**2022-23**

**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.***

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| Strategic Issue/Goal: To create a positive school environment where all stakeholders feel included, engaged, and important (Wellness & Positive Relationships). |
| Objective: To promote wellness, enhance positive relationships and transition school to restorative justice principles (SEL) |
| How did you know this was a Strategic Issue/Objective? What evidence did you have?  2021-22 PMF Indicator: Student Belonging - School (27.0%) Similar Schools (44.8%) = (-17.8%)  2022-23 PMF Indicator: Student Belonging - School (29.3%) Similar Schools (32.6%) = (-3.3%) |
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| Year-end Summary of Progress. What evidence do you have to support this progress?  Continues to be an area of focus as student belonging ranks below similar schools and requires improvement based on PMF.   1. Continued CYN partnership and focus on LGBTQ2SI+ advocacy (Student mural, wellness week, rainbow cross walk) 2. Meeting with Qalipu First nation on restorative justice (March, 2023) 3. 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. Topics to be covered include cultural history, art, smudging, traditional medicines, food security and leatherwork.   \*\* While student belonging continues to be a significant issue at PCHS, it appears we have made some improvements in this domain. The PMF data indicates modest improvements in student belonging (+2.3%) based on student survey data. It also indicates we have lessened that gap in student belonging between our school and others of similar demographics by approximately 14.5%. |
| Next Steps…   1. Continue CYN partnership and focus on LGBTQ2SI+ advocacy in 2023-24 with focus on gender identity and pronouns. 2. Continued implementation of School and Qalipu First Nations programming partnership focused on Elders and Youth and Mental Health”. Continue with cultural programming in 2023-24 with transition to experiential/outdoors/on the land activities (game harvesting, pelt preparation, etc.). 3. Complete staff awareness session on restorative justice principles (March 2024) via Program specialist or local band personnel. |

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| 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?  2021-22 PMF Indicator: School Safety – School (57%) Similar Schools (62.5%) = (-5.5%)  2022-23 PMF Indicator: School Safety – School (49.5%) Similar Schools (57.7%) = (-8.2%)  2021-22 PMF Indicator: Major Behaviors \_ School (88%) Similar Schools (56%) = (-32%)  2022-23 PMF Indicator: Major Behaviors – School (51.8%) Similar Schools (56.1%) = (+4.3%)  Review 360 Data Analysis – Rate calculated by dividing 72 behaviors by 139 students |
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| 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. 2. Behavioral Intervention Team established and met on quarterly basis. 3. Highest behavioral incidents occur in the first quarter of the academic year, likely due to relearning norms.   \*\* It appears that we have made significant improvements in the incidence of major behaviors reported in R360 data. The percentage of major behaviors decreased from 88% to 52%. However, it should also be noted that the percentage of students reporting that they experience a safe environment at school dropped from 57% to 50% so this must remain an area of focus for our staff. It is particularly important that we ascertain and identify exactly what are the student safety concerns. |
| Next Steps   1. Continued meeting/collaboration/analysis of R360 data by behavioral intervention team (including Ed. Psych.) and action planning to target problematic behaviors and specific students. Over 50% of referrals are for disruptive behaviors and 45% attributed to one cohort of students. Planned parent meetings for identified student cohort to review data and referral for individual SEL supports   2.Establish committee to examine student belonging and organize activities throughout the year to improve student/staff/community relationships (leisure activities, staff/student sports, etc.) |

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| 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?  2021-22 PMF Indicator Student Engagement - School (28.1%) Similar Schools (24.3%) = (+3.8%)  2022-23 PMF Indicator Student Engagement - School (22%) Similar Schools (22.9%) = (-0.9%)  PS indicates 45% of our total student population have a diagnosed exceptionality |
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| 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 2021 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 2022 academic year includes level III (1) , level II (11), level I (16) and grade 9 (14). (Total =38) 3. PASS teacher provided academic support to at risk students from grades 9 – 12. Break down of students in 2023 academic year includes level III (12) , level II (11), level I (15) and grade 9 (13). (Total =51)   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.  \*\*Our student engagement rates essentially mirror those of schools with similar demographics. The student engagement rate remains unacceptably low at approximately 22% according to our PMF data so efforts to address this issue must continue. We will determine if our future focus on increased cultural and leisure programming and changes in assessment routines will increase student engagement. |
| Next Steps:   1. Data analysis and transcript review to determine credit rescue/recovery needs and PASS support. (Continue in 2023-24) 2. In-service by mental Health and Addictions on anxiety and depression. (Continue in 2023-24) 3. Network with RCMP to inform students on legal issues of inappropriate technology usage. (Continue in 2023-24) 4. Enhanced focus on technology software for review and assessments including Quizlet, Lumio and Minecraft. (continue in 2023-24) |

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| Strategic Issue/ Goal: To improve the physical well-being of students |
| Objective: To improve food choices for students in school and address food security challenges |
| 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). |
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| 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. Established a school milk program and breakfast program.   \*\*Anecdotally, student express their appreciation for the breakfast program and participation rates remain steady. Our monthly milk and breakfast consumable orders have remained constant over the last two years. |
| Next Steps:   1. Establish parent volunteer group to host/coordinate school food program special events  * Hot breakfast meal once per month * Christmas Day dinner for entire school |

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