



Northeastern Catholic District School Board

Director's Annual Report 2015

Mission Statement:

To provide Catholic Education to all of our learners in a safe, nurturing, equitable and inclusive environment that prepares them for life.

Values:

- Dignity & Respect for All
- Equity and Inclusivity
- Honesty
- Loyalty
- Personal & Communal Growth

Dear Catholic Friends,

We are pleased at the Northeastern Catholic District School Board to present this year's 2015 Annual Director's Report. Although it is called the Director's Report, it really contains information about programs and initiatives that are taking place within our schools. These programs are successful due to the hard work of so many members of the Northeastern Catholic District School Board family.

One key initiative that took place in 2015 that will have lasting affects for the next couple of years was the completion and adoption of the 2015-2019 NCDSB Strategic Plan. As quoted from our Strategic Plan, "We understand that the direct impact of successful strategic planning is felt most by the students in our classrooms. At the heart of our plan are our students, their learning and those who accompany them on their educational journey

to excellence. It is our commitment to providing the best quality Catholic Education in the school communities served by this board."

Please consider this 2015 Annual Director's Report as a small sample of the excellent work in Catholic Education that we are providing to our students.

Regards

Glenn Sheculski
Director of Education

Vision Statement:

Living our Catholic Faith to shape success for all of our learners.

Student Success at ACCESS

Alternative & Continuing Catholic Education Support Services

Over the last three years, the NCDSB alternative education programs for secondary school students have flourished. Programming at the ACCESS centre continues to grow and adapt as new students with new goals and different circumstances seek out assistance in earning their OSSD. We are set to celebrate our second graduation in February and are very proud to have helped 23 students earn their diplomas. The ACCESS centre promotes lifelong learning for all and staff continue to seek out new ways to best meet the needs of their students. Active participation in the provincial Hybrid Course Development Strategy has ensured our elearning programs are engaging while bridging the distance between learners and teachers. Expansion of cooperative education opportunities have ensured students can complete coursework in meaningful contexts while juggling the demands of full-time employment. A continued focus on dual-credit opportunities has allowed students to begin planning for post-secondary goals through credit opportunities that tie directly to their individual pathways. Finally, a solid establishment of Prior Learning Assessment Recognition activities have allowed us to honour the unique learning experiences of our students while helping them progress towards graduation requirements. While the learning curve has been steep, we are happy to report that the NCDSB feels confident in our ability to meet the needs of a wider variety of learners than ever before. We look forward to further enhancing our programs and practices to meet the needs of alternative learners.

Student Learning and Achievement

The NCDSB remains committed to moving student learning and teaching practice forward. Throughout 2015, we provided our educators with various opportunities to engage in shared learning and reflective conversations about students, their achievement data, and next steps for action to ensure positive outcomes for all. Job-embedded teacher release focused on actions and strategies within our improvement plans and our shared monitoring work continues to develop and expand. We have formed a partnership with Sandra Herbst and are working with her to deepen our understanding of effective assessment practices to move student achievement. We remain committed to our two key priorities of *Identifying and responding to student learning needs* and *Actively preparing our youth for the 21st century*. These foundational priorities keep us focused and serve as the basis for our decision-making and action to improve learning and teaching across our Catholic district school board.

Technology

NeCDSB formed an implementation team to support the school board's move to Google Apps for Education (GAFE). The implementation team is comprised of an Ed Tech Committee (educator, IT and administrator representatives) and an Ed Tech team, along with Google-trained educators stationed at each school (called Ed Tech Champions), who provide leadership in their respective schools. The Ed Tech Team facilitates training for the champions and keeps them informed about all stages of this initiative, and in turn, the champions work with their school staff and conduct training on site. A detailed plan has been established, guiding our work and facilitating effective monitoring strategies that inform next steps for action.

We also continued to move forward with the Provincial Virtual Learning Environment (vLE) for many programs and projects throughout the board. The LMS is used by teachers across the board for Blended Learning and eLearning courses. As well, the Alternative and Continuing Education Center (ACCESS) is using the Provincial vLE for all course delivery. In addition, the Center has gone paperless and is using the Dropbox tool along with the D2L Grader App for submission of work, marking and feedback to students. There is continued expansion across the district in ways that our educators are maximizing the opportunities for collaboration through the vLE.

Finally, at NeCDSB in 2015 we have increased the use D2L ePortfolio app. The app allows users to add pictures, videos, text, documents or link to an online digital portfolio. Teachers have been using the app to capture student learning in the classroom. Students are using the app to capture their learning. The app allows users to share, comment and reflect on their work or other work that has been shared with them. And, when the school year is complete the digital portfolio will follow the student as they continue their education.

We are investing in our educators, and providing them with multiple opportunities to learn about technology-enabled learning and teaching, so that their practices actively engage students.

Special Education

During 2015, the NCDSB Special Education Department has been involved in many important initiatives impacting student services in our schools. This fall, we moved from using the Woodcock Johnson Achievement Test to the WIAT-III Achievement Test. Each school has been provided with a kit and the resource teachers have received comprehensive training. This change has allowed us to collect important data on student achievement that is more in-line with assessments used by psychologists.

Consistent use of the Levelled Literacy Intervention Program in all schools have resulted in positive student achievement gains, and we have expanded the range of intervention available with Resource Teachers by purchasing additional kits for many schools.

In line with the Ministry of Education, an emphasis has been placed on improving student achievement for students who are at-risk in mathematics. Resource teachers now have a current, formal assessment kit, Key Math 3, to use to help pinpoint areas of strength and need in mathematics. In addition, our board-created diagnostic tool called *All About Numbers* is helping teachers identify students who are struggling with specific Number Sense and Numeration concepts so that Tier 1 and Tier 2 interventions can take place in a timely fashion. Additional resources and professional learning opportunities have allowed the resource teacher to deliver a more well-rounded, specific math intervention program. By adding this component of instruction to their work, we hope to tackle gaps in mathematics achievement much earlier.

We have continued to explore touch technology with our students and all Special Education teachers have participated in professional learning opportunities to ensure that they are comfortable providing this technology to the students that require it the most. Taking advantage of the school board move to Google Apps for Education, Student Services has launched Google Read & Write, a text-to-voice and voice-to-text application that will enable student to access texts above their instructional level, and help capitalize on verbal strengths.

NCDSB has begun to more closely examine the profile of the student within Learning Disability. Through a collaborative approach we have explored the cognitive processes and the strategies to help support students with various strengths and needs. This learning will help us better meet the needs of students with learning disabilities in our schools by fine-tuning our teaching and support. We are excited with the professional growth that has occurred in 2015, and look forward to continuing this path in 2016.

Full-Day Kindergarten Program

The NCDSB is very pleased to share that we have now achieved full implementation of the Full-Day Kindergarten Program across each of our 11 elementary schools. Our staff continues to work together to meet the needs of all our Kindergarten learners through planned, intentional play opportunities that build on the knowledge and skills of individual children. We have invested in our classroom environments to help ensure that they are inviting spaces that have been designed to inspire learning.

Through special Ministry of Education funding, we were able to open a new childcare center at St. Paul School in Timmins. This new facility has allowed us to strengthen community partnerships and offer parents a seamless entry point to St. Paul School. The programs offered by Chickadee Childcare are in great demand.

For the second year in a row, we have also been able to provide an "Introduction to Kindergarten" program in the Timmins area. This program is supported by both Ministry of Education and District Social Services Board funds, and offers children who are going to begin school in September an opportunity to experience an early learning Kindergarten environment for a half day for 6 weeks. We hope to continue to expand these types of partnerships and opportunities throughout our District School Board in 2016.

For more detailed information about the 2015-2019 NCDSB Strategic Plan and the Board Improvement Plan and for further information about our Catholic schools please visit our website at www.ncdsb.on.ca

First Nation, Metis and Inuit Education

The NCDSB has continued to utilize the First Nation, Métis and Inuit Education Policy Framework in developing and implementing strategies that facilitate increased participation of parents, students, communities, organizations and agencies to support academic success. One of the key ways the NCDSB is working on meeting the needs of our diverse population, closing gaps and encouraging high levels of student achievement is through the NCDSB First Nation, Métis and Inuit Steering Committee. NCDSB staff members, teachers, principals, community agency representatives, students and parents all sit on the committee to provide well rounded suggestions, feedback and direction that First Nation, Métis and Inuit education in the NCDSB needs to take in order to meet these goals.

The NCDSB is proud of the gains made this year in cultural awareness. Many NCDSB students have had the opportunity to participate in cultural activities in partnership with Misiway Milopemahtesewin Community Health Centre, The Timmins Native Friendship Center, Ininew Friendship Center and the Métis Nation of Ontario. Various classes and groups of students have been exposed to and/or been given the opportunity to participate in hand drumming circles, traditional beading and cooking, the *Walking the Path* program, the 7 Grandfather Teachings, and Smudging Ceremonies.

Our goal has been to increase all-around cultural understanding and acceptance through hands-on and experiential learning. An important aspect of the student's cultural learning has been through the use of Elders, Grandmothers and a Traditional Healer in the implementation of many programs and activities that have been offered. Through access to these programs, all NCDSB students have a deeper connection to their schools, peers and teaching staff, and a greater sense of belonging and understanding.

Finally, nearly a quarter of the NCDSB staff was given the opportunity to further expand their knowledge of FNMI cultures, traditions and history through 4 days of professional development training with George Couchie. This rich learning experience has resulted in a much deeper understanding of the impact history has had on our First Nation, Metis and Inuit learners and their families.

Board Profile

- 13 elementary schools & 1 secondary school
- Alternative & Continuing Catholic Education Support Services Centre (ACCESS)
- 25,000 sq. kms in size spanning: Moosonee, Kapuskasing, Cochrane, Iroquois Falls, Timmins, Kirkland Lake, Englehart, New Liskeard and Cobalt
- Enrolment: 1763 elementary; 390 secondary
- Teachers: 175 FTE/ Educational Assistants: 47

Our Schools (2015)

Board Chair Message

The year 2015 proved to be a challenging, eventful and a successful year on many fronts in Ontario's education system. At the provincial level, many months of labour negotiations took place with the education sector unions but, before the end of the year, all collective agreements had been agreed upon and ratified by the respective parties including unions, government and school boards. With respect to the Northeastern Catholic District School Board, we were extremely pleased to have achieved success with negotiations at the local level having reached a tentative agreement by year's end with elementary and secondary teachers employed with our board.

In speaking of successes, I am pleased to note that our Strategic Plan was updated during this past year and it will be in effect until 2018 when it will once again be reviewed.

A thank you goes out to those individuals and groups who took part in its development which included parents, students, staff, trustees and other community stakeholders for the fine work that was done.

Finally, on behalf of the Northeastern Catholic District School Board, I would like to express our appreciation to our teachers, principals, support staff, school council members and administration who provide the services to the students and their families that make our Catholic system the choice of the English Catholic ratepayers of our district.

Yours in Catholic Education,

Rick Brassard – Chair
Northeastern Catholic
District School Board



Student Achievement EQAO Assessment of Reading, Writing and Mathematics

Grade 3 Reading	10-11	11-12	12-13	13-14	14-15	Grade 6 Reading	10-11	11-12	12-13	13-14	14-15
Provincial Average	65%	66%	68%	70%	N/A	Provincial Average	74%	75%	77%	79%	N/A
NCDSB	49%	44%	45%	54%	55%	NCDSB	61%	70%	67%	71%	66%
Females	52%	48%	46%	55%	57%	Females	60%	74%	77%	75%	68%
Males	47%	40%	44%	54%	54%	Males	62%	66%	58%	67%	64%
Special Needs	20%	20%	25%	49%	41%	Special Needs	26%	40%	40%	49%	39%
Grade 3 Writing						Grade 6 Writing					
Provincial Average	73%	76%	77%	78%	N/A	Provincial Average	73%	74%	76%	78%	N/A
NCDSB	52%	63%	52%	58%	53%	NCDSB	55%	64%	62%	67%	61%
Females	63%	79%	60%	63%	60%	Females	62%	73%	72%	84%	68%
Males	43%	51%	46%	55%	46%	Males	49%	57%	51%	52%	57%
Special Needs	32%	51%	35%	60%	37%	Special Needs	25%	46%	40%	38%	28%
Grade 3 Math						Grade 6 Math					
Provincial Average	69%	68%	67%	67%	N/A	Provincial Average	58%	58%	57%	54%	N/A
NCDSB	52%	51%	51%	56%	55%	NCDSB	39%	47%	42%	41%	42%
Females	53%	56%	51%	56%	52%	Females	33%	41%	41%	46%	40%
Males	52%	48%	51%	56%	58%	Males	43%	53%	43%	37%	44%
Special Needs	31%	27%	25%	42%	29%	Special Needs	12%	25%	19%	15%	16%
Grade 9 Academic Math	10-11	11-12	12-13	13-14	14-15	Grade 10 OSSLT First Time Eligible	10-11	11-12	12-13	13-14	14-15
Provincial Average	83%	84%	84%	85%	N/A	Provincial Average	83%	82%	82%	83%	82%
NCDSB	60%	58%	53%	68%	78%	Board	76%	78%	66%	68%	77%
Females	55%	62%	50%	68%	83%	Females	81%	73%	80%	62%	75%
Males	69%	53%	56%	68%	70%	Males	67%	76%	50%	57%	71%
Special Needs	88%	0%	0%	50%	50%	Special Needs	40%	40%	24%	46%	30%
Grade 9 Applied Math	10-11	11-12	12-13	13-14	14-15						
Provincial Average	42%	44%	44%	47%	N/A						
NCDSB	32%	33%	26%	33%	24%						
Females	19%	25%	18%	41%	16%						
Males	47%	41%	28%	25%	35%						
Special Needs	40%	28%	29%	21%	16%						



**NCDSB
Operating Budget -
Director Report
Fiscal 2014/15**

Category	Amount	Percentage of Actual
Instructional	28,623,755.00	71%
Administration	2,042,945.00	5%
Transportation	2,974,114.00	7%
Pupil Accommodation	5,360,206.00	13%
School Generated Funds	973,710.00	2%
Other Non-Operating	133,121.00	0%
Total	40,107,851.00	100%

Operating Budget

