

2021-22 Annual School Development Report



Piccadilly Central High Vision and Mission

The vision of Piccadilly Central High School is to develop a learning culture that functions to produce responsible and civic minded individuals.

Piccadilly Central High School is committed to the development of a safe and collaborative learning environment wherein all stakeholders contribute to enabling students to reach their full potential.

Strategic Issue/Goal: To create a positive school environment where all stakeholders feel included, engaged, and important (Wellness & Positive Relationships).

Objective: To ensure equality for LGBTQ2SI+ school community and transition school to restorative justice principles(SEL)

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

2019-20 PMF Indicator: Student Belonging - School (34.9%) Province (44.9%) = (-10%)

2020-21 PMF Indicator: Student Belonging - School (36.2%) Province (46.4%) = (-10.2%)

2021-22 PMF Indicator: Student belonging - School (27.0%) Province (44.8%) = (-17.8%)

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

Minimal improvement on PMF Indicator of Student Belonging. Continued focus in 2022-23 academic year.

1. Continued CYN partnership and focus on LGBTQ2SI+ advocacy with completion of student designed mural (May 21)
2. VP attended Qalipu in-service on indigenous learning (Oct., 2021)
3. Meeting held with Benoit First Nations to discuss physical well-being, mental well-being and restorative justice within PCH (Feb. 2022)

Next Steps...

1. Continue CYN partnership and focus on LGBTQ2SI+ advocacy with completion of rainbow crosswalk by May 2023
2. Implementation of First Nations mental health program titled, “Elders and Youth: Breaking the Silence on Mental Health”. This program involves 10 cultural wellness teachings to be delivered to the entire student population. Confirmed topics to be covered by Jan. 2023 include cultural history, smudging and traditional medicines by Jan. 2023.

Strategic Issue/ Goal: To create a positive school environment where all stakeholders feel included, engaged, and important (Wellness & Positive Relationships).

Objective: To improve student behavioral outcomes to attain provincial averages

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

2019-20 PMF Indicator: School Safety - School (63.2%) Province (55.6%) = (+7.6%)

2020-21 PMF Indicator: School Safety - School (68.9%) Province (61.0%) = (+7.9%)

2021-22 PMF Indicator: School Safety - School (57.2%) Province (57.9%) = (-0.7%)

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

1. PCHS PMF Indicator on School Safety continues to rank at or above provincial mean. Considerable effort has been devoted to regularly reviewing the school code of conduct, provincial safe and caring school policy and provincial bullying policy.

Next Steps

1. Establishment of behavioral intervention team by Sept. 30/ 22
2. Bi- monthly R360 data analysis by intervention team (including Ed. Psych.) and action planning to target problematic behaviors and specific students on Nov. 15/ 22, Feb. 15/ 23, April 12/23 and June 9/ 23
3. Statistical analysis of R360 incidents in June 2023 to determine if problematic behaviors have decreased

Strategic Issue/ Goal: To optimize the learning environment to improve student engagement and interest in learning

Objective: To gain increased understanding of student exceptionalities and provide effective learning supports

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

2020-21 PMF Indicator Student Engagement - School (23.6%) Similar Schools (24.3%) = (-0.7%) Province (38.2%) = (-15.8%)

2021-22 PMF Indicator Student Engagement - School (28.1%) Similar Schools (24.3%) = (+3.8%) Province (37.4%) = (-9.3%)

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

Modest increase in student engagement noted from the previous year.

- 1. PASS teacher provided academic support to at risk students from grades 9 – 12. Break down of students in 20-21 academic year includes level III (2) , level II (5), level I (7) and grade 9 (10). (Total =24)**
- 2. PASS teacher provided academic support to at risk students from grades 9 – 12. Break down of students in 21-22 academic year includes level III (1) , level II (11), level I (16) and grade 9 (14). (Total =38)
2 students (level II -1 student) and (level III – 1 student) completed credit recovery
Anecdotal interviews with PASS participants indicated that PASS support allowed them to feel significantly more engaged and prepared for assessments, assisted greatly in completion of assignments, and felt less stress with their school work.**
- 3. In-service on ADHD (behavioral and learning disorders) by Guidance Counselor (Nov./ 21)**
- 4. In-service on autism (behavioral and learning disorders) by Autism Itinerant (Nov. 26/ 21)**

Next Steps:

- 1. Data analysis and transcript review to determine credit rescue/recovery needs and PASS support for 2022-23**
- 2. In-service by mental Health and Addictions on anxiety and depression (By Jan. 2023)**
- 3. Network with RCMP to inform students on legal issues of inappropriate technology usage**
- 4. Enhanced focus on technology software for review and assessments including Quizlet, Lumio and Minecraft.**

Strategic Issue/ Goal: To improve the physical well-being of students

Objective: To improve food choices for students in school and educate students on the importance of hygiene/self care

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

Examination/review of breakfast program foods indicated many items did not follow the new school food guidelines (juice packs, fruit cups in heavy syrup, sugary granola bars).

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

For the first time (in addition to our grab and go breakfast program) we implemented a daily milk program at the school and served students a choice of fresh fruit once per week.

- 1. School Food Committee established and reviewed school breakfast menu.**
- 2. Student breakfast survey completed and analyzed by committee.**
- 3. Provided a weekly fresh fruit option to students.**
- 4. Established a school milk program.**
- 5. Established partnerships with CYN and public health and secured funding for grade 9 self-care program.**

Next Steps:

- 1. Establish parent volunteer group to host/coordinate school food program special events in 2022-23.**
 - Hot breakfast meal once per term
 - Smoothie day for each grade level
 - Christmas Day dinner for entire school

Lack of opportunities for parental involvement in school has been noted in survey data.

