

School Statement of Needs – Section 1

Name of School: Oriole Park JP

Learning Network: 6

Superintendent: John Chasty

Trustee: Shelley Laskin

School Council Chair/Parent Representative: Katherine Bardyn, Andrew Smith

The parent section of the School Statement of Needs document is to be developed annually in the fall by the parent representative in consultation with the school community and the trustee (when available). The superintendent will complete his/her section when it becomes known that there may be a principal vacancy. The School Statement of Needs document shall reflect needs that are specific to the school and community. Please see the attached SSON Parent User Guide which is also found at www.torontopiac.com.

To be completed by Parent Rep(s)

School & Community Needs (placed in rank order)	Comments
<p>1) Passion for the education of elementary-age students and the success of our school</p>	<ul style="list-style-type: none"> • Successful experience teaching primary and junior students, with up-to date knowledge of progressive, best-practices in primary & junior education • Successful experience as a principal or acting principal in an elementary school • A true leader and role model who is selfless with humble confidence, and has strong organizational and time management skills • Accustomed to, and welcoming of, a high degree of involvement with parents and our school community • Knowledgeable of school board and government resources with the initiative to draw upon these as needed • Builds strong working relationships with superintendent, trustee and principals at partner and nearby schools, so that our school is well represented and respected • Builds a strong rapport and collaborative programming with Hodgson Middle School, to facilitate the smooth transition of OPJPS Grade 5 graduates
<p>2) Prioritizes students' achievement:</p>	<ul style="list-style-type: none"> • Aims to know each student personally • Receptive and responsive to parents' concerns about their children • Committed to enriching the learning experience for students • Encourages teachers to communicate each student's challenges and successes to parents as quickly as possible, not just at parent/teacher interviews • Works with staff to conduct program reviews, ensuring that EQAO and other assessment results are considered in developing plans for improving student achievement • Works with staff and parents at the time of student promotion to thoughtfully choose appropriate classes for all students • Promotes an equitable environment to which students of all

	<ul style="list-style-type: none"> abilities are given opportunities to contribute to the school • Promotes opportunities to improve physical well-being of all students and staff; a role model for fitness and its benefit to improving learning, • group cooperation, and teamwork • Champions opportunities that involve and encourage all children in athletics
<p>3) Communicates constantly and thoughtfully</p>	<ul style="list-style-type: none"> • Welcomes and promptly responds to parent communication (written, face-to-face & telephonic) • Brings a consensus-building leadership style, and applies it to teachers, parents, and students alike • Fosters an atmosphere of mutual respect, transparency and mutual trust among teachers, students and parents • Communicates frequently on all aspects of student and school, including and not limited to, plans for school year, strategic (3-5 year) objectives, improving student achievement, programming, staff changes, security etc. • Sets high standards for student behaviour, and positively motivates students to demonstrate this; if/when negative behaviour does occur, its reporting is encouraged; principal maintains calm tactful approach, affected parents and teachers are informed/included, and consequences are appropriate and fair. • Effectively collaborates with the TDSB landscape team, parents, the Trustee, the City of Toronto and all other affected stakeholders during the construction of the new Outdoor Learning Centre • Takes a common sense and practical approach to solving issues with students, staff and parents
<p>4) Builds and retains an excellent team of teachers:</p>	<ul style="list-style-type: none"> • Demonstrated ability to recruit and retain excellent teachers • Superior people-management skills who inspires and enables staff reach for clear goals that improve student achievement • True leader, with the experience and desire to develop more leaders amongst our students and faculty • Gives teachers the resources, learning opportunities, and balance of support and independence, so every teacher delivers excellence in their classroom • Looks forward to visiting classrooms and supporting teachers to optimize students' education
<p>5) Seeks and enjoys engaging with Oriole Park's community:</p>	<ul style="list-style-type: none"> • Fosters collaboration and partnership between the school and parents in the education of our children; • Encourages priorities of the Parent Council: playground fundraising, lip sync • Supports opportunities where outside providers can enrich students' experiences • Visible and engaged with students and parents at drop-off, pick-up, school events etc • Promotes respect for diversity at Oriole Park and in our community

SCHOOL STATEMENT OF NEEDS – SECTION 2

To be completed by the Superintendent of Education

Academic needs, based on school data and the Years of Action Plan.

Comments

Verification that School Statement of Needs is developed according to agreed process

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Parent Representative (Please Print)

Parent Representative (Signature)

Date

Katherine Bardyn
Andrew Smith



March 12/20

Superintendent (Please Print)

Superintendent (Signature)

Date