

**2022 - 2023**  
**Annual School Development Report**  
**Holy Trinity High School**



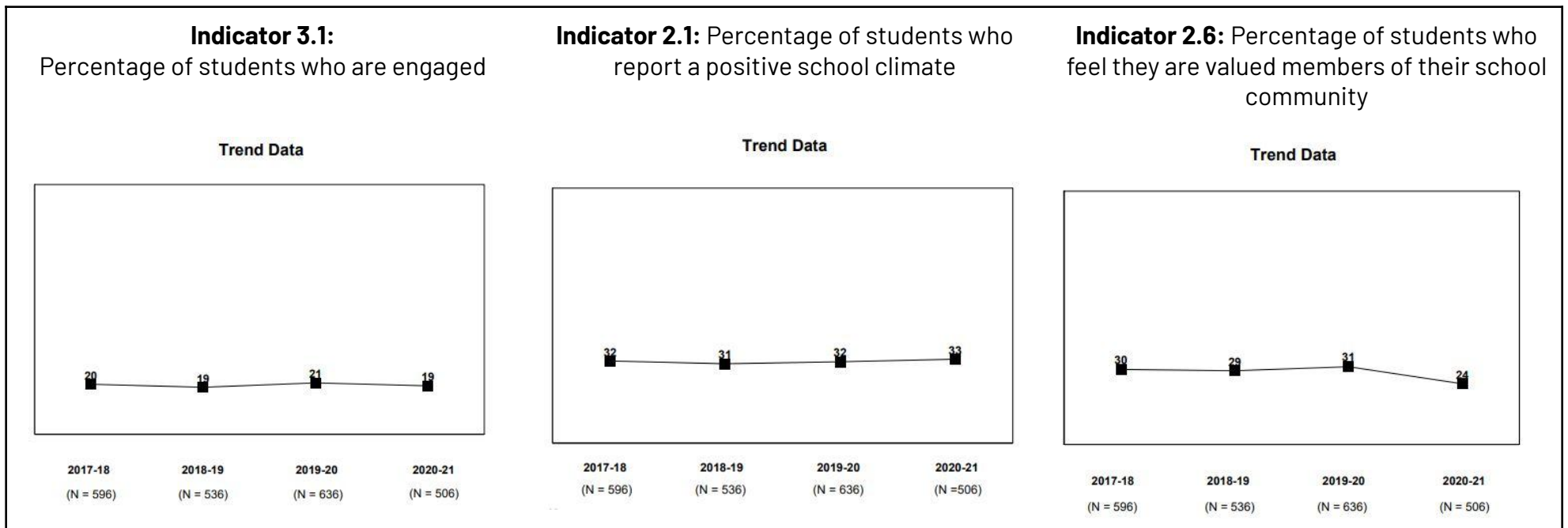
*“Holy Trinity High School is dedicated to providing a positive learning experience that supports academic excellence in an inclusive, safe, caring, and respectful environment. We strive for high standards as members of collaborative and innovative communities in our pursuit to create lifelong learners.”*

**Excellence through growth in a caring environment.**

**Strategic Issue:** To increase student sense of belonging through positive relationships and a focus on wellness.

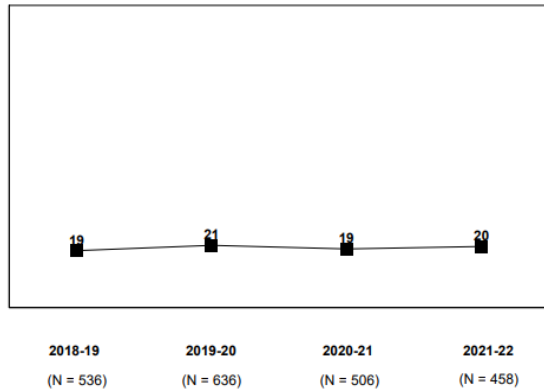
**How did you know this was a Strategic Issue? What evidence did you have?**

In 2020/2021, Holy Trinity High School’s PMF Data indicated three areas of growth. Within Outcome #2 - “Students experience a safe, caring and inclusive school environment”, indicators for *Positive School Climate (Student)* and *School Belonging (Student)* were identified respectfully as *low* (32.9%) and *very low* (23.9%). Under Outcome #3 - “The Education System is responsive to students’ strengths and needs” a third area of growth was identified as determined by the indicator for *Student Engagement (Student)*. Within this outcome, only 19.4% of responses to the survey were positive resulting in a *very low* achievement evaluation.

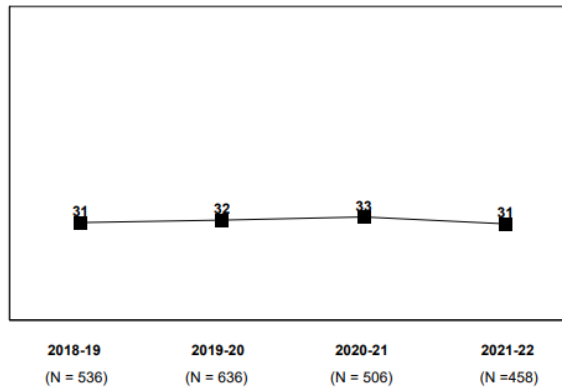


In 2021/2022 these areas continued to be priority areas for HTH while other areas of concern also emerged. Within Outcome #2, additional indicators now received a *very low* achievement evaluation. These include indicators for *Positive School Climate (Staff)*(36.1%), *School Safety (Student)*(39.7%), and *School Safety (Family)*(41.1%). While minor gains were made under *School Engagement (Student)* with a 0.8% increase in positive responses, *Positive School Climate (Student)* continued to decline - seeing a decrease in 2.2% from the previous year.

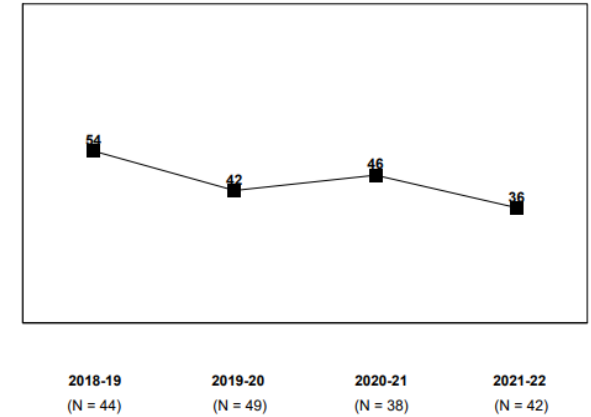
**Indicator 3.1:**  
Percentage of students who are engaged



**Indicator 2.1:** Percentage of students who report a positive school climate



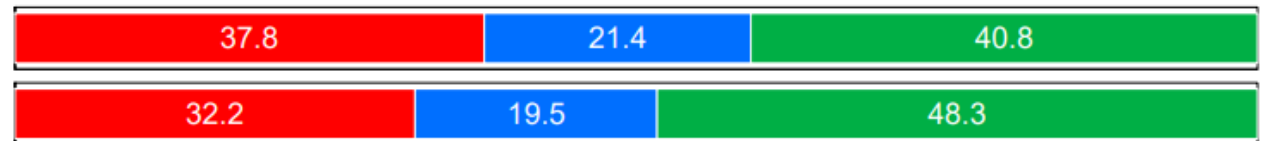
**Indicator 2.2:** Percentage of teachers who report a positive school climate.

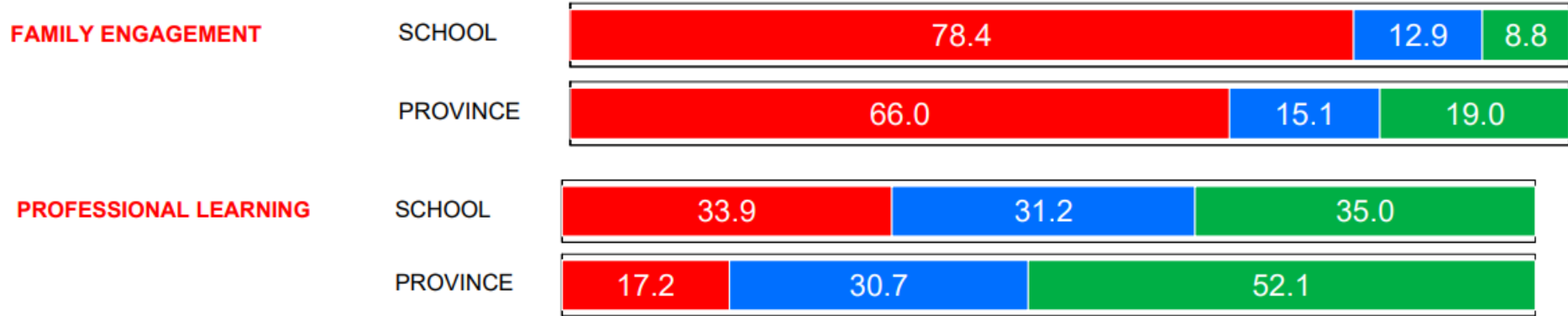


In addition to the areas recognized by our PMF data, additional areas of growth were identified through the analysis of our School Development Survey results. Through this process, the need to focus on a greater sense of student belonging, fostering positive healthy relationships, and continuing to support our staff's professional development was affirmed - broadening our scope to include specific interventions for the adults in our community. Further, correlating with our PMF data, the need for increased efforts to further engage families was also identified.

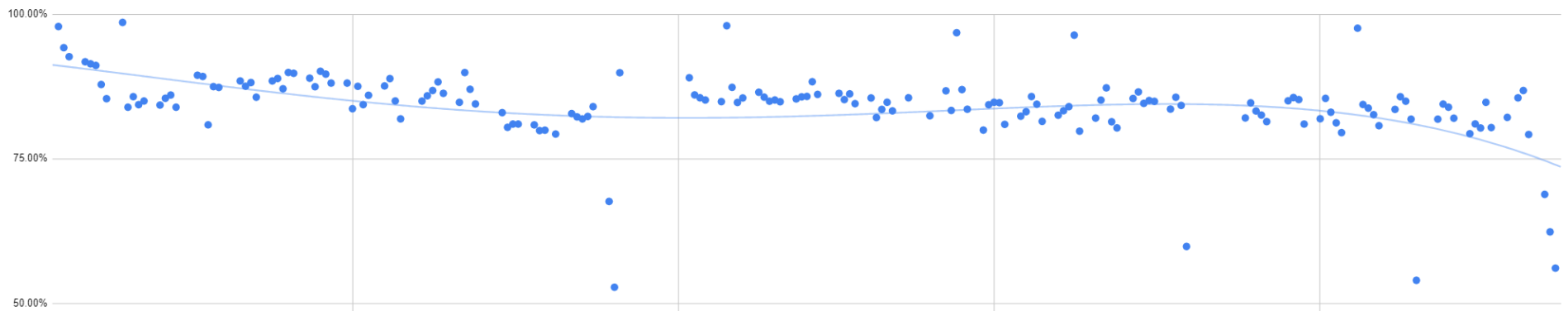
**TEACHER-STUDENT RELATIONSHIPS**

SCHOOL  
PROVINCE

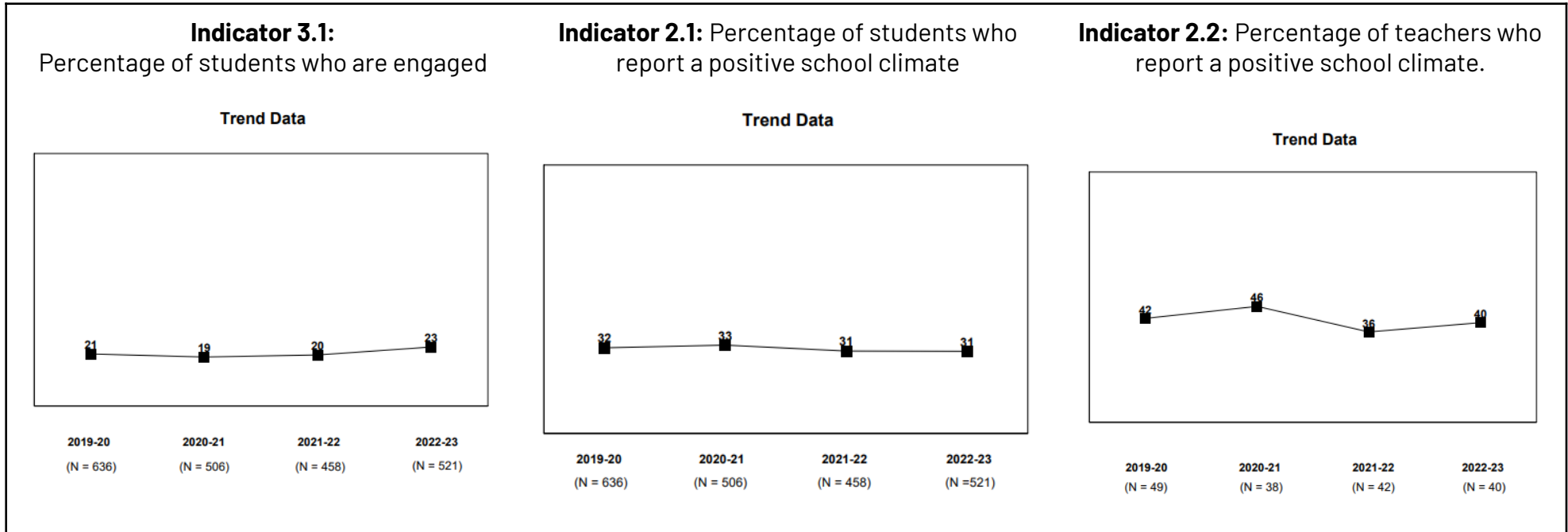




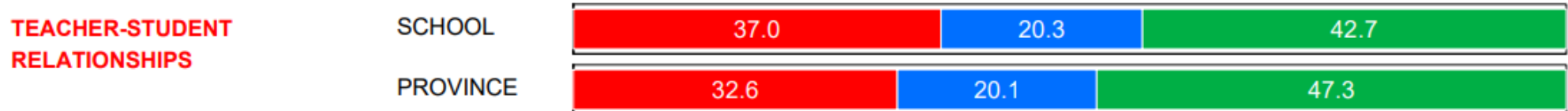
While not directly identified as a strategic issue, recognizing that attendance rates are closely tied to student engagement, a sense of belonging and positive student-teacher relationships, attendance data for the year was collected in aggregate. While rates held steady at approximately 85% throughout the year, partial days due to weather, professional learning or family-teacher meetings resulted in significant decreases in attendance for all grades - with greater impacts seen among our grade 11 and 12 populations. In addition, there was a sizable group of students who were chronically absent (~110 students) for either full or partial days. It was noted that when students are absent for partial days, they are typically absent for periods 1 and 2.

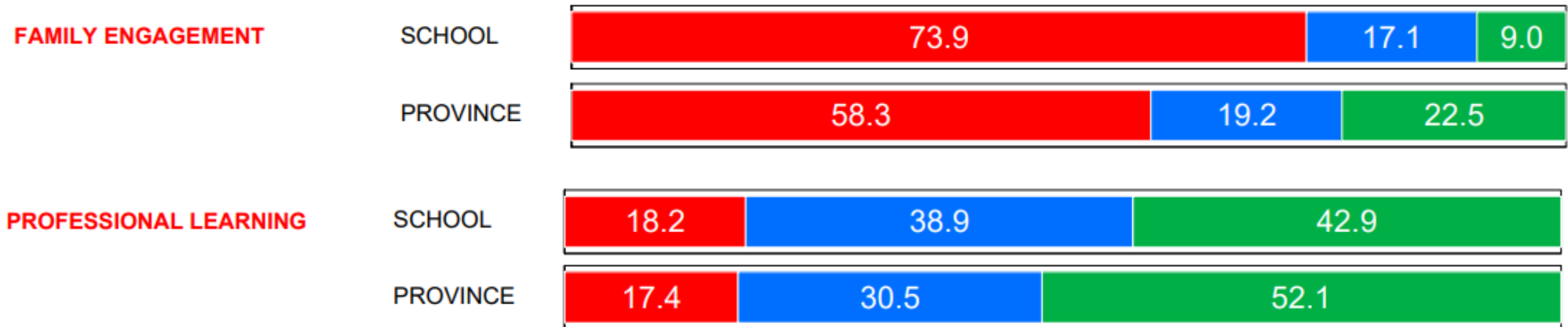


In 2022/2023, gains were made under Outcome #3 as *School Engagement (Student)* increased by 3.1%. Additionally, rebounding slightly from the previous year, *Positive School Climate (Staff)* and *School Belonging (Student)* increased respectfully by 3.7% and 3.0%. While these gains indicate that there have been net positive impact from our interventions, these areas still continue to be a priority - having only 26.1% (*very low*) of students respond positively to questions related to *School Belonging* and 30.6% (*low*) for *Positive School Climate*.



Similar gains were also noted in the School Development Survey data. *Teacher-Student Relationships* saw a modest increase of 1.5% and *Professional Learning* indicators jumped by 7.9%. Unfortunately, identifying an area of our SDP yet to be realized, *Family Engagement* decreased by 4.5% - totaling 73.9% negative responses.





In summary, fostering a greater sense of student belonging and wellness, while focusing on student engagement remains the focus for the staff and wider professionally learning team at HTH. There is a renewed focus on the need for us to better engage with and include families in our work - creating more meaningful partnerships for learning that feature caregiver voice and engagement.

**Strategic Issue:** To increase student sense of belonging through positive relationships and a focus on wellness.

**Objective:** To use the Comprehensive School Health Framework as a tool to support improvements in students' educational outcomes while addressing school health, social awareness and relationship skills in a planned, integrated and holistic way.

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

In the Fall of 2022, our guidance team hosted a Career Fair for Grade 10, 11 and 12 students. With visits arranged over the course of 2 hours, students had an opportunity to engage with nearly a dozen post-secondary institutions to ask questions about programming and admission requirements. **Next Steps:** Host another Career Fair in 2023. The AARAO Educational Fair visit is scheduled to come to HTH Thursday, Sept.28, 2023 9-11:00 a.m.

**Trauma Informed Practice - PL**

Led by our guidance team, all teaching staff had the opportunity to participate in trauma-informed practices that are directly connected to teaching, learning and the classroom. Teachers engaged in learning which included: definition of trauma, ACEs, complex trauma, the stress response (flight, fright, freeze, fawn), signs of trauma in the classroom, strategies (self-awareness, self-management, self-regulation, and co-regulation), trauma informed classroom environment, individualized interventions for the classroom using PEACEful model, teacher self-care (bite sized chunk) and meditation. **Next Steps:** Provide additional PL and incorporate strategies in staff and departmental meetings.

**SelfCare Opportunities - Staff**

Beginning in February 2022, the SIS team arranged a 'treat' day for interested staff. Staff members, in groups, baked and cooked meals for all staff - allowing for opportunities to engage in discussion. While this initiative was not the original intent, it was decided that an opportunity to build and strengthen relationships would benefit any future initiatives that focused on peer-supported teacher mental health and wellness. **Next Steps:** Continue with treat day and leverage space to facilitate intentional conversations around mental health and wellness - 'lunch and learn' style

**Wellness Wednesday - Grade 9 Initiative**

During the later half of the 2022/2023 year, members of the Safe and Inclusive Schools team, supported by our Grade 9 teaching staff and Planned Parenthood, designed and implemented Wellness Wednesday! A 14 week long series of student-centered, interactive sessions that promoted mental health and wellness, and other areas identified by our CSH Student, Family and Teacher surveys. Winning an award from the Umbrella Project, this initiative was well received by our students and teachers. These resources will be collected and housed for future learning. **Next Steps:** Utilizing feedback collected from participants and facilitators, implement Wellness Wednesday as a year-long program

for grade 9's. Create a working group in September to collaboratively design similar learning experiences for grade 10 (leverage CSH team).

### **Addiction and Prevention - Staff PL**

Implementing addiction prevention and harm reduction learning opportunities for our students, and teacher professional learning to facilitate this learning. (alcohol, drugs, nicotine, and related products) is a priority item for 2023. This strategy is also connected to 3.1.a - 'Partner with the RNC to facilitate Parent family-oriented presentations on addictions, drug use and harm reduction. This is an area that requires follow up during the 2023/2024 school year. **Next Steps:** Find and analyze data. Present to CSH and SIS Teams.

### **Social Justice Committee - Community Initiatives**

Our Social Justice Action Committee took on several new initiatives this year including Walk for Wenjack, Orange Shirt Day, Holiday Month of Giving Fundraiser, International Holocaust Remembrance Day, National Day of Remembrance and Action on Violence Against Women, International Women's Day Conference, Black History Month, Stand with Ukraine, Be Cool for Autism, Gathering Place Fundraiser, Red Cross Fundraiser, Red Dress Day, National Indigenous People Day Etc.

The SJC continued to grow and become one of the most active groups in our school. They partnered with multiple school groups and teachers to raise money for notable, local charities, and collect donations for food banks. Hosting HTH's inaugural Social Justice Conference, this student-centered, student-led day-long workshop series resulted in dozens of teachers and students engaging in learning from multiple community groups including, but not limited to, Planned Parenthood, MUNSU, Relationships First NL, MHA John Abbott, The Coalition of Persons with Disabilities Newfoundland and Labrador, and the Association of New Canadians. **Next Steps:** Continue to support the SJC - plan and host the 2nd annual Social Justice Conference

### **PAST Committee**

The PAST committee hosted a number of school and community-based events including but not limited to Transgender Awareness Week, National Day Against Homophobia and Transphobia, and HTH Pride Week. Notably, the group applied for and was the successful recipient of a \$10000 grant by the It Gets Better Project Canada to implement a series of community-oriented Pride events in the Northeast Avalon during the 2023/2024 school year. This funding will also be used to design and launch a promotional campaign for PAST and HTH (ie. logo creation, merchandise, banners, etc.) **Next Steps:** Action 'Connecting Communities' plan as part of the It Gets Better Canada grant

### **Kids Eat Smart - Breakfast Program**

Kids Eat Smart Breakfast Program was started in May 2022. This goal is to be able to start each school day with a "grab and go" breakfast for our students. We completed a soft launch, so we could determine the amount of food required to run our program. We started our program each Monday and continued throughout the week as long as we had food remaining. Announcements were made at school to share what days we were offering breakfast. We also notified our school community and parents/guardians of the program. We have been able to



determine how much food is required. Our goal is to try and serve daily come September 2022. The Breakfast Program supported by Kids Eat Smart provided over \$20000 of breakfast food this year - mostly focusing on fresh fruit, cereal bars, cheese, and milk. The program looks to expand on options next year and include hot meals. The program was well resourced by student volunteers and operated daily. Knowing the cost, additional funding has been secured through President's Choice Charities (\$15000). Melissa Barbeau spoke with members of the HTH School Council in June and asked for an ad hoc group to be formed to design and host a fundraiser to support the program. Follow up will be required in September 2023. **Next Steps:** Form sub-committee within the School Council to plan and implement a fundraiser.

### **Beyond the Hurt**

We have identified our youth facilitators for the Beyond the Hurt Program and permission forms have been submitted. Training for new student and teacher facilitators to begin in September 2022. At this time follow up is required. A Google Classroom was created and then put on hold following the creation of the Wellness Wednesday Team. We will revisit this in fall 2023. There is a need for follow up on this item in September 2023 to determine if moving forward aligns with the vision for HTH and supports the updated CSH plan.

**Next Steps:** Meet with Amy Chislet in the Fall of 2023. With the introduction of Wellness Wednesdays to HTH, we decided to hold off on Beyond The Hurt programming. We will revisit this in Fall 2023.

### **Sexual Health Clinic**

The Sexual Health Clinic at Holy Trinity High School was initiated in September 2018 as a growing response to the health needs of students. Nurse Sherri Hopkins began the program by organizing class sessions in the Learning Resource Center to introduce various health topics to students and to introduce them to this much needed program. These sessions were incredibly well-received. Sherri has been visiting HTH twice a month for the past 4 years. The Sexual Health Clinic has become an essential part of the culture of HTH. It has had a significant impact on student sexual health and wellness. The program provides our students with knowledge, decision making abilities to protect themselves and a better understanding of how to support their health and wellness. Students look forward to the clinic and can access sexual health advice, testing and prescription refills. Given that there is no Planned Parenthood location in our feeder towns of Torbay, Bauline, Pouch Cove or Flatrock, the Clinic has served the health needs of students from these communities in a discreet and prompt fashion. The program has been a phenomenal success and has become an essential program for our students. . This program fosters a sense of safety and belonging within our school. As one of our goals is improving student sense of belonging through meaningful and positive relationships. This program directly supports this goal.

The Sexual Health Clinic is a priority area at HTH. Restarted in March 2023 following a series of road-blocks that included staffing, training and resourcing issues, our school nurse is now available every Thursday for all students and is steadily increasing in popularity among our student body. There is still much work to do in increasing up-take as students have yet to develop a strong relationship with the program. Information sessions are planned to take place for students and families early in the school year - including curriculum night and through our school council. **Next Steps:** Form an ad hoc working group to create a promotional and communication campaign that leverages CSH

partners and fosters relationships between our School Health Nurse, our students and their families. Use existing communication channels (School Messenger, Twitter, website).

**Strategic Issue:** To increase student sense of belonging through positive relationships and a focus on wellness.

**Objective:** A focus on social and emotional learning proactive whole school strategies to support the social development of all students.

**Year-end Summary of Progress.**

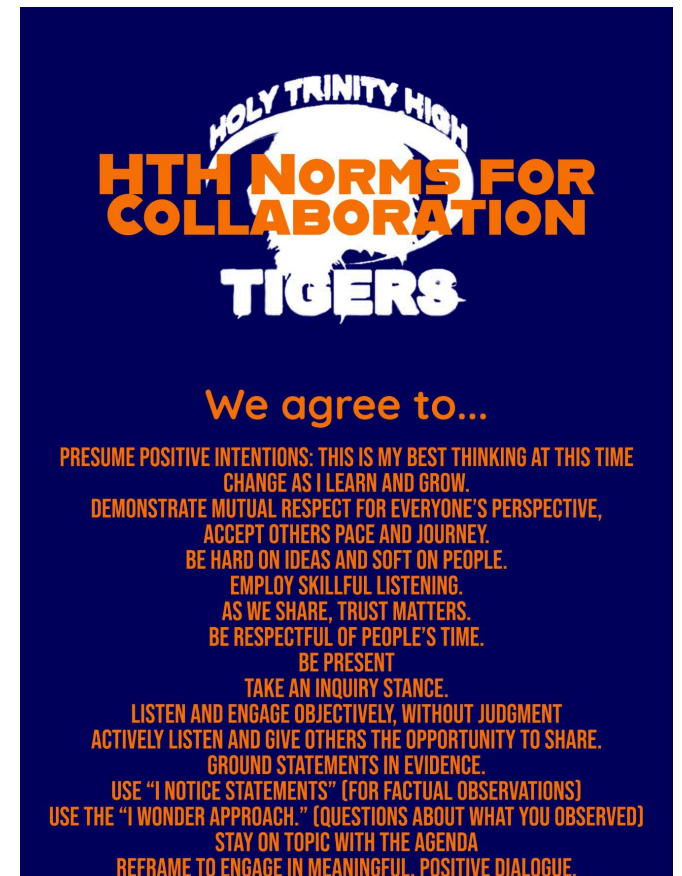
**What evidence do you have to support this progress?**

**Restorative Justice in Education**

Developing a school-wide understanding of restorative justice in education and further staff professional learning on applying these practices. (ie- indigenous, anti-racism and LGBTQ) is a priority area for 2023. Teaching staff participated in a PL session led by Alyssa Brennan on the tenants of Restorative Justice in Education. This was supplemented by sessions through the first HTH Social Justice Conference and learning being provided by Relationships First NL. During this event, resources were shared and connections were made which will be leveraged for future learning in the 2023/2024 school year. For this work to be meaningful, educators, staff, administrators, students and families need a thorough understanding of relationships with others, and accountability over punishment. This work is in alignment with our focus on Deep Learning, Feedback Focused Assessment, trauma-informed practices, and Socio-emotional learning. **Next Steps:** Arrange additional PL for staff that builds our understanding - a book study may assist in this work. Perform an audit of school-wide procedures/processes through a Restorative lens. Establish a RJE team to support this work across all Departments.

**Classroom Norms**

Classroom norms were developed in some classes but not all. As part of Wellness Wednesday, norms for all Grade 9 classes were created and frequently referred back to. Moving forward, resources that were shared with the grade 9 cohort may be used by all



teachers to develop their own expectations with students. Departments collaborated to create their own norms and shared them with the admin for implementation.

**Next Steps:** Create and post classroom norms (aligned with school-wide expectations) in all grade 9 and 10 classes.

### **SEL Focus - Whole School**

Foster SEL skill development and embedding CASEL’s competencies in curricular, extracurricular and cocurricular areas. This continues to be an area of growth for our school. While SEL competencies are part of our opening activities, and discussed frequently as part of team meetings, the purposeful integration and reporting/feedback of student progress in these areas is inconsistent. Educators will need to reflect on how they are integrating these practices within their work.

For two years, opening day activities have focused on building relationships and familiarizing all educators and students with CASEL’s SEL competencies. This has been done through teacher-led, pre-created classroom activities during the first two instructional hours of the year, per course. Feedback was gathered to improve this process in May 2023. Suggestions include: spreading activities out over September, providing direction and allowing for activities to be teacher designed and student led, and include greater opportunities for student voice and choice in activities. Time was dedicated in staff meetings to share the roles of a classroom teacher and additional support staff members; identifying when a student is in need of SEL intervention. This can be included in future resources for all staff.

**Next Steps:** Provide guidance on expectations for teachers before the end of the 2022/2023 school year - allowing for educators to purposefully and intentionally design relationship-building opportunities that reflect their students, educator-strengths, and classroom/subject level environments.

Developing and implementing initiatives that offer students the opportunity to learn and practice social relationship building skills (restorative practices, consent, refusal skills, social media citizenship, healthy relationships) is also a priority area for 2023. To date, opportunities to develop these skills have been limited to Grade 9 Wellness Wednesday. CSH team members should be leveraged to create opportunities for all students. **Next Steps:** Conference with CSH team to determine what sessions/workshops can be provided during the 2023/2024 school year.

### **Cultural and Social Celebrations**

Various cultural and social celebrations/events were recognized throughout the year. This included National Day for Truth and Reconciliation, Remembrance Day, Christmas, Passover, Red Dress Day, Red Shirt Day, Autism Awareness Day, Black History Month, National Day Against Homophobia and Transphobia, and Pride Month. This is still an area of growth for our school as there is increasing diversity within our school and throughout the Northeast Avalon. While a school-based calendar has not been developed, the NLESD has created a distributed one which can be used as a guide. **Next Steps:** Create an ad hoc group in September to poll students and families on cultural/social celebrations

that are important to them

### **Celebrating Birthdays**

Acknowledging students' birthdays and accomplishments on an ongoing basis is an area of growth for our school. While our Twitter account was very active this year and successes were frequently shared online, announcements and opportunities to showcase success remain limited. **Next Steps:** Collect birthdays for the week using PowerSchool and read them out on Fridays. Create a display in the main lobby to showcase student successes both within and outside of school; Google Form to submit nominations.

Additional effort may be required in our work toward teachers encouraging student perspective-taking through Deep Learning strategies. It is unclear what progress has been made; needs to be revisited as a strategy in the Fall of 2023

**Strategic Issue:** To increase student sense of belonging through positive relationships and a focus on wellness.

**Objective:** Increase opportunities and promotion of family engagement in our school.

### **Year-end Summary of Progress.**

#### **What evidence do you have to support this progress?**

All areas of this objective remain as a priority for our school in 2023/2024.

Our strategies include:

- Design and implement a series of family presentations to address areas of concern noted by data collected through the Comprehensive School Health Surveys, PMF, School Development Survey, etc.
- Increase communication regarding Parent family involvement in school-based activities (ie. increase volunteers, fundraising initiatives, donations, etc.)
- Leverage School Council members' connections to increase community engagement in school-based curricular and extracurricular activities, and events.
- Enhance communication channels with families through a weekly parent memo (Tiger Tidbits) - to provide weekly updates and overview of upcoming events.

While there have been frequent meetings between members of the Comprehensive School Health Team, and external partners have facilitated presentations with our students, facilitating these sessions for families is an area of growth. Multiple teams in the school recognize our Curriculum Night (ie. Meet the Teacher Night) as an opportunity to organically deliver such presentations. This will need to be explored in September 2023.

Community volunteers for school-based activities remain low. While there are dedicated coaches and teacher sponsors for our sports teams, extracurricular non-athletic clubs continue to face challenges in recruitment. An increased social media presence and incentives are being considered to increase uptake and help build relationships between our school and the community.

HTH has an active school council that attends regular meetings throughout the year. Council agendas and minutes are posted on the HTH website and members are frequently sought out for consultation regarding school council matters. Their work as part of the HTH System Review during the 2022/2023 school year was commendable and the administration is grateful for their commitment to our school and community. **Next Steps:** Create School Council profiles and post their information on our school website; host a 'Meet the Council' night to promote relationships and strengthen community connections.

HTH has an active Twitter account and sends Memos/Messages out frequently to families. Classroom activities are shared and celebrated online, and families are now receiving texts for updates and important links. **Next Steps:** Create a web-page to share our stories, memos and additional communication for the year.

**Strategic Issue:** To increase student sense of belonging through positive relationships and a focus on wellness.

**Objective:** Create physical spaces that support student wellness and the promotion of positive relationships.

**Year-end Summary of Progress.**

**What evidence do you have to support this progress?**

**Tiger Den**

In 2022 we started to convert our Tiger Den from a computer lab and have enhanced the space as a calming room/space within the school. We started working with students to design and plan this space. Furniture has been purchased, the room has been repainted. Several of our

students have completed a full wall mural for the room. The official opening of this space was in the beginning of the 2022/2023 school year. Students can collect a Tiger Den Pass from a member of the administration or guidance team - permitting them to use the space supervised for a predetermined period of time. Data on use is being collected and guidance team members regularly meet with students who use the space frequently. Additional furniture arrived during June 2023 and the space is also used to help facilitate some teacher-lead SEL sessions.

**Next Steps:** Additional learning for all staff on the expectations/purpose of the Tiger Den will promote responsible use and greater respect. Additional checks-and-balances are needed to mitigate inappropriate use.

### **Library Learning Commons (Library Resource Centre)**

Further enhancing our LRC area with flexible seating to create a welcoming atmosphere for teachers to sign out for class activities and provide students with a break area during lunch is a priority area. The comfortable seating that was available in the LRC until general use resulted in wear and tear and their eventual removal. Seating in this area remains wholly traditional and the space is generally regarded as underutilized by our students. While this space is well attended by students during our lunch-hour, many students still seek out a quiet space to be - resulting in our Art Room being used for 'Quiet Club'. Many educators would like to book this space for learning opportunities but it is often used for testing. **Next Steps:** Use funding provided by the CSH grant (supported by fundraised money) to purchase flexible seating for the space. Re-evaluate testing schedule/calendar to consider alternate spaces in the school.

### **Outdoor Classroom**

To action our outdoor classroom initiative & grant will be a continued focus. Multiple purchases have been made on suitable outdoor/indoor furniture to support this space. Additional purchases were placed in Spring 2023. This work will continue in September 2023 under the direction of an ad hoc committee. Landscaping is required and is in the process of being arranged for Summer 2023.

### **Doorways - Counseling and Programs Area**

Doorways was initiated in our school during March 2023. Counselors are available every Wednesday in the guidance space where appointments can be scheduled using a QR code - supervised by our guidance team. While up-take has been slow, the CSH team frequently meets to discuss the advancement of the program and increase attendance **Next Steps:** A promotional/communication campaign is needed to increase awareness and build relationships between students and counselors. It is expected that a September start will mitigate barriers associated with a mid-year start as we experienced this year.

**Strategic Issue:** To increase student sense of belonging through positive relationships and a focus on wellness.

**Objective:** Teachers employ a deep learning approach to their teaching and learning environment to build relationships and increase student engagement.

**Year-end Summary of Progress.**

**What evidence do you have to support this progress?**

In 2022 a Deep Learning Leaders Team was established to support reflective practice and teacher professional learning. Our staff completed a professional learning workshop on Self-Care Practices To Optimize Teaching Relationships presented by Laurie Pinhorn. (March 18, 2022) Teachers have also reflected on their yearly curriculum planning and have provided opportunities for student choice and voice in learning and assessment.

In 2023 teaching staff participated in UDL led by members of our School Growth and Development Team, supported by district leadership, in areas related to Building Thinking Classrooms and UDL. As part of a re-imagining of our school development model, this work complements the upcoming PL on 'Teaching to Diversity' and a paradigm shift toward designing equitable, flexible and responsive learning opportunities and environments. Learning goals were shared by some teachers, including those using Standards Based Grading, and teachers provide feedback with these in mind. **Next Steps:** A deep audit of practices is required to determine the level of spread and depth of these frameworks. Further learning on UDL required and time provided for teachers to design learning opportunities leveraging a UDL Framework.

**Descriptive Feedback/Feedback Focused Assessment**

Also in 2022, our school participated in the Intermediate pilot Feedback Focused Assessment Project for 2021-2022. We had 5 of our Junior High teachers participate. In addition several of our senior high teachers participated in standards based-feedback focused assessment this year. We formed a Feedback Focused Assessment teacher working group that included 14 teachers along with our administrative team. Additionally, our staff completed a professional learning session on Standards Based Grading - Feedback Focused Assessment with Chris Byrne, Scott Linehan & Dave Butt (October 4, 2022). As a school we transitioned away from the comment bank of comments provided in powerteacher pro and began using personalized report card comments on report cards that were feedback focused in nature.

Throughout the 2023 school year teachers provided descriptive feedback on both PowerSchool assignments and on report cards - a practice well received by our School Council and families. Sample comments were provided by the admin team and additional guidance was distributed throughout the year. While this area continues to be an area of growth for our staff, feedback from teachers has asked us to consider if this strategy is resulting in improved student achievement. A standards-based, feedback focused cohort continues to use SBG in multiple departments - including French, Science, Mathematics, Computer Science, and Human Dynamics. Feedback was collected on these processes as well in June 2023. **Next Steps:** There is a need for additional PL and increased communication between students, families and teachers who are implementing SBG. Confusion remains within the system and this is limiting the effectiveness of the system of evaluation.

An ad hoc committee to audit and provide direction on assessment practices may be formed in September 2023 to engage in this work and build our capacity to integrate the 6 C's, CASELS competencies, Learning goals and formative feedback for learning.

### **New Pedagogies for Deep Learning**

In 2023, The 6 C's and the Deep Learning Framework (Learning Partners, New Pedagogies for Learning, Learning Environments, and Leveraging Digital) are actively being used in the design and implementation of the learning opportunities at our school. While our Deep Learning Team did not have the same presence in recent years, suitable spread, depth and ownership are present within existing Collaborative Teams of teachers. Examples of this work were shared with District level leadership and an artifact of our learning this year was compiled for sharing with our Family of Schools.

### **Leadership Meetings - Agendas**

The template for the Departmental Agenda was used as adapted throughout our year. Feedback was gathered and will be used to adapt future learning conversations to align with forthcoming district/EDU student services models; focusing on student-centered conversations and designing action plans to support student success.

### **PLJ - Coaching Conversations**

Each administrator was paired with a group of teachers to discuss their PLJ. Meetings took place during the fall to help build relationships, identify areas of professional growth, and develop individualized professional learning plans. Time was allocated in our school-based PL days where teachers engaged in either arranged or self-directed professional learning. In addition to this, the majority of our school-based code 09 time was used to support the work of teams of teachers as they developed in the areas identified as part of this process.