

Principal's Report: September 2013

Staffing Update:

Welcome to (LTOs) Mrs. Boxall (ETFI) and Mme Kishfy (4/5 EFI) (behind mat leaves for Lisa Hotte and Meghan Gomes). Tammy Shelswell will be joining us as our new JK teacher. Thank you to Ms. Koggel for opening the JK class. Lorie Hamilton will be joining us as our new LRT/ESL teacher. Thank you to Susan Hendry for filling in while we waited for a contract teacher to be placed in this position. We would also like to welcome Paula Pietryniak who is working as an ECE in Mrs. Makuch's JK class. We still need to hire a 0.25 teacher and 1 ECE to work in Ms. Shelswell's class.

School Organization:

Due to an increase in enrollment, a new JK added first week of September. We were able to reorganize our English classes during the second week of September. Our EFI classes will be reorganized this week. Changes were necessary because the number of students who are actually here was different, in some cases, than the project numbers. Although some of our numbers in the Primary French Immersion are over the provincial cap of 20 students, this still complies with ministry guidelines as they allow 10% of classes provincially to be between 20–23 students.

Kindergarten routines:

We currently have 3 JK classes, 1 JK/SK class, and 3 SK– EFI classes. JK and SK students were separated into different yards for September so our JKs could learn the routines. All kindergarten students will be using the kindergarten yard starting Monday, September 30th.

Lunch Time monitors:

We currently use 7 hours of paid lunch monitors every day. Most of these people work in the kindergarten helping to supervise snack time and recess time in the yard. We are looking for applications for people who would like to be on our 'supply' list and fill in when needed.

We also have Student Lunch Monitors. These are volunteer positions held by our Junior students and they help out supervising in our Primary classes during snack times. They are supervised by a teacher on duty who rotates between several classes. Our student monitors will be receiving more training from our Child and Youth Worker students in the next couple of weeks.

Special Education Support:

At Manor Park we work as part of a larger team to ensure student success. At the school level we have our Learning Support Teacher: Susan Steele, our Learning Support Teacher: Lorie Hamilton, and our English as a Second Language Teachers: Lorie

Hamilton and Laura Frappier. Our Educational Assistants include: Stacey Smye, Brenda Greer and Dale Carr–Harris (Chantal Cornect who was replacing Dale).

Support personnel from the Board include our speech/language pathologist, the ASD (Autism Spectrum Disorder) team, Social Worker, school psychologist, itinerant EA, Learning Support Consultant, etc.

EQAO:

EQAO results from 2012–13 are now available online at www.EQAO.com. Our grade 6 results from last year showed that 90% of students achieved levels 3 or 4 in Reading, 84% for Writing and 61% for Math. Our Grade 3 results showed 47% achieving levels 3 or 4 in Reading, 67% in Writing and 42% in Math.

Please keep in mind that this is one assessment used to measure student achievement. A team of teachers will be meeting to take a closer look at the results and to plan for ways to support our students.

At the Board level, the following observations have been made:

Primary Assessment

- no change for reading and writing, and a 5% decrease in the area of mathematics;
- a gender gap favouring girls persists across all assessments;
- the performance of English Language learners (ELLs) compared to All students remained unchanged in writing and mathematics, the gap in reading has narrowed by 4%
- the performance of students with special education needs (excluding gifted) compared to All students has remained stable across the three assessments.

Junior Assessment

a 1% decrease in the area of reading, no change in writing, and a decrease of 1% in mathematics on the junior division assessment;

- a gender gap favouring girls in both reading and writing persists; boys surpassed girls, and narrowed the gap, on the mathematics assessment this year;
- the performance of ELLs compared to All students remained unchanged in mathematics, however, a narrowing of the gap in reading (2%) and writing (1%) was observed; and,
- the performance of students with special education needs (excluding gifted) compared to All students has remained stable across the three assessments.

Next Steps

Our district focus this year is Closing the Gap. At the district, school and classroom levels, we will be identifying students and sub-groups of students who need additional support to achieve to their full potential.

- Mathematics is a priority in our school district. An action plan has been developed that will highlight the approach of a balanced mathematics program in all our classrooms - one that combines operational skills and problem-solving.
 - Every school in our district will develop a School Improvement Plan for Student Achievement (SIPSA) that focuses on the greatest area of need for their students. This year, we will be working closely with our students and parents when developing and putting this plan into place in each of our classrooms.

Coming Up

Staff will be working on EQAO review and our School Improvement Planning.

IEPs go home October 16th

Picture Day - October 4th (retakes Oct. 25)

Kindergarten meet the teacher - September 26th, 6-7 pm

Open House for Grades 1-6, Oct. 4th, 8:30-9:30

Student Helper training

Bussing: Empty seat allocations, school bus safety