



Director's Annual Report
2016-2017



DIRECTOR'S MESSAGE

I am pleased to present the 2016-2017 Director's Annual Report to the community, which profiles some of the initiatives we undertook as a district during the 2016-2017 school year.

After many months of community consultation and planning, in September 2016, the Halton Catholic District School Board launched a new multi-year plan: **Focus on Our Students: Strategic Plan 2016-2021**, available online at: <http://bit.ly/HCDSB-Strategic-Plan>.

Our new multi-year strategic plan provides direction to guide the decisions and actions that shape us as a school board – who we are, what we do, and why we do what we do.

During the 2016-2017 school year, we rolled out our new strategic plan to staff, students, parents and members of our community. At the end of the 2016-2017 school year, we conducted a monitoring activity to determine how well we did with respect to meeting our strategic goals. The Director's Report to Trustees – Year 1 of Implementation, available online at: <http://bit.ly/Year1Report-StrategicPlan>, provides a comprehensive list of all the initiatives undertaken as we worked towards our strategic plan during the 2016-2017 school year. This annual report will highlight just a few.

The report is structured around the four strategic priorities in our multi-year strategic plan:

1. **Achieving:** Meeting the needs of all learners
2. **Believing:** Celebrating our Catholic faith & aspiring to be models of Christ
3. **Belonging:** Embracing relationships & sustaining safe, welcoming schools
4. **Foundational Elements:** Optimizing organizational effectiveness

I invite you to peruse this report, which provides a snapshot of some of the great things happening across our school district.

For ongoing news and updates, please visit our website at: hcdsb.org, or follow us on Twitter: @HCDSB and Facebook: www.facebook.com/HCDSB.

Sincerely,

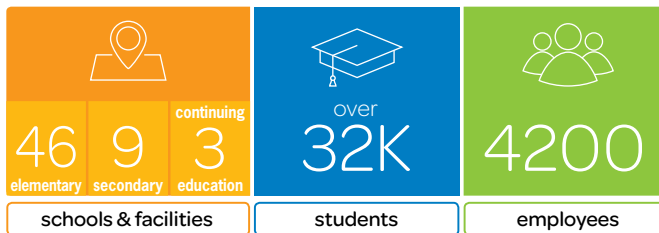
Paula Dawson
Director of Education



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ABOUT HCDSB



Achieving Believing Belonging

Our Mission

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Our Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve.

Our Values

At the Halton Catholic District School Board, we value:

Our Catholic Faith and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Relationships and Partnerships and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

MULTI-YEAR STRATEGIC PLAN

STRATEGIC PLAN 2016-2021



To view our complete
Strategic Plan, please visit:
bit.ly/HCDSB-Strategic-Plan



To view the Director's
Report to Trustees – Year 1
Implementation, please visit:
bit.ly/Year1Report-StrategicPlan



Achieving: Meeting the needs of all learners

- 01 Educational experiences and opportunities are differentiated to support all learners.
- 02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
- 03 We hold high expectations for all learners.

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

- 01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
- 02 Our schools foster the relationship between home and parish.
- 03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools

- 01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
- 02 Relationships with all educational partners are nurtured and supported.
- 03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness

- 01 Improved access to services and supports for students and schools.
- 02 Communication is clear, transparent and responsive.
- 03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
- 04 Stewardship of resources optimizes human, financial, physical and material assets.
- 05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.



Meeting the needs of all learners

At HCDSB, we value excellence in learning and are committed to providing exceptional education by meeting the learning needs of all learners so that they may realize their full God-given potential.

We will prepare all students to be ready for success in their chosen pathway – apprenticeship, college, university, community living or the workplace.

We know that for today's students, success in their future requires a different set of skills and knowledge than may have been needed in the past.

As we pursue the goal of success for students, our understanding of student achievement must include not only the acquisition of literacy and numeracy skills, but must also ensure the development of critical thinking skills, independent inquiry skills, superior communication skills, and a highly developed capacity for collaborative work if our students are going to be sufficiently adaptable and flexible to adjust to new technologies, emerging opportunities, and challenges yet unknown.

Our Goals Under the Priority of Achieving:

1. Educational experiences and opportunities are differentiated to support all learners.
2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
3. We hold high expectations for all learners.

21ST CENTURY INNOVATIVE LEARNING ENVIRONMENTS

Across our system, staff have been engaged in cultivating collaborative learning communities and self-identifying professional learning goals. Our best practices are shared across schools and the system. Staff and students are supported by innovative technology solutions, resources and stimulating learning environments.

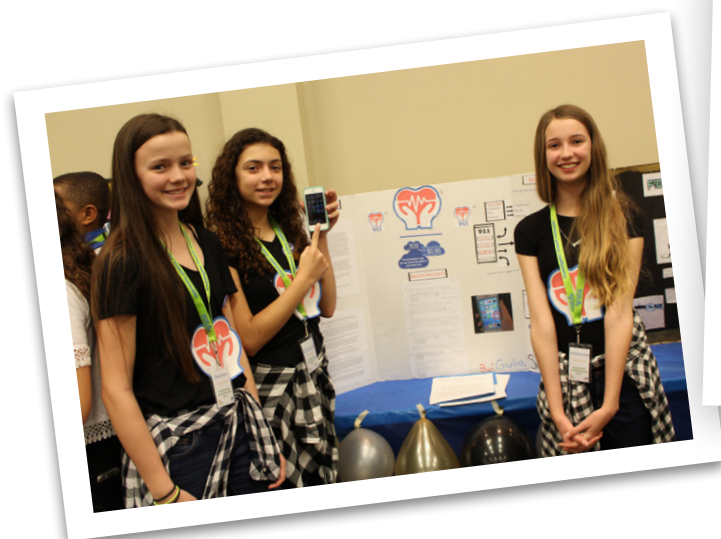
Ways of Thinking	Ways of Working	Tools for Working	Living in the World
Creativity and innovation Critical thinking, problem solving, and decision making Learning to learn, and metacognition	Communication Collaboration (teamwork)	Information literacy Information and communication technology literacy	Citizenship – local and global Life and career (including adapting to change; managing goals and time; being a self-directed learner; managing projects; working effectively in diverse teams; flexibility; guiding and leading others) Personal and social responsibility (including cultural awareness and competence)

INVENTION CONVENTION

Through *The Learning Partnership*, a national charitable organization that supports publicly funded education in Canada, the Investigate! Invent! Innovate! program was created for grade 7 and 8 students across Canada.

Students are challenged to integrate science, technology, engineering and math (S.T.E.M.) concepts they learned in class with their 21st century skills to identify a problem or opportunity in their daily lives.

On April 27th, grade 7 and 8 students from elementary schools across the Halton Catholic District School Board gathered to showcase their work at the 2017 Invention Convention.





“THE INCUBATOR” AT JEAN VANIER

Sometimes it's difficult to imagine how something can be done differently from what we have always known. To help our teachers and students visualize how their classrooms could be reconfigured to support the development of global competencies, such as collaboration, critical thinking, and communication, we have created “the incubator”.

The incubator is a standard classroom in one of our high schools, Jean Vanier Catholic Secondary School, redesigned with a variety of tables and seating (and standing) options, rather than desks, in order to promote fluid interactions and collaboration within and among groups of differing sizes. The learning environment accommodates multiple learning styles so that learners are comfortable and can focus on the work at hand.

Learners can choose from a range of tools including whiteboards and markers for brainstorming, digital devices such as iPads and laptops, green screens for creating

videos, LEGO WeDo, and robots of various sizes and complexities, to a 3D printer.

To date, the incubator has hosted numerous professional learning activities including Council of Directors of Education project collaborative inquiry sessions, “Twilight” after school sessions for teachers, our 21st Century lead learner groups, and many more. It is also becoming an increasingly popular destination for class trips. Classes visiting the incubator are involved in a number of activities including video filming using green screen technology, robotics, and coding among other activities.

The incubator shows teachers that innovative classroom design to support the development of global competencies is within their reach!

COLLABORATIVE INQUIRY PROJECTS



2700
students

41
school leaders

7
system leaders

148
educators

At HCDSB, we use the collaborative inquiry model so that educators can reflect on educational practices that are associated with the 21st Century Competencies for Ontario: Critical Thinking; Communication; Collaboration; Creativity and Innovation.

These projects enable staff to come up with an inquiry question, develop a theory of action, collect evidence, and measure the impact on student learning.

During the 2016-2017 school year, **33 school teams** participated in 21st century school-based collaborative inquiry projects.

The collaborative inquiry projects involved **2700 students, 41 school leaders, 7 system leaders, and 148 educators** across our district.

To see how our projects develop and support educators in meeting the needs of all learners, visit:

Working with a Researcher to Support Collaborative Professional Inquiry:

<https://goo.gl/UuZ8tT>



Leveraging Digital Tools to Support Collaborative Professional Inquiry:

<https://goo.gl/w17vpu>





NATURAL PLAYGROUNDS

A few years ago, HCDSB began an initiative to replace plastic and metal Kindergarten play structures with natural playgrounds. Natural playgrounds offer enhanced terrain for outdoor play and include an area for gross motor and/or climbing activity, an area for dramatic play, a sand area for fine-motor play, and an outdoor classroom/place of learning.

During the 2016-2017 school year, 13 new natural kindergarten outdoor learning play spaces were installed across our school district. We now have natural playgrounds installed at 26 of 46 elementary schools across HCDSB, with the remainder of our schools scheduled to be completed by September, 2020.



STUDENT ACHIEVEMENT (EQAO RESULTS)



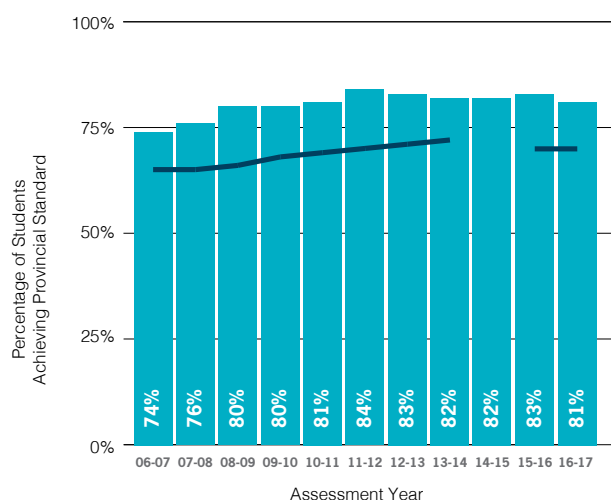
HCDSB Results



Provincial Results

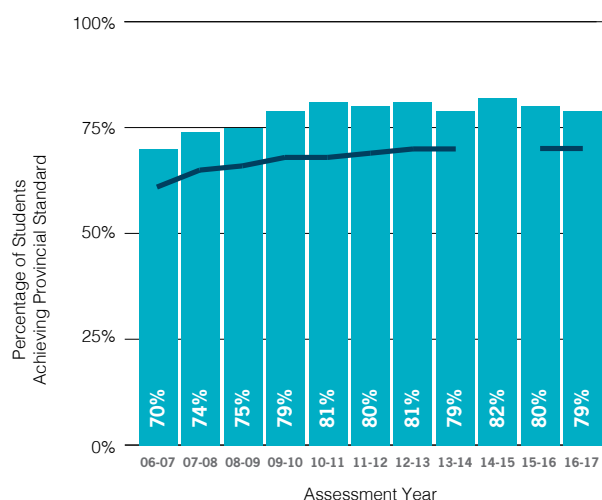
Primary Division (Grades 1-3)

Average of Reading, Writing and Mathematics



Junior Division (Grades 4-6)

Average of Reading, Writing and Mathematics



Primary student achievement on the EQAO assessment can be measured through the percentage of Grade 3 students achieving the Provincial Standard (Level 3 or 4) in Reading, Writing, and Mathematics.

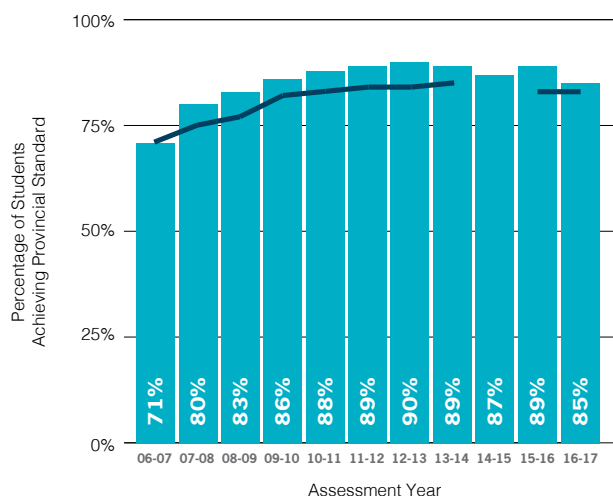
- The average percentage of Grade 3 students who were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2016-17 EQAO assessment was 81%. Grade 3 Assessments indicate that 85% of students in Reading, 84% of students in Writing, and 75% of students in Mathematics met or exceeded the provincial standards.

Junior student achievement on the EQAO assessment can be measured through the percentage of students achieving the Provincial Standard (Level 3 or 4) in Reading, Writing, and Mathematics.

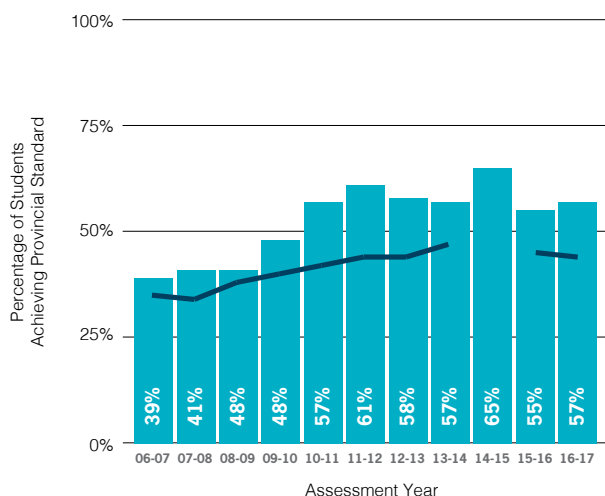
- The average percentage of Grade 6 students who were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2016-17 EQAO assessment was 79%. Grade 6 Assessments indicate that 87% of students in Reading, 86% of students in Writing, and 64% of students in Mathematics met or exceeded the provincial standards.

Please note that provincial EQAO data for the Primary (Grades 1-3) and Junior (Grades 4-6) Divisions, as well as the Grade 9 Assessment of Academic and Applied Mathematics was not available for the 2014-2015 year.

Grade 9 Assessment of Academic Mathematics



Grade 9 Assessment of Applied Mathematics



Grade 9 student achievement on EQAO for 2016-17 can be measured by the percentage of students achieving the Provincial Standard (Level 3 or 4) in the Grade 9 Academic and Applied Mathematics assessments.

- 85% of Grade 9 students enrolled in Academic Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.
- 57% of Grade 9 students enrolled in Applied Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.

STUDENT EXCELLENCE AT HCDSB

On Monday, April 24, 2017, the Halton Catholic District School Board held its 29th Annual Student Awards of Excellence Ceremony.

The Student Awards of Excellence are presented annually to a student from each elementary and secondary school who has demonstrated outstanding qualities in Catholic leadership, family commitment, involvement in school affairs and community activities.

The Spirit of Inclusion Award was created by the Special Education Advisory Committee (SEAC), and is presented each year to one elementary student and one secondary student who has demonstrated a commitment to school activities and to their community, making their peers feel valued and respected.



David Stankiewicz
Assumption C.S.S.



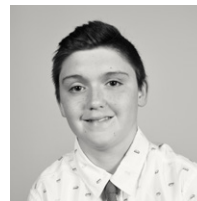
Sierra Lawson
Ascension C.E.S.



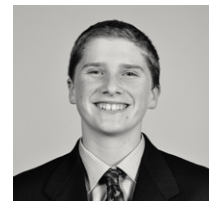
Natalie Judkins
Holy Rosary (B) C.E.S.



Alex James
St. John (B) C.E.S.



Joshua Acs
St. Patrick C.E.S.



David Colterman
St. Paul C.E.S.



Ella VanderLelie
St. Raphael C.E.S.



Julia Trolie
Corpus Christi C.S.S.



Olivia McQuarrie
Sacred Heart of Jesus C.E.S.



Nicole Arango
St. Anne C.E.S.



Mattia S.
St. Elizabeth Seton C.E.S.



Lauren Salt
St. Christopher C.E.S.



Sierra Cosentino
Notre Dame C.S.S.



Easton McGillicuddy
Canadian Martyrs C.E.S.



Matthew Rodriguez
St. Gabriel C.E.S.



Sarah McLaughlin
St. Mark C.E.S.



Robyn Hebert
St. Timothy C.E.S.



Shannon McDermott
Thomas Merton C.C.E.



Pamela Da Silva
Christ the King C.S.S.



Alina Hartley
Holy Cross C.E.S.



Regan Clipperton
St. Brigid C.E.S.



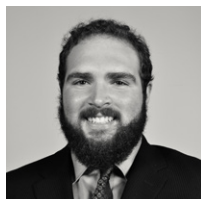
Leah Homan
St. Catherine of Alexandria C.E.S.



Amanda Peric
St. Francis of Assisi C.E.S.



Jessica Contini
St. Joseph Acton C.E.S.



Matteo Trigatti
Bishop P. F. Reding C.S.S.



Alexandra Tucker
Holy Rosary (M) C.E.S.



Annabelle Lewis
Our Lady of Victory C.E.S.



Angela Dal Bello
St. Anthony of Padua C.E.S.



Elijah Farentino
St. Peter C.E.S.



Liam Dick
Jean Vanier C.S.S.



Maggie Chekan
Guardian Angels C.E.S.



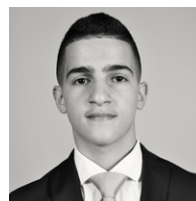
Vanessa Chudzikiewicz
Lumen Christi C.E.S.



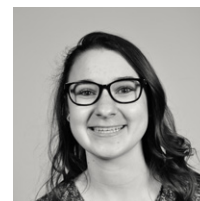
Grace Matti
Our Lady of Fatima C.E.S.



Ava Dey
Queen of Heaven C.E.S.



Jonathan Daniel
St. Benedict C.E.S.



Kate Ingman
Holy Trinity C.S.S.



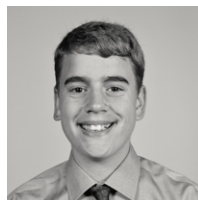
Emiliana Arrieche d'Empaire
Holy Family C.E.S.



Wil Yamka
Our Lady of Peace C.E.S.



Bridget Williams
St. Andrew C.E.S.



Jamie McGladrey
St. John (O) C.E.S.



Katie Hartman
St. Marguerite d'Youville C.E.S.



Giovanna Gerada
St. Michael C.E.S.



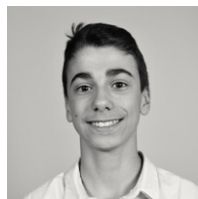
Joshua Medeiros
St. Ignatius of Loyola C.S.S.



Stephane Illes
St. Teresa of Calcutta C.E.S.



Rebecca Rankin
St. Bernadette C.E.S.



Dylan Correia
St. Gregory the Great C.E.S.



Caroline Muileboom
St. Joan of Arc C.E.S.



Lauren Luyks
St. John Paul II C.E.S.



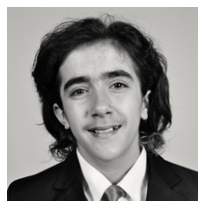
Tomas Delisimunovic
St. Mary C.E.S.



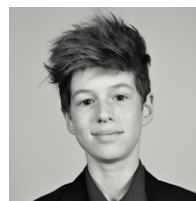
Nicole Hotchkiss
St. Matthew C.E.S.



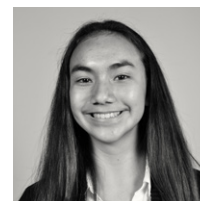
Mikaela Gray
St. Thomas Aquinas C.S.S.



Karl Sader
St. Dominic C.E.S.



James Kirkwood
St. James C.E.S.



Faith Nevada
St. Joseph (O) C.E.S.

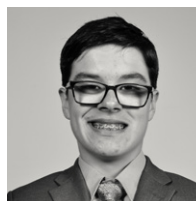


Alesandra Ishak
St. Luke C.E.S.



Gabrielle Diez
St. Vincent C.E.S.

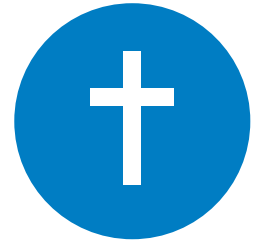
S.E.A.C. Spirit of Inclusion Award



Justin Veale
Our Lady of Victory C.E.S.



Katelyn Idzerda
Corpus Christi C.S.S.



Celebrating our Catholic faith and aspiring to be models of Christ

At HCDSB, we are committed to being a model learning community, widely recognized as distinctively Catholic.

Our distinctiveness as a Catholic school district is reflected in the curriculum that is delivered through a lens of faith; through the vibrant partnership that exists between school, home and parish; and in the many ways in which our staff and students know, live and express their faith in action.

Our Goals Under the Priority of Believing:

1. All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
2. Our schools foster the relationship between home and parish.
3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

WALK WITH JESUS

On May 4, 2017, the Halton Catholic District School Board held its 8th annual Walk With Jesus, as part of Catholic Education Week, held from April 30 through May 5, 2017.

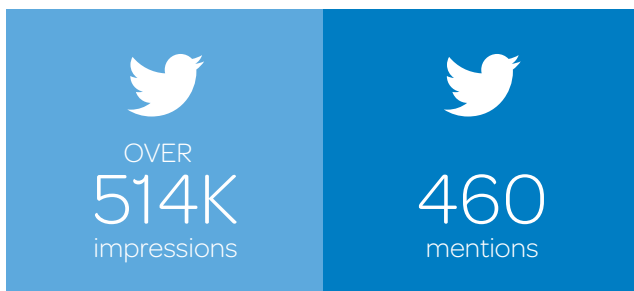
This week-long celebration acknowledges our faith and the distinctive contributions of Catholic education across the province. The theme of the week was entitled, “Catholic Education: Walking Forward Together”.

To demonstrate our ‘faith in action’, students and staff from each of our elementary and secondary schools walked en masse from Jean Vanier Catholic Secondary School to the Mattamy National Cycling Centre (Milton Velodrome) on May 4th.



Highlights of the Walk With Jesus

- Exceptional musical performances provided by Our Lady of Victory's School of Rock, St. Joan of Arc School Choir, and St. Christopher School Choir and Glee Club.
- Our Halton Catholic community took part in the Celebration of the Eucharist, led by Father Cornelius (Con) O'Mahony, acknowledging our Catholic faith as a system.
- Social media was integrated throughout the day, as participants shared their photos and experiences on Twitter using the hashtag #HCWWJ.





KEEPING CHRIST IN CHRISTMAS

In November, 2016, we launched our 4th annual Keeping Christ in Christmas student contest. Halton Catholic elementary and secondary school students were invited to submit work that best described the theme of the contest, and describe in their individual submissions, how we can all do our part to keep Christ in Christmas.

As part of the contest, Halton OECTA Elementary Association and the Halton OECTA Secondary Association generously donated the top prizes.

Quick Facts about the Contest:

- Students were able to submit their work in three (3) different categories – Original Artwork, Original Song, and/or Original Video.
- The response of our Halton Catholic school communities was tremendous, with more than 500 pieces of artwork, 24 videos, and 15 original songs submitted.
- All seven (7) student finalists of the 2016 Keeping Christ in Christmas contest were recognized at the December 20, 2016 Board Meeting. The two (2) top winners across all categories, with the highest number of votes in the elementary and secondary divisions were announced on December 20th, and awarded with the top prizes.



500+
student contest entries

1.5K+
votes

Elementary

1.5K+
votes

Secondary

CHRISTIAN MEDITATION

One of our strategic commitments is to introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support students and staff in sustaining a vibrant spiritual life.

Christian Meditation is a contemplative form of prayer, rooted in our Christian tradition. Students and staff in schools across our district are practicing Christian Meditation, the 'prayer of the heart', as a way of encountering God and deepening their faith.

During the 2016-2017 school year, we continued to expand our system training and implementation of Christian Meditation. We held 12 in-service sessions for staff on Christian Meditation, with over 474 participants.



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The staff at St. Joseph Catholic Elementary School in Acton have been leading students in Christian Meditation for two years.

Three times a week, the school community spends several minutes after lunch recess to meditate. Christian Meditation is also practiced by individual classrooms.



Mrs. Liebig leads her grade 1 and 2 students in Christian Meditation twice a week, and encourages students to bring their prayer rocks to the carpet and meditate.

Mrs. Nolan's grade 7 class also meditates twice a week. After ringing the chime, in silence, students begin to meditate and center themselves in the presence of God. After the meditation, students share their experiences either verbally or on paper.



As soon as I close my eyes, I feel safe like God was holding my open hands, projecting a shield around me.

Grade 7 Student, St. Joseph Acton C.E.S.

OUR FOCUS ON FAITH

Focus on Faith Council

In the Fall of 2016, a Focus on Faith Council was established, comprised of 22 members that include teachers, students, chaplaincy leaders, trustees, school and system leaders.

The Focus on Faith Council looks at ways to continually nurture faith formation across our system to ensure that all members of our community experience a Catholic learning environment.

A New Theological Theme Introduced

The Halton Catholic District School Board launched a new Theological Theme, **“Do You Love Me?”** (John 21:15-17) in the Fall of 2017.

Following the transformative question asked in the previous theme, “Who Do You Say That I Am?”, the new theme calls us to enter into the fullness of a deeper understanding and relationship with the Lord, asking, **“Do You Love Me?”**

This Focus on Faith Theme is derived from Scripture, informed by the Catechism of the Catholic Church, and is inspired by John 21:15-17, in which Jesus repeatedly asks his beloved disciple Peter, **“Do you love Me?”**

Every 4 years, since 2007, a new Theological Theme is introduced to lead our Catholic learning environments, staff, curriculum, and faith community.

The theme continues to be implemented throughout our Board’s curriculum, and in our liturgical celebrations over the next four years.

The Theological Theme image was created by Doreen Zheng, a grade 12 student from St. Ignatius of Loyola Catholic Secondary School during the 2016-2017 school year.





Embracing relationships and collective responsibility, sustaining safe and welcoming schools

As a Catholic school district, we understand the importance of creating a sense of belonging for all members of our community – students, staff, parents, and community partners.

Students are most successful when they feel they belong, when they feel safe, and when they are fully engaged in authentic and relevant learning experiences.

We know that student achievement improves when parents play an active role in their children’s education.

Staff engage with students, with parents, and with each other in a nurturing and caring learning environment to enhance learning and improve student achievement.

Our Catholic schools are integral to our local communities. Our schools belong, and our students achieve when they benefit from active and engaged partnership of community partners, local business, and public institutions.

Our Goals under the Priority of Belonging:

1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
2. Relationships with all educational partners are nurtured and supported.
3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.



BULLYING PREVENTION & SAFE SCHOOLS

For the past several years, the Halton Catholic District School Board (HCDSB) has joined forces with Halton Regional Police Services, Halton Region, Halton District School Board, and independent schools in Halton to spread awareness around bullying prevention through the 'Give Respect, Get Respect Halton School Challenge'.

During the 2016-2017 school year, students in grades 6-12 across Halton were invited to develop creative arts-based public service messages that convey the theme of respect, and promote healthy relationships and inclusion.

On Tuesday, April 4, 2017, students, staff, trustees and guests filled the theatre at Jean Vanier Catholic Secondary School to showcase submissions and announce the winners of the 'See The Problem, Be The Solution' Bullying Prevention contest.

As part of the gala, Constable Ryan Smith from Halton Regional Police Services brought inspirational greetings to students and staff. Guest speaker, Sean Hakim also presented short stories and engaged in spoken word to teach students about building self-confidence, chasing dreams, and bullying prevention.



Bullying and unacceptable behaviours can be eliminated through compassion, through education, and through leadership.

Diane Rabenda, Chair of the Board

MENTAL HEALTH AWARENESS

Our Catholic values instill a responsibility to care for one another and ensure that our schools are safe, welcoming and inclusive.

As part of the Board's Mental Health and Addiction Strategy, we are committed to supporting our students and working collaboratively with our community partners to meet the mental health needs of our students.



Talk, Learn, Support

We believe it is important to destigmatize mental health illnesses through the **Talk, Learn, Support** philosophy. We address mental illness by talking about the needs of our students, we learn about it through focused professional development for our staff and in speaking with parents in the community, and we support our students with their mental health by providing access to resources and support services.

How do we support student health and well-being?

HCDSB staff support student health and well-being through:

- Hands-on resources that increase mental health awareness;
- Effective decision-making in school mental health initiatives;
- Helping students develop their social-emotional learning skills;
- Identifying students in need and in high-risk groups;
- Identifying and connecting students in need with the appropriate support services and care.



For more information,
please visit:
bit.ly/HCDSB-MentalHealth



HCDSB RUNS WITH TEAM UNBREAKABLE FOR YOUTH MENTAL HEALTH



Students and staff raced to the finish line on Saturday, May 13, 2017 while they participated in the 2017 Halton Unbreakable 5K for Youth Mental Health!

CameronHelps, a charitable organization that raise awareness on mental health initiatives while reducing the stigma of youth mental illness, collaborated with the Halton Catholic District School Board (HCDSB), Halton District School Board, and Team Unbreakable to organize the annual 5KM run.

There were 561 participants, with over 420 HCDSB students and staff in attendance! With a focus on belonging, students of all abilities took part in the run, with our Essential Skills and Community Living classes working together as a team.

Based on an award-winning run therapy program developed by Dan McGann, students began preparing for the run in September, 2016, working with their coaches, including teachers, child youth counselors, and social workers to prepare for the event.

Throughout their training, students learned ways to manage their anxieties and worries, and learned about the importance of physical activity as a way to positively address their mental health.



420+

HCDSB students and staff participated!



TRUTH AND RECONCILIATION MURAL UNVEILING

On Monday, January 23, 2017, students, staff, artists, trustees, MPP Eleanor McMahon, and distinguished guests filled the gymnasium at St. Mark Catholic Elementary School for the Truth & Reconciliation Mural Unveiling.

The gathering began with Stephen Paquette, Co-Chair of the Indigenous Education Advisory Council in Halton performing a smudging ceremony, while encouraging everyone to pray and acknowledge the land of our ancestors.

The unveiling of the mural was the culmination of two years in the making. During the 2014-2015 school year, Principal of the School, Michelle Morrissey, reached out to grade 6 students, with the guidance and support from Sherry Saevil, the Aboriginal Liaison Officer at the HCDSB, to apply for a *Speak Up Project Grant*.

As part of the Ministry of Education's Student Voice strategy, the *Speak Up Project Grant* aims to promote student engagement and success in Ontario's schools by listening to and learning from students.

The grant allowed the St. Mark school community to work together as commissioned artists, Monique Bedard (AURA) and Nancy King began the mural in the school library.

Students of all ages took an interest and became part of the artistic process; learning the stories of the Indigenous Peoples, coming up with ideas for images in the mural, and collaboratively working on adding the finishing touches.



HALTON CATHOLIC PARENT INVOLVEMENT COMMITTEE



The Halton Catholic Parent Involvement Committee (CPIC) is a group of dedicated parents, trustees and board staff who actively support parent engagement in Catholic education at the HCDSB.

As part of its mandate to increase parent involvement, CPIC organizes a number of events and online webinars to support parents in their roles as primary educators of their children.

During the 2016-2017 school year, Halton CPIC hosted 2 presentations:

- “Anxiety in School-Aged Children” with Dr. Jean Clinton, a Clinical Professor in the Department of Psychiatry and Behavioural Neurosciences at McMaster University;
- “Literacy, Truth & Reconciliation” with David Bouchard, Métis speaker, author and educator.



STAFF APPRECIATION DAY

On March 24, 2017, the HCDSB celebrated Staff Appreciation Day, to recognize the accomplishments and contributions of all HCDSB staff!

While schools and administration offices took part in this annual event, Director Dawson invited staff to the Board Room of the Catholic Education Centre for a well-deserved tropical break.



Watch the video:
bit.ly/StaffAppreciation-2017





Optimizing organizational effectiveness

A key understanding that emerged through the strategic planning process was a recognition that a number of underlying Foundational Elements serve as the building blocks for organizational effectiveness and efficacy in all areas.

We are committed to creating optimal conditions for success by focussing our efforts on enhancing these elements. By doing so, we facilitate success in each area of priority – achieving, believing and belonging – which will ultimately improve student achievement and well-being.

Our Goals under the Priority of Foundational Elements:

1. Improved access to services and supports for students and schools.
2. Communication is clear, transparent and responsive.
3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
4. Stewardship of resources optimizes human, financial, physical and material assets.
5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.



OUR NEW ELEMENTARY SCHOOL WEBSITES

During the 2016-2017 school year, we moved all 46 of our elementary school websites to a new platform.

The Strategic Communications and Information Technology Services departments collaborated to design a custom HCDSB elementary school website template.

The template allowed for consistency in the organization of information across all elementary school websites, while customizing each website with the school's visual brand identity (logo and school colours).

The content was organized consistently across all websites, using the same tabs and dropdown menus, as well as information buttons that redirect visitors to our board website for general information.

In addition to the new platform's technical capabilities, the websites are more user-friendly for staff managing the websites.

The new websites are fully responsive, which means that the design functions well on any device – smartphone, tablet, laptop and desktop. According to an elementary school website survey conducted by the board, this was an important element of the redesign as we know that 60% of our parents are accessing their school websites from smartphones.



ADDRESSING DECLINING STUDENT ENROLMENT IN SOUTH OAKVILLE

On June 19, 2017, the Honourable Mitzie Hunter, Minister of Education, the Honourable Kevin Flynn, Oakville MPP and Minister of Labour, and the Honourable Indira Naidoo-Harris, Halton Hills MPP and Minister of Early Years and Childcare, visited St. Joseph Catholic Elementary School in Oakville to announce approval of funding to build a new school in Oakville.

The new school will be situated on the St. Joseph site on Warminster Drive in Oakville, and will consolidate the communities of St. James and St. Joseph Catholic Elementary Schools.

This announcement was wonderful news for the students and families in the St. Joseph and St. James Catholic school communities. This brand new school, scheduled to open in September, 2019, will offer students enhanced opportunities for specialized programming and extra-curricular activities.



The establishment of a new school is always an exciting time. As we ceremoniously 'break ground' to symbolize the beginning of construction of our new school building, we also gather to honour the birth of a new community.

Paula Dawson,
Director of Education

On September 26, 2017, students, staff, trustees and members of the community gathered for the official Blessing and Ground-breaking Ceremony of the new Milton Catholic Elementary School.

OUR GROWING COMMUNITY!

On November 21, 2016, the Ministry of Education announced approval of funding to proceed with a new Catholic Elementary school in Milton. Scheduled to open in September, 2018, the new school will accommodate the growing needs of our community in South Milton.



Daniela Attardo, Principal of St. Gregory the Great
and School Superintendent Tim Overholt

ST. GREGORY BLESSING & BEGINNING

On Tuesday, June 6, 2017, we held the official Blessing and Dedication Ceremony at St. Gregory the Great Catholic Elementary School in Oakville.

The Very Reverend Monsignor Kroetsch presided over the Liturgy, with the assistance of Father John Van Hees. The ceremony began with a blessing of the water by Monsignor Kroetsch, followed by a blessing of the students, parents, staff, trustees and guests that filled the gymnasium.

Spectacular performances were provided by the St. Gregory the Great School Choir throughout the Liturgy, as well as a closing song, "I Can See Clearly Now" led by Mrs. Oko and performed by grades 1-3 students.

Quick Facts:

- St. Gregory the Great Catholic Elementary School officially opened its doors in the Fall of 2016.
- On January 14th, 2016, a Blessing and Ground-Breaking of the school took place where students, staff, trustees and members of the community gathered in the new, vibrant area of the North Oakville Preserve Community.
- Located on 16 Mile Drive, north of Dundas Street and west of Sixth Line in Oakville, St. Gregory the Great School can accommodate approximately 671 students, and has a one-story child care centre connected to the school.





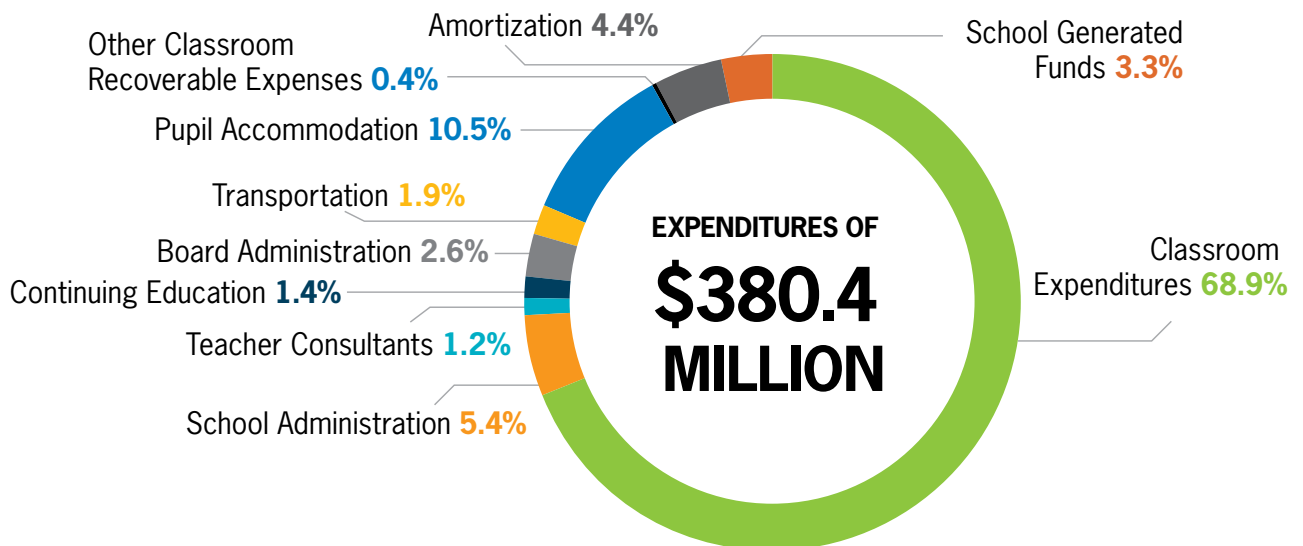
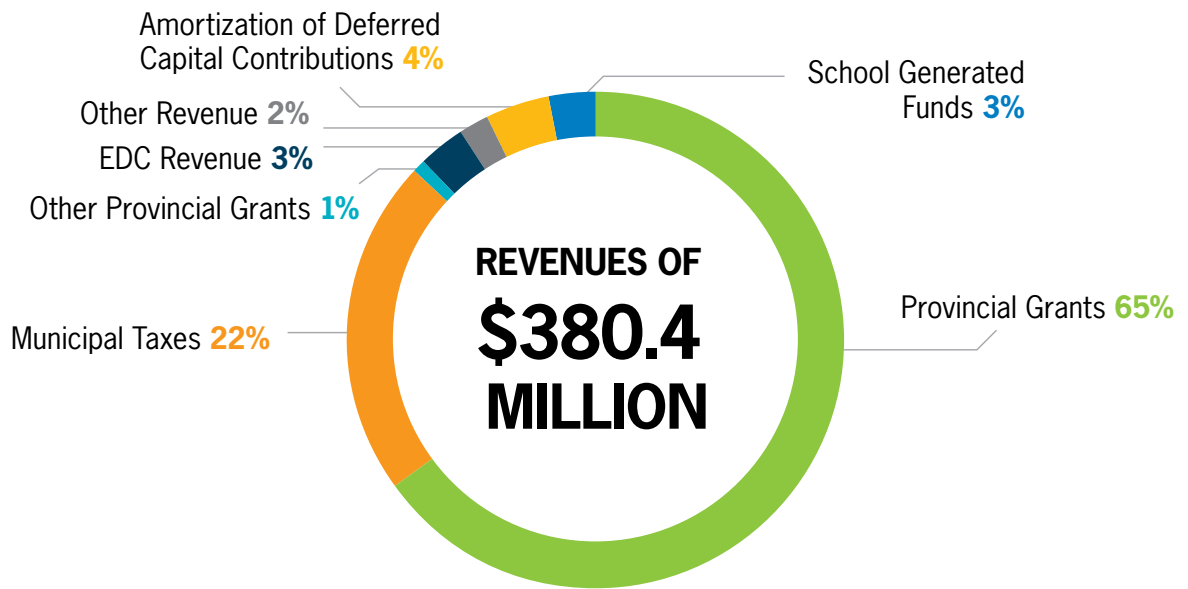
Director Dawson welcomes new administrators at the Commissioning Ceremony.

HIRING

During the 2016-2017 year, we hired 494 new staff members to support our system needs!

CATEGORY	PERMANENT	SUPPLY	TEMPORARY
Secondary teachers	43		
Elementary teachers	65		
Principals and Vice-Principals	15		
Designated Early Childhood Educators	1	6	
Educational Assistants	39	95	
Custodians (summer placement)			5
Casual – Clerical		2	
Association of Professional Student Services Personnel	1		13
Administration	15		12
Occasional teachers		149	
Secretary/Clerical	13		20

2016-2017 FINANCIAL INFORMATION



BOARD OF TRUSTEES 2016-2017



Diane Rabenda
Milton Trustee
& Chair of the Board
905-632-6314 Ext. 7185
rabendad@hcdsb.org



Susan Tritess
Burlington Trustee
Wards 4 & 5 &
Vice-Chair of the Board
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Burlington Trustee
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Helena Karabela
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Anthony Quinn
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STUDENT TRUSTEES 2016-2017

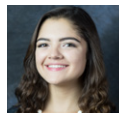
Student Trustees are senior (grade 11 and 12) secondary school students who are elected by their peers each year to represent all of the students in a board. Student Trustees are an essential connection between students and Trustees, Senior Administration, and stakeholders of the board, and are available and accessible to the student body to address concerns.



Christina Atrach
North Halton Student Trustee
Christ the King Catholic Secondary School



Ingrid Schwecht
Burlington Student Trustee
Assumption Catholic Secondary School



Manuela Zapata
Oakville Student Trustee
St. Thomas Aquinas Catholic Secondary School

HALTON CATHOLIC DISTRICT SCHOOL BOARD

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