



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way ~ Rejoicing in Our Journey

Director's Annual Report 2009

A Message from the Director of Education

Parents and students can have faith in each of St. Clair Catholic's 32 schools!

In the tradition established by 168 years of publicly funded Catholic education in Ontario, I am proud to report our successes from the past year.

Each year, St. Clair Catholic students achieve at levels which are at or above the provincial average on standardized tests. St. Clair Catholic also graduates a larger percentage of students than

most other school boards. Better still, our graduates have instilled in them the virtues and the values of the Catholic faith — including community responsibility, accountability, collaboration, caring and family — making them not just good students, but good citizens. At St. Clair Catholic, we take pride in *who* our students become, not just *what* they become.

Excellence is an essential value of Catholic education and one of its legacies. By teaching students goodness,

discipline and knowledge we strive to bring out the best in each student. Through the home, school and parish partnership, we seek to help our students build a foundation on which they can develop their full spiritual, academic, physical and social potential.

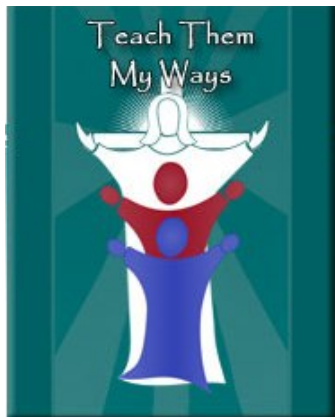
Through social justice projects in our communities and involvement with our parishes, students are guided by Gospel values and the Ontario Graduate Expectations.



Thank you for entrusting to us the privilege of helping you to educate your child.

From JK to secondary school graduation, with Christ as our guide, we pledge to walk with you in this important undertaking.

Paul Wubben
Director of Education



Teach Them My Ways

The St. Clair Catholic District School Board's liturgical theme for 2008-2009 was *Teach Them My Ways*. The theme was celebrated at Masses and prayer services and throughout the school year.

The banner was designed by Laura Callaghan and Guy Williams and was produced and distributed to all schools in the district at the system-wide mass in September.

Faith and Excellence in Catholic Education



Shawn Moynihan, Assistant to the Superintendent for the St. Clair Catholic District School Board, was named *Principal of the Year*, by the Catholic Principal's Council of Ontario — an honour which recognizes Shawn's important contributions to Catholic education and his role as mentor to many colleagues over his 30 year career.

In May, noted youth speaker, Father Tony Ricard of New Orleans, challenged and inspired students in an exhilarating faith development day, during Catholic Education Week. He returned in October for our staff Faith Development Day.



Board of Trustees



Seated: Linda Ward, Vice Chair; Anita Labadie, Chair and Father Andy Dwyer, Board Chaplain. Standing: Trustees John VanHeck, Brenda Rumble, Michelle Parks, Carol Bryden and Ross Daly.



Student Trustee
Loren Boccanfusco from St. Patrick's Catholic High School in Sarnia, representing all St. Clair Catholic students.

Providing Quality Catholic Education in Elementary Schools

Classroom Libraries

Having a wide-range of quality books in the classroom contributes to students' reading success.

In October 2008, funding from the Ministry of Education made it possible to expand Catholic Curriculum Services with the addition of a System Teacher Librarian.

An emphasis was placed on building and organizing vibrant, rich, student-

friendly classroom libraries.

As a result of additional funding from the Ministry of Education, and in combination with school budgets, over an eight month period, our classroom libraries have been transformed. They now offer a collection of resources to interest our students in reading material that is current, relevant to the curriculum and interesting.



Three major professional development projects were undertaken during the 2008-2009 school year, which had a direct and positive impact on building teacher capacity and student achievement.

Our 30 elementary schools were involved in one of three network projects, which linked schools across the district.

In the first project, principals from ten schools, along with teachers in

Professional Learning Projects for Teachers

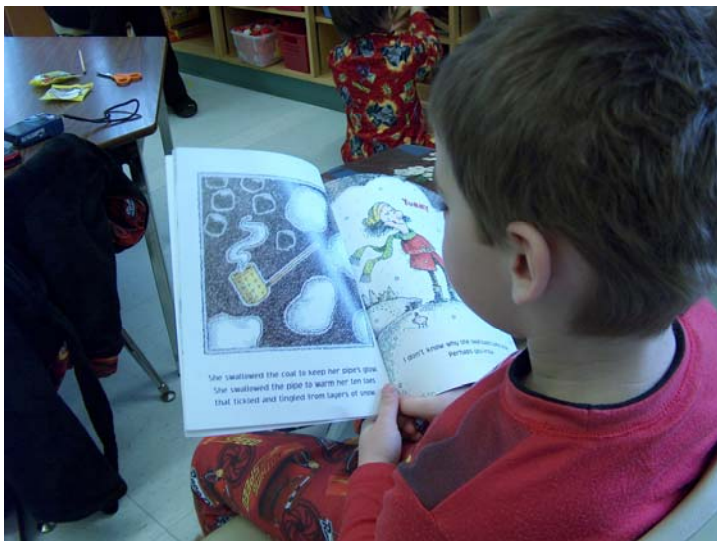
grades one to eight, participated in the Teacher Learning Critical Pathway Project, in which key curriculum expectations that emphasize the reading and writing connection were the focus.

The teaching of our Catholic faith through virtues, enduring understandings and big ideas, through the use of mentor texts, was a significant strategy.

Another group of nine schools, with teachers from grades three to six, participated in the First Steps in Mathematics training, where teachers learned the stages of mathematics development and how to diagnose misconceptions and provide appropriate intervention strategies for students.

The final project involved eleven schools with

classroom teachers from grades three to six and the school program resource teachers. They focused on Guided Reading instruction using appropriate questions and reading materials to build deeper comprehension skills at the implicit level. Teachers had the opportunity to practice new learning with groups of students, dialogue with their colleagues and follow up tasks in their classrooms.



Junior and Senior Kindergarten

Effective programming in Junior and Senior Kindergarten occurs in the context of a rich oral language environment, with engaging instruction and excellent resources, which provide the foundation for successful literacy development.

In 2008-2009, the teachers and principals received professional development sessions in oral language development, assessment for early

identification and necessary intervention strategies.

In June, a two-day training session was designed for the Junior and Senior Kindergarten teachers. The focus was to provide direction and support and to build a community of learners among our teachers. Expectations regarding reporting and staggered entry procedures were also clarified.

Providing Quality Catholic Education in Secondary Schools



Partnerships and Programs

Our secondary schools continue to build partnerships with the community for expanded opportunities for our students. A new *Specialist High Skills Major* program has been developed for Ursuline College in Health and Wellness. This specialized program is in addition to our Manufacturing, Construction and Information Technology Programs, which have been successful in our schools.

Our ministry approved

dual credit courses are expanding. These courses enable students to earn simultaneous credits in secondary and college programs, in partnership with Lambton and St. Clair Colleges. In the past, welding has been offered as a dual credit course; however, we are now able to offer students dual credits in hair styling, web development fundamentals, early childhood education and baking and pastry, to name just a few.

Instructional Excellence and Professional Development

We are proud of our students, as they continue to achieve above the provincial average in the EQAO Mathematics assessments and in credit

accumulation. Our teachers continue to participate in professional development, which expands their skill development in classroom teaching strategies.

This year, our teachers are participating in professional learning teams, collaborating and learning together on a variety of topics of interest,

which align with Ministry and Board goals. The areas of focus are differentiated instruction, literacy skills, numeracy skills and formative assessment.

Student Leadership Development: Anti-bullying, inclusion and transition support

For the second year at UCC, the Muskoka Woods Student Leadership Camp will provide a leadership training partnership 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.

They return to their home schools with the responsibility of helping to build Catholic school communities, as student leaders.

This year, senior students from St. Christopher Catholic Secondary School will be attending the leadership training.

Other student leadership development opportunities continue 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 leadership development programs each month. The students are trained to be school ambassadors and to support transition from elementary to secondary school.



Investing in Catholic Education



Photo of the addition to St. Anne Catholic School in Blenheim, following the school's consolidation with the former St. Mary Catholic School.

School Consolidation — Investing in New Catholic School Communities

Three major Accommodation Review projects are currently at various stages of completion. In Blenheim, the St. Mary and St. Anne Catholic School communities were consolidated, with classes at the new St. Anne site beginning in September 2009. As part of the consolidation, Trustees approved \$1.8 million for the addition of four classrooms, renovations to the child care facility, a roof replacement and an upgraded HVAC system to provide air conditioning to the entire school.

In 2009, the Board of Trustees approved the closure of four south Sarnia elementary schools and the construction of two new schools on existing sites at Bright Street and Oak Avenue. Construction of the two new buildings began in the summer of 2009. Total value of the project is just over \$19 million.

In November, Trustees approved the consolidation of St. Patrick's Catholic High School and St. Christopher Catholic Secondary School. The two schools will be consolidated at the existing Rapids Parkway site under the name of St. Patrick's. Consolidation is expected to be complete in 2013.

Other Capital Improvement Projects

A total of \$1.7 million was allocated for school improvements in 2008-2009. Some of the highlights are listed below.

- St. Peter Canisius Catholic School — \$333,548 — HVAC and Plumbing Upgrades
- Ursuline College Chatham Catholic Secondary School — \$174,316 — gym floor replacement
- Sacred Heart Catholic School (Port Lambton) — \$122,441 — site drainage and asphalt upgrades
- St. John Fisher Catholic School — \$121,225 — structural repairs and partial roof replacement for gymnasium
- St. Vincent Catholic School — \$40,274 — Partial roof replacement



Photo collage: (Top) Vice Chair of the Board Linda Ward and Trustee Michelle Parks (centre) pose with principals of the four south Sarnia elementary schools at the official groundbreaking. (Below) Construction is underway at the Bright Street and Oak Avenue sites.

For more financial information go to www.st-clair.net/finance/finreports.htm

Enrolment (FTE) — October 2009		Number of Students Born Outside Canada		Primary Class Sizes — September 2009	
Elementary	6,335.50	Elementary	28	Percentage of primary classes with 20 or fewer students.	90.6%
Secondary	3,100.00	Secondary	15		
TOTAL	9,435.50	TOTAL	43		



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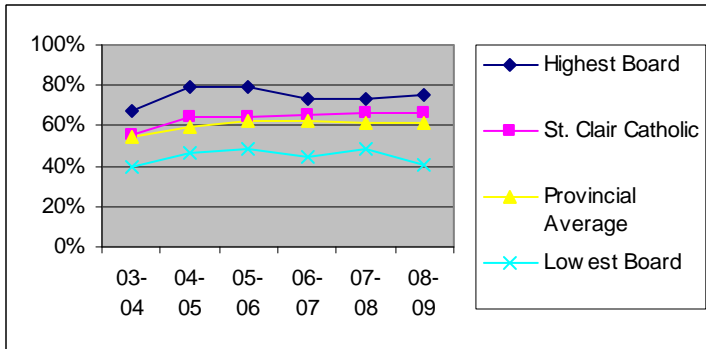
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Visit our Website at:

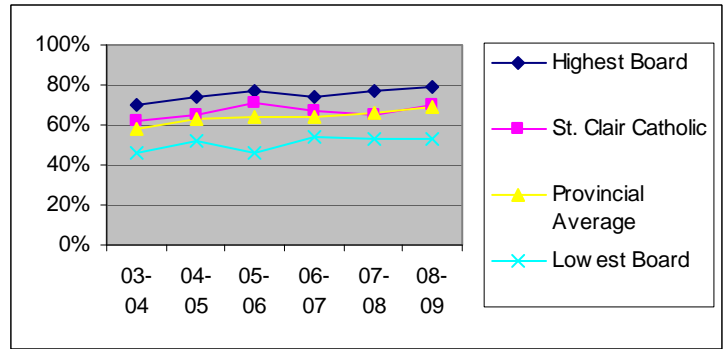
www.st-clair.net

Ministry Required Report Data – EQAO Results

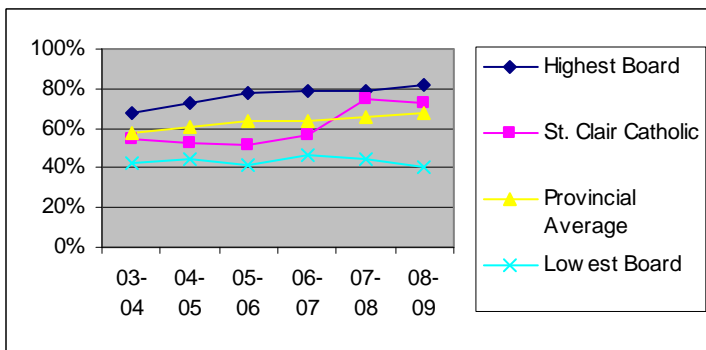
Grade 3 Reading



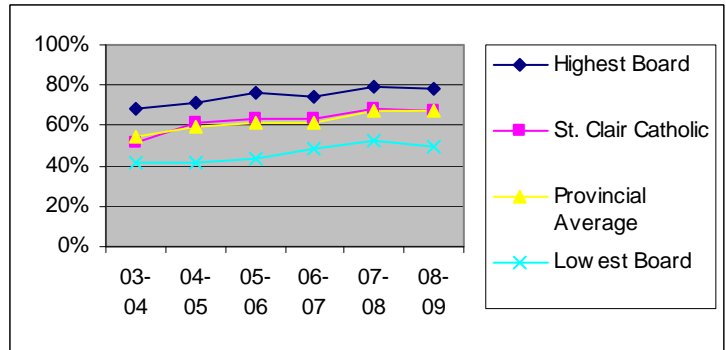
Grade 6 Reading



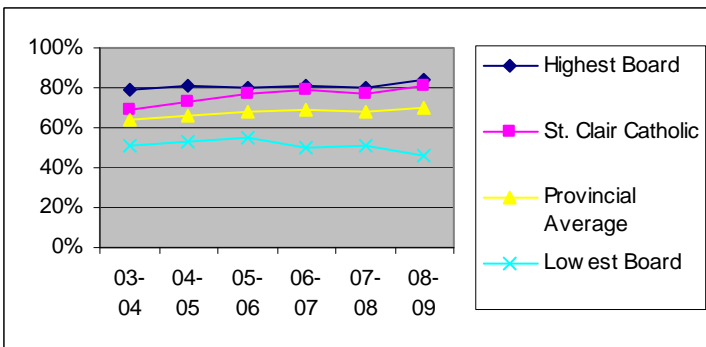
Grade 3 Writing



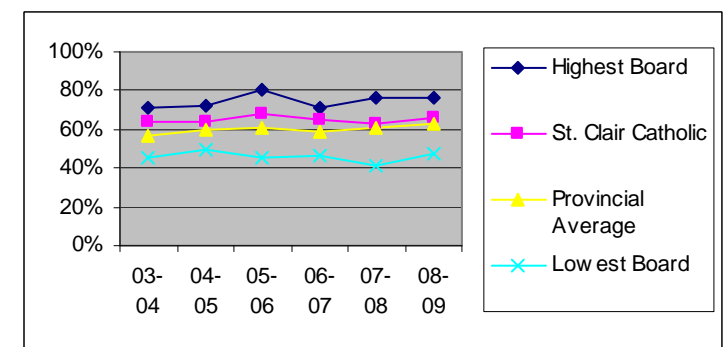
Grade 6 Writing



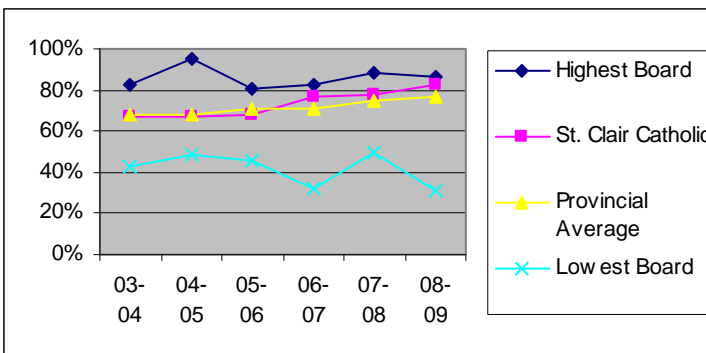
Grade 3 Mathematics



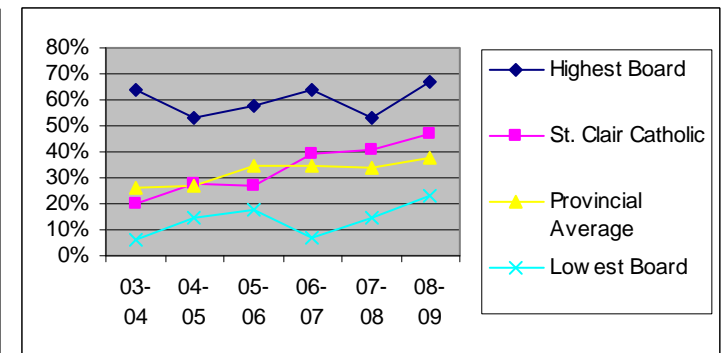
Grade 6 Mathematics



Grade 9 Mathematics — Academic



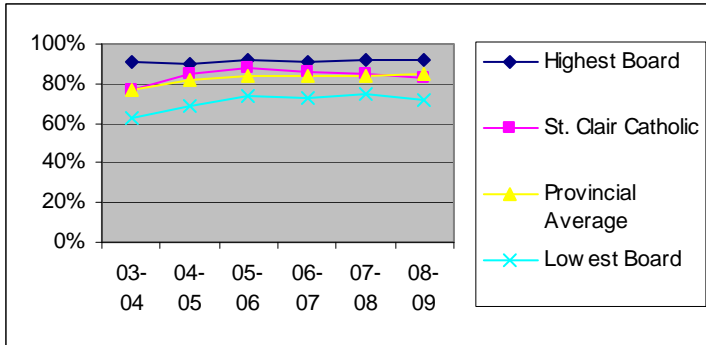
Grade 9 Mathematics — Applied



Results over time show that St. Clair Catholic remains, in the vast majority of categories, at or above the provincial average in the Education Quality and Accountability Office (EQAO) assessments. Each year, data from the assessments 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 the annual assessments.

Ministry Required Report Data – EQAO Results

Grade 10 Ontario Secondary School Literacy Test

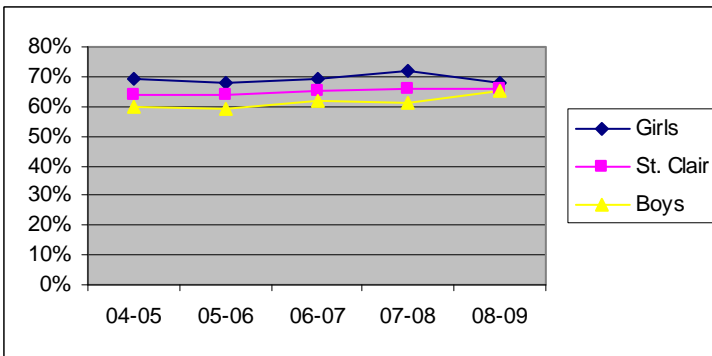


Credit Accumulation

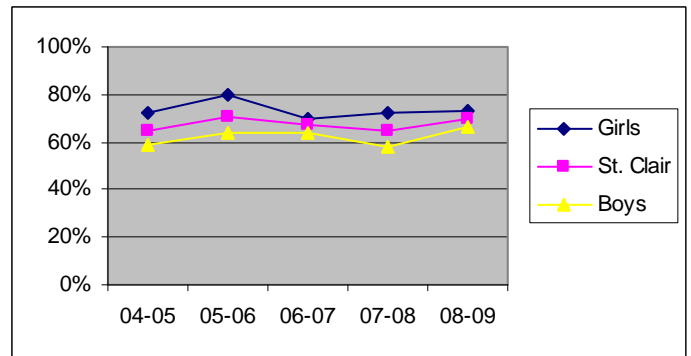
Percentage of students with 16 credits by age 16	
2008-2009	79.6%
2007-2008	75.7%
2006-2007	73.6%
2005-2006	70.6%
2004-2005	69.9%

Gender Specific Results — Elementary

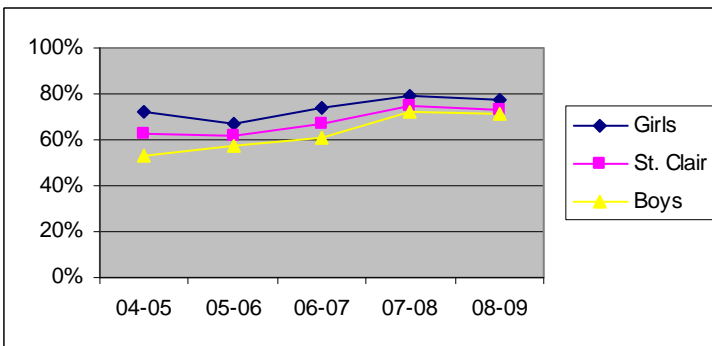
Grade 3 Reading



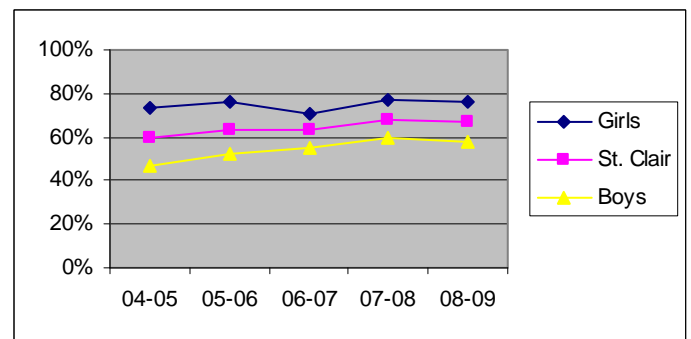
Grade 6 Reading



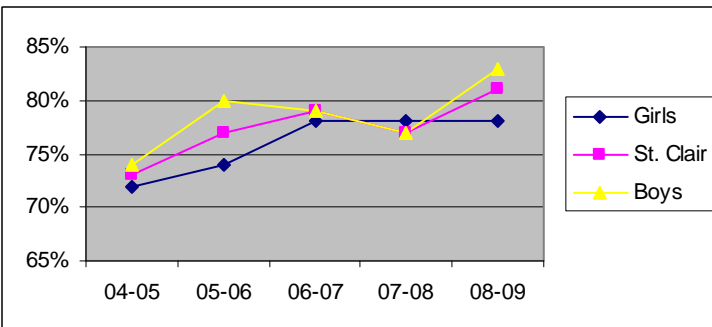
Grade 3 Writing



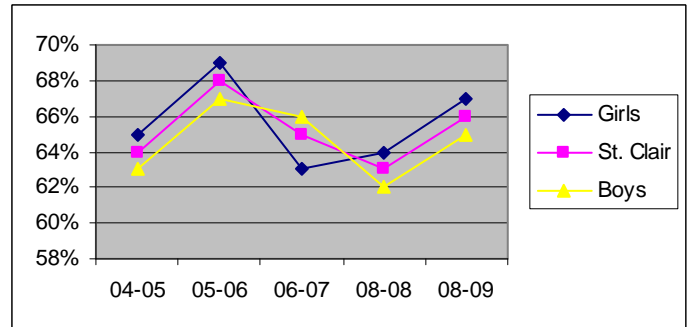
Grade 6 Writing



Grade 3 Mathematics



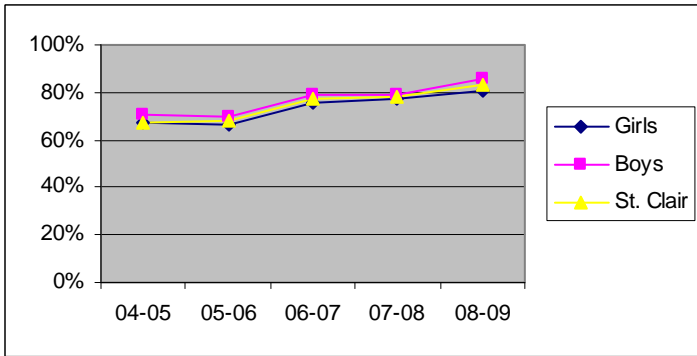
Grade 6 Mathematics



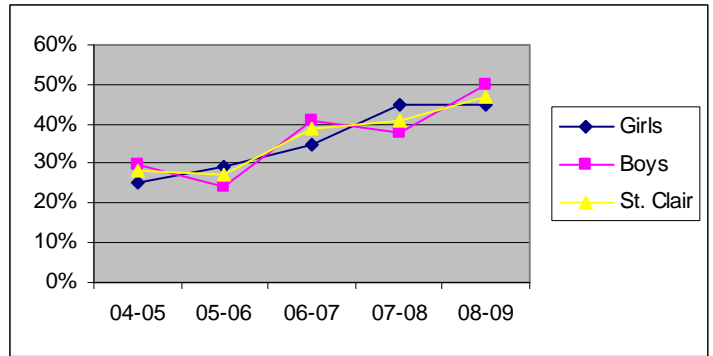
Gender specific data not available prior to 2004-2005

Ministry Required Report Data – EQAO Results

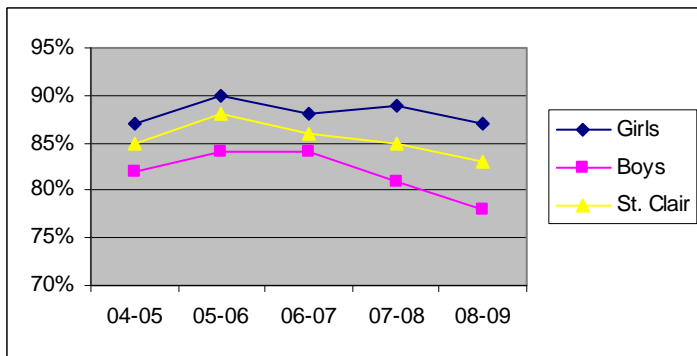
Grade 9 Math — Academic



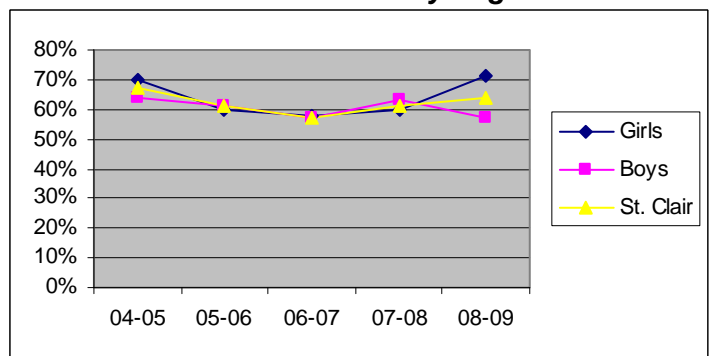
Grade 9 Math — Applied



OSSLT—First Time Eligible

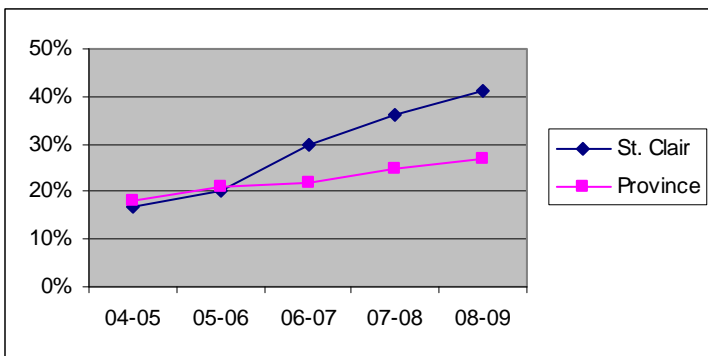


OSSLT—Previously Eligible

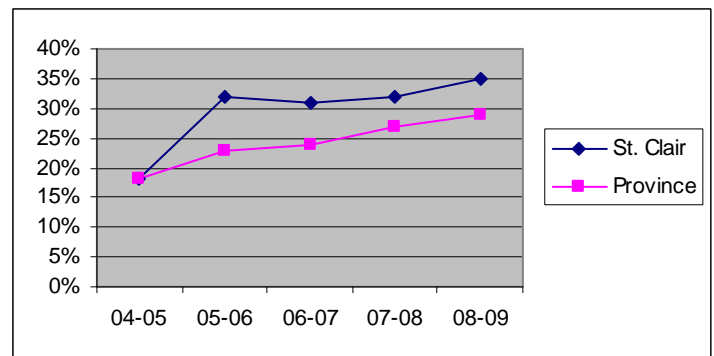


Results for Students with Special Needs (Excluding Gifted)

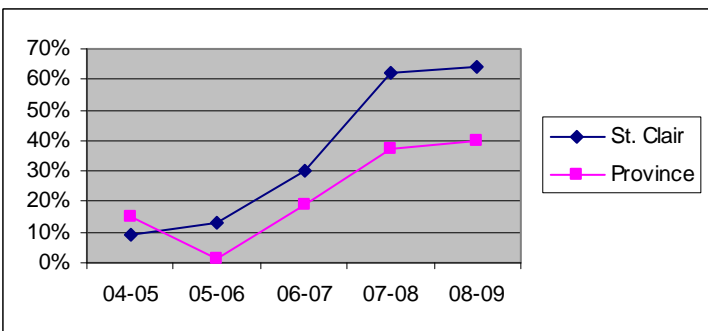
Grade 3 Reading



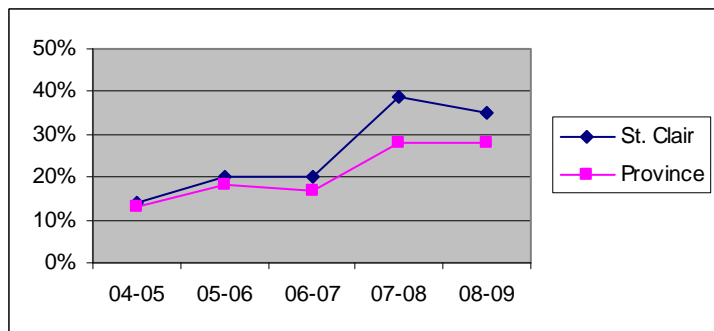
Grade 6 Reading



Grade 3 Writing

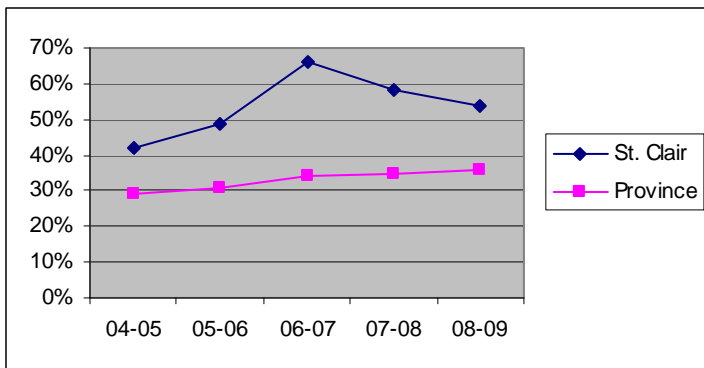


Grade 6 Writing

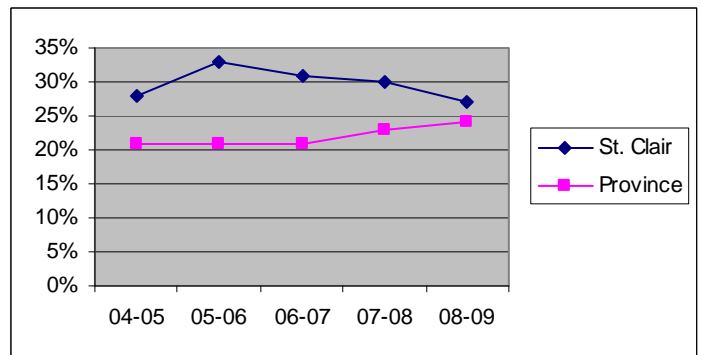


Ministry Required Report Data – EQAO Results

Grade 3 Math



Grade 6 Math



Improving Student Outcomes

Specific Measures to Improve Outcomes for Students

Elementary Schools

- **Classroom Libraries** — Building vibrant, student-friendly accessible classroom libraries with a variety of reading material, both fiction and non-fiction, related to the curriculum and student interest.
- **Teacher Professional Development** — In-service sessions place an emphasis on the specific expectations that focus on the skills required to improve student achievement and research-based teaching strategies, which have the strongest impact on student learning.
- **Moderated Marking** — Principals and teachers are engaged in moderated marking in the Professional Learning Community sessions, providing specific feedback to improve achievement for students who need extra help.
- **Interpreting Student Data** — Grade 1 to 3 reading data is tracked monthly to determine the next steps for instruction.
- **District Literacy and Numeracy Team** — School-based support for teachers and principals through the District Literacy and Numeracy Team and the system curriculum staff.
- **Technology in the Classroom** — Support for the integration of technology (computers, cameras, projectors, etc.) in the classroom.
- **Classroom “Walk-Throughs”** — Principals and Vice Principals continue to perform effective “walk-through” observation sessions in classrooms.
- **School Effectiveness Framework** — School Effectiveness Framework (SEF) is a major project, in which all 30 elementary schools participate in a school self-assessment of their effectiveness in literacy and numeracy practices. Recommendations from the District Review Team are provided to each school in a report, which will help in the formulation of school improvement plans.
- **Student Portfolios** — Encouraging the collection of student work over time, to be included in student portfolios.
- **Math Training** — Teachers are trained in a deeper conceptual understanding of mathematics, which extends beyond procedural mathematics.
- **Small Group Instruction** — Based on the results of data collected, small group instruction is encouraged for reading, writing and mathematics, in order to personalize lessons, which better meet the needs of students.
- **After Hours Tutoring** — Twenty elementary schools offer tutoring in reading, writing and mathematics, depending on school needs.

Improving Student Outcomes

Specific Measures to Improve Outcomes for Students

Secondary Schools

- **Student Success Teachers and Teams** — At each secondary school, student success teachers and teams 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 grade 9. The team continues to monitor the progress of all identified students, to ensure that targeted interventions and supports are in place. The Student Success teacher meets with the students and teachers regularly to provide support for success.
- **Professional Development** — PD support for teachers provides assistance in the implementation of best practices to ensure success for all students, through incorporating literacy strategies and differentiated instruction.
- **Student Achievement Teachers** — Student Achievement Teachers (SATs) at secondary schools provide support for teachers with literacy instruction in all subjects. All grade 9 students complete a reading comprehension assessment to determine their needs in order to understand the reading materials for their subject areas and to develop strong literacy skills for the grade 10 Ontario Secondary School Literacy Test (OSSLT). Teachers are provided with intervention strategies to assist students who require additional help with this assessment. The SATs will also prepare practice test materials for grade 10 students prior to the OSSLT.
- **Secondary System Numeracy Support Teacher** — Teachers in this role provide support for all secondary math teachers by co-planning and co-teaching. Additional math resources are used in grades 9 and 10 Applied Math courses, to assist students in better understanding the concepts taught.
- **Supports for Aboriginal Students and Culture** — Elementary and secondary students participate in many activities that build partnerships with community members and improve student understanding of First Nations culture and spirituality.
- **Summer School Co-op** — This program was continued this year. Students in the Sarnia area earned an additional 17 credits through this opportunity.
- **Specialist High Skills Major** — The SHSM program has expanded to include health and wellness in addition to the manufacturing, construction and information and technology programs, which had been previously offered. Courses in all post-secondary destinations are also offered.
- **Boys' Literacy Resources** — These resources were purchased for all secondary schools, to increase the engagement of boys in reading in all subject areas.

On Target to Achieve Provincial EQAO Targets by 2011

St. Clair Catholic is on track to achieve the provincial target of 75% for the EQAO assessments in grade 6 reading and writing. We continue to track students who need additional help, using developmental reading assessment data, student work, teacher observations and moderated marking. We continue to emphasize the integration of technology.

In mathematics, moving instruction towards a deeper conceptual understanding of the subject is a challenge. An instructional block of no less than 60 minutes is scheduled for mathematics daily. Teachers are being trained to administer and interpret diagnostic assessments and then determine the next steps for instruction. The encouragement of student talk in mathematics classes and exploration of possible solutions are effective strategies shared with teachers.

We continue to provide school-based support through the District Literacy and Numeracy Team and the Catholic Curriculum Services staff.

Parent and Community Engagement

Notable Accomplishments in Student and Parent Engagement

- St. Clair Catholic published the children's book *Yellow Bear Goes to Catholic School*, which is given as a gift at JK registration, to families who choose Catholic education. The book, which is also being used by several other Catholic boards across the province, reflects the unique and distinct character of Catholic schools.
- The Muskoka Woods student leadership program links elementary and secondary school students in a faith-based leadership skills development retreat.
- Partnerships among School Councils and parishes have been strengthened, which fortifies the very foundation of home, school and parish, on which Catholic education is built.
- Community support through highly successful food drives, which have been developed at all three Catholic secondary schools — Halloween For Hunger at Ursuline College; Irish Miracle at St. Patrick's Catholic High School and Cyclone Aid at St. Christopher Catholic Secondary School. These school community-based initiatives have broad support from parent, student and parish volunteers, and greatly assist local food banks.
- Kingdom Assignment Projects in both elementary and secondary schools give students the opportunity to become leaders in their communities, often in conjunction with various charitable agencies.

Providing Assistance for All Learners

Programs for Students Unable to Attend Regular School

- **Step Forward Alternative Education Program** — This innovative program is offered at two sites — one in Sarnia and the other in Chatham. Participants in *Step Forward* are students who may have left school and have returned to this unique and flexible program, which helps them to gain credits towards graduation. Some students are then able to return to the regular school setting to 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 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 skill and data collection. Students in the classroom are also engaged in community activities which are on-going and a part of their weekly timetable. These include swimming and visits to the playground with one of our community partners, the Prism Centre.
- **Positive Alternative to School Suspension (PASS) Program** — The PASS Program provides an alternative to home suspension for youth in grades 7 through 10. The program provides academic support to students through one-on-one tutoring, supervised homework support and completion, and access to resources such as the internet. The program also works with youth in the development of positive social and cognitive skills such as communication, decision-making and conflict resolution. The student attends the program during the suspension and is supported in the re-entry to regular class.

Providing Assistance for All Learners

- **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 to 16.

Equity and Inclusion

Ontario's Equity and Inclusive Education Strategy

All School Boards in the province of Ontario are required to develop an equity and inclusive education policy, including a religious accommodation guideline, by September 2010. To that end, the St. Clair Catholic District School Board has named Ann Sutton, Superintendent of Education, as the lead on this project. She is working with a consortium of boards to develop the policy and the guidelines.

A broad consultation for spring of 2010 is being planned. Input is being solicited from the education community, including parents, through the Board Advisory Council, the Special Education Advisory Committee, employee groups and the Accessibility Committee. Groups are being identified for input from the larger community, including the Lambton and Kent Deaneries and multicultural groups.

The Board has established a culture of respect for diversity and inclusion as a manifestation of lived gospel values. Training continues for staff to further develop their understanding of equity and inclusion issues. In spring 2009, principals participated in a workshop with speaker Moira McQueen, to review the Pastoral Guidelines to Assist Students of Same-sex Orientation, approved by the Ontario Conference of Catholic Bishops in 2004.

Training for school-based teams of administrators, teachers and support staff occurred in fall 2009, with Chris D'Sousa as a featured guest speaker. Chris illustrated how students can experience racial, gender and sexual discrimination and he provided practical suggestions for actions schools can take to deepen the inclusive, respectful, diverse nature of Catholic school communities.

Students are given opportunities to hear speakers and attend events to deepen their appreciation for diversity and respect for their fellow community members. There have been a series of speakers over many years, including Dr. Eva Olson, speaking about anti-Semitism and the dangers of disparaging any group of people, and Chris D'Souza, speaking about the benefits of cultivating respect and inclusivity.

Schools have developed student leadership teams, which promote inclusivity and continue to sponsor many events such as 'pink day' to promote respect for others.



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