



# 2008 Director's Annual Report



Northeastern Catholic District School Board

*"YOU ARE THE LIGHT OF THE WORLD!"*

## A MESSAGE FROM THE DIRECTOR OF EDUCATION

The Northeastern Catholic District School Board is strong because of its people, all who are rooted in the foundational belief in Jesus Christ. As a Catholic community, we exemplify this belief in the way we govern, the way we manage, the way we teach, the way we parent and the way we live. It is a belief founded in the notion that we all understand that we are part of the Body of Christ, and this unifies us and distinguishes us from others.

We are “...inspired by the Mystery of Christ to guide our students on a journey of discovery that celebrates life,” and we do this with a clear understanding that we need to perpetuate Catholicity, seek to achieve excellence in student achievement, offer quality programs and services, give back to the community and maintain fiscal accountability, responsibility and transparency. Indeed, we strive to accede to all of these pillars within our framework.

This year's board theme: *You Are The Light of the World* is not isolated to the children and young adults in our schools; rather, it is intended to demonstrate to all of our stakeholders that we believe that we are all God's light shining our love and commitment into every corner of our human experience. We see this in everything from our increased results in EQAO testing to the awesome demonstration of reaching out to those most in need both locally and worldwide. It was a clear demonstration of our commitment to serving others that our schools raised \$35,372.45 to help people in Mozambique. This board wide commitment served to demonstrate our willingness to go beyond our own borders and seek to help in much needed areas. As well, all of our schools raise significant funds for local charities, and we do so with pride and humility.

We are blessed with a teaching staff who, daily, offer personal sacrifice in attempting to reach every child in our schools - *lighting the way*, as it were. Our teachers work in an energetic culture of high expectation for themselves and for all students, and they regularly illustrate to our parents, guardians and larger community that we are, indeed, shaping and guiding our students to succeed so that they may grow to become active, caring, Christian individuals whose contributions to society at large will matter. We are so appreciative of their efforts, attitudes, beliefs and practices.

As well, we have a support staff that is dynamic and willing to go the great lengths in their contribution to making NCDSB the best board in the province. Including our Educational Assistants, Custodians, Secretaries, Child and Youth Workers and Pastoral Care Worker, we have one of the strongest support teams around, and we are so very grateful for their service. They, too, are *lights of the world*.

In conclusion, a heartfelt thank you to the parents of the children in our schools, to those who volunteer their time on committees and at the school level, and in particular to the Board of Trustees of the Northeastern Catholic District School Board whose ongoing commitment to Catholic education is central to the success of our school system and its' students.

God bless,

**Paul J. Toffanello**, Director of Education



*Director of Education, Paul Toffanello, here with Janice Viskovich, Executive Assistant to the Director*

**CHAIR'S MESSAGE—THE ROAD AHEAD**

As the year 2008 comes to a close, I am pleased to bring greetings on behalf of the trustees of the Northeastern Catholic District School Board. Throughout the 160 year history of Catholic education in Ontario, we have been blessed with strong leadership, both at the provincial and local level, which has carried us through periods of calm and of turbulence.

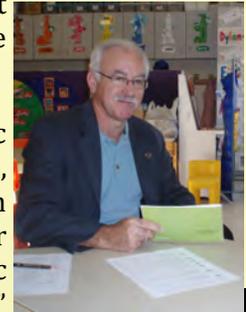
There exists a strong and renewed hope in our mission as Catholics and the theme of Catholic Education Week 2008 entitled We Are Called represents perfectly our role. This theme put forth the challenge and laid the responsibility squarely on all our shoulders to respond to the challenges of the times with action that would help ensure the existence of Catholic education for future generations of Ontario's children. Whether we are a member of a board of trustees or a member of the clergy, whether we work in the Catholic school system or we are a parent of

children in that system, or we are just a friend of Catholic education, we are called to be like Christ.

During this past September, Catholic trustees from across the nation, including many of us from our own district, attended a conference in our nation's capital entitled "Catholic Education, A National Conversation." The focus of the conference was on the future of Catholic education across Canada. The sessions were diverse and informative and included such topics as how Catholic education was lost in Newfoundland and Quebec, our constitution and how Catholic education may or may not be protected, as well as a host of other topics of interest that were presented by renowned speakers. Without exception, the message that came forward was for all of us to begin to seek new and innovative ways to protect Catholic education in this country and to not only be bearers of the "Good News" during these difficult times in our world but also to be the 'good news' at the same time. We continue to be a people of great faith and hope.

Finally, I would like to take this opportunity to thank everyone involved in Catholic education in our district for your continued support as we go forward into the year 2009. Let us ever be mindful that Jesus not only challenges us but he expects us to live up to what we profess as stated in our board theme. *You Are the Light of the World* and may we all let that light shine continuously.

May God bless everyone,  
**Rick Brassard**, Chair of the Board of Trustees



*Rick Brassard  
 Chair of the Board of  
 Trustees*

**BOARD OF TRUSTEES**

FRONT:

- Rick Brassard, Chair—Englehart,  
 Kirkland Lake*
- Colleen Landers, Vice-Chair—Timmins*
- Liz King, Trustee—Cochrane,  
 Iroquois Falls*
- Denis Lincez, Trustee—Kapuskasing*

BACK:

- Marin Drainville, Trustee—New Liskeard,  
 Haileybury,  
 Cobalt*
- Steve Malciw, Trustee—Kirkland Lake,  
 Larker Lake*
- Peter DelGuidice, Trustee—Timmins*
- Fred Salvador Jr., Trustee—Timmins*

BOTTOM PICTURES:

- Taylor Columbus, Student Trustee '07-08—Timmins*
- David Cahill, Student Trustee '08-09—Timmins*



## PASTORAL CARE—UNITING OUR CATHOLIC SCHOOL COMMUNITIES

Pastoral Care work across the Northeastern Catholic District School Board has been supported this year by Project Mozambique, which has helped to bring our Board and Catholic school communities closer together, serving others overseas in the name of Christ. In the meantime, school visits, liturgical celebrations, storytelling, and retreat experiences for students from grades 3 to 12 have continued to develop and mature across our region. Our collective thanks to the Parishes across the Dioceses of Timmins and Hearst, who support our schools in such meaningful ways, cannot be expressed clearly enough. The Parishes offer us immeasurably rich resources primarily in people, such as clergy, pastoral associates, and parishioners.

Peace,

**Michael Buhler**, NCDSB Pastoral Care Worker

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### FAITH AMBASSADORS PROGRAM

The Faith Ambassadors Program is in its' third year. It is an opportunity for teachers to come together in fellowship and prayer. This ambassador program provides a forum where teachers can share school based faith initiatives and improve upon our understanding of what it means to be a Catholic Teacher.

Our Faith Ambassadors and teacher representatives from our Aboriginal Project Schools were in retreat at the Anishinabe Spiritual Centre in Espanola, Ontario. The theme of the retreat was *Seeing Beauty In All Of God's Creations*, with a specific focus on stewardship and the need for us to be responsible care-takers of our planet. Fleur Hackett from Development and Peace facilitated an interesting and practical session on Catholic Social Justice organizations and shared resources that can be adapted for use in our schools. Also, we welcomed Rosella Kinoshameg, a Catholic Aboriginal Elder, who shared Native Traditional Teachings on caring for the planet. The Faith Ambassadors will share their learning and experiences with their colleagues to help foster an enhanced understanding of Catholic teachings and beliefs, and build the confidence of our educators as they share the messages of Christ in their daily work with students.



*Michael Buhler, Pastoral Care Worker, with students from St. Paul School, Timmins*

### CATHOLIC WOMEN'S LEAGUE PRESENTATION

In the fall, the Catholic Women's League of St. Anthony of Padua held a discussion session on building relationships between the home, school and parish. Kim Hall, Northeastern Catholic District School Board Special Assignment Teacher, facilitated the conversation. Threats to Catholic Education were discussed and the importance to persevere in times when our constitutional rights are being challenged. We are so blessed to be working in a Christ-centered environment where we share the same beliefs and values.



**PROJECT MOZAMBIQUE**

The Northeastern Catholic District School Board issued a challenge in September 2008 to all students and staff members to raise funds to assist the Consolata missions in the country of Mozambique. The funds raised would help translate bibles, missals and liturgical resources into the language of Xhitswa (sheet-swah), Xope (sho-pay), Bitonga and Chin-dow. After the burdens of colonial rule when Mozambique's native languages would have been marginalized, it is an honour for our school board to participate in this project that affirms the dignity of all people. As well, part of the funds would go towards the building of a church and church hall. This would be a community center that would serve many different functions such as an educational facility, a women's co-operative and a medical center. The fundraising activities wrapped up in December and collectively our students and staff members raised over \$35,300 for the Consolata Missionaries.

"The Mozambique Project has brought us together as a Catholic community in a way in which we recognize our Christian responsibility to others. We remember that Christ reminds us always to love one another, and this was a wonderful occasion to exercise this love. Father Marco has inspired us to reach out to our brothers and sisters in Mozambique to help them in their spiritual needs. In keeping with our Board theme of "You Are The Light of The World" it has been great to see how our staff and students have come to recognize how each of them can light the world for others in their role as humanitarians and in the promotion of social justice for all."

**Paul Toffanello, Director of Education**



*George Stefanic presents a donation on behalf of the Father Les Costello Foundation for Project Mozambique to Janice Viskovich, Executive Assistant and Lynn Fecteau, Community Relations Officer*

*"Dear Staff and students of the Northeastern Catholic District School Board, the Mozambique Campaign has reached its' end and the response has been amazing and outstanding. There has been a flurry of activities going on in aid of the various projects that have been requested from Mozambique. Thanks to your renunciations and sacrifices many dreams will be coming true for the people of Mozambique. The campaign has been infectious because even schools in Toronto have joined in on the bandwagon and are now doing penny drives. It just goes to show that a little can go a long way. God bless you all for everything!"*



*Father Marco, from the Consolata Missionaries, launches "Project Mozambique" in September, 2008 at O'Gorman High School, Timmins*

*Fr. Marco Bagnarol, Consolata Missionaries*

**HOW OUR CATHOLIC SCHOOLS COLLECTED OVER \$35,300**

- Evening Auction
- Penny Drive
- Dress Down Fridays
- Candles for Mozambique Sale
- Pepperette Sale
- Skip-a-thon
- Hot Lunch Program
- School BBQ
- Buy a Bible Campaign
- Disco for Mozambique
- Craft Sale
- Hot Dog Sales
- Bake Sales
- Halloween Dance
- Chocolate Bar Sale
- T-Shirt sale
- Movie event
- 50's Day & Root Beer Float Fundraiser
- Fashion Show
- Candy grams
- Bubblegum Days
- Sale of rosaries (handmade by students)
- Bottle Drive
- Twice is Nice Toy Contest
- Pie Throwing Contest
- Beads for Bibles
- Tape the Principal to the Wall Event
- Yard Sale
- Dance-A-Thon
- McLaren Drive

## FROM THE DESK OF THE SUPERINTENDENT OF EDUCATION—OUR FOCUS ON STUDENT ACHIEVEMENT

### SCHOOL EFFECTIVENESS DISTRICT REVIEW

Under the leadership of Karen Rowe, Superintendent of Education, huge gains in student learning and teacher growth occurred within our district. Four of our Catholic schools participated in the School Effectiveness District Review: Sacred Heart Catholic School-Kirkland Lake, Holy Family Catholic School-Englehart, English Catholic Central School-New Liskeard and St. Patrick Catholic School-Cobalt. The purpose of the review was to objectify the practices found within each classroom with no evaluative element included in the process. The Board was very pleased to have had many teachers email and ask for the Board Team to return to their classroom to have a professional dialogue with respect to their practice. This feedback request is a very strong indicator that teachers, within our board, are willing to open themselves up to constructive and professional dialogue and discussion around improving their practice for the benefit of students.



**Karen Rowe**  
Superintendent of Education

### BUILDING BRIDGES—ABORIGINAL INITIATIVES

#### Self-Identification

The Northeastern Catholic District School Board has been working diligently with our district community and Aboriginal partners at implementing strategies and resources that will increase the academic achievement of our Aboriginal Students. In the Spring of 2008, the Board hosted a number of community information sessions, facilitated by Conrad Bobiwash, a respected aboriginal educational leader. In these sessions Mr Bobiwash discussed with parents and stakeholders the Board’s Self-Identification Policy. Mr. Bobiwash also took this opportunity to share with participants the various ongoing initiatives that support our Aboriginal students and their families. In the Board’s first attempt to collect voluntary self-identification data, 4% of our student population responded as to being from First Nation, Inui or Métis descent.

#### Increasing Knowledge and Awareness

In June, teachers and administrators from all of our schools gathered for a two day symposium with the theme of "Increasing Knowledge and Awareness of the Aboriginal Culture". Since this symposium was planned with many aboriginal support agencies, teachers were exposed to rich native traditions. The two days were facilitated by Hilda Nadjwan, an aboriginal elder. Sessions were geared to building an awareness and a greater understanding of the aboriginal learner. With improved comprehension, teachers will be better able to meet the needs of all of our learners. Teachers also left with an increase awareness of the support agencies and the role they play in our society. Bryon Brissard, the region’s Aboriginal Education Officer also provided a workshop on engaging our aboriginal students. In the evening, the teachers received a special treat and were entertained by Lawrence Martin, a former Juno Award winner. The workshop entitled ‘Finding Your Passion’ lead by Betty Albert was also a huge success. A special thank you to the Timmins Native Friendship Center, the Ojibway Cree and Cultural Center, and the Kunuwanimano Child and Family Services for sharing in the planning and delivery of the two days. Teachers indicated that the two days were wonderfully enriching!



*St. Paul School,  
Timmins*



*O’Gorman High School, Timmins*

## OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)

### COUNCIL OF ONTARIO DIRECTORS OF EDUCATION PROJECT

The D.E.L.T.A. project funded through C.O.D.E. was designed to meet the needs of students and to support teachers in the primary division. This initiative offered new insights and inspired teachers to challenge themselves to improve student achievement in Literacy and Numeracy. These professional learning opportunities based on student data were instrumental in the development and implementation of research-based instructional strategies and interventions. All stakeholders demonstrated that they were **Dedicated to Enhancing Learning, Teaching, and Achievement**. As we progress from project to common practice, we are confident that the effort we continue to put forth will have a profound impact on student achievement.



*Assistive Technology at O'Gorman Intermediate Catholic School, Timmins*

The DELTA Project had three interconnected key foci: Assistive Technology which enabled us to partner with the Provincial Schools Branch; Instructional Strategies using a Comprehensive Literacy Approach; and the implementation of School-Based Teams in Catholic Learning Communities in every school.

### L.A.N.S.A.—MENTORING PARTNERSHIP PROJECT

The Northeastern Catholic District School Board participated in the LANSAs: Board to Board Mentoring Partnership Project **“Leading, Showing, Growing: Building Capacity Through Board Collaboration”** with Huron-Perth Catholic District School Board. This collaborative opportunity focused on improving student achievement by establishing ongoing dialogue, support and inquiry at various levels of responsibility (i.e. Director, Superintendent, Program Team, Principals) between the two boards. Much work was accomplished in the areas of:

- School improvement planning
- Streamlining the process
- Blending the school effectiveness framework with school improvement planning
- Developing principals as instructional leaders
- Enhancing sustainable system improvement planning
- Data collection, analysis and sharing to enhance the instructional leadership of principals, the instructional practices of teachers and the ultimate academic success of students.



*Left: Julie Saudino and Alicia Demarell, teachers from Sacred Heart School in Timmins, attended a training session on a new Kindergarten Report Card format. This session was facilitated by Erica Raymond (right), NCDSB Special Assignment Teacher.*

### NEW TEACHER INDUCTION PROGRAM

The NCDSB continues to offer various learning and mentoring opportunities for our new teachers to help them develop the skills and knowledge necessary to be successful practitioners. The collaborative work of our board team in planning and delivering practical and purposeful learning sessions has had tremendous impact on the instructional strategies employed in the classroom setting and building the confidence of our new teachers in the field. Through the use of retreats, orientation days, and individual mentoring sessions, new teachers are being supported and encouraged as they begin their teaching careers.

### ONTARIO FOCUSED INTERVENTION PARTNERSHIP (OFIP)

Three schools have been designated as O.F.I.P. schools within the Northeastern Catholic District School Board: St. Jerome School, Sacred Heart Catholic School, both in Kirkland Lake, and St. Anne English Catholic School in Iroquois Falls. These schools have been working collaboratively with the Literacy and Numeracy Secretariat representative, Marybeth DeRose. Marybeth brings forth years of experience and meets with all staff members of all schools regularly. She is supporting the Teacher Learning Critical Pathway a Ministry of Education initiative.

St Paul School is in its' final year of receiving Turn-Around Support from the Literacy and Numeracy Secretariat. Nancy Golding and Marybeth DeRose are supporting the staff members of this school in improving student achievement.

## OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)

### LITERACY SUPPORT TEACHERS

This past year has been a year of exponential growth for teachers in addressing the specific needs of students who struggle. This capacity building has been accomplished through the implementation of several research based initiatives. The board has invested in support at the classroom level with the inclusion of a half-time **Literacy Support Teacher** in every school. This initiative introduced in 2007-2008 and continued this academic year, has helped to focus and mobilize schools to offer the intense and consistent support needed to impact student achievement.



**Special Assignment Teachers** *Left: Erica Raymond, Kim Hall and Melanie Fleury. Missing: Tracy Kazur*



**Judy Piché,**  
Administrative Assistant, and  
**Tricia Weltz,**  
Superintendent of Education

### LITERACY AND NUMERACY SECRETARIAT

We have been fortunate to receive the support and guidance of the Literacy and Numeracy Secretariat in several project schools and at the Board level. This has afforded with many opportunities to work closely with Education Officers to further develop our capacity in the use of high-strategies to improve student achievement. They have been instrumental in the implementation of the Teacher Learning Critical Pathway model across the Board.

### TEACHER LEARNING CRITICAL PATHWAY

In a better effort to meet the needs of our students, all schools have adopted the Teacher Learning Critical Pathway Model. This is a promising model that is based on the research of Michael Fullan, Peter Hill and Carmel Crevola. The TLCP is a systematic plan used to organize actions for student and teacher learning.

As a team, the teachers would examine their data and identify an area of need for the school or division. Once the area of need is identified, the teachers would review current practices and build clusters of expectations related to the identified needs. Teachers then plan their pre-assessment and culminating activity for the students to complete. After the pre-assessment task is complete, teachers get together and engage in teacher moderation. They then plan a six week learning block dedicated to meeting the needs of individual learners. At the end of the six weeks, teachers again moderate the work of their students and engage in reflective practice.

### PRIMARY READING INTERVENTION PROGRAM

In an effort to better support underperforming students in literacy we have implemented the use of a **Primary Reading Intervention Program**. It is anticipated that this locally developed program will assist Resource Teachers and Literacy Support Teachers in bringing struggling readers into grade level ranges over the course of an intervention period. This measure will assist teachers in understanding the reasons why students develop deficits. This tool will address those deficiencies in order for students to develop the required knowledge and skill to become independent readers and writers.

**OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)**

**EQAO RESULTS**

The Northeastern Catholic District School Board is pleased with our provincial assessment results for the 2007-2008 school year. This data is one element of the important data we collect and when coupled with classroom assessments, it helps to provide a picture of our students' academic achievements and progress.

Our Board utilizes data to move our practice forward and inspire our staff to make the decisions required to guide our students toward personal greatness and to reach their full potential. Each of our school communities is unique and as a Catholic District School Board, we must look at the contextual information to better understand the features and characteristics of the communities we serve. Determining what is required for our learners to reach his/her full potential is the driving force behind our decisions as we continue to review the data in developing plans and strategies that not only impact the students participating in EQAO but all our learners for years to come.

**HIGHEST, LOWEST AND PROVINCIAL AVERAGE BASED ON PERCENTAGE OF STUDENTS AT LEVELS 3 AND ABOVE**

**GRADE 3**

| <b>Grade 3 READING</b> | <b>2002/2003</b> | <b>2003/2004</b> | <b>2004/2005</b> | <b>2005/2006</b> | <b>2006/2007</b> | <b>2007/2008</b> |
|------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Highest                | 63%              | 67%              | 79%              | 79%              | 73%              | 73%              |
| Provincial Average     | 50%              | 54%              | 59%              | 62%              | 62%              | 61%              |
| Lowest                 | 31%              | 40%              | 47%              | 49%              | 45%              | 49%              |
| NCDSB                  | 44%              | 45%              | 54%              | 58%              | 57%              | 58%              |
| Boys                   | 40%              | 40%              | 52%              | 55%              | 47%              | 58%              |
| Girls                  | 47%              | 52%              | 57%              | 60%              | 67%              | 59%              |
| Special Needs          | 21%              | 17%              | 21%              | 34%              | 33%              | 36%              |
| ELL                    | N/D              | 0                | N/D              | N/D              | N/D              | N/D              |
| <b>Grade 3 WRITING</b> |                  |                  |                  |                  |                  |                  |
| Highest                | 67%              | 68%              | 73%              | 78%              | 79%              | 79%              |
| Provincial Average     | 55%              | 58%              | 61%              | 64%              | 64%              | 66%              |
| Lowest                 | 37%              | 42%              | 44%              | 41%              | 46%              | 44%              |
| NCDSB                  | 46%              | 44%              | 52%              | 50%              | 50%              | 65%              |
| Boys                   | 37%              | 31%              | 47%              | 38%              | 36%              | 62%              |
| Girls                  | 55%              | 58%              | 59%              | 63%              | 63%              | 68%              |
| Special Needs          | 18%              | 16%              | 18%              | 18%              | 18%              | 54%              |
| ELL                    | N/D              | 50%              | N/D              | N/D              | N/D              | N/D              |
| <b>Grade 3 MATH</b>    |                  |                  |                  |                  |                  |                  |
| Highest                | 69%              | 79%              | 81%              | 80%              | 81%              | 80%              |
| Provincial Average     | 57%              | 64%              | 66%              | 68%              | 69%              | 68%              |
| Lowest                 | 35%              | 51%              | 53%              | 55%              | 50%              | 51%              |
| NCDSB                  | 53%              | 59%              | 61%              | 62%              | 62%              | 69%              |
| Boys                   | 50%              | 54%              | 64%              | 71%              | 61%              | 75%              |
| Girls                  | 55%              | 64%              | 58%              | 53%              | 64%              | 62%              |
| Special Needs          | 44%              | 41%              | 34%              | 57%              | 31%              | 52%              |
| ELL                    | N/D              | 50%              | N/D              | N/D              | N/D              | N/D              |

## OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)

### EQAO RESULTS (CONT.)—HIGHEST, LOWEST AND PROVINCIAL AVERAGE BASED ON PERCENTAGE OF STUDENTS AT LEVELS 3 AND ABOVE

#### GRADE 6

| Grade 6 READING    | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Highest            | 68%       | 70%       | 74%       | 77%       | 74%       | 77%       |
| Provincial Average | 56%       | 58%       | 63%       | 64%       | 64%       | 68%       |
| Lowest             | 42%       | 46%       | 52%       | 46%       | 54%       | 53%       |
| NCDSB              | 48%       | 49%       | 54%       | 54%       | 63%       | 61%       |
| Boys               | 33%       | 45%       | 48%       | 44%       | 61%       | 58%       |
| Girls              | 68%       | 55%       | 60%       | 64%       | 66%       | 64%       |
| Special Needs      | 17%       | 20%       | 21%       | 15%       | 30%       | 44%       |
| ELL                | 0         | 0         | N/D       | N/D       | N/D       | N/D       |

| Grade 6 WRITING    | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Highest            | 66%       | 68%       | 71%       | 76%       | 74%       | 79%       |
| Provincial Average | 54%       | 54%       | 59%       | 61%       | 61%       | 67%       |
| Lowest             | 40%       | 42%       | 42%       | 44%       | 49%       | 52%       |
| NCDSB              | 41%       | 45%       | 53%       | 50%       | 50%       | 57%       |
| Boys               | 28%       | 37%       | 45%       | 38%       | 42%       | 50%       |
| Girls              | 59%       | 55%       | 61%       | 61%       | 58%       | 65%       |
| Special Needs      | 12%       | 16%       | 19%       | 18%       | 16%       | 41%       |
| ELL                | 0         | 0         | N/D       | N/D       | N/D       | N/D       |

| Grade 6 MATH       | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Highest            | 68%       | 71%       | 72%       | 80%       | 71%       | 76%       |
| Provincial Average | 53%       | 57%       | 60%       | 61%       | 59%       | 61%       |
| Lowest             | 39%       | 45%       | 50%       | 45%       | 46%       | 41%       |
| NCDSB              | 46%       | 47%       | 52%       | 46%       | 50%       | 47%       |
| Boys               | 43%       | 45%       | 52%       | 46%       | 46%       | 46%       |
| Girls              | 51%       | 48%       | 52%       | 46%       | 53%       | 48%       |
| Special Needs      | 20%       | 25%       | 27%       | 15%       | 28%       | 30%       |
| ELL                | 0         | 0         | N/D       | N/D       | N/D       | N/D       |

#### 'FIRST LANGUAGE' LEARNERS

The proportion of learners whose first language is not the language of instruction (other than English) within the Northeastern Catholic District School Board is 2% of the total student population.



Sacred Heart School, Timmins



Aileen Wright Catholic School, Cochrane



St. Anne Catholic School, Iroquois Falls

**OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)**

**GRADE ACCUMULATION RATES**

*The percentage of students who achieved 16 or more credits by age 16 as of June*

| School Year | GRADE 9<br>8 of 8 Credits |
|-------------|---------------------------|
| 2004/2005   | 78%                       |
| 2005/2006   | 77%                       |
| 2006/2007   | 72%                       |
| 2007/2008   | 75%                       |

| School Year | GRADE 10<br>16 of 16 Credits |
|-------------|------------------------------|
| 2004/2005   | 67%                          |
| 2005/2006   | 65%                          |
| 2006/2007   | 70%                          |
| 2007/2008   | 69%                          |



*O'Gorman High School,  
Timmins*

**EQAO RESULTS (CONT.)—HIGHEST, LOWEST AND PROVINCIAL AVERAGE BASED ON PERCENTAGE OF STUDENTS AT LEVELS 3 AND ABOVE**

**GRADE 9**

| Grade 9 ACADEMIC MATH | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Highest               | 78%       | 83%       | 95%       | 81%       | 83%       | 88%       |
| Provincial Average    | 66%       | 68%       | 68%       | 71%       | 71%       | 75%       |
| Lowest                | 30%       | 43%       | 49%       | 46%       | 32%       | 50%       |
| NCDSB                 | 30%       | 43%       | 53%       | 46%       | 32%       | 50%       |
| Boys                  | 26%       | 43%       | 55%       | 41%       | 33%       | 68%       |
| Girls                 | 33%       | 43%       | 52%       | 49%       | 31%       | 41%       |
| Special Needs         | N/D       | 25%       | 20%       | 0         | 0         | 33%       |
| ELL                   | N/D       | N/D       | N/D       | N/D       | N/D       | N/D       |

**Grade 9 APPLIED MATH**

|                    |     |     |     |     |     |     |
|--------------------|-----|-----|-----|-----|-----|-----|
| Highest            | 39% | 64% | 53% | 58% | 64% | 53% |
| Provincial Average | 21% | 26% | 27% | 35% | 35% | 34% |
| Lowest             | 6%  | 6%  | 15% | 18% | 7%  | 15% |
| NCDSB              | 6%  | 6%  | 15% | 18% | 7%  | 15% |
| Boys               | 7%  | 7%  | 21% | 15% | 6%  | 21% |
| Girls              | 0   | 6%  | 9%  | 21% | 8%  | 9%  |
| Special Needs      | 0   | 0   | 24% | 0   | 0   | 0   |
| ELL                | N/D | N/D | N/D | N/D | N/D | N/D |

**GRADE 10**

| Grade 10 OSSLT     | 2002/2003 | 2003/2004 | 2004/2005 | 2005/2006 | 2006/2007 | 2007/2008 |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Highest            | 82%       | 91%       | 90%       | 92%       | 91%       | 92%       |
| Provincial Average | 72%       | 77%       | 82%       | 84%       | 84%       | 84%       |
| Lowest             | 58%       | 63%       | 69%       | 74%       | 73%       | 75%       |
| Board              | 74%       | 63%       | 69%       | 74%       | 79%       | 81%       |
| Boys               | 71%       | 55%       | 61%       | 63%       | 67%       | 74%       |
| Girls              | 70%       | 72%       | 70%       | 71%       | 82%       | 80%       |
| Special Needs      | 40%       | 33%       | 50%       | N/D       | 0         | 44%       |
| ELL                | N/D       | N/D       | N/D       | 100%      | N/D       | N/D       |

## OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)

### Catholic Learning Communities

Our teachers and principals engaged in Catholic Learning Communities (CLC) in their respective schools to continue their work with the critical pathway. Teachers had the opportunity to moderate student work, discuss and evaluate the established question for the critical pathway, review and modify the rubric to assess this question, and strategically plan the necessary interventions and instructional methodology required to complete the pathway. Further to this professional learning, our teachers were also engaged in work relating to the Board and School Improvement Plans, in order to develop a meaningful improvement plan to maximize student achievement.



Back: Louis Clausi, OECTA—Northeastern Unit President and Tricia Weltz, NCDSB Superintendent of Education, co-facilitated a workshop on a new Teacher Performance Appraisal format

Front: Joanne Chittick, Natalie Parnell (both from Sacred Heart School, Timmins), Rosemary Rosso and Scott Tracy (both from Aileen Wright ECS, Cochrane)

### TPA Training for Experienced Teachers

This professional learning opportunity was delivered in partnership with our OECTA Local President, Louis Clausi. There was a session held in Timmins and then again in Englehart, designed to bring together those experienced teachers undergoing a performance appraisal this school year following the revised program. The teachers were provided with opportunities to examine the revised document, ask pertinent questions to build their understanding of the changes, and engaged in hands-on activities specific to the Annual Learning Plan and Summative Report.

### Resource Teachers in Special Education

We have continued the important work of aligning practices and intervention models. Special Education Resource Teachers have received training in the use of assistive software, assessment strategies, and in meeting the needs of students with Autism Spectrum Disorder. They have worked hard to help better meet the needs of our students requiring the services of the Special Education Department.



Sacred Heart Catholic School, Kirkland Lake



Holy Family School, Englehart



### Differentiated Instruction: Grade 7 to 10

Our school board was represented by a team of educators at the Regional Differentiated Instruction session held in Sudbury, Ontario. This session was designed to support school and system leaders in their continued effort to lead professional learning opportunities to teachers relating to the use of differentiated instruction as the primary methodology at the intermediate level. As part of our Student Success Action Plan, we are committed to offering job-embedded learning opportunities to our intermediate teachers and helping them develop the necessary skills and understanding to deliver sound instructional programs for all students.

## OUR FOCUS ON STUDENT ACHIEVEMENT (CONT.)

### Binder of Assessment Tools (BAT)

We have continued to refine our **Binder of Assessment Tools (BAT)** to better meet the needs of our students. This collection of assessments allows school-based teams to analyze data to plan programming that will address specific deficits detected in the assessments. These assessments include Phonological Awareness, Oral Language, Letter Identification, Letter/Sound Identification, Word Identification, Spelling, and Running Records. This comprehensive examination of student achievement allows schools to personalize instruction with precision based on current data.



### Educator Newsletters

The Northeastern Catholic District School Board's Curriculum Team developed a number of Educator Newsletters to further support our teachers in 2008. The Newsletters included lesson plans focused on the Lent Season, Easter, Earth Day, Aboriginal Traditions and Culture, Character Education, Comprehensive Literacy, National Book Week and Advent.

### Provincial Schools Branch-NCDSB Partnership and Action Research

NCDSB is currently enjoying a fruitful partnership with the Provincial Schools Branch of the Ministry of Education (PSB). This partnership has taken on three distinct yet interrelated components:

- Student and Teacher Training on the Usage of Assistive Technology
- Teacher Training on the Strategic Instruction Model of Learning Disability Intervention.
- Expansion of the Trillium Demonstration School Program into two Northern Ontario sites.

All three components must be tracked to determine effectiveness. To this end, the NCDSB has begun an Assistive Technology Action Research Project encompassing students from various regions and grades within our board's catchment area. Our goal was to determine the effectiveness of our interventions by comparing this original data with new data compiled in April of 2008. The results were amazing - all students improved their CASI reading assessment scores by sizable margins when they employed Assistive Technology as a communication tool. The Provincial School Branch was so impressed with this partnership that the Board was invited to share our results at the March 2008 Council of Ministers of Education of Canada conference in Toronto and at the October 2008 Council of Exceptional Children conference in London.



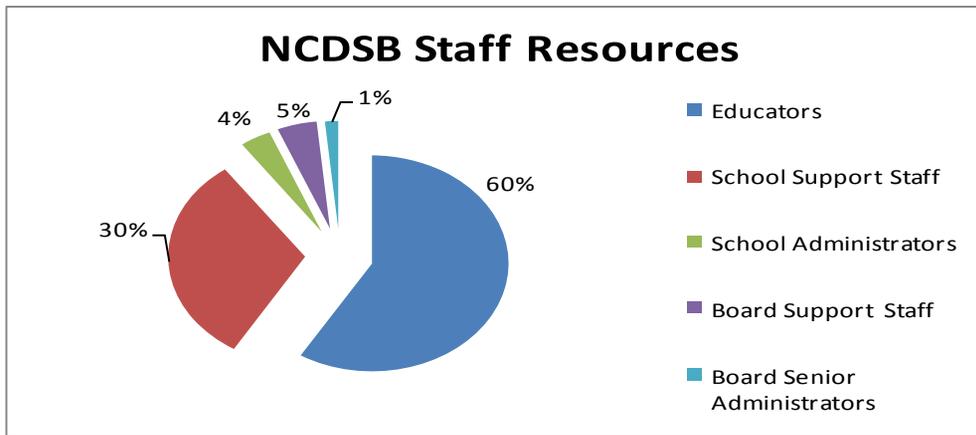
**Dan Loreto,**  
*Special Assignment Teacher*

Beth Davies (the Provincial School Branch Director) has applauded Paul Toffanello (NCDSB Director of Education), Tricia Weltz (NCDSB Superintendent of Education), Brenda Gagne (Trillium North Teacher), Elisa Germain (Trillium North Educational Assistant) and Chris Pawson (Trillium North Supply Teacher) for their dedication to this project and ultimately to student achievement!

## HUMAN RESOURCES

### STAFFING RESOURCES

The Northeastern Catholic District School Board's most valued resource is our STAFF! This chart represents the board's commitment to focus on hiring the sufficient number of educators to best meet the academic needs of our students.



Left: Diane Cameron, Administrative Assistant, and Wendy Adams, Acting Human Resources Manager

Mélanie Bidal-Mainville, Human Resources Generalist



From left: Wendy Adams, Acting Human Resources Manager, Rick Brassard, Chair of the Board and Louis Clausi, OECTA—Northeastern Unit President

### COLLECTIVE AGREEMENTS

The Northeastern Catholic District School Board was pleased to announce that the negotiations for a new four-year collective agreement between the Board and the Northeastern Unit, Ontario English Catholic Teachers Association (OECTA), covering all elementary and secondary teachers in our thirteen Catholic schools was ratified. As well, similar negotiations and bargaining took place with the Canadian Union for Public Employees (CUPE), Local 4681, and a collective agreement, which affects Custodians, School Secretaries and Education Assistants within our Catholic education system, was also approved.

Wendy Adams, Acting Human Resources Manager, offered these comments, "On behalf of the Board, we are pleased that we were able to reach an agreement with both OECTA and CUPE. Our Board's first and most important focus is providing every opportunity for our students to reach their full potential and this goal is reached through the efforts and dedication of all our employees across the district."

## HUMAN RESOURCES (CONT.)

### CHANGES IN SENIOR ADMINISTRATION STAFF

The Board saw a number of changes to the Senior Administration Team in 2008.

- Karen Rowe, Superintendent of Education, was granted a two-year leave of absence to serve as Field Team Leader for the Literacy and Numeracy Secretariat, one of only eight Senior Specialists in the province of Ontario. This high level recognition is well deserved for Karen Rowe as she brings a wealth of knowledge and experience to this new position including her work in the portfolios of Curriculum, Special Education, School Effectiveness Framework and School Operations.
- Tricia Stefanic-Weltz, was appointed Superintendent of Education for the Board. Mrs. Weltz brings the necessary knowledge, professionalism and dedication that will ensure a smooth transition in this role. Tricia Weltz began her career with the Board working as a Teacher, Principal of St. Joseph School and Sacred Heart School and this school year marks her fourth year working at the system-wide level.
- Wendy Adams assumed the role of Acting Human Resources Manager in Mélanie Bidal-Mainville’s absence. Ms. Adams has thirty-six years of experience in secondary school education including policy implementation, staffing, curriculum development, and occupational health and safety to name a few.
- The Board opened the position of Information Technology Manager starting in October. Glen Nakashoji was hired to assume this new role. His professional experience included twenty years of experience with Northern Tel where he had been working as Statistical Process Control Manager, Analysis & Reporting Manager, Control Centre Manager and most recently as IT Service Manager.

### 2008 RETIREMENTS

Caroline Arcuri  
 Peggy Beauchamp  
 Olia Chodoriwsky  
 Paul Colameco  
 Luigina Malciw  
 Loreen Palangio  
 Yvonne Phillips  
 Linda Pilgrim  
 Norma Reid

### TUTORS IN THE CLASSROOM AND OFIP TUTORS

The tutors in the classroom program was launched again in 2008 through Ministry funding, providing opportunities for post-secondary students who are returning to school in September to provide support to our students until the end of the year. As well, through OFIP funding, literacy and numeracy tutors will be working with students before and/or after the instructional day to enhance literacy and numeracy skills.



*Joanne St-Pierre, Board Receptionist*

### SUMMER EXPERIENCE PROGRAM

A proposal was submitted to the Ministry of Education to fund a six-week summer student position for the Board Office. There are only 12 positions available for thirteen boards and school authorities this year. The Northeastern Catholic District School Board is pleased to have received funding for this program for 2008.



## PLANT...CARING ABOUT OUR SCHOOLS



*Left: Nicole Pontello, Office Clerk, and Bob Landry, Manager of Plant*

### COMMUNITY USE OF SCHOOLS

This program continues to be successful in making our Catholic schools available to the public. Some of the partnerships that have developed due to this initiative include the Girl Guides, Child & Family Services, Porcupine Music Festival, Ininew Friendship Centre, Timmins Concert Singers, Knights of Columbus, CUPE, OECTA, Porcupine Ski Runners, Canadian Cancer Society, Community Living, Extend-A-Family, Canadian Red Cross, Lisa Ciccone School of Ballet, KidSport Timmins, Nipissing University...

**TOTAL PERMITS ISSUED: 120**  
**TOTAL HOURS USED: 3,564**  
**TOTAL PARTICIPANTS: 8,277**

### GREEN SCHOOLS

St. Patrick School, in Kapuskasing, and O'Gorman Intermediate Catholic School, in Timmins, have been selected as pilot projects to begin implementing a green school program. Both of these schools are in the process of converting all existing products to more environmentally friendly products. This includes all cleaning, paper products as well as garbage bags. O'Gorman Intermediate reached 100% green. Other steps that our schools have adopted to "save our planet" include:

- Implementing a school based "Recycling Committee"
- Encouraging students to bring liter less lunches to school
- Implementing an energy savings program – i.e. turning off the lights
- Emailing all correspondence to parents – this has reduced the amount of paper used at O'Gorman Intermediate Catholic School by 90%

### ENERGY CONSERVATION AT THE BOARD

The boiler at the board office in Timmins was fitted with a "hot water heating system fuel economizer" in January 2008. From January 12<sup>th</sup> to April 13<sup>th</sup>, the controller produced a 36% reduction in fuel consumption which represents a savings of \$1,407 for the first three months of use. The use of this type of controller will be expanded to those schools that can have one installed.

### WATER TESTING

As per Ontario Regulation 243/07, effective June 7, 2007, all facilities housing students must be tested for lead in the drinking water, between June 15<sup>th</sup> and August 15 of each year. All NCDSB Board facilities were tested and all flushed samples fell below the lead standard of 0.010 mg/L.

### OSBIE HELP AUDIT

The Human Element Loss Prevention audit was conducted in February, our Board achieved a 90% compliance level, allowing for a 4% Property Premium credit for our Board. The three year average compliance level is 86%.

## PLANT...CARING ABOUT OUR SCHOOLS (CONT.)

### ASBESTOS MANAGEMENT PLAN

The Northeastern Catholic District School Board’s Manager of Plant, Bob Landry, facilitated an hour workshop to all custodians focused on the Board’s commitment to ensuring the health and safety of all staff, students and service providers.



*Professional Development Session for District Custodians*

The goal of the professional development opportunity was to present the Board’s Asbestos Management Plan (AMP) that all school boards are legislated to complete under Bill 278/05. The AMP is a management system to control disturbance of designated substances during demolition, renovation, alteration, maintenance, repair or other activities. As part of this project, a Hazardous Material Assessment was conducted in all of our thirteen schools as well as the Board office to catalogue any designated substances found. Hundreds of samples were submitted for analysis. Mr. Landry explained to his team how coming into contact with hazardous material has the potential of:

- causing a variety of health hazards
- the steps and precautions to take should anyone come into contact, and
- the importance of training

The Northeastern Catholic District School Board is the first board in the Northern area to complete this process.

### ST. ANNE CATHOLIC SCHOOL RENOVATION PROJECT COMPLETED

St. Anne English Catholic School’s extensive renovation project was completed in 2008. This Iroquois Falls school received a new school front, windows, lighting, flooring, ceilings, and doors as part of a two phase project that began in 2007.



### ● CUSTODIANS YEARS OF SERVICE

- The years of service of all NCDSB Custodians total 461
- years of experience with the Board. The two longest
- standing employees, Brian
- Beaudry and Gaston Romain, have
- thirty-six and thirty-one years
- experience respectively.



*Gaston Romain, Custodian at Aileen Wright English Catholic School, Cochrane, and President of CUPE, Local 4681*

## INFORMATION TECHNOLOGY & INFORMATION SERVICES

### LOOKING TOWARDS THE FUTURE

Technology is an important part of the day to day operations of both the board and the schools it supports. Computers and software enhance student learning and they underpin the preservation, creation and transmission of knowledge.

Having access to technology is not enough and ongoing efforts to enhance its usefulness are of primary importance. The board recognized just how interconnected technology and education had evolved and took the initiative in 2008 establishing the new position of Manager of Information Technology. Acknowledging the leadership requirement and moving forward with a work-plan to guide the ongoing development and evolution of technology linked to the Mission of The Northeastern Catholic District School Board.



*Left: Shelley McGee, Office Clerk, Richard Fecteau, IT Technician, Glen Nakashoji, IT Manager, and Marc Lavoie, IT Technician*

Managing information for student achievement by leveraging technology, assistive learning techniques, software programs and the internet require new applications, systems and frameworks. Investment in both hardware and infrastructure has been made and efforts to stay current with newer technologies like Smartboards that are replacing blackboards, and portable-rolling computer labs made up of Apple Notebooks that are complimenting the existing computer labs by enabling teachers to bring new technology right into their classrooms.

The board, working with seven other school boards in Northern Ontario collaborated with Paradigm Shift to deploy an application that was built specifically to support instruction

(teaching) and student achievement. This new information service along with report card, EQAO, BAT, and CASI results are evolving quickly and all relevant data linked to academic achievement can now be collected, analyzed, reported-on and studied systematically to help educators identify areas of opportunity and to develop effective instruction strategies.

Making every effort to ensure that technology and the resources are as efficient as possible an independent Information Technology Audit and Operational Review was completed. In addition to the documentation of the present mode of operation a number of recommendations were presented linked to business continuity, workload management and third party support agreement improvements.

Sustaining the required technology and information services to support students and staff remains the number one priority of the Information Technology Department at Northeastern Catholic District School Board.

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*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."*

*A. Einstein*

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*St. Patrick School, Cobalt*

## FINANCIAL SERVICES

Our balanced 2007-2008 budget of \$34,049,576 is focused on supporting student learning and achievement in a declining enrolment environment.

The Board received \$33,788,175 in revenues, which is primarily from provincial grants and local taxation. Operating expenditures totaled \$33,066,626 and capital expenditures were \$982,950.

Capital expenditures included upgrading and purchasing new computers, Smartboards, and furniture and equipment. School renewal funding was used to upgrade school facilities.

The Ministry of Education’s Good Places to Learn initiative funded extensive renovations to St. Anne’s School in Iroquois Falls. The project included upgrading windows, the exterior, lighting, flooring and ceilings.

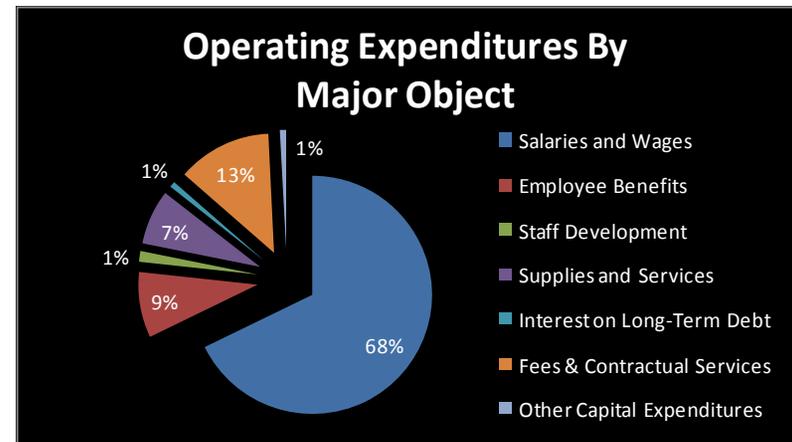
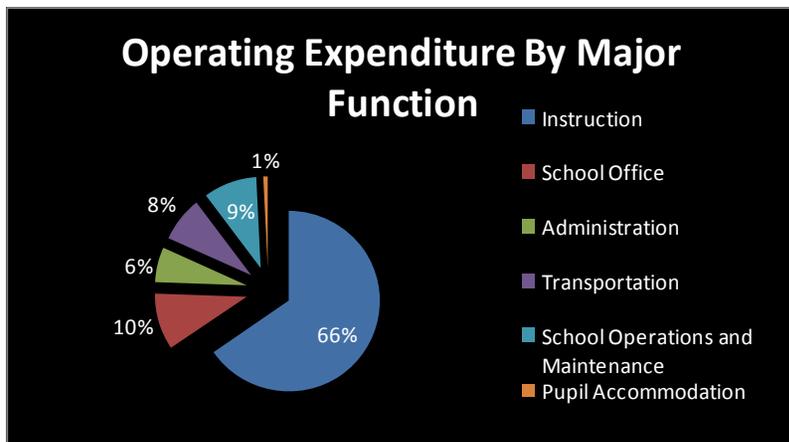
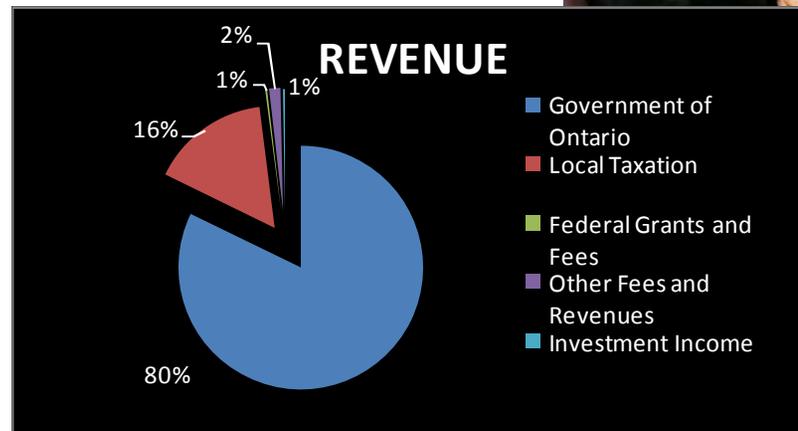


Top Picture (left): **Diane Morrell, Administrative Assistant, and Mary-Lou Pollon, Financial Services Manager**



Bottom Picture: **Darlene Truchon, Payroll Clerk**

Missing:  
**Carole Huggins, Accounts Payable/Receivable Clerk**



## FINANCIAL SERVICES (CONT.)

### STUDENT TRANSPORTATION

The Northeastern Catholic DSB has partnered with District School Board Ontario North East and Conseil scolaire public du Nord-Est de l'Ontario to provide student transportation in the districts of Cochrane and Temiskaming.

Looking at providing transportation services in the most effective and cost-effective manner, this Tri-Board initiative is estimated to cost \$10,471,927 for the 2008-09 school year with more than 8,000 students transported to and from school every day. The Tri-Board Joint Transportation Governance Committee collectively reviews and revises the policies and procedures that ensure the efficient functionality of this service. By September 2008, the Ministry of Education required that each school board deliver student transportation services through consortia and this successful partnership has met the Ministry's criteria while ensuring that the transportation needs of our students are met.

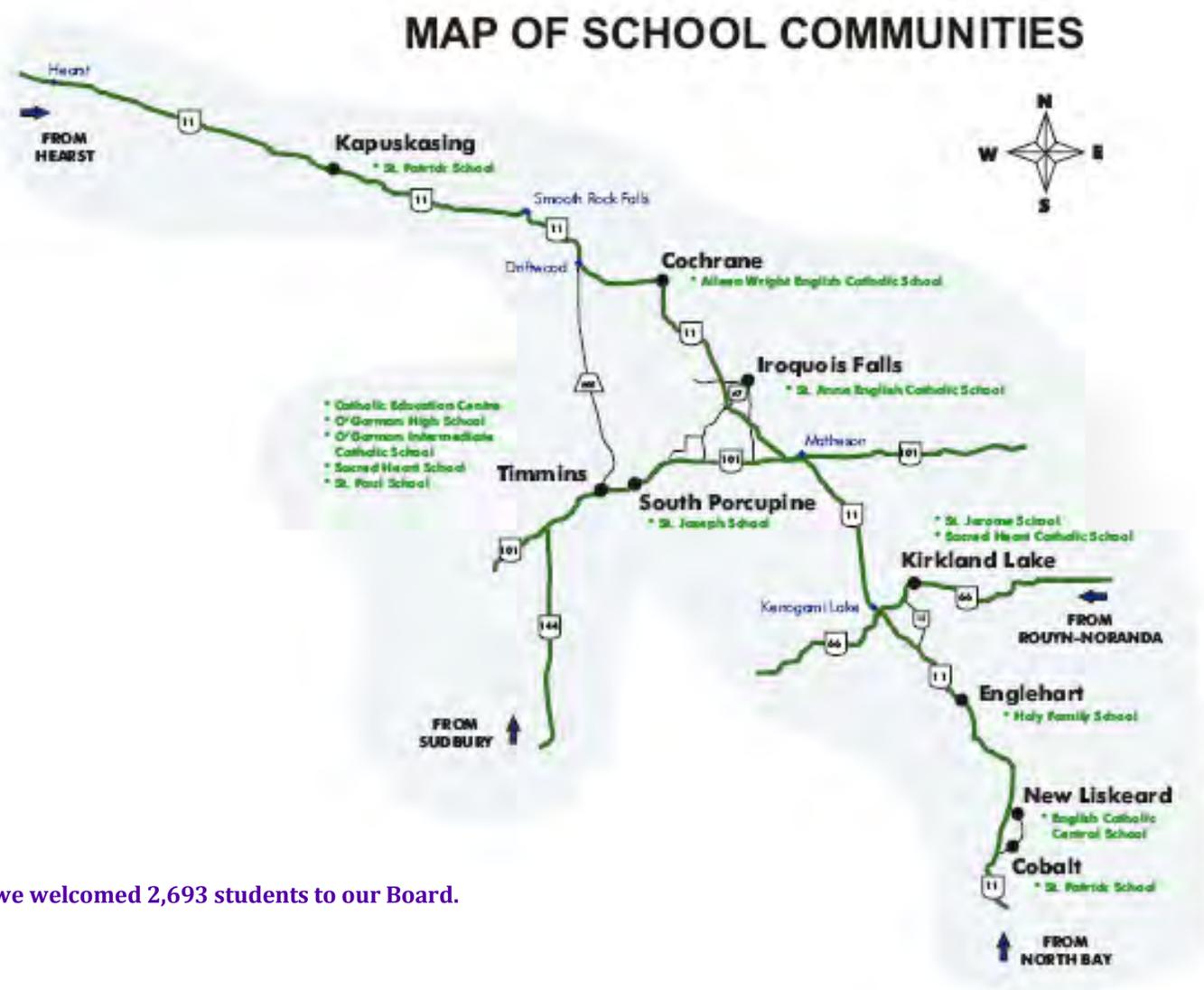


Aileen Wright English  
Catholic School,  
Cochrane

**PRIMARY CLASS SIZE 2007-2008**

- ☑ NCDSB achieved **100%** of all Primary Classes (JK-3) and Grades 3/4 combined classes having 23 students or less per class.
- ☑ NCDSB is in **full compliance** with 94.74% of all our Primary Classes having 20 or fewer students.
- ☑ NCDSB is in full compliance with an average class size of **20.4:1** for Junior/Intermediate (Grades 4-8)

# NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD



In 2007-08, we welcomed 2,693 students to our Board.

## HOW WE HAVE ENGAGED OUR...

### STUDENTS

- ☑ ***Aileen Wright English Catholic School, Cochrane***—Our school community continues to model our faith by guiding and supporting our students on their journey to complete the sacrament of First Communion and Confirmation.
- ☑ ***Sacred Heart Catholic School, Kirkland Lake***—During the spring of 2008, our school began the “Teacher-Learning Critical Pathway” as a strategy to improve student achievement. With the assistance of Marybeth De Rose from the Ministry of Education, our teachers have worked collaboratively to develop and implement strategies to further engage our students and meet their academic needs.
- ☑ ***St. Patrick School, Cobalt***—The year’s long work in literacy was highlighted in a school performance entitled "Writers on the Wall" in the spring of 2008. Our students performed and recited their own literary works and created a power point presentation to their parents and members of the community.
- ☑ ***O’Gorman High School, Timmins***—All Grade 9 students were given a special welcome to their new school. A week before school started, the students were phoned by Link Crew members, a group of Grade 11 and 12 school leaders to welcome them personally to the ‘Knight Family’ as well as answer any questions they may have about uniforms, registration, lockers, etc. The Link Crew members remain in touch with their assigned Grade 9 students throughout the school year making this unique program a huge success!
- ☑ ***O’Gorman Intermediate Catholic School, Timmins***—A mobile Apple Computer lab was purchased and integrated into all facets of the curriculum making this technology a worthwhile investments as our students are engaged in their learning process in new and exciting ways.
- ☑ ***St. Patrick School, Kapuskasing***—As part of our Anti-Bullying awareness campaign, our students and staff members participated in school-wide assemblies, announcements, classroom presentations and a poster contest. These initiatives are supported by our Safe School committee in an effort to make our school and community violence free!
- ☑ ***Sacred Heart Catholic School, Timmins***—Our focus on the Virtues has allowed us to gain a deeper understanding of how we can best model our thoughts and actions after God. Each month students have been engaged in literacy activities in both French and English that support Catholic social teachings and the gospel.



*St. Patrick School, Kapuskasing*



*St. Jerome School, Kirkland Lake*



*English Catholic Central School, New Liskeard*

## HOW WE HAVE ENGAGED OUR... (CONT.)

### PARENTS AND COMMUNITIES

- ☑ **Holy Family School, Englehart**—The commitment of our Catholic School Council to our students continues to be the foundation of our volunteer base and collectively, we continue to find ways to improve outcomes for our students.
- ☑ **St. Paul School, Timmins**—In September of 2008, our school held an Open House in conjunction with at least 20 community partners. The agencies took the opportunity to show our families the many services available to them.
- ☑ **St. Jerome School, Kirkland Lake**—With the support of our Catholic School Council and a number of dedicated parent volunteers, our school held it's first annual School carnival in June 2008. It was truly a successful family event with over 200 attendees resulting in over \$3000 net raised to support student activities and classroom libraries. Parents also demonstrated their support for student achievement by engaging in Math Nights with their children and Literacy Day activities.
- ☑ **English Catholic Central School, New Liskeard**—We began hosting a monthly “Snack and Yack” with Father John Lemire. This opportunity has allowed our school community to get to know Father John on a more personal level and it has provided us with more opportunities to engage in valuable spiritual discussions and personal growth.
- ☑ **St. Joseph School, South Porcupine**—Our staff, students and parents, along with the support from the parishioners from St. Anthony and St. Joachim Parishes, managed to raise \$4263.96 for Mozambique. A fair portion of the money was raised through the sale of rosaries which our students created while learning the meaning of the rosary.
- ☑ **St. Anne Catholic School, Iroquois Falls**—We hosted a literacy night for parents and students called “Reading With the Ones You Love”. Everyone came dressed in pajamas to hear the most captivating bedtime stories.



St. Patrick School, Cobalt



**Northeastern Catholic  
District School Board**

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P4N 6M9

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*“Inspired by the mystery of Christ , we  
will guide our students on a journey of  
discovery that celebrates life.”*



**St. Joseph School,  
South Porcupine**

**FAITH IN EDUCATION!**