



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way – Rejoicing in Our Journey

Director's Annual Report 2010

Preserving Catholic Education for Future Generations

Director's Message

I am pleased to once again present my annual report on student achievement and the educational programs and opportunities available to the students of the St. Clair Catholic District School Board.

As always, I am proud to report on the accomplishments of the past year, and on the ways in which we continue to help all of our students achieve.

Our success is rooted in the mission of Catholic education, which has been publicly funded in Ontario for 169 years. For nearly two centuries, Catholic education has added to the greater good by graduating students who are caring, contributing members of our society.

However, we understand that as enrolment continues to decline in Ontario, and with a provincial election on the horizon, the call for one school system will once again surface. This would come as a detriment to publicly funded education in Ontario. The turmoil and confusion that would ensue would disrupt elementary and secondary schools for years to come.

But more troubling still, is the notion that Catholic parents and students would lose their right to choose faith-based education, which seeks to develop the spirit as well as the mind; to

acknowledge and nourish the soul as well as the body; and help to form students in the traditions of the Catholic faith.

There are a number of myths about Catholic education, which supporters of a single system of publicly-funded education often promote. Here are some of them:

Myth: The United Nations has called Ontario's funding system discriminatory.

Fact: Not true. The United Nations has never made such a ruling. Rather, this was the opinion of the members of one UN committee. It has never moved beyond the committee, nor been supported by

2009 — 2010 Board Theme



The St. Clair Catholic District School Board liturgical theme for 2009-2010 was *Live Like Jesus*. The theme was celebrated at Masses and prayer services throughout the district. Banners were distributed to all schools at a system-wide Mass in September.

the UN as a whole. Both the Canadian and Ontario governments have responded in strong support of Catholic education and the matter has never been pursued by either the UN or any member government.

Myth: Catholic schools are a duplicate of public schools. It would be more efficient to have one system.



Paul Wubben
Director of Education

Fact: The current system of four publicly funded school systems in Ontario works. Nearly two-and-a-half million ratepayers support the education of 670,000 Catholic students in English and French schools. Education funding in Ontario is calculated on a per pupil basis, regardless of which school a student attends. Attempting to amalgamate four school systems into one would cause massive upheaval; and based on past experience, would lead to higher costs.

For more myths and facts, turn to Page 2

St. Clair Catholic Board of Trustees — 2010



(Seated) Linda Ward; Anita Labadie, Chair of the Board; Father Andy Dwyer, Chaplain.

(Standing) John Van Heck; Brenda Rumble; Michelle Parks; Carol Bryden, Vice Chair of the Board; and Ross Daly.

(Inset above) Student Trustee Rachel Veilleux.



Myths and Facts about Catholic Education...

Myth: Catholic schools are the same as public schools, except with religion classes.

Fact: While both Catholic schools and public schools teach a curriculum mandated by the Ministry of Education, our schools are imbued with the Catholic perspective. The curriculum is enhanced by Gospel values and schools work together with the home and the parish to ensure that each student is formed in the traditions of the Catholic faith through spiritual, academic and social development.

Myth: It is unfair that Catholics have their own school system, when other faiths do not. To make it fair, the Catholic school system should be taken away.

Fact: Catholic education was established in 1841, prior to

Confederation. Catholic education actually became a pre-condition for Confederation — no Catholic education, no Confederation. The Supreme Court of Canada has recognized the constitutional right of Catholics in Ontario to educate their children in Catholic schools. It is not just a right, it is a right that has proven to provide a meritorious system of education in Ontario.

Whether other faiths should receive education funding is a public policy debate. Stripping away the constitutional rights of a minority is not an appropriate way to gain what might be perceived as equity.

Myth: Quebec and Newfoundland have ended public funding of Catholic schools. Ontario should do the same.

Fact: Catholic schools are either fully or partially funded in six provinces. Education is a provincial jurisdiction and school governance in each province is unique. In Ontario, our history, commitment and support for Catholic education is unlike any other province.

As to Quebec, it moved to language-based schools to reflect its linguistic and cultural reality, a very different situation than in Ontario. Newfoundland had a number of denominational schools and in 1997 chose to consolidate them. In both cases, the circumstances were entirely different than those which exist in Ontario.

Finally, Ontario is a world leader in education. Catholic education is a critical

component of education in Ontario.

The present system works, removing Catholic education from the social fabric of Ontario would create enormous disruption for all and a loss that would be felt for generations to come.

We are proud of our record of achievement, proud of our students and proud of our teachers.

Catholic schools, in the St. Clair district and across Ontario, contribute in countless ways to the betterment of our communities and our province.

Catholic education is an institution worth having.

Paul Wubben

Director of Education

Improving Student Outcomes

Specific Measures to Improve Outcomes for Students in Elementary Schools

- **Student Learning Profiles** — Principals accessed a wide variety of data from a central database for the purpose of gaining a deeper understanding of individual students' learning.
- **School Effectiveness Framework** — School Effectiveness Framework (SEF) is a major project in which all 27 elementary schools participated in a school self-assessment of their effectiveness in literacy and numeracy practices. Recommendations from the District Review Team were provided to each school in a report. This report informed the School Improvement Plan for the following school year.
- **Networking** — The 27 elementary schools are divided into three networks, each led by a superintendent. Within these networks, schools learned from each other by sharing effective practices that led to improved student achievement. Professional development needs were determined by the School Effectiveness Framework report, School Improvement Plan and network visits.
- **Teacher Professional Development** — Teachers participated in professional development, both on-site and during grade-level sessions to gain knowledge in the areas of Guided Reading (small group sessions focused on specific needs of the learners), Teacher Learning Critical Pathways (collaborative planning around clustered curriculum expectations and moderated assessment) and Mathematics (the three part lesson involving problem solving to build on the student's understanding of conceptual mathematics). Research-based teaching strategies, proven to have a strong impact on student learning, were modeled in all professional development sessions.
- **Classroom "Walk-Throughs"** — Principals and Vice Principals continued to perform effective "walk-through" observations in classrooms. Follow-up occurs during one-on-one discussions and through group discussions at staff and professional learning communities meetings.
- **Elementary Curriculum Team** — School-based support for teachers and principals was provided through the System Elementary Curriculum Team and was based on identified school needs. Numeracy Support Teachers were added to the existing System Elementary Curriculum Team to provide additional school-based support.
- **Collaboratively Analyzing Student Work** — Principals and teachers participated in Professional Learning Communities for the purpose of identifying effective practices. They analyzed student work to determine student learning needs, specific feedback

Improving Student Outcomes

and next steps in instruction.

- **Interpreting Student Data** — SK-Grade 8 student data was tracked and analyzed at targeted periods throughout the year to determine next steps in student learning.
- **Small Group Instruction** — Based on the results of data collected, small group instruction was encouraged for reading, writing and mathematics, in order to personalize lessons, which better meet the needs of students.
- **Student Portfolios** — Student work was collected over time to show growth in writing. Teachers gave students specific feedback to help them upgrade their writing.
- **After Hours Tutoring** — Twenty-three elementary schools offered tutoring in reading, writing and mathematics, depending on school needs.

Specific Measures to Improve Outcomes for Students in Secondary Schools

- **Student Success Teachers and Teams** — The Student Success Teams at each secondary school meet in the spring of each year to review Grade 8 at-risk student profiles and to develop individualized supports for students as they enter the secondary schools. The team continues to monitor the progress of all struggling students to ensure that targeted interventions and supports are in place. The Student Success Teacher meets with the students and curriculum teachers regularly, to provide support for success.
- **Outreach to Elementary Schools** — Secondary school Student Success Teachers visit each partner elementary school to assist students with the transition to secondary school. Grade 6, 7 and 8 students are given opportunities to partner with secondary schools to build a sense of belonging as they prepare to transition into Grade 9.
- **Professional Development** — Teachers are supported in the implementation of best practice to ensure success for all students through incorporating literacy and numeracy strategies, differentiated instruction and effective use of technology. Teachers meet regularly in professional learning communities to investigate effective instructional practices and meet school and departmental goals, with a focus on student learning.
- **Student Achievement Teachers** — Secondary schools have teams of Student Achievement Teachers (SATs), who provide support for curriculum teachers, with literacy instruction in all subjects. Grade 9 and 10 students complete a reading comprehension assessment to determine their needs in understanding the reading materials for their subjects and to develop strong literacy skills for the Grade 10 Ontario Secondary School Literacy Test (OSSLT). Teachers are provided with intervention strategies to assist the students, who struggle with this assessment. The SATs prepare practice test materials for Grade 10 students prior to the OSSLT. The SATs support teachers in the planning and implementation of literacy strategies in all subject areas and in the planning of literacy weeks for their schools, to celebrate the love of reading.
- **Secondary System Numeracy Support Teacher** — The Secondary System Numeracy Support Teacher provides supports for all secondary math teachers by co-planning, co-teaching and providing resources needed for their courses. The use of TIPS4RM math resources are used in Grade 9 and 10 applied math courses to assist the students in understanding the concepts more easily. Teachers are provided with professional development in the effective use of technology, such as interactive whiteboards and manipulatives.
- **Supports for Aboriginal Students and Culture** — Students participate in many activities that build partnerships with community members and improve student understanding of First Nations culture and spirituality. Aboriginal students attend the Muskoka Woods leadership camp and resource kits are provided for all schools to support learning in social studies, history and world religion courses.
- **Specialist High Skills Major Programs** — The SHSM programs have expanded to include Health and Wellness in addition to Manufacturing, Construction and Information Technology, which had already been offered. Courses in all post-secondary destinations are offered.

Celebrating Student Success!



Kevin is a Grade 8 student with the St. Clair Catholic District School Board. His poem *I Am the Wind*, was selected by the Poetry Institute of Canada to be published as part of *Island Mists*, an anthology of verse.

I Am the Wind

I am the wind.
I'm unstoppable when I'm furious,
I glide when I'm content.
Some people cease to notice me,
Others appreciate me plenty.
At times I demolish,
Other times I refuse to.
Occasionally I twist, whirl,
And deface everything in my path.
Eventually I stop,
And all seems calm.
Even though I'm relaxed,
It won't be long,
Before I come back again...
I am the wind.

Improving Student Outcomes

- **Summer School Co-op** — Summer school cooperatives continued in the 2009-2010 school year and students in the Sarnia area earned an additional 20 credits through this opportunity.
- **Blended e-Learning** — Grade 7 to 11 students in eight of our schools participate in a pilot project with e-Learning Ontario in the use of the on-line learning management system. Students participate in on-line learning in language, as part of classroom instruction.
- **Dual Credits** — Students taking co-operative education courses attend classes at Lambton College or St. Clair College, to achieve a credit in both the secondary program and the college program. Examples of these courses include Welding, Hairdressing, Baking and Pastry, Electrical Installation and Early Childhood Education.
- **Link Crew Program** — This program, now implemented in one of our secondary schools, is providing student mentorship for Grade 9 students, to help them develop a sense of belonging and encourage their participation in extra-curricular activities.

Specific Measures to Improve Outcomes for Students with Special Needs

- **Phonological Awareness Screening** — Speech and Language Pathologists, Program Resource Teachers and District Literacy and Numeracy Teachers administered the Phonological Awareness Screening to every student in senior kindergarten. In October, kindergarten teachers were released to attend planning meetings along with the Principal, Program Resource Teacher, District Literacy and Numeracy Teacher and the Speech and Language Pathologist. At this meeting, the class profile was analyzed and used to program for all students with skills ranging from at-risk to advanced. Reassessment of all students was completed in April, to track progress.
- **IEP Professional Development** — As a result of our internal IEP audit, professional development and training was undertaken to improve the quality of IEPs. The consistency, quality and specificity of these documents has been enhanced through on-going training for our Program Resource Teachers. Greater accountability in the IEP leads to optimized student learning.
- **Assistive Technology for Students, Parents and Staff** — Grade 6 students, who have learning disabilities, were invited to attend a four day Discovery Conference, in the use of assistive technology. The conference was offered in Chatham and Sarnia locations and students learned to use assistive technologies such as *Dragon*, *Naturally Speaking* and *Premier Suite*. After school sessions in the use of assistive technology were held for parents and school staff in a number of schools, in both Chatham-Kent and Sarnia-Lambton.
- **Student Support Leadership Initiative** — Collaboration with community partners and our coterminous boards has resulted in the creation of a community resources pamphlet for parents, the purchasing of resources regarding children's mental health and the creation of a mental health website to better equip parents and teachers with strategies to assist students.

Student Leadership Development Opportunities

- **Anti-bullying, Inclusion and Transition Support** — For the second year, UCC Muskoka Woods Student Leadership Camp will provide a student leadership training experience for secondary students and Grade 7 students from the elementary partner schools. All Grade 7 students and secondary student leaders participate in a four day camp, to develop leadership skills and support character development. All students return to their home schools with the responsibility of building Catholic school communities, as student leaders. This year, senior students from St. Christopher Catholic Secondary School will also be attending the leadership training.
- Student leadership development also continues at St. Patrick's Catholic High School and St. Christopher Catholic Secondary School. *Team Leadership Corp* and *Christians in Action* are groups of caring students, who are trained to assist at-risk students by running programs each month, which develop leadership skills and train students to be school ambassadors, supporting transition from elementary to secondary school.

Secondary Students Honoured For Catholic Leadership Abilities

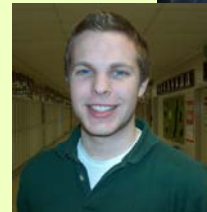
Two St. Clair Catholic secondary school students have been honoured by the Catholic Education foundation of Ontario as recipients of the Catholic Student Award.

The annual award recognizes young people, who best exemplify the Ontario Catholic School Graduate Expectations.

The students were honoured at the Father Patrick Fogarty Awards Dinner, which celebrates Catholic education in Ontario.



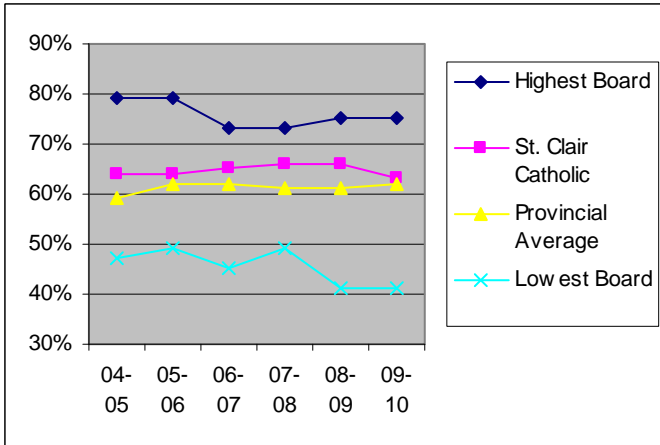
Brian (above) is a student at Ursuline College and Curtis (left) attends St. Patrick's.



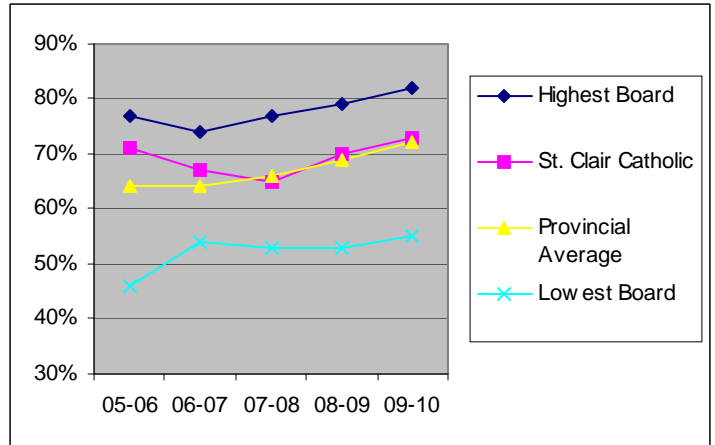
EQAO — One of the measures of success

Results over time show that St. Clair Catholic remains, on most Education Quality and Accountability Office (EQAO) assessments, at or above the provincial average. Each year, data from the assessments, along with other student achievement data, is analyzed and used to develop improvement plans, under the direction of the Catholic Curriculum Services and Learning Services teams.

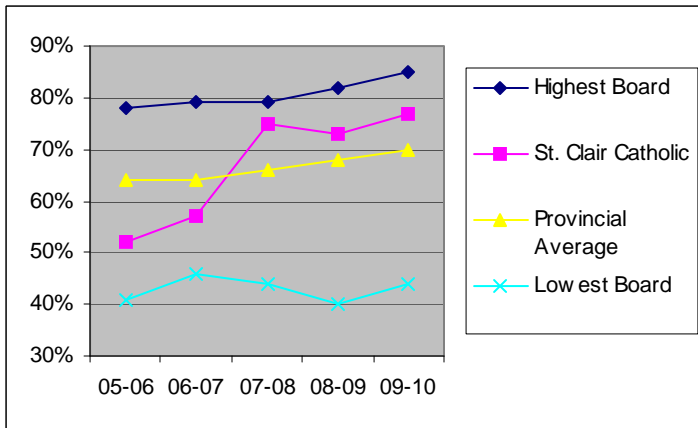
School principals and staff are also required to report their improvement plans to the Board, based on the results of a variety of student achievement indicators, including the EQAO assessments.



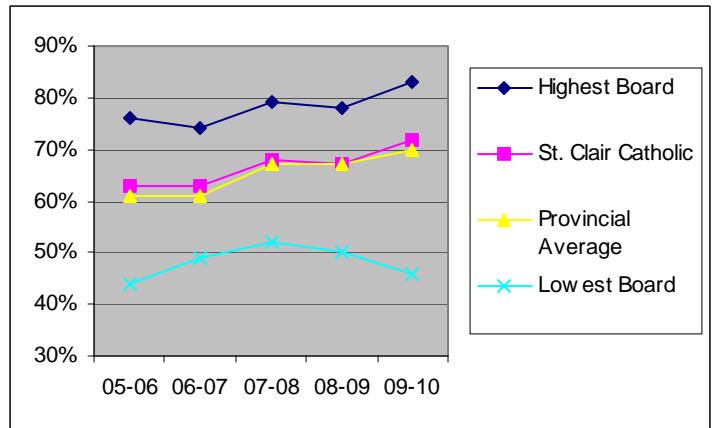
Grade 3 Reading



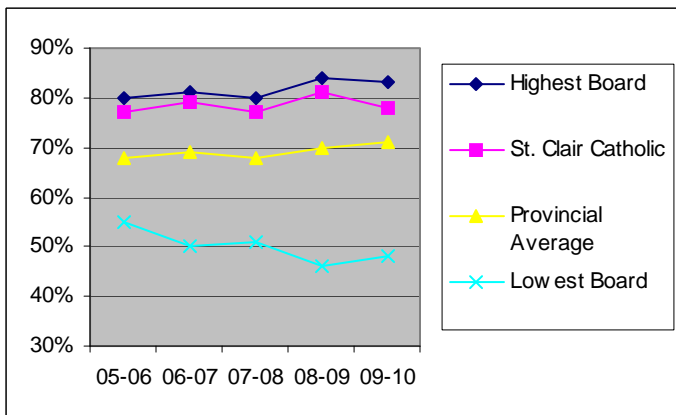
Grade 6 Reading



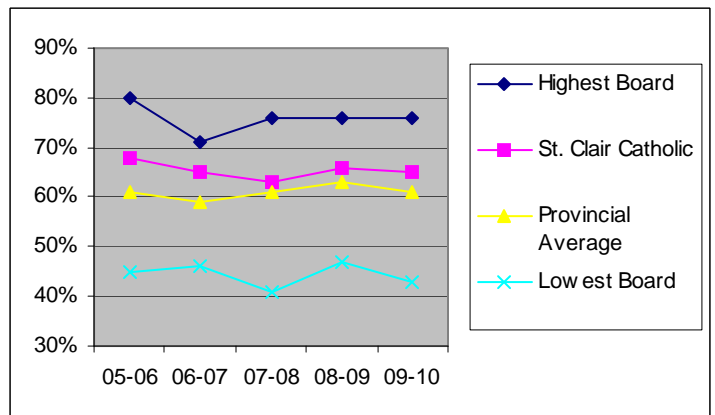
Grade 3 Writing



Grade 6 Writing

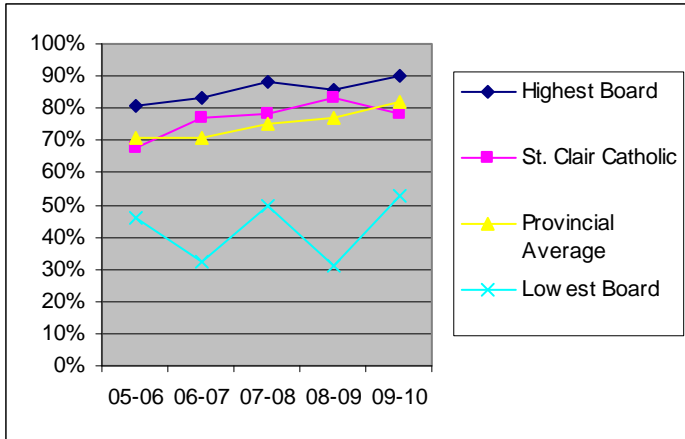


Grade 3 Math

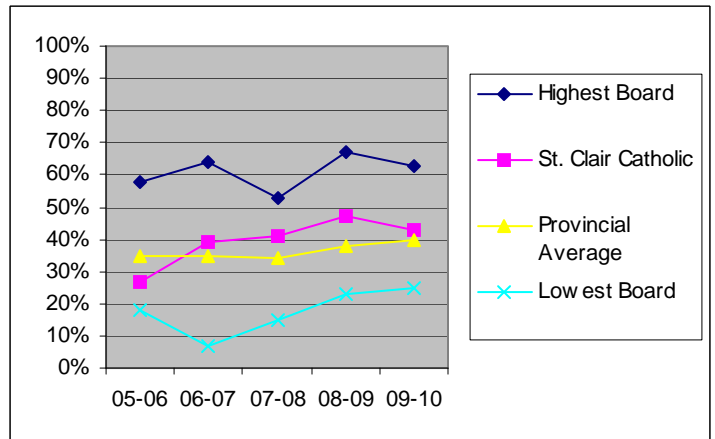


Grade 6 Math

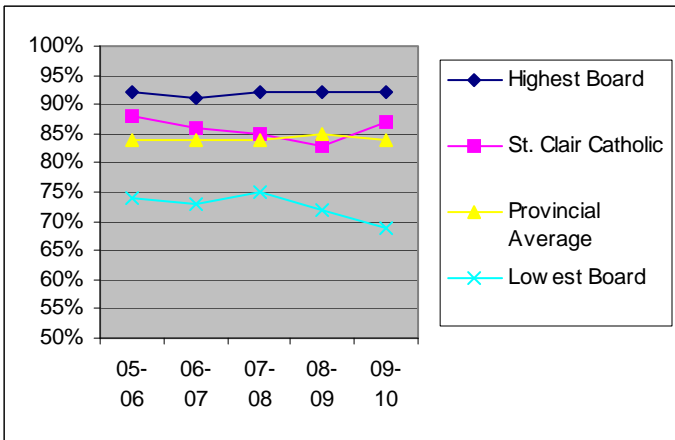
EQAO — One of the measures of success



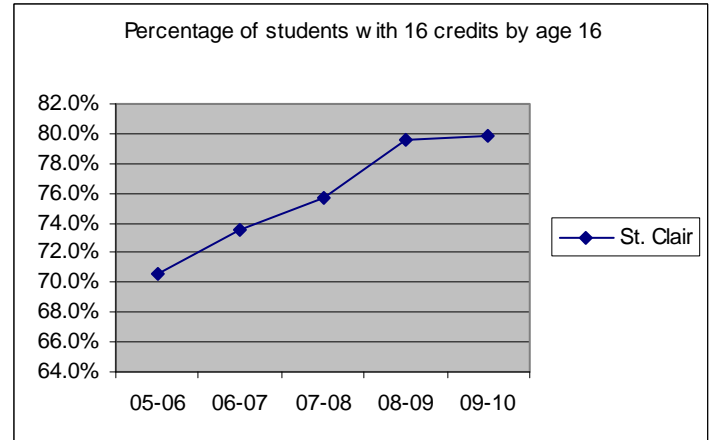
Grade 9 Math — Academic



Grade 9 Math — Applied

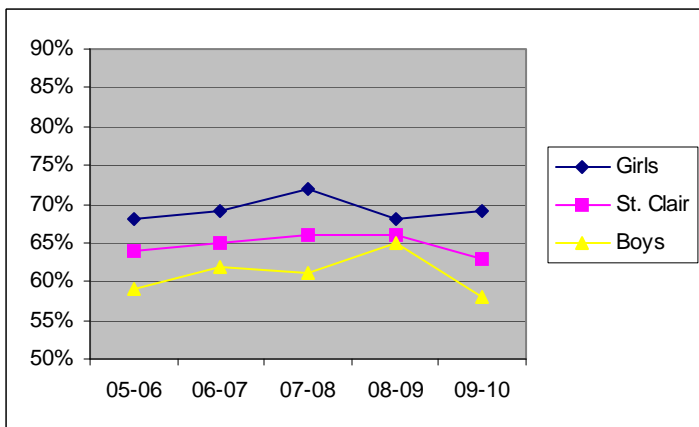


Grade 10 Ontario Secondary School Literacy Test

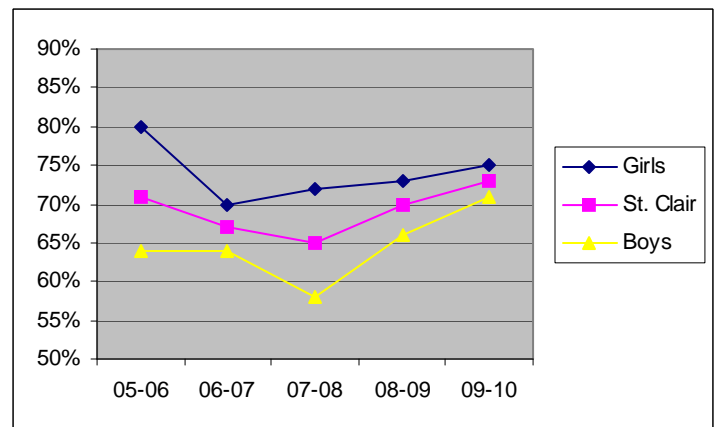


Credit Accumulation

Gender Specific EQAO Results — Elementary Schools

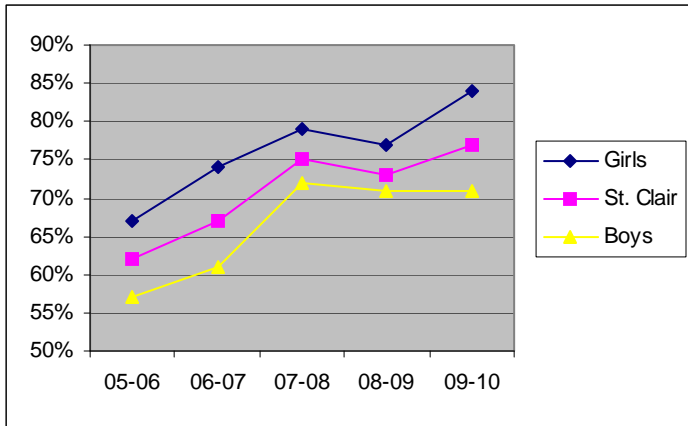


Grade 3 Reading

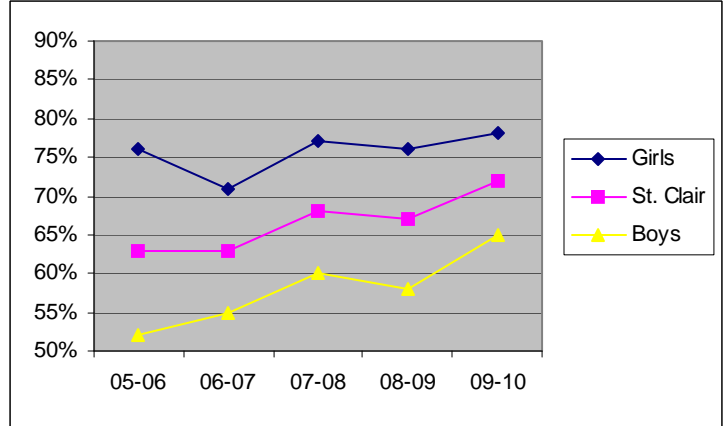


Grade 6 Reading

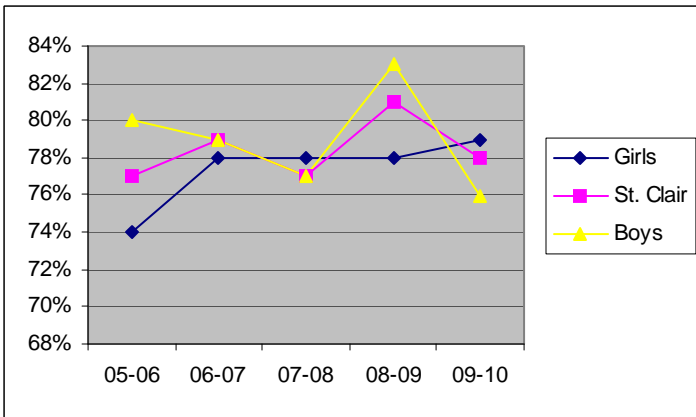
EQAO — One of the measures of success



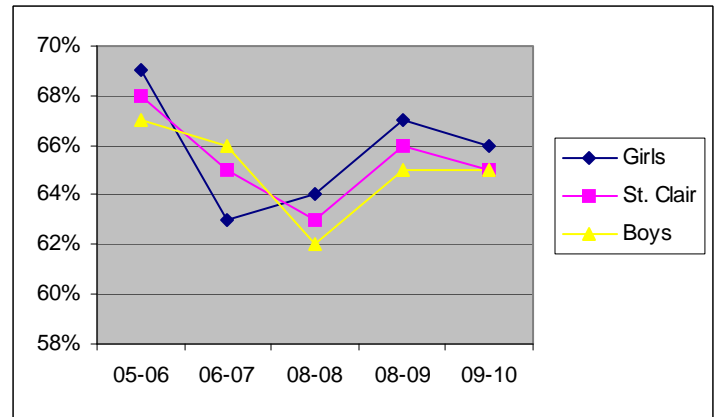
Grade 3 Writing



Grade 6 Writing

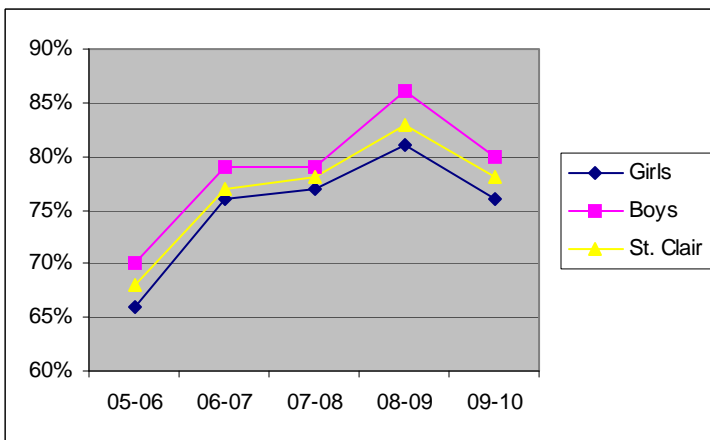


Grade 3 Math

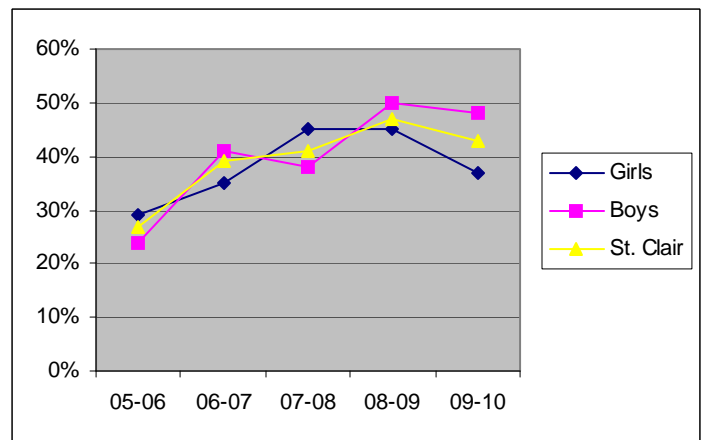


Grade 6 Math

Gender Specific EQAO Results — Secondary Schools

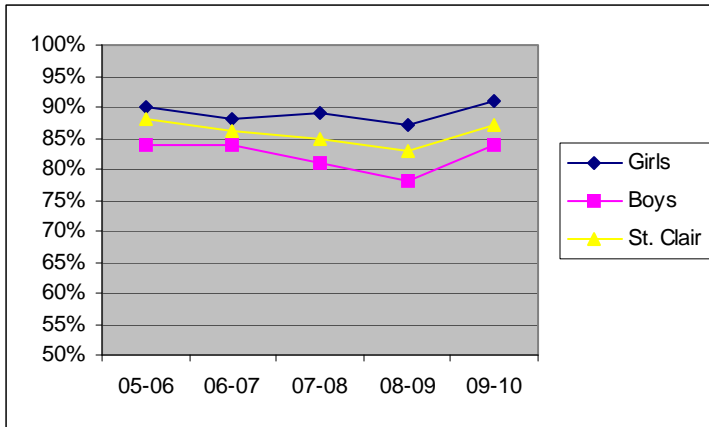


Grade 9 Math — Academic

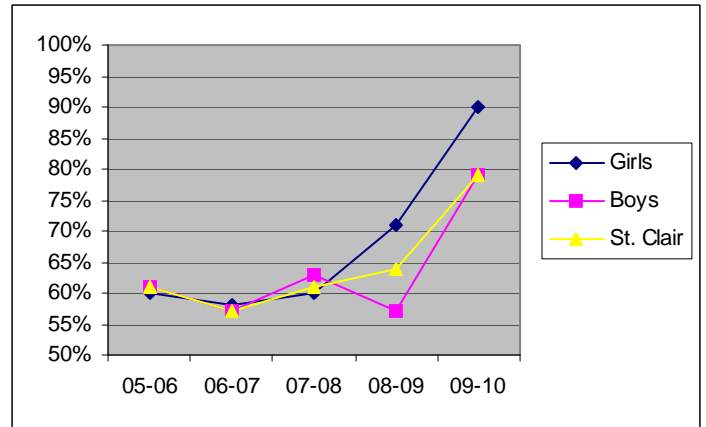


Grade 9 Math — Applied

EQAO — One of the measures of success

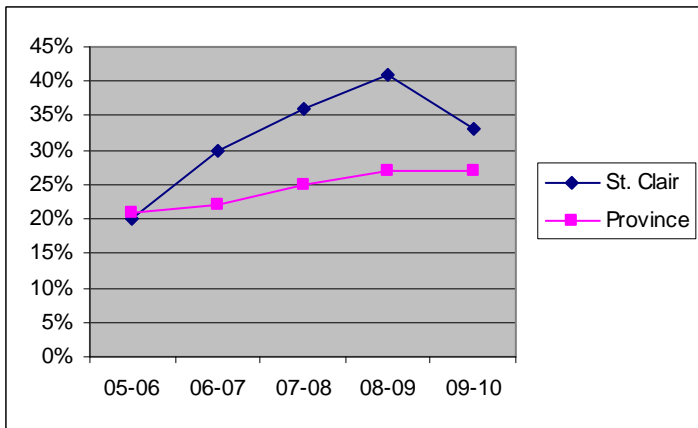


OSSLT—First Time Eligible

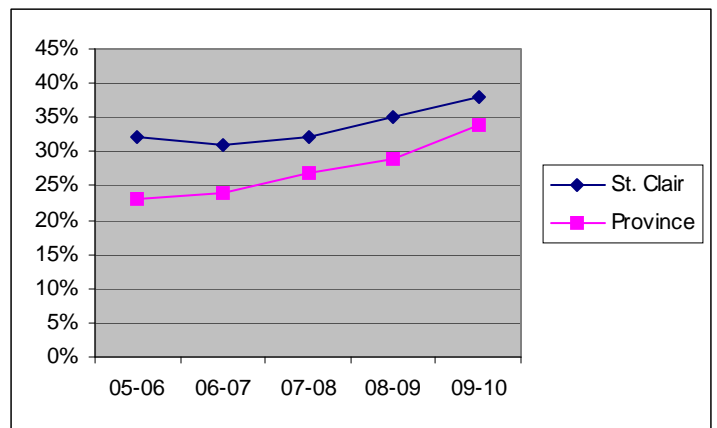


OSSLT—Previously Eligible

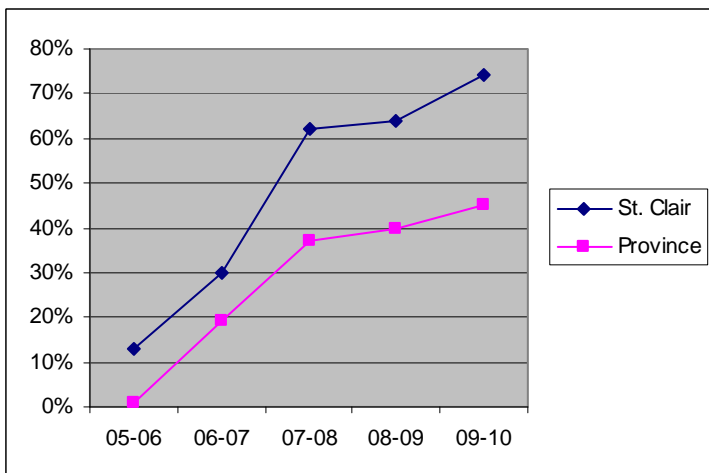
Results for Students with Special Needs — Excluding Gifted



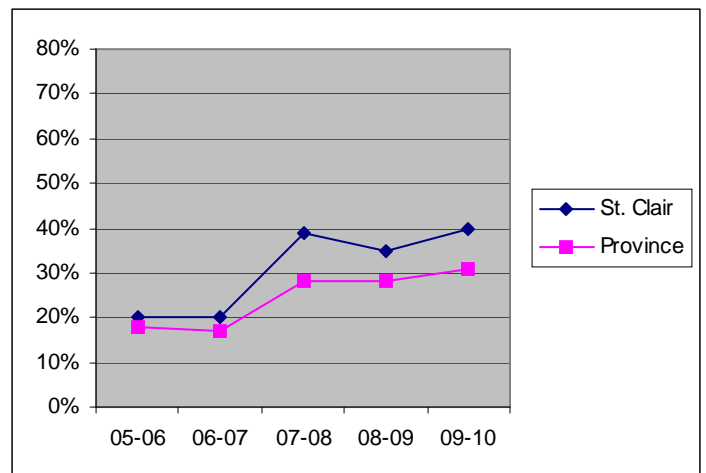
Grade 3 Reading



Grade 6 Reading

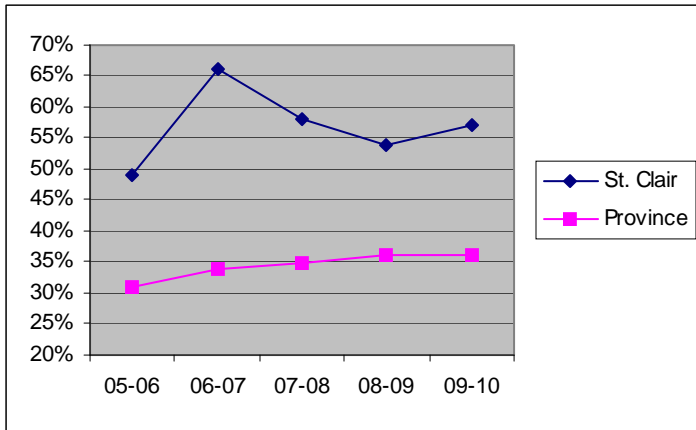


Grade 3 Writing

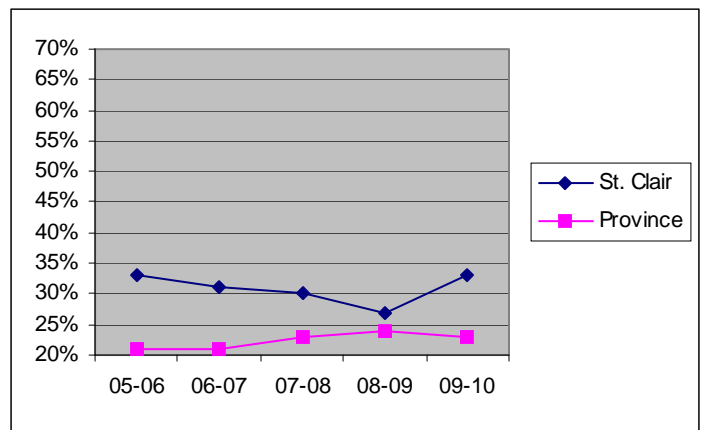


Grade 6 Writing

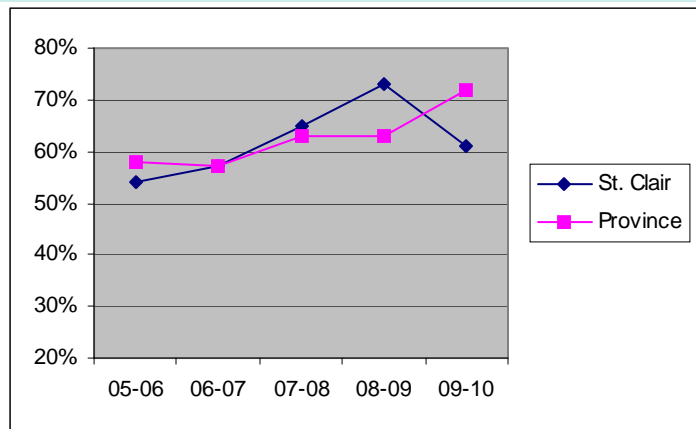
EQAO — One of the measures of success



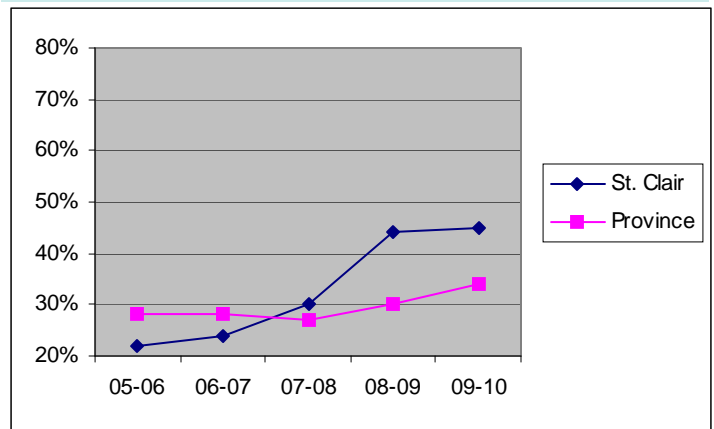
Grade 3 Math



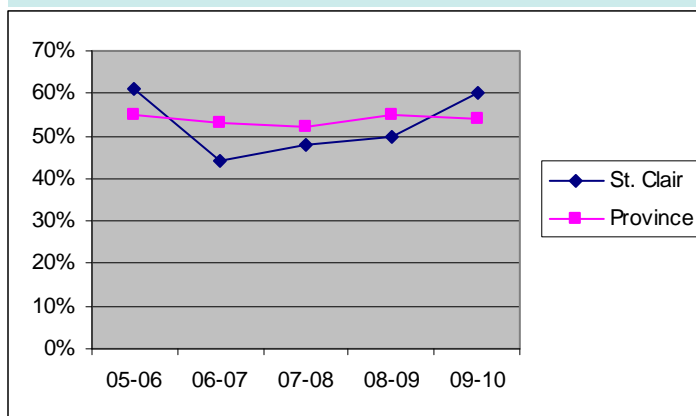
Grade 6 Math



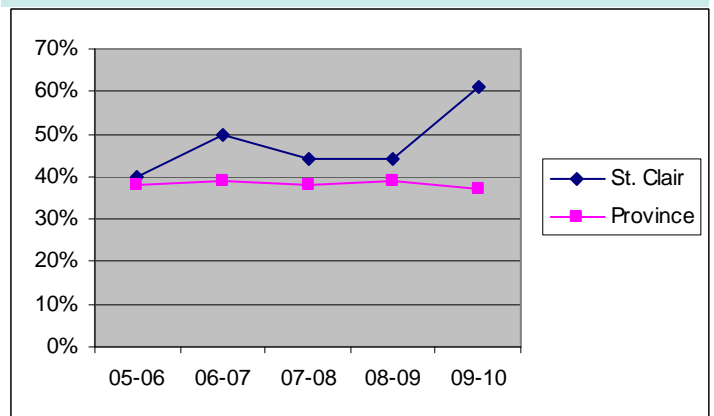
Grade 9 Math—Academic



Grade 9 Math—Applied



OSSLT—First Time Eligible



OSSLT—Previously Eligible

St. Clair Catholic is on track to achieve the provincial target of 75% for Grade 3 and Grade 6 reading and writing assessments. We continue to track students who need additional help, using reading assessment data, student work, teacher observations and moderated marking. For several years, we have exceeded the provincial target in primary mathematics. We expect to see gradual and continuous improvement in junior mathematics, over the next few years.

The integration of technology to meet the needs of the various learners and help students meet the challenges of the twenty-first century, is a major focus again this year.

Providing Assistance for ALL Learners

Programs for Students Unable to Attend Regular School

- **Re-engagement Initiative** — Through this new initiative, a caring adult contacts students who have left our schools before graduation and identifies their needs for attaining their graduation requirements. Individualized programs are developed to support these students and their progress is regularly monitored throughout the year.
- **Step Forward Alternative Education Program** — This innovative program is offered at two sites — one in Sarnia and the other in Chatham. The participants are students who have left school and have returned. This unique and flexible program helps them to gain credits towards graduation. Some students are then able to return to the regular school setting, complete their secondary school credits and attain a diploma.
- **Paid Co-op Education** — For some at-risk learners, who have left school, we are able to reconnect and offer a specialized cooperative placement, which allows them to earn school credits and an income at the same time.
- **E-Learning** — E-Learning is available at all three St. Clair Catholic secondary schools and is offered to students through e-Learning Ontario.
- **Autism Transitional Classroom** — The Autism Transitional Classroom provides a specialized, short-term placement for students with a dual diagnosis; autism and a developmental disability. Students entering this program have unmet treatment needs, which are provided for in a clinically supervised program. Students in the Autism Transitional Program have uniquely designed treatment and educational programs, based on Applied Behaviour Analysis, specifically Intensive Behaviour Intervention. While our goal is always to promote independence in our students, most of the students in the program require direct support for the majority of their day, especially during teaching table activities, personal care, life skills and data collection.
- **Positive Alternative to School Suspension (PASS) Program** — The PASS Program is an alternative to home suspension for students in Grades 7—10. The program provides academic support through one-on-one tutoring, homework supervision and access to resources, such as the internet. The program also helps students develop positive social and cognitive skills, such as communication, decision-making and conflict resolution. Students attend the program during the suspension and are supported in the re-entry to regular class.
- **Eagle Rock** — This is a Section 23 government-approved custodial and care facility, in which educational programs are delivered to children and youth. The classroom teacher is hired by the St. Clair Catholic District School Board to provide individualized programming to these students, who range in age from 12—16.

Equity and Inclusion

The St. Clair Catholic District School Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board's denominational rights under Section 93 of the *Constitution Act (1982)* and as recognized under Section 19 of the *Ontario Human Rights Code*.

In August 2010, the Board of Trustees passed a resolution to adopt Policy 2.6 — *Equity and Inclusive Education* and the related procedures. Parents and community members were consulted in the spring of 2010, to give them both an opportunity for input into the development of the policy and also to identify further opportunities to create an increasingly inclusive learning environment for our students, their families and staff. Focus sessions were held with all employee groups, secondary students, parents, representatives from the local aboriginal communities, representatives from local multi-cultural communities, the Board Advisory Council, the local deaneries, trustees and the Special Education Advisory Committee (SEAC).

In the fall of 2010, an Equity and Inclusion Steering Committee was struck with a mandate to ensure the implementation of Policy 2.6. Objectives targeted for the 2010-2011 school year include: evaluation of the efficacy of current harassment reporting processes; establishing guidelines for incorporating the principles and practices of equity and inclusion into the



In June 2009, an Aboriginal Arts Day and Pow Wow was held at St. Elizabeth Catholic School, in partnership with the Walpole Island First Nation. The two day event celebrated aboriginal culture and helped to create a greater awareness of First Nations heritage.

Equity and Inclusion

on-going cyclical review of policies; and assisting schools in the implementation of Policy 2.6, among others. A goal identified for the 2011-2012 school year is the establishment of a process and indicators to monitor progress in future years.

Each school and department has reported to the Director of Education, concerning the ways in which they have reached out to diverse and sometimes underrepresented groups in their communities. They have also reported on the wide array of student groups, clubs and special activities that have been implemented to continue to develop tolerant, accepting school cultures, anchored in Gospel values, which provide academic excellence and inclusion for all. Some examples of the many unique and varied activities, which have been undertaken, are:

- the Muskoka Leadership Camp experience for intermediate students, is expanding throughout the Board;
- initiatives such as *Bringing Bethlehem to Babies*, which encourages elementary children to assist local food banks by collecting food and personal care items at Christmas time, particularly for babies, has spread from its school of origin to many sister schools;
- several schools have jointly engaged in successful Pow Wows, to celebrate the First Nations culture and heritage;
- schools have begun to celebrate multi-cultural days;
- high school groups, such as the Pedagape Club and the Teen Leadership Core, focus on students working to be inclusive and included.

The St. Clair Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics, deserving of dignity (Genesis 1:27). The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles.

Implementation of First Nations, Métis, and Inuit Education at St. Clair Catholic

The St. Clair Catholic District School Board has established a steering committee to oversee Aboriginal Self-Identification. The task of the committee is to develop policy and procedures for voluntary and confidential Aboriginal student self-identification for the 2011-2012 school year. The policy will be brought before the Board of Trustees in the Spring of 2011, with implementation beginning in September 2011. Aboriginal identification will be captured in the OnSIS data system.

Through the three stage approach, which is part of the implementation strategy outlined in the Ministry of Education document *Bridges to Success for First Nations, Métis and Inuit Students (2007)*, St. Clair Catholic has moved forward in the following areas:

- A. We have begun to build Foundations for the Self-Identification Policy, by recognizing and building awareness of Aboriginal peoples in our schools and communities.
- B. We are currently in Consultation with First Nations, Métis and Inuit stakeholders to collaboratively develop policy and communicate the purpose of the policy.
- C. To ensure successful Implementation we will develop a data collection methodology, gather data and continue to dialogue with First Nations, Métis and Inuit stakeholders.

Progress in other areas includes:

- **Increasing Awareness of Aboriginal Perspectives in the Classroom** — Aboriginal education artifact kits and literature were developed and chosen in partnership with Aboriginal educators. The kits will be distributed to all schools in the Board. Program staff will offer a series of workshops to ensure that all teachers will have the opportunity to learn about the kits and books and understand the connections to their grade level curriculum. Teachers will also become aware of the specific learning needs of the Aboriginal student population, as well as the importance of increasing the use of First Nations, Métis and Inuit (FNMI) resources in classrooms, so that students see themselves represented in the curriculum.
- **Building Partnerships Between Aboriginal Communities and Schools** — We have begun to build successful partnerships with the local FNMI communities, through a number of cultural and arts projects at our schools, as well as through the use of Aboriginal Education Resource Kits and literature.
- **Aboriginal Student Success Project** — Our Aboriginal Student Leadership Camp focuses on mentorship, student advocacy and leadership at our secondary schools.
- **Knowledge Sharing and Collaboration Between First Nations and All Students** — This is being accomplished through the engagement of Aboriginal community artists, craftspeople and story tellers, to facilitate Aboriginal Culture Days at elementary and secondary schools.

Parent and Community Engagement

- **Speak Up Projects** — This innovative program was developed in many of our schools, to build capacity across the student body and increase the engagement of marginalized students in the life of the school. Students submitted proposals for a variety of projects, and were successful in promoting leadership and community building.
- **Kingdom Projects** — The Kingdom Project originated ten years ago, with a pastor in California, who challenged his congregation to *Pay It Forward*, based on the parable of the talents, from the Gospel of Matthew. The Kingdom Project has been successfully launched in several St. Clair Catholic schools, resulting in tremendous leadership opportunities for students, life lessons in social justice for students and support for local charities. In a unique partnership with the United Way of Chatham-Kent, 30 students from UCC and its elementary partner schools are given \$100 each and challenged to come up with innovative ways to raise money for the charity. In just two years, the project has raised nearly \$32,000. This year, St. Clair Catholic provided seed money through royalties of its children's book, *Yellow Bear Goes to Catholic School*, to start Kingdom Projects at two other Catholic school boards. It is the Board's intention to spread the good work of the Kingdom Project to all English and French language Catholic school boards in Ontario.
- **School, Home and Parish Partnerships** — The triad on which Catholic education is built continues to be strengthened in the St. Clair district, as Catholic School Community Councils and our parish partners meet and continue to forge lasting partnerships. Successful retreats, involving priests, lay ecclesial ministers, principals, chaplaincy leaders and school council members, are planned each year.
- **Muskoka Woods Leadership Experience** — The Muskoka Woods leadership camp links elementary and secondary school students in a faith-based leadership skills development retreat. Over four days, students grow in their faith, develop leadership and team building skills and come together as a community of Catholic students.



- **Community Support** — All three Catholic high schools have developed highly successful food drives, which provide tremendous support for local food banks — *Halloween For Hunger* at Ursuline College; *Irish Miracle* at St. Patrick's Catholic High School; and *Cyclone Aid* at St. Christopher Catholic Secondary School. The initiatives are steeped in tradition and have broad-based support from parent, student and parish volunteers and from the elementary partner school communities.
Halloween For Hunger assists the UCC Foodbank, Chatham Outreach for Hunger, the Ridgeway Salvation Army and Canadian Food For Children; while *Cyclone Aid* provides canned goods and non-perishable food items for the Inn of the Good Shepherd in Sarnia and *Irish Miracle* helps provide Christmas hampers for needful families through the local St. Vincent de Paul Society.



Investing in Catholic Education

Two major capital projects were undertaken in 2010. The construction of Holy Trinity and St. Matthew Catholic Schools in south Sarnia, which were completed in time for the start of classes in September 2010, totaled just over \$19 million. The new schools replace the

former St. Benedict, St. Margaret, St. Peter and St. Therese schools, which were closed in June 2010, as the result of an accommodation review in 2008-2009.

A Mass to celebrate the official opening of the schools was held in October. Father Jim Higgins, Episcopal Vicar for the Sarnia Deanery, was the Principal Celebrant . A brief ceremony was held at the conclusion of Mass, to officially

commemorate the opening of the new buildings and pray for God's blessing on the new school communities. Attending dignitaries represented the City of Sarnia, the Ministry of Education and the St. Clair Catholic District School Board.



Following the official program, guests toured the school buildings and enjoyed cake and light refreshments. In the photo (above right) Chair of the Board Anita Labadie and Principal Kevin Cannon help School Council Chair Tony Gabriele cut the cake at Holy Trinity Catholic School; and (above left) Superintendent of Education Ann Sutton joins Trustees Brenda Rumble, Linda Ward and Vice Chair Carol Bryden in the cake cutting ceremony at St. Matthew Catholic School.

Other Capital Improvements to St. Clair Catholic Schools for 2009-2010

Other capital projects at St. Clair Catholic schools totaled nearly \$1.9 million during the 2009-2010 school year. These included:

Renewal/Good Places to Learn — Stage 4

- St. Agnes — Renovation \$81,026
- St. Elizabeth — Partial roof replacement \$267,552
- St. Joseph (Chatham) — Plumbing upgrades \$287,404
- St. Ursula — Partial roof replacement \$158,122
- Ursuline College — Track resurfacing \$179,341
- Sacred Heart (Sarnia) — Asphalt upgrades \$27,828
- St. John Fisher — Renovation \$45,139
- St. Peter Canisius — Renovation \$45,148

Energy Efficient Schools

- Georges P. Vanier — Windows and doors \$74,842
- Our Lady of Fatima — Windows and doors \$68,429
- Sacred Heart (Sarnia) — Air handling unit \$202,220
- St. John Fisher — Air handling unit \$151,010
- St. Peter Canisius — Air handling unit \$135,443
- St. Joseph (Chatham) — Windows and doors \$31,934
- St. Ursula — Windows \$34,710
- St. Elizabeth — Windows \$11,148

Full Day Kindergarten — Year One Phase In

Early Learning Schools and Enrolment in ELP, as at October 31, 2010:

- Holy Family Catholic School, Wallaceburg 48
- Holy Trinity Catholic School, Sarnia 90
- St. Agnes Catholic School, Chatham 38
- St. Joseph Catholic School, Chatham 36

% of Primary Classes at 20 or Fewer

As reported to the Ministry of Education on September 15, 2010:

91%

Enrolment as at October 31, 2010

	Head Count	FTE
Elementary	6,697	6,094.00
Secondary	3,028	3,006.75
TOTAL	9,725	9,100.75

Grade 3 Teacher Creates Mosaic for St. Matthew Catholic School in Sarnia

Lisa Airey, a Grade 3 teacher at St. Matthew Catholic School in Sarnia, has created a mosaic, to commemorate the opening of the new school.

Mrs. Airey worked over the summer to design and create the mosaic, which depicts a cross. The project took many hours of careful and painstaking work.

The artwork now hangs in the chapel of the new school.



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