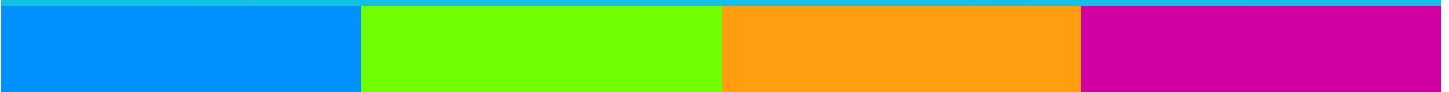




Hamilton-Wentworth Catholic District School Board
Believing, Achieving, Serving



Director's Annual Report 2011





Our Mission and Vision

Mission

The mission of Catholic education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model.

The Catholic community of Hamilton-Wentworth believes the learner will realize this fullness of humanity

if the learning process

- ◆ begins at home and is part of family life
- ◆ is nurtured within the parish
- ◆ is anchored in the Catholic faith
- ◆ takes place within the context of worship, sacraments, and the life of the Church
- ◆ is enhanced by the school community
- ◆ is embraced by the learner as a personal responsibility for life

if learning takes place in an appropriate and challenging environment

- ◆ in which members of the school community exemplify the teachings of Jesus Christ
- ◆ which reflects Gospel values and responsible use of human, financial and natural resources which promotes academic excellence and clear indicators of achievement

Vision

Learners from Hamilton-Wentworth Catholic Schools will demonstrate

- ◆ knowledge and practice of their Catholic faith
- ◆ the capacity of nurturing a strong family unit
- ◆ esteem, respect and responsibility for self and others
- ◆ academic competence
- ◆ the ability to listen accurately and express knowledge clearly
- ◆ independence, critical thinking and effective problem solving
- ◆ proficiency with technology in order to adapt to a changing world
- ◆ the values, attitudes and skills for effective partnerships
- ◆ the ability to transform our society

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect

- ◆ the centrality of Jesus Christ in our lives
- ◆ the teachings of the Catholic Church
- ◆ exemplary role models
- ◆ social justice, respect and fairness for all
- ◆ a dedicated staff
- ◆ a curriculum that is dynamic, practical and relevant
- ◆ high standards
- ◆ an environment conducive to learning
- ◆ effective partnerships
- ◆ accountability at all levels

Director's Message

The Director's Annual Report 2011 highlights many of the programs, initiatives and activities undertaken by the Hamilton-Wentworth Catholic District School Board in the past year to support student achievement.

As a system, we have accomplished great things. At the elementary level, we have realized sustained improvement in EQAO assessments – a testament to our classroom teachers and instructional team who work tirelessly to develop and deliver curriculum resources to support our students in their learning. This past year also saw the roll out of the Full Day Early Learning Kindergarten Program at seven of our elementary schools, along with the official opening of Immaculate Conception Catholic Elementary School in Ancaster and the unveiling of the new additions at St. Lawrence Catholic Elementary School.

Great advances were also made at our secondary schools which this year installed vertical axis wind turbines as an alternate energy source and educational tool for students. At Cardinal Newman Catholic Secondary School, the Peer Mentor Group was recognized provincially for its work in the area of mental health – an area that has received much focus at the board level as well. New Specialist High Skills Major programs continue to expand learning opportunities for our students. In June, many of our students were the recipients of prestigious scholarships and award which continue to affirm the good work of our teachers in preparing our students for future success.

We have much cause for celebration. In June, each one of our schools that submitted an application for Ontario EcoSchools certification was, in fact, certified. Catholic Education Week, with its theme of 'Celebrating the Spirit,' enabled us to throw open our doors and allow ourselves to be enlivened by God's Spirit to go forth and renew the face of the earth. This we have done through our annual pilgrimage fundraiser, DREAMS (Dominican Republic Education and Medical Support) program, Christmas and Lenten projects, African school-building campaigns, food drives, and other volunteer efforts.

These are just a few examples of the good things that we have accomplished together over the past school year. In closing, I invite you to review this year's Director's Annual Report which not celebrates our achievements, but outlines our efforts and progress in realizing our strategic goals.

Patricia Amos
Director of Education





Chairperson's Message



In September 2011, the Hamilton-Wentworth Catholic District School Board hosted a Diocesan Celebration of Catholic Education that brought together Catholic educators from across the Hamilton Diocese to give thanks for the gift of publicly-funded Catholic education in Ontario. The celebration was an opportunity for us, as a faith community, to recognize, celebrate and affirm the contributions our schools and our students make to our local communities, to our province and to our world.

Catholic education has been and continues to be an integral part of publicly funded education in Ontario. Since the early days of our system, the Hamilton-Wentworth Catholic District School Board has produced high levels of achievement in all facets of student life. This commitment to excellence has been the hallmark of our system and is a distinguishing feature of Catholic education in Hamilton-Wentworth – a difference that is captured by our motto, ***Believing, Achieving, Serving***.

Earlier this school year, our Board of Trustees approved a Multi-Year Strategic Plan that identified priorities for the Hamilton-Wentworth Catholic District School Board, described their intended outcomes and outlined strategies by which to achieve them. This plan, developed in consultation with our students, parents, teachers, staff and Catholic community, provided trustees with a guide that will not only inform our decisions but help us track and measure our progress over the next several years.

Not surprisingly, the themes of ***Believing, Achieving, Serving*** were identified in this plan as strategic priorities for 2011-2014. These priorities – **Faith, Student Achievement and Stewardship** – reflect our board's ongoing commitment to excellence, a tradition that has been rooted in our system for more than 150 years. This commitment to excellence is realized through the Christian witness and example of our teachers and support staff and is further complemented through our vast number of programs and resources. Many of these are highlighted in this Director's Annual Report 2011 and speak to the dedication and purpose of our teachers and staff in ensuring that our students not only achieve academically, but realize their full potential of which Jesus Christ is the model. I would like to recognize and thank our Director of Education Mrs. Patricia Amos, our administrative staff, teachers and support staff throughout our school system for their tremendous service.

Patrick J. Daly
Chairperson, Board of Trustees

About Our School Board

Since 1855 Hamilton-Wentworth Catholic schools have provided a quality, faith-based education – JK to Grade 12 – to generations of students. Today we serve more than 29,000 elementary and secondary students at 57 schools throughout Hamilton, and another 7,500 through our St. Charles Adult Education Centres. HWCDSB is one of Hamilton's largest employers with 3,200 full and part-time employees. Our motto, *'Believing, Achieving, Serving'* reflects our commitment to faith, academic success, and Christian service to the community.

School Board Profile

(As of October 31, 2011)

Schools: 57
Enrolment: 29,755
Self-identified First Nation, Métis and Inuit Students: 47
Number of Teachers: 1741

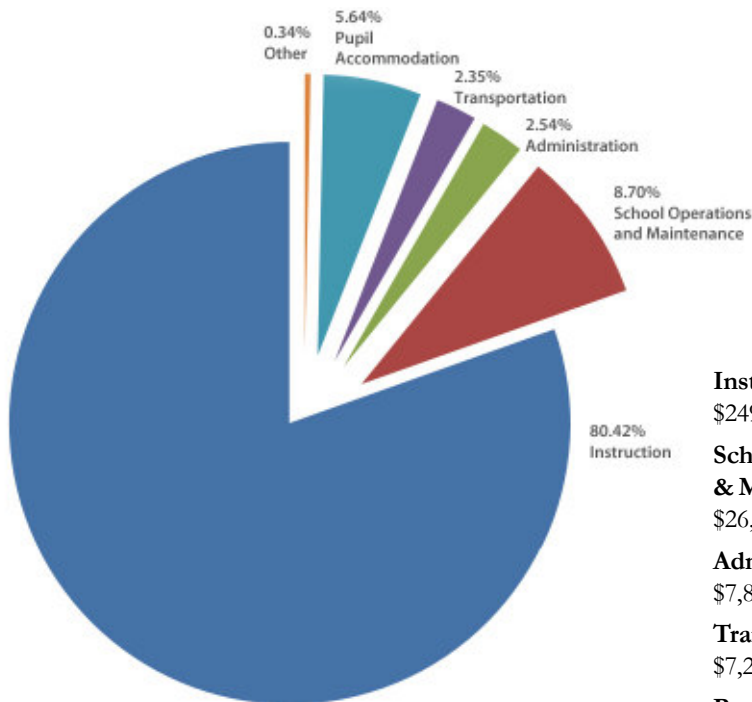
Principals & Vice-Principals: 90
Administrative and Support Staff: 1322
Elementary Schools: 50
Elementary Enrolment: 16,873.5 FTE; 18,542 Actual
Elementary ESL Enrolment: 388
Elementary Teachers: 1069
Percentage of Primary Classes at 20 Students or Less: 89.5%
Secondary Schools: 7
Secondary Enrolment: 10,910.59 FTE; 11,213 Actual
Secondary ESL Enrolment: 589
Secondary Teachers: 672
St. Charles Adult Education Centres: 5
St. Charles Adult & Continuing Education Enrolment: 5,650
St. Charles Summer School: 2,148
St. Charles Teachers: 24
St. Charles Non-teaching staff: 106
Revised Spending Estimates 2011-2012: \$309,873,313



Revised Spending Estimates 2011-2012

Total expenditures \$309,873,313

(As of August 31, 2011)



Instruction
\$249,208,239

School Operations & Maintenance:
\$26,969,700

Administration
\$7,866,487

Transportation
\$7,292,014

Pupil Accommodation
\$17,485,630

Other
\$1,051,243



Strategic Priorities

The Hamilton-Wentworth Catholic District School Board's strategic priorities flow from our Mission and Vision statement and are informed by our beliefs and guiding principles. HWCDSB is built on a strong foundation of excellence. We believe that Catholic Education is a call to discipleship and transformation. The Multi-Year Strategic Plan will guide the work of the Hamilton-Wentworth Catholic District School Board over the Board of Trustees' term of office 2011-2014. The plan defines high-level strategic directions for all of the Board's core services. The Board Improvement Plan forms the basis for the Academic Priorities. The Multi-Year Strategic Plan further addresses key areas relating to Financial Services, Human Resource Services, Plant Operations and Information Communication Technology Services. As a Catholic school system, we are committed to developing and promoting excellence in Catholic Education. We strive to build a strong and collaborative relationship between the home, school, parish and broader community. Working with our Catholic partners, it is our goal to provide a positive, enriching and nurturing Christ-centred Catholic learning environment for the students entrusted to our care.

Commitment to Excellence

Strengthening Our Catholicity – Nurturing Our Catholic Community

This priority includes a proclamation of our Catholic tradition within the school learning community and engaging the Catholic and broader community to be stewards, guardians and advocates for Catholic education. The goal is to ensure that Catholicity remains the foundation upon which the Hamilton-Wentworth Catholic District School Board is governed, organized and administered.

Catholic schools, as articulated in the Ontario Catholic School Graduate Expectations, promote a unique vision of the learner as growing to be a discerning believer formed in the Catholic community; an effective communicator; a reflective and creative thinker; a self-directed, responsible, lifelong learner; a collaborative contributor; a caring family member; and a responsible citizen who gives witness to Catholic social teachings.

Student Achievement and Well-being

This priority reflects our call to education and to nurture hope in every learner to achieve his or her full potential to transform God's world. This priority includes curriculum, assessment and instructional strategies and is aimed at demonstration of the local and provincial priorities for education as seen through the lens of the Ontario Catholic School Graduate Expectations.

Specific goals include meeting or exceeding the provincial target of 75% on EQAO assessments for Grade 6 Reading, Writing and Mathematics, and the provincial target of 85% on EQAO Grade 9 Mathematics. EQAO results for 2010-2011 indicate that the HWCDSB continues to exceed the provincial standard in Grade 6 Reading and Writing, and Grade 9 Mathematics, but falls short of the target in Grade 3 and Grade 6 Numeracy. Strategies and measures adopted to raise student achievement are outlined in this report.

Stewardship – Effective Management of Resources

This priority focuses on building and sustaining the infrastructure necessary to improve student achievement and nurture our Catholic community. This priority focuses on our leaders, our organization and the utilization of our resources.

Excellence recognized

2011 was a notable year for the Hamilton-Wentworth Catholic District School Board for awards and recognition. The following are just a few of the achievements that were recognized in the past year:

The **Dr. Bette Stephenson Recognition of Achievement** was awarded by the Education Quality and Accountability Office to **St. Mary Catholic Secondary School** for its effective use of EQAO data to improve student achievement.

Founding members of the board's **Social and Ecological Responsibility in Education (SERE) Committee** were named **Hamilton Environmentalists of the Year 2010** for their pioneering role in championing environmental practices, advocacy and learning.

The City of Hamilton presented **HWCDSB** with an **Award of Merit for Architecture & Sustainability** for inspiring a new standard in school learning environments through its LEED-designed **St. Matthew Catholic Elementary School**.

St. Martin of Tours and **St. Luke Catholic Elementary Schools** were among the province's top performing schools in 2010 according to the Fraser Institute's Report on Learning. St. Martin was named a **School of Distinction for Excellence in Language Arts and Mathematics** while St. Luke was recognized as a **School of Distinction for Improvement in Academics**.

In June 2011, 48 schools of the

HWCDSB achieved **Ontario EcoSchools certification** for their energy conservation, waste minimization, ecological literacy and school ground greening efforts. Ninety-three percent of HWCDSB schools participate in the program.

HWCDSB was awarded the Canadian Diabetes Association's **Outstanding National Partnership Award** for its active role in successfully implementing programs and services in support of children living with diabetes.

HWCDSB was recognized by Excellence Canada for achieving **Level 1 status** in the **Performance Excellence Program: Mental Health at Work**. The award recognizes the board's efforts to promote a "mentally healthy" workplace.

Cardinal Newman Catholic Secondary School's Peer Mentor Group and **St. Thomas More Catholic Secondary School's Write for Rights Club** were awarded **YMCA Peace Medals** for their efforts to foster a culture of peace.

St. Jean de Brébeuf and **Cardinal Newman Catholic Secondary Schools** were presented with the **United Way's Student Spirit Award** for community spirit during the United Way's 2010 fundraising campaign.

In an unprecedented first, **St. Thomas More** and **St. Mary Catholic Secondary Schools** earned **OFSAA gold medals** in **Quad A and Triple A Girls' Basketball**.



St. Martin was named a School of Distinction in Language Arts and Mathematics.

Strengthening Our Catholicity – Nurturing Our Catholic Community

To strengthen our Catholicity and nurture faith within our Catholic school communities, the Hamilton-Wentworth Catholic District School Board has focused on seven key areas:

- ◆ Faith Formation
- ◆ Celebrating Catholic Education
- ◆ Equity and Inclusive Education
- ◆ Equal Opportunities Project
- ◆ Environmental Stewardship
- ◆ Parish Relations
- ◆ Catholic Coaching

Faith Formation

The Hamilton-Wentworth Catholic District School Board is committed to helping students and staff grow in their faith by providing opportunities for ongoing religious instruction and renewal, personal and community prayer, and social justice and charitable work. Through the provision of programs, resources and professional development opportunities, the board strives to not only support but nurture the faith formation of teachers and school board staff. Through programs and activities such as the New Teacher Induction Program, Employee Assistance Program, Catholic Education Week, conferences, retreats, mission trips and justice activities, staff are able to broaden their understanding of the vision, ideals and mission of Catholic education. In addition, programs such as DREAMS (Dominican Republic Education and Medical Support),

Halloween 4 Hunger and the annual system-wide Pilgrimage are initiated within schools of the Hamilton-Wentworth Catholic District School Board to help students connect with the poor, both locally and abroad. Committees have also been formed in each of the board's secondary schools to promote a culture of life through such activities as the annual March for Life, presentations and annual leadership conference. The success of these various initiatives is measured by increased student participation in system and school-based service projects and faith activities, report card data on Religious Education, and increased staff participation in activities relating to theology and spirituality.

Celebrating Catholic Education

Since 1855, Catholic schools have served hundreds of thousands of students and their families throughout the Hamilton community. Through the Christian witness and dedication of teachers, principals, administrators and support staff, and in partnership with parents and parishes, Catholic schools have helped students develop to their full spiritual, academic, physical and social potential. The outstanding academic and co-curricular achievements and great success of our students and schools is cause for celebration. The Christian service and goodness of staff and students in such areas as concern for the disadvantaged/social justice, promoting a culture of life and stewardship of creation, are a source of

inspiration and hope to our community and world. The board's goal over the next several years is to proclaim and celebrate the unique identity and distinctive contributions that Catholic schools make to their communities and province. The HWCDSB will focus on engaging learners, parents and staff in ongoing dialogue on the value of Catholic education and will seek to share the good news of Catholic education and strengthen public confidence through a variety of media – including TV, news publications and school and board websites – during the school year.

Equity & Inclusive Education: Catholic schools – places where “Each Belongs”

An Equity and Inclusive Education Policy, approved by the Hamilton-Wentworth Catholic District School Board in November 2010, has been successfully embedded into board and school improvement plans in a continued commitment to improve outcomes for students at risk, foster acceptance, remove barriers and ensure that all students are engaged, included and respected. The policy will be articulated to students and staff through Secondary Diversity Clubs and an annual Secondary Diversity Conference, as well as through other initiatives such as Restorative Justice and “Tribes” programs, Roots of Empathy, Peer Mentors and the iMatter Mental Health Program, Prefects and Transition Teams, Holocaust Education



Programs, and social justice activities. The anti-bullying legislation is supported by the Catholic Parent Involvement Committee formed in July 2011 to engage parents in supporting student achievement and well-being. In October 2011, the committee invited Basilian Father Chris Valka to speak at the annual Parent Conference on the critical role of parents in educating their children in the faith. Workshops focused on positive parenting, building resilient children, progressive discipline, health & wellness, and teen self-esteem.

Equal Opportunities: Providing all students with equal access to learning

An Equal Opportunities Project was struck by the HWCDSB in 2006 to mitigate the effects of poverty on student learning by providing additional supports to socio-economically disadvantaged schools. Through the provision of breakfast programs, out-of-classroom cultural experiences, Arts curriculum, after hours tutoring, Focus on Youth summer camp opportunities and community partnerships, the HWCDSB has made tremendous progress in removing socio-economic barriers to student performance and post-secondary success. Programs such as the Aboriginal Education Initiative and the Aboriginal Student Self-identification Policy have been implemented to improve educational outcomes among Aboriginal students by immersing them in an educational environment that features a uniquely Aboriginal perspective. The success

of the various initiatives is measured by increased attendance, and improved student performance, credit accumulation, grad rates, EQAO assessments, report cards and volunteer hours.

Environmental Stewardship

Through the Social and Ecological Responsibility in Education (SERE) Committee, the HWCDSB has adopted programs, policies and practices that demonstrate care and protection of creation through responsible stewardship. In 2010-2011, 93 percent of schools participated in the Ontario EcoSchools program with 48 attaining certification for their environmental initiatives. Those initiatives included Waste Free lunches, recycling, ecological education programs, active transportation, rain water harvesting systems, vertical axis and hybrid solar wind turbines, solar-powered classrooms, outdoor classrooms, greenhouses, fish hatcheries, bio-diverse gardens, energy efficient lighting, mechanical and control systems, green bin composting, and energy audits – in an effort to minimize the board's carbon footprint.

Parish Relations

The parish-home-school partnership is one of the pillars upon which the Hamilton-Wentworth Catholic District School Board was built. To nurture and strengthen parish relations into the next century, strategies have been developed to engage local pastors and pastoral staff in school sacramental preparations and liturgical celebrations, and

to make the Catholic school the place where parents reconnect with the Church and with a religious and spiritual life.

Catholic Coaching Program

A Catholic Coaching Program was introduced by the Hamilton-Wentworth Catholic District School Board in January 2011 to strengthen Catholic values in school sports. The Catholic Coaching Program enables teacher-coaches to earn two portions of their Level A National Coaching Certificate Program (NCCP) along with a religious renewal credit, a requirement to teach in a Catholic school. The program, with its focus on faith, was designed to shape coaching decisions in a Christian-Catholic context, enabling coaches to teach "with the mind of Christ." The program follows the NCCP's 'Make Ethical Decisions' Learning Facilitator Guide, which explores the core competencies of problem-solving, valuing, critical thinking, leadership and interaction within a Catholic framework. Using Scripture readings, the program examines how Gospel values relate to and support ethical principles of sport, such as caring about the physical safety and health of athletes, coaching responsibility, integrity in relations with others, respect, and honouring sport. The program was designed to enhance the powerful impact that Catholic teacher-coaches have on the spiritual and physical well-being of the student-athletes. In June 22, 2011, the program graduated its first class of 31 teacher-coaches.



Supporting Student Achievement

Full-Day Early Learning Kindergarten Program

Year I of the Full-Day Early Learning Kindergarten Program (FDELKP) was implemented in seven Catholic elementary schools in 2010-11, representing 15 percent of 4 and 5-year olds across the system. Capitalizing on collaboration and complementary skills, FDELK teams created early learning environments that allowed children to thrive spiritually, cognitively, socially and physically. The program expanded to four additional classrooms at two sites in 2011-12.

Elementary School	JK	SK	Total JK/SK	Phase
Annunciation of Our Lord	62	61	123	Year II
Blessed Kateri Tekakwitha	29	25	54	Year I
Holy Name of Jesus	31	43	74	Year I
Immaculate Conception	31	28	59	Year II
Our Lady of the Assumption	33	30	63	Year I
St. Brigid	48	34	82	Year I
St. Lawrence	96	82	178	Year I
St. Matthew	37	34	71	Year I
St. Patrick	41	38	79	Year I
Total FDELKP	408	375	783	

Curriculum projects to improve student achievement

Ontario Focused Intervention Partnership (OFIP)

OFIP is a key strategy to improve student literacy and numeracy through job-embedded professional learning for teachers, the purchase of additional resources and the building of Professional Learning Communities. Over the past few years, schools involved with OFIP initiatives have shown increased student achievement as measured by report card data and EQAO.

Student Achievement Visits

The Catholic School Effectiveness Framework has been used as a tool for schools to conduct self-assessments and also for schools to receive feedback through the Catholic School Student Achievement Visit process. The project provides schools time to do school self-

assessments, and opportunities to reflect on their findings and revise School Improvement Plans. Job-embedded professional development is provided to schools involved in the review.

Schools Helping Schools – Effective Leadership, Effective Schools

A system implementation team supports the work of school effectiveness teams to improve instructional effectiveness and pedagogy within and across schools, and develop instructional leadership capacity. System and school improvement teams:

- ◆ gather, analyze and use data, moderate student work, and monitor student achievement;
- ◆ determine learning needs, set learning goals and success criteria, and plan instruction;
- ◆ build a culture that supports high levels of achievement;
- ◆ engage in courageous conversations,

- giving and receiving feedback;
- ◆ align financial, human and material resources;
- ◆ develop greater precision in matching instruction and implementing strategies to needs.

Participating schools are involved in a learning inquiry focused on accountable talk and developing deeper, more meaningful and more authentic connections to student learning in literacy and numeracy.

Schools Helping Schools – Networking

When school leadership teams work together, student learning and achievement increases in all schools in the partnership.

K-6 Collaborative Inquiry in Mathematics CIL-M

This project is aimed at developing capacity and leadership in mathematics instruction. Leadership capacity is developed collaboratively, with different levels of school



organization learning together. The project focuses on:

- ◆ identifying mathematics for teaching and learning that raises the bar and closes the gap on student achievement;
- ◆ building knowledge about mathematics instruction to improve student learning and achievement;
- ◆ implementing lateral capacity building strategies to enable sustainable learning communities comprised of participants representing various roles within the board;
- ◆ improving principals' mathematics instructional leadership through participation in the CIL-M network;
- ◆ providing a professional learning framework to support capacity across the board.

Early Primary Collaborative Inquiry

This initiative strives to develop capacity and leadership in the inquiry process and to identify instructional approaches that create school and classroom environments in which young students flourish. The project provides funding to boards to carry out focused research around inquiry-based professional learning. This year's focus is on effective questioning strategies by K-Grade 2 teachers to prompt student thinking and deepen understanding of text and mathematical concepts.

Student Work Study

The Student Work Study uses the co-learning model to gauge how students approach their work and learn how to support their learning. Adults are able to incorporate their findings into effective practices to improve student work.

English Language Learners

Nine itinerant ESL teachers work in 35 schools to support stage 1 and 2 English Language Learners (ELL). ESL teachers provide direct instruction and in-class support to English Language Learners as well as coaching support and resources to classroom teachers. An English Language Development project was also initiated to provide accelerated literacy to English Language Learners who have limited, interrupted or no prior schooling.

Balanced School Day

The Hamilton-Wentworth Catholic District School Board piloted a Balanced School Day at three of its Catholic elementary schools in January 2012. The balanced day school schedule organizes the school day into three 100-minute instructional blocks balanced by two 40-50 minute nutritional breaks. The model is expected to engage students more fully in their learning, provide a more intensive teaching/learning environment, better meet the nutritional needs of children, and provide more time for physical activity and play. The program will expand to 15 schools in September 2012.

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres are established at five Catholic elementary schools throughout Hamilton to help children from infancy to 6 years of age prepare for school through a wide range of play-based learning activities that focus on the child's optimal

development and the early acquisition of literacy and numeracy skills. As well as readying children for school, Parenting and Family Literacy Centres encourage families to be part of their children's learning by familiarizing children and their parents with school routines and linking families to appropriate community resources for special needs, health and other services. In 2011, 15,128 children and 10,384 parents made use of the centres.

Partnerships

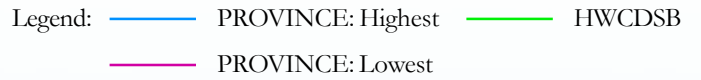
A school-based child welfare program – offered in partnership with the Catholic Children's Aid Society – provides on-site social work supports to students and their families in the early identification and intervention of situations that could result in the need for child protection, as well as direct assistance in seeking community health, financial and nutritional supports.

Health & Wellness

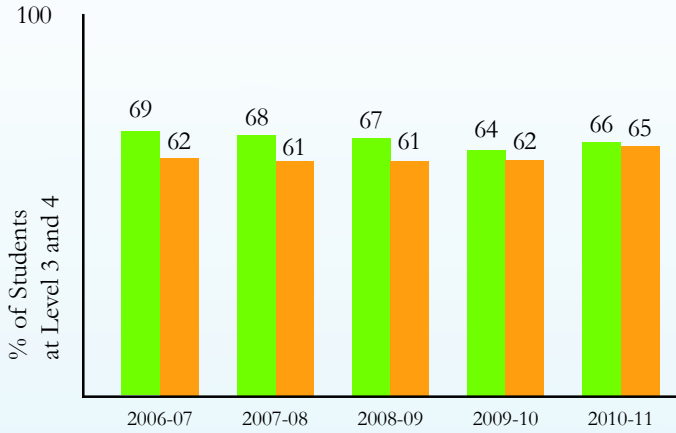
Peer Mentor Groups have been established at several Catholic secondary schools to tackle the issue of teen mental health, an issue with far-reaching implications in the areas of health, education, social justice and discrimination. Mental health assemblies have raised awareness and dispelled myths around mental illness, and have worked to build empathy and support for students suffering from mental illness. An iMATTER program at Cardinal Newman Catholic Secondary School delivers a series of lessons on mental wellness and enlists the help of peer mentors to disseminate the message.



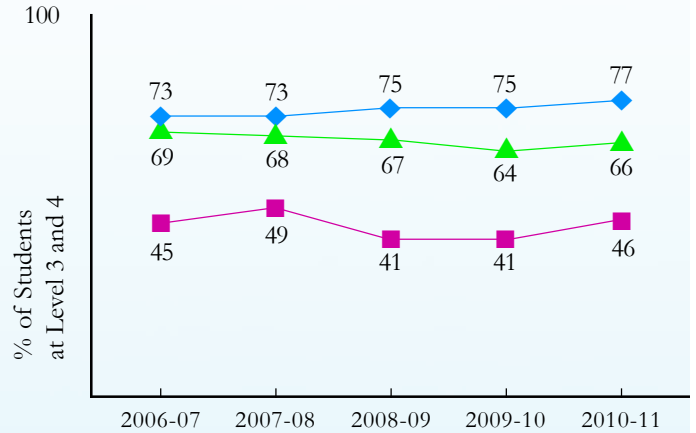
EQAO Primary Provincial Assessments



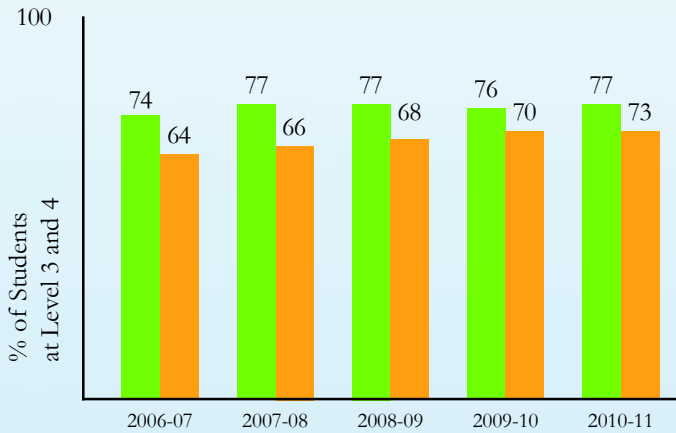
Grade 3 Reading



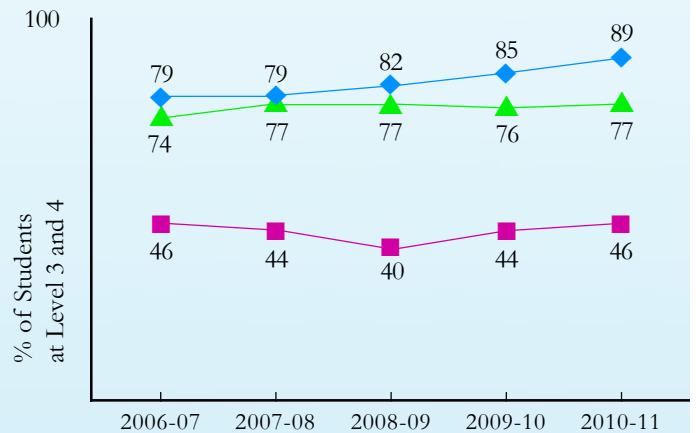
Highest/Lowest Provincial Average



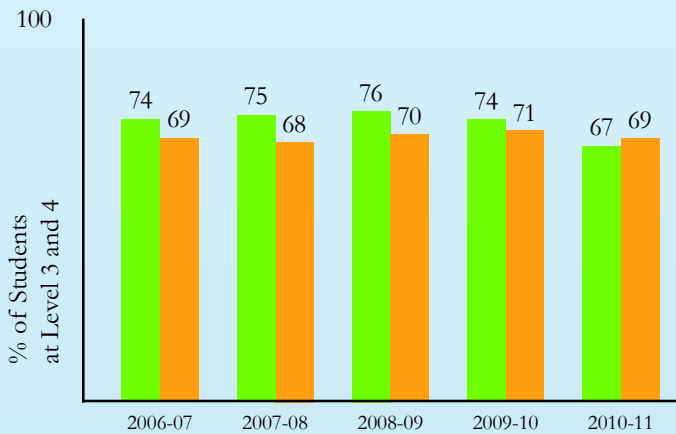
Grade 3 Writing



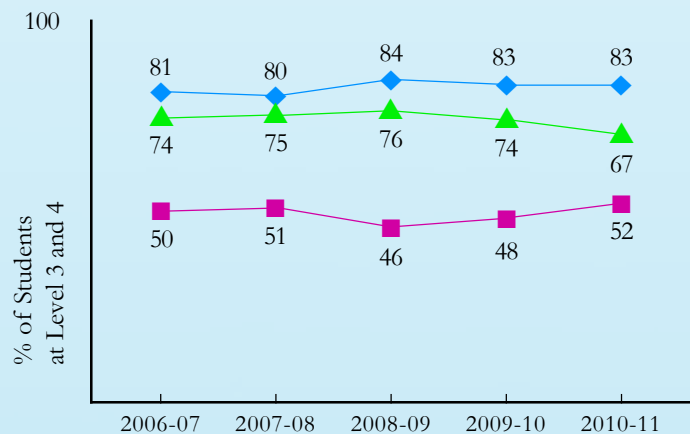
Highest/Lowest Provincial Average



Grade 3 Mathematics



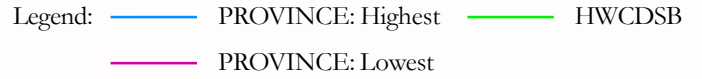
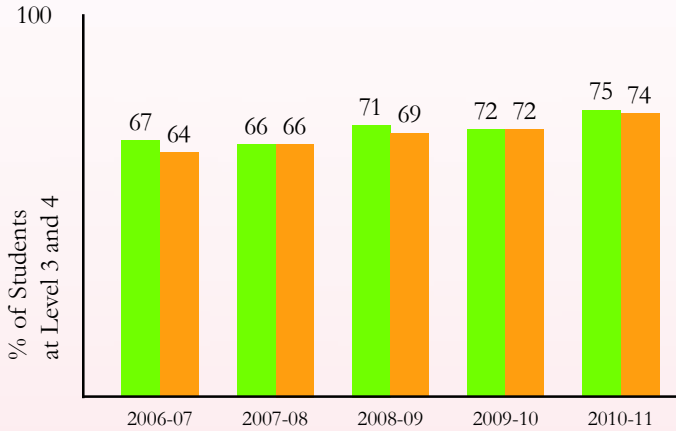
Highest/Lowest Provincial Average



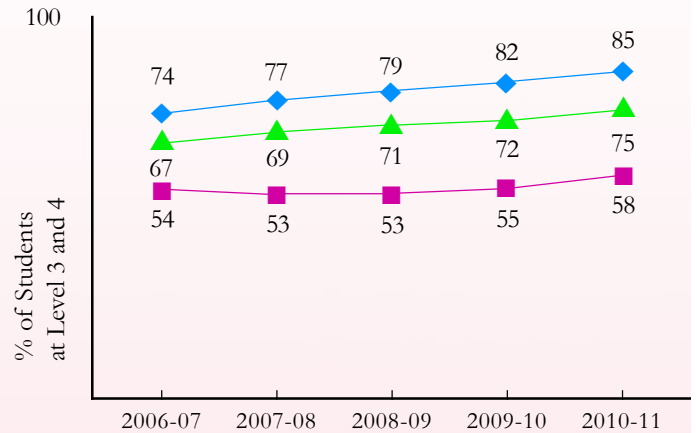
EQAO Junior Provincial Assessments



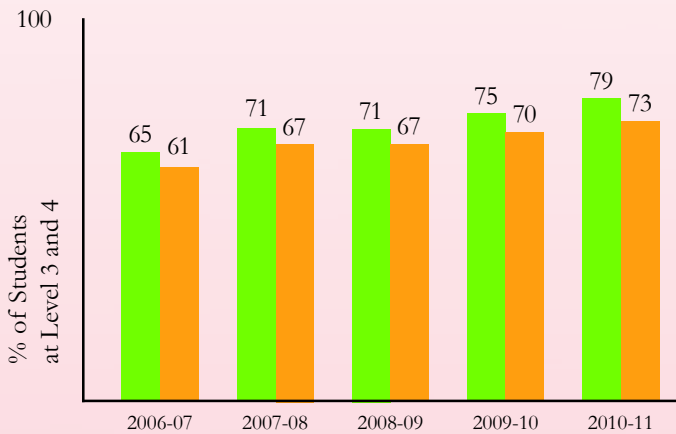
Grade 6 Reading



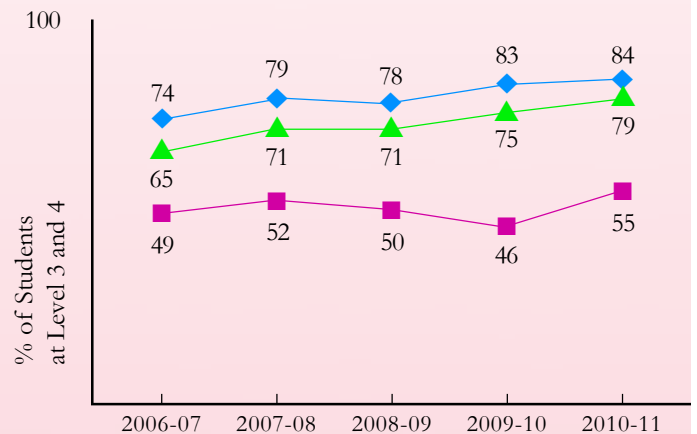
Highest/Lowest Provincial Average



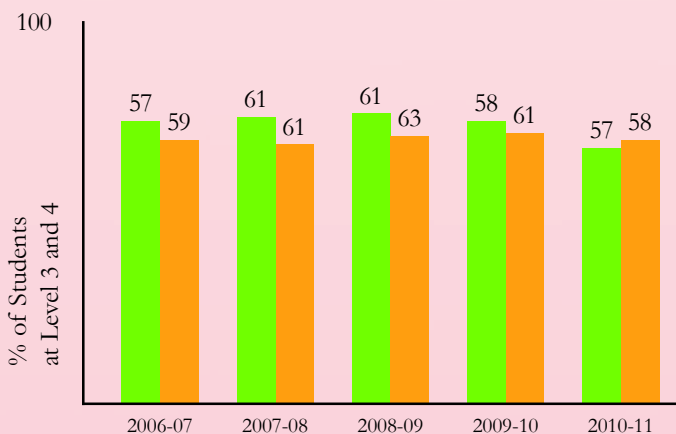
Grade 6 Writing



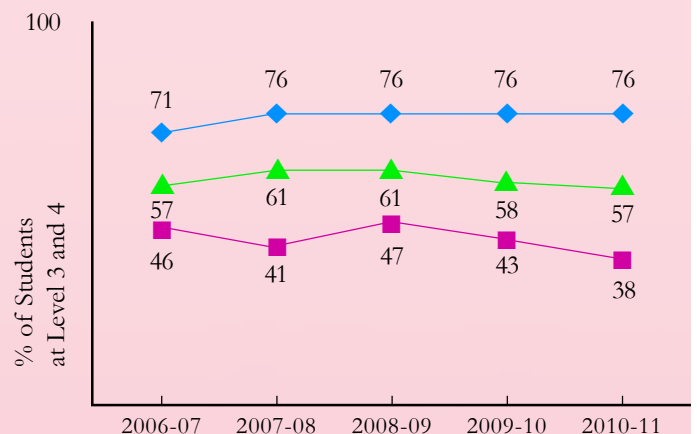
Highest/Lowest Provincial Average



Grade 6 Mathematics

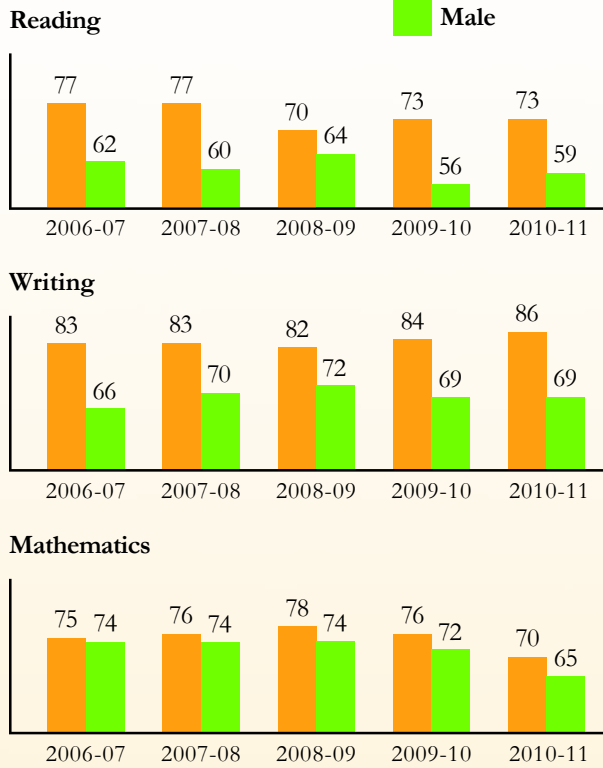


Highest/Lowest Provincial Average

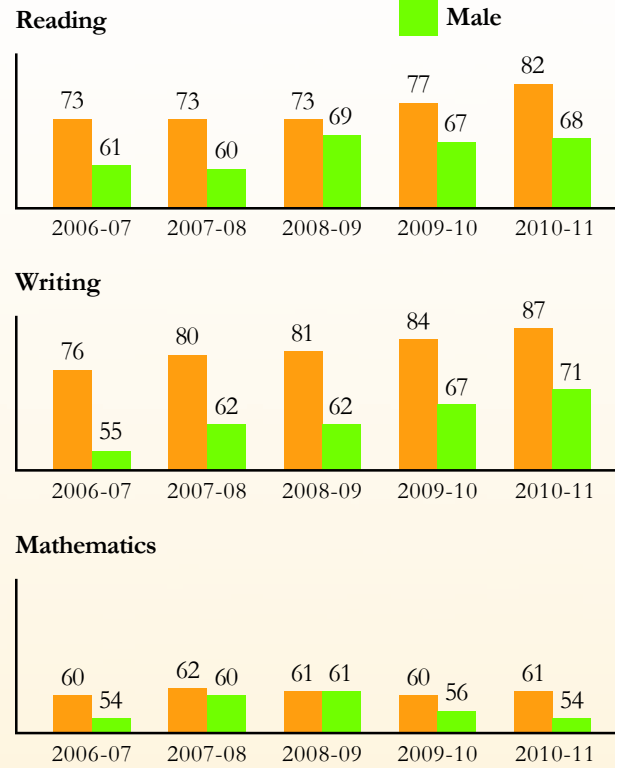


EQAO Primary and Junior Provincial Assessments

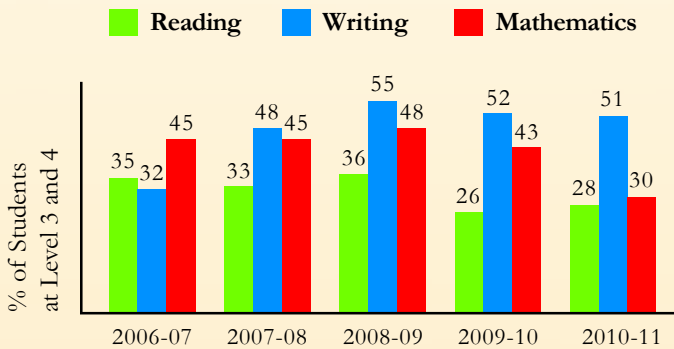
Grade 3 Results by Gender



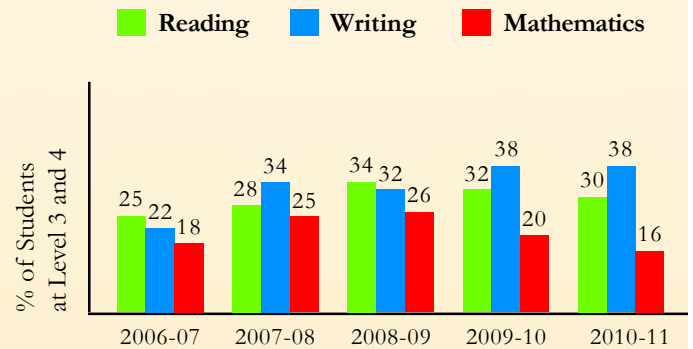
Grade 6 Results by Gender



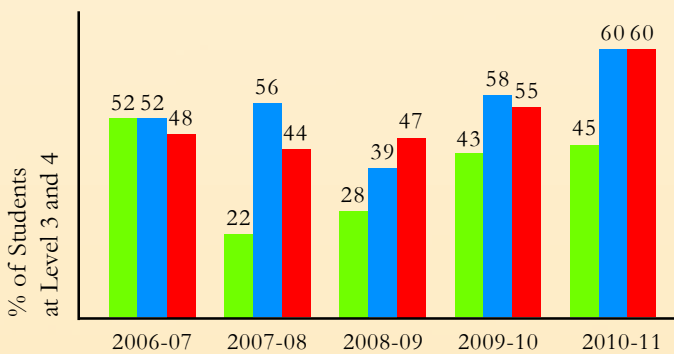
Results: Grade 3 Students with Special Needs



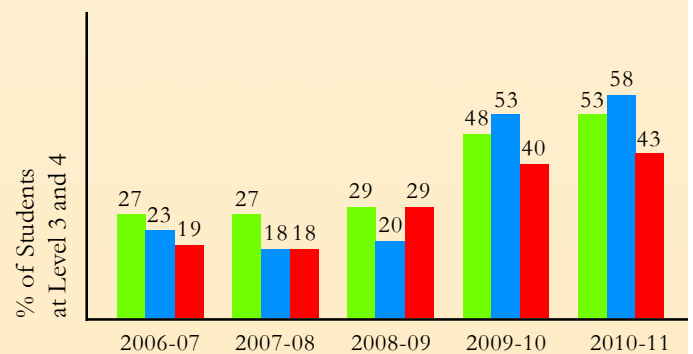
Results: Grade 6 Students with Special Needs



Results: Grade 3 English Language Learners



Results: Grade 6 English Language Learners



Student Success

Improving Outcomes for All Students

School-based Student Success teams have implemented a number of strategies and targeted actions to increase graduation rate and credit accumulation among secondary students. These include:

- ◆ implementing high-yield instructional strategies such as gradual release of responsibility, visual and graphic organizers, cooperative learning, accountable talk and differentiated instruction;
- ◆ supporting students in becoming critical users and creators of multi-media texts;
- ◆ promoting and teaching inquiry-based learning through cross-curricular connections, multiple literacies, digital learning and collaboration;
- ◆ providing education and career pathway planning supports for all students;
- ◆ ensuring sufficient course selections in all post-secondary destinations;
- ◆ providing opportunities for disengaged, suspended and expelled students and students unable to attend regular school to maximize credit accumulation and feel supported in their learning



through varied programming and program delivery, including credit recovery, credit rescue, Program to Assist Student Success (PASS), Student Opportunity to Achieve Re-Entry (SOAR), Supervised Alternative Learning (SAL), St Mary's Alternative Education, e-Learning, Home Instruction and St. Charles Day Credit Program;

- ◆ and engaging and supporting students and parents through community building events to assist with the transition from grade 8 to grade 9, between grades, between schools, and from grade 12 to post-secondary/career/community living.

In 2010-2011, 77.4 percent of students achieved 16 or more credits by age 16.

Aboriginal Education

The NYA:WEH (Native Youth Advancement with Education Hamilton) program is a stay-in-school initiative that provides culturally-based educational and personal support to Aboriginal youth. The program, located at Cathedral High School, offered home-work assistance, tutoring, guidance and support services, after-school cultural and social activities, and healthy meals to 150 Aboriginal students in 2011. Based on the successes of the NYA:WEH program, the HWCDSB began to implement the Aboriginal Student Self-Identification Policy in September 2011 which will track the achievement of First Nation, Métis and Inuit students in provincial assessments, and will monitor their retention and graduation rates and advancement to post-secondary education. The policy finds its roots in the Ministry document, *Building*

Bridges to Success, and looks to support Aboriginal youth in their learning. The Shékon! Hello! literacy initiative incorporates reading materials from an Aboriginal perspective into primary classrooms and book rooms across the system and Aboriginal youth participate in Guiding Spirits, a student leadership program for Aboriginal youth created this past year.



SHSM Initiative

In June 2011 the Ministry of Education announced expansion of the Specialist High Skills Major (SHSM) Initiative, a program that allows students to focus on knowledge and skills of particular importance in a specific sector. New programs were offered at four Hamilton Catholic secondary schools, bringing the HWCDSB's total to 32 SHSM programs across eight sectors at seven secondary schools. The expansion will provide greater choice and access for a broader range of students in a number of pathway destinations. Since 2007, participation in SHSM programs has increased from four to 23 percent – 15 percent above the provincial rate. More than 1,000 students participated in SHSM programs in 2010-2011. Credit accumulations for these students was 98 percent. Data shows that 97 percent of females and nearly 93 percent of males in grade 11 have achieved their full complement of credits by the end of semester one. The data supports the positive impact that career-focused programs have on student achievement.

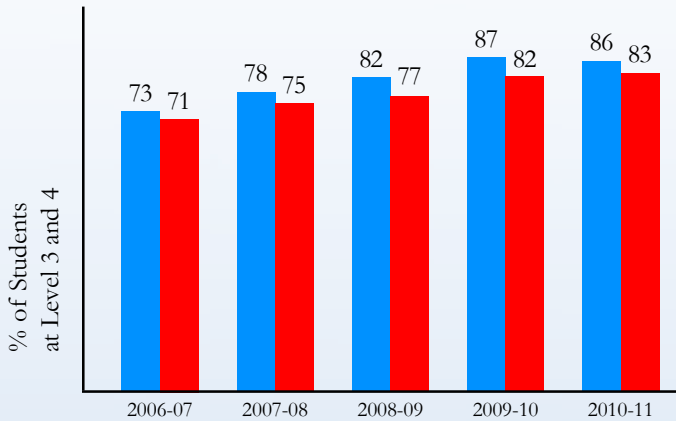
“Each Belongs”

The inclusive classroom environment, the hallmark of the HWCDSB's “Each Belongs” philosophy, remains a fundamental mainstay for students with physical, developmental, communications, gifted or behaviour exceptionalities in all grades. Functional strategies for teachers and support staff are provided to support the learning and genuine inclusion of students identified as exceptional. These students are also provided diverse opportunities within the school and in out-of-school activities, such as Work Place Experience, to demonstrate their interests and be included in the same activities as their abled peers. Peer mentors, Best Buddies and tutors also provide authentic peer relationships. The expanded use of technology to support and enhance student learning has enabled significantly more students with special education needs to achieve greater success, as evidenced in I.E.P. and EQAO results.

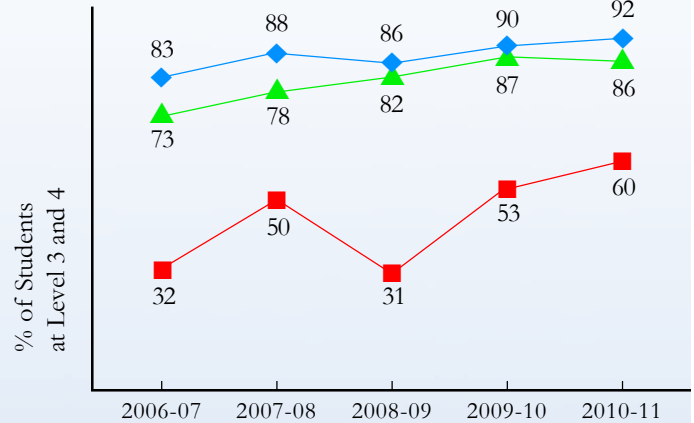
EQAO Grade 9 Mathematics Provincial Assessments



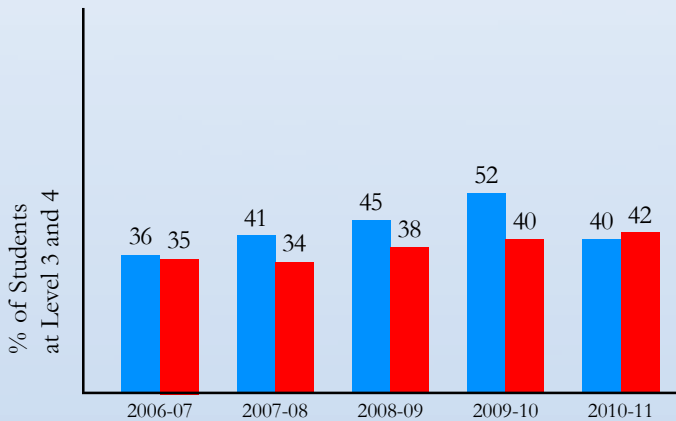
Academic Math



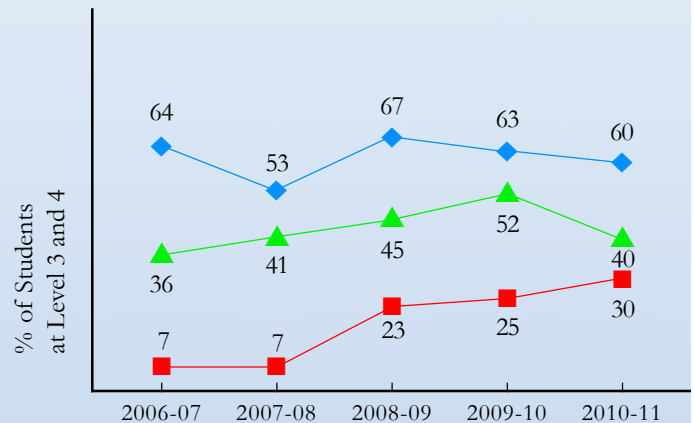
Highest/Lowest Provincial Average



Applied Math

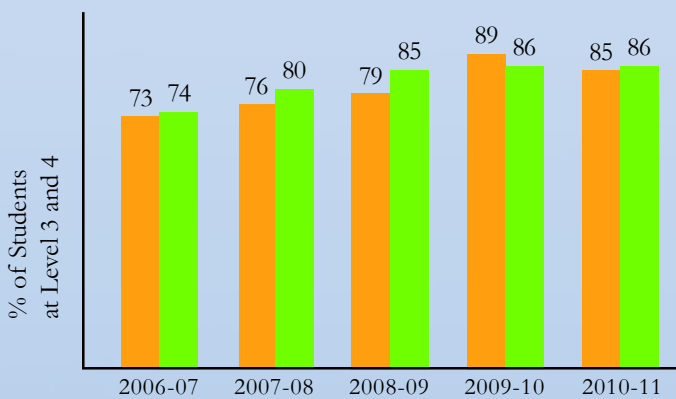


Highest/Lowest Provincial Average

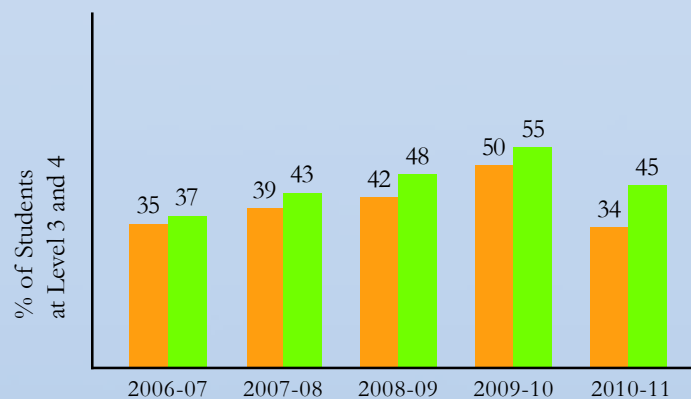


Results by Gender

Academic Math



Applied Math

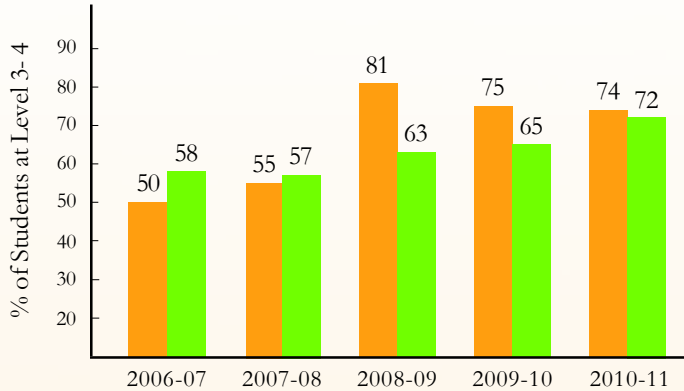


EQAO Grade 9 Mathematics Provincial Assessments

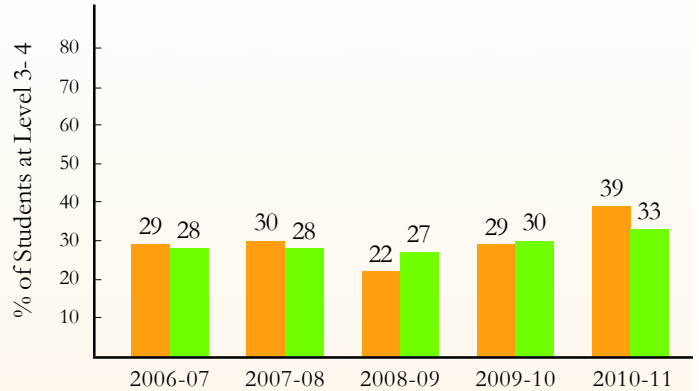
Students with Special Needs



Academic Math



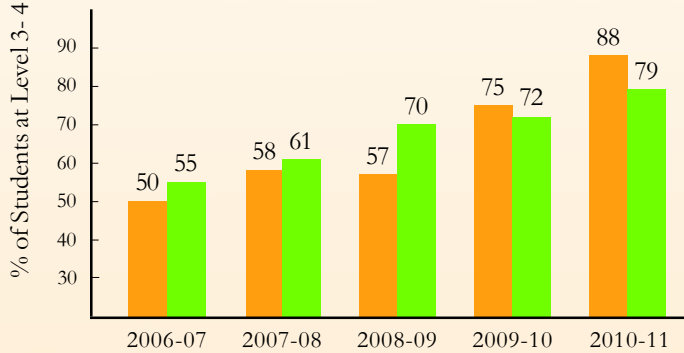
Applied Math



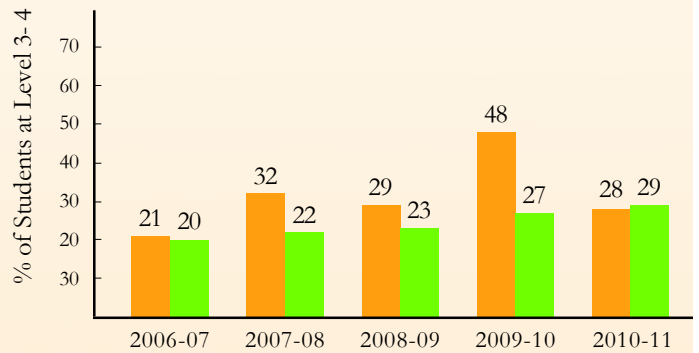
English Language Learners



Academic Math



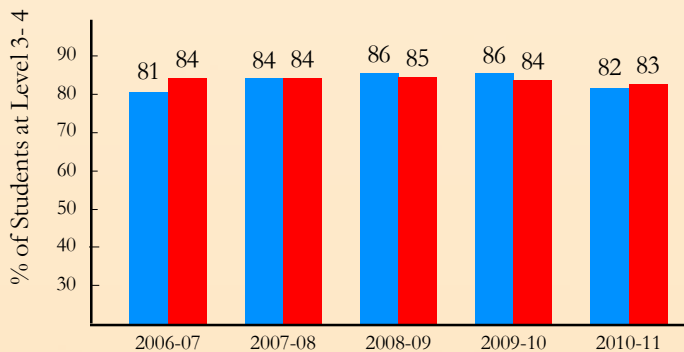
Applied Math



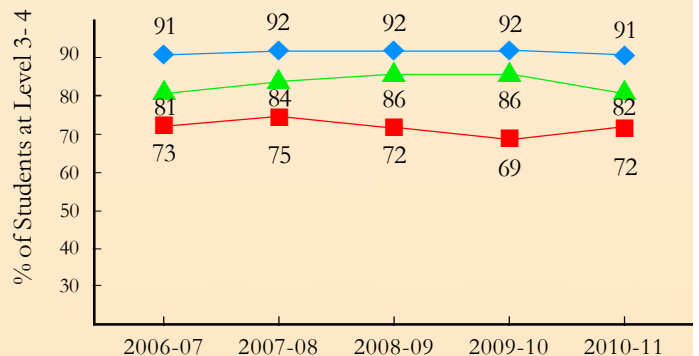
Grade 10 Ontario Secondary School Literacy Test Provincial Assessments



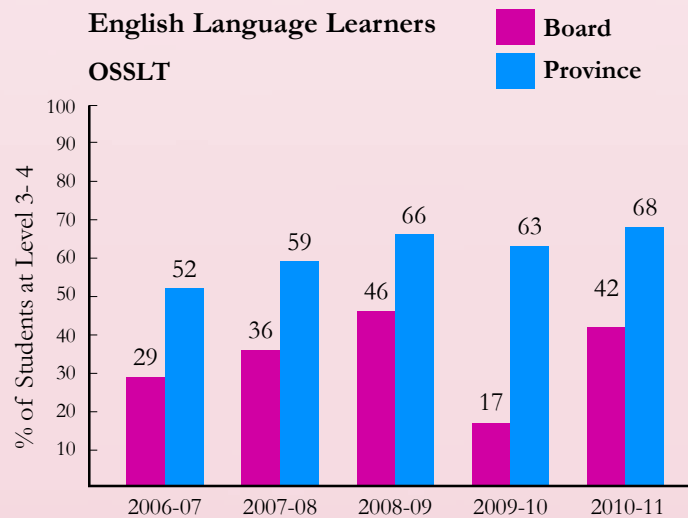
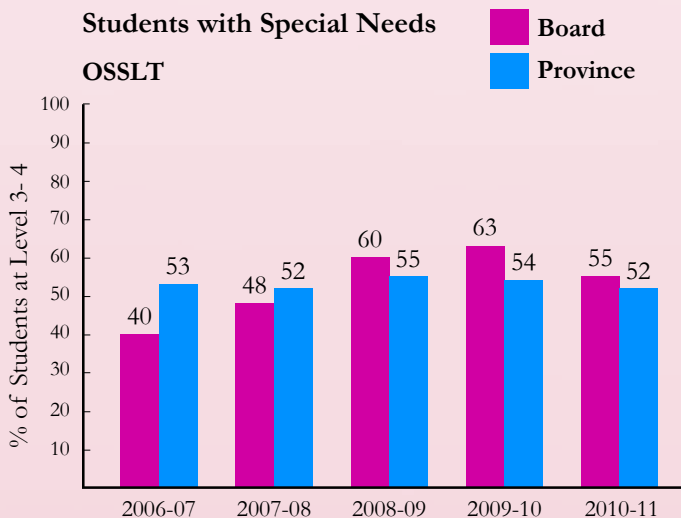
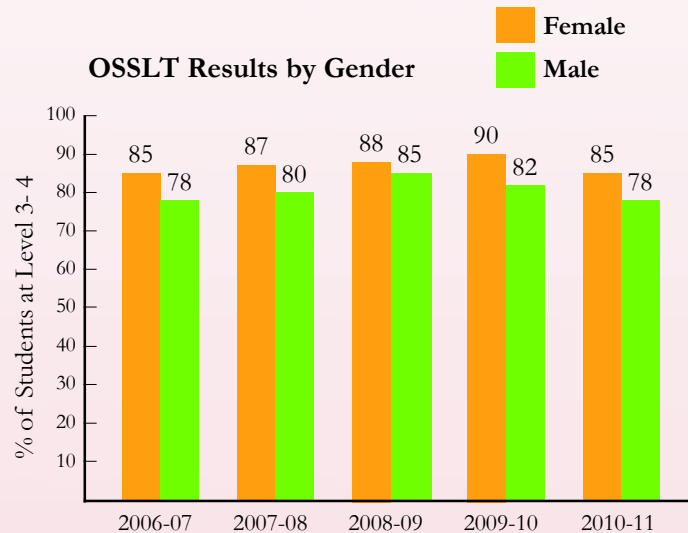
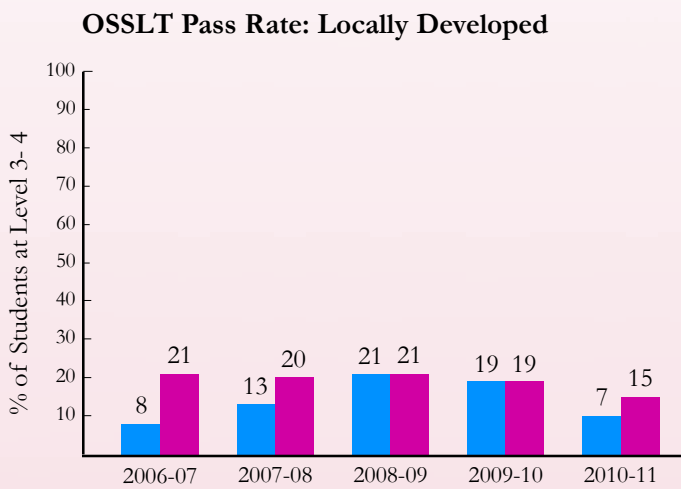
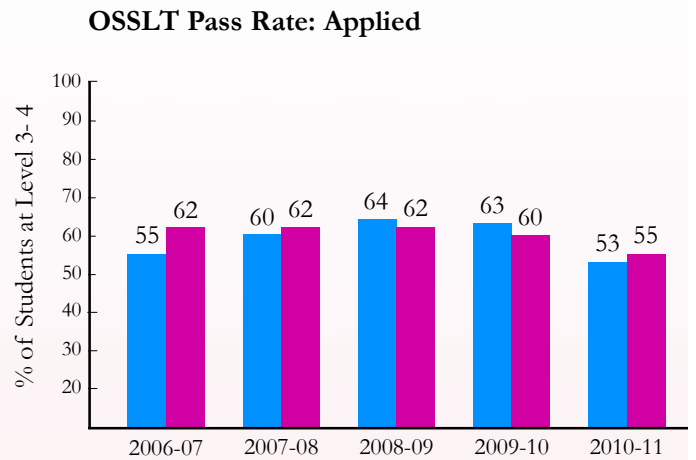
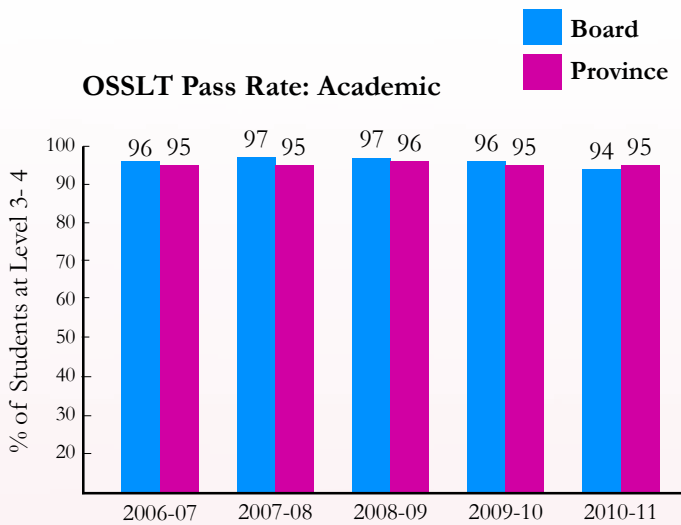
OSSLT Pass Rate: Students Writing Assessment



Highest/Lowest Provincial Average



Grade 10 Ontario Secondary School Literacy Test Provincial Assessments



Stewardship – Effective Management of Resources

Financial Overview

In June 2010, trustees of the Hamilton-Wentworth Catholic District School Board approved a balanced operating budget of \$309,873,313 and a capital budget of \$50,988,207 for the 2011-2012 school year. The budget supports the continuation of initiatives that facilitate and promote faith formation, religious education, improvement in student achievement, support for socio-economically disadvantaged students and schools, and excellence in academic and co-curricular programs.

Capital Projects

Capital projects for 2010-2011 included the new Immaculate Conception Catholic Elementary School in Ancaster, which opened in March 2011 to alleviate accommodation pressures in the west city. Built at a cost of \$12-million, the 2-storey 64,500 sq. ft. school features a state-of-the-art Learning Commons, Smartboards in every classroom, and hydration stations. In June 2011, St. Lawrence Catholic Elementary School unveiled its new additions at an official opening and blessing ceremony. The 75,000 sq. ft. school, which features a new double gymnasium, front foyer, offices, atrium and classrooms, will serve as a hub for the north end community. Other construction projects in progress included Holy Name of Jesus Catholic Elementary School, which opened in January 2012; Annunciation of Our Lord Catholic Elementary School, which will open in February 2012; and St. Thomas the Apostle Catholic Elementary School, slated to open in the fall of 2013.

Investments in capital additions for 2010-2011 totalled \$40-million – \$24-million for construction projects in progress and \$16.4 million for assets in service. Assets in service include land and land improvements (site acquisition for the new St. Thomas the Apostle Catholic Elementary School and Bishop Ryan Catholic Secondary School and costs associated with the artificial turf field at St. Thomas More Catholic Secondary School), buildings and moveable type assets.

School Renewal Projects

In its continued commitment to make schools better places to learn, the Hamilton-Wentworth Catholic District School Board invested \$3.2-million in school renewal projects in 2010-2011. Another \$1.6-million in School Conditions Funding will be used on capital improvements over the next year.

Artificial Turf Field

In September 2011, the Hamilton-Wentworth Catholic District School Board initiated its new artificial turf football field at St. Thomas More Catholic Secondary School – a first for a Hamilton high school – at the school's season opening game. The multi-purpose extended play field, built at a cost of \$1.5-million, will allow teams to practise and play despite changes in weather. The rubber surface also offers better safety and performance resiliency.

Sustaining Infrastructure

Measures have been taken over the past year to establish an audit committee in accordance with Ontario Regulation 361/10 to develop a standardized financial reporting process and

produce timely interim financial reports, develop an investment policy, implement new Ministry procurement and expense directives, increase efficiency of operational and renewal budget management, reduce energy consumption, eliminate access barriers, provide opportunities for staff professional development, and ensure a safe and respectful workplace for all employees.

Green Technology

Green technology is being used by the Hamilton-Wentworth Catholic District School Board in a call to ecological conversion as well as a teaching tool for students. In March 2011, the board installed 3kW vertical axis wind turbines at six of its secondary schools as well as two smaller 0.3kW hybrid solar turbine systems at Holy Name of Jesus and St. Matthew Catholic Elementary Schools through the Ministry's Renewable Energy Funding for Schools Initiative. The wind turbines enable students to study energy delivery and consumption while allowing the board to conserve energy and reduce costs. The HWCDSB is also exploring rainwater harvesting technology at Our Lady of Mt. Carmel Catholic Elementary School, enabling rain run-off from the roof to be re-used for toilet flushing in an effort to conserve water on a sustainable basis. In addition, the board has implemented a green bin composting program at thirty of its schools after a successful three-year pilot at St. Augustine and St. Lawrence Catholic Elementary Schools. The program will help the city realize its goal of diverting 65 percent of waste from Hamilton landfills.

Immaculate Conception Catholic Elementary School, Official Opening 2011





Hamilton-Wentworth Catholic District School Board
Believing, Achieving, Serving

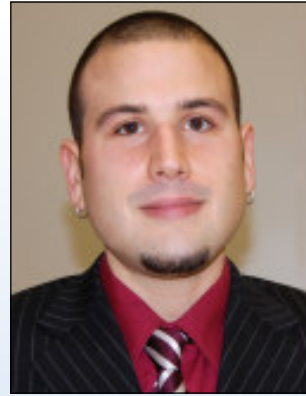
Board of Trustees 2011-2012



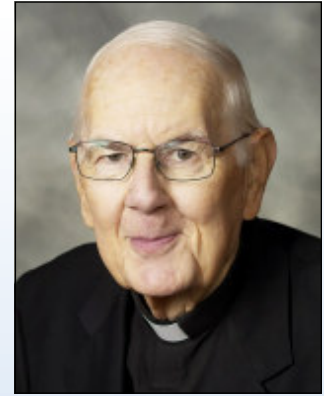
Mark Valvasori
Trustee, Ward 1 & 2



Ralph Agostino
Trustee, Ward 3 & 4



Sam Agostino
Trustee, Ward 5



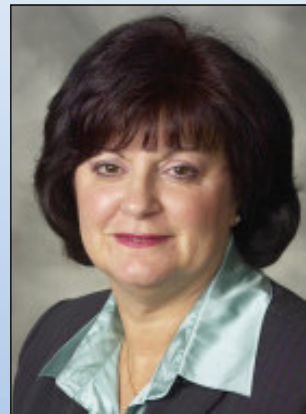
Rev. Kyran D. Kennedy
Trustee, Ward 6



Patrick J. Daly
Chairperson of the Board
Trustee, Ward 7



John Valvasori
Trustee, Ward 8



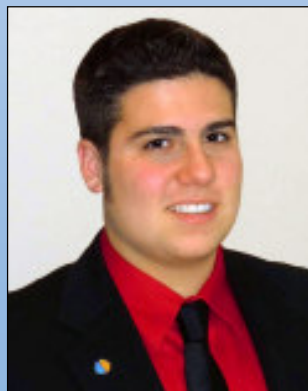
Mary Nardini
Vice-Chairperson of the Board
Trustee, Ward 9, 10 & 11



Paul DiFrancesco
Trustee, Ward 9, 10 & 11



Carolyn Cornale
Trustee, Ward 12, 13, 14 & 15



Daniel Mariella
Student Trustee

Governance

The Board is governed by nine Catholic school trustees who are accountable to Catholic ratepayers for, among other responsibilities:

- establishing the school system's mission and vision;
- approving curriculum guidelines for Catholic schools;
- establishing the annual budget;
- developing policies to ensure the efficient operation of the Board;
- determining the type, size and location of schools.