

PERCY CENTENNIAL PUBLIC SCHOOL

**129 Church Street
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Warkworth, Ontario
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Principal: Julie Gray

PERCY CENTENNIAL

"The erection of the school in 1967 marked two important historical events in the area; the commemoration of [Canada's] centennial, and the attainment of an educational milestone in Percy Township. In keeping with the trend towards centralization of school facilities, the Percy Township School Area Board provided this accommodation whereby all students could have equality of educational opportunity. Schools that were closed were U.S.S. No.1 and 25 Norham; S.S. No. 2 Warkworth; U.S.S. No. 4 Oak Heights; S.S. No. 5 Dartford; S.S. No. 6 Stone; S.S. No. 7 Wilson Settlement; S.S. No. 8 Dutch Line; S.S. No. 9 Cobourg Road; U.S.S. No. 12 and 12 Fleming; S.S. No. 13 Godolphin; U.S.S. No. 3 No. 29 White; and S.S. No. 10 Atkinson." (Welcome To Warkworth Booklet, pg. 45).

NATURE OF THE SCHOOL

Percy Centennial Public School is situated in Warkworth Ontario, a very active arts and farming community, with many festivals offered throughout the region throughout the year.

The school is an all brick one-storey building with 10 classrooms (2 of which are full day Early Learning Kindergarten rooms). The school also holds seminar/work rooms, a library, a computer lab, and a music portable. All classrooms are equipped with SMART-Boards.

The grounds consist of a soccer field adjacent to a large paved area with painted games on the asphalt, a full basketball court, and 3 play structures.

There is an open asphalt area that the Full Day Kindergarten student's congregate on before school begins.

SCHOOL STAFFING

Percy Centennial is staffed with 23 highly qualified professionals that carry with them a wide range of experience and expertise in their respective fields. 15 teachers, 2 registered early childhood educators, 3 support staff, 1 secretary, 2 custodians, and 1 administrator make up the Percy Centennial family. These dedicated individuals provide a safe and effective environment for the 242 registered students that attend daily.

The challenge of fulfilling the many needs of a wide variety of ages and stages of students in the context of the educational programme expectations means giving careful attention to the allocation of resources. All print, media, visual, and hardware resources were purchased with great thought, and will continue to be an ongoing process. Textbooks in mathematics, language, social studies, history, geography, science, dictionaries, atlases, computer software, informational books, picture books, levelled readers, novels, and other resources are carefully selected to align with the Ontario curriculum, the school improvement plan, and our educational philosophy.

Manipulative materials for math and science programs are chosen for maximum use and durability to sustain and enhance programme objectives. Many support materials are available through the Learning Resource Centre for the school to borrow and use. At Percy Centennial we also have a variety of technology like: SMART Boards, Chromebooks, iPods, digital cameras, ELMOs, projectors, etc. We will continue to build our inventory of resource equipment both through local fund raising efforts and Board provided technology funding.

SCHOOL PARTNERSHIPS

At Percy Centennial Public School, we have developed partnerships with the home and community. Our **School Council** plays an advisory role and provides support for student learning and activities through their hard work organizing activities and through their fund raising efforts. The fundraising committee has organized special lunches (which align with our nutrition policy), and are very generous in supporting school initiatives.

Our volunteer programme consists of parents who volunteer in the classroom and/or work with individual students. These individuals graciously commit time and energy to benefit the students by reading with them, assisting with special events, volunteering on class trips, driving students to sporting events, helping teachers in the classroom, and numerous other supportive activities. We cannot thank our School Council members and school volunteers enough!

ABOUT OUR STUDENTS

Fast Facts:

Grades: JK – 8

Enrolment: 242 (eff. 10/2018)

Bussing: 200 (eff. 10/2018)

Class Organization:	Year 1/Year 2 K (2)	Grade 4 (1)
	Year 2 K/Grade 1 (1)	Grade 5 (1)
	Grade 1/2 (1)	Grade 6 (1)
	Grade 2 (1)	Grade 7 (1)
	Grade 3 (1)	Grade 8 (1)

SCHOOL PROGRAMS

Percy Centennial Public School offers a wide range of programmes for the student body to participate in. These include, but are not limited to: reading buddies; kindergarten helpers; student council; spirit day committee; me to we; yearbook club; assembly committee; intramurals; cross-country; volleyball; basketball; 3-pitch; ultimate Frisbee; badminton; track and field; skiing; soccer; choir; musical; dance club; and many more.

Percy Centennial is also involved in the Terry Fox walk; outdoor education programmes; DARE; United Way; Free the Children; Jump Rope for Heart/ Hoops for Heart; Cops for Cancer; as well as responding to needs within our school community as they arise.

Some of the student population receives special programming that is modified or accommodated to meet their specific, individual needs. These adjustments are made by the classroom teachers, instructional coach, special education resource teachers (S.E.R.T.), and board specialist through a team approach, and in consultation with parents/guardians. Special education programmes are mandated by Ministry and Board policies and are in place to allow all students to be successful, building on defined strengths while offering support to achieve standards set out in an Individual Education Plan (I.E.P.). Students receive services in their own classroom, through the fully inclusionary model used by the Kawartha Pine Ridge District School Board.

ASSESSMENT OF STUDENT LEARNING

Teachers gather detailed information on students on a regular basis, and follow the guidelines as outlined in the Growing Success document. In addition, annual system-wide tests and Provincial tests offer teachers and parents a snapshot of how well students are achieving the learning expectations. Results from these assessments will assist teachers, schools, and the Kawartha Pine Ridge District School Board to pin-point areas of strength and weakness in achievement for individual children, for schools and for the system as a whole.

Teachers collect baseline data from pre-tests to drive and direct their teaching. They then explicitly teach skills to the students and then follow up by giving post-assessments to evaluate the growth. This process is known as the Teaching and Learning Critical Pathway which we use in our professional learning community. These academic goals are specific, measurable, achievable, realistic, and timely (SMART). Our instructional coach is assigned to support the staff, the school SMART goals, and the school improvement initiatives.

EQAO

For each EQAO assessment, provincial data is provided along with school results. The chart listing the numerical data is followed by a summary of the key findings for the school which are then addressed in the **school improvement plan**.

Currently, the provincial standards are:

- Level 1 – well below the provincial standard (beginning)
- Level 2 – approaching the standard (learning)
- Level 3 – meeting the provincial standard
- Level 4 – exceeding the provincial standard

The Grade 3 and 6 Provincial Assessment serves many purposes. It:

- Clarifies the expectations for students' academic performance
- Models instructional practices
- Establishes common criteria for assessment
- Provides a profile or snapshot of each student
- Provides a report of each school and of each board
- Supports the development of action plans for improvement, and
- Is one piece of the puzzle which provides a profile of teaching and learning in the province of Ontario

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan (SIP) is updated on an ongoing basis by our School Improvement Team. By committing ourselves to a concerted effort to best prepare students for high achievement results on the EQAO provincial tests and to improve literacy and numeracy skills, we are also acknowledging the fact that our essential skills in mathematics, reading, writing, and oral communication need to continue to improve. Part of our SIP also surrounds the Community, Culture, and Care area of school life, as well as Indigenous history and culture.

We recognize that EQAO provincial testing provides valuable information, not only in giving feedback on achievement in grades 3 and 6, but also serves as a model of good assessment. Teaching and learning in literacy and numeracy at Percy Centennial includes strategies such as:

- Use of sample units (exemplars)
- Use of success criteria
- Use of “Big Idea” learning goals
- Use of anchor charts
- Use of data to inform instruction

- Development of student and class profiles
- On-going input from the School Improvement Team
- Differentiated instruction
- Rubric development and consistent use of such
- Ongoing sharing of assessment expectations with students
- Exposure to testing information for teachers in all grades
- Sharing best practices
- Direct teaching of the vocabulary of the testing model
- Use of common assessments
- Support of Instructional Coaches
- Balanced literacy programmes
- 3 part math lesson programmes
- Grade alike planning time
- Participation in Board-wide assessment opportunities
- Development of SMART Goals to be used in TLCs
- 100 minute literacy blocks built into teachers daily timetables
- 60 minute mathematic blocks built into teachers daily timetables
- Co-development of cross-curricular programming

A copy of the full, detailed School Improvement Plan is sent to the Superintendent of Schools, shared with the School Council, used by the school administration in collaboration with staff to monitor and record actions, and is kept on file to be made available upon request by parents and media.