



2012-13

Director's Annual Report

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Message from the Director

It is my distinct pleasure to present the Director's Annual Report 2012-13 for the Brant Haldimand Norfolk Catholic District School Board.

Our school district is on the move. Our student achievement results are steadily improving over time and our commitment to assisting the family and the parish in forming the Catholic faith of children is stronger than ever. Furthermore, our commitment to the Catholic community is characterized by being fiscally responsible while contributing to the common good.

Student Achievement - Mathematics

In the area of student achievement, we have doubled our efforts to improve our student achievement in mathematics. While our results in Grades 3 and 9 EQAO testing are well above the provincial average, we recognize that we need to improve in the junior grades (4-6). We believe that striking a balance between procedural and conceptual understanding of mathematics are key to ensuring that our students can do basic mathematics quickly, while being equipped to solve complex problems that require well-developed understanding of underlying concepts. We also believe that when communities of principals, teachers and instructional leaders collaborate to improve teaching and learning practices, we will be able to see results that reflect excellence.

Fiscal Responsibility

We are very proud of the fact that our Board continues to deliver balanced budgets year after year. We have developed a culture that is not afraid to make difficult decisions to do better with less. In fact, we are proud to say that despite challenges of declining enrolment, we continue to excel in the area of student achievement. We are committed to partnerships with our public school board counterparts – as an example, we share two schools in Brantford and coordinate and share all of our busing to reduce costs to the taxpayer. We are also committed to partnerships with the towns, cities and municipalities in our district by sharing facilities so that community groups can use our facilities to reduce the need for new facilities and alleviate the demand for space for sports teams and clubs.

Faith Formation and Catechesis

We are partnering with Bishops of Ontario to implement a new Religion and Family Life Curriculum that will include a new set of resources for Grades K-8 starting this year. We introduced a Praxis of Faith Series that provides faith formation activities to the adults in our community so they are better equipped to lead faith formation in our schools. Given the busyness of our lives and the fact that our young people are being inundated by media and technology, we have begun to introduce Christian Meditation for Children so that there is time dedicated every day for children to nurture their relationship with Jesus in quiet prayer.

I am very proud to be Director of Education for a school district that is on the move. We are redoubling our commitment to the broader community by focusing our charitable efforts in support of the United Way, Society of St. Vincent De Paul, and Development and Peace. I am most proud of our staff and students – they are a continuous source of pride. They demonstrate, through their works, that the future is bright. In closing, there is much work to do, and I ask for your continued prayers for our trustees, staff and students as we endeavour to meet the expectation of our motto: *Excellence in Learning – Living in Christ*.

God Bless,

Chris N. Roehrig
Director of Education

Message from the Chair

It is a pleasure to be a part of the annual report of the Brant Haldimand Norfolk Catholic District School Board.

During the 2012-2013 school year, we balanced the budget and embarked on the first year of a three-year strategic plan while maintaining a program of academic excellence in all our schools. Our EQAO results were encouraging and our record of coaching for emerging leaders was exemplary. We take an active role in the faith formation of our students and teachers. We participate actively in provincial associations which provides us with information that enables us to operate at an even higher level. We continue to incorporate technology into all aspects of the learning program and have been willing to be innovative in the structuring of programs.

We are proud of our Board's active Regional Catholic Parent Involvement Committee. Standing Committees in many areas offer exceptional input into academic programming challenges.

Appreciation is extended to the clergy, Senior Administration, all support staff and the teachers in our schools who maintain a high level of academic standards and professionalism, which assists in the promotion of excellence in Catholic faith formation and academic programming. As well, we are also thankful for the supportive parent and ratepayer base which enables a vibrant education community.

June Szeman
Chair of the Board



**Students from
Resurrection Catholic
Elementary are stewards
of the environment and
celebrate Earth Day by
planting trees.**

About Us

The foundation of the Brant Haldimand Norfolk Catholic District School Board is rooted in our history of excellence and support of our Catholic community. It was that same community who came together in collaboration to formulate our Mission, Motto and Strategic Commitments.

MISSION

As a Catholic Learning Community, we provide faith formation and academic excellence, which enable our graduates to live a life of love and service in Christ.

MOTTO

Excellence in Learning ~ Living in Christ

STRATEGIC COMMITMENTS

Catholicity, Student Achievement, Leadership, and Communications.

Quick Facts

The Brant Haldimand Norfolk Catholic District School Board provides a Christ-centred education to nearly 10,000 students. We employ close to 700 teachers who are supported by a team of consultants, principals and administrators. Over 350 non-academic staff ensure that the best possible facilities, supports and resources are available to teachers, students and the system. The Board encompasses the broad geographical area of the City of Brantford and the counties of Brant, Haldimand and Norfolk. We are unique in that we belong to three Dioceses: Hamilton, London, and St. Catharines.

9,662

Nine thousand six hundred sixty two students (FTE)

3

Three Catholic secondary schools

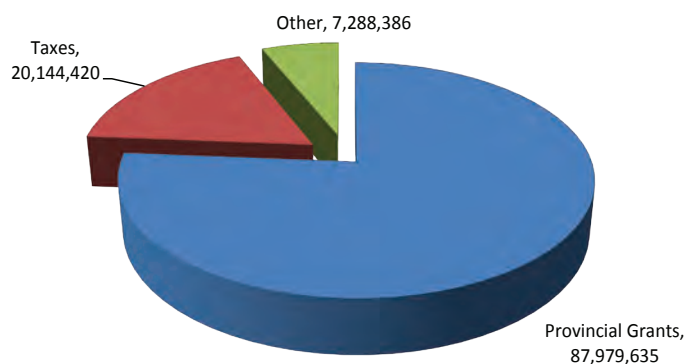
30

Thirty Catholic elementary schools

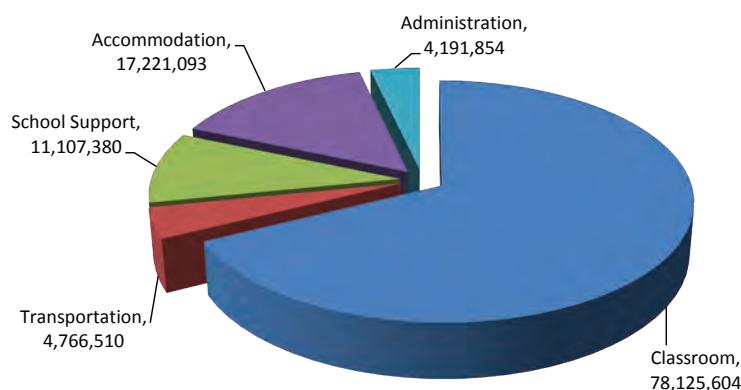
2012-13 Budget

We are pleased to report that the Board was again able to meet its goals and remain dedicated to its Strategic Commitments while operating within a balanced budget.

REVENUE



EXPENDITURES



STRATEGIC COMMITMENT

Catholicity

Students from St. Stephen's Catholic Elementary participated in a system-wide mental health awareness support activity and drew positive, inspirational, spiritual, and supportive messages. Our system schools' walkways became a visual stand in support for mental health initiatives.



Supporting Initiatives and Outcomes

IMPROVE THE CAPACITY OF OUR CATHOLIC COMMUNITY TO LEAD FAITH-BASED ACTIVITIES IN OUR SCHOOL SYSTEM.

- Planned, implemented and modeled faith formation experiences for leadership development at meetings with current Principals, Vice-Principals and Senior Administration.
- Planned, implemented and modeled faith formation experiences with teachers to support their faith journey and to improve their capacity to celebrate, model and lead faith-based experiences in their schools.
- Began planning, implementing and modeling faith formation experiences with trustees.
- Began planning to provide annual Catholic leadership symposiums for Grade 7 student leaders and secondary school student council leaders to help them discover the joy of our faith.
- Recognized and further developed significant Catholic leadership through an annual student formation retreat and celebratory awards dinner.
- Pastoral plans developed and implemented annually in all secondary schools.

ENSURE THAT THE RELIGION AND FAMILY LIFE PROGRAM IS GIVEN THE HIGHEST PRIORITY IN OUR SCHOOLS.

- The Elementary Religion and Family Life Advisory Committee focused on the elementary curriculum needs, training and resources to support classroom teachers. Teachers now indicate Religion and Family Life on their timetables. More resources purchased to support the teaching of the Fully Alive program.
- Introduced Faith Fairs to elementary schools. Faith Fairs showcase the content of our elementary religion programs and are held during Catholic Education Week. Target exceeded with over 40% of schools having Faith Fairs in 2012-13.
- Elementary - Developed assessment and evaluation guidelines for Religion and Family Life for the final reporting period. Updating and in-service/training teachers annually.
- Elementary - Planning the creation and implementation of a multi-year training plan to support the implementation of the Religion curriculum; training to begin in 2013-14. Faith Ambassadors have been trained by the Program Consultant and in turn will address needs at the school level.
- Formed a Secondary Religion Advisory Committee that will focus on implementing secondary religion program, planning and assessment.
- Secondary – Planned, developed and implemented an arts campaign to announce and celebrate the board theme through the Secondary Religion Advisory Committee/Arts Department Heads. The arts campaign was showcased during Catholic Education week, as well as in January and in June.
- Secondary – Compiled, developed and integrated digital resources for teachers to use in the Religion Program from teacher best practice, the Catholic Curriculum Corporation, and other valid sources.

IMPROVE THE RELATIONSHIP BETWEEN OUR SCHOOLS AND OUR PARISHES.

- Planning stages of establishing a liaison between the Regional Catholic Parent Involvement Committee and the School-Parish Relations Focus Group.
- Continuation of a School-Parish Relations Focus Group for the purpose of improving our schools' relationships with our parishes. Possible projects include:
 - Coordination of Pre-JK programs for families through early learning.
 - Coordination of the London Diocese Confirmation project Grades 7-12.
 - Increased communication with parish councils.
- School-Parish Relations Focus Group to begin investigating the establishment of a parish family of schools model to support the development of an elementary school pastoral plan.

A photograph of two male students in a workshop setting. They are both wearing dark blue zip-up jackets with a crest on the left chest. The student on the left is holding an orange digital multimeter with a black and red probe. The student on the right is using a red probe to test a component on a blue breadboard. A small white light bulb is connected to the circuit. The background shows various electronic components and tools on a workbench.

STRATEGIC COMMITMENT

Student Achievement

Supporting Initiatives and Outcomes

INCREASE LEVELS OF STUDENT ACHIEVEMENT FOR JUNIOR DIVISION STUDENTS IN THE AREA OF MATHEMATICS.

- Teams of teachers of Grades 4 to 6 conducted in-class investigations of student work and lessons of Mathematics in classrooms, using a collaborative inquiry and learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.
- Netbooks were distributed to all teachers of Grades 4 to 8 with an instructional focus on best practices for teaching Mathematics (e.g., using the 3-part lesson planning format).
- Schools developed Mathematics achievement goals by division based on student learning needs. School Plans may attend to some or all of the following:
 - Three-part lesson design
 - The assessment framework
 - Effective questioning (open and parallel)
 - Use of manipulatives
 - Math-talk learning communities
 - Process expectations

INCREASE LEVELS OF STUDENT ACHIEVEMENT FOR INTERMEDIATE DIVISION STUDENTS IN THE AREA OF MATHEMATICS.

- Teams of teachers of Grades 7 and 8 conducted in-class investigations of student work and lessons in mathematics in classrooms using a collaborative inquiry learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.
- Teams of teachers that teach Grade 9 Mathematics worked in teams to refine their teaching practice to improve student achievement. Some of the best practices included: using open and parallel questions, math-talk learning communities, the 3-part lesson planning process, and gap closing resources.

INCREASE LEVELS OF STUDENT ACHIEVEMENT FOR ELEMENTARY SCHOOL STUDENTS IN THE AREA OF LITERACY

- Teachers of Grades Kindergarten, 1 and 2 worked in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning assisted teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice. All teachers of Kindergarten, Grade 1 and Grade 2 participated in co-planning, co-teaching and co-learning sessions to develop consistent practices in the teaching and assessment of primary literacy skills.

INCREASE LEVELS OF STUDENT ACHIEVEMENT FOR SECONDARY SCHOOL STUDENTS IN THE AREA OF LITERACY

- Teachers that teach Grades 9 and 10 Applied Level courses worked in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning assisted teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice. Teams of Applied Level teachers have collaborated on current best practices in the area of literacy.
- Teachers worked in teams to refine their practices to improve the ability of students identified as learning disabled to become stronger self-advocates. The Grades 9 and 10 Religion teachers from all three secondary schools received three days of inservicing.



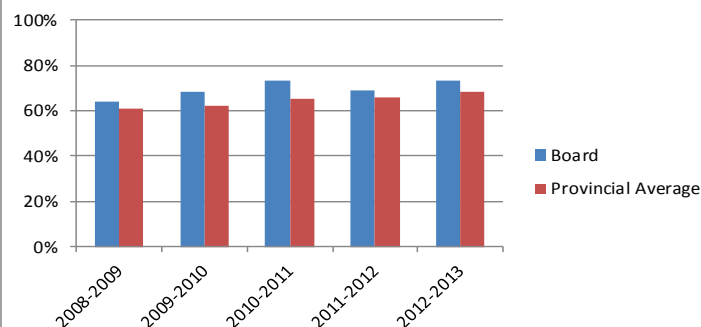
EQAO

The Brant Haldimand Norfolk Catholic District School Board is pleased to report that Catholic elementary students have met or exceeded the provincial average in all EQAO assessment areas. Outstanding work by students and staff, a focus on a targeted strategic direction, and the success of the new Technology - Teaching and Learning Project across the system contributed to this cohort's success.

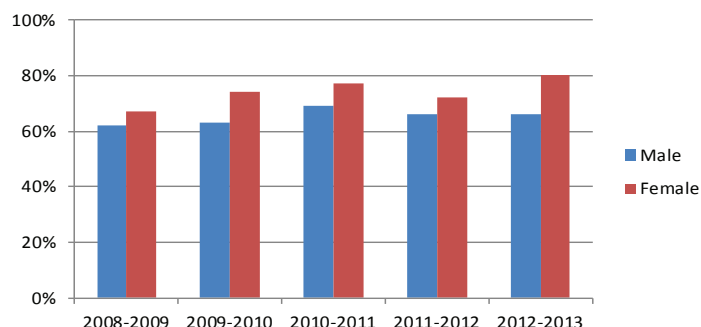
"We are extremely pleased with this year's results. We are fortunate to serve a community where students, teachers and parents share a high regard for student achievement. We know, by these results, that we are doing everything possible to position our students for a lifetime of success." ~ Chris N. Roehrig, Director of Education

PRIMARY

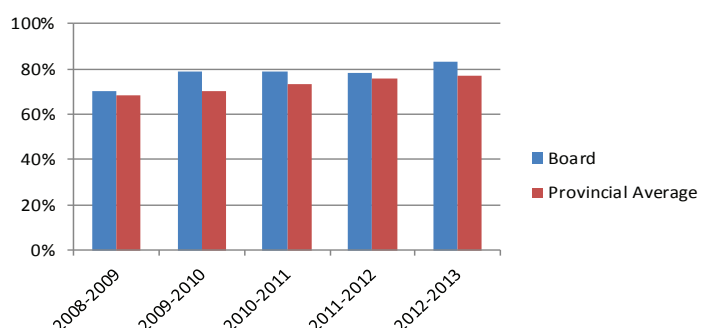
Primary Reading



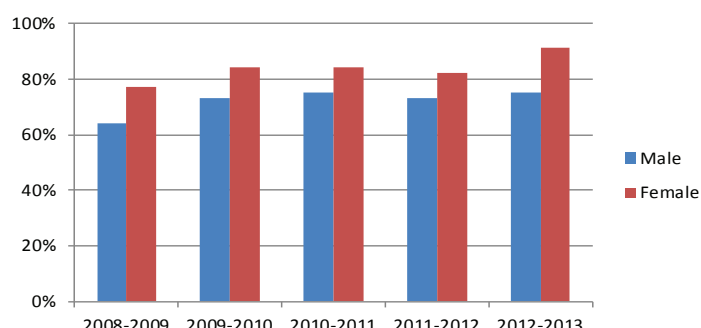
Primary Reading by Gender



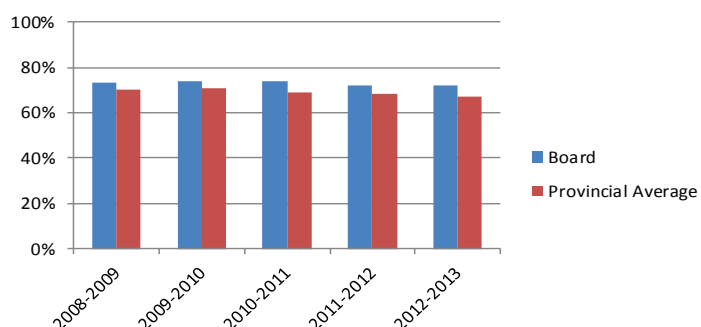
Primary Writing



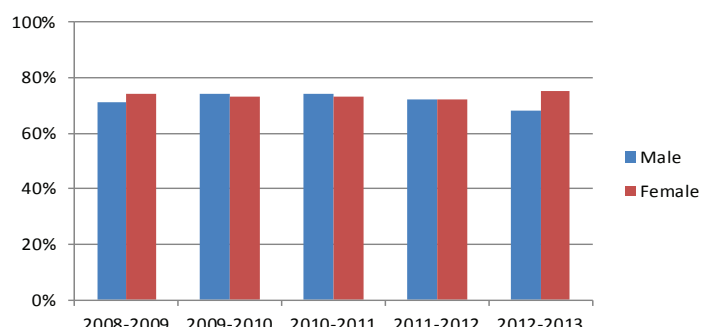
Primary Writing by Gender



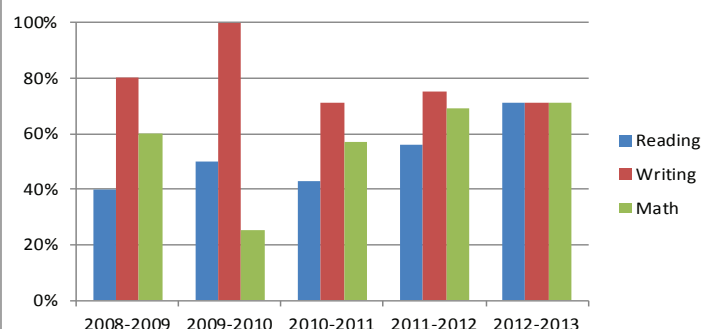
Primary Mathematics



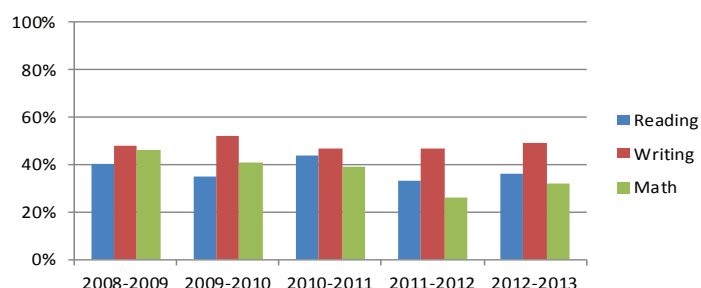
Primary Mathematics by Gender



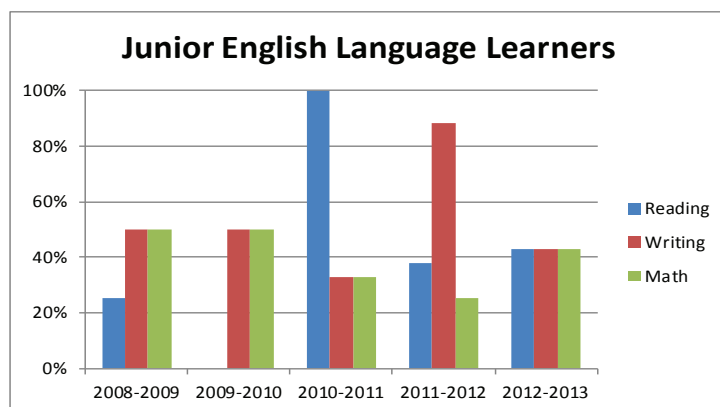
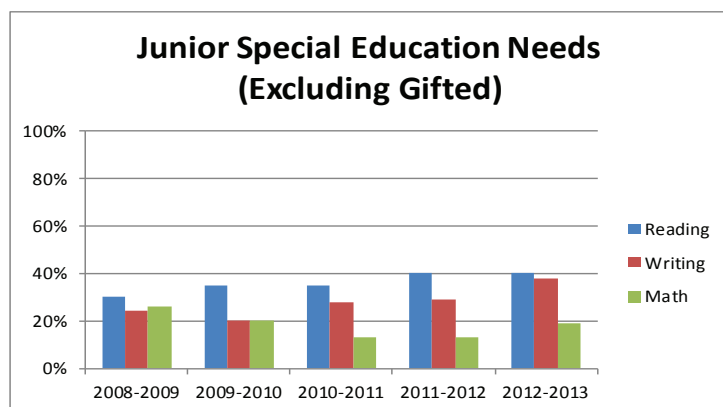
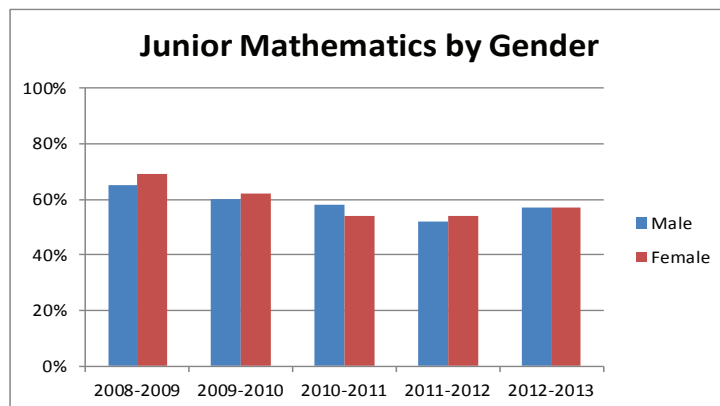
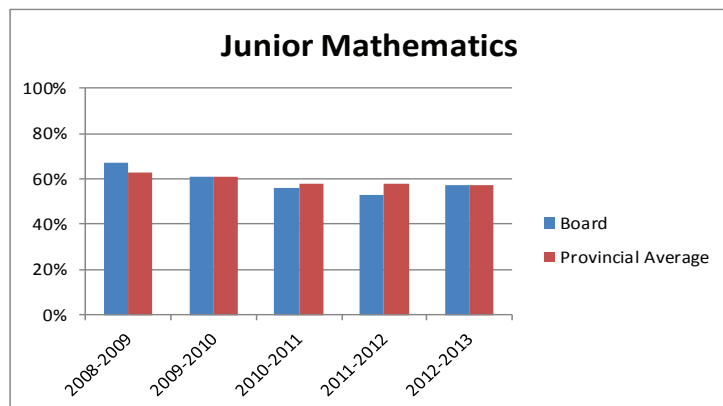
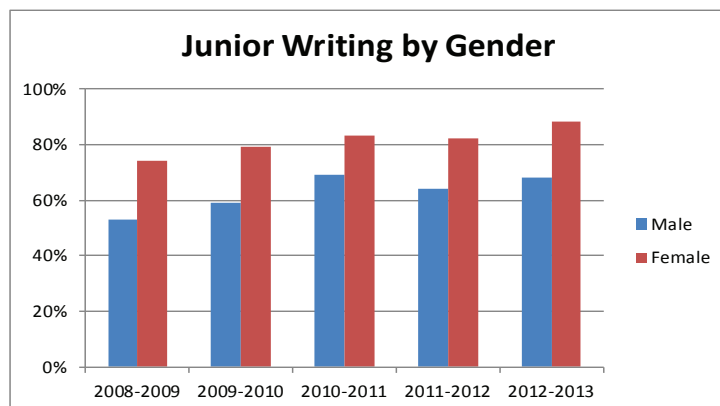
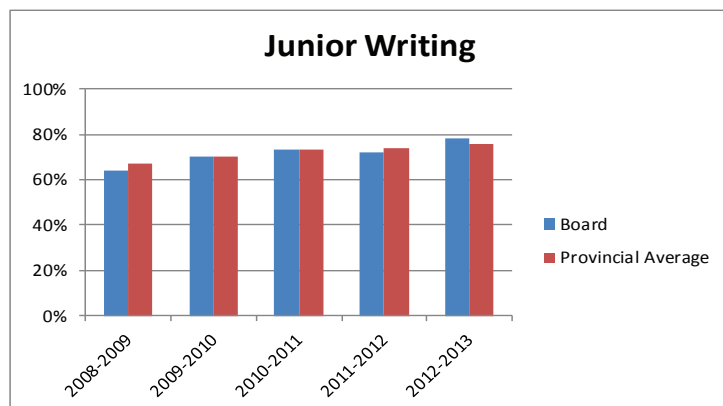
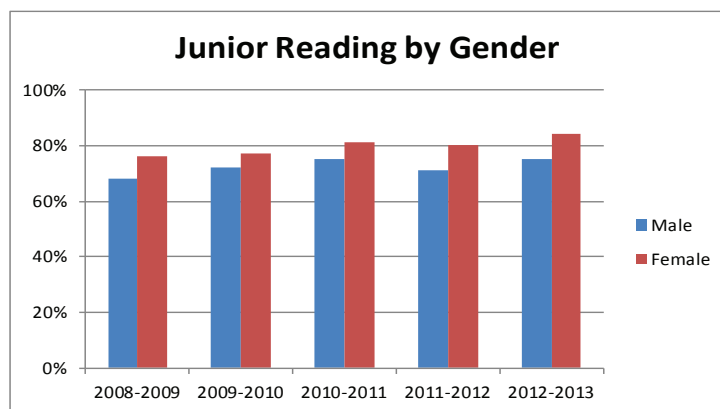
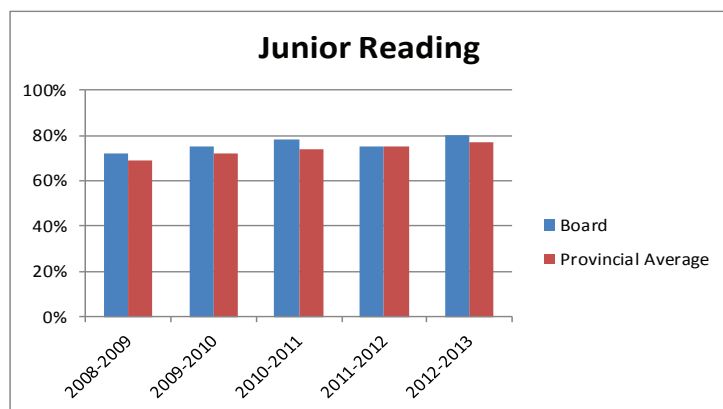
Primary English Language Learners



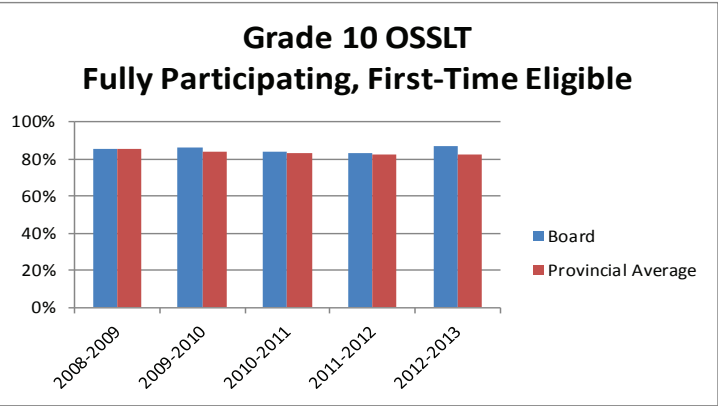
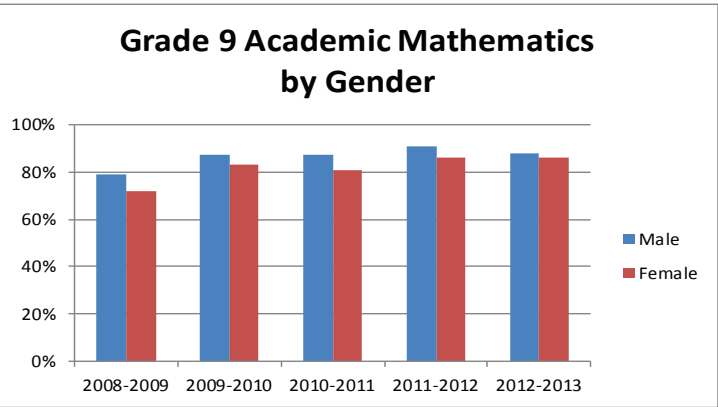
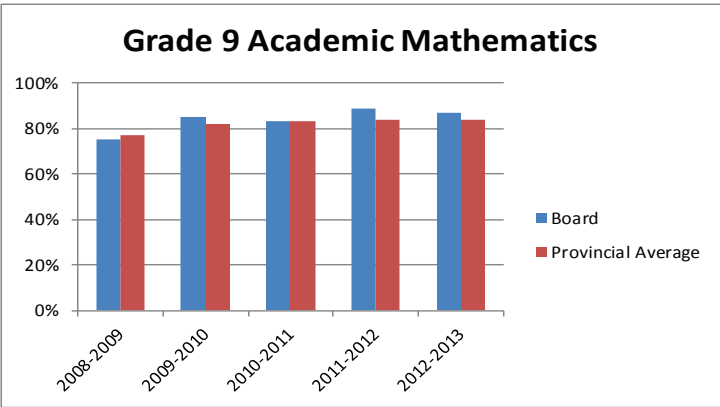
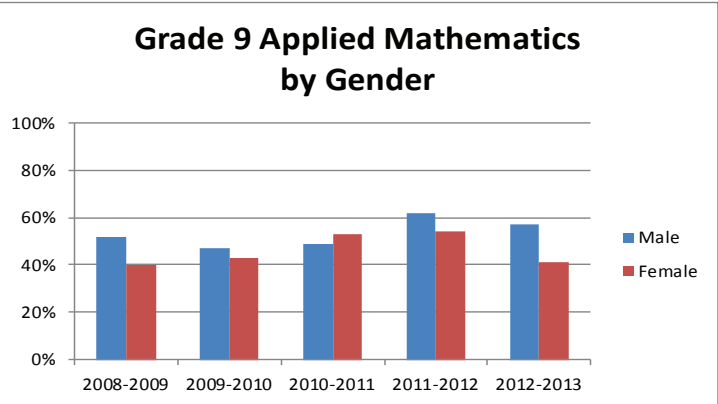
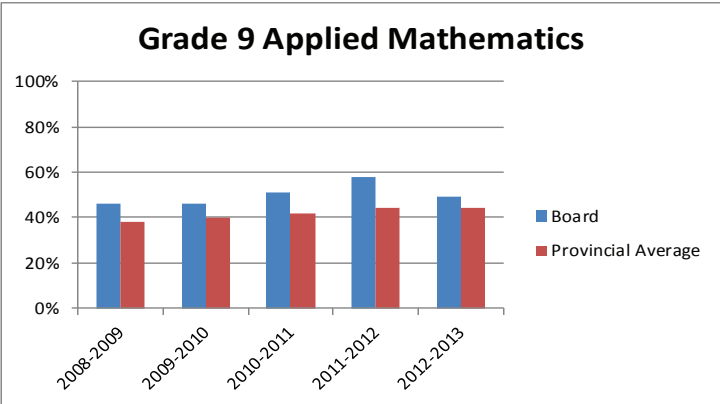
Primary Special Education Needs (excluding Gifted)



JUNIOR



SECONDARY



STRATEGIC COMMITMENT

Leadership



Supporting Initiatives and Outcomes

INCREASE THE ABILITY TO BE INSTRUCTIONAL LEADERS TO IMPROVE STUDENT ACHIEVEMENT.

- Principals and vice-principals worked in learning teams to improve their ability to monitor and supervise instruction in their schools. Some examples of the learning topics included: netbooks (e.g., Destination Reading), literacy best practices, assessment moderation, demonstration videos, provincial resources, the assessment framework and the professional learning cycle.
- Principals and vice-principals developed school improvement plans for student achievement focused on staff development that link the Strategic Plan, the Board Improvement Plan for Student Achievement, and Ministry of Education initiatives.

IMPROVE THE SKILLS AND KNOWLEDGE OF OUR LEADERS IN RELATION TO PERSONAL LEADERSHIP RESOURCES.

- Aspiring teacher leaders participated in teacher leadership programs (Introduction to Teacher Leadership and Aspiring Catholic Leaders).
- Aspiring administrators participated in an internship program to develop future school administrators.
- Newly-appointed principals and vice-principals participated in a mentoring program that combined training and coaching by experienced principals, vice-principals and supervisory officers. Training addressed faith formation, instructional leadership, and personal leadership resources.
- Principals, vice-principals and aspiring leaders developed annual growth plans that address personal leadership resources (as outlined in the Ontario Leadership Framework), instructional leadership and personal faith formation. Annual growth plans are monitored and supervised by supervisory officers.
- Principals and vice-principals participated in monthly training sessions to refine their ability to manage conflict effectively, to effectively coach employees, to work through difficult conversations and to performance-manage employees.

IMPROVE THE ABILITY TO BE HUMAN RESOURCES AND LABOUR RELATIONS LEADERS.

- Principals and vice-principals participated in the Leadership in Human Resources Certificate Course (Recruitment and Selection of Employees, Performance Management, Managing in a Union Environment, and Health and Safety).
- Planning began for selected principals and vice-principals to work in learning teams to refine their performance management skills.



STRATEGIC COMMITMENT

Communications

PROVIDE TIMELY, APPROPRIATELY- DELIVERED AND RELEVANT INFORMATION TO OUR CATHOLIC COMMUNITY.

- Surveyed and dialogued with individual school communities to establish methods of fulfilling local communications needs.
- Incorporated 'on-line subscription' feature for Board and school information such as newsletters and events.
- Planned and implemented a web-based interface project to support communication with parents (e.g., Moodle, Desire 2 Learn).

BUILD TRUSTING RELATIONSHIPS WITH OUR COMMUNITY MEMBERS.

- Developing methods to tell our story and demonstrated our success. Scheduled to be implemented in the new elementary school websites.
- Planning current, easy-to-navigate elementary school websites that use new communication utilities and are accessibility compliant.
- Increased the use of video on the Board and school websites as a communication tool.

DEMONSTRATE HONEST, SUCCESSFUL COLLABORATION.

- Working towards methods that identify opportunities to execute public participation events where the collective voice is shared and has a positive impact.
- Planning to provide our Catholic community (partners, parents, parent council members, etc.) with the opportunity to participate in online discussions at all public participation sessions.
- Increased the use of online surveys and polls for school and system initiatives.



Trustees

From left to right: Cliff Casey, *Chair of the Board, Norfolk County*, Dennis Blake, *Norfolk County*, Rick Petrella, *City of Brantford*, Bonnie McKinnon, *Haldimand County*, Dan Dignard, *County of Brant*, June Szeman, *Vice Chair of the Board, City of Brantford*.

Student Trustee 2012-13 - Ryan Cattrysse

Celebrating Partnerships...

We take pride in our work and partnerships with organizations and initiatives in our community. During the 2012-13 school year we...

- Opened two Parent and Family Literacy Centres in Brantford;
- Continued our strong partnership with Nipissing University;
- Had a very successful system-wide United Way Campaign;
- Implemented the next phase in our Early Learning Kindergarten Program Roll-out;
- Increased our Special Education Advisory Committee (SEAC) membership;
- Continued our support and service with SWAC/SCWI;
- Continued our strong and supportive relationship with Grand Erie District School Board;
- Held a successful Parent Symposium;
- Promoted student online safety with the THINK campaign;
- Opened the St. Mary Catholic Learning Centre;
- Supported the Faith in Our Future Campaign;
- Continued our support of St. Vincent de Paul and local area food banks;
- Fostered an awareness of the work of our local health units and Community Care Access Centres;
- Continued to build on strong relationships with our three Diocese;
- Worked with our local parishes to support our Catholic system.

Senior Administrators

From left to right:

Chris N. Roehrig, *Director of Education*,
Jamie McKinnon, *Superintendent of Education*,
Leslie Telfer, *Superintendent of Education*,
Bill Chopp, *Superintendent of Education*,
Tom Grice, *Superintendent of Business*.



*For more information about the Brant Haldimand Norfolk
Catholic District School Board or this report:*

View the Board's multi-year Strategic Plan found at
www.bhncdsb.ca
(Board | Reports and more | Reports and Plans)

Visit **www.bhncdsb.ca**

Call Communications Services at 519.756.6369, Ext. 234.



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