

Director's Annual Report 2012



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way ~ Rejoicing in Our Journey

A Message from the Director



In a recent talk on leadership and the virtues, Cardinal Thomas Collins spoke about the importance of guarding that zeal we have for the work we do. Not only guarding it, but feeding it, too. It's important because zeal for what we do is the engine that drives us forward, sometimes through the muck and mire of our day to day realities.

But how do we stay motivated? And who is responsible to keep us moving forward? The answer to both questions is that we are responsible ourselves. It's up to you to keep you motivated and me to keep me motivated.

It really is that simple.

I think that is one of the most important things we can teach our children. In point of fact, it is the secret to much of their future happiness. What motivates most of us is a worthwhile goal, something that is audacious, but that we

believe we can attain. Something that pushes us outside of our comfort zones, that makes us reach.

So how do we go about achieving goals like that? As parents, we need to discuss the topic with our children. Ask them, "What do you want to be? What do you want to do?" Then talk about how they can make it happen. What skills are needed? What steps must be taken to get there? Help them gauge how passionate they are about reaching their goals. Help them discern what the final outcome might be and why that is desirable for them.

The Craig Kielburger story is one that is inspirational because it is about a boy who sees an injustice in the plight of child labourers, draws the world's attention to it and then goes on to establish the *Free The Children* foundation. Passionate and supportive parents (and teachers) helped drive that young man and his brother to change the world for the better.

Too often, the work of great artists, athletes, politicians, entrepreneurs, philanthropists, writers, etc., is chalked up to some innate ability — the prodigy gene. That of

course lets the rest of us off the hook, because we don't have the creative, political, business or athletic gene. Everyone loves an excuse!

Even if there were such a gene, you could drive a truck through the gap between potential and actual achievement. The fact is, that studies of so-called prodigies have found that they have a great deal in common with one another — they are driven, they practice relentlessly, they strive always to attain a greater goal and they are able to set aside immediate gratification.

There are world chess masters who would score below average on an IQ test; however, because they have worked countless hours at memorizing thousands of past chess games and strategies, they surpass others at the game, regardless of innate ability.

There are some people we think of as obvious prodigies, such as Mozart, Gretzky or Woods. But even they don't support the innate ability argument. Do the research and you will find that all or most of the elements that I cite in this paragraph are present in their development.

I have recently read several books on this topic — *The Outliers*, *Talent is Overrated*, *Imagine* and

Moonwalking with Einstein. However, it wasn't any of them that inspired me to write this piece; rather, it was a comment made by a friend about her child.

The child wants to graduate from high school, work for a year at Disney World, then go to Harvard.

The comment didn't phase me one bit — no smirk, no chuckle. I just nodded my head in support. With a 95 per cent average, a very strong work ethic, a desire to succeed, great social skills, a capacity to delay gratification and two parents who are faith-filled and supportive, it would be difficult for me to envision a circumstance where she would not meet those goals.

Have the goal-setting conversation with your children. Give them the gift of a future story, something to look forward to, to strive toward, a chance to be better than who they are now.

A future story is also a cornerstone of good mental health. Working towards bold and daring goals helps build capacity to rebound from failure — in other words, it teaches our kids how to build resilience.

Paul Wubben
Director of Education

Events and Milestones

Lisa Williams Honoured with Premier's Award for Teaching Excellence

St. Clair Catholic District School Board Grade 1 teacher Lisa Williams was one of five recipients of the "Teacher of the Year Award," which is one of the categories of excellence recognized by the *Premier's Awards for Teaching Excellence*.

Ms. Williams teaches

at Our Lady of Fatima Catholic School.

She was honoured for her innovative and inspiring use of technology and unique learning materials in the classroom. She is also active in the development of the school's education improvement plans and coaches the Our Lady of Fatima cross country,

track and field and dance teams.

The *Premier's Awards for Teaching Excellence* were created in 2006 to celebrate excellence in Ontario schools and to recognize individuals who make an extraordinary difference in the lives of students.

Awards were given in eight categories.



Canadian Olympic Star Visits St. Joseph in Corunna

It was Derek Drouin Day at St. Joseph Catholic School in Corunna, when the Canadian Olympic bronze medalist made a return visit to his former school to speak to students and staff.

Derek was a bronze medal

winner for Team Canada in high jump at the Summer Olympics in London in 2012.

"We had a terrific celebration and the students really enjoyed meeting him," says Jean Mantha, Principal of St. Joseph Catholic School.

Renée Zarebski Honoured with 'Champions of Inclusion Award' for 2012

The University of Western Ontario's Centre for Inclusive Education recognized St. Clair Catholic's Renée Zarebski with its annual *Champions of Inclusion Award* at its 2012 conference.

The award was developed in 1999 to recognize, celebrate and highlight educators who live, breathe and implement Inclusive Education. They are professionals who reflect a positive attitude about the

worth, value and ability of all students. They celebrate students learning together with their age appropriate peers in regular classroom settings and participating in all aspects of the life of their schools. They also help all students to become contributing citizens and valued community members.

In addition to her work as a Special Education Program Resource

Consultant for the Board, Renée also sits on a number of community committees and was recognized provincially, when she was seconded for three years to work for the Ministry of Education on the development of the *Connections For Students with ASD* school transitioning program. Recently, she was chosen to sit as a member of the provincial writing team for the *TeachAble* project,



which is working to create a positive, long-lasting impact on education in the province of Ontario, through building a culture of accessibility for all students and stakeholders.

Shannon Thunderbird Visits St. Matthew Catholic School

Students at St. Matthew Catholic School in Sarnia got to experience Canada's First Nations culture in an interactive "show and tell" presentation called *Spirit Thunder*.

Spirit Thunder's founder, Shannon Thunderbird, has been bringing her presentation to schools all across Canada since 1991.

Through *Spirit Thunder*

students are able to handle a number of artifacts and sacred objects, such as a medicine wheel, eagle feathers, dream catcher, turtle shells and animal furs. In addition, authentic Native hand drums and shakers are available for students to use, as they learn songs in original indigenous languages.

Shannon Thunderbird also visited six other St. Clair Catholic schools during her time in Sarnia-Lambton.



St. Clair Catholic Schools Help Fill Local Food Banks

St. Clair Catholic students and staff helped local food banks with generous donations of non-perishable food items, through a partnership with Farm Credit Canada's *Drive Away Hunger* campaign.

FCC's *Drive Away Hunger* is made possible through a partnership with FCC employees, provincial and local

food banks and community partners, like our Catholic schools.

In addition, the annual *Halloween For Hunger* at UCC, *Irish Miracle* at St. Patrick's and *Cyclone Aid* at St. Christopher were successful campaigns, which provided much needed assistance to local food banks.

St. Christopher Catholic Secondary School Student Raises Money for Teen Suicide Awareness

A St. Christopher Catholic Secondary School student raised more than \$5,200 for the Lambton County Suicide Prevention Committee.

"When I was asked to participate in this year's Kingdom Assignment Project at St. Christopher Catholic Secondary School, I immediately knew what I would do with the money, even before I was sure how I would raise it," says Emma McCann.

"This project was my personal way to help combat suicide. It was something I could do, a

small way I could make a difference; and have a chance to raise awareness, too."

Emma presented a cheque to the Lambton County Suicide Prevention Committee and received the thanks of the organization.

Emma's painting, entitled *The Ties That Bind*, has sold more than 300 printed copies. It depicts a bird and a hand connected by a string. Emma says the bird symbolizes someone trying to flee their life, but it's the string, symbolizing family, which encourages people to hold on.

"The ties that hold you back are the things that matter to you," she says.



Student Success

Improving Outcomes for Students in Elementary School

- **Network Learning Communities** — Schools continue to work in network communities, as the 26 elementary schools are divided into three networks, each led by a superintendent. These networks support professional learning as descriptive feedback provided through the network and helps shape next steps in school improvement.
- **Principal Learning Teams** — Principals work in learning teams to support professional learning and continue to build capacity as instructional leaders, learning with and from each other.
- **Teacher Professional Learning** — Educators and principals participate in collaborative inquiry, rooted in the most critical student learning needs. Educator teams work collaboratively to examine evidence of student learning and gaps that occur. Student learning needs act as a catalyst for needs in teacher learning. Teachers then explore strategies to support student learning and improve student achievement. The principal plays a key role in this job-embedded professional learning experience, learning with the teachers and supporting co-planning, co-teaching and co-reflecting within the collaborative inquiry cycles.
- **Elementary Curriculum Team** — School-based support for teachers and principals is provided through the Curriculum Team and is based on identified school needs.
- **Reading Intervention** — Reading intervention blocks are provided through the Curriculum Team at multiple sites throughout the system for Grade 1 and 2 struggling readers.
- **Phonological Awareness Screening** — Students are screened to identify and track emergent literacy skills in Kindergarten and Grade 1. Screening results give educators and speech and language pathologists specific short term goals for whole class and small group instruction, to support precise teaching strategies to meet the developmental needs of all students.
- **Literacy and Numeracy Focus** — All primary educators participate in collaborative inquiry cycles, which examine primary reading to improve student achievement in reading. Teachers from all divisions participate in similar cycles in the area of numeracy. These explorations are framed by particular student learning gaps and determine strategies to improve achievement for all students.
- **Tutoring** — Many elementary schools offer tutoring in primary reading. Tutors receive specific training to support struggling readers using a variety of research-based strategies.
- **Assessment for Learning** — Schools are exploring learning goals and success criteria to support students in developing clear understanding of what they are learning, why they are learning it and what they need to do to demonstrate they have learned it.
- **Full Day Kindergarten Implementation** — Full Day Kindergarten educators participate in professional learning communities to support the implementation of effective programming in Full Day Kindergarten classrooms. Pedagogical documentation is an area of focus as educators explore strategies to make student thinking and learning visible, including the application of technology to support documentation.



Improving Outcomes for Students in Secondary School

- **Student Success Teachers and Teams** — Grade 9 at-risk students in each secondary school are supported by a Student Success Teacher who reviews the information provided by the Grade 8 teachers, collaboratively prepares a transition plan and program for each of them with the school Student Success Team and provides continuing support throughout the school year. They also monitor and support at-risk students in all other grades. “Taking Stock” reports are completed each year as a monitoring tool to ensure that the students are successful in their credit attainment. School teams meet on a regular basis to discuss progress of individual students to ensure that they are provided with the appropriate support in the schools.
- **Student Achievement Teachers** — Two teachers provide support for their colleagues in the areas of literacy, formative assessment and student engagement. They support the implementation of the Ontario Comprehension Assessment and assist teachers in developing intervention strategies for students who are lagging in any of the targeted skills. They also assist students in the preparation for, and completion of the OSSLT.
- **Secondary Numeracy Support Teacher** — One teacher provides support for our mathematics teachers in our three secondary schools, through co-planning and co-teaching in the classrooms and promoting effective instruction in mathematics. Teachers are also provided support in effective uses of technology in the mathematics programs. This teacher also co-chairs our Math Learning Council.
- **Grade 7 and 8 Numeracy Support Teacher** — One teacher provides support for our Grade 7 and 8 teachers through co-planning and co-teaching in the classrooms and promoting effective instruction in mathematics. This teacher also co-chairs our Math Learning Council.
- **Ontario Comprehension Assessment** — This assessment is administered twice a year to all Grade 9 students. This diagnostic tool provides teachers with achievement levels of seven key literacy skills, which can then be the focus of targeted intervention for these students. After-school tutoring in literacy skills is provided for the students who need additional support.
- **After School Literacy and Numeracy Support** — At-risk students are encouraged to attend one hour sessions after school for additional support with literacy and numeracy skills. Tutors provide individual support based on the information provided by the classroom teachers.
- **Specialist High Skills Major** — These programs offer students the opportunity to specialize their course selections according to their interests for future careers. Numbers of students taking these courses continue to increase each year. Ten programs continue to be offered in our three schools:
 - ◇ St. Christopher — Arts and Culture, Health and Wellness, Information and Communication Technology
 - ◇ St. Patrick’s — Construction, Health and Wellness
 - ◇ Ursuline College — Arts and Culture, Environment, Health and Wellness, Manufacturing, Non-Profit
- **Building Capacity for Administrators** — To assist our administrators in their roles as instructional leaders, professional development opportunities on the components of effective instruction are provided through our Cluster Meetings.
- **Link Crew Programs** — This program, implemented in two of our secondary schools, provides student mentorship for Grade 9 students to help them develop a sense of belonging and ease their transition into secondary school.
- **At-Risk Co-operative Education** — For at-risk students who require more support in successfully completing co-operative education credits, a co-op teacher at one of our secondary schools provides this individualized monitoring and guidance.



- **Blended Learning and e-Learning** — Twenty-three schools and 127 teachers are now participating in the Blended Learning Initiative, using the online learning management system, Desire 2 Learn. Teachers are provided with in-school support by the board e-learning contract and have attended several professional development sessions throughout the year. E-learning courses are continuing in our schools, providing opportunities for students to have access to courses that are not offered in their own buildings.
- **Homework Help** — This free, online math tutoring program for Grade 7 to 10 students is accessed regularly in our Board. Ontario certified teachers are available from Sunday to Thursday evenings to assist students. Teachers, parents and students have access any time to the various videos, games and archived tutoring sessions that are available on the site.
- **Supports for Aboriginal Students** — Funding for various supports and cultural awareness events continues for our Aboriginal students. A First Nations Leadership Club has been established in one of our schools. In addition, students have attended leadership camps, several trips to Aboriginal education sites and mission sites were arranged, resources were purchased to promote cultural awareness for every school and cultural activities, such as drum making, were provided. David Bouchard, an Aboriginal author, has also visited some of our schools. Brochures for self-identification by Aboriginal students have been sent to each school.
- **Dual Credits** — Students continue to attend classes at St. Clair College and Lambton College, to obtain credits in both the secondary program and the college program. Examples of these courses include Welding, Baking and Pastry, Hairdressing, Electrical Installation, Web Design, Photojournalism, Professional Computer Applications and Heating and Cooling Systems, to name a few.
- **Professional Development for Teachers** — Teachers are supported in the implementation of effective instruction strategies for all students through incorporating literacy, numeracy, assessment and technology strategies. Teachers meet in professional learning cycles, during PD days and during workshop sessions specifically prepared for these topics. Department heads meet throughout the year to build capacity in their roles as curriculum leaders.
- **Mental Wellness Programs** — Our teachers and students participate in training for programs such as *iMatter* and *Safe Talk*, which provide support for students who are struggling with mental health issues and provide direction for assistance from outside agencies.
- **Alternative Education** — Two sites are provided for students who are not successful in the traditional school setting. Students are supported individually in completing their courses by a secondary teacher and educational assistant with the goal of an eventual return to the regular classroom. The secondary school continues to monitor their success and the guidance teachers, administrators and social workers provide supports as needed.
- **12 and 12+ Re-engagement Support** — Each summer, a teacher or support staff member is hired to connect with those students who have left our schools before completing their graduation requirements. An individualized plan is prepared for the students who agree to return to our schools — either in the traditional setting, the Alternative Education sites, the School Within a College site, or through correspondence courses.
- **School Within a College Program (SWAC)** — Students who are not successful in the traditional school setting, but are within reach of graduation (22 credits or more) can attend Lambton College for courses taught by a secondary teacher and also take Dual Credits at the college. A similar program in Chatham-Kent will be provided in 2013-14.
- **Cross Panel Math Learning Council and Literacy in Action Committee** — These two cross panel committees consist of Grade 7 to 12 teachers who meet regularly to address the learning needs of the adolescent learner, in mathematics and in literacy. Greater awareness of the instructional strategies used in both panels assists teachers in their approaches to student learning. Co-planning and co-teaching continues to be a focus for both groups.

Improving Outcomes for Students with Special Needs

- **Phonological Awareness Screening** — Speech-Language Pathologists and Program Resource Teachers administered the phonological awareness screening to every student in Senior Kindergarten. In October, Kindergarten teachers attended planning meetings along with the Principal, Program Resource Teacher and Speech-Language Pathologist. At this meeting, the class profile was analyzed and used to develop programs for all students with skills ranging from at-risk to advanced. Reassessment of all students was completed in April to track progress and devise next steps.
- **Mathematics Professional Development** — Professional development and training related to improving the quality of mathematics instruction was provided to Program Resource Teachers. *First Steps in Math* training was delivered to enhance mathematics knowledge and pedagogy and provide best practices in the area of math instruction.
- **Assistive Technology for Students, Parents and Staff** — Assistive technology training was provided to students, parents and staff in our schools. The itinerant technology teacher provided hands-on training in the use of technology, such as word prediction software, text-to-speech and speech-to-text software.
- **Tell Them From Me Survey** — In May, an anti-bullying survey was administered to all secondary school students and elementary students from Grades 6 to 8, to gather information pertaining to bullying. Individual school results were used by Principals and their Safe Schools teams as part of the school improvement planning process focused on the creation of a caring school culture.
- **Mental Health Presentations** — Board Child and Youth Workers and Social Workers have been presenting mental health information at staff meetings, to assist school teams with their understanding of mental illnesses, such as anxiety, depression and bipolar disorder. Understanding the facts about mental illness helps to reduce stigma and improve outcomes for children and youth.

Programs for Students Unable to Attend Regular School

- **Positive Alternative to School Suspension (PASS) Program** — The PASS Program provides an alternative to home suspension for youth in Grades 7 to 10. The program provides academic support to students through one-on-one tutoring, supervised homework support 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.
- **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.
- **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.

Improving Student Learning and Achievement Through Special Education Programs

- **Congregated Days for Deaf and Hard of Hearing Students** — Results of our program review in Special Education revealed that students who are deaf and hard of hearing felt a sense of isolation because of their limited opportunities to interact with other students with the same exceptionality. As a result, congregation opportunities are provided throughout the school year.
- **Hearing Awareness Workshops** — These workshops occur twice yearly in conjunction with the Robarts Provincial School and are open to parents, teachers and support staff. Through hearing loss simulations, these workshops



provide opportunities for people to understand the challenges faced by our students, who are deaf and hard of hearing. Practical strategies are demonstrated to assist teaching staff and parents to better meet the needs of these students in the classroom and at home.

- **Teacher Leading Learning Project (iPads)** — Students with Autism Spectrum Disorder in our Autism Transitional Classroom and students with developmental disabilities in our Life Skills Program are involved in projects using iPad technology to augment communication skills and enhance literacy and numeracy skill development. Data is gathered to determine the impact of the technology on students achievement.

Equity and Inclusive Education

The St. Clair Catholic District School Board will focus on providing opportunities for students, teachers and administrators to participate in equity and inclusive education programs, which will increase the awareness of Aboriginal perspectives in the classroom. Such resources were developed and chosen in partnership with Aboriginal educators and are in support of a series of workshops that have been offered to all teachers in the 2011-2012 school year. It is important that FNMI resources are used in the classroom, so that students see themselves reflected in the curriculum.

Through our partnership with the local Aboriginal communities, a greater recognition of the effect of residential schools upon our First Nations Communities has become an important part of classroom discussion in our schools. To that end, we have purchased *A Stranger At Home: A True Story*, by Christy Jordan-Fenton and Margaret Pokiak-Fenton. This is a sequel to the mentor text *Fatty Legs*. This text explores the effects of residential school experiences on young people in our First Nations communities.

During the 2011-2012 school year, the St. Clair Catholic District School Board has focused on the following three initiatives:

1. FNMI clubs have been created at our secondary schools to promote leadership communities and awareness of Aboriginal culture in the community.
2. Resources have been purchased to support arts and culture appreciation at our secondary schools.
3. Author David Bouchard has visited several schools and conducted parent literacy events stressing the importance of literacy in the home.



Community Partnerships

Working with Community Stakeholders to Help Make Schools Safer and Improve Student Health

Threat Assessment Training Helps Keep Schools Safe — School staff from both St. Clair Catholic and the Lambton Kent District School Board, along with police, community mental health professionals, probation officers and other community partners from Chatham-Kent and Sarnia-Lambton, took part in a two-day threat assessment training program. The training, which focuses on strategic interviewing of key individuals in the threat assessment process, including threat makers and targets, is aimed at helping make our schools and communities safer.



To date, the Chatham-Kent and Sarnia-Lambton communities have held seven Level I training sessions since September 2011. The most recent Level II threat training involves more than 120 participants. The participation of multi-level community organizations assists in the review and sharing of relevant information and a collaborative response, which is broad-based and makes use of a wide range of expertise.

The training is facilitated by Kevin Cameron, who is a board certified expert in traumatic stress. In partnership with the RCMP behavioural sciences unit, he developed Canada's first comprehensive, multi-disciplinary threat assessment training program. He trains crisis response teams both nationally and internationally and consults with schools and communities.

Mr. Cameron has also worked with the U.S. Department of Education, the U.S. State Department and the U.S. Secret Service in helping to develop a protocol for schools to prepare for and respond to terrorist attacks.

Youth Mental Health Partnership — In 2012, St. Clair Catholic, in partnership with the Lambton Kent District School Board, convened the Youth Mental Health Partnership, which is a roundtable of youth mental health service providers in Chatham-Kent and Sarnia-Lambton. The purpose of the roundtable is to improve communication and awareness, both among the partners and in the greater community.

In October, the Directors of Education, with the support of the partnership, invited Dr. Bruce Ferguson, a recognized expert in the field of youth mental health, to speak with secondary school students. Dr. Ferguson's remarks followed incidents in both ends of the district, when school communities were touched by the loss and pain of suicide. He offered students real and practical steps to help them recognize when they, or their friends, need help.

Photo (R-L) Paul Wubben, Director of Education, St. Clair Catholic; Dr. Bruce Ferguson; Gerri Brown, Principal, Ursuline College; and Jim Costello, Director of Education, Lambton Kent District School Board.



Student Nutrition Partnerships Provide Healthy Snacks — Student Nutrition Programs in both ends of the district provide healthy and nutritious breakfasts, lunches and/or snacks to all students.



Volunteers work to provide nutritious meals in the schools, which improve the learning capacity, health and well-being of more than 5,000 students.

The programs also run special events throughout the year, including the *Great Big Crunch*, in which students take a simultaneous big, loud, crunchy bite out of apples, donated by the Student Nutrition Program.

Last year, more than 112,352 students participated in the *Great Big Crunch* across Canada.

The *Great Big Crunch* event is funded by the Ministry of Child and Youth and the local Student Nutrition Programs.

Innovation in the Classroom

Supporting Student Learning with Technology

Bring Your Own Device — In May, the St. Clair Catholic District School Board launched a Bring Your Own Device (BYOD) pilot project at St. Philip Catholic School in Petrolia, for Grade 5 to 8 students; and a second pilot project for staff at St. Christopher Catholic Secondary School, Sarnia. Based on the results, the Board began moving forward with the expansion of both BYOD and wireless technology in schools across the district. By the end of December 2012, BYOD had expanded to more than 95 per cent of schools; and wireless technology is available in 100 per cent of schools.

BYOD allows students to bring their own iPods®, iPads®, tablets, netbooks and laptops into the classroom. Research shows that greater familiarity and availability of technology will increase student motivation and enhance student learning. However, students who do not currently have their own devices will continue to have access to the Board's excellent quality school-provided equipment. BYOD is part of the Board's commitment to move staff and students forward in a 21st Century learning environment, which recognizes the important role of technology in research, collaboration and communication.



Students Have Conversations with Canadian Authors Using

Skype — Students in Brandon Vadovic's Grade 7 and 8 class at St. Joseph Catholic School in Tilbury spoke with Canadian author Jo Treggiari, using Skype technology. Ms. Treggiari is the author of two books — *The Curious Misadventure of Feltus Ovalton* and *Ashes, Ashes*.

Students spoke to Ms. Treggiari about how her personal experiences influence her writing; how, as an adult, she is able to write for a young audience; and whether pop culture impacts her writing. Mr. Vadovic's class has used Skype technology on a number of occasions to speak to authors.

"The technology opens doors for our students, giving them direct access to the people who are writing the books they are interested in reading," says Mr. Vadovic. "Skype has been an effective tool in helping us to bring these authors into our classrooms."

\$3,500 Grant from "Build-A-Bear" Foundation Provides iPads for Classroom Literacy Project

— The Build-A-Bear Foundation awarded a \$3,500 grant to Daniel Rolo's Grade 7 class at Our Lady of Fatima Catholic School. The money has been used to purchase iPads® for a school literacy project. The Build-A-Bear Foundation is a charitable organization, which supports literacy programs in schools.

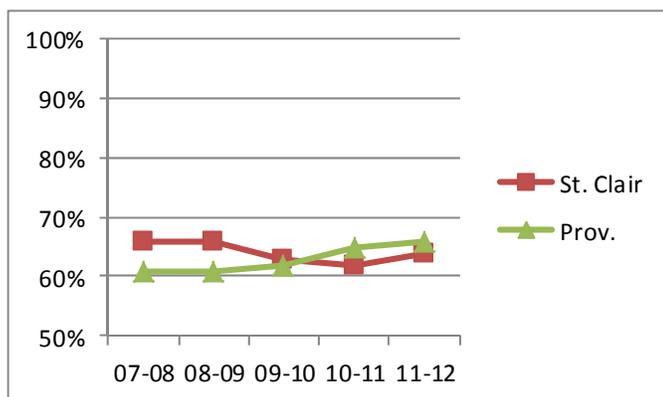
Seven iPads® have been purchased with the Build-A-Bear grant, which will augment the current classroom compliment of devices and electronic copies of books.

"This equipment is helping to re-engage some students who prefer to use technology rather than books, pencils and paper," says Mr. Rolo. "By using electronic devices, they become more active in class and more eager to learn."

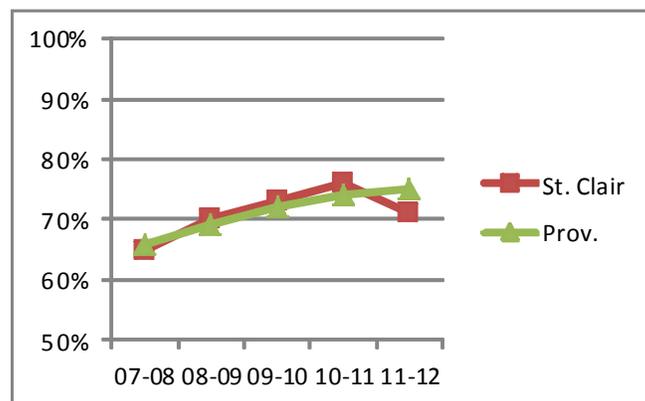


EQAO Data *Tracking Student Success in St. Clair Catholic*

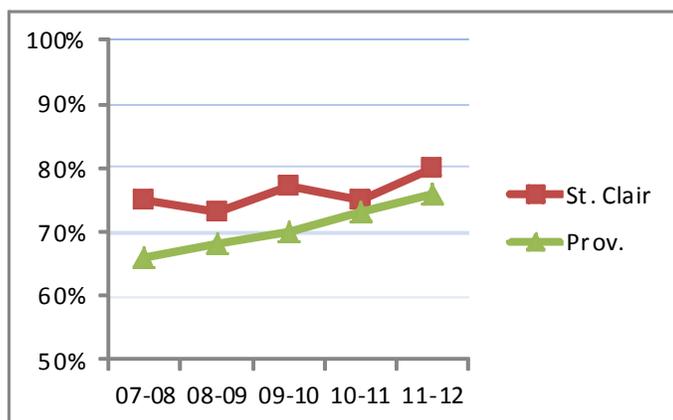
Results show that student achievement is strong; however, it is always important to remember that EQAO is just one statistical indicator of student achievement and that results should be viewed over time and in correlation to other student success data. Each year, results from the assessments, along with other student achievement data, are analyzed and used to develop improvement plans under the direction of the Catholic Curriculum 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 EQAO.



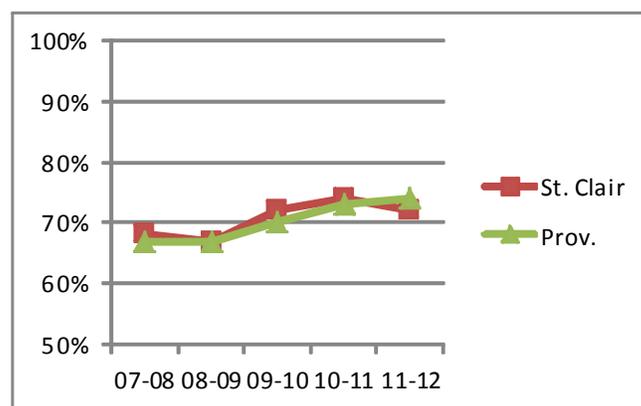
Grade 3 Reading



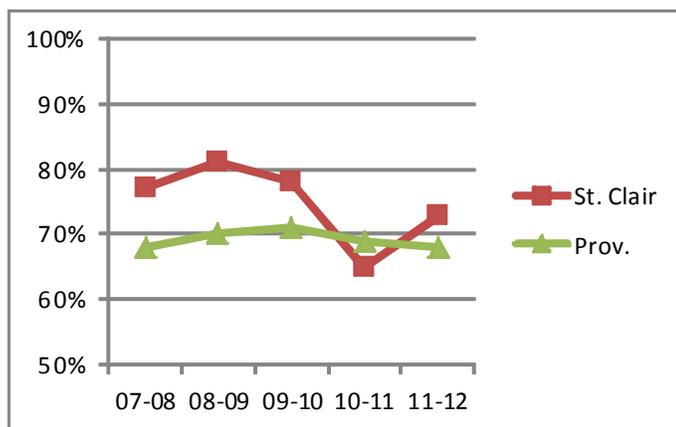
Grade 6 Reading



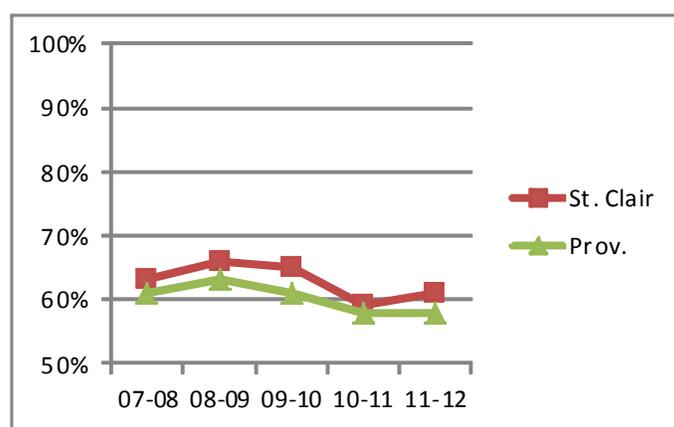
Grade 3 Writing



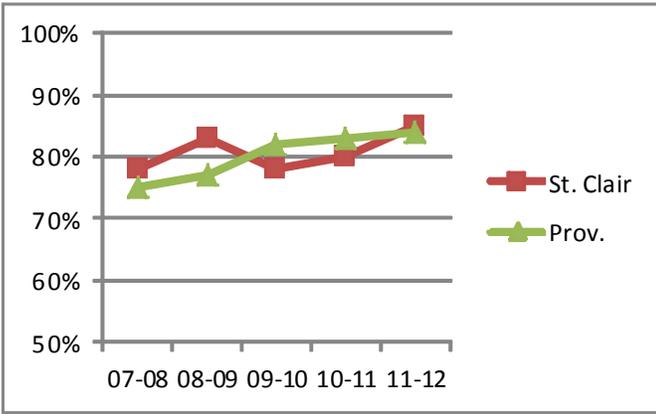
Grade 6 Writing



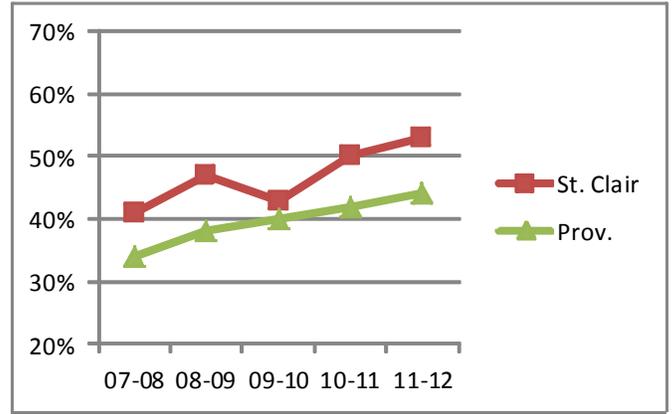
Grade 3 Math



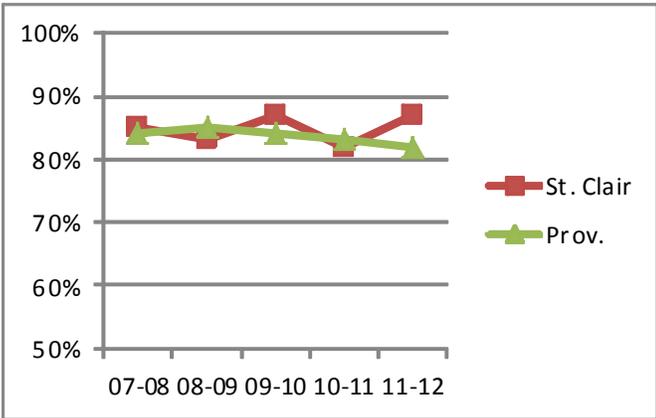
Grade 6 Math



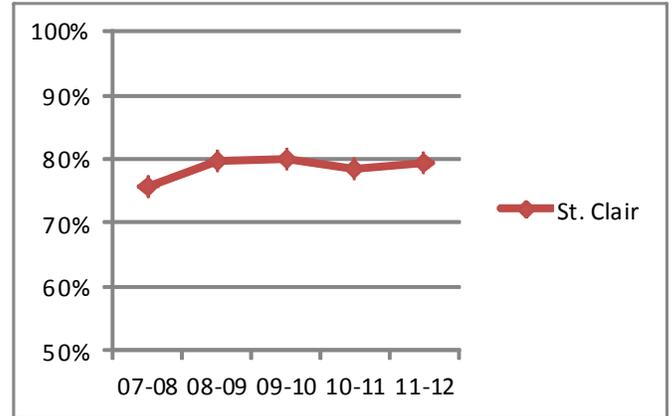
Grade 9 Math – Academic



Grade 9 Math – Applied

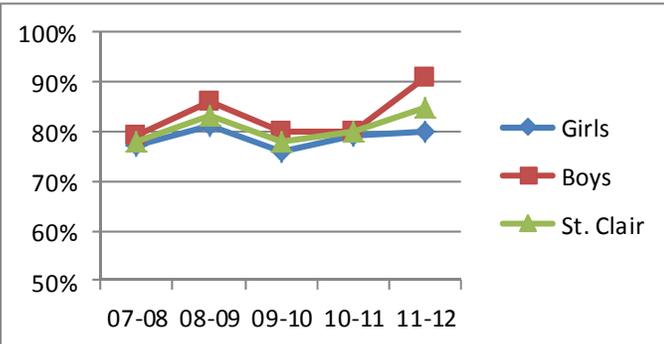


Grade 10 Ontario Secondary School Literacy Test

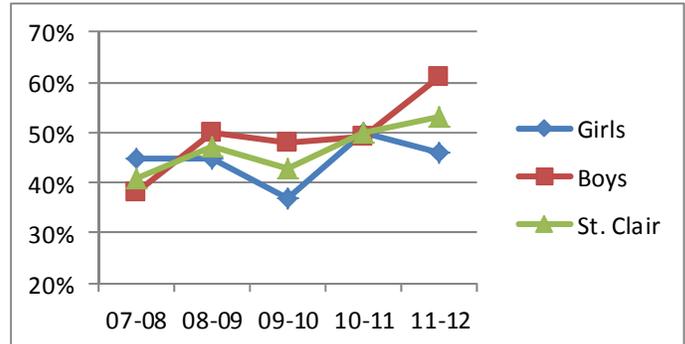


Credit Accumulation

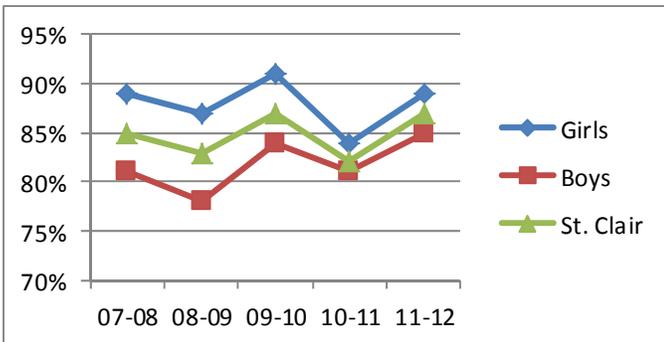
Gender Specific EQAO Results – Secondary School Students



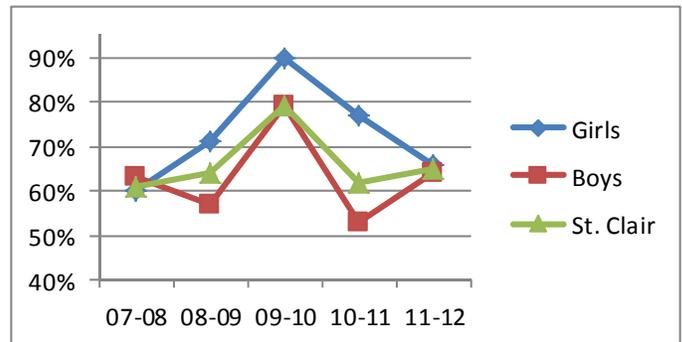
Grade 9 Math – Academic



Grade 9 Math – Applied

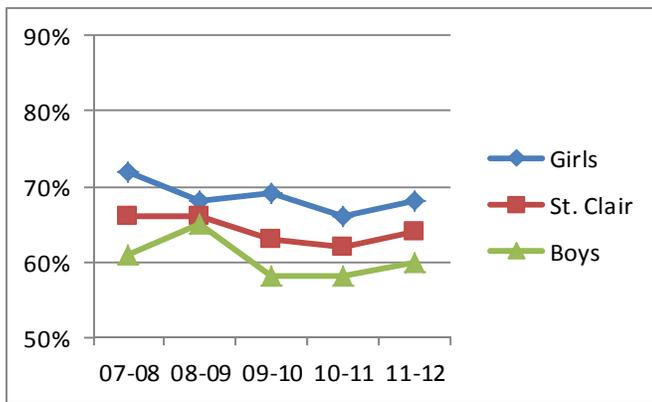


DSSLT – First Time Eligible

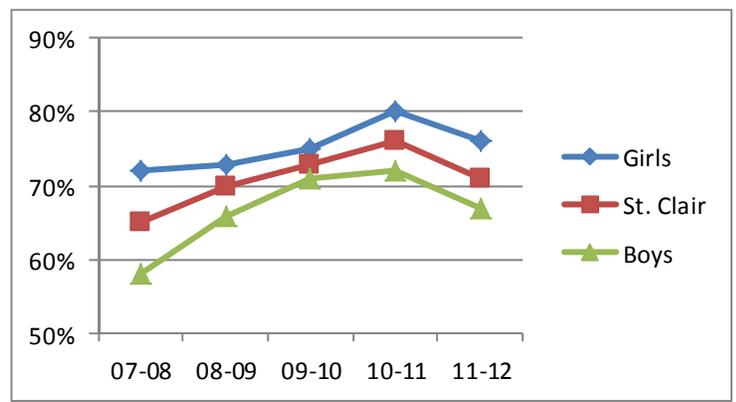


DSSLT – Previously Eligible

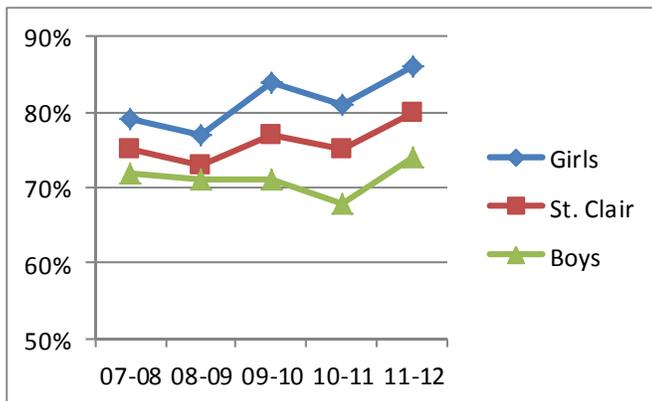
Gender Specific EQAO Results – Elementary School Students



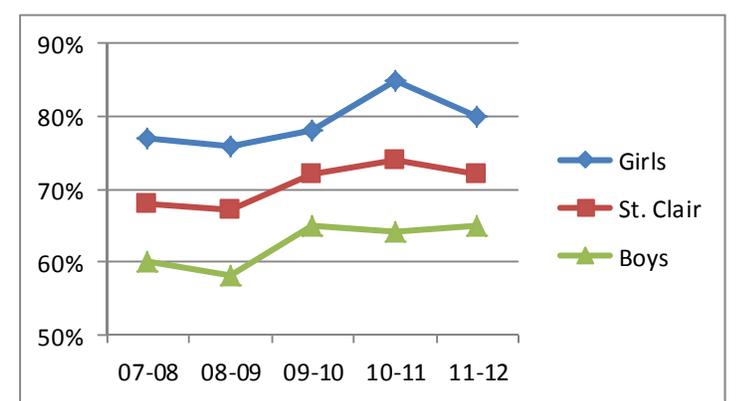
Grade 3 Reading



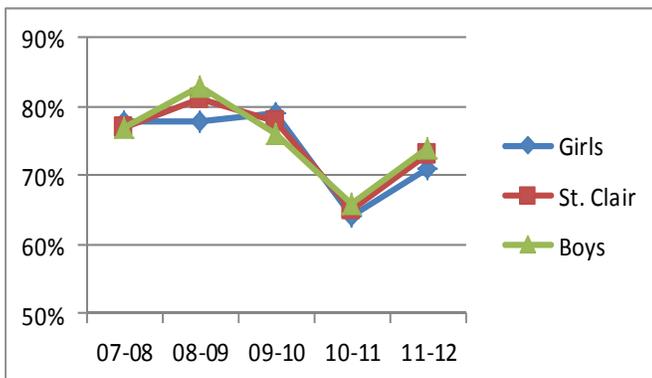
Grade 6 Reading



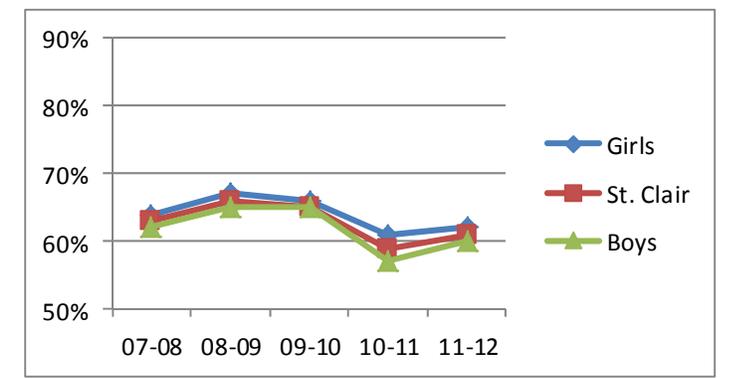
Grade 3 Writing



Grade 6 Writing

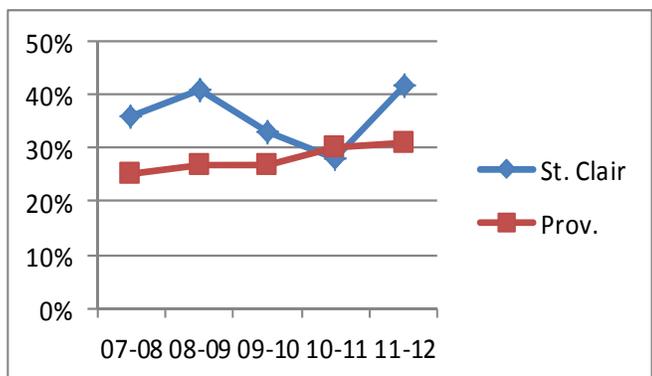


Grade 3 Math

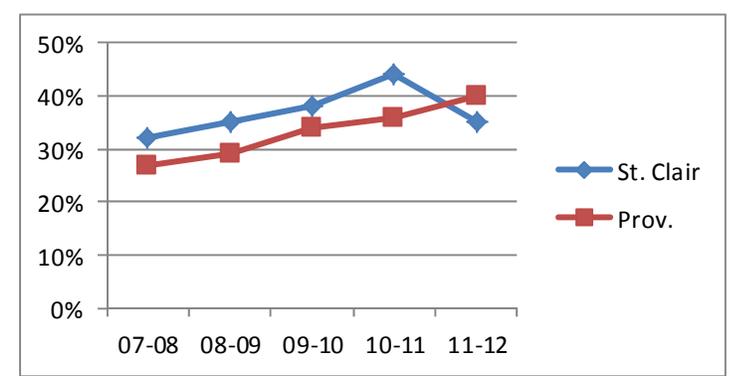


Grade 6 Math

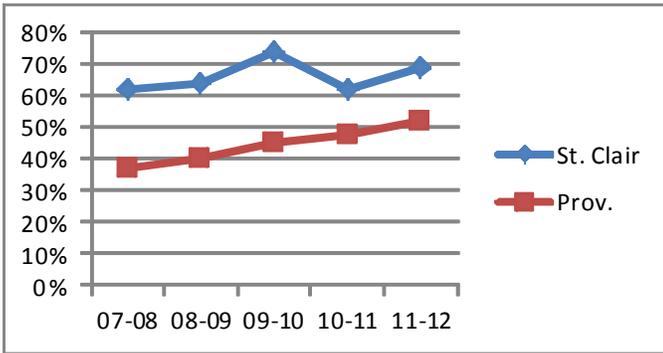
EQAO Results for Students with Special Needs – Elementary



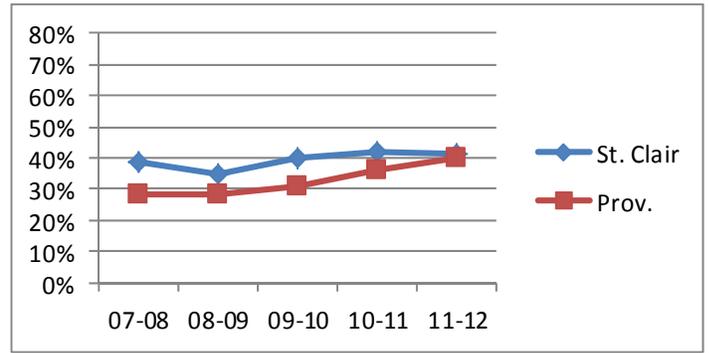
Grade 3 Reading



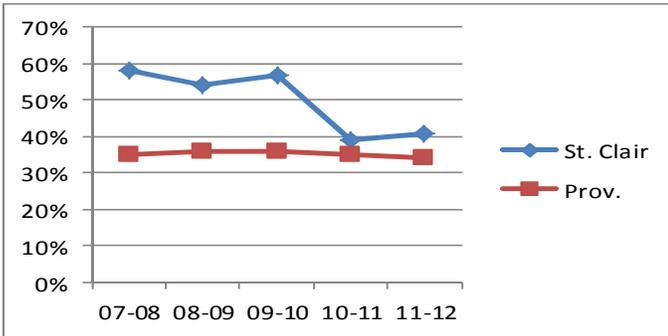
Grade 6 Reading



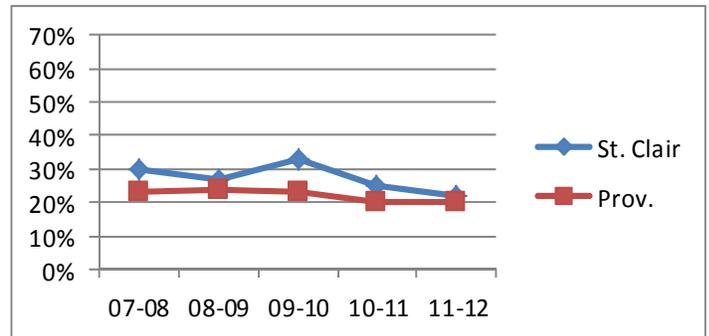
Grade 3 Writing



Grade 6 Writing

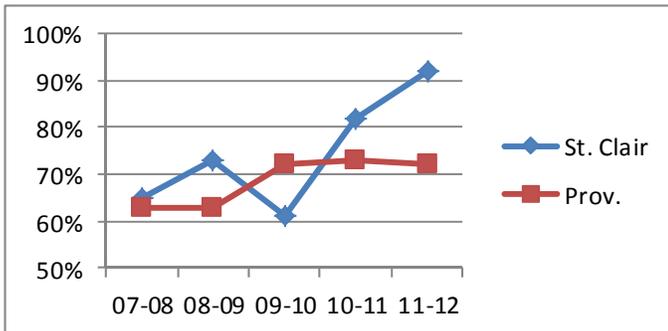


Grade 3 Math

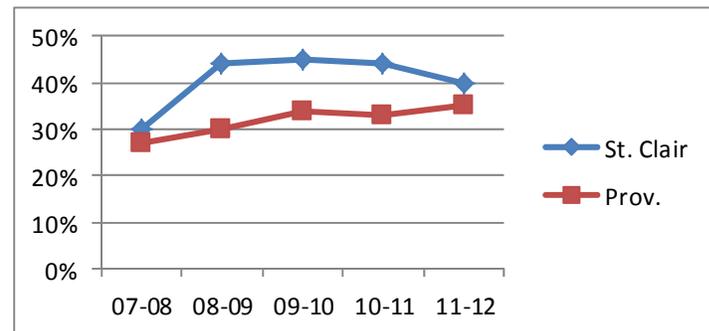


Grade 6 Math

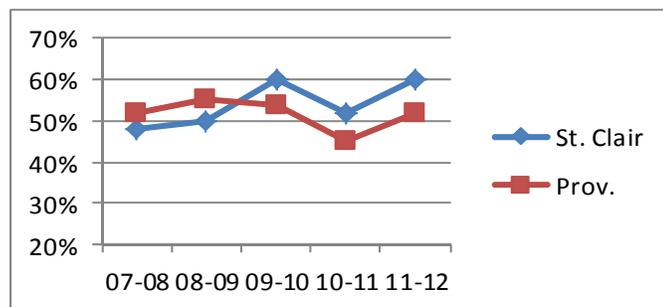
EQAO Results for Students with Special Needs – Secondary



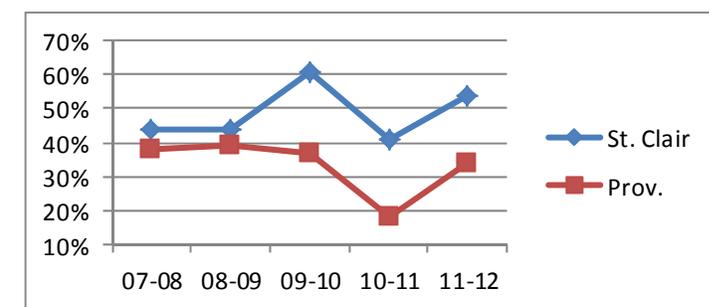
Grade 9 Math – Academic



Grade 9 Math – Applied



DSSLT – First Time Eligible



DSSLT – Previously Eligible

Tracking EQAO Trends – What the Data Tells Us

Grade 3 Trends — St. Clair has surpassed the provincial target in primary writing and math. Reading scores in Grade 3 have increased slightly. The Board continues to place emphasis on primary reading and continues to provide opportunities for teachers to collaborate to determine effective strategies to meet student learning needs. The Board is also providing reading intervention at seven sites across the district in Grades 1 and 2, to support students to achieve grade level reading benchmarks. Primary math scores are approaching the provincial target. Primary mathematics will remain a strong focus for the Board. Professional learning opportunities for primary teachers will continue to emphasize problem-solving and communication in mathematics.

Grade 6 Trends — The Board has surpassed the provincial average in mathematics. Junior mathematics will remain a strong focus for the board; with a continued emphasis on problem-solving and communication in math, through job-embedded professional learning. There has been a slight decline in Junior Division reading and writing; however, the Board is approaching the provincial standard in both of these areas. In Junior reading, writing and mathematics, there was an increase in the percentage of students achieving Level 4.

Trends for Grade 9 Math and the Ontario Secondary School Literacy Test — Over the last five assessments, St. Clair results for Grade 9 Applied mathematics have improved from 41 percent to 53 percent, with a three percentage point gain over last year. For Grade 9 Academic mathematics, the results have improved from 78 percent to 85 percent. In both cases, participation rates are very high — 99 percent for Applied and 100 percent for Academic. The OSSLT results show an improvement of five percent over the previous year for First Time Eligible students. Sixty-five percent of our students are successful, which is consistently higher than the provincial average.

To view the *Board Improvement Plan for Student Achievement*, [click here](#).



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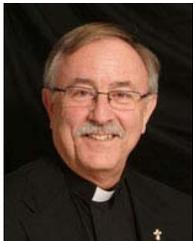
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Investing in Catholic Education

Through its cycle of regular maintenance and school upgrades, St. Clair Catholic strives always to be good stewards of the funding resources provided by the taxpayers of the Province of Ontario. More than \$2.8 million was invested in school renewal projects for the 2011-2012 school year. A list of projects, and the cost, is below.

School	Project Description	Budget	Actual Cost
Christ the King	HVAC Upgrade, FDK Classroom Retrofit, Childcare Space	\$ 445,645	\$ 434,667
Holy Rosary	Gym Floor Replacement	24,715	24,715
Monsignor Uyen	Floor Replacement	36,485	36,482
Our Lady of Fatima	Asphalt Replacement	86,831	79,790
Sacred Heart, Sarnia	FDK Classroom Renovations	75,513	74,591
St. John Fisher	Roof Replacement	358,635	353,884
St. Joseph, Tilbury	HVAC Upgrade, FDK Classroom Retrofit	1,064,223	1,037,430
St. Philip	FDK Classroom Retrofit	132,728	120,702
St. Ursula	FDK Classroom Renovations	106,300	101,798
St. Vincent	Drainage Upgrades & Asphalt Replacement	73,327	69,202
Ursuline College	Asphalt Replacement	81,530	76,068
Ursuline College	Partial Roof Replacement	381,726	373,887
Catholic Education Centre	Server Room Upgrade	69,394	64,661
		\$ 2,937,052	\$ 2,847,877

Early Learning Program Data — Phase 1, 2 and 3 Schools and Enrolment



Christ The King, Wallaceburg — 29 students
 Good Shepherd, Thamesville — 18 students
 Holy Family, Wallaceburg — 53 students
 Holy Rosary, Wyoming — 19 students
 Holy Trinity, Sarnia — 80 students
 Sacred Heart, Sarnia — 71 students
 St. Agnes, Chatham — 34 students
 St. Joseph, Chatham — 29 students
 St. Joseph, Corunna — 56 students
 St. Joseph, Tilbury — 26 students

St. Matthew, Sarnia — 67 students
 *St. Michael, Bright's Grove — 32 students
 St. Michael, Ridgetown — 30 students
 St. Philip, Petrolia — 39 students
 St. Ursula, Chatham — 48 students

Percentage of Primary Class Sizes at 20 Students or Fewer — 89.8%

Enrolment as at October 31, 2012

	Head Count	Full Time Equivalent
Elementary	6,372	5,781.5
Secondary	2,801	2,772.0
TOTAL	9,173	8,553.5



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way – Rejoicing in Our Journey

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