

ANNUAL REPORT



A Summary of the 2009-10 Academic Year in Waterloo Region's Catholic Schools

Quality • Inclusive • Faith-based • Education



OVERVIEW OF THE SYSTEM

The Waterloo Catholic District School Board is the eighth largest Catholic District School Board in Ontario, serving the ratepayers and students of Waterloo Region. The school system traces its history back 175 years to the first Catholic schools in the Region – St. Agatha and St. Boniface Catholic Elementary Schools – both founded in 1836 in what are now the villages of St. Agatha and Maryhill.

WCDSB now has 47 elementary schools with a student population as of October 31, 2010 of 15,344 students JK to Grade 8. This results in a full-time equivalent of 13,926.5 elementary students. The board also has five secondary schools serving 7,521 students in Grades 9 to 12. This results in a full-time equivalent of 7,341.34 secondary students. Our total elementary and secondary enrolment is 22,865 or a full-time equivalent of 21,267.84 students. The Board also runs five Adult and Continuing Education sites serving well over 21,000 adult learners and an alternative education high school serving approximately 55 students.

There are some 73 languages spoken in Waterloo region's Catholic schools representing students from 114 nations. Waterloo Region is the third area of choice for new Canadians. Accordingly, within our current enrolment, we have 3,723 learners – or 17% of our student body - where English is not their first language.

PRIMARY CLASS SIZE REDUCTION

Another aspect of government policy is compliance with the primary average class size. To be compliant, the school system has to have 90% of its primary classes under 20 to 1 ratio.

Criteria	2010-11
%Primary Classes 20 and under (90% by 07/08)	90.7%

SOCIAL JUSTICE

A hallmark of Waterloo Region's Catholic Schools is their commitment to social justice activities promoted by students and staff. There are many hours each year dedicated to working locally, provincially, nationally and internationally on many aspects of support for those in need. Each year we provide a snapshot of revenues raised in the name of missions and charities. This past year our system raised \$491,667 -- bringing our twelve year total to \$4,056,873. It is understood that raising money is only one aspect of assisting. The hundreds of kilos of food and clothing collected for various causes do not have a dollar value attached to them yet the impact on those in need is invaluable. In 2010-11 WCDSB is proud to be participating with other local school boards in staging a Waterloo Region "We Day" in cooperation with the international organization *Free the Children*.

EARLY LEARNING

In October, 2009 the Premier announced Ontario's new Early Learning Program for four and five year olds. Beginning in September, 2010 the program will be in all schools by September, 2015. Following Ministry of Education guidelines and in collaboration with the Waterloo Region District School Board and the Region of Waterloo, the Early Learning Kindergarten Task Team recommended eight schools for implementation in Year 1 and three additional schools for Year 2. Sixteen Early Childhood Educators were hired to support classroom teachers in the delivery of the Full Day Early Learning – Kindergarten Program. Classrooms were equipped with resources to support the new play-based program.

Year 1 Sites 2010-2011	
School	Enrolment
Sir Edgar Bauer, Waterloo	61
St. Ambrose, Cambridge	66
St. Anne, Cambridge	18
St. Anne, Kitchener	83
St. Bernadette, Kitchener	46
St. Gregory, Cambridge	42
St. Michael, Cambridge	79
St. Peter, Cambridge	61
Total	456

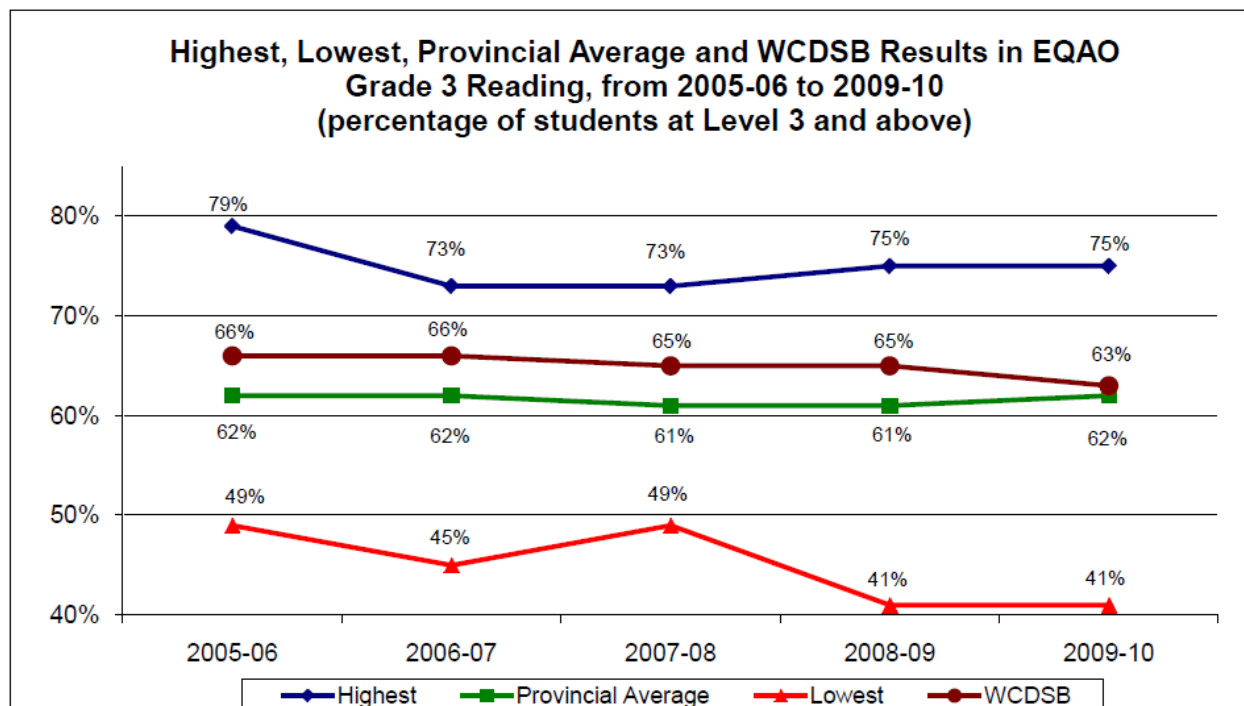
Year 2 Sites 2011-2012	
School	Enrolment
Blessed Sacrament, Kitchener	46
St John, Kitchener	58
St Teresa, Kitchener	39
Total	133

ACADEMIC ACHIEVEMENT – GRADE 3 EQAO RESULTS

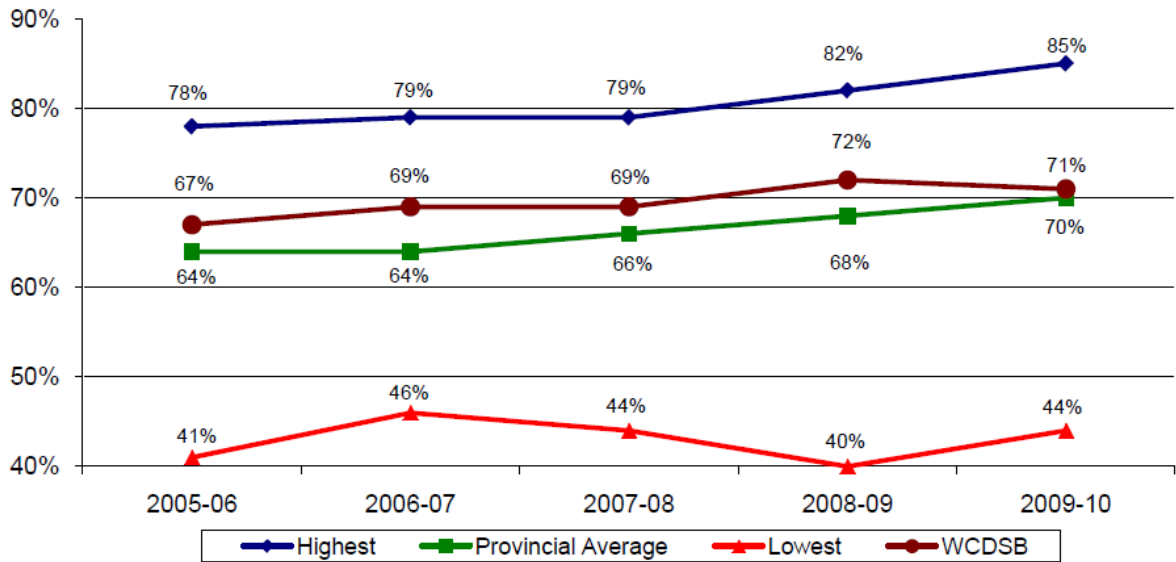
Since the beginning of provincial testing, Waterloo Region’s Catholic Schools have generally maintained scores at or above the provincial average – with trends over time showing major gains. The charts below outline our Grade 3 EQAO results for 2009-2010 along with our results for the past four years. The charts also demonstrate the provincial result, the highest result and the lowest result among the 60 English language boards.

Charts are also provided for:

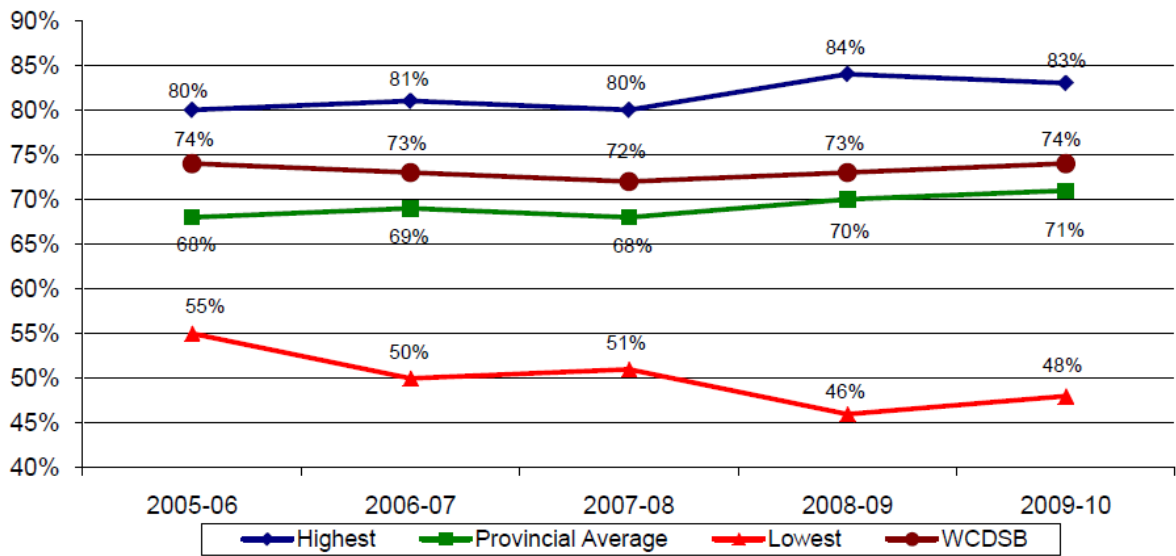
- ✓ Board and provincial results by gender;
- ✓ Board and provincial students with special needs (excluding gifted);
- ✓ Board and provincial for English Language Learners.



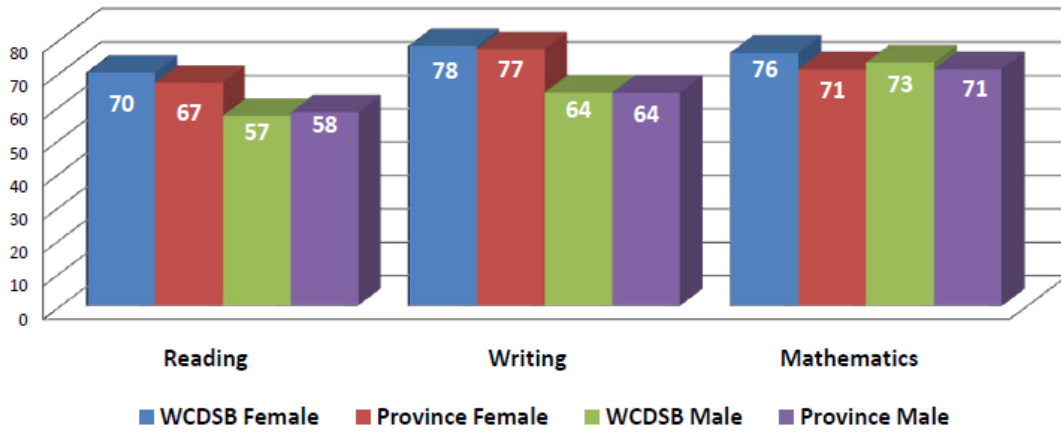
Highest, Lowest, Provincial Average and WCDSB Results in EQAO Grade 3 Writing, from 2005-06 to 2009-10
(percentage of students at Level 3 and above)



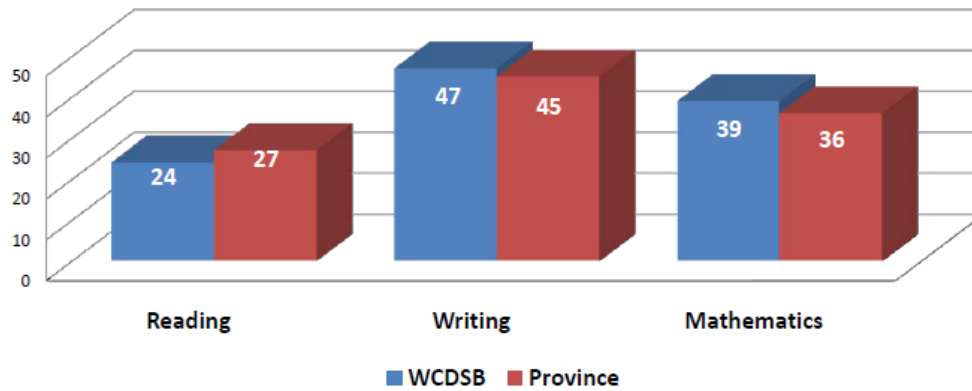
Highest, Lowest, Provincial Average and WCDSB Results in EQAO Grade 3 Mathematics, from 2005-06 to 2009-10
(percentage of students at Level 3 and above)



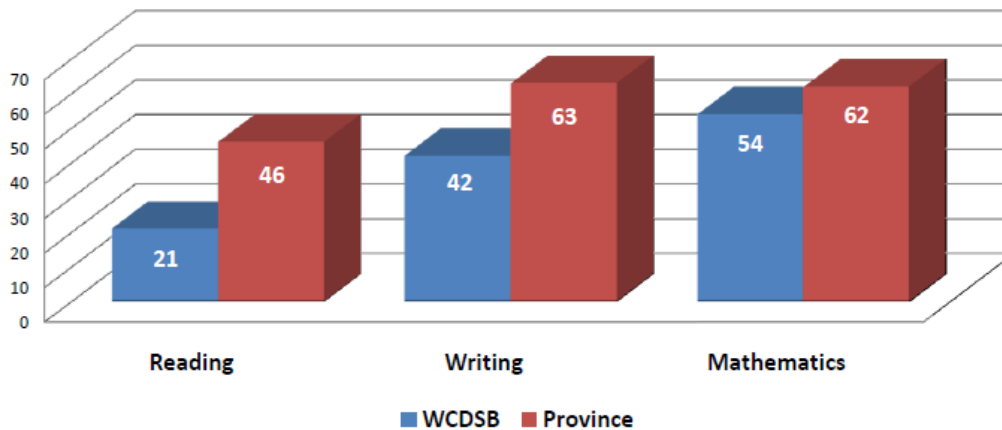
2009-10 Grade 3 EQAO Results by Gender



2009-10 Grade 3 EQAO Results for Students with Special Needs (excluding gifted)



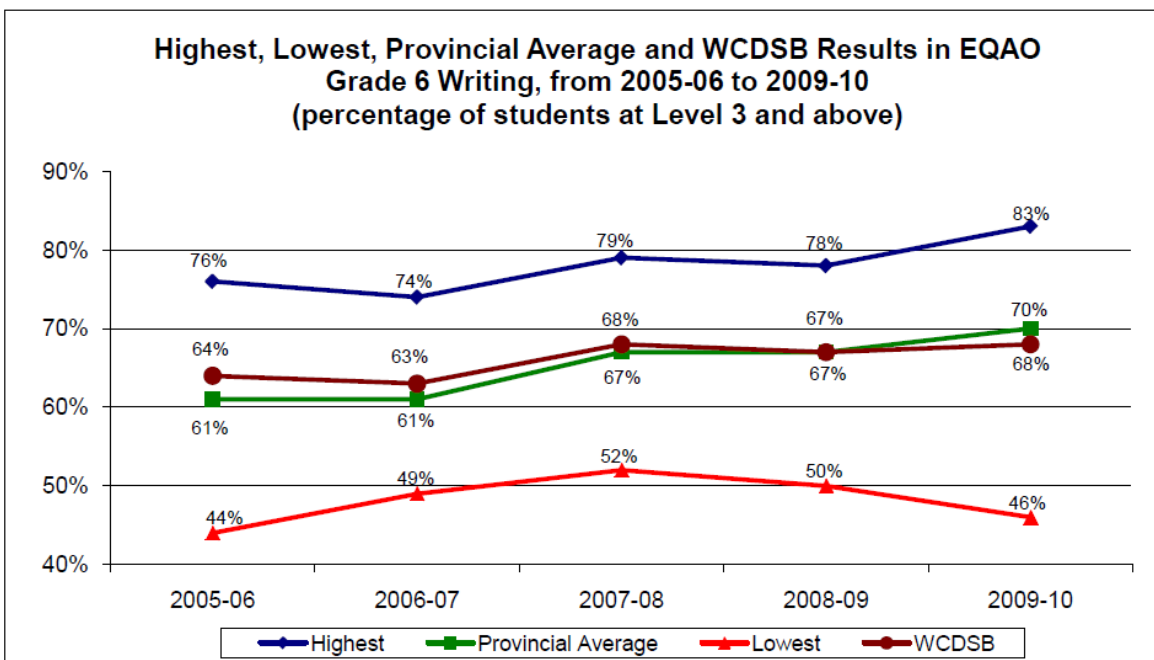
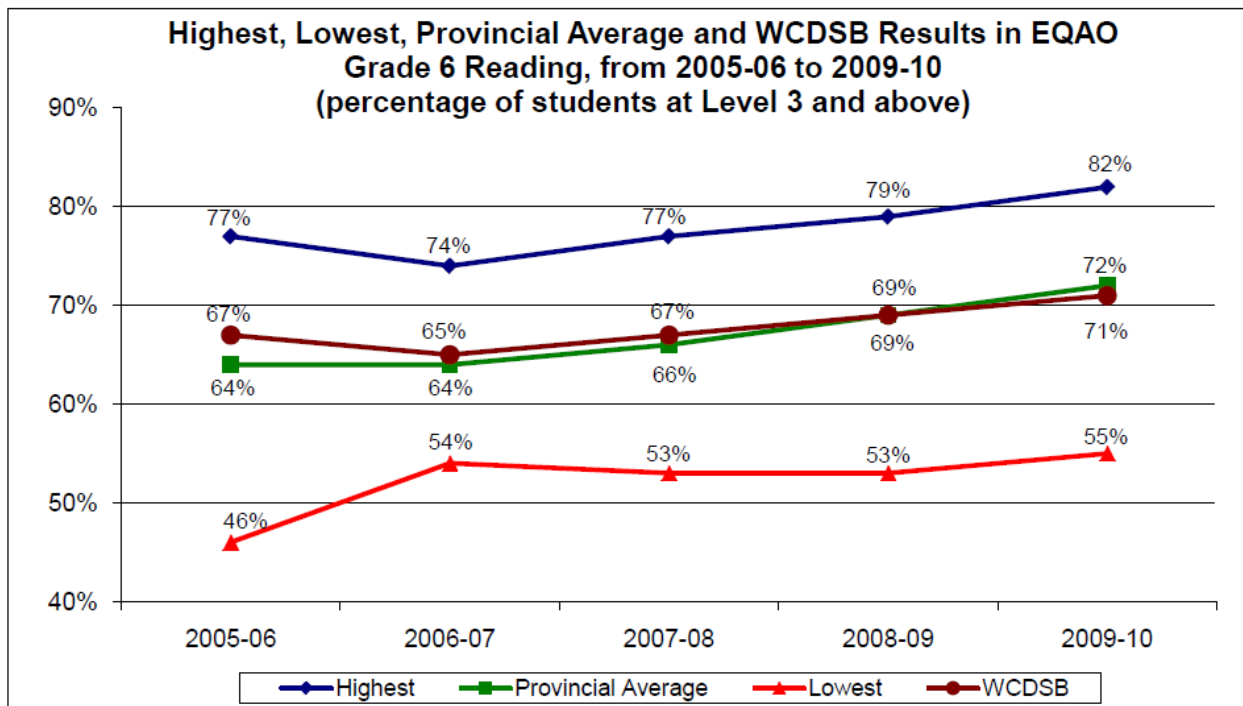
2009-10 Grade 3 EQAO Results for English Language Learners



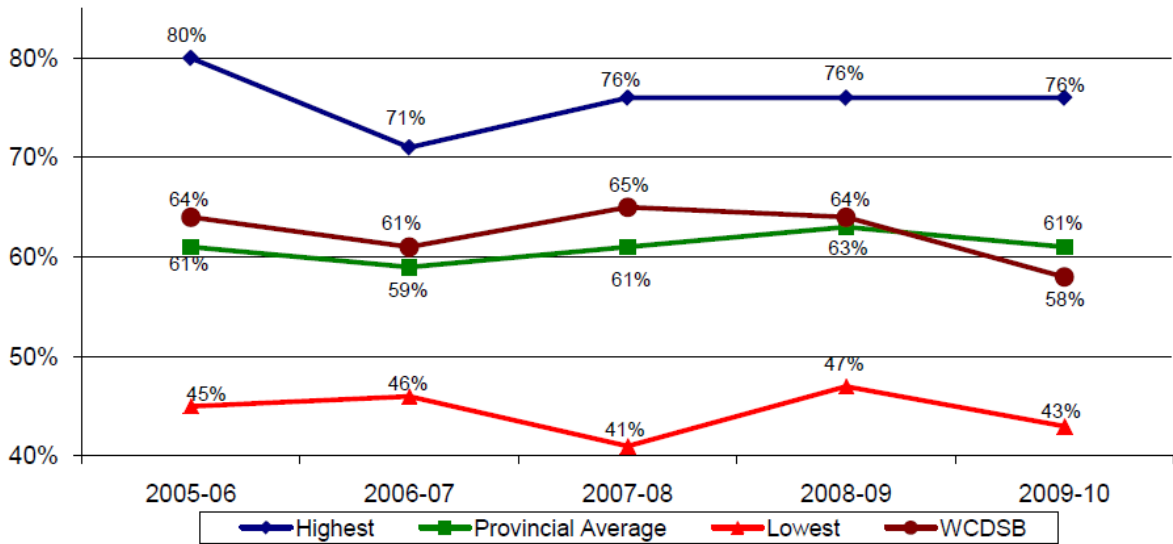
ACADEMIC ACHIEVEMENT – GRADE 6 EQAO RESULTS

The charts below outline our Grade 6 EQAO results for 2009-2010 along with our results for the past four years. The charts also demonstrate the provincial result, the highest result and the lowest result among the 60 English-language boards.

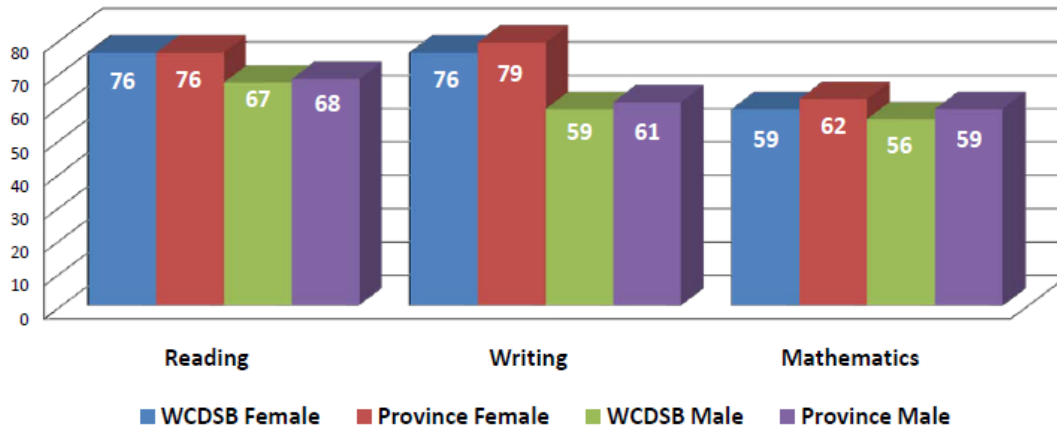
- ✓ Results for Grade 6 EQAO;
- ✓ Board and provincial results by gender;
- ✓ Board and provincial students with special needs (excluding gifted);
- ✓ Board and provincial for English Language Learners.



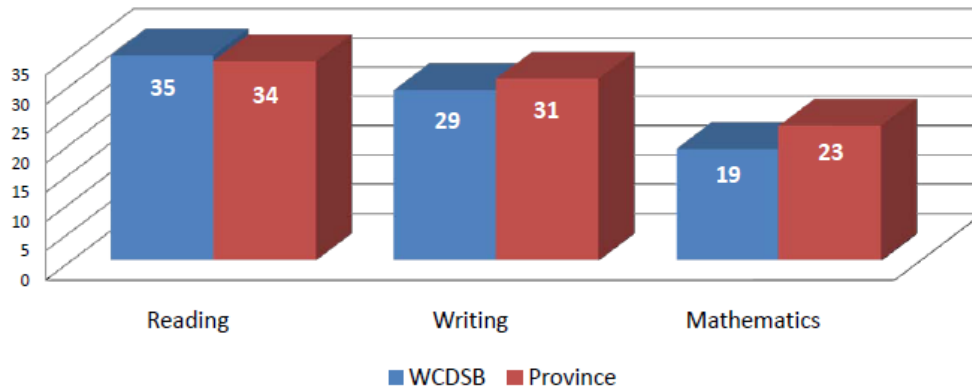
Highest, Lowest, Provincial Average and WCDSB Results in EQAO Grade 6 Mathematics, from 2005-06 to 2009-10 (percentage of students at Level 3 and above)

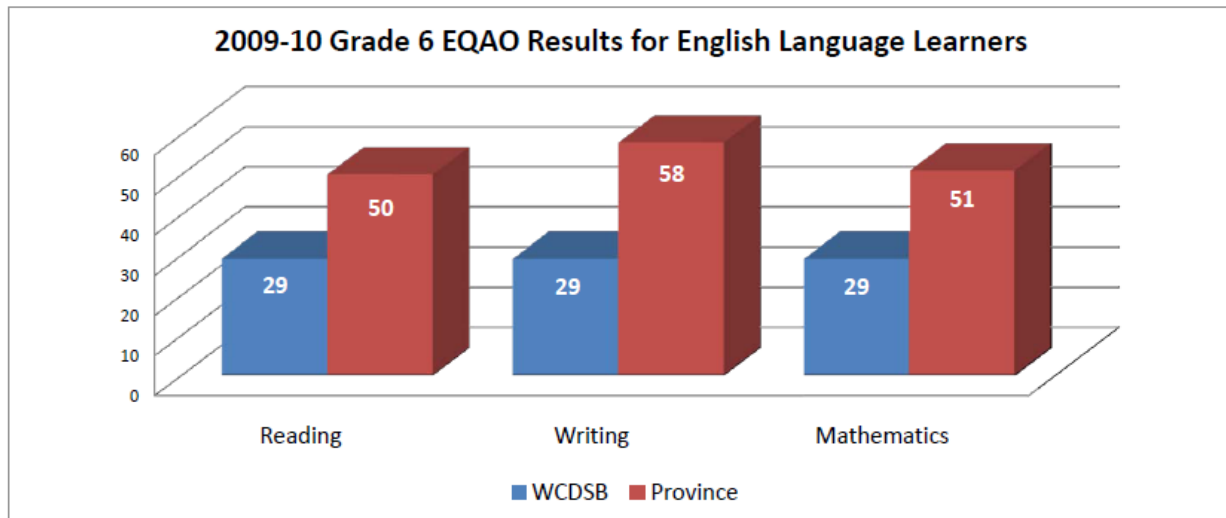


2009-10 Grade 6 EQAO Results by Gender



2009-10 Grade 6 EQAO Results for Students with Special Needs (excluding gifted)





MEASURES TAKEN IN THE PAST YEAR TO IMPROVE OUTCOMES FOR STUDENTS WITH LOW LEVELS OF ACHIEVEMENT & FOR LOW PERFORMING SCHOOLS

Schools with data indicating static or declining assessment results are identified for intensive support. This support is provided in the form of additional literacy teacher assistance, improved resources and teacher release time to meet and examine ongoing data on student achievement to plan for targeted interventions.

Teachers in many schools, particularly in those schools with low performance, meet to establish “Teaching – Learning Critical Pathways” in which student learning needs are identified and teachers collaborate to examine student work, plan for effective intervention strategies and assess students frequently for mastery of knowledge and skills regardless of their identification in Special Education or as English Language Learners.

Principals have received ongoing, intensive support for their own professional development to deepen their learning about data-driven decision making, differentiated instruction, teacher moderation, professional learning communities and assessment and evaluation. They meet monthly in networking teams and network their teachers to increase their capacity to improve student achievement focused on student learning needs.

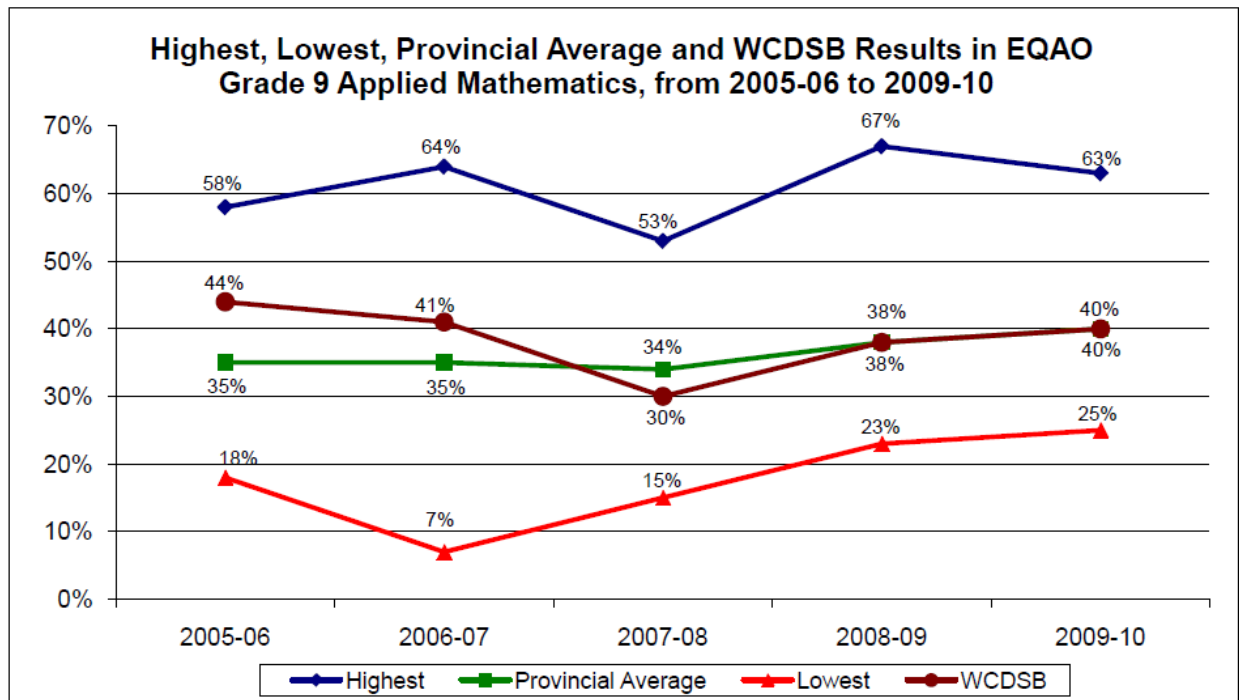
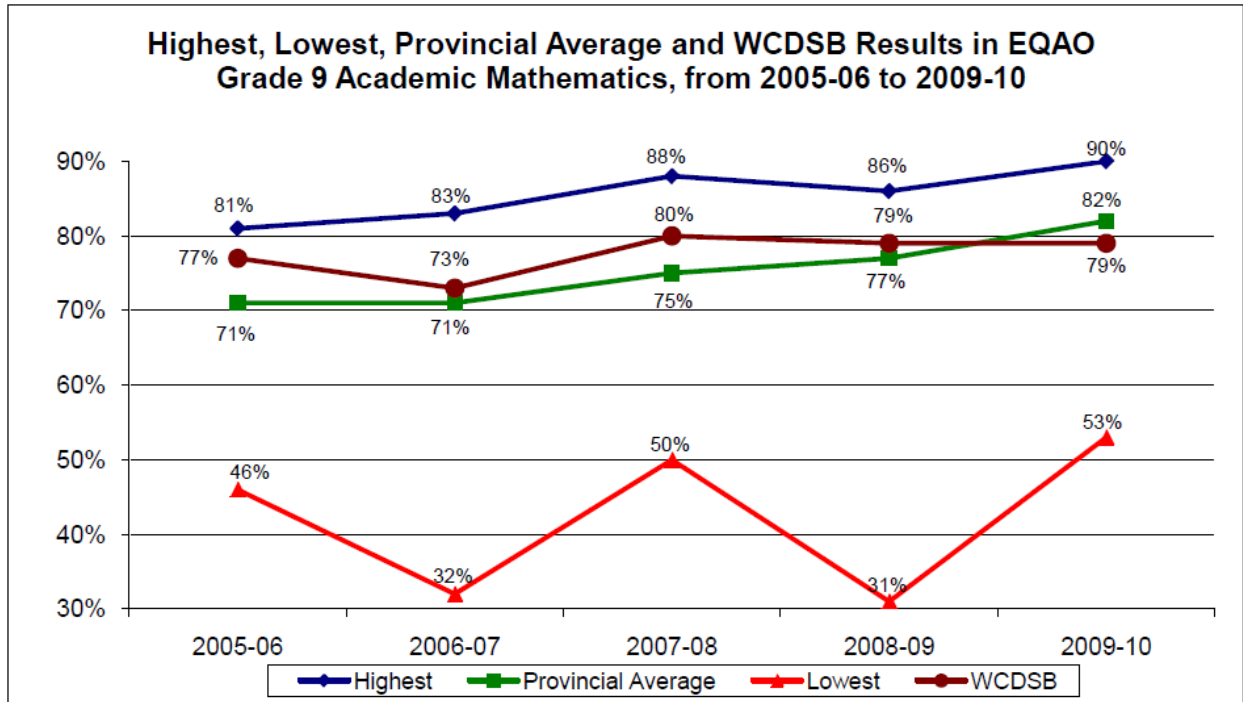
REACHING GOVERNMENT TARGETS

Based on EQAO assessments over the past six years, it is clear that efforts to improve student achievement are meeting with success in WCDSB. In Grade 3 there has been a steady growth of 12 percentage points over six years in each of the Reading and Writing and four percentage points in Mathematics assessments. Maintaining the same trajectory will bring WCDSB within range of 75% by 2011. Employing strategies already identified to target individual student learning needs as well as those of students with Special Education needs and English Language Learners will aid in increasing student achievement.

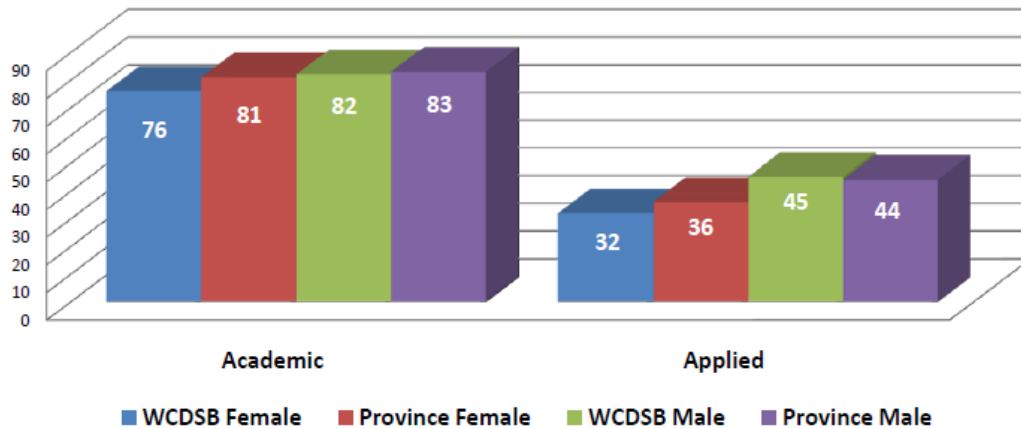
In Grade 6, there has been an increase of 17 percentage points in Reading, 14 percentage points in Writing and eight percentage points in Mathematics over six years. Continuing on this path of improvement will bring WCDSB within range of 75% by 2011 in Reading and Writing. In the area of Mathematics, intervention will be required to raise achievement levels to 75%. The use of the Teaching-Learning Critical Pathways in Mathematics will be one way to identify student learning needs and apply appropriate strategies for successful intervention. “Mathworks” a collaborative inquiry framework in Mathematics will also be employed to support enhanced teaching methodology and richer learning experiences for children.

ACADEMIC ACHIEVEMENT – GRADE 9 MATHEMATICS

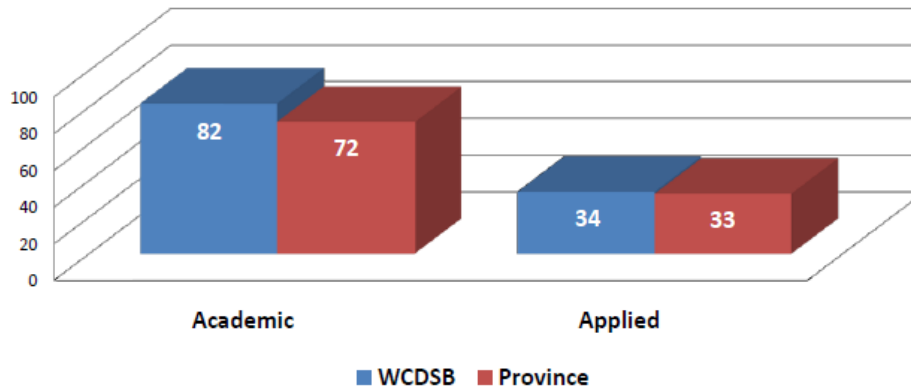
Our Grade 9 students complete EQAO provincial tests in Mathematics at the Academic and Applied levels. The following are our results for this past year and the previous four years. The charts also demonstrate the provincial result and the highest and the lowest result amongst the 60 English-language school boards.



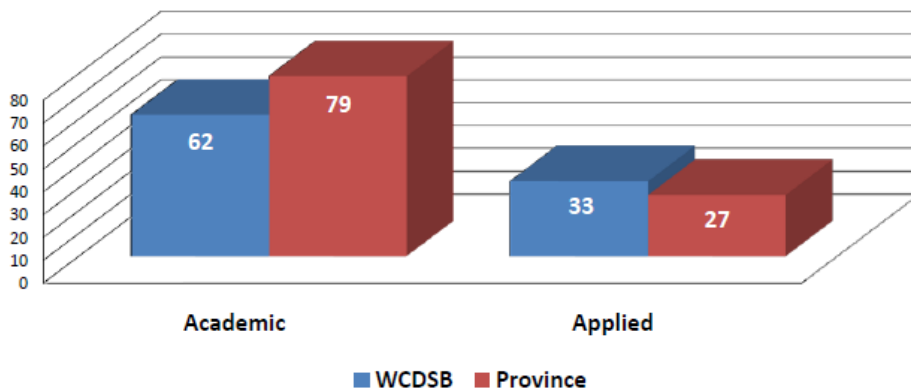
2009-2010 Grade 9 Mathematics EQAO Results by Gender



2009 -2010 Grade 9 Mathematics EQAO Results for Students with Special Needs (excluding gifted)

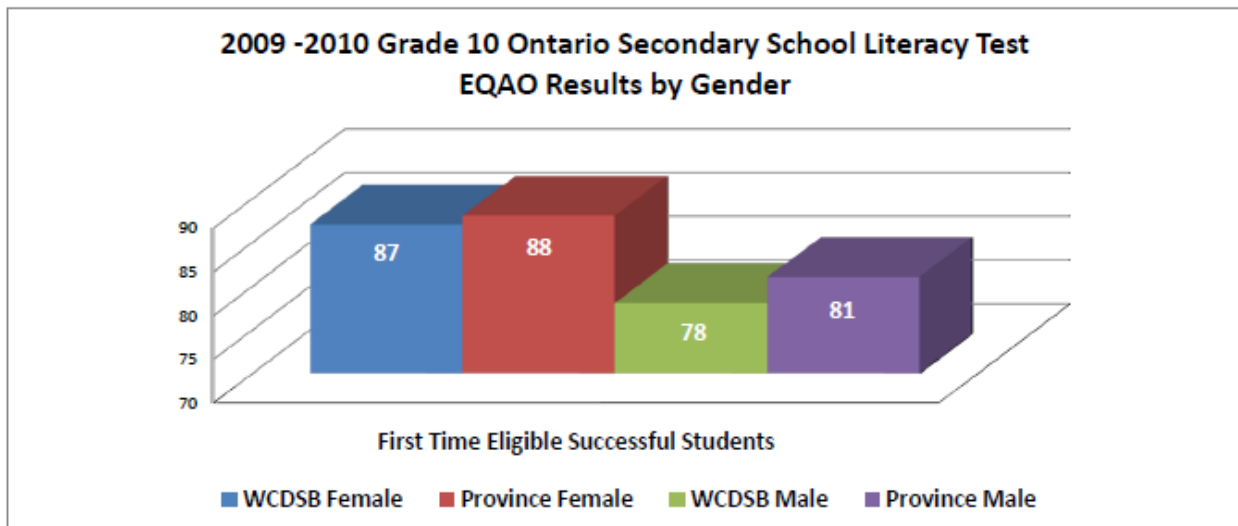
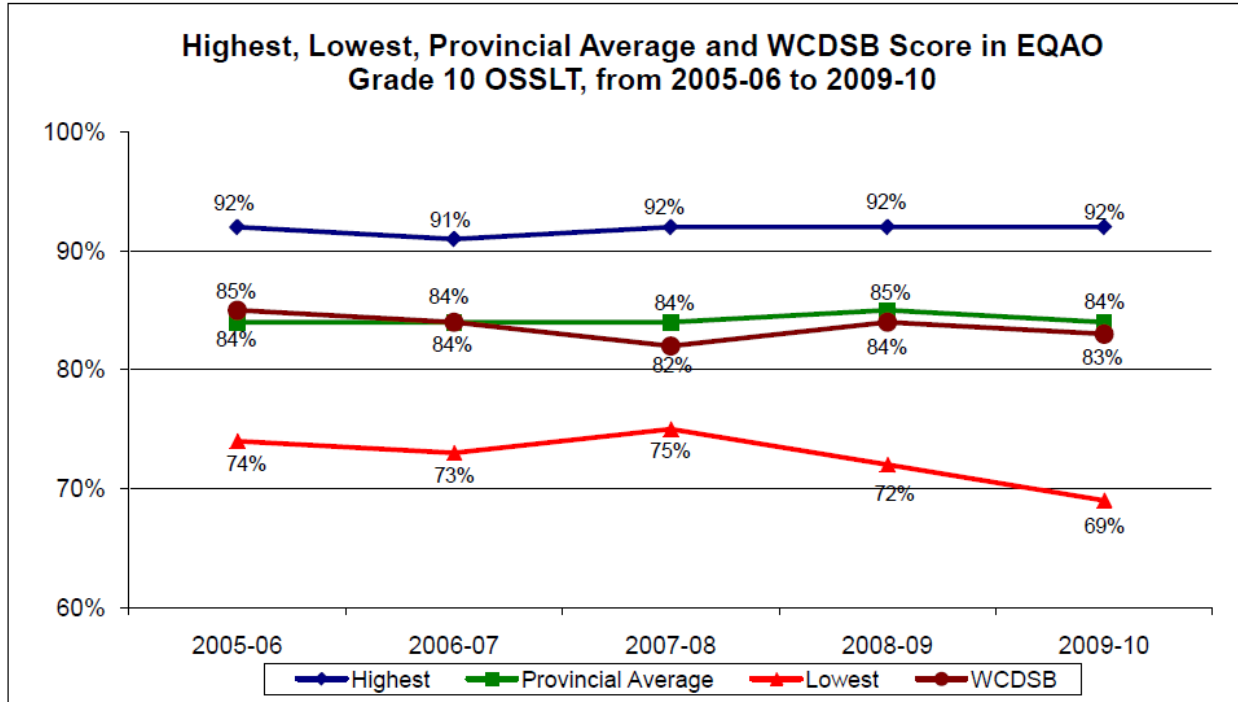


2009 -2010 Grade 9 Mathematics EQAO Results for English Language Learners

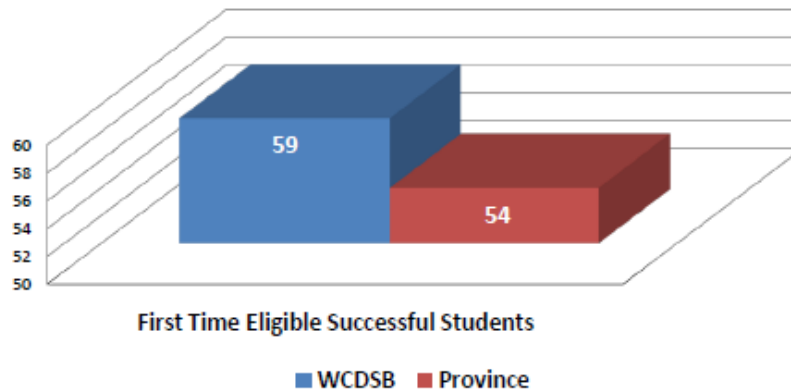


ACADEMIC ACHIEVEMENT – GRADE 10 LITERACY (OSSLT)

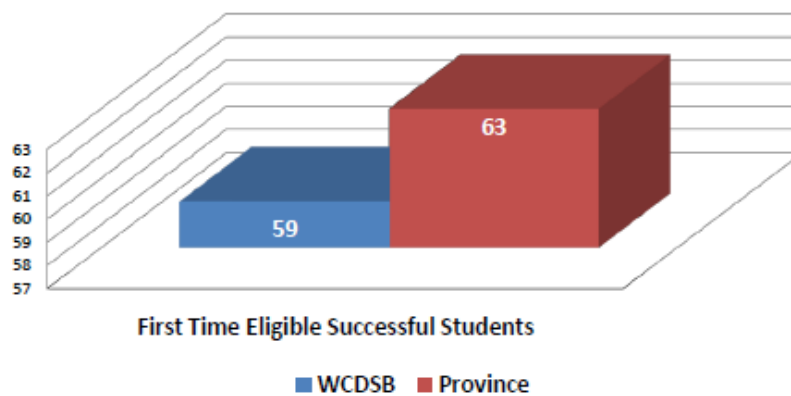
Our Grade 10 students continue to demonstrate success over time with respect to the Grade 10 Ontario Secondary School Literacy Test (OSSLT). The participation rate of students from our Board compared to the province is generally three to four percentage points higher – making the WCDSB results all the more impressive.



**2009 -2010 Grade 10 Ontario Secondary School Literacy Test
EQAO Results for Students with Special Needs (excluding gifted)**



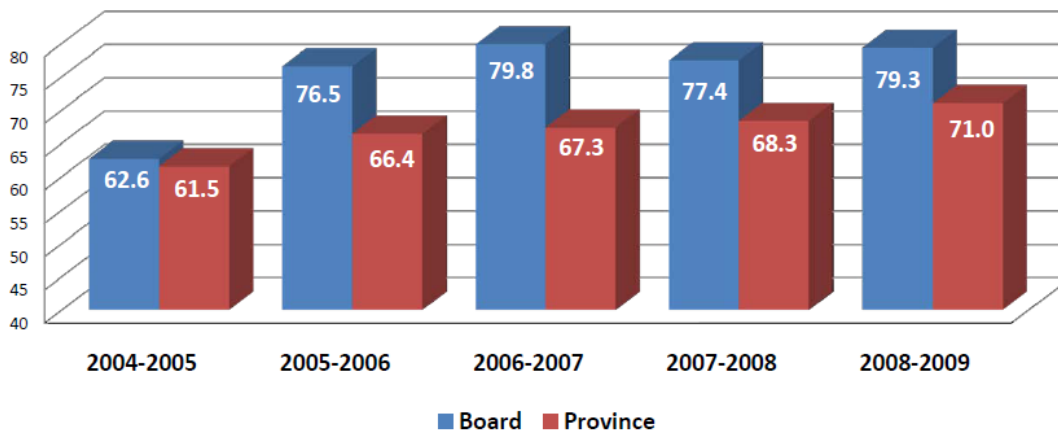
**2009 -2010 Grade 10 Ontario Secondary School Literacy Test
EQAO Results for English Language Learners**



CREDIT ACCUMULATION

The percentage of students who achieved 16 or more credits by the end of Grade 10 is shown in the five year trend chart below.

Credit Accumulation



PROGRAMS FOR STUDENTS UNABLE TO ATTEND A REGULAR DAY SCHOOL SETTING

Despite a myriad of interventions at the classroom and school level there still exist students who require an alternate setting and strategies to best attend to their needs and allow them to demonstrate success. To this end WCDSB has provided students multiple opportunities through credit rescue, credit recovery, e-learning, program partnerships with the YMCA, programs for suspended and expelled students, transition program support for Grade 7 and 8 students, character education programs and non-traditional programs. All of these programs have supported students in Grades 9 and 10 in achieving their credits so as not to place them at risk of not graduating. Targeted interventions continue to be supported during the upcoming year as we enhance our work at St. Don Bosco Catholic Secondary School and make a conscious effort to invite students who have left us without graduating back to our schools and help them achieve their diploma.

ACCOMPLISHMENTS IN IMPROVING STUDENT LEARNING AND ACHIEVEMENT THROUGH SPECIAL EDUCATION PROGRAMS AND SERVICES

The Waterloo Catholic District School Board has had a long and strong history, philosophy, belief and practice around inclusion. We believe that all students can learn given time and support and that all students can succeed. Through our needs analysis we recognize that our students on IEP's are not achieving at the same level as those students who are not on IEP's. So, in the Board Improvement Plan we have a deliberate focus on precise and focused intervention with students on IEP's to help them be more successful in all areas of the curriculum. We continue to place a high priority and emphasis on assistive technology to support student learning. Differentiated instruction and assessment supportive of the IEP is another area receiving greater attention. We have put resources into cutting edge interactive projector technology to support all students learning and have dedicated resources to in-service of teachers and support staff to help integrate this technology with the strategies contained in the IEP. We have also placed resources into web-based IEP's so that classroom teachers and support staff can have easier and instant access to information and can use the technology to convey in a timely manner information that may be supportive for other teachers and staff who may also be in contact with the students. We believe in a multi-discipline approach to supporting students and we spend a great deal of time ensuring that there is an infrastructure in place that wraps around our neediest students so they will be supported academically, emotionally, socially and spiritually to ensure their success not just in school but in life.

NOTABLE ACCOMPLISHMENTS IN STUDENT, PARENT AND COMMUNITY ENGAGEMENT, AND IN STUDENT SAFETY AND HEALTH

In January, 2010 the WCDSB Parent Involvement Committee (PIC) once again sponsored an Engaging Parent Workshop for ten schools. Each school was represented by an administrator, teacher and parents. On November 24, 2010 PIC sponsored a night with guest speaker Lou Rocha. Mr. Rocha spoke on the topic "Promoting and Protecting Catholic Education in Ontario."

The Ministry of Education has identified an annual 'Bullying Prevention Awareness Week' that took place November 15-19, 2010. Each school used this week to highlight bullying prevention initiatives, activities and programmes. Schools also identified the membership of their local Safe School Team.

Health Initiatives: Elementary Schools

All of our elementary schools have now been in-serviced on the PALS (Playground Activity Leaders in Schools) program. This program empowers older students to organize games and activities for younger students during the lunch hour and recess breaks. This program has been proven to reduce bullying, increase physical activity and provide leadership opportunities for older students.

Many of our schools have also implemented intramural programs whereby sports and games are organized in the gym over lunch time. These programs also use student leadership and promote physical activity. In the spring of 2010, eight of our schools received provincial awards from the Canadian Intramural Association in recognition of their intramural programs.

As the Ministry of Education's School Food and Beverage Policy implementation continues, our schools have been invited to engage in nutrition education workshops. During these in-services, school teams

made up of students, a teacher and interested parents learn more about making healthy food choices and creating a healthy nutrition environment at school.

In partnership with Region of Waterloo Public Health, our schools have been able to participate in “Active and Safe Routes to School” education. Workshops for students and teachers have provided valuable knowledge about the importance of walking to and from school and how to implement a “walking school bus”.

Health Initiatives: Secondary Schools

Each of our secondary schools has a Healthy Choices committee comprised of a number of students and teachers. These committees focus their efforts on implementing the School Food and Beverage Policy. School level events are directed at helping students to educate themselves to make healthy choices both at school and at home.

The Health and Physical Education Department at each school will be co-ordinating the annual “Try It Day”. During this two-day event, 300 grade nine students from each school will come together and be able to try out a number of physical activities. With the focus on lifestyle activities, students will be able to try out yoga, spinning classes and boxercise.

ONTARIO'S EQUITY AND INCLUSIVE EDUCATION STRATEGY UPDATE (AS OF SEPTEMBER 2010)

In 2008, schools and school systems throughout Ontario were charged with the responsibility to intentionally and actively foster Equity and Inclusive Education as a fundamental requirement of effective learning.

Each school year features a series of action items for implementation by the Ministry of Education, the School Board, and the local school. The Waterloo Catholic District School Board has responded to these requirements in a variety of ways. The consultant for Religion, Family Life, and Equity was identified as the Board lead and a superintendent was given the administrative portfolio. Teams were convened at the school level and were provided with an opportunity to gather, learn, and plan for their home communities. Furthermore, a system level team representing professional roles across the WCDSB was identified to draft an Equity and Inclusive Education Policy and a Religious Accommodation Guideline (both of which came into effect in September, 2010) and to shepherd the communication and implementation phases of the policy's distribution.

The EIE Policy and RA Guideline will be offered for public consultation in town hall meetings throughout the 2010-2011 academic year and has been offered to groups, including the local Deanery, for discussion. The Policy and Guideline will be reviewed at the end of the academic year and the final draft will then be published on a triennial review cycle. Paralleling these consultations and reviews, the system level team will continue to interact with the school teams to continue to enact the individual action items identified in the EIE strategy. Furthermore, the EIE strategy and policy will be a focus of the system's Spiritual Development Day, to be held in April, 2011.

The Policy and Guideline are currently posted on the system's website and this site will be updated with further information pertaining to the implementation as it is available.

IMPLEMENTATION OF THE ONTARIO FIRST NATIONS, MÉTIS AND INUIT EDUCATION POLICY FRAMEWORK

As part of the Waterloo Catholic District School Board's commitment to First Nations, Métis and Inuit students within our system, the following have been established as part of our student success strategy.

Aboriginal Advisory Committee

The WCDSB Aboriginal Committee's primary mandate is to advise the Board on Aboriginal issues and build community trust.

The mandate also includes:

- ✓ Increasing the cultural awareness of students and staff through library resources, cultural presentations and experiences, native literature, professional development opportunities and other related activities;
- ✓ Promoting native studies and language learning;
- ✓ Providing advice on initiatives including, but not limited to, student programs, Aboriginal studies and alternative education programs;
- ✓ Developing and enhancing partnerships with community based agencies that support Aboriginal students and their families;
- ✓ Promote and strengthen respectful and meaningful relationships with our Aboriginal communities;
- ✓ Responding to the Board on requests for advice and recommendations on matters that the Board may direct to the committee;
- ✓ Advocating provincially and locally for specific needs of Aboriginal students;
- ✓ Identifying community issues that impact education;
- ✓ Responding to other initiatives as they arise.

The committee meets monthly. Current members include two elementary and secondary aboriginal teachers and a secondary school aboriginal administrator within the system, an aboriginal consultant to the board, the director of the Healing of the Seven Generations, an aboriginal parent and the Superintendent of Learning responsible for Aboriginal Education.

Ojibwe Language Learning

Ojibwe language learning is being offered for the first time by our system. Classes began the third week of September and will run straight through the year until the end of June with the exception of holidays. It is offered on Saturday mornings 9:30 – 12:30 through St. Louis Continuing Education.

Homework Club for Aboriginal Students

An aboriginal teacher from one of our elementary schools is running a homework club on Saturday mornings from 11:30 -12:30 in conjunction with the Ojibwe language learning program at St. Louis. Aboriginal students from elementary and secondary schools are invited to bring their homework and receive assistance with a focus on literacy and numeracy skills.

Aboriginal Native Studies

St. Mary's High School has an aboriginal teacher teaching a Grade 12 Native Studies course. The course is open to all students with a special invitation extended to aboriginal students.

Powwow – Canadian Aboriginal Festival

Aboriginal students and parents are being invited to attend the Canadian Aboriginal Festival being held at Copps Coliseum in Hamilton on November 27, 2010. Buses and entry tickets are being provided by the WCDSB.

Canadian Native Artist

Canadian artist Moses Beaver will be a guest artist at one of our elementary and one of our secondary high schools April 4 – 15, 2011. Moses will be working with students on aboriginal art and its making.

National Aboriginal Day – June 21

The Aboriginal Advisory Committee is working on developing writing, art and poetry contests leading up to the celebration of National Aboriginal Day.

Self-Identification Policy

The WCDSB is developing a voluntary self-identification policy in consultation with the local aboriginal community for the purpose of providing programs and putting in place measures that respond to the learning needs of Aboriginal students. The process for this will take place throughout the current school year and the policy will be in place by June, 2011.

BOARD MULTI-YEAR PLAN

The following hyperlink will re-direct you to the board's multi-year plan that outlines what we are setting out to do between 2010 and 2014 with respect to student achievement and well-being, effective stewardship of resources and effective and appropriate education programs for our learners. All of this we set out to do through our faith life and in particular our vision; that is, "Our Catholic schools ~ Heart of the community: success for each, a place for all".

<http://www.wcdsb.ca/about/pdf/Multi-Year-Plan--2010-2014.pdf>

BOARD OF TRUSTEES POLICIES

Policies of the Board of Trustees are available online at www.wcdsb.ca/ap_memos.html

EMERGENCY PREPAREDNESS

WCDSB's emergency preparedness and response plans are available online at: www.wcdsb.ca/about/emergency/emergency-management.html

ENVIRONMENTAL SUSTAINABILITY

Information about WCDSB's sustainable development policies and initiatives – including the Ontario EcoSchools program – is available online at: <http://ecozone.wcdsb.ca/>

ACCESSIBILITY

WCDSB's Annual Accessibility Plan and Accessible Customer Service Policy & Procedures is available online at: www.wcdsb.ca/accessibility/index.html

PUBLIC COMMUNICATION

As Waterloo Region's Catholic schools this year mark the 175th anniversary of Catholic education in Waterloo Region the Waterloo Catholic District School Board has launched a **Twitter** feed, **YouTube** channel and searchable online **Staff Directory** to help broaden the public's access to information about the added value Catholic schools bring to the community.

Members of the public can sign up to receive up-to-date information via **Twitter** at: <http://twitter.com/WCDSBNewsWire>

Videos about board programs and schools are available on **YouTube** at: <http://www.youtube.com/user/WCDSBVidLink>

The online **Staff Directory** is available at: <http://www.wcdsb.ca/Directory/index.aspx> or by clicking the "Contact Us" link at the top of the Board's web page (www.wcdsb.ca).

The Board's **NewsWire** subscription service remains available at: <http://newswire.wcdsb.ca/wcdsb-subscribe.aspx> and when the weather is bad our **Delays / Cancellations** page (www.wcdsb.ca/delays-cancellations/index.aspx) puts up-to-the-minute information at users' fingertips.

BOARD OF TRUSTEES: 2010-11

Joyce Anderson (Kitchener / Wilmot)
Wayne Buchholtz (Kitchener / Wilmot)
Manuel da Silva (Cambridge / North Dumfries)
Rev. Robert Héту (Waterloo / Wellesley / Woolwich)
Janek Jagiellowicz (Waterloo / Wellesley / Woolwich)
Anthony Piscitelli (Kitchener / Wilmot)
Wendy Price (Cambridge / North Dumfries)
Peter Reitmeier (Cambridge / North Dumfries)
Greg Reitzel (Kitchener / Wilmot)
Claire Matlock and Anne Marie Hayman (Student Trustees)

SENIOR ADMINISTRATION: 2010-11

Roger Lawler, Director of Education
Bruce Rodrigues, Associate Director of Education

Dave Bennett, Senior Manager: Capital Planning
Rick Boisvert, Superintendent of Learning and Human Resources
Gerry Clifford, Superintendent of Learning and Parent Engagement
Jason Connolly, Senior Manager: Human Resources
Laura Isaac, Senior Manager: Finance
Maria Ivankovic, Superintendent of Learning and School Effectiveness
Shesh Maharaj, Chief Financial Officer and Treasurer of the Board
Sandra Quehl, Chief Information Officer
John Shewchuk, Senior Manager: Public Affairs / Executive Officer
Paul Tratnyek, Superintendent of Learning and Student Success / Faith Development
Arnie Wohlgemut, Senior Manager: Facilities

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