

(Plain text accessible version)

2016-17 Director's Annual Report - Brant Haldimand Norfolk Catholic District School Board

2016-17 has seen great strides made towards the successful completion of our 2015-2018 Strategic Plan. In this Annual Report, you will see that there is much to celebrate!

As a Catholic community we believe that everyone is created in the image and likeness of God and is heir to a dignity that is reflective of this fact. This means that we have to set a very high bar for equity, inclusivity, compassion and forgiveness. Our past year has been, and our future plans will be, consistent with these beliefs.

Please join me in my enthusiasm for our accomplishments and for our community's future. Together we will 'Act justly, love tenderly and walk humbly with your God.'

~ Chris N. Roehrig, Director of Education

Motto

Excellence in Learning ~ Living in Christ

Spiritual Theme

Act justly, LOVE TENDERLY, and walk humbly with your God.

Core Values

- We respect the dignity of the human person, created in the image and likeness of God.
- We exercise a preferential option for the poor (financial, intellectual, social and spiritual).
- We continually strive to deepen our relationship with God and one another.

Strategic Plan Pillars

Catholic Faith Formation

Student Achievement

Safe and Accepting Schools

Communication and Community Engagement

Strategic Plan Pillars' Report Card

Catholic Faith Formation

Christian Meditation with Children in Schools.

- Classroom visits were conducted.
- Additional Christian Meditation 'take home kits' (60) were distributed.
- Special project: a book on student reflections of "Why I Like Christian Meditation" was published.

Implementation of the Grade 3 Religion Program (Growing in Faith, Growing in Christ).

- The new Grade 3 Religious Education Program, "Growing in Faith, Growing in Christ" with full implementation has been purchased and distributed across the district.
- A Grade 3 teacher in-service
- Parish websites are now live

Social Justice Initiatives and Work to Support Catholic Service Organizations.

- A variety of social justice initiatives took place across the system, commencing in September 2016 (e.g., volunteering at Good Shepherd, Hamilton; Society of St. Vincent de Paul (SSVP), Brantford; intergenerational visits at Riverview Terrace Retirement Residence, Brantford and Norfolk General Hospital, Simcoe; food drives; clothing drives, etc.
- Mission Trip to Columbus, South Carolina; involved with the St. Bernard Project, a construction and clean-up project resulting from flash flooding.
- Elementary social justice teams participated in Social Justice Retreat days.

Student Achievement

Improve achievement for all students in literacy and mathematics.

- Teachers new to Primary, Junior or Intermediate divisions received one day of comprehensive in-servicing regarding effective instructional techniques in literacy and mathematics.
- Teachers new to Grade 3 and Grade 6 participated in a half-day workshop on EQAO
- Ten schools whose data demonstrated a need for extra support in literacy and numeracy were given a tutor under the Tutors in the Classroom initiative.
- All elementary schools had at least one Math Lead teacher
- Grade 3 to Grade 6 educators are participated in school-based professional learning focusing on effective assessment and instruction related to foundational concepts of multiplication.
- Intermediate teachers participated in a professional learning network focusing on effective assessment and instruction related to the applications of multiplication.
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- All elementary school Special Education Resource Teachers (SERTs) participated in school-based Professional Learning Communities (PLC) for one of the bands of learning.
- All System Special Education Resource Teachers (System SERTs) and Educational Assistants (EAs) have participated in learning sessions related to early concepts of number sense and multiplication.
- Kindergarten teams participated in a collaborative learning experience.
- Teachers of Grade 9 Applied Mathematics at all three secondary schools have had access to in-class support from the System math teacher, based on the needs of each teacher and group of students. This support included assisting teachers with effective instruction, working with individual groups of students, and preparing for the Grade 9 EQAO assessment.
- Teams of Grade 9 and Grade 10 teachers participated in collaborative, cross-disciplinary literacy learning at each secondary school, based on the unique literacy needs of students in each school.
- Teachers of Grade 7 to Grade 12 participated in a series of workshops which targeted reluctant writers.

Improve the capacity of teachers and principals to lead improvements in assessment and instructional practices.

- Principals met in Principal Learning Networks at every other Family of Schools' meeting (bi-monthly), engaging in professional learning regarding principals' identified needs in leading improved numeracy in their schools.
- Principals engaged in professional learning regarding the leading and the monitoring of effective instructional and assessment strategies in mathematics at monthly Family of Schools' meetings, facilitated by System teachers and Principals.
- Superintendent visits to schools.
- System teachers collected feedback through exit slips at each school-based PLC and engaged with teachers in one-to-one meetings focused on determining students' strengths and needs and planning for next steps for instruction in the area of mathematics and literacy.
- Principals participated in a data collection and analysis workshop facilitated by an EQAO representative.

Increase the use of problem solving, critical thinking, collaboration, communication, creativity, entrepreneurialism, technology competencies in teaching and learning across the district.

- Phase I of Bring Your Own Device (BYOD) was launched.
- Effective use of board-owned technology (e.g., Microsoft Surface device) was coached to improve student learning and gather assessment for learning.
- Educators participated in professional learning related to the use of Desire 2 Learn (D2L).
- Kindergarten teams participated in professional learning related to the use of Microsoft OneNote and other tools.
- Grade 1 to Grade 8 educators participated in professional learning related to the use of Microsoft OneNote and other tools.
- Selected teachers participated in professional learning related to innovation and the development of the competencies identified in the Ministry of Education's 21st Century Competencies Foundation Document for Discussion.
- Nine schools were involved in the Innovative Think Space initiative.

- Five elementary schools were involved in a Robotics Project.

Increase access to a wide variety of learning experiences and opportunities for self-reflection and goal setting in order to prepare students to make informed choices that best suit their unique talents, interests and abilities.

- All educators who had not previously been in-serviced on the *All About Me* portfolio participated in a one-day learning session. In total, 30 educators participated in this learning.
- Student exit surveys were completed by all students in Grade 8 and Grade 12 in June 2017. Data from these surveys was analyzed by system staff to determine district needs and next steps.
- Students from all three secondary schools participated in ongoing Board competitions offered by Skills Ontario. In total, approximately 75 students participated in these learning opportunities. 50 students will proceed to the Provincial Skills competition in May 2017.
- All Grade 8 students participated in *Techxploration* in January 2017. This initiative exposes students to trades, outlines career pathways available within the tech courses, and provides students with a more informed course selection process.
- All grade 7 students participated in this learning in June 2017.

Safe and Accepting Schools

Enhance inclusive school environments that support mental health.

- Mental Health and Well-Being presentations for staff
- Each school has a Mental Health Champion and Mental Health Leadership Team
- Utilized feedback from school climate surveys to develop understanding of Mental Health and Wellness
- Participated in activities within the school and community which promote mental wellness
- Communication through various media

Improve policies and procedures to have an impact on safety in schools and improve training for students, staff and leaders

- Revised the Student Behaviour, Discipline and Safety Policy and Administrative Procedure
- Created of the District Safe and Accepting Schools Committee
- Developed a system training plan for the Respect in School Program
- Developed individual school plans that aligned with the Board's Spiritual Theme and Family and the Religion and Family Life curriculum

Improve the communication of initiatives and supports that are in place to ensure student safety

- Parents, staff and students completed the climate survey
- Communication through newsletters, school websites, Board website and twitter

Communication and Community Engagement

Increase our profile in the community.

- New visuals created for the three-year term
- Standardized 'Guide for Parents'
- Increased Twitter and online activity
- Worked with the Catholic Service Organizations, local parishes and community partners

Improve customer service perceptions in our community.

- Planned for the new school-to-home / home-to-school communication system
- Conducted a second public consultation process for the school climate survey

Equity and Inclusion

Community and Agency Supports

BHNCDSB's Community Use of Schools program provided:

- Provided rent-free space for 33 local community agency programs supporting children.
- Provided continued access to school sites during the summer months for childcare groups.

Once again, BHNCDSB was a partner with Woodview in support of 'Camp Unity', which is a summer camp available to children and youth aged 6–18 with Fetal Alcohol Spectrum Disorder.

Public Health Partnership

We continue to work closely with our Public Health partners in order to ensure that our students receive timely and appropriate services. The 2016-17 school year saw the creation of formal School Board and Public Health Protocol created.

Enhance Inclusive School Environments That Support Positive Mental Health

- Mental Health Champions were identified at all schools. Mental Health Champions continue to serve as a support to the Principal and staff in promoting mentally-healthy schools. All Champions are familiar with the *Supporting Minds* Ministry resource and have been trained in *SafeTALK*. *SafeTALK* is a 3.5-hour workshop that provides suicide alertness training for staff.
- Each school now boasts a 'well-being team' whose membership may include the Principal, teachers, EAs, public health, students and parents. Teams are charged with promoting well-being in their school and are provided with decision support tools to assist in the vetting process when giving consideration to programs or presentations geared to promoting mental health and well-being.
- In an effort to educate our secondary students with a basic understanding of mental health and to reduce the stigma associated with mental illness, *Jack Talks* sessions were planned. *Jack Talks*

are based on a professionally-developed curriculum where young university-aged speakers help students to understand the basics of mental health, how to identify a crisis, how to seek help, and how to support a friend who may be struggling. These messages are grounded in evidence and result in an increase in help-seeking behaviors, reduce suicide risk, and work to create safer and more supportive school environments.

- The *MindUP* program has been introduced in partnership with our health units to classrooms where children are demonstrating a tier 2 level of concern with their ability to self-regulate. This evidence-based program focuses on four pillars of neuroscience, positive psychology, mindful awareness and social-emotional learning and has also been piloted in a number of primary classes.
- In an effort to build healthier communities, decrease antisocial behaviour, repair harm and restore relationships, professional development in Restorative Practices using a whole school approach was provided in partnership with the John Howard Society.
- Ongoing mental health literacy training to administrators, teachers and staff continues to be a priority in our Board with a system wide Professional Development day, dedicated to Mental Health and Well-Being
- Once again, we continued our support to promote and participate in Children's Mental Health Week

Indigenous Education

- The Indigenous Educator mentor visited elementary schools throughout the year to support teachers in coordinating and implementing a variety of culturally-relevant First Nations, Métis and Inuit (FMNI) programs and services for all students.
- School Administrators participated in First Nations, Métis and Inuit topic-driven workshops at scheduled administrator meetings.
- Indigenous Education Resource Kits were purchased for each school of the Board.
- The Board supported joint elementary and secondary Indigenous Education Focused Collaborative Inquiry.
- Students from Six Nations who were transitioning to Assumption College School attended a Summer Transition Camp.
- All schools participated in Orange T-Shirt Day in recognition of children who attended residential schools
- Superintendents attended the Truth and Reconciliation workshop at Woodland Cultural Centre.
- Support resources highlighting Treaty Recognition Week were sent to schools.
- Secondary English and Religion Department Heads attended a Cultural Competency Workshop
- A Truth and Reconciliation Celebration took place at Assumption College School.
- Over 500 Grade 4 to Grade 7 students participated in tours and workshops at Woodland Cultural Centre and KANATA Village to enhance non-native student, teacher and administrative awareness of First Nations culture and history.
- Drum and dance presentations were provided in 12 schools for students in Grade JK to Grade 6.
- All administrators received training in "Human Rights: Legal and Practical Implications for School Boards" provided by an expert law firm.
- Student Success Teachers participated in an inservice/presentation highlighting the challenges for 'Newcomer Youth' which was hosted by the Hamilton/Burlington/Brantford Immigration Services.

Budget

Income

Provincial Grants - \$ 96,596,700

Taxes - \$ 18,322,347

Other - \$ 3,020,233

Total Income: \$117,939,280

Expenditure

Classroom - \$ 80,896,263

Transportation - \$ 4,870,320

School Support - \$ 10,414,619

Accommodations - \$ 18,093,091

Administration - \$ 3,664,987

Total Expenditure: \$117,939,280

More to Celebrate!

2016-17 Grad Rates...

- 4 Year - 90%
- 5 Year - 91%

AMAZING!

- Continued Support of the Arts
- Inaugural Information to Transformation Team
- Annual 'Have a Go' Event
- System-Wide Initiative in Support of Safe Schools
- New Communication for Families - Inclement Weather