



Excellence | Equity | New Evangelization

# A YEAR OF COMMUNITY

Director's Annual Report | 2016 – 2017



**DURHAM CATHOLIC DISTRICT SCHOOL BOARD**  
*Catholic Education: Learning and Living in Faith*



**DURHAM CATHOLIC DISTRICT SCHOOL BOARD**  
*Catholic Education: Learning and Living in Faith*



## **OUR MISSION**

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

## OUR VISION

Each student in our Catholic learning community embodies excellence and equity by embracing the Ontario Catholic School Graduate Expectations — to be:

- a discerning believer;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible lifelong learner;
- a collaborative contributor;
- a caring family member; and
- a responsible citizen.

## OUR CATHOLIC VALUES

By living these values with an open mind and a faithful heart we bear witness to these words: “You are the hope of the Church and of the world. You are my hope.” – Saint John Paul II

### **As a Catholic Learning Community, we value:**

**Faith**, evangelizing ourselves and others through scripture, sacrament, prayer and action in service with the home, school and parish.

**Hope**, giving witness to the belief that we can become who we are called to be.

**Love**, being present to others with care, compassion, solidarity, community and joy.

**Peace**, creating opportunities for contemplation, spirituality, reconciliation and forgiveness.

**Wisdom**, listening and responding to the Holy Spirit.

**Inclusion**, ensuring a sense of belonging by promoting the dignity and worth of each human life.

**Excellence**, building on God’s grace to achieve our earthly and eternal vocations.

**Creativity**, celebrating diverse and innovative expressions of God’s gifts.

**Service**, seeking out and responding to local and global needs with prudence, fortitude, humility and charity.

**Stewardship**, shepherding God’s creation and resources for the common good.

**Responsibility**, demonstrating accountability and fidelity in our thoughts, words and deeds.

**Justice**, acting and serving with integrity in communion with the Gospel and teachings of Jesus.

# SERVING IN COMMUNITY





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“Jesus taught his disciples to pray by asking the Heavenly Father not for “my” but for “our” daily bread. Thus, he desired every person to feel co-responsible for his brothers so that no one would want for what he needs in order to live. The earth's produce forms a gift which God has destined “for the entire human family.”” – Pope Benedict XVI

## MESSAGE FROM THE DIRECTOR OF EDUCATION



It was a blessing to serve in 2016-2017 as Director of Education for the Durham Catholic District School Board, opening our schools to a Year of Community — the second phase of our three-year plan for New Evangelization. We continued to evangelize our faith, connecting to Community with our symbolic sculpture of Jesus with the children as it travelled to each school. We hosted many prayerful system-wide celebrations, such as the Day of Community for staff and the Catholic Graduation Mass for students. How fitting it was to conclude our celebrations at the end of the school year as our nation prepared to celebrate 150 years of confederation.

It was an exciting year of building and renovating new facilities, expanding child care centres, and promoting differentiated instruction to enable each student to achieve success. Throughout this report, you will find stories and reflections about

our academic and corporate goals that emerged from the *Discovery 2020 Strategic Plan* and the *2016 – 2017 Student Well-Being and Achievement Board Improvement Plan*. We have shared highlights of our guiding principles of Excellence, Equity and New Evangelization throughout each of our 10 themes.

I am pleased to share this document with our community and partners, outlining just some of the countless milestones and achievements that we celebrate each day. I thank every one of our students, staff, clergy, families, trustees and partners for supporting our dynamic Catholic learning system throughout our Year of Community.

Be Well in Catholic Education,

Anne O'Brien  
Director of Education



## MESSAGE FROM THE CHAIR OF THE BOARD

It was an honour and privilege to serve as Chair of Board at the Durham Catholic District School Board through 2016 – 2017. As trustees, we are committed to ensuring that decisions are made with the best interest of our students in mind. We do this by consistently reviewing the goals and directions outlined in the *Discovery 2020 Strategic Plan* which was developed and approved in 2014. Since the launch of the plan, we have witnessed our Catholic learning community thrive here in Durham Region and we are pleased to see many positive outcomes featured in this report.

This past year has been a welcome opportunity for the Board of Trustees to work together as partners and advocates for Catholic education. Thanks to the work of our Catholic education community, we have collectively written many new pages

in providing equitable 21st century learning opportunities, while maintaining the integrity of our faith-based schools, classrooms and parish connections.

On behalf of the Board of Trustees, I thank our students, staff, families, religious community, partners and supporters of Catholic education for another great year in our faith-based school system.

Sincerely,

John Rinella  
Chair of the Board

### PRIMARY CLASS SIZE

20 and under = 90%  
23 and under = 100%

### SCHOOLS

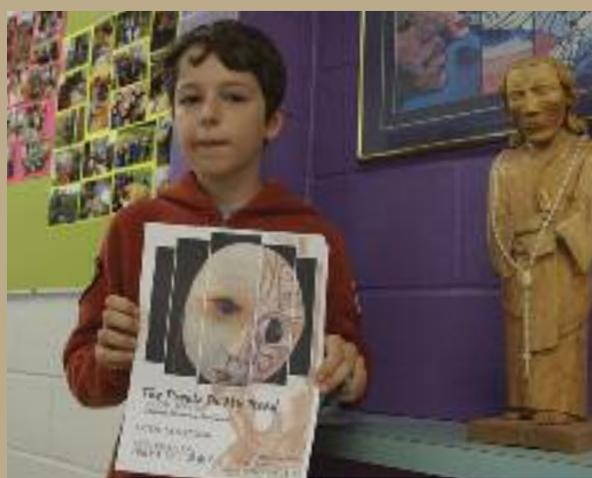
38 Elementary Schools, 7 Secondary Schools, 6 Alternative and Continuing Education Centres, 14,629 Elementary Students, 6,439 Secondary Students

### STAFF

860 Elementary Teachers, 458 Secondary Teachers, 8 Chaplains/Faith Animator, 93 Early Childhood Educators, 276 Educational Assistants, 73 Principals/Vice-Principals, 41 Student Services Professionals, 23 Program Consultants and Resource Teachers, 190 Custodial/Maintenance, 110 Secretaries/Clerical, 17 Non-Union, 42 Board Administration

# LEARNING AND LIVING IN FAITH







"And let the peace of Christ rule in your hearts, to which indeed you were called in the one body."  
(Colossians 3:15)

## EXCELLENCE, EQUITY AND NEW EVANGELIZATION

The *Discovery 2020 Strategic Plan* was developed to align with the goals outlined in the Ministry of Education's plan, *Achieving Excellence: A Renewed Vision for Education in Ontario*, as well as the Ontario Catholic School Graduate Expectations. The 10 themes have been established under the guiding principles of:

**Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.<sup>1</sup>

**Equity:** All children and students will be inspired to reach their full potential, with access to rich learning

experiences that begin at birth and continue into adulthood.<sup>2</sup>

**New Evangelization:** Students will embrace the Catholic Church's renewed efforts to meet the spiritual needs of today's society, as witnesses to the Gospel values in their everyday lives.<sup>3</sup>



Witnessing  
Faith



Teaching  
and Learning



Expanding  
Pathways



Inspiring  
Leadership



Celebrating  
Inclusion



Serving in  
Partnership



Emerging  
Technology



Advancing  
Communications



Managing  
Resources



Continuing  
Education

1. *Achieving Excellence: A Renewed Vision for Education in Ontario*, Ontario Ministry of Education

2. *Achieving Excellence: A Renewed Vision for Education in Ontario*, Ontario Ministry of Education

3. Religious Education, Ontario Catholic Elementary Curriculum Policy Document Grades 1 – 8

# ENSURING EQUITY



In keeping with Ontario's Education Equity Action Plan, the Durham Catholic District School Board (DCDSB) has made great strides in identifying, removing and preventing systemic barriers that negatively impact the achievement and well-being of students and lead to inequity of outcomes. We are pleased to share progress that has been made through our guiding principle of ensuring equity in every classroom.

## Progress made towards creating the conditions for a safe and inclusive school climate in all schools

- All secondary schools engaged students in learning about the history, culture and experiences of African and/or Afro-Caribbean descent with the support of community partner, Nadine Williams.
- All secondary school Religion Curriculum Chairs, Chaplains and members of the Religion Departments received a full day training with Father Gilles Mongeau from Regis College, University of Toronto, entitled "Accompanying LGBTQ Youth."
- All Durham Catholic Schools participated in Indigenous Education Month activities during the month of October.

## Efforts by the board and school to provide religious accommodation in a safe, culturally respectful way

- All staff members continue to implement board procedures on religious accommodations.

## How school and system leaders are being held accountable for progress towards the board's goals for equity and inclusion

- Equity Walks are being used as a tool to sharpen and focus the instructional leadership lens and allow the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in our buildings.
- Schools are held accountable to reporting on the results and outcomes of their annual goals through our Family of Schools meetings, learning and monitoring visits. Schools are expected to use the results of their School Climate Surveys to target specific areas for growth and to use the data to demonstrate movement towards these goals.

## Measurable progress towards equity and inclusive education goals contained in the board's multi-year strategic plan, equity implementation plan and/or other system level improvements

- 95% of respondents on the 2016 School Climate Survey report feeling safe at school, as opposed to 84% in the 2014 school climate survey.
- 84% of respondents on the 2016 School Climate Survey say that they have at least one adult in the school that they can trust.

**"All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood."  
- *Achieving Excellence: A Renewed Vision for Education in Ontario***

- 95% of respondents on the 2016 DCDSB School Climate Survey acknowledge that the experiences and achievements of Indigenous People are reflected in our schools.
- Through a focus on the promotion of the self-identification of Indigenous people, we saw a 12% increase in the number of self-identified Indigenous students in the 2016 – 2017 academic year.

#### **Progress made towards the collection and analysis of data to monitor progress on equity and inclusion goals**

- All school principals completed a survey on Equity and Inclusive Education. The data was used to establish trends and system needs in the redevelopment of the Equity and Inclusive education plan for DCDSB, and to allocate resources to support racialized youth (based on the greatest areas of need).

**Efforts to ensure school and board leadership teams reflect the diversity of the communities they serve, and the results of these efforts. This includes the removal and prevention of discriminatory biases and systemic barriers in recruitment, hiring, talent management, career mentoring, promotion, retention and succession planning.**

- Through feedback from the Equity ThinkTank, the Human Resources department placed a special emphasis on developing strategies to increase diversity in recruitment, hiring, career mentoring and promotion practices.

#### **Training and professional development opportunities for employees of the board in equity and inclusive education**

- Through system level capacity building, all senior administration, principals, vice-principals, and non-union/middle management team members received Anti-Oppression Training with a specific focus on Anti-Black Racism.
- DCDSB Equity Course: Nurturing Inclusive Catholic School Communities was offered in two sessions (Fall 2016 – Spring 2017). This was a six-module course focused on Bias, Power and Privilege.
- Indigenous Lead Teachers were established in every school and received training focused on cultural competence.
- Mental Health training was offered to staff at a variety of levels and on a variety of topics, including newcomer mental health.

Efforts to actively engage and integrate feedback from students, parents and community partners to develop and maintain a positive school climate. This includes efforts to identify and remove barriers that prevent marginalized families and groups from becoming more involved in the work of the board.

- Indigenous Education Advisory Circle expanded to include parent voice.
- Mental Health and Addictions Steering Committee met three times to review our strategy and to support the development of the 2017 – 2020 strategy; input on the strategy was also sought from student and parent groups.
- Direct communication was shared with parents/guardians of self-identified students in order to provide information on the work of the board (based on feedback from the Indigenous Advisory Circle).
- Secondary Student Leadership Teams provided feedback on our board equity goals at the Year of Community Youth Summit held in October 2016.
- An Equity ThinkTank was formed to include community partners in the review of our board's Equity and Inclusive Education Strategy in order to renew the vision.
- A collaborative inquiry focus took place in two schools with the highest number of self-identified Indigenous students. This inquiry offered greater insight into the needs of the students, provided leadership training for students and educators (Provincial Leadership Camp) and resulted in community outreach activities (St. Thomas Aquinas Indigenous Education focused Family Night).

#### The inclusion of human rights and equity goals in school board multi-year strategic plans

- The *2016 – 2017 Board Improvement Plan for Student Well-Being and Achievement* clearly reflected a commitment to equity. Under the theme of Witnessing Faith, and Strategic Priority of Creating and Sustaining a Caring Catholic School Culture the goal was "To ensure our structures, processes, actions and relationships promote equity and inclusion and a safe and accepting environment so that each student may realize the promise of the Catholic Graduate Expectations."



"Let us work together to ensure that children continue to smile: their faces serene, filled with joy and hope." - Pope Francis on World Children's Day



# EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO)

The Durham Catholic District School Board (DCDSB) uses EQAO data to improve teaching and learning by looking beyond the scores in three different areas:

## Contextual Data

- Describes the context of the school.
- Helps us understand the school community.
- Acts as a critical step to looking at other school data.

## Achievement Data

- Helps to identify what students are learning.
- Helps us understand what we are teaching.
- Determines which students need extra support.

## Practices that Support Student Achievement

- Academic Press and Growth Mindset.
- Focused School Improvement Plan — staying the course.

## Attitudes and Behaviour

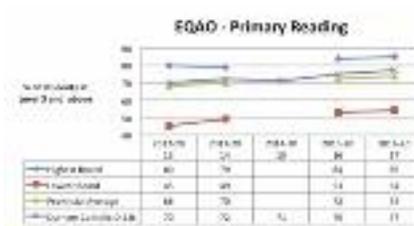
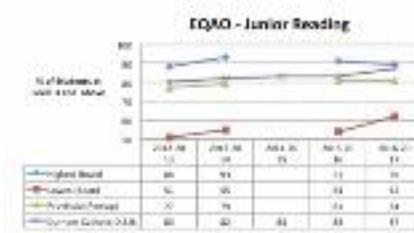
- Helps us understand what students, teachers and parents think about the school culture and learning environment.
- Student engagement is a precursor to achievement. When students enjoy what they are doing they are more likely to succeed.

- Job embedded learning to address student need.
- Purchasing of resources to support student need.
- Tracking student reading levels.
- Intervention — Buddy Reading.
- Parent engagement — parent nights, newsletter information, helpful websites.

## EQAO Writing

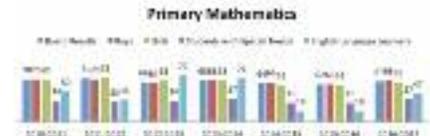


## EQAO Reading



“Be content to progress in slow steps until you have legs to run and wings with which to fly.” – St. Padre Pio

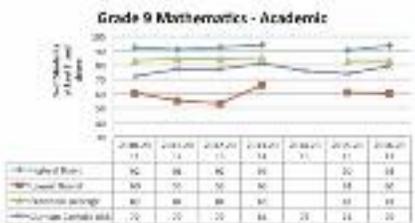
## Primary Reading, Writing, Mathematics



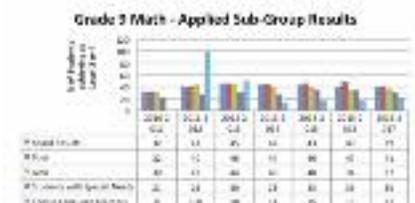
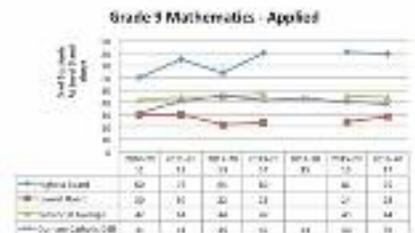
## Junior Reading, Writing, Mathematics



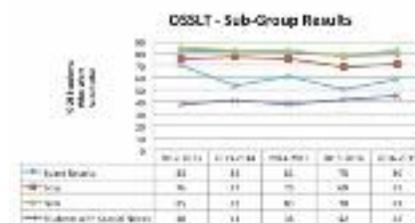
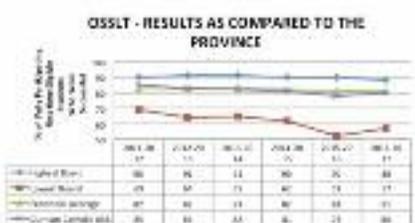
## Grade 9 Academic Mathematics



## Grade 9 Applied Mathematics



## Ontario Secondary Literacy Test (OSLT)



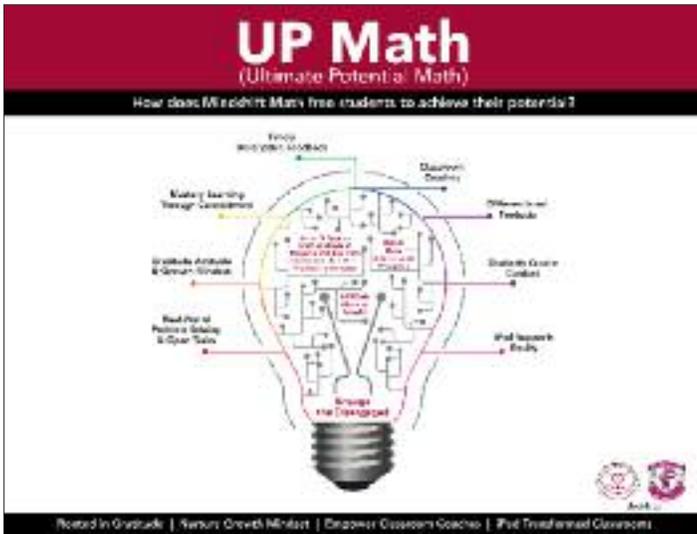




# ULTIMATE POTENTIAL MATH

Offered at all Secondary Schools

“UP Math helped me feel confident about Math and not give up until I mastered it.”  
- UP Math Student



Ultimate Potential Math (UP Math) is a specialized program that combines best teaching practices, including open tasks, Mathematical inquiry, iPad supported learning and traditional pedagogical techniques. UP Math graduates work to undergo a Math MindShift and become class leaders who exude increased confidence and a new-found love of Mathematics.

In addition to the establishment of the UP Math Program in all seven Catholic secondary schools in 2016 – 2017, UP Math teachers were given time to work and learn together in the classroom, forming a network of support and resources.

Members of the Math network are continuously using data to target new directions for growth. Notably, Father Leo J. Austin CSS was one of the schools that saw marked improvement in student achievement, as measured by the Grade 9 Applied EQAO data in year one of UP Math implementation. At Austin, results rose from 19% of students achieving provincial standard in 2015 – 2016 to 64% achievement last year.

The most important data in the UP Math classroom is student perception. Student feedback indicated that students felt a sense of connection and belonging in the UP Math classrooms and through that experience an increase in connection to the school community.

Students learned to take responsibility for each other’s learning and that success is only gained when everyone has achieved their potential.

### UP MindShift

1. Real-World Problem-solving and Open Tasks
2. Gratitude Attitude and Growth Mindset
3. Mastery Learning Through Commitment
4. Descriptive Feedback
5. Classroom Coaches
6. Differentiated Products
7. Students Create Content
8. iPad Supports Equity



# LEARNING AND LIVING IN FAITH







# WITNESSING FAITH

Celebrating Equity, Excellence and New Evangelization

## A Year of Community

If the Church is going to be an effective messenger of the Gospel, our school communities must mirror the message that we preach. Only communities that are united, merciful, and loving will speak to our world today.



**Sculpture Meaning:** Jesus is engaged in joyful play with children representing the youth from around the world.

From DCDSB's Evangelization Plan, Year 2: Community



## Catholic Education Week 2017:

### Walking Forward Together

*"Do justice, love kindness and walk humbly with your God."* (Micah 6:8)



The Ontario Catholic School Trustees' Association's theme for Catholic Education Week, Walking Forward Together, was celebrated in all Durham Catholic schools as students, staff and families explored the five sub-themes:

- Walking Forward Together with God
- Walking Forward Together with Our Families
- Walking Forward Together with Others
- Walking Forward Together with Creation
- Walking Forward Together in Hope



**"I ask not only on behalf of these, but also on behalf of those who will believe in me through their word, and that they may all be one. As you, Father, are in me and I am in you, may they also be in us, so that the world may believe that you have sent me." (John 17:20 - 21)**

While many prayerful, faith-based activities took place in schools, a number of board-wide and province-wide initiatives were also celebrated, including:

- Participation in the province-wide Mass for secondary students;
- A Day of Community, All Staff PA Day, celebrating the launch of Catholic Education Week and DCDSB's Year of Community;
- Community Mass for graduating students from all Durham Catholic secondary schools;

- Community Run for Hope in support of the Durham Catholic Children's Foundation;
- 4th Annual Durham Catholic Children's Foundation Gala, honouring Our Most Reverend Bishop Vincent Nguyen and Distinguished Alumni.



### **A Day of Community Student Summit**



Student leaders from all of our Durham Catholic secondary schools gathered in the fall at the Pope Francis Conference Centre for a Day of Community. Students focused on the specific actions they could take to engage with their associate elementary schools in developing a sense of Christian community. Throughout the day, students had the chance to gather in fellowship and prayer, and participate in team building activities.



All Durham Catholic high school students participated in the 4th Annual Province-Wide Mass for secondary students.

70 Durham Catholic student leaders participated in the 2016-2017 Student Summit.



**Dedication to Catholic Charity:  
Mother Delphine Award**

DCDSB was recognized for demonstrating a long-term commitment to service with the Mother Delphine Award presented by Thomas Cardinal Collins. Awarded by ShareLife, a charitable organization of the Archdiocese of Toronto, the award is a testament to the charitable hearts of students, families and staff across the board. It was

noted that 100% of Durham Catholic schools participated in ShareLife fundraising activities for 11 consecutive years.



**\$34,000**

raised at the 4th Annual Fore-the-Kids Golf Classic.

**\$24,000**

raised at the 4th Annual Durham Catholic Children's Foundation Gala.

**\$15,900**

raised from the ShareLife Employee Campaign.

**\$21,000**

raised at the board's Community Run for Hope and Student Walk for Hope.

**\$40,000**

allocated by the Durham Catholic Children's Foundation to schools to assist families at the school level.

**\$93,500**

raised from the 2017 ShareLife Schools Campaign.



100% participation in the 2017 ShareLife Schools Campaign.

*"We're very pleased to recognize the generosity of the staff and students of the Durham Catholic District School Board. Their consistent, enthusiastic support truly demonstrates leadership towards meeting the needs of the greater community." – Arthur Peters, Executive Director of ShareLife*



# TEACHING AND LEARNING

Leading and Learning in the 21st Century Classroom

**“To welcome the stranger, clothe the naked and feed the poor is at the heart of our faith. Let us put these words into action.” - Cardinal Thomas Collins**

## Communication of Learning: Growing Success for Kindergarten Students

In keeping with the Ministry of Education’s Growing Success — The Kindergarten Addendum, DCDSB implemented the Communication of Learning Tool. All Kindergarten educators and administrators

participated in focused training on the new Kindergarten program and assessment requirements.

The new Communication of Learning Tool is based on the Assessment for Learning and as Learning<sup>1</sup>. In this practice, assessment is the process of gathering and interpreting information that accurately reflects the child’s demonstration of learning in relation to the knowledge and skills outlined in the overall expectations of *The Kindergarten Program (2016)*. Assessment is reported through the Communication of Learning Tool which identifies each child’s key learning, growth and next steps in learning within the four frames of the Kindergarten curriculum.



1. Growing Success – The Kindergarten Addendum: Assessment, Evaluation, And Reporting in Ontario Schools 2016, released by the Ontario Ministry of Education.

## Indigenous Education



During the month of October, all schools participated in an Indigenous Education Awareness Month leading into the first annual Treaties Recognition Week, with a focus on building cultural awareness and understanding of First Nations, Métis and Inuit ways of knowing.

Students at Father Leo J. Austin CSS participated in

the Project of Heart, creating a special art installation of tiles to honour those who experienced trauma through their experience in residential schools.



Additional activities to support Indigenous Education are highlighted on page 14.

## Overview of Self-Identification Data

First Nations, Métis and Inuit Students are encouraged to voluntarily self-identify their Indigenous ancestry.

Year	Elementary	Secondary	Total
2009 – 2010	1	1	2
2010 – 2011	72	51	123
2011 – 2012	78	53	131
2012 – 2013	66	52	118
2013 – 2014	52	49	101
2014 – 2015	91	46	137
2015 – 2016	96	46	142
2016 – 2017	103	58	161

January 2017

**161\*** students voluntarily self-identified as being of First Nations, Métis or Inuit ancestry in 2016 - 2017.

### Opening Doors to Opportunities: French as a Second Language



A new video was launched to promote French as a Second Language, sharing the student voice on how learning French has opened doors to opportunities. Students responded to a series of questions, including:

- What does learning French mean to you?

- What opportunities have you had to use French outside of the classroom?
- How does learning French help you grow as a student?
- How has learning French opened doors for you?
- How will learning French help you in the future?
- What advice would you give to students regarding the continuation of their French studies?



**135 Grade 12 French students completed the Diplôme d'études en langue française (DELF) exam successfully. DELF is an internationally recognized French proficiency test.**

**2,362\* elementary and 437 secondary students enrolled in French Immersion or Extended French in Grades 1 through 12 in 2016 - 2017.**

\*284 Extended French students.



## Renewed Math Strategy: Goals for 2016 – 2017

The primary and overall goal was to improve student achievement, well-being and engagement in Mathematics.

The following specific goals were developed and implemented for the 2016 – 2017 school year:

1. To use a variety of sources of data and strategies to begin to systematically identify which mathematical concepts students in our board find difficult and why.
2. To establish structures and norms to facilitate focused professional learning for all system leaders

(Senior Administration, Consultants, Coordinators, Facilitators, etc.) in order to ensure that all participants in school and system improvement have sufficient content knowledge (curriculum awareness, pedagogical expertise, assessment literacy) to effectively support implementation of the numeracy action plan.

3. To ensure that the Principals, Vice-Principals, Math Curriculum Chairs and Math Lead Teachers possess sufficient content knowledge in the area of Mathematics to function effectively as instructional leaders in numeracy.

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## Numeracy Intervention Program

The Pilot Study of a School-Based Professional Development Numeracy Intervention Program for Students with Learning Disabilities was conducted by the Student Services department with support from Teaching and Learning Services. Results of the study demonstrate that intervention in the form of focused professional development in the area of psychological processes and numeracy for educators had a positive effect. Educators within the study utilized learning profiles to focus on student strengths thereby improving their achievement in Mathematics.





# EXPANDING PATHWAYS

Differentiating Opportunities for Every Student's Future

## Celebrating Success Newsletter

The monthly Celebrating Student Success newsletter is produced by DCDSB Student Trustees and Senators representing all Durham Catholic secondary schools. Stories cover topics such as:

- Promoting Positive Mental Health
- Experiential Learning
- The Apprenticeship Pathway
- Student Voice

- Student Engagement and Achievement,
- Transitions and more.

Readers can subscribe to this publication online at [dcdsb.ca/studentsuccess](http://dcdsb.ca/studentsuccess).



**973**  
students and volunteers  
participated in  
TEDx 2017.

*“At TED-Ed, we believe in the power of elevating the voices of students and educators. Through TED-Ed Clubs, we have seen cross cultural and global student connections all based off of their linking ideas. Not only are students learning the important processes of developing a clear idea, TED-Ed is also helping to amplify these voices, and reminding students that we are here to listen and help spread those great ideas that are already in them. Through the TED-Ed Innovative Educator program (TIE), TED-Ed works with a small group of distinguished educators, who are constantly pushing the needle of how to transform education.”* – Stephanie Ng, TED-Ed Program Manager

## Student Success: Exit Surveys

The Student Success team gathered and shared results from the Exit Surveys for Graduating Students and Parents of Durham Catholic elementary and secondary schools. Some of the highlights included the following data:

### Grade 8 Parent Survey

- 82% felt their children were well prepared for the transition to secondary school.
- 73% planned to take advantage of the Head Start Program.
- 77% indicated the faith dimension was an important part of their child's education.

### Grade12 Parent Survey

- 85% felt the board promoted faith formation through the Catholic Graduate Expectations.
- 81% felt that technology was integrated into their child's education.
- 91% of students will be moving on to post-secondary education.

### Grade12 Student Survey

- 81% feel that the priority for DCDSB is to promote faith formation through the Catholic Graduate Expectations.
- 96% felt that technology was integrated into their learning experience.
- 74% felt that school offered adequate course selections.

“Faith and reason are like two wings on which the human spirit rises to the contemplation of truth.”  
 - Saint John Paul II



### Graduation Rates

DCDSB saw a 2.5 % increase in the four-year graduation rate (88.8%) and 1.7% increase (91.7%) in the five-year graduation rate.

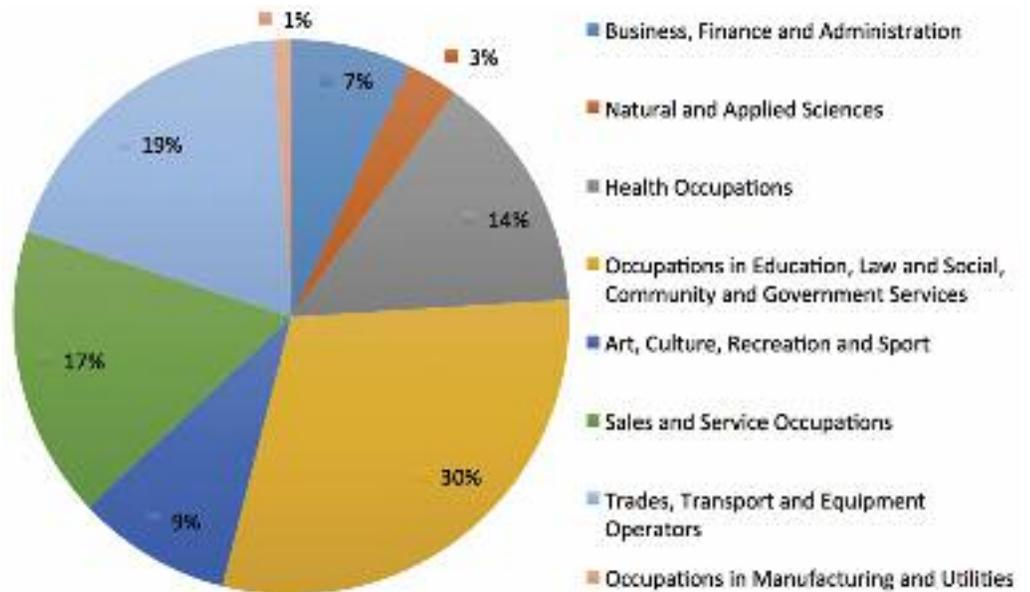


### Cooperative Education Placements by Occupational Classification



Includes all schools: regular day school, night school, and summer school.

Potential Credits: 1,485  
 Earned Credits: 1,408  
 Success rate: 95%



## Ontario Youth Apprenticeship Program (OYAP)

### OYAP Apprentices

Students in Grades 11 or 12 with Registered Training Agreements: 32

Male: 26      Female: 6

Trade	Number of students participating	Dual Credit attempted	Dual Credit achieved	Success rate	Number of students achieved Level One
Automotive Service Technician	5	10	8	80%	3
Cook	2	6	5	83%	1
Electrician	4	8	8	100%	4
General Carpenter*	13	n/a	n/a	100%	13
Hairstylist*	3	n/a	n/a	83%	3
Plumber	2	4	4	100%	2
Welder	1	3	3	75%	1

Students participating in a Level One OYAP program are working with an employer/sponsor and are registered apprentices with the Ministry of Advanced Education and Skills Development. They also receive their Level One apprenticeship training, which is delivered by an approved training delivery agent, such as a college or trade union.

\*General Carpenter and Hairstylist are not dual credit programs.

**25 SHSM**

Programs were offered  
in 2016 – 2017.

**737 students**

participated in SHSM programs  
in 2016 – 2017.

**31**

Dual Credit Classes were offered  
in 2016 – 2017.

**SHSM**

20% of our of Grade 11 and 12 students  
were enrolled in the SHSM program in 2016 – 2017.

**554 students**

enrolled in Dual Credit Classes  
in 2016 – 2017.



**55 students**

were enrolled in the Centre for Success. This unique learning model offers students the opportunity to complete their secondary school graduation requirements in an adult learning environment with support and encouragement from their teachers.



# INSPIRING LEADERSHIP

Promoting a Culture of Professional Growth

**"We must restore hope to young people, help the old, be open to the future, spread love. Be poor among the poor. We need to include the excluded and preach peace." - Pope Francis**

## Anti-Opressive Practice



Staff of the Durham Catholic District School Board participated in an Introduction to Anti-Opressive Practice with Kike Oje from Turner Consulting Group.

This session supports the *Discovery 2020: Strategic Plan's* key themes of Celebrating Inclusion and Inspiring Leadership, while promoting equity for the students we serve. Workshops were designed to introduce participants to the principles of Anti-Opression. Participants had the opportunity to consider how oppression occurs, and is maintained in society and within an organization, and were challenged to consider the ways they can act, individually and collectively to address oppression and become allies and advocates for people who are marginalized.

## Inspiring Educators

In the past, the DCDSB Leadership Development Strategy addressed succession planning through the Aspiring Leaders Program for principals and vice-principals. In 2016 – 2017, a new format emerged to attract a broader cohort of leadership from across the board. The Inspiring Educator sessions were introduced to bring forward opportunities for any

staff members interested in participating in the program.

.....  
**43 staff**  
members participated in the  
Inspiring Educators leadership sessions.  
.....



## Sharing of Excellence Workshop Series

The Sharing of Excellence Workshop Series 2016 – 2017 offered multiple optional training sessions for staff across various themes of the *Discovery 2020 Strategic Plan*. Some of the sessions for staff included:

- Spirituality in the Workplace
- Introduction to STEM
- Robotics in the Classroom
- Integrating the use of technology in FSL programs
- Coding is Cool!
- Assistive Technology: Supporting EQAO
- Growing in Faith, Growing in Christ



- Self-Regulation and Well-Being
- Music to my Peers
- Arts and First Nation, Métis and Inuit
- Belonging and Contributing
- Special Education Cafés
- So you have a student with Autism

## Professional Development Series for Middle Management and Non-Union Staff

In 2016 – 2017, DCDSB offered a series of five professional development sessions geared specifically toward the non-union and middle-management employee groups. Sessions were led by Career Concepts. Curriculum and delivery was based on the latest research and best practices in both

industry and adult learning principles and techniques. Topics included:

- Time/Project Management
- Team Building
- Presentation Skills
- Leadership Skills
- Mentoring

## Reflection on the *Discovery 2020* Strategic Planning Process and Strong Districts and their Leadership Research

DCDSB was recognized by the Council of Ontario Directors of Education (CODE) for aligning specific practices into the *Discovery 2020* strategic planning process from the *Practices of Strong District Leaders*:

- Strong District Leaders ensure that a transparent visioning/direction-setting process is carried out and consult extensively about district directions as part of the process;
- Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of their organization; and
- Articulate, demonstrate and model the system's goals, priorities and values to staff when visiting schools and embed district directions in improvement plans, principal meetings and leader-initiated interactions.

The *Discovery 2020* initiative reveals features

consistent with strong districts identified in the research of Dr. Kenneth Leithwood. Upon further reflection, we can see that specific practices are not limited to the identified dimension, but can be identified throughout the nine Dimensions in the research. Key themes that emerge across the contexts link back to the importance of the collectivity of the work and the importance of remaining engaged with the priority areas in the strategic plan.



## 2016 Ontario Senior Achievement Awards Recipient

Russel H. Smith of Oshawa is a 97-year-old World War II veteran who became a school volunteer with DCDSB through the Memory Project. He was volunteering each week at St. John Paul II Catholic School in Grades 1, 2 and 3 classrooms, and he lays the wreath at their annual Remembrance Day ceremony. He has also volunteered at St. John Bosco Catholic School.



## Facilities Managers lead DCDSB to 100% Ontario EcoSchools Certification

DCDSB staff members were interviewed by *Ontario Plant Manager* for demonstrating excellence in EcoSchools leadership. “We had the chance to interview Bob Camozzi (Superintendent of Education), Scott Grieve (Manager, Custodial and Maintenance Services), and Carol Stott (Waste Recycling Specialist) about their experiences with the Ontario EcoSchools program, key challenges and successes, and how they have worked together to achieve 100% certification.”

– Ontario EcoSchools staff



For the second consecutive year in 2016 – 2017, 100% of Durham Catholic schools received Ontario EcoSchools certification. This was DCDSB’s 10th year of involvement in the program.

### Gold

- Archbishop Denis O’Connor CHS
- Father Joseph Venini CS
- Good Shepherd CS
- Sir Albert Love CS
- St. André Bessette CS
- St. Bernadette CS
- St. Bernard CS
- St. Bridget CS
- St. Catherine of Siena CS
- St. Christopher CS
- St. Elizabeth Seton CS
- St. Francis de Sales CS
- St. Hedwig CS
- St. James CS
- St. John Bosco CS
- St. John Paul II CS

- St. Joseph CS, Uxbridge
- St. Jude CS
- St. Kateri Tekakwitha CS
- St. Leo CS
- St. Luke the Evangelist CS
- St. Marguerite d’Youville CS
- St. Mark the Evangelist CS
- St. Mary CSS
- St. Matthew the Evangelist CS
- St. Monica CS
- St. Paul CS
- St. Teresa of Calcutta CS
- St. Theresa CS
- St. Wilfrid CS\*

### Silver

- All Saints CSS

### Platinum

- St. John the Evangelist CS
- St. Thomas Aquinas CS

- Father Fénelon CS
- Monsignor John Pereyema CSS
- Monsignor Philip Coffey CS
- St. Josephine Bakhita CS\*
- St. Patrick CS

### Bronze

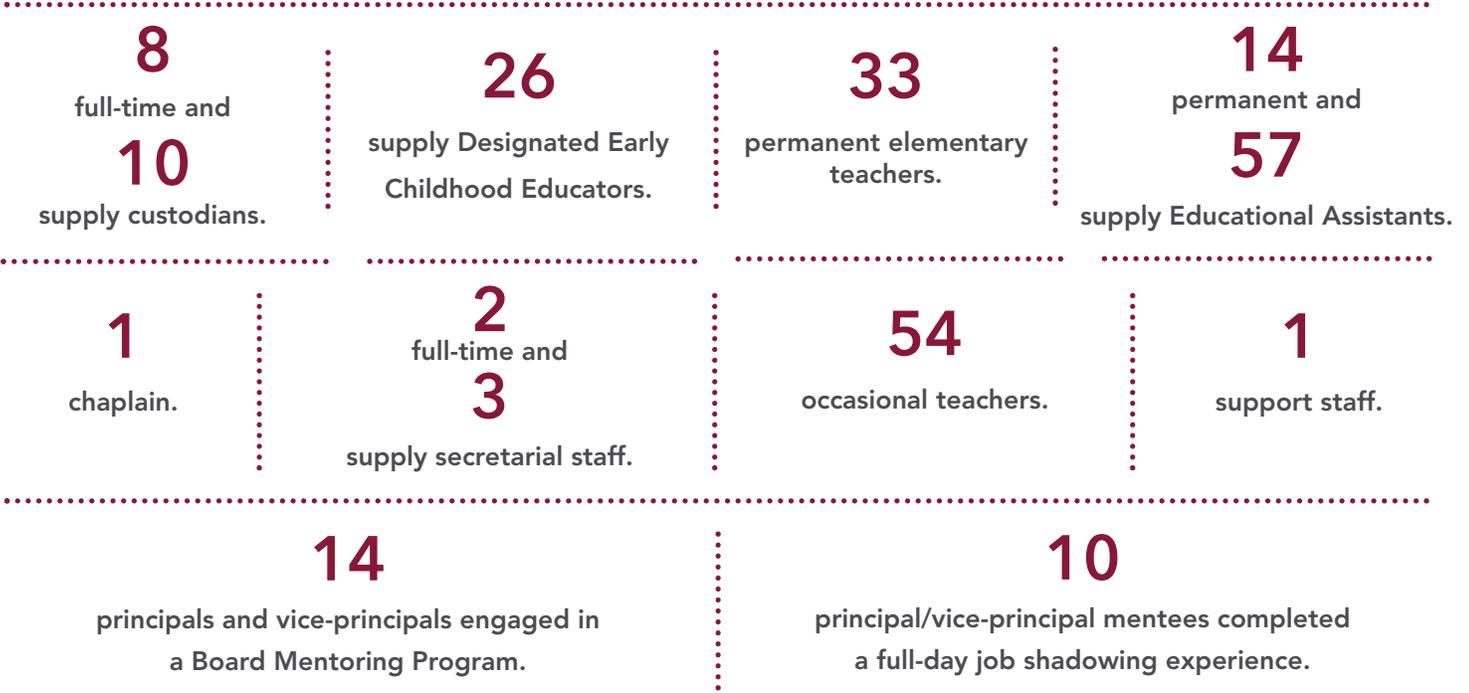
- Father Leo J. Austin CSS\*
- Holy Family CS
- Monsignor Paul Dwyer CHS
- Notre Dame CSS
- St. Isaac Jogues CS
- St. John XXIII CS
- St. Joseph CS, Oshawa

\*School was recognized by Ontario EcoSchools with 5-year seal.



### Staff Hired

The following employee groups welcomed new staff to their membership:





## CELEBRATING INCLUSION

Personalization, Precision and Professional Development

**“Accept one another,  
then, just as Christ  
accepted you, in order  
to bring praise to God.”  
(Romans 15:7)**

### Accessibility Improvement Award



DCDSB was recognized by the City of Oshawa with the Business Accessibility Improvement Award. The Accessibility Improvement Awards recognize the outstanding contributions made within the community resulting in greater opportunities for people to live, work and play. DCDSB’s Accessibility Committee ensures Compliance with the *Accessibility for Ontarians with Disabilities Act (AODA)* and is committed to further identify the barriers to people with disabilities in all facilities, procedures, policies, programs, practices and services offered by the board.

### Together for Mental Health 2014 – 2017

DCDSB’s Mental Health and Addiction Strategy, *Together for Mental Health*, is part of the larger board vision to create safe, healthy, engaging and inclusive schools. Supporting and developing mentally healthy schools is part of the Ministry of Education’s Well-Being Strategy and is a key component of the board’s *Discovery 2020 Strategic Plan*, as well as the annual *Student Well-Being and Achievement Board Improvement Plan*. The first iteration of *Together for Mental Health 2014 – 2017* had three main strategic priorities:

- Building the foundation for sustainable school mental health practices.
- Capacity building for staff, students and parents.
- Evidence-informed mental health promotion and prevention practices.



Significant progress was made in each of these three areas over the past three years.

## Students with Assistive Technology Transition Trip

The “Students with Assistive Technology Transition Trip” (SWATTT) is a one-day transition experience that supports over 300 Grade 8 students with Assistive Technology as they transition from elementary to secondary school. The day was tailored to mimic a Grade 9 experience. The goal of SWATTT was to support the needs of each unique learner socially, emotionally, physically and cognitively. Post trip surveys indicated that students who participated in the trip felt that it was a very positive experience and that they were better prepared to go to secondary school.

*“Before I went on this trip I was a bit scared of going to high school but now I see it’s not as bad as I thought and I am excited!” – SWATTT Participant*



## Supporting Numeracy Instruction for Students with Learning Disabilities

Members of the Student Services department engaged in a research project that examined the impact of providing targeted professional learning for Program Support Teachers (PSTs) and classroom teachers who had students with learning disabilities in their classes. The research demonstrated clear

evidence that specialized support from Psychological Services Staff for the PST and classroom teacher improves achievement in Mathematics. It also showed that targeted intervention and instruction for students with learning disabilities improves achievement in Mathematics. The research project was so successful that aspects of the project were expanded to all schools in the following year.

## Safe and Accepting Schools: Police/Board Protocol

In September 2015, the Ministry of Education released the revised Police/Board protocol to be implemented in September 2016. The seven area school boards and eight police forces that are a part of our Police/Board protocol worked together to make the necessary changes to the 2011 protocol. The most significant changes are in relation to Bomb Threat Response, Lockdown Procedures and Police Investigations in the schools. The revised protocol was signed and implemented in September 2016.



## Safe and Accepting Schools: Bullying Prevention and Intervention

DCDSB celebrated Bullying Prevention Awareness week with the Catholic Education Week theme of "Walking Forward Together." The theme was set as a reminder that we must work together as members of a school community to create a safe and inclusive environment for all.

The board's bullying prevention slogan "Kindness is my Superpower" emphasizes that all staff and students are welcome members of our school community and that any act of kindness, no matter the size can make all the difference in creating a positive school climate.

In the fall, students were asked to submit multi-media projects that highlight how everyone can demonstrate "Kindness is my Superpower." The following selections were chosen as finalists in the contest:

**Artwork:** Skylar Buxton and Alicia Kastanis

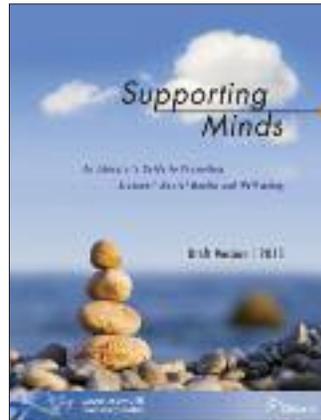
**Videos:** Ms. Cavaliere's Grade 8 Class at St. Thomas Aquinas Catholic School, Mr. Kerr's Grade 12 Mathematics Class at Archbishop Denis O'Connor Catholic High School and Mr. Pisani's Grade 12 Media Arts Class at St. Mary Catholic Secondary School

View the winning content online at [www.dcdsb.ca/standup](http://www.dcdsb.ca/standup)

## Promoting Mentally Healthy Schools

In 2016 – 2017, we continued to look for opportunities to bring awareness to the Ministry document *Supporting Minds: An Educator's Guide to Promoting Student's Mental Health and Well-Being*. A three-part capacity-building series, *Supporting Minds at School: Mental Health Literacy Series*, was developed to provide educators with a deeper understanding of various mental health challenges and supportive classroom strategies. Many staff members have participated in Part 1, which is focused on anxiety problems in students. Mood problems and attention problems will complete the

series, and educators will receive a certificate for participating in all three parts.





# SERVING IN PARTNERSHIP

Building Connections to Enhance Catholic Education



## Parents as Partners 2016 – 2017

### Connecting with Our Children and Teens: Promoting Positive Mental Health

The Special Education Advisory Committee (SEAC) hosted a Parents as Partners conference for members of the Durham Catholic community. This year's event featured keynote speaker Jennifer Kolari, Child and Family Therapist and Founder of Connected Parenting. The event was hosted by a SEAC Pro Grant.

## Parent Involvement



The Durham Catholic Parent Involvement

Committee (DCPIC) hosted a series of events on the theme of mental health and wellness. The Healthy Mind, Body and Spirit Symposium featured key note speaker, Teresa Hartnett, Director of the Family Ministry Office for the Diocese of Hamilton, on Faith and the 21st Century Learner: Healthy in Mind, Body and Spirit. The committee also hosted A Year of

Mindfulness for Parents which involved weekly hour-long sessions with a mindfulness practitioner. These events were supported by the Ministry of Education Parents Reaching Out Grant.



## Mental Health Partnerships

Throughout the year, DCDSB worked collaboratively with community partners on mental health promotion initiatives and participated on community collaborative tables related to mental health and addictions, including the Youth Suicide Prevention Action

Group, the Durham Youth Drug Awareness Committee and the Durham TAMI (Talking about Mental Illness) Coalition. The board also engaged in consultation with Durham's Lead Agency (Kinark Child and Family Services) as part of Moving on Mental Health to define scope and critical paths to support children, youth and families.



**"Do justice, love kindness and walk humbly with your God."**

**(Micah 6:8)**

### **Academic Partnership**



Growing its list of academic partnerships for international students who are interested in continuing their studies in Canada after graduating from a Durham Catholic high school, DCDSB signed

an agreement with Durham College (DC). The formal General Agreement of Co-operation (GAC) is designed to stimulate and support educational, professional and intercultural activities and projects among students and employees of both organizations with respect to international education. This also involves the creation of an educational pathway from DCDSB to DC, including the potential for students to pursue further post-secondary studies via the more than 450 educational pathways the college offers in partnership with universities in Ontario, across Canada and around the world.

### **Community Innovation Lab**



DCDSB was pleased to sign a partnership with Community Innovation Lab (i-Lab), a registered non-profit founded in 2012 to address the social and economic gaps in communities through innovation and entrepreneurship. Located in an underutilized wing at Monsignor Paul Dwyer Catholic High School, the space is designed to deliver entrepreneurship programs that support aspiring entrepreneurs in Durham Region through innovative programs, support systems and professional networking events.

### **Academy for Student Athletic Development**



DCDSB signed on to become the latest supporter of the Abilities Centre's Academy for Student Athletic Development (A.S.A.D). The program provides

targeted athletic and academic support to student athletes in Grades 9 through 12 as they strive for success at provincial, national and international levels of competition. The program is designed to prepare student athletes for sport and careers through participation in sports psychology, sports, nutrition, lifestyle management, and other performance enhancement services. Students enrolled in the program attend the Abilities Centre for half of the day, and the other half at school, where each athlete is provided with an individualized learning program that aligns with his or her pathways plan.



## Partnership Agreements signed in 2016 – 2017

DCDSB continues to explore community partnerships and successfully signed several agreements in 2016 – 2017 with private and municipal organizations at the following locations:

- Holy Family CS (Over 3,000 square feet of space)
- All Saints CSS (portable)
- Archbishop Denis O’Connor CHS (two portables)
- Archbishop Denis O’Connor CHS (Field)
- Giffard Centre (over 3,000 square feet)
- Monsignor Paul Dwyer CHS (over 6,000 square feet)
- Monsignor Paul Dwyer CHS (Field)
- Monsignor John Pereyma CSS (Field)
- Notre Dame CSS (portable)
- St. Mary CSS (Field)
- St. Teresa of Calcutta CS (portable)

## Community Use of Schools

DCDSB believes that educational facilities are an integral part of the community and as such add to the spiritual, educational, recreational and social

development of all who share them. It is the intent of the board to have its facilities used in the best interests of the community when they are not required for school use.



# 1,800

Community Use of Schools permits were issued in 2016-2017 for a total of 86,310 hours, an increase of more than 15,000 hours from the previous year.

## New Child Care Centres

The following child care centres opened in 2016 – 2017 at Durham Catholic Schools:

- YMCA child care at St. Kateri Tekakwitha Catholic School and Father Fénelon Catholic School
- PRYDE Learning Centre at St. Josephine Bakhita Catholic School

The Ministry of Education announced funding for child care and Early ON Child and Family Centres at the following schools:

- YMCA child care at St. Leo Catholic School

- Early ON Child and Family Centre – Sir Albert Love Catholic School
- Early ON Child and Family Centre – St. John Paul II Catholic School
- PRYDE Learning Centre - child care expansion – St. Joseph Catholic School (Uxbridge)
- YMCA child care expansion – St. Elizabeth Seton Catholic School
- Fairy Glen Child Care Centre and Early ON Child and Family Centre – New Unnamed North Oshawa Catholic School



## Early Years Partnerships

Our Early Years program and partnerships encourage play-based activities that boost a child's desire to

explore while learning. The following services have expanded over the years as we continue to build our Early Years partnerships.

Program	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017
Full Day Kindergarten Schools	22	26	38	38	38
Registered Early Childhood Educators	47	69	92	92	93
Full Day Extended Day Child Care Programs	9	15	29	32	32
Before and After School Programs in FDK Sites	9	15	29	32	32
Full Service Child Care	11	13	12	12	15
After School Recreation Programs	2	4	4	4	4
Ontario Early Years Programs	5	8	8	3	7
Nursery School Programs	3	2	3	1	3
Schools Cool Programs (Summer)	2	4	4	2	1
School Readiness Programs (Summer)	2	3	3	2	2



## EMERGING TECHNOLOGY

Empowering Today for a Changing Tomorrow

### Information Technology Enterprise Asset Management and HelpDesk



One of the Information and Communication Technology (ICT) department’s goals in the *Discovery 2020 Strategic Plan* was to implement an integrated system to improve productivity and efficiency. The main priority is to serve students and staff better and improve productivity by implementing faster and reliable systems. In 2016 – 2017, ICT developed the Information Enterprise Asset Management and HelpDesk (iTeam-HD)

application to replace the SharePoint-based HelpDesk ticket system.

This new system not only functions for processing HelpDesk tickets, but also helps the ICT team keep track of the board’s technology assets in order to make informed decisions on adding or replacing technology.

The new iTeam-HD helps streamline our processes and allows the prioritization of tickets, improving ICT service levels. Also, iTeam-HD tracks metrics to help us develop a more efficient workflow.

### Learning Commons Create Equal Opportunities for Access to Technology

DCDSB is committed to delivering 21st Century Teaching and Learning, and ensuring equity for all students by providing access to the teaching and learning tools to promote success for each student. We have transformed libraries into learning commons. These are spaces where students can collaborate and develop critical thinking skills while using digital technology.

*“What I like about the learning commons is that you can get a friend and work on a project together.”* – DCDSB Student

ICT plays a critical role in the transformation of school libraries to learning commons by ensuring spaces are equipped with state-of-the-art technology, collaboration and 21st century learning tools. In 2016 – 2017, libraries were transformed at the following schools:

- St. Mary CSS
- Father Leo J. Austin CSS
- Sir Albert Love CS
- St. Thomas Aquinas CS
- Monsignor Philip Coffey CS



For more research and information on 21st century learning and the transformation of libraries to learning commons, visit [dcdsb.ca/learningcommons](http://dcdsb.ca/learningcommons).



**“DCDSB is ready for the future and we will continue investing in our students by providing them with emerging technology.” - Ronald Rodriguez, CIO**

## Improving the User Experience

The Information and Communication Technology Department has supported Durham Catholic schools in advancing opportunities for 21st century learning and collaboration.

- Phase 1 of technology upgrades for elementary teachers was completed, including end-user workshops on how to use technology effectively in the classroom.
- The Enterprise Resource Planning (ERP) database was upgraded to Microsoft SQL Server.
- Automation of staff Active Directory account profiles from the Human Resources (HR) ERP system to Active Directory/Office 365. This integration brings productivity improvements between the HR department and ICT department.
- Revamped and restructured summer school and night school registration in the Online Student Application System (OSAS).
- Custodial Operations Online Log (COOL) was fully implemented board-wide replacing paper copy logs.
- eBOOKS online application was developed in-house, allowing Program Support Teachers to distribute electronic books to all Assistive Technology students.
- iTeam-HD (Information Technology Enterprise Asset Management & HelpDesk) was developed and launched in-house.
- Ongoing transformation of libraries to learning commons at multiple schools.
- Supported the relocation and renovation of the new Continuing Education site in Oshawa by ensuring a state-of-the-art facility with access to new technology for students.



DCDSB sees an average of  
**10,000 devices**  
connected to its Wi-Fi daily.

**100%**  
of secondary schools have  
3D printers.

**Over 4,000**  
iPads and 2,100 Chromebooks  
are in use across DCDSB.

**Over 90%**  
of DCDSB classrooms have an Interactive Video  
Projector, Smartboard or Promethean TV.

**DCDSB has 1,050**  
elementary and secondary classrooms and 1,422 Access  
Points (Wi-Fi) have been installed in classrooms,  
portables, gyms and learning commons.



# ADVANCING COMMUNICATIONS

Strengthening Relationships to Enhance Student Achievement

## Marketing the Launch of the Regional Arts and Media Program

In January 2017, the Board of Trustees approved the launch of a new Regional Arts & Media Program for Grades 7 to 12 at All Saints Catholic Secondary School. A strategic, multi-phased communications plan was developed to support the implementation team’s recruitment initiatives.

During the soft launch of the program, the Communications department created a visual identity for the new program, while promoting the existing programs available to students at All Saints Catholic Secondary School. A variety of communication tactics were employed to build excitement for the new program, while informing students and the public on the program specifics.

In fall 2017, the Communications department focused on the hard launch of the program by promoting parent information sessions, elementary school tours, weekend student audition camps, marketing and advertising,

and the launch of a series of podcasts to answer questions leading up to the application and audition process.

## Highlights of Communication Tactics

- External signage and banners added to All Saints Catholic Secondary School
- Articles in local media highlighting milestones in the program’s development
- Webpage created [dcdsb.ca/amp](http://dcdsb.ca/amp)
- Focus groups with staff and community partners
- Information night for parents, guardians and students
- Parent survey
- Social media strategy
- Branding and visual identity created
- Advertising and Marketing strategy developed
- Promotional materials created
- Launch of Podcasts
- Tours to Elementary Schools



**800**

people attended the Arts & Media Program Parent Information Nights.

**60**

students attended the Arts & Media Program’s Summer Camp.

**400**

students attended Arts & Media Program’s Student Audition Workshop.

**10,991**

views at [dcdsb.ca/amp](http://dcdsb.ca/amp) with 8,994 unique visitors.

**“Good communication helps us to grow closer, to know one another better, and ultimately, to grow in unity.” – Pope Francis**

### Accessible Communications

As DCDSB strives to achieve 100% compliance in meeting the Accessibility for Ontarians with Disabilities Act (AODA), training continued to be a priority in the area of accessible communications. Staff representing all schools and departments were offered training to promote the development of communications that are accessible to all.



### Promoting Equity and Access to 21st Century Learning Tools



In 2017, a working group was created involving the Communications department and elementary and secondary teacher-librarians to develop learning commons webpages on every schools website. The learning commons webpages offer students, parents and guardians with an overview on what a learning commons is, clubs offered, the importance of digital citizenship, and access to valuable resources such as Office 365, French and English as a Second

Language resources and research information.

With learning happening both in and outside of the classroom, the goal was to provide Durham Catholic families with access to research, inquiry and digital literacy that allows students to foster their exploration, experimentation, and collaboration skills.



## BRAVO Awards

The Durham Catholic District School Board received three BRAVO Awards for demonstrating exemplary work in school board public relations, communications, marketing and engagement. Awarded by the Canadian Association of Communicators in Education (CACE), this national recognition aligns with the strategic priority of Advancing Communications in the board's *Discovery 2020 Strategic Plan*.

CACE is a national association of communication professionals committed to encouraging and enhancing excellence in communications in education. The award-winning projects include the



Passport to Excellence: International Education branding project; the 2015 – 2016 Director's Annual Report to the Community; and the School of the Future video project.

**149**

subscribers to the DCDSB school year calendar.

**1,617**

subscribers to School News, DCDSB News and Celebrating Excellence blog.

**2,285**

subscribers to the schools' website calendars.

## Reverend John Markle Award for Outstanding Home School Communications

Our Durham Catholic schools are committed to the board's strategic goal of Advancing Communications by delivering timely, effective and open communication with the most appropriate tools and technology available. A selection committee received nominations from parents and guardians who believe their school did an outstanding job in communicating with families over the 2016 – 2017 school year. The winners were:

- St. Joseph Catholic School – Uxbridge (Elementary)
- St. Mary Catholic Secondary School (Secondary)





# MANAGING RESOURCES

Establishing Sustainable Priorities and Raising Stakeholder Confidence

“Let us protect with love all that God has given us!”  
- Pope Francis

## Financial Overview

During the spring of 2016, the Board engaged in a public consultation process in conjunction with the development of the 2016 – 2017 budget to affirm priorities and ensure alignment with the board’s *Discovery 2020 Strategic Plan*. The budget for 2016 – 2017 provided for expanded programs and services while maintaining a balanced budget during times of fiscal constraint. Such financial stability will provide the board with the opportunity and capacity to advance the strategic directions outlined the strategic plan, ensuring that students and staff will be provided with the resources and supports necessary to foster positive student well-being and achievement now and into the future.

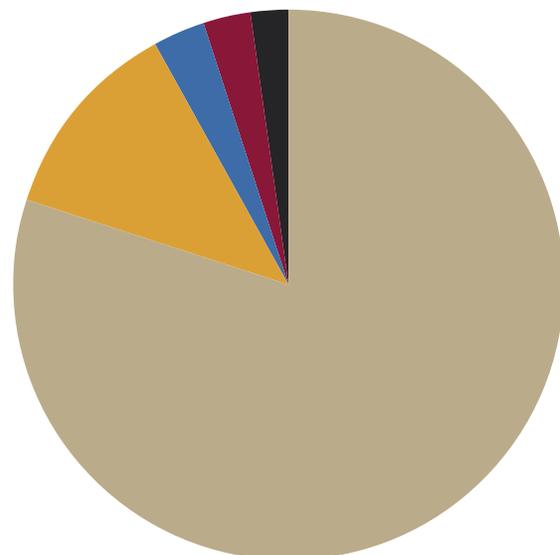
The 2016 – 2017 budget included \$239.1 million of operating expenditure and \$22.8 million of capital expenditure for a total budget of \$261.9 million. The budget is balanced and is compliant with the

financial requirements of the Education Act. The chart below provides a breakdown of expenditure by category for the 2016 – 2017 school year.

Actual results for the 2016 – 2017 fiscal year also met the Ministry of Education’s reporting requirements. In addition, the board’s external auditor provided an unqualified report regarding the 2016 – 2017 audited financial statements. The 2016 – 2017 financial statements also resulted in a balanced budget position which enabled the board to maintain an appropriate level of operating reserves to meet the Ministry’s expectations and to address unforeseen events beyond the board’s control.

### 2016 – 2017 Expenditures

- Instruction 78%
- Pupil Accommodation 13%
- Pupil Transportation 3%
- Administration 3%
- School Activities 3%



## Capital Projects

- Opened the new gymnasium addition at Monsignor J. Pereyma Catholic Secondary School in Oshawa, October 2016;
- Opened the new Child Care Centre at Father Fénelon Catholic School in Pickering, September 2016;
- Opened the new Child Care Centre at St Kateri Tekakwitha Catholic School in Oshawa September 2016;
- Opened the new six-classroom addition and major renovations at St. James Catholic School in Ajax, March 2017;

- Opened the new Child Care Centre at St. Josephine Bakhita Catholic School in Ajax, September 2017;
- Opened the new Adult and Continuing Education program site in Oshawa, September 2017.



## Regional Arts and Media Program

After an extensive Whitby Catholic Secondary Schools Study, the Board of Trustees approved the launch of a new Regional Arts & Media Program for Grades 7 to 12 at All Saints Catholic Secondary School. The new program is part of a dual track system at the school, which offers the standard Grade 9 to 12 program and a Grade 7 to 12 Arts & Media program. The program is scheduled to open in September 2018, offering the following areas of interest for students:

- Dance
- Drama
- Instrumental Music
- Media Arts
- Visual Arts
- Vocal Music



Visit [dcdsb.ca/amp](http://dcdsb.ca/amp) for more information about the program and its application and audition process.

## School Cash Online

School Cash Online is an easy to use, safe way for parents and guardians to pay for their children's school fees, such as school agendas, yearbooks, class trips and other activities. The online tool can be used anytime, anywhere by all registered users. In partnership with the Finance department, ICT, Communications and DCDSB schools, the program has been fully implemented in all schools.



## Bell Time Study



DCDSB, in partnership with its coterminous board and Durham Student Transportation Services (DSTS) initiated a region-wide community consultation to adjust school bell times to ensure maximum transportation efficiency, and to reduce transportation costs, while maximizing the transportation service to students.

The DSTS consortium gains efficiency by consolidating the boards' transportation needs to gain economy of scale. The economies are realized at both the administration level, and in the provision of student transportation services.

After a public consultation, changes to bell times were approved as follows:

- Of 171 total schools between both boards:
  - 133 schools (or 77%) required no change in bell times
  - 38 schools (or 23%) required a change in bell times of which:
    - 27 of 38 (71%) were 10 minutes or less
    - 7 of 38 (18%) were 15 to 25 minutes
    - 4 of 38 (11%) were 30 to 45 minutes.

The above changes resulted in the efficient use of vehicles and preparation for future population growth in the region; and generated annual cost savings of approximately \$1.92 million.

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## Additional Long-Term Accommodation Plan Actions Completed in 2016 – 2017

- Opened the new gymnasium addition at Monsignor J. Pereyema Catholic Secondary School in October 2016;
- Purchased the Unnamed North Oshawa Catholic Elementary School site located on Bridle Road in December 2016;
- Completed the boundary review for the new Catholic schools serving the Seaton community in Pickering in October 2016;
- Completed the disposition of the Unnamed Whitby Shores Catholic Elementary School site in December 2016;
- Completed the boundary review between All Saints Catholic Secondary School and Father Leo J. Austin Catholic Secondary School;
- Completed the boundary review between St. Matthew the Evangelist Catholic School and St. Luke the Evangelist Catholic School;

- Completed the disposition of the former St. Gertrude Catholic School;
- Completed the disposition of the former Immaculate Conception Catholic School;
- Examined potential locations for a North Durham Continuing and Adult Education program;
- Determined potential location(s) for the Board's Alternative Education programs.





# CONTINUING EDUCATION

Serving the Needs and Interests of All Learners

## Readers' Choice Award



DCDSB's Archbishop Anthony Meagher Catholic Continuing Education Centre won the Platinum Award for Best Continuing Education in the 2016 Ajax/Pickering Readers' Choice Awards. Continuing Education

programs are offered under the following categories:

- Skills for Success
- High School Credits
- Specialized Programs for Credits
- Non-Credit Classes
- Adult English Language Classes and more.

Learn more about Continuing Education programs at [con-ed.ca](http://con-ed.ca).

## New Continuing Education Site in Oshawa



A new Continuing Education site was built in Oshawa to provide improved access to programs and facilities for students of all ages. The site is intended to specialize in adult education programs that support 21st century learning and workplace training programs with its collaborative learning spaces, meeting

rooms, computer labs and a child minding room. There is a special room for the Raising Healthy Children Program; and a free Early Years Program offered in partnership with the YWCA in which students can bring their pre-school child or children to class and at the same time earn a secondary school credit.



**21**

parents participated in the Raising Healthy Children Program in 2016 – 2017.

**117**

clients attended Summer 2017 ESL.

**20**

children between the ages of 18 months and 4 years of age benefitted from the Early Years Program with an Early Childhood Educator from the YMCA..

**"I enrolled in Adult Education to upgrade some courses for college. It is a friendly atmosphere. Staff is very helpful and there is a lot of support. It is a great place to learn!"**  
- Faith, Adult Education Student

## Prior Learning Assessment and Recognition



Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit-granting process that allows mature students to obtain credits for knowledge and skills learned outside of school. DCDSB's PLAR programming has expanded through participation in the Ministry of Education's Action Research Project under the Adult Education Strategy, making a positive impact on the lives of many students.

Adult Student Survey Results from the Action Research PLAR Project:

- 97% of adult learners indicated that the PLAR assessment would help them to earn more credits;
- 94% stated that the PLAR assessment would help them to graduate more quickly;
- 94% needed support for choosing courses or programs during the PLAR assessment meeting;
- 100% of students indicated that the meeting with a PLAR Assessor was helpful when selecting courses or programs;
- 84% of students indicated they became aware of new courses, programs and opportunities;

- 94% indicated that their meeting with a guidance counsellor helped them to plan their "next step" to either apprenticeship, college, university or the workplace;
- 100% stated that PLAR support is beneficial for their academic experience;
- 87% of adult learners stated that the PLAR credit process for mature students helped them to stay in school.

Adult Students ranked the benefits of the PLAR assessment as follows:

1. Achieve credits more quickly.
2. Achieve OSSD sooner than expected.
3. Alleviates stress.
4. Stay in school.
5. Able to attend college sooner.
6. Improve reading and writing.

Adult Students were asked how their meeting with a PLAR Assessor helped to plan their future after graduation. Responses were ranked as follows:

1. Helped me to understand options after graduation.
2. Helped me plan for college.
3. Positive experience.
4. Helped me set goals.
5. Helped me to see that college is possible.

## Passport to Excellence: International Education



DCDSB's Passport to Excellence: International Education program offers international students a unique learning experience that is focused on academics, community and Canadian culture. Durham Catholic learning communities are pleased to celebrate the positive experiences and success of international students as they adapt to Canadian culture in Durham Region while improving their English and achieving academic success.

"Passport to Excellence is a way to come here and get more opportunities than what you would have in

your home country," said Danejra from Jamaica, an international student who recently graduated from a Durham Catholic secondary school. "It's very diverse. [The people] are very accepting of you, of where you're from and your background; and you get a sense of belonging here," she said.

In addition to international student success, DCDSB has many other milestones to celebrate in relation to the program including:

- The establishment of partnerships with post-secondary institutions which offer pre-admission to Durham Catholic international students:
  - o Durham College
  - o King's University College
  - o University of Ontario Institute of Technology (UOIT)
- Increased international student enrolment in Durham Catholic schools and camps
- Greater access to international student recruitment opportunities through enhanced relationships with recruitment agents.

For more information, visit [dcdsb.ca/internationaleducation](http://dcdsb.ca/internationaleducation)

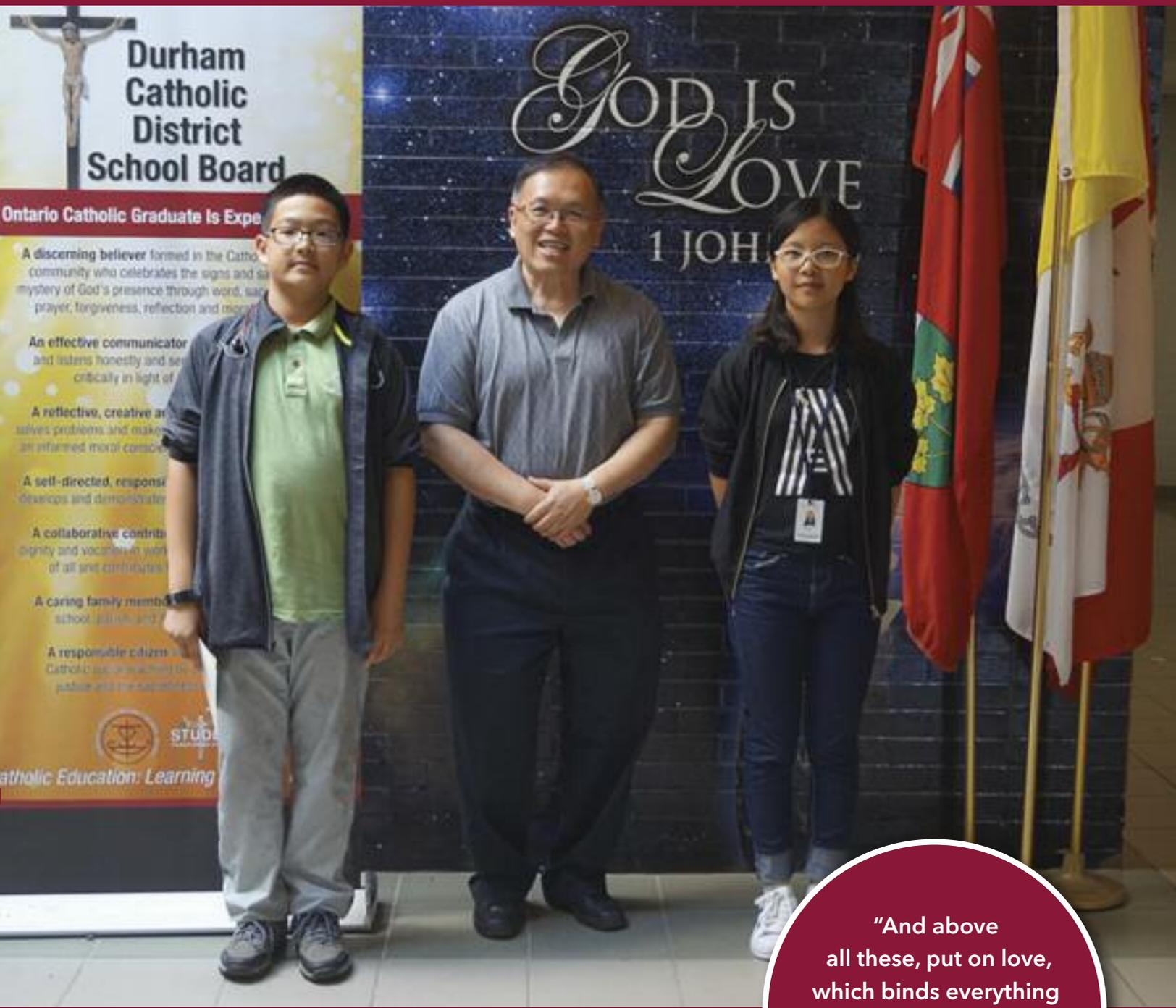


**27**

international students enrolled in Durham Catholic Schools in 2016 – 2017.

**97**

international students enrolled in DCDSB summer camps in 2016 – 2017.



**"And above all these, put on love, which binds everything together in perfect harmony."  
(Colossians 3:14)**

# LEARNING AND LIVING IN FAITH





# HONOURS AND DISTINCTIONS\*

\*Other awards and distinctions for 2016 – 2017 have been shared throughout the 10 key themes of this report.

## Milestone Anniversaries

Celebrating 25 Years of Catholic Education

- St. Catherine of Siena Catholic School
- St. Patrick Catholic School
- St. Marguerite d'Youville Catholic School



### Board Award of Merit

Patrice Joly,  
St. Theresa Catholic School

## School Name Rededication Ceremonies

- St. André Bessette Catholic School
- St. John Paul II Catholic School
- St. John XXIII Catholic School
- St. Teresa of Calcutta Catholic School

### Trustees Youth Awards

Margaret Puzio, Sir Albert Love CS  
Johnny Costa, Monsignor John  
Pereyma Catholic Secondary School



### Distinguished Catholic Leader

Michelle Lantaigne, St. John Bosco  
Catholic School



### Distinguished Catholic Volunteer Award

Rosemary Grieve Barry

## Distinguished Catholic Alumni Awards



- Derek Lee Amell, Monsignor Paul Dwyer Catholic High School
- Dr. Shady Ashamalla, Archbishop Denis O'Connor Catholic High School
- Emerson Brooks, All Saints Catholic Secondary School
- Luke Stocking, St. Mary Catholic Secondary School
- Nicole Matthews, Father Leo J. Austin Catholic Secondary School
- Samantha Hazell, Notre Dame Catholic Secondary School
- Shawn Bishop, Father Donald MacLellan Catholic Secondary School
- Thomas Austin Milner, Monsignor John Pereyma Catholic Secondary School

## Premier's Award for Accepting Schools

St. Mary Catholic Secondary School



## Apple Distinguished Program

Monsignor John Pereyma Catholic Secondary School



"May the Lord give strength to his people!"

(Psalm 29:11)

## Durham Catholic Secondary Students honoured at Father Patrick Fogarty Awards

Congratulations to DCDSB secondary students who were honoured at the annual Canadian Education Foundation of Ontario banquet with the Father Patrick Fogarty Awards:

- Dominic Morales, All Saints Catholic Secondary School;
- Juliette Givelas, Archbishop Denis O'Connor Catholic High School;
- Emmeline Meens Miller, Father Leo J. Austin Catholic Secondary School;
- Eva Fernandes, Monsignor Paul Dwyer Catholic High School;
- Adriana Catulli, Monsignor John Pereyma Catholic Secondary School;
- Kayla Chislett, Notre Dame Catholic Secondary School; and
- Emily Wardle, St. Mary Catholic Secondary School.

## Healthy School Award from the Regional Municipality of Durham

Congratulations to the 17 DCDSB schools who were recipients of the 2016 – 2017 Healthy School Award:

- Good Shepherd Catholic School
- Notre Dame Catholic Secondary School
- St. Mary Catholic Secondary School
- St. Kateri Tekakwitha Catholic School
- St. André Bessette Catholic School
- Fr. Don MacLellan Catholic Secondary School
- Fr. Fenelon Catholic School
- Fr. Venini Catholic School
- Holy Family Catholic School
- Sir Albert Love Catholic School
- St. Thomas Aquinas Catholic School
- St. Bernard Catholic School
- St. Bernadette Catholic School
- St. Catherine of Siena Catholic School
- St. Hedwig Catholic School
- St. John the Evangelist Catholic School
- St. Patrick Catholic School



## Healthy Workplace Award

DCDSB received the Healthy Workplace Award — Gold with Honours — from Durham Region Health Department for the second year in a row.

*"DCDSB has shown dedication to health and wellness programming at their workplace. I am happy to present the Healthy Workplace Award in Gold with Honours for the topic of mental health."* – Annette Mollon, Public Health Nurse

## Ontario Math Consultants Award

Mike Jacobs, Teaching and Learning Consultant



### Junior Firefighter Chief (Ajax)

Amanda V., St. André Bessette Catholic School



### Police Chief for a Day

Ada Leahy, St. Matthew the Evangelist Catholic School

# 2016 – 2017 SUPERINTENDENTS OF EDUCATION



Anne O'Brien  
Director of  
Education  
(Secretary Treasurer)



Tracy Barill,  
Superintendent  
of Education



Janine Bowyer,  
Superintendent of  
Education



Bob Camozzi,  
Superintendent  
of Education –  
Facility Services



Michael T. Gray,  
Superintendent of  
Human Resources



Rosemary Leclair,  
Superintendent  
of Education



John Mullins,  
Superintendent of  
Education



Gerry O'Reilly,  
Superintendent  
of Education



Ryan Putnam,  
Superintendent of  
Business Services and  
Chief Financial Officer

## 2016 – 2017 BOARD OF TRUSTEES



John Rinella (Chair),  
Town of Whitby



Kathleen LeFort (Vice-Chair),  
Townships of Brock, Scugog  
and Uxbridge



Theresa Corless,  
City of Oshawa



Tricia Chapman,  
Town of Whitby



Monique Forster,  
Town of Ajax



Jim McCafferty  
City of Pickering



Janice Oldman,  
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Paul Pulla,  
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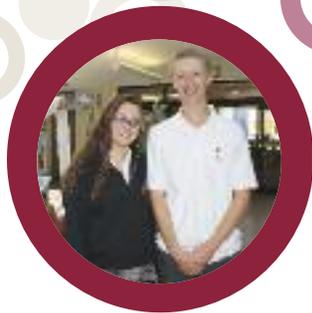
### 2016 – 2017 Student Trustees



Sarah van Waterschoot,  
Father Leo J. Austin  
Catholic Secondary  
School



Mark Garabedian,  
Notre Dame Catholic  
Secondary School



**DURHAM CATHOLIC DISTRICT SCHOOL BOARD**  
*Catholic Education: Learning and Living in Faith*

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