

PERCY CENTENNIAL PUBLIC SCHOOL OVERVIEW

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PERCY CENTENNIAL'S HISTORY

"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 in the region throughout the year.

The school is an all brick one-storey building with 10 classrooms from Kindergarten to grade 8. The school also holds seminar / work rooms, a library, a computer lab, and a gymnasium. A music portable is located behind the school. 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 where the Kindergarten students congregate before school begins.

SCHOOL STAFFING

Percy Centennial is staffed with over 20 highly qualified professionals that carry with them a wide range of experience and expertise in their respective fields. Teachers, registered early childhood educators, support staff (e.g., Educational Assistant, Child & Youth Worker, secretary, custodian), and a Principal make up the Percy Centennial family. These dedicated individuals provide a safe and effective environment for the approximately 250 registered students that attend daily.

Careful attention is paid to the allocation of resources; it is important that we meet the needs of a wide range of learners. All print, media, visual, and hardware resources are purchased with great thought and often with the input of School Council members. 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 and support the school improvement plan and board focus.

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 such as: SMART Boards, Chromebooks, iPads, digital cameras, ELMOs, and projectors. We will continue to build our inventory of resource equipment both through local fund raising efforts and Board provided funding.

SCHOOL PARTNERSHIPS

At Percy Centennial Public School, we aim to develop and maintain partnerships with students' homes and the surrounding 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 fundraising efforts. The fundraising committee has organized special lunches (which align with our nutrition policy) and are very generous in supporting school initiatives (e.g., purchasing technology for the library information center).

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 doing things such as: reading with them, assisting with special events, volunteering on class trips, driving students to sporting events, and helping teachers in the classroom. We cannot thank our School Council members and school volunteers enough!

SCHOOL PROGRAMS

Percy Centennial Public School offers a wide range of programmes for students. These include but are not limited to: reading buddies, kindergarten helpers, student council, spirit day committee, yearbook club, assembly committee, sports clubs (e.g., intramurals, skiing), sports teams (e.g., cross-country, volleyball, basketball, 3-pitch, ultimate Frisbee), choir, school musical, and dance clubs.

Some of the student population receives programming that is modified or accommodated from the Ontario curriculum in order to meet their specific needs. These adjustments are made by the classroom teachers and the instructional coach, special education resource teacher (SERT) and board specialist. This team consults with parents/guardians in order to meet the needs of the child. 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.

Over the years Percy Centennial has been involved in fundraising for various outside agencies such as the Terry Fox walk, United Way, Free the Children, Jump Rope for Heart/ Hoops for Heart and Cops for Cancer. Students have also responded to needs within our school community as they have arisen, such as participating in food drives.

ASSESSMENT OF STUDENT LEARNING

Teachers continually gather information about student learning following the guidelines set out by the Ministry of Education in a document called [Growing Success](#). Provincial assessments in grades 3 and 6 offer teachers and parents an additional snapshot of how well students are achieving the learning expectations in Language and Mathematics. Results from these assessments assist teachers, schools, and the Kawartha Pine Ridge District School Board in pin-pointing areas of relative strength and weakness in student achievement.

In a typical teaching & learning cycle teachers collect baseline data from pre-tests to find out what the children already know. This information directs their teaching. Teachers then explicitly teach skills to the students and then follow up by giving post-assessments to evaluate the growth over the unit of study. Each year teachers work together in their division (i.e., primary, junior, intermediate) to set a goal or focus for the division. This goal is specific, measurable, achievable, realistic, and timely (SMART). We have an instructional coach who supports the staff as we work on our school SMART goals and school improvement initiatives.

EQAO

For each EQAO assessment (Grades 3 & 6), 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 (teachers, SERT, Principal). The SIP focuses on 4 key things:

- literacy skills,
- numeracy skills,
- indigenous education, and
- community, culture & care.

A copy of the detailed SIP 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.