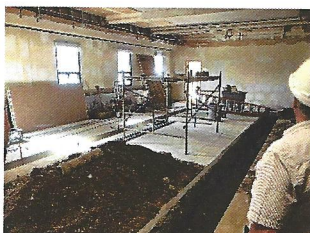
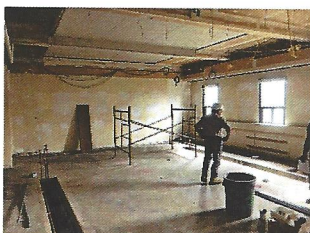


Pickering High School SCC – Principal Report – October 2, 2019



- Science Reno: Half of our science wing is currently under renovations with a completion date schedule for the New Year. It is a very exciting time with very old rooms being updated to current standards



- It has been a busy start-up with a variety of activities underway:
 - Grade 9 Orientation Day
 - Team Try-outs and League Games
 - Music and Drama Rehearsals
 - Art Retreat – October 30th – November 1st
- Welcome to the following new staff Members:
 - Tom Barton (Math)
 - Lyndon Benyah (EA)
 - Collette Case Wray (EA)
 - Margareta Cruceanu (Int. Lang.)
 - Deanna Daley (Int. Language)
 - Tara Jerome (English)
 - Suzan Jones (EA)
 - Revena King (EA)
 - Richard Leone (ESL)
 - Alex Morra (Science)
 - Kelly Newell (Clerical)
 - Lindsay Sequin (Int. Lang.)
 - Jenna Smith (Clerical)
 - Septon Spence (Social Science)
 - Brittany Simmons (Social Science)
- **EQAO Results:**
 - Grade 9 EQAO Numeracy Results – 35% of Applied students and 83% of Academic students were at or above provincial standard. For our applied classes we saw 29% (17) move to standard compared to their results in grade 6. Our efforts are impacting student learning overtime, the true measure of teaching impact. This year, we are committed to improving student achievement with our Faces on the Data (FOD) involvement. We have been leveraging technology with the use of our new E-Classrooms, Gizmos, Desmos, and Knowledgehook. We use data to track in-risk students and implement school-wide strategies to support student needs. Teachers continue to work on developing initiatives to complement instructional practices such as co-planning, co-teaching, and co-reflection of guided practice, and rich instructional tasks.
 - OSSLT - We are happy to report that the vast majority of Gr. 10 Pickering High School students continue to be successful on the Ontario Secondary School Literacy Test. During the 2018-2019 school year, we increased our OSSLT success rate by 4% over the previous

year (That is an 8% improvement over 2 years) and will continue to support all of our students in strong achievement for this key diploma requirement.

- I encourage you to monitor our Calendar on the PHS Website for continuous updates of all activities taking place at Pickering High School. (www.pickeringhs.ca)
- PA Day – October 11th
- Progress reports will be sent home with all students on October 15th with parents' night on the 17th.
- Safe Schools:
 - Safe School meeting was held on September 24, 2019 to discuss plans for the upcoming school year. Looking forward to having parent participation from the SCC.
 - Fire drills, and safety inspection have been completed in the last couple weeks. Will be coordinating with our Liaison officer to perform a Lockdown drill in the coming weeks.
- **Student Well – being:**
 - Camille Cato is the Psychological Services Lead who will be working with our school. In addition to providing services to students, Camille's role in the project is building capacity for sustainability as well.
- **Equity**

Pickering High School's Equity committee is comprised of a diverse group of teachers who are passionate and committed to bringing awareness, understanding and action in equity and inclusive education. The first meeting was held on September 17, 2019 Our mandate is to represent our students' voice as well as their lived experiences in our school community and our teaching practices. We hope to achieve this by identifying and working with marginalized students in all facets of society. The Equity committee has already had its first meeting and plan to meet on the second Tuesday of every month for the rest of the year. We worked as a school to honour and bring awareness about residential school survivors on September 30, 2019.

A Vision for the DURHAM DISTRICT SCHOOL BOARD

The strategic priorities and operating goals are a reflection of student, staff and community voice. This input has helped us prioritize and set direction for the next three years.

The Ignite Learning strategic priorities and goals have become more precise, as has our focus and commitment to continue to create an equitable, dynamic and innovative Durham District School Board.

Set high expectations and provide support to ensure all students and staff reach their full potential every year.

Success

Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

well-being

Identify future leaders, actively develop new leaders and responsibly support current leaders.

Leadership

Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

equity

Engage students, parents and community members to improve student outcomes and build public confidence.

engagement

Reimagine learning and teaching spaces through digital technologies and innovative resources.

innovation

GOALS: CONTINUOUS LEARNING AND IMPROVEMENT FOR PROPORTIONAL

Literacy: Successful literacy learners make meaning from texts using a variety of higher level thinking strategies and skills. Developing the skill of inferring allows students to move beyond the

Proportional Outcomes (Meeting Provincial Standard): Ensure proportional for our Marginalized Students including: • Student with Special Needs • English Language Learners

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES
Reading comprehension that allows students to understand information that is not explicitly stated by the author. Ability to follow written / oral instructions independently. Writing with clarity in a formal structure	Continued refinement of the use of LLI and BAS Focused training on in-class interventions CRPP PD so that student lived experiences are connected to classroom learning. On-going training of staff on leveraging technology in the classrooms	Our educators will use a variety of literacy resources that connect to the lived experiences to support the development of their literacy skills. There will be a focus on determining information that is directly stated in the text as well as information which is implied by the author. Student work will be assessed in a variety of ways with feedback provided.

Numeracy: Problem solving is central to learning mathematics. It helps students to develop mathematical understanding, develop critical thinking skills and connect mathematical ideas to the world.

Proportional Outcomes (Meeting Provincial Standard): Ensure proportional outcomes for our Marginalized Students including: • Student with Special Needs • English Language Learners

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES
Developing persistence and independence when mathematical problem solving Selecting tools and strategies to support student ability to connect conceptual mathematical ideas to Linear Relations Developing proficiency in mathematical operations in order to solve proportional reasoning problems	Developing lessons focused on problem solving that scaffolds the learning to ensure success at each stage Providing a selection of tools and strategies for students to choose from to solve equations and mathematical problems Designing tasks requiring students to use a variety of mathematical operations for proportional reasoning problems	Our educators will design tasks which engage students in problem solving and solving algebraic equations using proportional reasoning by designing whole class, small group and individualized instruction. Educators will embed the use of manipulatives and digital tools to help students conceptualize their learning and build resiliency.

Additional Foci: Credit Accumulation: Providing the necessary tiered interventions to support the credit accumulation of our students at each grade level leading to increased 4 year graduation

Proportional Outcomes (Meeting Provincial Standard): Ensure proportional outcomes with respect to credit accumulation of our Marginalized Students including:

STUDENT LEARNING NEEDS	EDUCATOR LEARNING NEEDS AND PROFESSIONAL DEVELOPMENT	EVIDENCE-INFORMED STRATEGIES
Develop a stronger sense of belonging for students who are struggling to engage in school. Develop improved strategies in dealing with stress, anxiety, and failure so that a positive growth mindset can be maintained. Improved sense of well-being	CRPP PD to better understand the varied backgrounds and lived realities of our students. Support in implement mindfulness and well-being activities in all classrooms. Develop strategies and processes to improve the sense of belonging for our students	Mentorship programs Partnership with Student Government to lead activities to strengthen student engagement, well-being, equity and inclusive activities Bi-weekly Student Success meeting Tiered interventions programs

EMBED IN EVERY GOAL FOR PROPORTIONAL OUTCOMES

EQUITY FOCUS AND INITIATIVES

- PD for all teaching staff on the use/application of the resources available in the CRPP Toolkit and website
- Implementation of student, voice and student's lived experiences to guide teaching practices
- Focused interventions for marginalized students
- Embedding CRPP lessons in the classroom and the school community

EVIDENCE OF IMP

- Increase in student achievement and student engagement
- Students see themselves represented in the curriculum and strategies
- Students feel validated, have a sense of belonging and hence

INNOVATION FOCUS AND INITIATIVES

- Innovative design of classrooms and technologies
- Physical environments in classrooms updated to permit ease of use of technology & student collaboration
- Increased use of technology in traditionally non-technology areas (i.e. Woodworking/construction)
- Increase access for students of digital learning tools. (Podcast, on-line simulations, on-line textbooks, gizmos, etc)
- Increase use of virtual classroom environment at all grade levels (Google Classroom, D2L)
- Use of technology in the assessment process with effective feedback provided on how students can improve.

EVIDENCE OF IMP

- Improved student critical thinking and problem solving
- Improved self-directed learning by students
- Increase collaboration amongst students
- Improved communication skills of students
- Improved awareness by students of the global issues and current events

WELL-BEING FOCUS AND INITIATIVES

- Based on data informed school need using (School Mental Health Ontario)
- Develop student and staff leads from various domains (department, grades, interest groups) so that all well-being strategies are embedded in curricular and co-curricular activities, and modeled by staff and school actions and processes.

EVIDENCE OF IMP

- Greater Student and Staff awareness of Well-being concerns
- Improved moral of staff and students
- Reduced absenteeism

ENGAGEMENT: ENGAGE VOICE OF STUDENTS, PARENTS, STAFF AND COMMUNITY TO ENSURE ALL STUDENTS REACH