

Northeastern Catholic District School Board



2012 Director's Report

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

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Chair's Message – The Year 2012 at the Northeastern Catholic District School Board

The Year 2012 proved to be a time of challenge, anticipation and accomplishment at the Northeastern Catholic District School Board. Beginning in the spring of the year, a Pupil Accommodations Review (ARC) Process was undertaken at St Jerome and Sacred Heart Catholic Schools in Kirkland Lake. Following a comprehensive study of the two schools over the course of many months, it was recommended by the committee and ratified by the school board that status quo would be maintained at the two schools in anticipation of potential enrollment growth due to projected growth in the local economy among the many other criteria that were considered.

Full-day learning for kindergarten students continues in Ontario in accordance the government's timetable and it is worthy to note that, while the plan unfolds in all regions of the province, full-day learning for both senior as well as junior kindergarten students has been in place for many years within the jurisdiction of our board. The main difference is that that there is now designated funding by the government for this program.

After many months of being without a Bishop for the Diocese of Timmins, our board was extremely pleased to learn of the appointment of Monsignor Serge Poitras as Bishop of Timmins, effective December 27, 2012. The board of trustees and members of staff look forward to working with our new Bishop in the provision of Catholic education and the development of faith for our students.

As we close the doors on the year 2012, we begin to contemplate a new year that will undoubtedly bring about new challenges and new achievements. With that in mind, we are aware that many former students, who did not complete their secondary school education for a variety of reasons, are now looking to the school system to assist them in realizing their goal of achieving a high school diploma. The way that education has been traditionally provided is changing. Those who live in remote areas are now able to receive an education through the use of modern technology and e-learning is now possible for all including our adult aboriginal population who are located both on and off-reserve. These challenges are daunting in some instances but, through technology and a resolve on the part of the board and our staff, nothing need stand in the way of providing education to students of all ages.



Peter DelGuidice, Trustee, receives gift from Richard Brassard, Chair, for 30 years of service as Trustee.

On behalf of the trustees of the Northeastern Catholic District School Board, I would like to express our gratitude to everyone who has played a role in the provision of Catholic education within our school district. I would also like to thank our parents, our parishes and our communities for their support of Catholic education as well. Finally, I would like to thank our students who bring home their stories of how Catholic education is important to them as they prepare for the future as productive citizens in this great country. God bless everyone in 2013!

Rick Brassard

Chair
Northeastern Catholic District School Board

2012 Annual Director's Report

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats

It's my pleasure to present the Director's report for the Northeastern Catholic District School Board for the 2012 school year. As in every school year, our staff has worked diligently to follow the words of Yeats through their focus on student achievement and spiritual development. From the board room to the classroom, our board's focus remains the same: high levels of student achievement, reduced gaps in student achievement and high levels of public confidence in Catholic education.

The framework which we follow to ensure that we reach these goals is our Strategic Plan for 2011 – 2014. Developed through Public Participation in 2011, our Board Strategic Plan includes our Vision which is: "Living our Catholic Faith to shape success for all of our learners." and our Mission which is: "To provide Catholic Education to all of our learners in a safe, nurturing, equitable and inclusive environment that prepares them for life."

Glenn Sheculski

Director of Education
Northeastern Catholic District School Board

The Strategic Plan has 4 foundational pillars. We are called to:

- 1) Create Living Catholic Environments
- 2) Align our Resources
- 3) Learn Together
- 4) Leverage Technology

1) Create Living Catholic Environments

We will:

- Provide opportunities for all staff to deepen their personal Faith journeys;
- Integrate the Ontario Catholic School Graduate expectations into all subject areas;
- Provide opportunities for students to develop attitudes and values founded on Catholic social teachings and respect for the Faith traditions.

Supporting Initiatives

a) Virtue Program

A Virtue is a habitual and firm disposition to do good. It allows the person not only to perform good acts, but to give the best of themselves. The virtuous

person tends toward the good with all their sensory and spiritual powers; they pursue the good and choose it in concrete actions.

b) Faith Ambassador Program

In May of this year, 25 members of the Faith Ambassadors Program and the Catholic Leadership Discernment Program participated in a "Courage to Serve" Retreat at the Elk Lake Eco Centre. Spiritual Formation is about coming to a deeper awareness of the "the word that is very close to me, in my mouth and in my heart." "Courage to Serve" is a faith formation program that creates the space, the experience and the opportunity to listen to that word, or as 1st Kings 19:12 refers, to that "still small voice" (the Spirit of God speaking in my life).

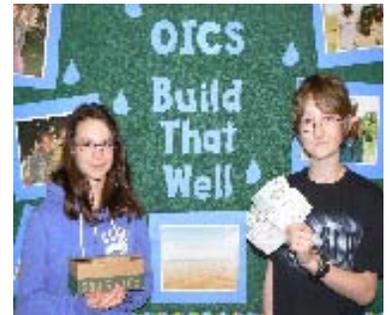
c) Social Justice Activities

Our schools are actively involved in a number of Social Justice activities. Here are a few examples of the great work that occurs in our schools, all in the name of Social Justice.

i. International Level



O'Gorman Intermediate Catholic School fundraised \$3,000.00 to provide drinking water to Ropi, a village in Ethiopia through their Penny Fundraiser. O'Gorman High School hosted the Ten Thousand Villages International Gift Festival in November. Ten Thousand Villages partners with thousands of talented artisans in a healthy business relationship. Often referred to as 'Fair Trade,' their philosophy of helping to build a sustainable future is based on the principle that trade should have a conscience. Through Fair Trade, artisans receive respect, dignity and hope from working hard and earning fair value for their work.



On Friday, September 21, 2012, students at English Catholic Central School gathered in the gym to celebrate the International Day of Peace. Each year, students gather in the gym to sign the E.C.C.S. Creed of Peace: "We believe that with God's help we have the power to build a peaceful world and heal our earth. We promise to pray and to work for a more loving world which respects the dignity of all people and the resources of God's beautiful creation." After signing the Peace Creed, students also participate in "Pinwheels for Peace" which are placed out on the front lawn of the school to mark this special day.



During Advent and in support of the virtue of Charity during December, students at St. Jerome School collected loose change which was donated to the Holy Childhood Association. A total of \$278.91 was raised. The Grade 2/3 immersion class came out on top and collected a whopping \$169.48 towards this worthy cause.

ii. Community Level

The Essential Skills class at St. Paul School donated supplies (snacks, drinks and sunscreen) for our firefighters, OPP officers and MNR workers who fought the forest fires on the outskirts of Timmins during the month of May. The students used the proceeds from their third annual canvas bag and magnet sale to buy the items.

During the month of October when the Grade 3/4 students at Holy Family School were talking about Gratitude, it was decided that a way to show their gratitude for all the blessings they had been given was to help others in need. The class decided to collect loose change in their 'Coins for Charity' jar until December. The students wanted to buy other children things to keep them warm in the winter and donate the items to the Rotary baskets in December. The students collected \$56.25 and decided they wanted to spend the money on Hot Paws socks and warm waterproof mitts.



iii. School Level



St. Patrick School, in Kapuskasing, created a very unique way to promote anti-bullying efforts underway at the school. The whole school was involved in this anti-bullying initiative which involved the creation of a Lip Dub video promoting the school's battle against bullying.

d) School Climate Survey

In our continuing effort to increase our schools' effectiveness, we have implemented an online school survey for students, teachers, and parents – Tell Them From Me (TTFM).

TTFM is an online school survey that allows students, teachers, and parents to give their input into school improvement initiatives in an anonymous way. Over the course of the school year, all teachers, and parents are given an opportunity to participate. They are encouraged to complete the survey, but may choose not to if they wish. Everyone completing the survey is given a

random username and password. Thus, respondents cannot be linked to their responses, ensuring anonymity.

The parent survey is completed online and requires approximately 30 minutes. The parent survey measures include such topics as two-way communication, parent support of learning at home, school support of learning and social/emotional development, and parent support of learning at school. The survey also allows parents to give their thoughts and feedback in an open-ended question response.

2) Align our Resources

We will:

- Be fiscally responsible in all matters dealing with the Board Budget;
- Through the yearly budgeting process, ask stakeholders for their input into the assignment of resources;
- Ensure that expenditures will focus on the improvement of student achievement.

Supporting Initiatives

a) NCDSB Annual Board Budgeting Process

Every year, the Northeastern Catholic District School Board invites parents, students, staff and community members to provide feedback and suggestions for our Operating Budget Estimates. This feedback is part of the Budget - Public Participation process which compliments and informs the Board Improvement Plan. Stakeholders are encouraged to review our plan on the Board website at www.ncdsb.on.ca. The budget process includes an opportunity for all stakeholders to provide written submissions. The Board is committed to wide-ranging, meaningful involvement of stakeholders, as well as sufficient time and opportunity for dialogue and reflection around each year's projected budget.

b) Board Audit Committee

The primary role of the Audit committee is to assist the board of trustees in fulfilling its duties related to governance and oversight under Ontario Regulation 361/10 made under the Education Act. The Audit committee is a committee of the board and reports to the board of trustees. The duties of the committee include reviewing the financial reporting process, internal controls, internal auditing, external auditing, compliance matters, and risk management.

The Audit committee is also responsible for recommending approval of the financial statements to the board of trustees.

c) Board Policy Review Committee

As a recommendation of our Operational Review from 2011, we continue to review our board policies to ensure they are up-to-date and follow Ministry guidelines and legislation. We are currently in our second year of a three-year policy review cycle. Each year we consider thirty to forty policies. Once the Policy Review Committee reviews a policy, it is brought to the next board meeting for first reading. If it passes, the policy is put on our website for Public Consultation. Should we receive any feedback from our stakeholders, it is taken into consideration at the next Policy Review Committee meeting. Second and third readings of the policy occur at the next board meeting. All of our policies can be found on our board website under the link, "Board Information".

3) Learn Together

We will:

- Provide opportunities for all employees to engage in system-supported staff development;
- Increase awareness of self-directed professional development opportunities;
- Develop the leadership expertise of our principals and Senior Administration;
- Set individual, classroom, school and Board targets for student learning;
- Monitor student progress through the use of effective assessment and evaluation practices;
- Deliver differentiated instruction to all students.

Supporting Initiatives

a) Schools in the Middle Program

The Schools in the Middle strategy helps our board to develop a system improvement team and a board-based network of schools in order to improve teaching, assessment and instructional leadership. Networks of middle-performing schools work together with their system improvement team to complete school self-assessments construct school improvement plans and implement teaching and learning strategies to improve student learning and achievement.

Strategies implemented included:

- Networked professional learning focused on system, school and classroom leadership;
- Examining learning and leading in literacy and mathematics by analyzing student work and developing learning goals, success criteria and descriptive feedback for the purpose of moving student thinking to reach the provincial standard.

(from <http://www.edu.gov.on.ca/eng/literacynumeracy/effectiveness.html>)

b) Collaborative Inquiry

The Collaborative Inquiry for Learning – Mathematics, Early Primary Collaborative Inquiry and Student Work Study are examples of how the Literacy and Numeracy Secretariat is promoting collaborative inquiry in schools and boards. Through collaborative inquiry, teachers build and integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice.

i. Collaborative Inquiry for Learning – Mathematics (CIL-M)

The purpose of CIL-M is to develop a job-embedded professional learning framework for numeracy that incorporates different board and school contexts for learning. A board team of educators conduct in-class investigations of student work and lessons in classrooms, using a collaborative inquiry process. Our Student Achievement Officer from the LNS facilitates sessions with our board team to co-teach and co-plan mathematics lessons. In this process, participants identify and build knowledge about mathematics instruction that improves student learning and achievement. Gradually, responsibility will be passed over to the board team, building the board's internal capacity and ensuring the sustainability of the math lessons.

ii. Early Primary Collaborative Inquiry (EPCI)

Teams from every district school board participate in classroom-based inquiry about teaching and learning within the context of early primary education. The intent of the Early Primary Collaborative Inquiry is to:

- Highlight evidence-informed teaching and learning practices that support young learners
- Build connections to programming decisions for grades 1 and 2 and explore the common context between these years
- Provide support for teachers and boards to 'inquire' about their teaching and learning practice so that others may learn from their experience through a structured sharing process.

iii. Student Work Study Teachers (SWST)

The purpose of this provincial study is to learn more about the characteristics of student work as it moves from level 2 to level 3 (the provincial standard) and the types of tasks, prompts and feedback to students that result in improved work. The SWST works with five schools to support classroom learning for students working through level 2.

(from <http://www.edu.gov.on.ca/eng/literacynumeracy/collaborative.html>)

c) Student Success Initiatives

i. Alternative Education Program

Housed at 383 Birch Street North, this program offers re-engagement of students who have left high school before graduating. Through e-Learning, students are able to gain credits towards their Ontario Secondary School Diploma in a non-traditional classroom setting.

ii. Full year Grade 9 Math and English

Starting in September 2012, O’Gorman High School initiated an innovative model of program delivery. Programming in the school is now structured in both the semestered and full year course delivery. Math and English are now scheduled all year long, rather than being delivered using the semester approach. This eliminates students from being in a math or English class in the first semester and then not taking the next grade until the second semester the following year. When this occurs it creates a gap of a full year that a student may not have these critical classes. Taking math and English all year, every year will eliminate these gaps and should show marked improvement in student achievement.

iii. Innovative partnerships with Aboriginal communities to deliver programs to Aboriginal youth in a different way

The NCDSB has initiated exciting partnerships with a number of Aboriginal communities and organizations to deliver secondary school programming to both adolescent and adult learners. Learners from Peawanuck are learning in classrooms in Timmins and others taking credits while remaining in their home communities. A formal partnership has been developed between the board and Apitisawin Employment and Training Center in Cochrane to deliver high school programming to adolescent and adult learners. Enrolment is increasing rapidly and learners from Matheson to Moosonee have enrolled in the program.

d) Board Improvement Plan for Student Achievement and School Improvement Plans for Student Achievement

Our two improvement planning priorities for our BIPSA and SIPSAs are:

i. Identifying and Responding to Student Learning Needs

During this time of instructional accountability, our planning, assessment, and monitoring must be deeply connected to the needs of students. Our instructional design must be based on current student achievement data and ensure that teaching practices lead to continuous student learning and improvement.

What actions will help us achieve success in this area?

- Employing assessment for and as learning strategies to direct instructional practice;
- Differentiating instruction to meet individual student learning needs;
- Collecting, analyzing, and reviewing student learning data to monitor achievement;
- Using research-based instructional strategies and approaches.

ii. **Actively Preparing Students for the 21st Century**

Our students require the skills and abilities to be active and contributing members of our global community. Our students must master the skills of problem solving, critical thinking, communicating their ideas, understanding media, working with various technologies, and collaborating in teams to achieve maximum results. Our instructional design must engage our students in relevant, authentic tasks that help them develop and refine these required competencies to ensure future success.

What actions will help us achieve success in this area?

- Employing inquiry-based learning to promote creativity, collaboration, and critical reflective thinking;
- Promoting Catholic social responsibility through the development of leadership and problem solving skills in all students;
- Focusing on developing student self-assessment skills to build personal accountability throughout the learning process;
- Incorporating technology as a means to enhance student learning opportunities.

4) Leverage Technology

We will:

- Develop new Use of Technology Policies;
- Provide technology to our students at the point of learning;
- Provide professional development for teachers to embrace technology as a key tool for 21st century learners.

Supporting Initiatives

a) Laptop Program

In its second year, this program provides each Grade 9 student with their own laptop for the school year. With new computers and laptops in all grade



levels in all NCDSB schools, our students will benefit from the latest in technology.

Furthermore, all NCDSB schools have 100% wireless connectivity and all existing computer labs were upgraded as required. Also, each teacher was given the option to work with a desktop or laptop workstation for the 2011-12 school year.

b) Teacher Learning and Leadership Program

- i. A group of O’Gorman High School Teachers which included Project Lead Lisa Romanowski, Peter Dobias and Jennifer Dunkley, applied for and received a grant from the Teacher Learning and Leadership Program for a class set of iPads to increase the level of student engagement in mathematics. The iPads and associated applications allowed students the ability to interact with mathematical concepts in a new way. They enhanced assessment opportunities for teachers both as a venue for timely student-teacher and student-student feedback, and as an accessible tool for tracking ongoing assessment opportunities in the classroom.
- ii. At St. Patrick School in Kapuskasing, a TLLP initiative led by John Casanato used iPads to introduce Google Plus into the classrooms to help track student work and provide timely and effective feedback. The use of Google Docs, the Google Plus stream and Gmail helped students get work in on time more frequently and allowed teachers to provide support and feedback when the students were not at school. Another positive for struggling students was the use of Quick Voice and Dragon Dictation to complete tests and assignments that require a lot of written output. With the iPad app, it was very easy to use with minimal configuration.
The iMovie app was a big positive in the classes as well. The flexibility and mobility the iPads offered and the ability to edit on the spot was very popular in both classes. The students were engaged and produced some creative documentaries and provided very detailed podcasts for math. The teachers explored different apps for math and found that the podcasts were useful for reinforcing what they taught or as an introduction to a new concept. The biggest advantage of the iPads was their mobility. The students could produce and edit work on the spot during an activity and didn’t have to book a computer lab. The students saw them as their iPads; that in itself led to an increase in their engagement when using them.

c) Homework Help

The Northeastern Catholic DSB, in partnership with the Ministry of Education and the Independent Learning Centre, initiated the Homework Help program for our students. This program offers free math help for students in Grades

7, 8, 9 and 10 as well as help to older students enrolled in grade 9 or 10 math courses.

Key features of the site include:

- Ask a Teacher interactive tutorial rooms with Ontario Certified Teachers
- Listen and Learn Lessons
- Interactive Tutorials

Students have access to both guided and independent learning in a unique environment that combines technology and personal interaction. The integration of technology into teaching and learning enables students to have access to a wide range of educational tools and learning resources for increased student achievement.

d) E-Learning Summers Courses

This year, the Northeastern Catholic District School Board offered an online summer school program in partnership with the Northern E-Learning Consortium. This partnership gave students the opportunity to take one of 18 online courses during the summer. Through e-Learning students were able to access course material at any time from any place, as long as they have internet access. This experience enhanced their knowledge and comfort with online technology.

As a part of the new e-Learning summer courses, there was also an opportunity for Grade 8 students to reach ahead. These "reach ahead" courses targeted Grade 8 students and allowed students to complete courses during the summer before they entered high school. Taking a Reach Ahead credit can:

- ease the transition to high school;
- help students become more comfortable in a secondary school;
- help students to maintain their learning skills;
- free students up to take electives;
- introduce students to options they may pursue in future courses

e) Transition, Planning and Monitoring software

We have introduced Transition, Planning, and Monitoring (TPM) software to our school communities to use for the creation of Individual Education Plans. We are pleased with the roll out of this software application and believe that the tool will be of great value to our staff with its immediate use and long term capabilities.

EQAO 2012 results**Highest, Lowest and Provincial Average Based on Percentage of Students at Levels 3 and Above****Grade 3**

Grade 3 Reading	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Highest	73%	75%	75%	77%	80%
Provincial Average	61%	61%	62%	65%	66%
Lowest	49%	41%	41%	46%	44%
NCDSB	58%	51%	44%	49%	44%
Boys	58%	47%	43%	47%	40%
Girls	59%	55%	46%	52%	48%
Special Needs	36%	35%	17%	20%	20%
ELL	N/D	N/D	N/D	N/D	N/D
Grade 3 Writing					
Highest	79%	82%	85%	89%	91%
Provincial Average	66%	68%	70%	73%	76%
Lowest	44%	40%	44%	46%	44%
NCDSB	65%	58%	51%	52%	63%
Boys	62%	44%	37%	43%	51%
Girls	68%	73%	65%	63%	79%
Special Needs	54%	47%	19%	32%	51%
ELL	N/D	N/D	N/D	N/D	N/D
Grade 3 Math					
Highest	80%	84%	83%	83%	83%
Provincial Average	68%	70%	71%	69%	68%
Lowest	51%	46%	48%	52%	38%
NCDSB	69%	71%	59%	52%	51%
Boys	75%	73%	62%	52%	48%
Girls	62%	69%	55%	53%	56%
Special Needs	52%	51%	35%	31%	27%
ELL	N/D	N/D	N/D	N/D	N/D

EQAO Results (cont.)—Highest, Lowest and Provincial Average Based on Percentage of Students at Levels 3 and Above

GRADE 6

Grade 6 Reading	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Highest	77%	79%	82%	85%	86%
Provincial Average	68%	69%	72%	74%	75%
Lowest	53%	53%	55%	58%	61%
NCDSB	61%	53%	57%	61%	70%
Boys	58%	47%	48%	62%	66%
Girls	64%	60%	67%	60%	74%
Special Needs	44%	34%	30%	26%	40%
ELL	N/D	N/D	50%	N/D	N/D
Grade 6 Writing					
Highest	79%	78%	83%	84%	86%
Provincial Average	67%	67%	70%	73%	74%
Lowest	52%	50%	46%	55%	54%
NCDSB	57%	52%	46%	55%	64%
Boys	50%	39%	24%	49%	57%
Girls	65%	67%	69%	62%	73%
Special Needs	41%	31%	12%	25%	46%
ELL	N/D	N/D	50%	N/D	N/D
Grade 6 Math					
Highest	76%	76%	76%	76%	72%
Provincial Average	61%	63%	61%	58%	58%
Lowest	41%	47%	43%	39%	35%
NCDSB	47%	52%	43%	39%	47%
Boys	46%	51%	38%	43%	53%
Girls	48%	53%	47%	33%	41%
Special Needs	30%	35%	21%	12%	25%
ELL	N/D	N/D	0%	N/D	N/D

EQAO Results (cont.)—Highest, Lowest and Provincial Average Based on Percentage of Students at Levels 3 and Above

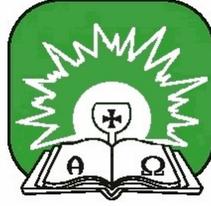
GRADE 9

Grade 9 Academic Math	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Highest	88%	86%	90%	92%	91%
Provincial Average	75%	77%	82%	83%	84%
Lowest	50%	31%	53%	60%	55%
NCDSB	50%	31%	53%	60%	58%
Boys	68%	23%	50%	69%	53%
Girls	41%	38%	55%	55%	62%
Special Needs	33%	0	75%	88%	0%
ELL	N/D	N/D	N/D	N/D	N/D
Grade 9 Applied Math					
Highest	53%	67%	63%	60%	75%
Provincial Average	34%	38%	40%	42%	44%
Lowest	15%	23%	25%	30%	30%
NCDSB	15%	24%	25%	32%	33%
Boys	21%	35%	12%	47%	41%
Girls	9%	13%	32%	19%	25%
Special Needs	0	38%	21%	40%	28%
ELL	N/D	N/D	N/D	N/D	N/D

GRADE 10

OSSLT First Time Eligible	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Highest	92%	92%	92%	91%	90%
Provincial Average	84%	85%	84%	83%	82%
Lowest	75%	72%	69%	72%	69%
Board	81%	75%	77%	76%	78%
Boys	74%	62%	68%	67%	76%
Girls	80%	77%	73%	81%	73%
Special Needs	44%	31%	37%	40%	40%
ELL	N/D	N/D	N/D	N/D	N/D

Northeastern Catholic District School Board Schools include:



Elementary Schools:

Aileen Wright English Catholic School – Cochrane

Bishop Belleau School – Moosonee

English Catholic Central School – New Liskeard

Holy Family School – Englehart

O’Gorman Intermediate Catholic School – Timmins

Sacred Heart Catholic School –Kirkland Lake

Sacred Heart School – Timmins

St. Anne English Catholic School - Iroquois Falls

St. Jerome School – Kirkland Lake

St. Joseph School – South Porcupine

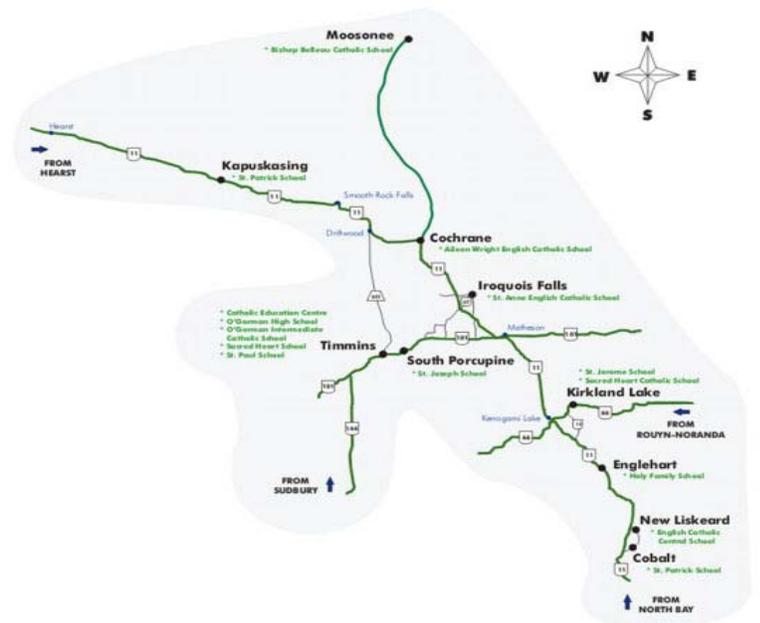
St. Patrick Catholic School – Cobalt

St. Patrick School – Kapuskasing

St. Paul School – Timmins

Secondary School:

O’Gorman High School – Timmins



For more information about our schools and to see pictures of Catholic students, school activities and events please visit www.ncdsb.on.ca.



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Glenn Sheculski
Director of Education

Richard Brassard
Chair of the Board