



Northeastern Catholic District School Board

2011

## Director's Annual Report



*"You are the Light of the World"*

(Matthew 5:14)



## Chair's Message

This past year has been a busy one at the Northeastern Catholic District School Board and I am pleased to report that much has been accomplished in the name of Catholic education in our thirteen elementary and one secondary school within our jurisdiction. Here are some of the highlights of the Year 2010 / 2011:

In June of this year, trustees and senior staff met to discuss and then initiate a major revision of our Mission and Vision Statement in order to make them current in light of all the changes that have occurred in education over the past several years.

Major investments in Information Technology were made in 2011 which included access to computers for all students and staff in all of our schools as well as the provision of laptop computers for all Grade 9 students in our system. These initiatives support the Board's focus on improving student achievement through the effective use of technology.

The NCDSB continues to implement the recommendations of an Operational Review that was conducted on our system by the Ministry in 2010. We are pleased with the progress that has been made which includes, as a work-in-progress, the development of a Strategic Plan for our board.

As a result of the Effectiveness & Efficiency Review conducted in 2008 by the Ministry of Education on the operations of our Tri-Board Transportation Consortium, our student transportation system has experienced significant changes that were mandated by the review.

Finally, I would like take this opportunity to thank all of our trustees, our staff, our students, our parents and our other partners for their hard work and dedication to Catholic education in our district. I look forward to another productive and challenging year that 2012 will undoubtedly bring. May God bless everyone!

Sincerely,

**Rick Brassard** - Chair of the Board of Trustees

## Director's Message

This Director's Annual Report is only a brief snapshot in our history. Though it is named the Director's Annual Report, it speaks to the excellent work of our staff and the variety of programs that the Northeastern Catholic District School Board offers our students.

I want to take this opportunity to acknowledge the hard work of the many partners in Northeastern Ontario that contribute daily to the delivery of Catholic education to our students. To our teachers, principals, staff members, Catholic Parent Councils, Parish partners and Board Trustees, thank you for your tremendous energy and dedication to Catholic values. Your efforts enable those students entrusted to us to walk in the very footsteps of Christ. As those students grow in the Catholic School Graduate Expectations, they will become our lasting legacy.

Living according to the Gospel is one of the most important aspects of our lives. Following the example that Christ has provided us allows Christ to work through us. As we journey forward, it is my prayer that you continue to grow in your own Faith and be a guiding light for our young people.

Warmest Regards,

**Glenn Sheculski** - Director of Education

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





## Our Catholic Schools are Compassionate and Caring Learning Environments

As a Catholic School system, we are communities where faith permeates all that we do. We look to Jesus Christ our model to guide us in our everyday living. We strive to live out the gospel values. The faith development and the development of the "whole" child is a priority. Teachers provide lessons, events, prayer opportunities and other activities that enhance the faith formation of our students. Students are reminded that our greatest commandment is to love one another.

## Virtues

We initiated a board wide virtues program, which greatly enhanced existing practices in each school community. Over the course of the year, students developed their understanding of the monthly virtue. Students can articulate what the virtue looks like, sounds like and feels like. Teachers plan purposeful literacy and faith based lessons that honour the monthly virtue. We also look to the bible for inspiration and guidance in developing lessons and resources for our students.

## Equity and Inclusive Practice

The Northeastern Catholic District School Board fundamentally believes that all people are created equal, in the image of God. Board policies, programs and procedures recognize that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. Through staff development, we have begun to implement a restorative justice approach to behavior concerns such as bullying or aggressive acts. With this strategy, the distinction is made between the unacceptable behaviour and the individual, recognizing the good of that person. Restorative approaches are an effective way to put character education and values such as respect, empathy and honesty into practice.

## Catholic Education Week

*"The Spirit of the Lord is upon me" Lk. 4.18*

The gift of Catholic Education is celebrated during Catholic Education Week. Educators and administrators planned purposeful faith activities during Catholic Education Week with the theme of "Celebrating the Spirit". Students engaged in prayers, lessons and discussions on the virtues of wisdom, justice and gratitude.

## Walking the Path

*Walking the Path* teaches Aboriginal and non-Aboriginal youth about the history, beliefs and cultural traditions of Aboriginal peoples. Through different modules and lessons, *Walking the Path* touches on youth empowerment strategies; promotes self-concept, self-esteem and respect for others. Developed and supported by the Ontario Provincial Police (OPP) and using Anishnawbe cultural teachings as a foundation, *Walking the Path* is designed to provide youth of all backgrounds with insight into Aboriginal culture, and for Aboriginal youth in particular, to instill pride in who they are and where they come from.

## Stand Up and Be Counted

NCDSB is dedicated to guide our students while providing quality Catholic instruction and ensuring success for all learners including Aboriginal students. Through voluntary self-identification, we are asking students to tell us more about their ancestry so we can improve educational outcomes. A priority for our board is to enhance programs for aboriginal learners in keeping with Ontario's First Nations, Metis and Inuit Education Policy Framework. The information gathered for self-identification is kept confidential.

The information on the self-identification will enable NCDSB to:

- ◀ Improve education outcomes for all students;
- ◀ Close the achievement gaps;
- ◀ Promote equal opportunity;
- ◀ Reflect aboriginal cultures, values and traditions;
- ◀ Establish and maintain relationships with parents, guardians and the aboriginal community.

*guide our students on a journey of discovery that celebrates life.*



Grade 3 Reading	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	73%	73%	75%	75%	77%
Provincial Avg	62%	61%	61%	62%	65%
Lowest	45%	49%	41%	41%	46%
NCDSB	57%	58%	51%	44%	49%
Boys	47%	58%	47%	43%	47%
Girls	67%	59%	55%	46%	52%
Special Needs	33%	36%	35%	17%	20%
ELL	N/D	N/D	N/D	N/D	N/D

Grade 6 Reading	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	74%	77%	79%	82%	85%
Provincial Avg	64%	66%	69%	72%	74%
Lowest	54%	53%	53%	55%	58%
NCDSB	63%	61%	53%	57%	61%
Boys	61%	58%	47%	48%	62%
Girls	66%	64%	60%	67%	60%
Special Needs	30%	44%	34%	30%	26%
ELL	N/D	N/D	N/D	50%	N/D

Grade 3 Writing	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	79%	79%	82%	85%	89%
Provincial Avg	64%	66%	68%	70%	73%
Lowest	46%	44%	40%	44%	46%
NCDSB	50%	65%	58%	51%	52%
Boys	36%	62%	44%	37%	43%
Girls	63%	68%	73%	65%	63%
Special Needs	18%	54%	47%	19%	32%
ELL	N/D	N/D	N/D	N/D	N/D

Grade 6 Writing	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	74%	79%	78%	83%	84%
Provincial Avg	61%	67%	67%	70%	73%
Lowest	49%	52%	50%	46%	55%
NCDSB	50%	57%	52%	46%	55%
Boys	42%	50%	39%	24%	49%
Girls	58%	65%	67%	69%	62%
Special Needs	16%	41%	31%	12%	25%
ELL	N/D	N/D	N/D	50%	N/D

Grade 3 Math	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	81%	80%	84%	83%	83%
Provincial Avg	69%	68%	70%	71%	69%
Lowest	50%	51%	46%	48%	52%
NCDSB	62%	69%	71%	59%	52%
Boys	61%	75%	73%	62%	52%
Girls	64%	62%	69%	55%	53%
Special Needs	31%	52%	51%	35%	31%
ELL	N/D	N/D	N/D	N/D	N/D

Grade 6 Math	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	71%	76%	76%	76%	76%
Provincial Avg	59%	61%	63%	61%	58%
Lowest	46%	41%	47%	43%	38%
NCDSB	50%	47%	52%	43%	39%
Boys	46%	46%	51%	38%	43%
Girls	53%	48%	53%	47%	33%
Special Needs	28%	30%	35%	21%	12%
ELL	N/D	N/D	N/D	0%	N/D



## Reaching the Target

We fundamentally believe that all students can learn and achieve. As a team, our Catholic leaders and teachers have a common vision of improved sustainable results over time. At a school level and system level the EQAO data is reviewed to assist us in planning professional development and resource allocation to assist our students in reaching their fullest potential. The EQAO data continues to assist educators, administrators and system level personnel in identifying areas of strengths and needs in order to help us close achievement gaps.

Grade 9 Academic Math	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	83%	88%	86%	90%	92%
Provincial Avg	71%	75%	77%	82%	83%
Lowest	32%	50%	31%	53%	60%
NCDSB	32%	50%	31%	53%	60%
Boys	33%	68%	23%	50%	69%
Girls	31%	41%	38%	55%	55%
Special Needs	0	33%	0	75%	88%
ELL	N/D	N/D	N/D	N/D	N/D

## Collaborative Inquiry Learning

Through the Collaborative Inquiry Learning model in Mathematics, primary and junior teachers and principals are working together to build capacity and improve student learning and engagement in mathematics. This initiative allows teachers and principals to work together to deconstruct curriculum expectations to effectively co-plan and co-teach mathematics lessons based on their students needs and centered around problem solving. This collaborative process has been instrumental in transforming mathematics teaching among its participants and is also supporting the diverse needs of our students.

Grade 9 Applied Math	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	64%	53%	67%	63%	60%
Provincial Avg	35%	34%	38%	40%	42%
Lowest	7%	15%	23%	25%	30%
NCDSB	7%	15%	24%	25%	32%
Boys	6%	21%	35%	12%	47%
Girls	8%	9%	13%	32%	19%
Special Needs	0	0	38%	21%	40%
ELL	N/D	N/D	N/D	N/D	N/D

## Schools In the Middle

Five of our schools are involved in our Schools in the Middle Project. All teachers from our SIM schools will engage in a Professional Learning Cycle. Educators are planning, acting, observing and reflecting on their students' ability to communicate their thinking across all areas of the curriculum. Through the lens of questioning, students will be provided with multiple opportunities to engage in higher order thinking. Teachers are engaging in professional dialogue on questioning, the use of timely and effective feedback and promoting strong communication in the classroom.

OSSLT First Time Eligible	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Highest	91%	92%	92%	92%	91%
Provincial Avg	84%	84%	85%	84%	83%
Lowest	73%	75%	72%	69%	72%
Board	79%	81%	75%	77%	76%
Boys	67%	74%	62%	68%	67%
Girls	82%	80%	77%	73%	81%
Special Needs	0	44%	31%	37%	40%
ELL	N/D	N/D	N/D	N/D	N/D



### Grade Accumulation Rates

*The percentage of students who achieved 16 or more credits as of June 30th, 2011 of their second year in high school.*

School Year	Grade 10 16 of 16 credits
2005/2006	65%
2006/2007	70%
2007/2008	69%
2008/2009	78.99%
2009/2010	68%
<b>2010 / 2011</b>	<b>62%</b>

### Primary Class Size

Percentage of primary classes at 20 students or fewer:

**91.1%**

As of October 30th, 2011, NCDSB enrolment is as follows:

Elementary	Secondary
FTE: 1820	FTE: 436.50
Head Count: 1973	Head Count: 456
Female: 931	Female: 237
Male: 1042	Male: 219
Self-identified Students: 291	
Number of ESL Students: 6	

## The Full-Day Kindergarten Program

The Northeastern Catholic District School Board had offered full day, every day Junior Kindergarten and Kindergarten programming for many years. With the implementation of the Full Day Kindergarten Program, two FDK schools within our system have been designated as FDK sites. This renewed focus on a child-centered, developmentally appropriate and play-based learning environment has allowed students to explore and discover to new heights of learning. The team of a teacher and Early Childhood Educator work collaboratively to plan and deliver programming in six areas of learning – personal and social development, language, mathematics, science and technology, health and physical activity, and the arts. We continue to be committed to the highest quality early childhood programming in order to provide our students with the best possible foundation of learning.

### Full Day Early Learning (Phase 1)

St. Paul School has **31** Students  
and

St. Joseph School has **20** Students  
Enrolled in Full-Day Kindergarten





## Special Education Programs and Services

### PHAST and Paces Programs

Continued investment in the PHAST and Paces programs at OICS and OHS have resulted in considerable student literacy gains. Final Research Phase testing in June of 2011 has revealed multiple-grade level improvements in reading for the students in O'Gorman Intermediate Catholic School's EMPOWER classroom. The PHAST and Paces programs at O'Gorman High School proved its success by enabling all the students in the programs to attain language credits.

### Corrective Reading Program

The SRA Corrective Reading Program has assisted the Resource Teacher at English Catholic Central School in New Liskeard to build reading fluency in a sixth grade student previously determined to be a non-reader. Success stories of this nature (albeit anecdotal in nature) are being reported from the other schools employing this system. This is reason to celebrate, however more data is required to determine the true effectiveness of this system.

### Essential Skills Classrooms

The emphasis on Essential Skills Classrooms which are tailored to students with Developmental Disabilities, Mild Intellectual Disabilities and/or Autism Spectrum Disorders have proven effective. The students involved with these programs have a safe and structured environment within which to concentrate on a standards-based life skills curriculum. This alternative curriculum could not be properly implemented in the general education classroom. The result of such an environment is greater student engagement!

### ABA Specialist

Our commitment to PPM 140 has resulted in the hiring of an ABA Specialist who has helped teachers throughout the Board create effective programs for our students with Autism Spectrum Disorder.

### Tier 3 Assessments

The Northeastern Catholic District School Board employs a psychologist with a behavioral pedigree to oversee Tier 3 assessments. Our Resource Teacher training (which included training opportunities with our psychologist) has emphasized student profiles as they pertain to the five categories of exceptionalities seen in Tier 3.

As a result, the vast majority of those assessments have uncovered learning needs consistent with the five categories. This also resulted in the creation of effective student programming and our commitment to assistive technology has resulted in the deployment of over 60 SEA purchased laptops to students with special education needs in the past two years. This is in addition to those students serviced by our technology initiative announced earlier this school year.

We have honoured the technology recommendations of every clinician and have provided personal training to all students in need of the proper usage of *Dragon*, *Naturally Speaking Voice-to-Text* software, *Kurzweil Text-to-Voice* software, *Word Q* and *Speak Q* Word Prediction software and *Inspiration Graphic Organization* software.

### Parent Engagement

Although our schools play a vital role in the instruction of students, parents will always be our students' most influential teachers. As a system, we are dedicated to share the great learning that is happening in our schools. Schools understand the need to keep parents and guardians informed. St. Paul School hosted a portfolio night for families. The evening began with fellowship and sharing a meal together. Learning opportunities and resources were provided to help parents support student learning while having parent-teacher-student conversations. Students were partners in the conversation about their learning!

# Expectations of the Ontario Catholic School Graduate

## A Graduate is expected to be:

**A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

**An effective communicator**, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

**A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.

**A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.

**A collaborative contributor who finds meaning, dignity and vocation in work**, which respects the rights of all and contributes to the common good.

**A caring family member** who attends to family, school, parish and the wider community.



*"You are the  
Light of the World"*  
(Matthew 5:14)

## NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Catholic Education Centre  
101 Spruce Street North  
Timmins, Ontario P4N 6M9

Phone: 705.268.7443  
Toll Free: 877.422.9322  
Fax: 705.267.3590  
[www.ncdsb.on.ca](http://www.ncdsb.on.ca)

For further information about the Northeastern Catholic District School Board, our Catholic Schools or our dynamic educational programs and services, please visit our website.

