

Enrolment Data/Aboriginal/Primary:

Enrolment Data	Pupils Of The Board	Other Pupils (First Nation Tuition)	Total
FTE	635.50	27.50	663.00
Head Count	695.00	33.00	728.00

Language First Spoken At Home Other Than English Or French		
Number of Students	15	2.1%

Aboriginal Self-Identified Students				
	First Nation	Métis	Inuit	Total
Number of Students	231	10	0	241
% Of Total Students	31.7%	1.4%	0%	33.1%

Percentage of Primary Classes At 20 Students Or Fewer			
	Under 20	Under 23	Total
No. Of Primary Classes (JK To Grade 3)	21	3	24
Percent Of Total Primary Classes	87.5%	12.5%	100.0%

Board of Trustees:



Back Row

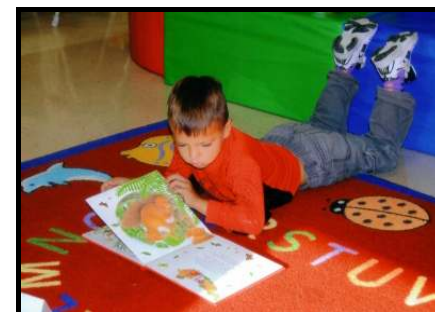
Artur Szczepaniak, Terrace Bay
 Judy Wawia, Nipigon
 Bill McKay, Geraldton and Nakina
 Shirley Dunville, Red Rock
 Lawrence McParland, Schreiber

Front Row

Marline Ilijow, Nipigon
 Carol Barnes, Manitouwadge
 Sharon Arsenault (Chair), Longlac

Senior Administration:

Valerie Pichette Director of Education
 Mary Anne Baker Superintendent of Education
 Tina Visintin Acting Assistant To The Director
 Scott Adams Manager of Finance
 Dan Bourgeault Manager of Operations

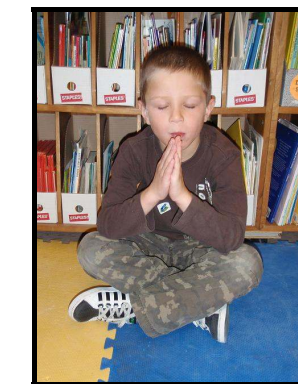


VALUES

We value:

- the presence of God in each person;
- an inclusive Catholic culture that instills compassion;
- hope, integrity, faithfulness, respect and self-worth;
- Catholic-based spiritual development; and student success.

Superior North Catholic District School Board



DIRECTOR'S 2011 ANNUAL REPORT

DIRECTOR'S MESSAGE

Each year, I have the pleasure to have the opportunity to share the accomplishments of our schools through the Director's Annual Report. I am proud of and grateful to all for their commitment to excellence in Catholic Education on behalf of the students we serve.



The motto of the SNCD SB, "Together we educate heart, mind and soul", speaks to our shared commitment to our students. Our Catholic community of schools is empowered by our shared faith, and our shared commitment to student success and well being. We are enriched and strengthened by the devotion of each member of our community – not only our students, staff members, administrators and trustees, but also our parents, clergy, and the wider community of organizations and individuals who support us.

After a wide consultation with these partners, the priorities of the Board have been focussed through strategic planning sessions last spring. Our goal is to achieve student success through shepherd leadership. Student success comes in many forms, and we encourage and celebrate success in the demonstration of their individual talents, personal growth in academics and daily activities, stewardship of resources, and support for those in need, as they walk in the light of Christ.

Each of the sections of this report highlights important aspects of our Catholic culture, values and foundation in education excellence. The report is structured under our guiding pillars:

- Catholic Nature of the System: to ensure the Catholic nature of the system
- Student Success: to ensure quality Catholic education for all students
- Staff and Leadership Excellence: to retain and promote the highest calibre of Catholic staff available for the system
- Governance and Policy Effectiveness: to develop and implement effective Catholic governance structures and operational policies
- Operational and Fiscal Effectiveness: to ensure the efficient and cost effective operation of the school system.

Each of the reports highlights an important aspect of culture, values and foundation in educational excellence, which demonstrate how we work together to educate the whole child. I wish to express thanks to all our partners, inside and beyond the system, who make a difference in the lives of children. Truly, they walk in the light of Christ, as they prepare our children to do the same.

Valerie Pichette
Director of Education

MISSION

To ensure authentic Catholic education to all through a commitment to gospel values, active partnerships and the celebration of excellence.

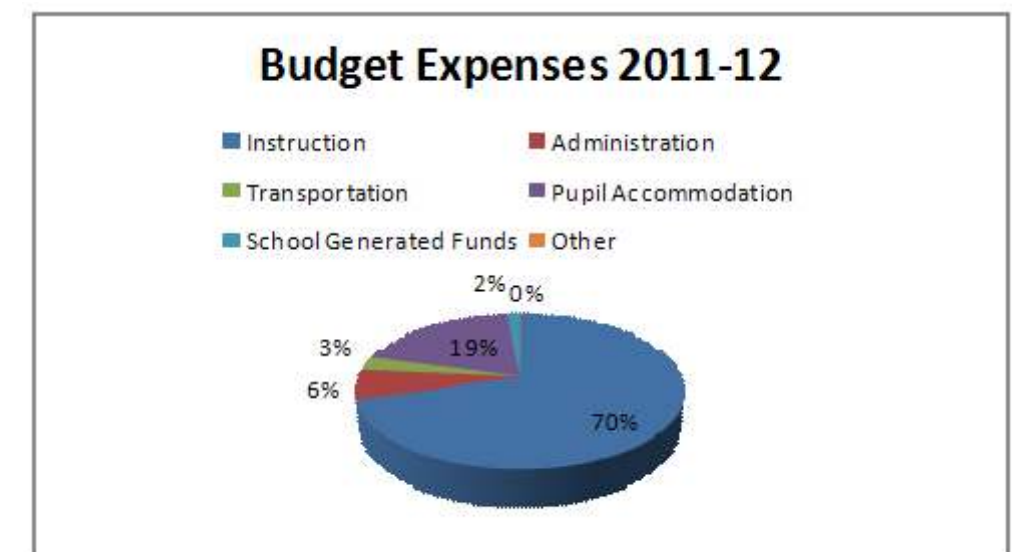
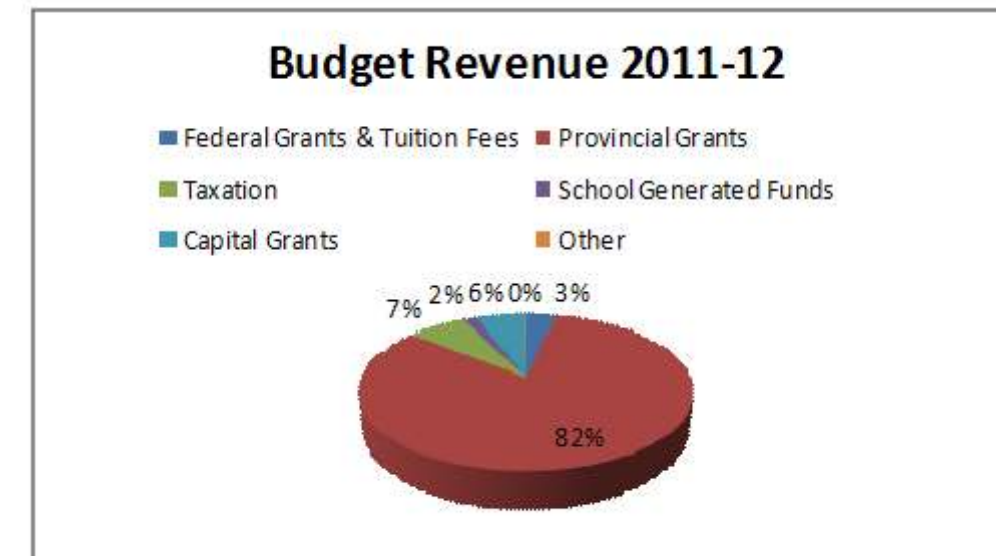


SUPERIOR NORTH CATHOLIC

District School Board
21 Simcoe Plaza, P.O. Box 610
Terrace Bay, ON P0T 2W0
www.sncdsb.on.ca

2011-2012 Revised Estimates:

<u>Revenue</u>	<u>Budget</u>	<u>Expenditures</u>	<u>Budget</u>
Federal Grants & Tuition Fees	571,931	Instruction	12,111,328
Provincial Grants	13,466,783	Administration	1,062,904
Taxation	1,094,788	Transportation	514,029
School Generated Funds	260,000	Pupil Accommodation	3,258,468
Capital Grants	931,650	School Generated Funds	260,000
Other	25,850	Other	14,500
	<u>16,351,002</u>		<u>17,221,229</u>



2010-2011 Summary of Financial Results:

	Budget	Actual	Change	Percent
Revenue				
Federal Grants & Tuition Fees	666,134	712,550	46,416	6.97
Provincial Grants	13,072,697	13,631,084	558,387	4.27
Taxation	1,160,396	1,061,844	(98,552)	-8.49
School Generated Funds	300,000	270,359	(29,641)	-9.88
Investment Income	19,987	55,753	35,766	178.95
Amortization of Deferred Capital Contributions	909,266	899,329	(9,937)	-1.09
Other	5,400	98,011	92,611	1715.02
	16,133,880	16,728,930	595,050	3.69

Expenditures				
Instruction	11,173,838	11,822,100	648,262	5.80
Administration	1,082,008	1,004,733	(77,275)	-7.14
Transportation	505,105	485,499	(19,606)	-3.88
Pupil Accommodation	3,318,494	3,145,533	(172,961)	-5.21
School Generated Funds	300,000	282,198	(17,802)	-5.93
Other	3,000	20,116	17,116	570.53
	16,382,445	16,760,179	377,734	2.31

Annual Surplus/(Deficit)	(248,565)	(31,249)	217,316	-87.43
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Opening Accumulated Surplus/(Deficit)	3,509,943	3,712,490
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Closing Accumulated Surplus/(Deficit)	3,261,378	3,681,241
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Changes In Revenue (From Budget)

- Increase in school foundation grant.
- Additional grants announced after budget approved.
- Reduction in tax base from municipalities.
- Large tax write-offs in municipal industrial taxes.
- Interest estimated at low level.
- Additional grants and reimbursements from school banker boards and other agencies announced after budget approved.
- Deferred capital contributions recognized in revenue to match amortization expense of capital assets.

Changes In Expenditures (From Budget)

- Higher cost of replacing staff off sick for long term.
- SWST teacher funding announced after budget approved.
- Savings on travel, phone, office supplies in administration.
- Recruitment costs lower than budgeted.
- Savings on utilities.

1. CATHOLIC NATURE OF THE SYSTEM

Catholic Faith Development:

We are increasingly aware of the importance of nurturing the spirituality of adults within our educational communities. As our children have the need for spiritual formation, so too do the adults who serve these students' search for the spiritual dimension of life. Adult spiritual nurturance is provided in several ways.

Faith Day was celebrated on September 23rd at St. Joseph Catholic Church and St. Joseph Catholic School in Geraldton, with school and board staff and trustees in attendance. Father Ray Carey delivered an address about how each person can be a shepherd leader.

As we strive for consistency across the Board, and to enhance adult faith formation, and support the depth of student instruction in our Catholic values and traditions, we have implemented a Faith Ambassador Program. Each school is represented by a teacher, who receives instruction and resources, and in turn brings ideas and resources from their meetings into the schools to share with their colleagues. Four of our nine Ambassadors attended the 'When Faith Meets Pedagogy' conference in Toronto. Each school provides time during staff meetings for their Ambassador to share information, and each school has a designated area where everyone can access these resources.

A book entitled 'Auditing our Catholic Schools', provided a self-assessment process for staffs to discern their priorities in choosing priorities for action to enhance their Catholic culture. This year, the central focus is to develop a staff handbook that reflects the Catholic culture and expectations of the schools. Schools are providing input by sharing their school history, and an explanation of the name of their school. In turn, each school used its own audit to determine a goal which focuses on its priority in Catholicity.

All schools received the updated Fully Alive Program, which complements home instruction on family life. The program presents a distinctively Catholic view of human life, sexuality, marriage and family. It assists and encourages children to become the people God wants them to be – to be fully alive.

Numerous other resources assist schools in creating faith-filled environments, developing liturgies and integrating Catholicity into the curriculum.

2. STUDENT SUCCESS

Aboriginal Perspectives:



We continue to provide quality programs and resources to meet the needs of Aboriginal students, and to build an awareness of First Nation, Métis and Inuit histories, cultures and perspectives among all students and staff. The Board has policies in place that encourage voluntary and confidential student self-identification, as this knowledge helps schools improve services and supports.

The Board Aboriginal Education Advisory Committee meets four times a year with various partners from different geographic areas of the Board. We have Education Service contracts with Pays Plat and Red Rock First Nations. In three of our schools, students are learning Ojibway. Teachers

are beginning to use a rich and extensive toolkit, to enable them to bring to life Aboriginal perspectives in the classroom.

Ministry funded projects enabled us to develop a Board protocol for inviting First Nation elders and Métis Senators into the schools to work with the students. A new parent guide book, 'Family Connections', has been developed as a support to parents as they and their children connect with each other, the school and the community. Across the Board, students and teachers worked with members of local First Nations and the Métis Nation of Ontario, and from their experiences, published books to demonstrate their learning.

Student Success:

'Pathways For Success' for all students, including our 'at risk' students, are provided for by our schools. Transition to high school is a priority to focus on cross-board meetings between our elementary schools and the secondary school guidance teams. Early visits to the secondary school will support a successful transition for all students. Transition plans for students with special needs are developed and supported by parents, teachers and agencies who are involved with the students. Career Cruising is a program that our Grade 7 and 8 students are engaged in. This program assists them with workforce skills, life skills, resumé development and career choices. This program carries over into the secondary school where it continues throughout high school.

Literacy/Numeracy:



Teams attend all Literacy and Numeracy sessions provided by the Ministry. The plans generated by these groups are aligned with the Board Improvement Plan for Student Achievement and Schools In the Middle plans. Strategies from the *Guide to Effective Instruction* are promoted and utilized in classrooms throughout the Board. As the Board focus begins to encompass Numeracy, as well as Literacy, schools participate in PLC's relating to the inquiry process in Numeracy. Professional development in the area of Numeracy is differentiated to provide learning both in content knowledge and pedagogy as required by individual teachers. Leading Lights (model classrooms) are available for visits so staff may observe exemplary teaching/learning practices.

Special Education & Student Well Being:

Students with special needs are supported with the use of assistive technology. The Board uses Special Education Amount (SEA) grants to support this program so all students can be provided with assistive technology support. The Board has purchased the Premier Literacy Tool. All Board computers have this application for everyone to use. Principals, teachers and educational assistants have been trained to use this tool. COGNOS data and EQAO results are used to analyze strengths and next steps for all students.

Behaviour Expertise

Information and awareness of current support for student mental health and well being has increased significantly. www.superiormodel.ca is a user-friendly information site for educators, parents and service providers, highlighting services in each community where our schools are located. The Superior North CDSB has contracted Child Care Resources, Applied Behaviour Analysis (ABA) expertise to assist our schools with a professional support person.

This Consultant provides support to principals, teachers and other School Board staff, as required. They meet with school personnel, partner agencies and parents, in addition to doing assessments/screenings and classroom-based observations of individual students. They work with school teams to develop Behaviour Intervention Plans, individualized strategies/interventions to address specific behaviour observed in the classroom and other areas of the school. Some of the needs which are supported are: Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, Anxiety Disorder and Oppositional Defiance Disorder.

Plant & Maintenance:

School Renewal

- Painting and millwork completed in classrooms at numerous schools.
- Repairs and painting to exterior gym walls at St. Joseph School.
- Washroom upgrades to St. Brigid and Holy Saviour Schools.
- New office renovations at Holy Saviour School.
- Annual life safety inspections were 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

- Completed roof retrofit at Our Lady of Lourdes School.
- Replaced classroom lighting with energy efficient lighting at Our Lady of Fatima School.
- Upgrades completed to heating, ventilating and air conditioning units at Holy Saviour and Holy Angels Schools.

Renewable Energy Funding For Schools

The purpose of this program is to allocate \$50 million to school boards to purchase and install projects at existing or new school board facilities, involving the following renewable energy technologies:

- solar photovoltaic
- solar water heating
- solar air heating
- geothermal
- micro or small wind



Based on our business case proposal for a photovoltaic system, the Ministry granted us funding to install a 10 kwh photovoltaic system at Our Lady of Lourdes School in Manitouwadge. We are now generating electricity that is being fed into the Hydro One electrical grid and generating an income of .80 cents/kwh.

Accessibility

There have been upgrades to St. Brigid School in Nakina, with the installation of automatic door openers.

Health & Safety:

- Training was provided to our newly appointed principals for Joint Health and Safety Committee certification, Parts 1 and 2.
- First Aid and D-Fibrillator training and re-certification was provided to designated staff members at each school.
- OSBIE performed a bi-annual H.E.L.P. audit on four schools and the board office this year. We achieved an inspection result of 90% and maintained our favourable bi-yearly inspection status.
- Annual Joint Health and Safety inspections were conducted at each site, resulting in only minor deficiencies.
- The Board's commitment to provide health and safety training to all our staff using our Link2Elearning web base program, is ongoing. This year, along with our WHMIS refresher course, we provided the Sabrina's Law course.

Every year we strive to provide the necessary training to carry out our commitment to ensure our staff are well trained and our schools are safe places to work and learn.

The new strategic plan is found on the Board website at <http://www.sncdsb.on.ca> under the title 'Board Blueprint For Excellence 2011-2014'.

Policy Effectiveness:

Another Trustee role is to ensure policies are developed to achieve the goals of the Ministry of Education, which are to improve student achievement and well being. Board personnel develop the procedures to be followed to ensure everyone works together to support the needs of our students. These are developed, reviewed and updated on a regular basis. Board policies and their administrative regulations are found on the Board website.

5. OPERATIONAL AND FISCAL EFFECTIVENESS

Human Resources:

During the year a number of projects were implemented or improved on. They included:

- Implementing on-line Record of Employment module on the ISYS site. The Benefits module will be the next project.
- Created magnetic staffing board showing teacher placements, which is extremely helpful during the staffing process.
- Began a Payroll/HR instruction guide from which to build upon for training purposes.
- HR Coordinator attended the ISYS conference as well as the HR School Board Northwest conference.
- HR Coordinator plans to attend the Lakehead University Job Fair in an effort to maintain a presence for recruiting purposes, to attract potential occasional teachers and to speak with the new teachers about any teacher vacancies.
- HR Coordinator attended the Privacy and Information (PIM) workshop.
- Developed a system for accepting complete resumés and arranging interviews.
- Researching information to begin development of an attendance management program.
- Collecting documents to introduce exit surveys, as well as employee satisfaction surveys.

Information Technology:

- Denise Hogue was appointed as Special Assignment Teacher (Information Technology) for the 2011-2012 school year. She makes regular trips to schools to assist staff in the use of technology, with the aim of improving student achievement.
- Billy Luby from Thunder Bay, has been hired as the new Information Technologist, replacing Mr. Bramham. He will join us in January and will be working out of the board office in Terrace Bay.
- All home room classrooms will have a Promethean Interactive Board by the end of this year.
- In the 2011-2012 school year the Board will be replacing classroom lab computers with portable units and then recycle the current lab computers into the classrooms to be attached to the Promethean Boards for better student use.
- We are investigating obtaining an open site license for the Microsoft Office Suite program, to move all instructional and administrative staff and students to the same office suite platform.
- 2011-2012 includes plans to upgrade the wireless infrastructure within all of our sites, to enable us to make better use of video and audio conferencing.



Improving Student Outcomes:

The School Effectiveness Framework (SEF) is the underlying structure that contributes to the development of our School and Board Improvement Plans. Currently, we continue to focus on assessment of and for learning in order to guide instruction. Differentiation of instruction in order to meet student needs continues to be an area of development. Both our Board Improvement Plan for Student Achievement (BIPSA) and our Schools In Middle (SIM) Plan concentrate on establishing learning goals and success criteria and providing descriptive feedback. Observation of these strategies form the basis of the SEF review process.

Professional Learning Communities (PLC's) occur regularly within all schools and have begun to incorporate Numeracy as well as Literacy learning. Student work is always on the table and collaborative examination of this work leads to improved student outcomes.

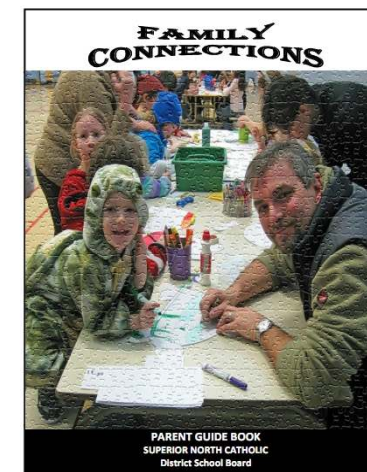
Each month, a Leadership Forum provides opportunities for principals to participate in learning activities to enhance their abilities to act as co-learners with their school PLC's.

Parent and Community Engagement:

All parents are welcome to attend Catholic School Council meetings at their local schools. They function as advisory bodies to the school principals, to assist them in improving student success and well being. Many schools have been successful in securing funding through 'Parent Reaching Out' grants, to support parent interests. Examples of projects are 'How To Raise Confident And Motivated Kids', 'Making Healthy Connections', and 'Mancala Math Night'.

At the district level, the Catholic Parent Involvement Committee represents all Catholic School Councils and parents across the Board, to provide a parent voice and input to Board initiatives.

Funding was provided for parents to attend the Parent Involvement Committee Symposium, the Ontario Association of Parents for Catholic Education, and the Institute for Catholic Education Symposium, all in southern Ontario, during the spring of 2011. Each family received 'The Parent Toolkit', a 48-page booklet published by the Ministry. The Board 'Family Connections' guide contains activities and suggestions for parents to use to help their children succeed in school, describes hands-on activities and key messages about what parents could do to support their children in doing homework, helping with projects and making real life connections to the classroom.



Equity & Inclusive Education:

The Board has developed an Equity and Inclusive Education and Religious Accommodation Policy and continues to review and revise existing policies to ensure that all policies are viewed through the equity and inclusivity lens.

Education on the principles of equity and inclusivity continue with staff throughout the year, through principal and school-based professional development and community partners such as the Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), Aboriginal Education Advisory Committee, School Councils, and Trustees.

The monitoring of our process will occur through a variety of instruments - School Climate Surveys, School Self-Assessments, School and Board Improvement Plans, Strategic Planning and Goal Setting and through the School Effectiveness Framework reviews. As well, stakeholder groups have the opportunity to provide feedback on an ongoing basis.

Mathematics Instruction:

This is the second year of our involvement with the Collaborative Inquiry Learning in Mathematics project. The aim of CIL-M is to provide job-embedded professional learning and co-teaching within the mathematics classroom, while utilizing the inquiry method of learning. This project is centred at Holy Angels and St. Martin Schools and all staff including principals are deeply dedicated to this process to improve achievement for the students. We currently have a Math Coach, Mrs. Kim Figliomeni, who works with these two schools on their mathematics learning. The coach is available to work with groups across the Board as well.

Student Work Study Teacher (SWST):

Mrs. Figliomeni is also the Student Work Study Teacher working with students to observe their thinking and learning during classroom activities. This helps to provide insight into how students learn and to help teachers enhance their teaching practice. The teacher carrying out this role is also the Mathematics Coach so Holy Angels and St. Martin Schools are the lead schools in the SWST project. This action research involves regular meetings with other SWST's throughout the region and the province.

Early Learning Data:

Full day Junior and Senior Kindergarten programs are in place at all schools within the Board. Holy Saviour School in Marathon is our approved site for the official Full Day Early Learning Kindergarten Program (FDELKP) which involves a Kindergarten Teacher working in collaboration with an Early Childhood Educator to deliver the new Kindergarten program.

Superior North CDSB is committed to implementing the principles and design of the new program in all schools. There are regularly scheduled Professional Learning Community (PLC) meetings for all Kindergarten teachers as they work together to enhance their understanding of program components and discuss implementation strategies. Currently, two other schools (Our Lady of Lourdes and St. Joseph) have unqualified Early Childhood Educators working with their Kindergarten teachers.

E-Learning Opportunities:

Our Board is involved with the Blended E-Learning Project with the Ministry of Education, through Ms. Katie Maenpaa. This program allows students and teachers to participate in learning the curriculum using computer technology in a combination or blend of face-to-face learning. These teachers continue to deliver the curriculum in the traditional way and are now able to use the LMS learning management system to post due dates, reminders, homework assignments, class notes and enrichment materials.

Homework Help:

Homework Help is another program that students are able to use to support their learning which is funded by the Ministry. Grade 7 and 8 math students can access live, interactive on-line math help with this program. Homework Help is free, real time math tutoring by certified Ontario teachers. The students are able to log in from Sunday to Thursday, for 20 hours a week of individualized confidential math tutoring. There are discussion rooms for each grade where students can join in and watch other students ask questions and view how the teacher guides them to answer the question. The tutor uses a Whiteboard so the students can see how the answer is achieved. The other on-line math resources include math games and a place where students can save their work.

VISION

To continue to be a spiritual community of learners who celebrate diversity and bear witness to Catholic values.

Student Voice:

Leadership development for Grade 7 and 8 students took place in September with presentations and activities with Dave Lyle from Hello Leadership. This workshop focused on redefining students as leaders in their schools and communities. Speaking Up grants were submitted to the Ministry to obtain funds to promote leadership opportunities in our schools. The students will participate in a followup session in the spring to deepen their participation as voices in their schools and to promote school culture through student led activities.

EQAO:

Superior North CDSB uses networking of schools, principal and school-based PLC's, Collaborative Inquiry Learning in Mathematics (CIL-M) and reading intervention opportunities for struggling primary students, to support EQAO. Improvements in achievement on the EQAO primary and junior assessments are the goal of the Board Improvement Plan for Student Achievement (BIPSA). Assessment strategies of the Schools In The Middle (SIM) plan will align with the Board Plan and will help teachers focus on working closely with data to move students forward.

3. STAFF AND LEADERSHIP EXCELLENCE

Professional Development:



The New Teacher Induction Program (NTIP) provides comprehensive opportunities for new teachers to develop their skills during their first two years of permanent employment. SNCDSB also provides the same learning opportunities for teachers on Long-Term Occasional Contracts. The program consists of Board and school level orientation, mentoring and differentiated professional development on specific topics to assist new teachers with the transition to teaching. As well, permanent teachers receive a Teacher Performance Appraisal that focuses on essential skills.

The Board has a very active Aspiring Leaders' group that attends professional learning sessions and participates in leading projects throughout the Board. Principal positions have been filled through accessing members of this group who have demonstrated proven leadership abilities.

There are professional development opportunities provided for new leaders (principals, supervisory officers and non-academic leaders) through the Board Leadership Development Strategy. Two newly appointed principals within the Board are mentored and participate in professional learning activities. Opportunities that are accessed by new leaders are also available to experienced leaders who might wish to hone their skills.

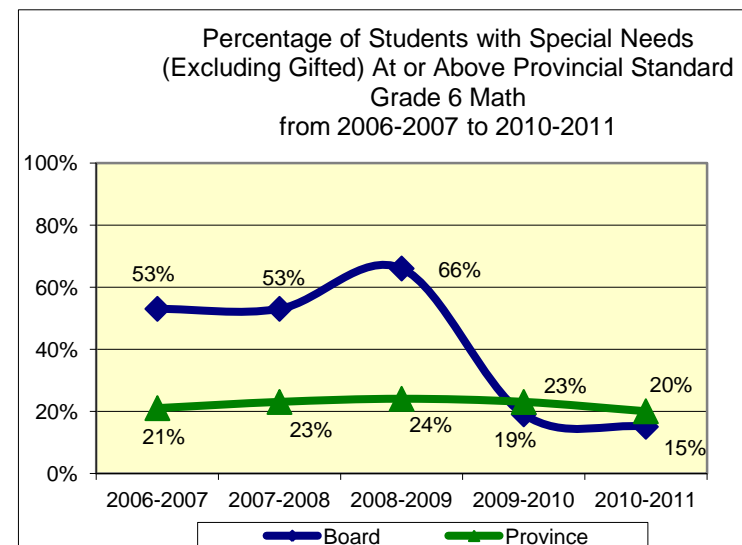
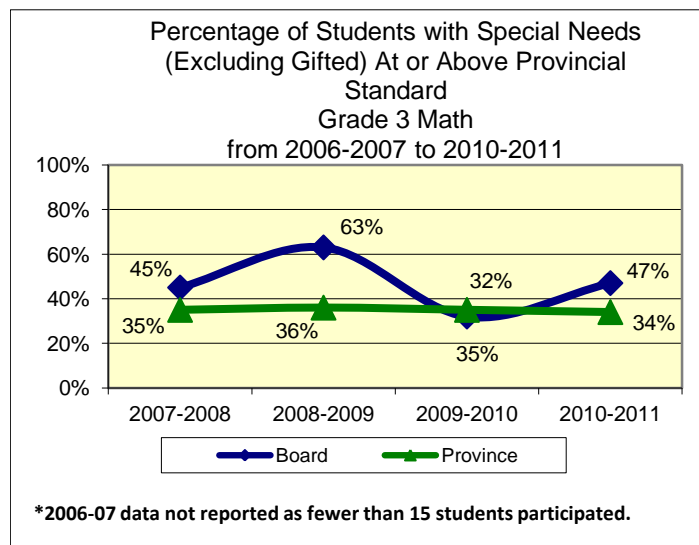
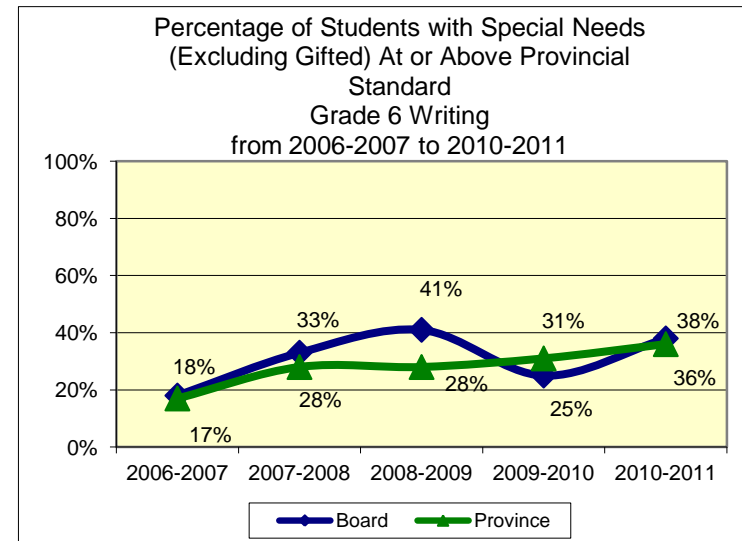
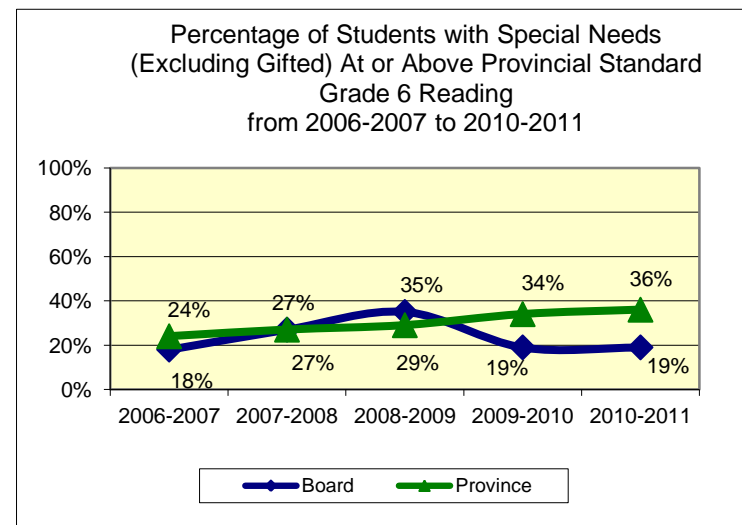
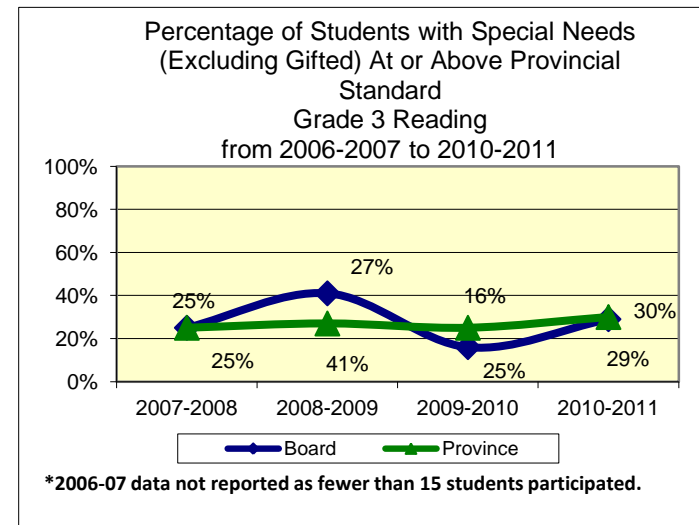


4. GOVERNANCE AND POLICY EFFECTIVENESS

Governance:

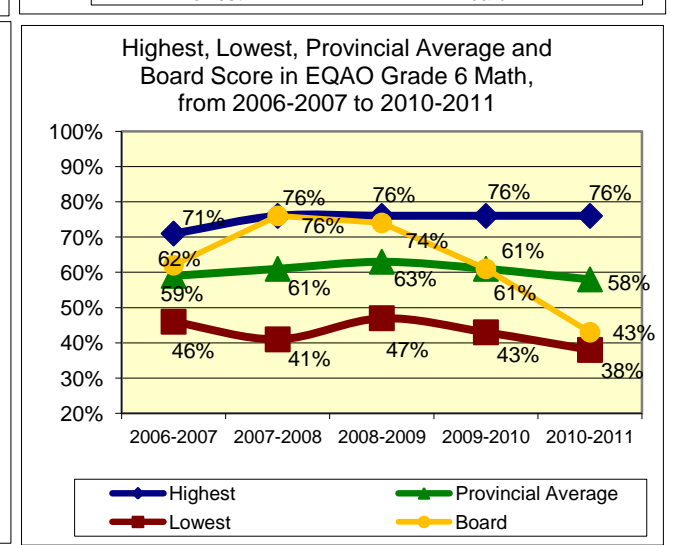
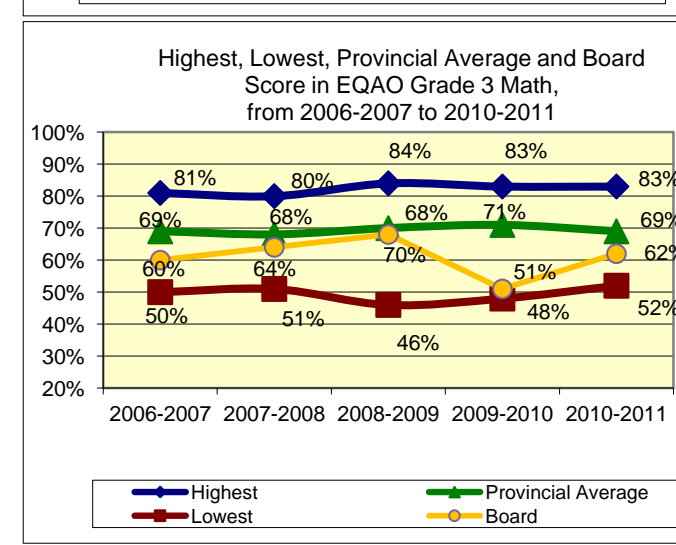
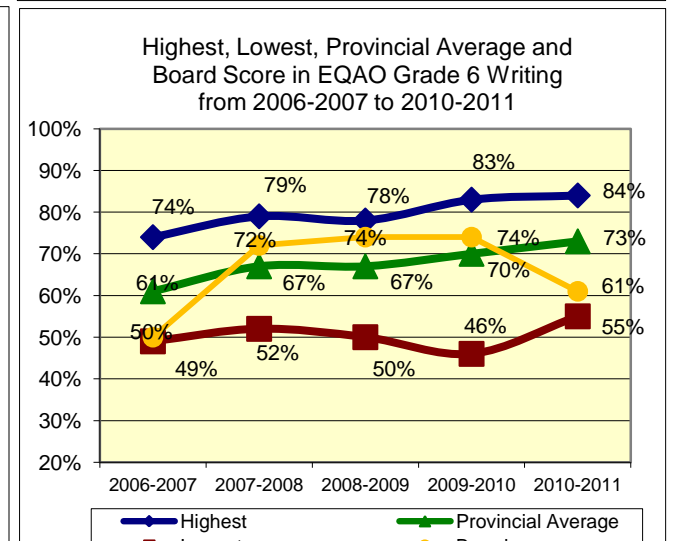
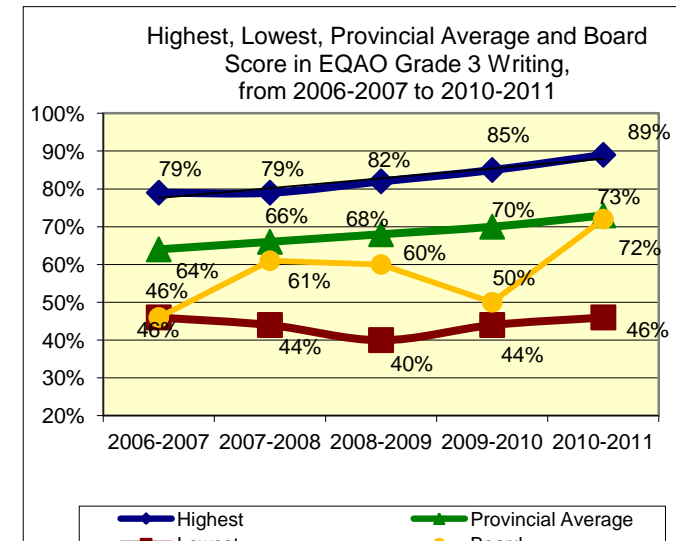
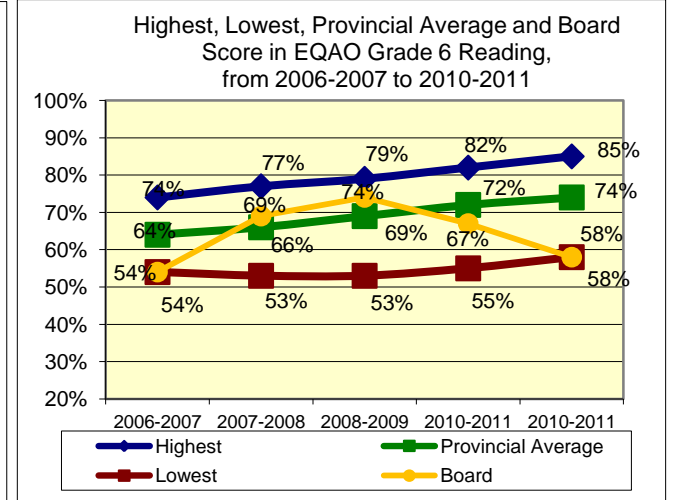
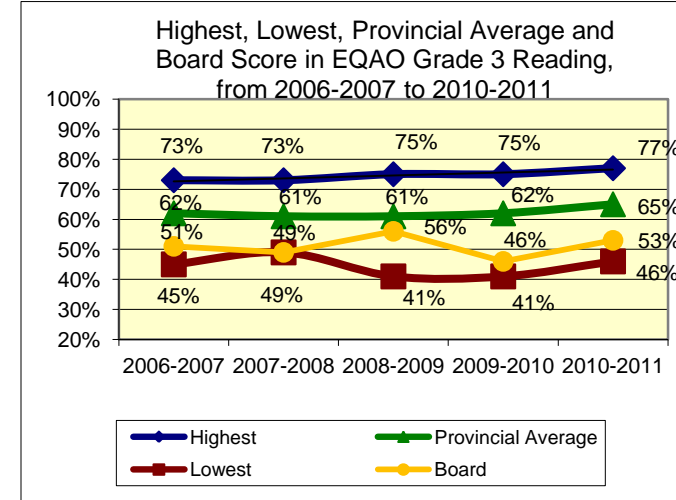
School Boards operate under a governing regulatory framework, enacted through the Trustees, those elected to be responsible for the success of the organization. They do this by collectively providing oversight, direction setting and decision-making through a governance process, which includes defining roles, relationships, structures and processes. Trustees across Ontario have received intensive training to support them in this role. Through staff hired to achieve the goals of the Board, they ensure a strategic multi-year growth plan is established, ensure continuous improvement and promote community engagement, as entrusted by those who have elected them to their position. During 2010, Trustees revised their By-Laws and Code of Conduct.

Percentage of Students With Special Needs At Or Above Provincial Standard, 2006-2007 To 2010-2011:

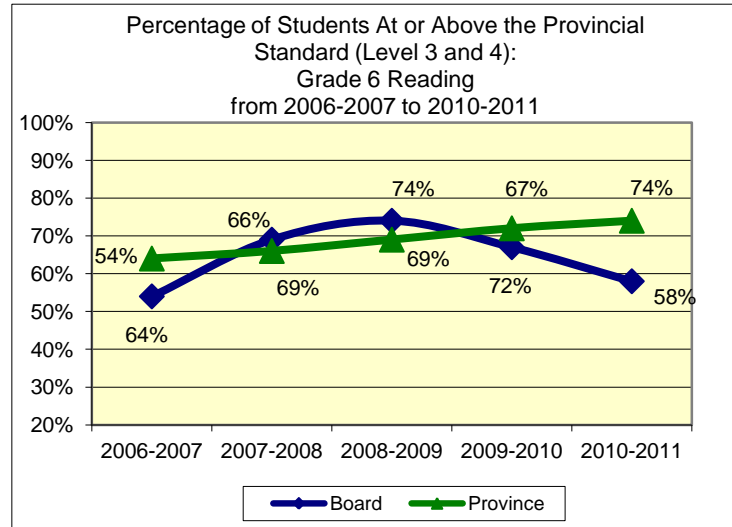
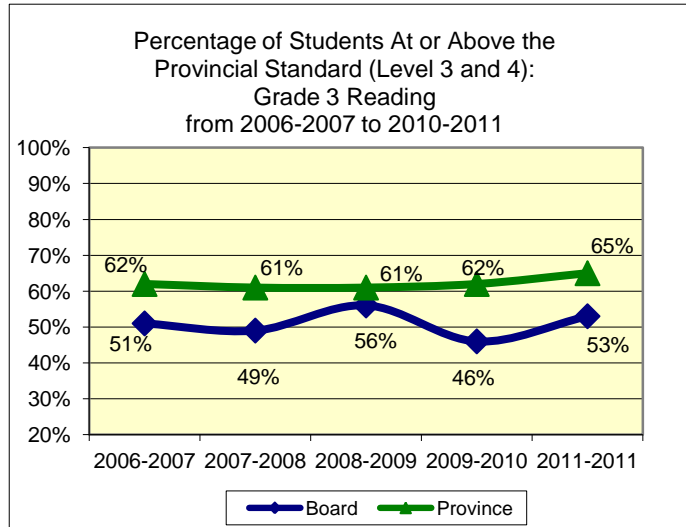


EQAO Results:

Highest, Lowest Provincial Average & Board Level Results Based On Percentage of Students At Levels 3 & 4, 2006-2007 To 2010-2011:



**Language And Math
Board Level Results:**



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

