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Joanne Devaney

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Schools**
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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 – 2010

ST. PETER SCHOOL
46 Dawson Road
Orangeville, ON
L9W 2W3

<http://www.dpcdsb.org/peter>



“Building On A Foundation of Faith, Excellence & Responsibility”

Mission Statement

At St Peter School, we ...

- celebrate spirituality and diversity through achieving, believing and community living in an inclusive Catholic environment
- believe that education is a life long process involving spiritual, intellectual, physical, emotional and social development
- strive to promote the full development of our students in the image of God
 - promote an active partnership with parents thereby allowing the children entrusted to our care to develop to their full potential
- encourage students to strive and learn as a Catholic community, demonstrating our love for God by respecting one another, responding to people with compassion and fulfilling their responsibilities as active learners

Our School

St. Peter Elementary School is an elementary school located in the town of Orangeville. The student population is approximately 348 students from Junior Kindergarten to Grade 8, come from both town and rural setting. Our boundaries also include the towns of Caledon and Alton.

The school was established in 1961 to support Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. The school community is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

Our students come to us with a variety of strengths and needs, with their Catholic *faith* as their common bond. Our prayer life, liturgical celebrations, the sacraments, and our *faith* and values system form the foundation of our school program. We are proud of our balanced religion, academic, arts, technology and athletics program. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught against the background of *The Ontario Curriculum*, the Gospel values of Jesus Christ and sound educational practices.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 – 2008

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 results in reading, writing and mathematics have exceeded the provincial results. Our Grade 6 students exceeded the provincial score in reading. Although our writing and math results indicate considerable improvement from the previous year, there is still room for positive growth.

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	65%	78%	72%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	68%	58%	48%
Board	70%	72%	62%
Province	66%	67%	60%

Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Catholicity</p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <p>Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and to care for one another, the Dufferin-Peel community will work to develop a sustainability committee that will review best practices for design of new schools, sustainability and recycling programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <p>Continue to nurture relationships between school and parish teams, and school and home.</p>	<p>Students and staff will continue to participate in the Virtues Program and hear God’s message in how we should treat and speak with each other</p> <p>Students will become familiar with the term ‘stewardship’ not only in our school community, but within the broader community as well</p> <p>Continue to strengthen our partnerships/relationships with the parish, School Council and other community groups</p>	<p>Students will incorporate the monthly virtues into their daily interactions with others.</p> <p>Students will be engaged as leaders within their own school community through involvement/participation as Bus Patrollers, Snack Crew, Milk Program, Pizza & Sub Day Helpers, Office Helpers, Peace Garden, Peer Mediators, Recess Revival Leaders</p> <p>Students will also lend support to the annual Terry Fox Run, Missionaries of the Precious Blood, Thanksgiving, Christmas & Easter Food Drives, ACCESS</p> <p>School Council will work in collaboration with the school staff to engage parents in school life.</p> <p>Continue to liaise with St. Timothy Parish with respect to our overall pastoral plan (Sacramental preparation for First Eucharist and Confirmation; school/community masses, Reconciliation for grades 3 – 8) Continue to foster relationships with the Orangeville Police Services, Dufferin Family Services, Dare Arts Peace Card Project, Dufferin Arts Festival, Lord Dufferin Centre.</p>	<p>Informal feedback from: pastoral team, parents, school council, staff, and students</p> <p>Students will be witness to and be involved in community outreach. Month in review will occur eg. How have we helped/shared with others (this will be a reflective process)</p> <p>Significant parent participation at the school and parish level.</p> <p>Meetings will occur and open communication is encouraged. Positive promotion of school and council activities will also be encouraged by all members.</p> <p>Constable Scott Davis is our community officer and he will be contacted as needed.</p> <p>An honest, open relationship with parish staff will allow us to enrich the spiritual development of our students. On-going discussion and meetings through the year will allow such dialogue.</p>	<p>Ongoing feedback will inform the school’s planning for next steps</p>
<p>Community Development</p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community</i></p>				

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<p><i>relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <p>• Increase awareness and build system-wide capacity towards the development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p>	<p>Progressive approach to discipline considering mitigating factors</p> <p>Student incentive program (Angels in Action)</p> <p>Recess Revival Play Leaders Peer mediators Bullying Prevention Committee</p>	<p>Reduced number of conflicts Increased sense of student safety</p>	<p>Informal feedback</p> <p>Suspension data / incident tracking data</p>	<p>Ongoing monitoring and review of behaviour incidents in the school and on the yard on a weekly basis</p>
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**Dufferin-Peel Catholic District School Board
Planning for Sustained and Continuous Improvement**

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement</p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <p>• Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools in</p>	<p>Students to Watch, PM Benchmark Data, EQAO data, report card data</p> <p>Ongoing review and monitoring at primary, junior and intermediate meetings as well as in classes.</p>	<p>A primary focus on math in school and classroom planning (refer to detailed action plan available at the school)</p>	<p>Improvement as evidenced through a variety of assessments including:</p> <p>Student work samples Teacher observation EQAO Use of Skopus data warehouse to monitor student achievement data</p>	<p>December 2008 April 2009 June 2009</p>

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order to contribute to the development of the whole child.				

<p>Financial Accountability and Transparency</p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <p style="background-color: yellow;">• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p>	<p>Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</p> <p>Continue to follow Board policy and protocol for accounting procedures.</p> <p>Continue with the school budget committee with representation from all divisions in order to make informed purchase decisions.</p>	<p>Budget allocation will align with school priorities for student achievement</p> <p>Clear understanding of the budget process by all</p> <p>Accurate forecasting of money spent with the school year</p> <p>A balanced school budget at the end of the year is our goal.</p>	<p>Use i-Ren reports to monitor and track school budgets</p>	<p>Monthly review of budget statements from school generated funds and Board fund</p>
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<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <p>Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</p>	<p>Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</p>	<p>Electronic registers reflect accurate classroom enrolments</p>	<p>Enrolment registers align with Ministry guidelines</p>	<p>Monthly</p>
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