

**SUPERIOR NORTH CATHOLIC  
District School Board**

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**SUPERIOR NORTH CATHOLIC  
District School Board**

# DIRECTOR'S 2010 ANNUAL REPORT



The Director's Annual Report for 2009-2010 is our opportunity to share with our Catholic community the accomplishments and contributions that our Catholic schools have made to our students, families, communities, and the province. This report is a celebration of our mission, to provide superior Catholic Education in which students and staff reach their full potential, through devotion to gospel values, active partnerships and the celebration of excellence.

For many years, the motto of the Board has been, "Together we educate heart, mind and soul". In light of our mission, vision and values, we have three priorities:

In educating the heart, we work to build collaborate Catholic learning communities through shared leadership, promote environmental initiatives that respect God's creation, and enhance parental and student engagement, parish and community partnerships.

In educating the mind, we work to align human and operational resources to support our students and close gaps in achievement in critical literacy and to deepen mathematical literacy through inquiry. This is done with appropriate differentiated staff professional learning in all employee groups. An appropriate theme is, "Learning is the work". This reflects the need for a relentless consistency for every child and staff member in our district to learn and improve.

In educating the soul, we are all responsible to build faith-based communities that support Catholic character formation, and to provide opportunities to deepen adult faith. Our spiritual theme this year is, "Celebrating the Spirit". Together, we offer hospitality, understanding and justice through the wisdom of our decisions and actions, which are guided by the words of Jesus. Jesus tells each of us that we are light. Our mission in Catholic Education is to help every child to realize there never has been and never will be another child like them.

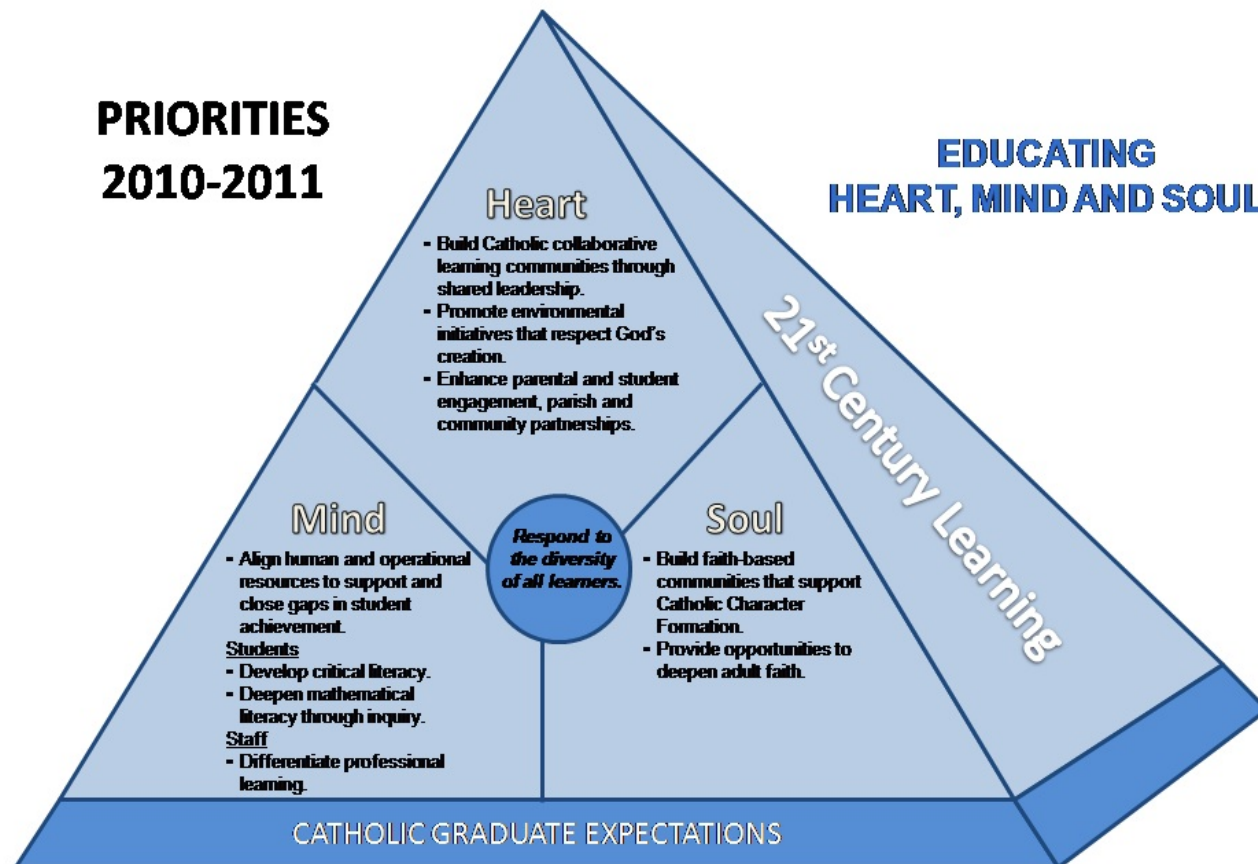
All three of our priorities are built upon the foundations of Catholic values, and come to life through teaching and learning strategies of the 21<sup>st</sup> century. In this way, we work to respond to the diversity of our learners, and remain steadfast in our focus on our students.

We are proud of the many programs and opportunities we have available for our students, and of the outstanding success of our students provincially. We are proud that our schools are places where staff, students and families have opportunities to experience God's presence in their lives.

*Valerie Pichette*

Director of Education

## PRIORITIES 2010-2011



## RELIGIOUS EDUCATION

### Board-Wide Faith Day:

On September 24<sup>th</sup>, the Superior North CDSB held its annual Faith Day at the Church of the Annunciation and St. Edward Catholic School in Nipigon, with school and board office staff and trustees in attendance. The theme of the day was 'Catholic Faith In Action'.

The day began with Mass con-celebrated by Bishop Frederick Colli and Father Abadines of the Church of the Annunciation, and priests and deacons from a number of communities. A choir of students from St. Edward Catholic School, directed by various staff members, led participants in songs of praise. Bishop Colli's keynote address spoke of the need for Catholic educators to model Catholic values in all that we do.

A variety of breakout sessions were offered in the afternoon. Presenter topics included:

- Technology to learn more about our Catholic faith and traditions.
- An explanation of Catholic symbols used to identify saints, evangelists and others who have shaped our Catholic faith.
- Various techniques to animate faith development in the classroom.
- A liturgical dance workshop.
- Ways to enhance teaching-learning space and religious education programs.

### Faith In Action In Our Schools:

- Holy Angels Parish celebrated its 100<sup>th</sup> anniversary. The weekend began with an opening celebration at Holy Angels School and a prayer service and the installation of a new Our Lady of Fatima statue.
- St. Edward School participated in Operation Christmas Child by giving shoeboxes filled with stuffed animals, toys, colouring books and personal hygiene items, as did many of our schools.
- Our Lady of Fatima School hosted an entertainment evening to support the Longlac Christmas Food Hamper Fund.
- Holy Saviour School had guest speaker Father Terry Sawchuk speak about the formation of a young Catholic student.



- Our Lady of Lourdes School is participating in the Roots of Empathy Program, with one of their own teachers being the Mother of the baby. This program is at the core of anti-bullying and focuses on each individual's uniqueness.
- St. Joseph School reflected on the virtue of tolerance during the month of March. Tolerance is a belief that every person is sacred.
- St. Brigid School participated in the Helping Hands For Haiti campaign.
- St. Hilary School hosted their Annual Grandparents/Seniors Valentine's Day Tea.
- St. Martin School donated their old toys and books to a garage sale, that raised funds that will go back into the local community.
- During the year, the board office staff donated to local charities, through their 'Dress Down Fridays Fund'.

## ABORIGINAL EDUCATION

As one-quarter of our student population is self-identified as Aboriginal, it is essential to consider how schools and their programs meet their needs. To bring greater awareness of Aboriginal perspectives and traditions, a system-wide professional activity day was held on April 30, 2010, with all staff members present. Representatives from the Ministry of Education and local First Nations brought greetings.



A highlight was the Red Rock Women's Drumming Group and student fancy dancer. In the afternoon, the staff attended breakout sessions on Tribes, the

Aboriginal Toolkit, Motivating the Aboriginal Learner, Community Connections and the Medicine Wheel.

The Board has passed a policy developing the parameters of its Aboriginal Education Advisory Committee, and its first meeting was held on October 26<sup>th</sup>. Partnerships with local First Nations and the schools have been strengthened and expanded so that elders and others are welcomed into the schools.

Dr. Pamela Toulouse gave presentations to students on aboriginal culture and self-esteem. Projects on student mentorships and transitions helped build self-esteem and confidence in a safe, caring environment.

## PLANT AND MAINTENANCE

### Good Places To Learn:

The funding we received during the four years of GPL assist our Board in upgrading our schools High and Urgent Mechanical, Electrical and Structural needs. On our final year of funding, we were able to accomplish the following:

- new heating systems for St. Hilary and Our Lady of Fatima
- electrical upgrades completed at St. Hilary and Our Lady of Fatima
- new roof for Our Lady of Lourdes

### School Renewal:

- upgrades to the storm water system for St. Edward
- painting and millwork completed in classrooms at numerous schools
- sound panels installed at St. Hilary gym to help reduce the echo during gym functions
- new office renovations at Our Lady of Fatima
- annual life safety inspections completed over the summer in preparation for the new school year (electrical safety, fire alarms, fire extinguishers, sprinkler systems, boilers, elevators and playgrounds)

### Energy Efficiency:

- new heating system for St. Joseph
- HVAC upgrades to Our Lady of Fatima and St. Hilary
- occupancy sensors for numerous schools
- upgrades to energy management controls

We received our Stage II funding for energy efficient schools. With these funds we will be able to complete our building upgrades for future savings in energy.

### Utility Consumption Database:

This database will provide our Board with support in bench marking, assessing and establishing energy conservation targets.

### Accessibility:

The Board is reviewing the needs of our school in Nakina, consulting with our coterminous boards and looking at converting this building to be fully handicap accessible in the year 2011.

### New Outreach Coordinator:

The Board received funding to hire an Outreach Coordinator, as part of the Community Use of Schools mandate. This enables our Board to ensure the effectiveness of the program at the local level.

## CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Our Board's Catholic Parent Involvement Committee enhances the learning environment for students, by engaging parents in their children's education. Its purpose is to provide regular opportunities for School Council members to dialogue, offer input and enjoy informative presentations on a number of education related topics throughout the year.

## CELEBRATION OF EXCELLENCE



The Board hosts an annual Celebration of Excellence banquet, each year. On May 15<sup>th</sup>, five retiring employees were recognized, along with many others, for their years of service.

## BOARD OF TRUSTEES

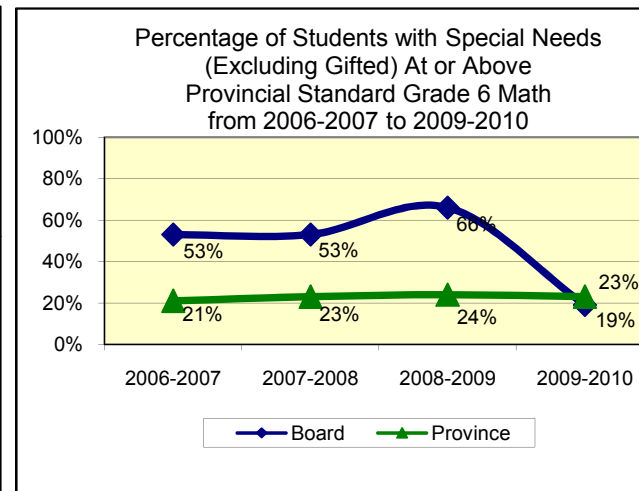
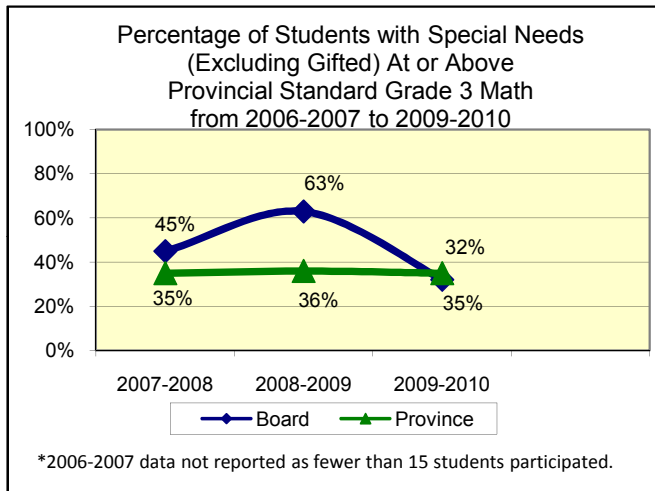
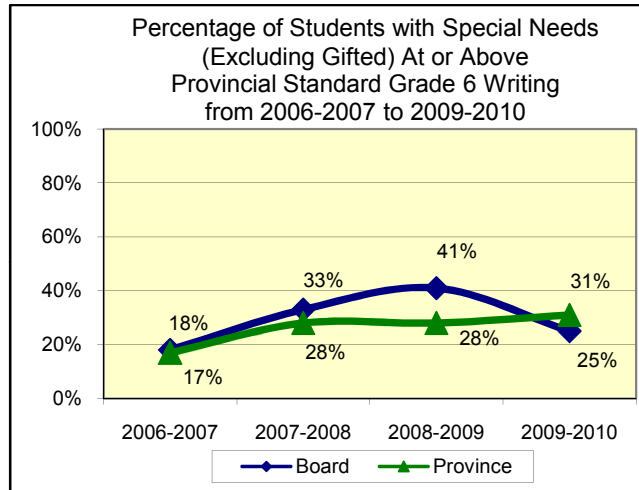
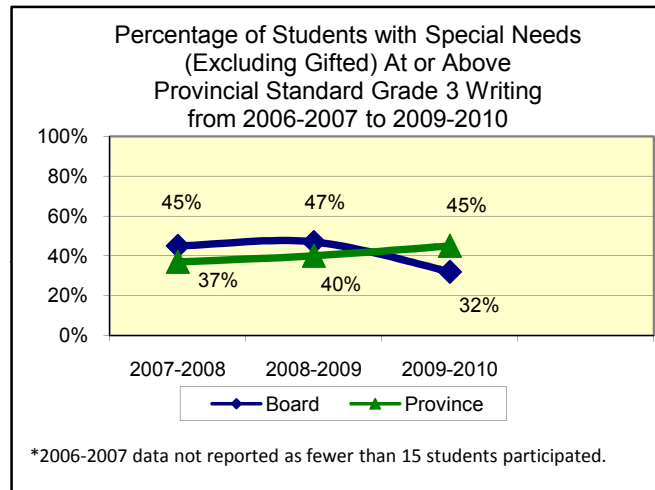
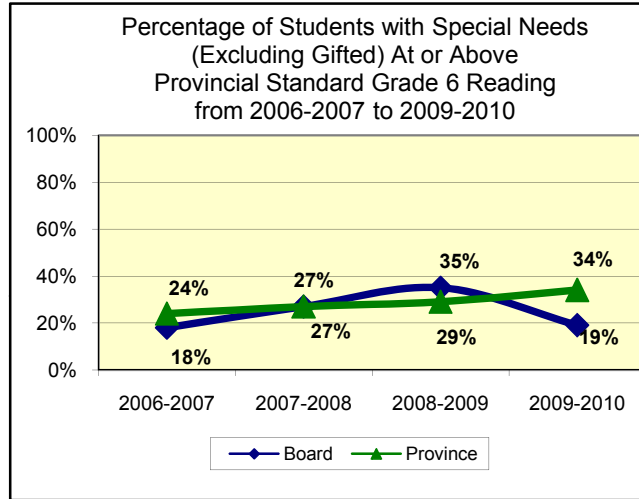
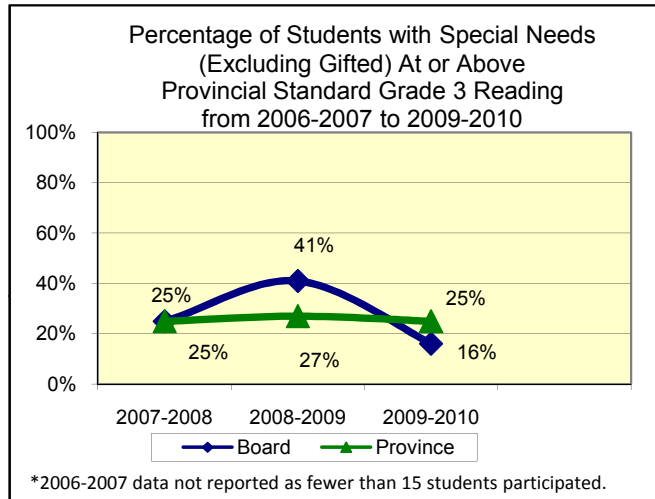


Sharon Arsenault (Chair)	.....	Longlac
Hugh McCorry (Vice-Chair)	.....	Marathon
Carol Barnes	.....	Manitouwadge
Shirley Dunville	.....	Red Rock
Marline Ilijow	.....	Nipigon
Bill McKay	.....	Geraldton/Nakina
Artur Szczepaniak	.....	Terrace Bay
Judy Wawia (Native Rep)	.....	Nipigon

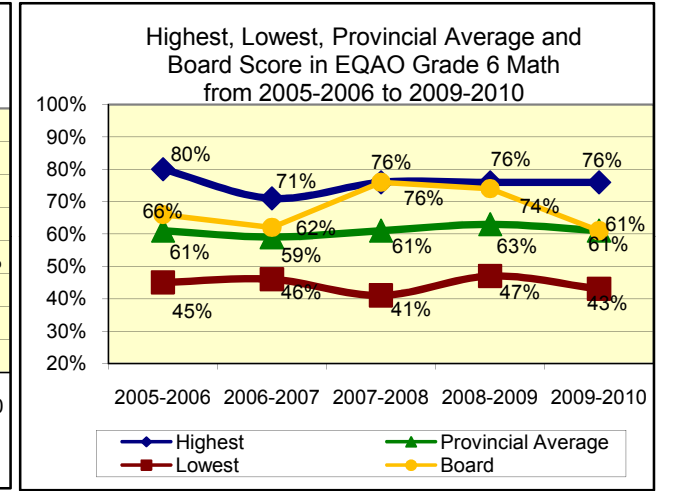
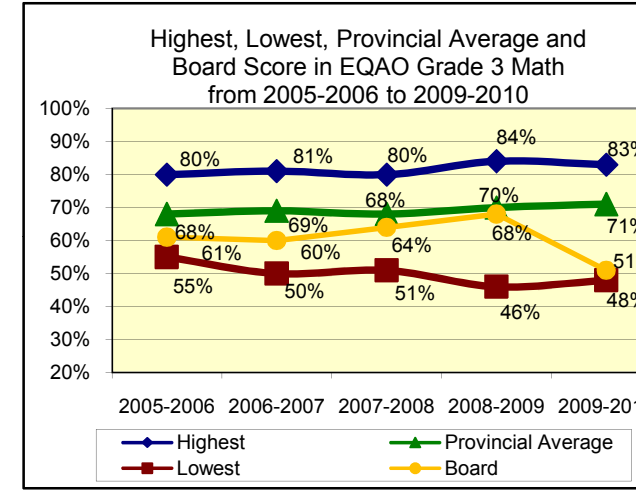
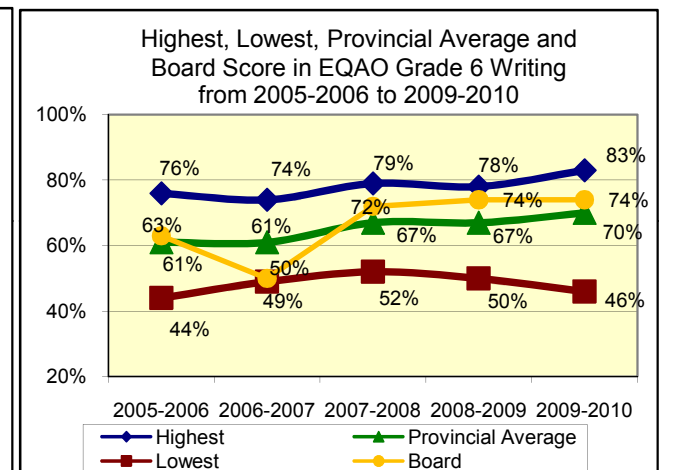
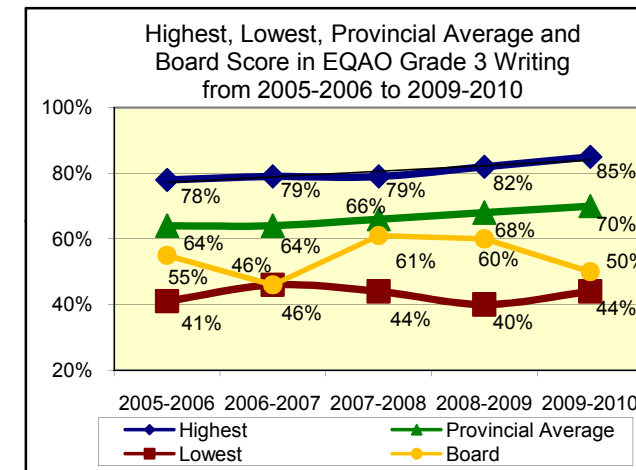
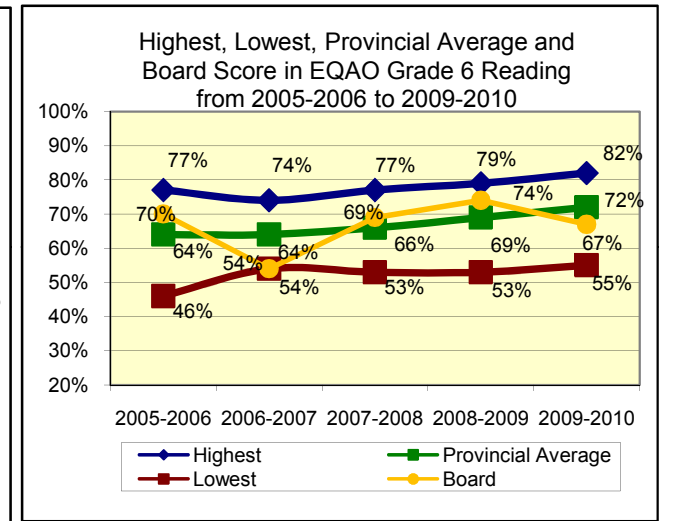
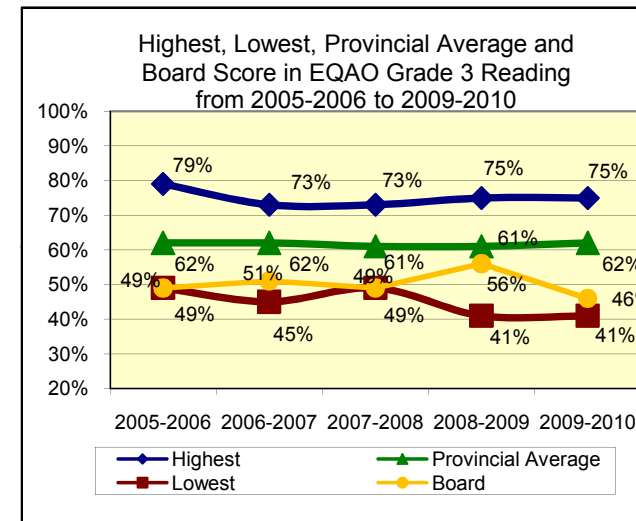
## SENIOR ADMINISTRATION

Valerie Pichette	.....	Director of Education
Mary Anne Baker	.....	Superintendent of Education
Joy Brenzavich	.....	Assistant to the Director
Scott Adams	.....	Manager of Finance
Dan Bourgeault	.....	Manager of Operations

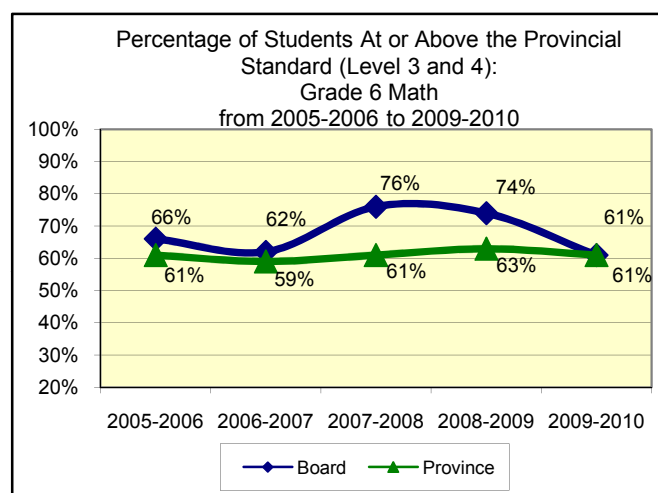
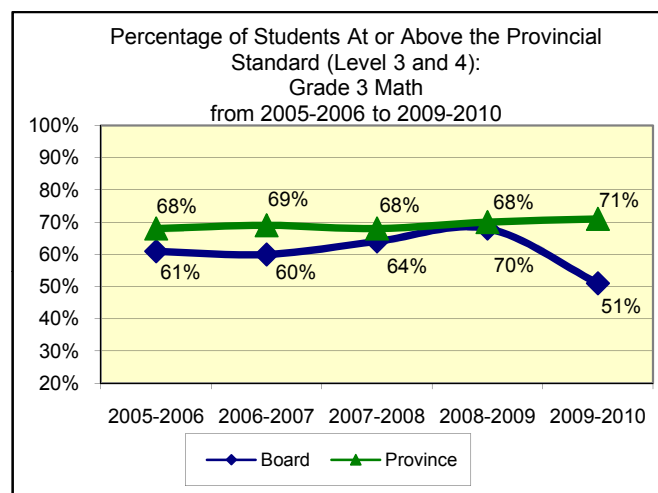
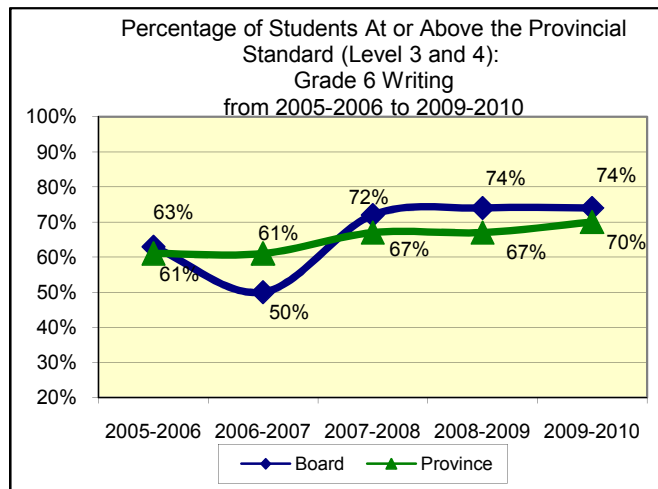
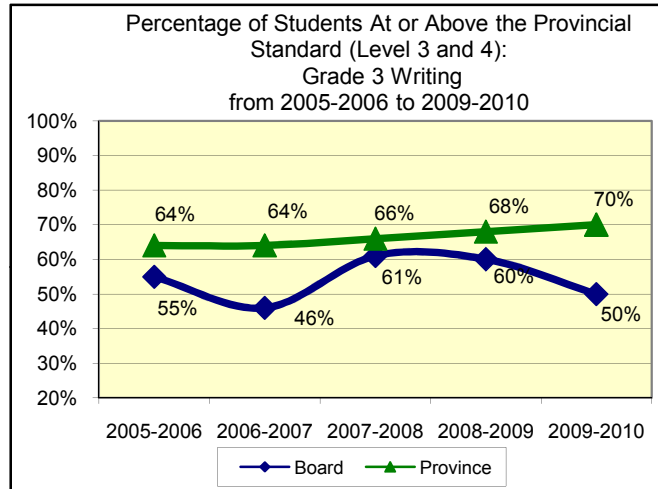
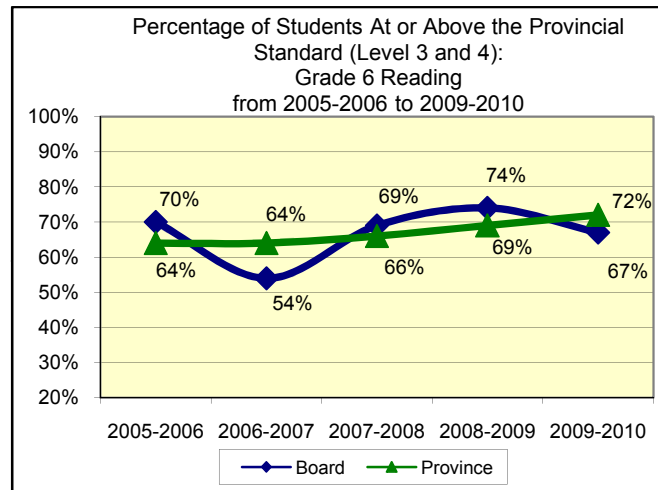
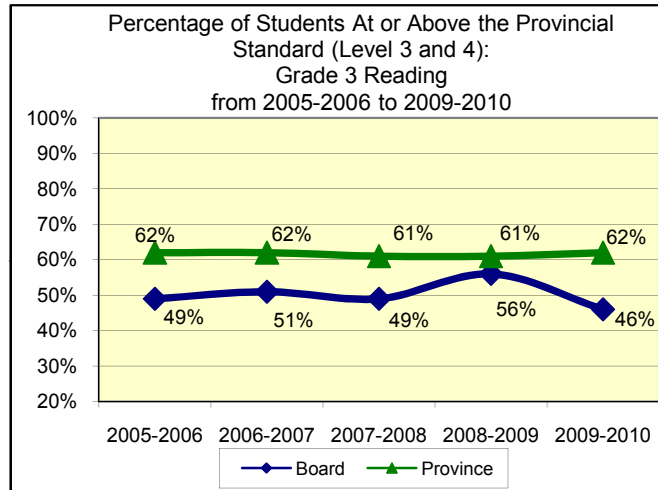
**Percentage of Students With Special Needs At Or Above Provincial Standard, 2006-2007 To 2009-2010:**



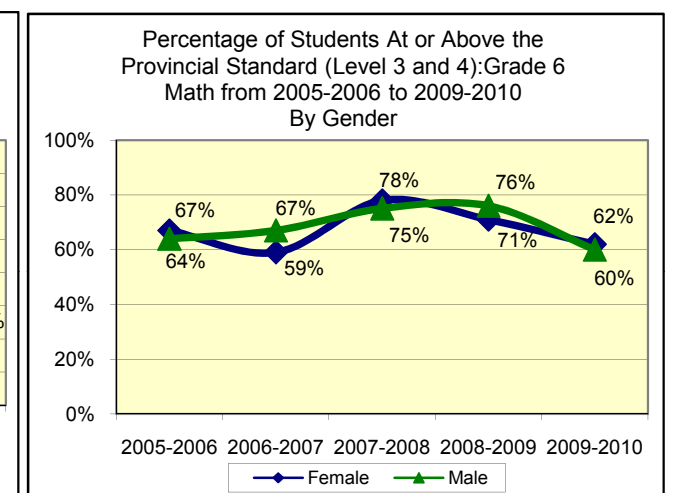
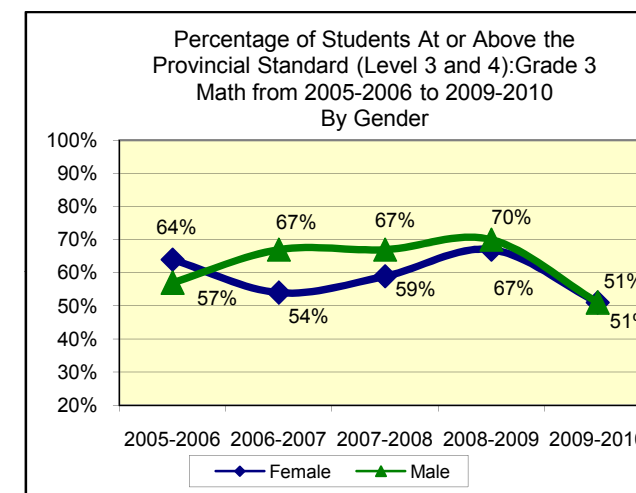
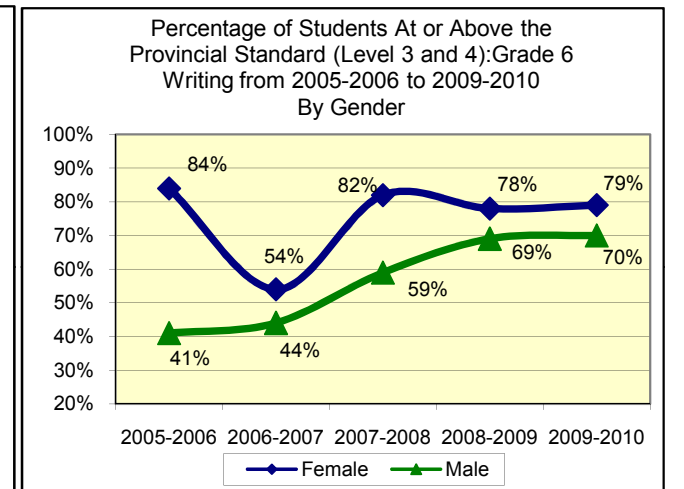
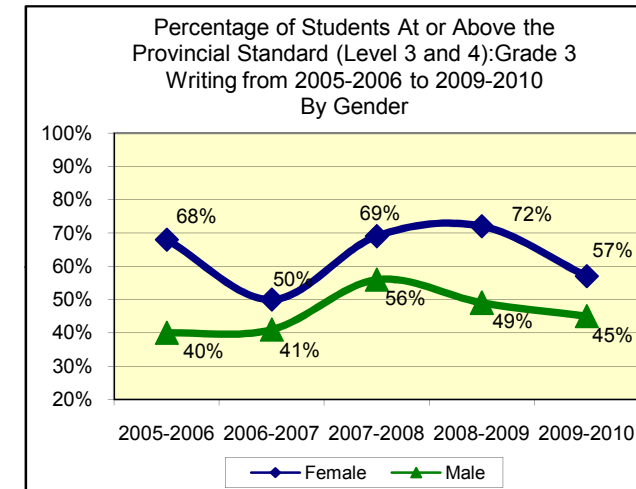
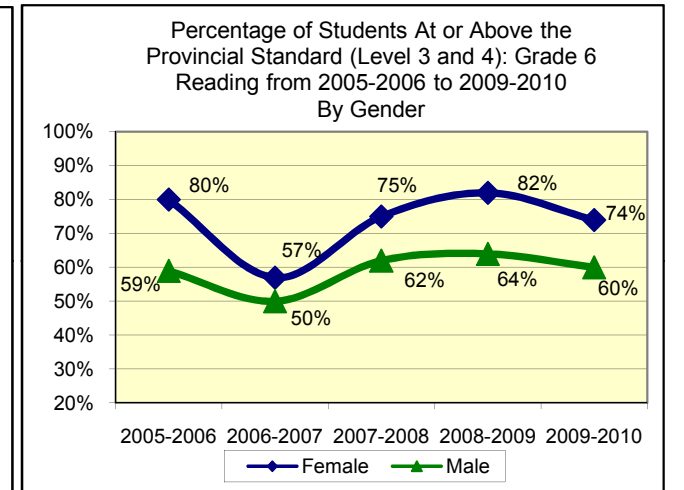
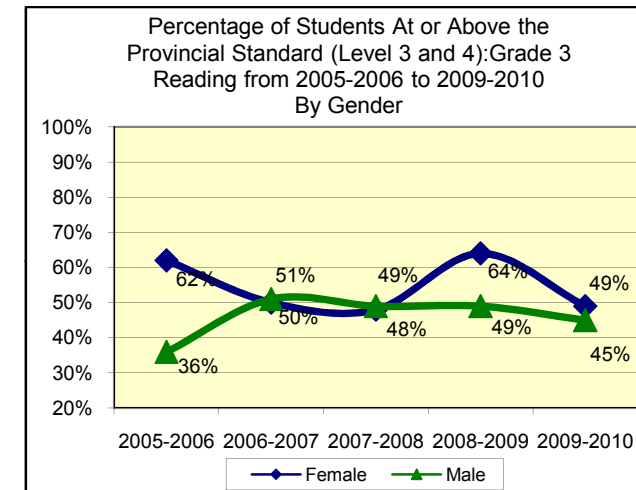
**Highest, Lowest, Provincial Average and Board Level Results Based on Percentage of Students at Levels 3 and 4, 2005-2006 To 2009-2010:**



**Language And Math  
Board Level Results:**



**Language And Math  
Students At Provincial Standard By Gender:**



## TECHNOLOGY UPDATE

Our Board has a Technology Steering Committee composed of our two Information Technologists, Superintendent of Education, Manager of Finance and a Special Assignment Teacher (Information Technology Lead). The committee meets on a regular basis to establish goals and objectives to advance our entire board in the area of technology utilization.

### 2009-2010 Purchases:

- additional FM sound field systems to supplement some schools
- additional Promethean Interactive Boards to supplement board-wide numbers
- increased resources for students with specialized needs to assist them in increasing their achievements

### Exciting Times Ahead:

- Migrating to a new wide-area network (WAN) with faster, more reliable network and internet access.
- New WAN will also provide a greater ability to filter content, support our network, provide enhanced data backup and deliver better web streaming content. This will also give us potential positioning for future video conferencing ability between all Board sites.
- Unfortunately, Bell's implementation of our WAN was delayed into the 2010-2011 school year.
- Board has site license for Adobe Connect to create web conference presentations.
- Switch-over to Google applications to provide benefits of document sharing, collaboration, on-line PD, more secured e-mail delivery and better spam protection (delayed to coincide with Bell's WAN solution).
- Continued plan to increase number of Promethean Interactive Boards.
- Results being shared over pilot of Active-votes, as an accessory to assess alongside Promethean Interactive Boards.

## HUMAN RESOURCES

- The combination of permanent and occasional teacher openings for the 2010-2011 year, resulted in 16 teachers being hired, as well as the new position of Early Childhood Educator (ECE).
- Staff attended the Lakehead University job fair in an effort to maintain a presence for recruitment purposes.

- Continuing to develop our knowledge of an HR system to record and manage various information and to use the system to its fullest potential. The next modules to be implemented on the ISYS system are benefits and Records of Employment.
- We have enhanced the accuracy of payroll distribution into the accounting system by reporting information directly from ISYS to the SDS accounting system.
- We have also arranged to have all statutory deductions remitted directly to the government, which also ensures greater accuracy.
- Currently gathering information as per the requirement of Bill 168.
- HR Officer attended OMERS and HR School Board Northwest workshops.
- Participated in the summer orientation session held through the New Teacher Induction Program.

## HEALTH AND SAFETY

- A new OECTA member joined the Joint Health and Safety Committee. This member, along with three custodians, was provided with Basic Certification Part 1 and 2.
- First Aid training and re-certification is being provided to designated staff members at each school.
- Regular Health and Safety inspections were performed at each site, resulting in only minor deficiencies which have been addressed.
- The Board is committed to providing Health and Safety training to all our staff, using the Link2Elearning web base program. This year, along with our WHMIS refresher course, training was provided for Sabrina's Law course using Wellnet.
- We received a 90% OSBIE audit score last year, therefore no audit was necessary this year. Next year four schools and the board office will be audited.
- Custodial staff were also trained in the following modules:
  - A Clean Sweep - Safe Work Practices For Custodians
  - Lockout/Tagout
  - Electrical Safety
  - Ladder Safety
- Investigating accessing Wellnet to provide training required for Bill 168 (Violence and Harassment In The Workplace).
- We strive to provide the training necessary to carry out our commitment to ensure our staff are well trained and our schools are safe places to work.

## STUDENT SUCCESS

### Student Voice:

Our community culture and caring strategies include tracking student leadership opportunities for students which pertain to school environment, their own learning and social justice initiatives which are important to students. Differentiated Instructional strategies which include student choice and interest are developing at the classroom level.

The Student Voice Initiative has been communicated to all administrators and intermediate teachers. We have more than doubled our applications for student voice projects over last year. A project approved for St. Martin Catholic School (Terrace Bay) was successful in supporting a Grade 8 student who was selected as a member of the Minister's Advisory Council.

### Mathematics Instruction:

Job-embedded professional learning has been the focus with the assistance of a provincial coach. Intermediate teachers participated in math networks which focussed on problem solving based instruction. Teachers worked together in a professional learning community to develop instructional strategies in the areas of open-ended questioning, three-part problem solving and differentiated instruction in mathematics.

### Literacy:

Professional learning opportunities were job-embedded and provided through school-based PLC's. The use of Ministry and Board resources on adolescent literacy, boys' literacy and cross-curricular literacy instruction, supported professional learning.

### Differentiated Instruction (DI) Professional Learning Strategy:

Job-embedded professional learning supports such as the Professional Learning Cycle, Ministry DI resources as well as resources for teachers and principals created by Karen Hume, have supported differentiated instructional strategies being built into school-based professional learning communities.

### MISA:

The intermediate division at St. Edward School participated in a research study using technology to enhance differentiated instruction. The purpose of this study was to examine the effect of using an active response (AR) system for differentiated instruction (DI) in order to enhance student achievement.

Results from the AR system will help teachers identify students' prior knowledge and differentiate entry points (ie. group levels, task) of their students for given specific expectations from the Mathematics curriculum. Further analysis of the DI groups, with the AR system, will measure learned material so the students can be regrouped as they meet the expectation requirements.

Response time is instantaneous. The teacher is able to analyze the results quicker due to the programming of the Promethean Board. This allows the teacher to organize students into groups more quickly and efficiently and thus the students are able to spend more time working on assigned questions suitable to their abilities. This allows for the students to learn at their level and move forward in their learning. Further trials will be done in the new year as we see the potential in the combination of AR system and pen and paper testing.

### Equity and Inclusive Education:

The Board has developed an Equity and Inclusive Education and Religious Accommodation Policy. Currently, the Board is reviewing and revising existing policies to ensure alignment with the Equity and Inclusive Education Policy. Board and School Improvement Plans are viewed through the lens of equity and inclusiveness to embed these principles throughout.

Engagement of a variety of partners which are reflective of diverse communities is the goal of all Board and school-based partnerships. Equity and Inclusive Education is an on-going focus with stakeholders and committees such as SEAC, Parent Involvement Committee, Aboriginal Education Advisory Committee, School Councils, Trustees, Principal PLC's, and school-based PLC's.

Information and training supports for all stakeholders include participation in Equity and Inclusive Education Part II: Deepening the Understanding ... Widening the Response in Toronto. Equity training will continue for administrators and school staff through principal and school PLC, parent information and training through school councils and parent involvement committee, student support through workshops, presentations, school-based resources and classroom instruction.

The monitoring of progress will occur through school climate surveys, school and board improvement plans, and on-going opportunities for all stakeholders and partners to provide feedback through SEAC, Aboriginal Committee, CPIC, School Councils and Safe School Teams.

## EQAO

While Superior North Catholic has identified we have work to do in our primary division (majority of our Grade 3 students performed at Level 2 in 2009/2010 assessment), we have also noted a significant trend of improvement in primary to junior cohort data. Below are some individual school successes in terms of percentages of students at Levels 3 or 4:

<b>Grade 3 Reading</b>	<b>92% (1 school)</b>
<b>Grade 3 Writing</b>	<b>100% (2 schools)</b>
	<b>83% (1 school)</b>
<b>Grade 3 Math</b>	<b>100% (1 school)</b>
	<b>83% (1 school)</b>
<b>Grade 6 Reading</b>	<b>82-88% (3 schools)</b>
<b>Grade 6 Writing</b>	<b>93% (7 of 9 schools above 71%)</b>
<b>Grade 6 Math</b>	<b>88% (1 school)</b>
	<b>86% (1 school)</b>

As evident in the data, we have exemplary practices in schools. We will use school networking, principal and school-based PLC's to share best practices and build capacity in all our schools.

The Grade 6 EQAO data trend line is on track to meet the 2011 target of 75% of students at or above the provincial standard. The trend line currently is at 67% of students at Level 3 and 4 in reading, 74% of students at Level 3 and 4 in writing, and 61% of students at Level 3 and 4 in mathematics (a slight decrease from 74% in 2008-2009). To support continued success for all students, the following supports are in place:

- Collaborative Inquiry Learning in Mathematics (CILM) projects in the junior division.
- Reading intervention opportunities for struggling primary students.
- School-based professional learning communities are focussed on student learning, the implementation of high yield strategies, differentiated instruction and assessment for learning.
- A principal learning team is participating in the Leading Student Achievement Project. This project provides the principal learning team with the opportunity to continue the professional dialogue around the role of the principal as the instructional leader, to engaging in working with school, board and provincial data to school improvement and increased student achievement.
- Teaching and learning is reflective of the review and analysis of school, board and provincial data.

## Accomplishments in improving student learning and achievement in special education (services and programs offered in the Board):

Board and school-based focus is on the strengths and needs of students with special needs. Student learning is tracked and monitored and the selection of appropriate strategies and interventions are implemented through board and school improvement plans.

Superior North Catholic DSB operates a fully inclusive setting in all schools where students are supported within the classroom environment. School support teams (classroom teachers, support staff, special education teachers and principals) work closely to plan, implement and monitor programs and the use of resources that will provide opportunities for success for all students.

In terms of EQAO, while we are always looking to support our students to meet with greater success, it is evident in the EQAO data provided that our students with special needs, in most cases, are out performing the province and we have an extremely low exemption rate (3 students in 2009/2010).

All nine schools are participating in on-going professional learning opportunities in Applied Behaviour Analysis (ABA). These services are being provided by ABA specialists and are funded through a Ministry grant.

All nine schools are participating in on-going professional learning opportunities in Applied Behaviour Analysis (ABA) training for special education teachers, EA's and classroom teachers. Classroom consultations will also be provided in five of the nine schools. ABA strategies will support students with autism and other learning needs.



## EARLY LEARNING DATA

Full day Junior and Senior Kindergarten programs are in place at all schools within the Board. Holy Saviour Catholic School in Marathon, was chosen as the Full Day Early Learning Kindergarten Program (FDELKP) site. In this school, an Early Childhood Educator works in collaboration with the Kindergarten Teacher, to deliver the new program which exists in a play-based environment.



The FDELKP provides the young students with the opportunity to experience growth in a variety of domains in a Christ-centred environment – academic, behavioural, social and emotional. There are currently 18 students enrolled in the FDELKP at Holy Saviour School.

## IMPROVING STUDENT OUTCOMES

The School Effectiveness Framework (SEF) is the overarching structure that focuses all of our efforts on improving student achievement. Under the framework, board and school improvement planning is aligned and provides the opportunity for school hubs to work together. Schools In The Middle (SIM) strategies are being implemented and this is evident during SEF district reviews.

Superior North Catholic DSB has concentrated on the development of learning goals and success criteria to motivate our students to attain higher levels of achievement. Assessment of and for learning has led to renewed concentration on differentiation of instruction to meet individual student needs.

Professional Learning Communities (PLC's) exist in all schools and meet regularly to examine student work and to determine teacher actions that will lead to improved outcomes.

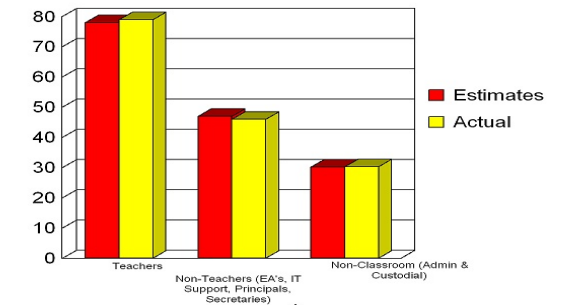
Teachers and principals, as co-learners, participate in the PLC meetings and follow up by providing training for any identified gaps and by reviewing student outcomes and assessing possible alternative teaching/learning strategies. As well, the principals meet monthly during Leadership Forum and participate in learning activities to develop their understanding of instructional leadership.

## STAFFING/ENROLMENT

### Staffing (Full-Time Equivalent) at October 31<sup>st</sup>:

	2009 - 2010		Change	%
	Estimates	Actual		
Teachers	77.9	78.9	1.0	1.28
Non-Teachers (EA's, IT Support, Principals, Secretaries)	46.9	45.9	(1.0)	-2.13
Total Classroom	124.8	124.8	0.0	0.00
Non-Classroom (Admin. & Custodial)	30.1	30.2	0.1	0.33
	154.9	155.0	0.1	0.06%

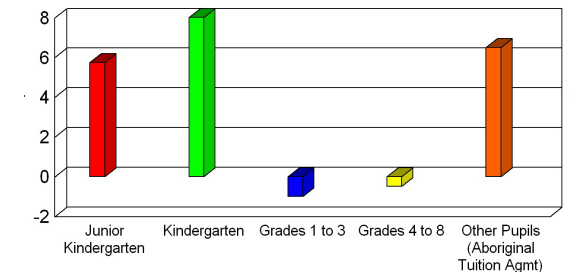
### Changes in Staffing (FTE): 2009-10 Actual vs Estimates



### Enrolment (ADE):

	2009 - 2010		Change	%
	Estimates	Actual		
<b>Pupils of the Board</b>				
Junior Kindergarten	30.50	36.25	5.8	18.85
Kindergarten	31.50	39.50	8.0	25.40
Grades 1 to 3	215.00	214.00	(1.0)	-0.47
Grades 4 to 8	390.00	389.50	(0.5)	-0.13
	667.00	679.25	12.3	1.84
<b>Other Pupils</b>	30.00	36.50	6.5	21.67
(Aboriginal Tuition Agreement)	697.00	715.75	18.8	2.69%

### Changes in Enrolment (Average Daily Enrolment): 2009-10 Actual vs Estimates



### Language First Spoken At Home:

English Or French	Percent	Not English Or French	Percent	Total	Percent
717.00	98.08	14.00	1.92	731.00	100.00

### Self-Identified First Nation, Métis & Inuit Students:

First Nation	%	First Nation Tuition	%	Métis	%	Inuit	%	Total Self-Identified	%	Not Self-Identified	%	Total	%
170.00	23.26	36.00	4.92	6.00	0.82	0.00	0.00	212.00	29.00	519.00	71.00	731.00	100.00