example, outdoor classroom improvements)
- We've increased the number of field trips, guest speakers and virtual learning opportunities to help students feel their learning is more authentic, valuable and purposeful and that, since others stress the value of learning, they are more engaged in their learning
- An increase of extra-curricular opportunities have been presented to students (for example, intramural time, additional afterschool sports teams, music group and drama club). These opportunities have helped establish a feeling of a stronger, more positive school environment
- We continued to incorporate School Spirit days of various themes throughout the school year (including literacy and numeracy-based days) as well as Theme days/nights that allow families/caregivers to participate (Game day, for example)

### Next Steps...

- The Strategic Issue will be reviewed at the beginning of the school year (and a strong plan established to achieve and review the actioning throughout the school year - i.e. brainstorming and actioning on new and/or improved learning opportunities and spaces)
- Continue professional conversations during TLTs (sharing of strategies, support and best practices)
- Continue to improve the outdoor learning and recreational spaces (stencils created, paint and other necessary materials have been ordered for the improvements in late summer/early autumn)
- Offer teachers PL opportunities on SEL and creating an environment where students feel the true sense of belonging
- Offer teachers PL opportunities on incorporating additional technologies in teaching and learning (to increase student engagement and success)