

DIRECTOR'S  
ANNUAL REPORT  
2015-2016

## Vision

Achieving Excellence in Catholic Education through  
Learning, Leadership and Service



*Peterborough Victoria  
Northumberland and Clarington  
Catholic District School Board*



Dear friends and partners in Catholic Education:

The Director's Report offers a concise overview of our collective efforts in 2015-2016 to move deeper in the implementation of [PVNC's Strategic Plan 2014-2017](#). A purposeful focus on our shared vision and strategic priorities has resulted in a more coherent and aligned approach to creating the optimum teaching and learning conditions as we support the achievement and well-being of all students.

We are pleased to share that data from a survey of the system and our partners in the spring of 2016 indicated very positive results in most areas of PVNC's Strategic Plan and also demonstrated where more learning is needed. A total of 91% of respondents confirmed that they are familiar with our vision statement. More importantly, we continue to move closer to realizing our priorities in most areas. Each month, our [From the Boardroom Report and PVNC Learns Newsletter](#) highlight the best in Learning, Leadership and Service in our school communities, offering a great look into the actions and events that support our vision and strategic priorities.

Over the next few months, we will be embarking on a journey of reviewing and renewing our Strategic Vision and Priorities for 2017 to 2020. There will be numerous opportunities for the entire PVNC community and all of our partners to give input to the plan, to express their vision and dreams for our system, and to share critical insights that will help us to get it right. We look forward to hearing from students, staff, parents, and all who value Catholic Education here at PVNC.

Michael Nasello, Director of Education



## Vision

Achieving Excellence in Catholic Education through  
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Strategic Priorities	Strategy / Actions	Outcomes and Next Steps
<p><b><i>Ensure our structures, processes, relationships, and actions reflect our gospel values and Catholic Social Teachings</i></b></p>	<p>Purposeful use of Vatican, and the Assembly of Catholic Bishops and Institute for Catholic Education resources to build a deeper understanding at all levels of the system about the alignment between our collective work and the Gospel and Catholic Social Teachings.</p> <p><i>(eg. Laudato Si, Pastoral Letter on Refugees, Canadian Conference of Catholic Bishops Response to the Truth and Reconciliation Commission).</i></p> <p>In-service for the use of the Respecting Differences document in conjunction with new Ministry of Education Health and Physical Education Resources.</p> <p>Purchase and implementation of <i>Growing in Faith, Growing in Christ</i> curriculum resource for grades 1 and 2.</p>	<p>Our January 2016 survey on Strategic Priorities indicated that approximately 90% of respondents agreed that there is a strong understanding of Catholic social teaching as well as a visible commitment to serving others.</p> <p>Coherence and alignment evident in:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Catholic Board Improvement Plan for Student Achievement and Well-Being (CBIPSAW)</u></a></li> <li>• <a href="#"><u>Strategy for Mental Health and Well-Being</u></a></li> <li>• <a href="#"><u>Math Action Plan</u></a></li> <li>• <a href="#"><u>First Nation, Métis, and Inuit Plan</u></a></li> <li>• <a href="#"><u>French as a Second Language Three-year Plan</u></a></li> <li>• <a href="#"><u>Technology-Enabled Learning Plan</u></a></li> </ul> <p>For the first time, curriculum chairs of religious education and physical education met three times to discuss the approach to the new Ministry materials through a Catholic lens. Next steps include ongoing meetings, which will include parish priests.</p> <p>Grade 1 and 2 teachers received in-service training in the fall of 2015, along with diocesan priests as partners in the implementation of this new curriculum resource. Next steps include the purchase and implementation of Grade 3 resources in both print and digital forms.</p>

Strategic Priorities	Strategy/Actions	Outcomes and Next Steps
	<p>Board and school improvement plans moved to three pillars from five. The new pillars (Teaching and Learning, Personal Pathways and Well-Being, Living Our Catholic Faith) aligned with the Board vision (Learning, Leadership, Service).</p>	<p>The January 2016 survey results showed 64% of staff/students were aware of Catholic school improvement plans.</p> <p>Survey showed need for ongoing communication.</p>
	<p>Framework for Policy Development continued to guide work of establishing Directional Policies and supporting Administrative Procedures.</p>	<p>Directional Policies Developed in 2015-2016:</p> <ul style="list-style-type: none"> <li>● Governance, Vision, and Strategic Priorities</li> <li>● Communication</li> <li>● Student Achievement and Well-Being</li> <li>● Employee Relations</li> <li>● Stewardship of Resources</li> <li>● Safe and Accepting Schools</li> <li>● Parent and Community Relations</li> <li>● Records and Information</li> </ul> <p>Administrative Procedures developed in 2015-2016:</p> <ul style="list-style-type: none"> <li>● Effective Instructional Practice</li> <li>● Assessment and Evaluation</li> <li>● Ryan's Law</li> <li>● Student Trustees</li> <li>● Accessibility and Barrier Free Access</li> </ul> <p>A revised framework for policy development has been approved as well as a revised policy register plan and schedule for the upcoming year.</p>
	<p>Merging of Religion, Family Life and Equity Committee into Faith and Equity Committee.</p>	<p>Merging of committees demonstrates commitment to alignment of principles of equity and inclusive education with Catholic Social Teachings. Next steps include the fusion of well-being with our Catholic faith CBIPSAW pillar to continue intentional alignment.</p>

In collaboration with the Catholic Parent Engagement Committee, a re-imagining of the Principal Profile Tool, which is meant to assist the Board in consulting communities on the leadership they envision for their schools. The purpose of the revisions was to provide opportunities for more guided anecdotal feedback around the culture, strengths and needs of each community from the parents' perspectives.

The Catholic Parent Engagement Committee collected survey feedback from Catholic School Councils after the form was used for the first time. The response was overwhelmingly positive, and there were suggestions for further refinement for the newly named Catholic School Community Profile.

***Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations***

Continue to build instructional leadership capacity through focused, intentional job-embedded learning on:

**Assessment for, of, and as Learning**

- Assessment and Evaluation Administrative Procedure was created to provide a clear understanding and expectations to all stakeholders of best evidenced-based practices, as described in Growing Success, 2010

**Leading Collaborative Inquiry**

**New Religion Curriculum Document**

- Learning partnership with Diocese in implementation of Growing in Faith, Growing in Christ

**New Pedagogies for Deep Learning**

- Six schools involved in international NPDL Project

**Effective Instructional Practice**

- Effective Instructional Practice Administrative Procedure was created to provide a clear understanding and expectations to all stakeholders of best evidenced-based practices

The January 2016 survey on Strategic Priorities indicated that:

- 76% of respondents agree that instructional practices support the Ontario Catholic School Graduate Expectations; 77% agree that, in their schools, learning goals are co-created
- 73% agree that students are provided with timely feedback; 71% of parents understand the use of Learning Goals and Success
- PVNC Graduation Rate has increased from 90.2% in June 2015 to 90.4% in June 2016
- EQAO data indicated strong results in grade 9 mathematics and grade 10 OSSLT, as well as grades 3 and 6 reading and writing
- There is a continued focus on building capacity in grade 6 mathematics

The evening general assembly was fully subscribed, and the feedback from attendees was that the information was relevant and useful to them. Next steps include planning for the next Annual General Assembly, with a focus on providing a speaker on child wellness.

Strategic Priorities	Strategy/Actions	Outcomes and Next Steps
	<ul style="list-style-type: none"> <li>• Catholic Parent Engagement Committee Annual General Assembly highlighted how parents can be supporting their children’s math learning</li> </ul> <p>Central EQAO strategies workshops held for grades 3 and 6 teachers.</p>	<p>Teachers exited the workshops articulating that they felt more confident about preparing students to take the testing in the spring. Next steps include ongoing workshops each year, and monitoring the effectiveness of these workshops via staff survey and EQAO results.</p>
	<p>The CBIPSAW template was revised to reflect a plan, act, observe and reflect problem-solving model.</p> <p>CSIPSAW planning days were held with each school sending a team centrally to receive guided practice in creating data-driven theories of action and complementary strategies for action.</p> <p>Further, the CBIPSAW was derived from the theories of action provided by the schools, and the resulting support required by schools from central staff to implement their initiatives.</p>	<p>The new template more accurately reflects the CBIPSAW as an ongoing collaborative inquiry. Next steps include ensuring that the monitoring and reflection components are given their due attention throughout the year.</p> <p>All schools were able to craft theories of action that aligned with their school needs, with Ministry and Board direction, and which were measurable and observable in nature.</p> <p>The CBIPSAW was derived from the CSIPSAWs, which demonstrated our commitment to Leading from the Middle, and the resulting ownership for achievement placed in the hands of all stakeholders. Next steps include an ongoing commitment to the monitoring and reflection of all plans through the maintenance of monitoring mechanisms, such as superintendent learning visits.</p>
	<p><b>Mental Health and Well-Being</b></p> <p>Mental Health in the Work Place, Safe Talk Training, Mental Health First Aid and Self-Regulation</p>	<p>January 2016 survey shows 64% of respondents were familiar with the PVNC Be Well – Strategy for Mental Health and Well-Being 2014-2017. We are currently engaged in a study and renewal of the PVNC Mental Health and Well-Being strategy and communication plan.</p>

Strategic Priorities	Strategy/Actions	Outcomes and Next Steps
	<p>Embedded a Learning for All approach supported by the principles of Leading From The Middle and Learning For All document to ensure needs of special education students are being met.</p>	<p>January 2016 survey indicates that 82% of respondents agree that, in their school/department, there is support for life-long learning and a growth mindset; 83% agree that a range of learning needs are supported.</p>
	<p>Provided opportunities for students at risk to develop their potential and to be inspired to make a meaningful contribution to society through Dual Credit courses, Centres for Success, and SHSM programs.</p>	<p>620 PVNC students participated in 32 dual credit courses with a 93% success rate, and 407 students participated in 11 Specialist High Skills Majors programs with an 80% success rate.</p>
<p><b><i>Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students</i></b></p>	<p>Focused investment in a systematic approach to ensuring staff have the necessary knowledge, skills and resources to leverage technology for learning.</p> <p>All teachers continue to be equipped with a laptop or tablet.</p> <p>Use of Google Drive at all levels of the system to support communication, collaboration and learning.</p> <p>System-wide virtual learning opportunity on PA Day: Catholic Education in A Digital World</p> <p>Movement of central e-learning courses to St. Thomas Aquinas Catholic Secondary School, reducing e-learning courses from 18 to 12, with six sections returning to secondary school timetables.</p> <p>As a demonstration to our ongoing commitment to leveraging technology, we hired both a Web Developer to enhance our on-line presence, and a Supervisor of Corporate Systems to further our Technology Enabled Learning Plan (TELP).</p>	<p>January 2016 Survey shows 91% of respondents agreed their school/department leveraged technology for learning.</p> <p>Increased evidence of effective use of technology in instructional and assessment practices visible in classrooms and observed through principal and superintendent learning visits, monitoring of collaborative inquiries.</p> <p>Increased use of social media by director, senior team, managers, principals, vice-principals, teachers, support staff, students and parents focused on <a href="#">#PVNCLearns</a>, <a href="#">#PVNCLeads</a> and <a href="#">#PVNCServes</a>.</p> <p>E-learning courses come under the administrative structure of the school, courses are fully subscribed and supplement the secondary school timetables effectively. Next steps include expanding course offerings, and expanding the clientele by marketing externally.</p> <p>Our Board and school web sites are currently in the process of update and renewal.</p>

Strategic Priorities	Strategy / Actions	Outcomes and Next Steps
<p><b><i>Develop the intellectual, spiritual, mental, physical and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments</i></b></p>	<p>Development and implementation of a new Directional Policy for Student Achievement and Well-Being.</p>	<p>Ongoing development of Administrative Procedures to support this Directional Policy.</p>
	<p>Integration of the Catholic School Graduate Expectations, Gospel values and Catholic social teachings into all learning activities.</p>	<p>January 2016 Survey shows that 76% of respondents agree that instructional practices support the Ontario Catholic School Graduate Expectations.</p>
	<p>Development and implementation of our Strategy for Mental Health and Well-Being.</p> <p>Establish explicit links between the Strategy for Mental Health and Well-Being and Instructional Practices, Safe and Accepting Schools, and Catholic School Graduate Expectations.</p>	<p>Increased awareness of all employees of the Strategy for Mental Health and Well-Being and emerging evidence of self-regulation strategies, Minds-up Curriculum, Christian Meditation to reduce anxiety and support staff and student learning.</p> <p>January 2016 survey shows that 64% of respondents indicated familiarity with PVNC Be-Well Strategy.</p> <p>86% of respondents indicated PVNC schools were safe and welcoming environments.</p>
	<p>School Climate Survey administered in Spring of 2016 contained questions which evoked data in student, parent, staff perceptions of safety and well-being in the school.</p>	<p>In the Spring 2016 School Climate Survey, two-thirds of respondents agreed that:</p> <ul style="list-style-type: none"> <li>● The students in their school respect each other's differences (85%)</li> <li>● Their parents are welcome in the school (97%)</li> <li>● Students are treated fairly (83%)</li> <li>● They feel physically safe on the school property (86%)</li> <li>● And within the range, but to a lesser degree, if they had a personal problem, they know there is an adult they can go to (67%)</li> </ul>



Strategic Priorities	Strategy / Actions	Outcomes and Next Steps
		<p>Next steps include building strategies to support both genders and students with IEP's so they will be able to experience the characteristics of a positive school climate equitably, and to continue to educate all students and staff about bullying in all its forms, and to build a strong commitment from all stakeholders in maintaining and strengthening a safe and respectful learning and working environment in every school.</p>
	<p>Creation of Student Leadership and Student Voice Administrative Procedure, which outlines expectations that all schools provide opportunities for student leadership, and that student's have a voice in decisions that affect them.</p> <p>Student Liaison Committee hosted Voices That Inspire forum that focussed on the importance of student leadership and voice. Student Success consultants took the opportunity at the event to capture student voice on a host of topics through focus groups.</p>	<p>Schools demonstrated in their CSIPSAWs for 2016-2017 their commitment to student voice in all three pillars. Next steps include monitoring progress toward gathering and embedding student voice.</p> <p>View video of conference here: <a href="https://goo.gl/r2aqwz">https://goo.gl/r2aqwz</a></p>
	<p>Revision of Joint Police and School Board Protocol for 2016-2021, reflecting mandates from various Ministries and police services.</p>	<p>Joint Protocol was signed by all authorities in July 2016, and school principals were provided with highlights of changes in June and September 2016. Next steps include inservice for staff to ensure that all stakeholders are aware of procedures that involve police, and the related PVNC policies.</p>
	<p>Re-imagining of the New Leaf Program to include students who need an alternate setting in the short-term without being on long-term suspension.</p>	<p>Long-term suspensions system-wide decreased in number, as the New Leaf Program became an option for early intervention for students exhibiting problematic behaviours. Next steps include ensuring that the PVNC intervention checklist has been implemented in conjunction with all New Leaf placements to ensure that required supports are in place upon return to a school setting.</p>

Strategic Priorities	Strategy/Actions	Outcomes and Next Steps
<p><b><i>Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision</i></b></p>	<p>Development of administrative procedures to support recruitment and succession planning policy.</p>	<p>Consistent processes for recruiting employees at all levels of the organization.</p>
	<p>Professional mentoring and coaching available to support new and experienced principals and vice-principals.</p>	<p>Positive feedback from principals and vice-principals involved in mentoring/coaching and job-shadowing opportunities.</p>
	<p>Job-shadowing opportunities for principal and vice-principal candidates.</p> <p>Catholic Leadership Development Series provides leadership opportunities available to all employees.</p> <p>Electronic job posting process established for all positions, using the Apply to Education web site.</p> <p>Establishment of two-step interview process for all employee groups to ensure that all new hires have the knowledge, skills and attitudes to support the PVNC vision.</p> <p>Debriefing of internal candidates to provide feedback for improvement.</p> <p>Process established for reviewing and evaluating all job positions.</p>	<p>Growing engagement and positive feedback from employees participating in Catholic Leadership Development Series.</p> <p>January 2016 survey results indicate 79% of respondents agreed that our board ensures fair and transparent processes for recruitment, hiring and promotion of staff.</p>

## **EQAO Results 2015-2016**

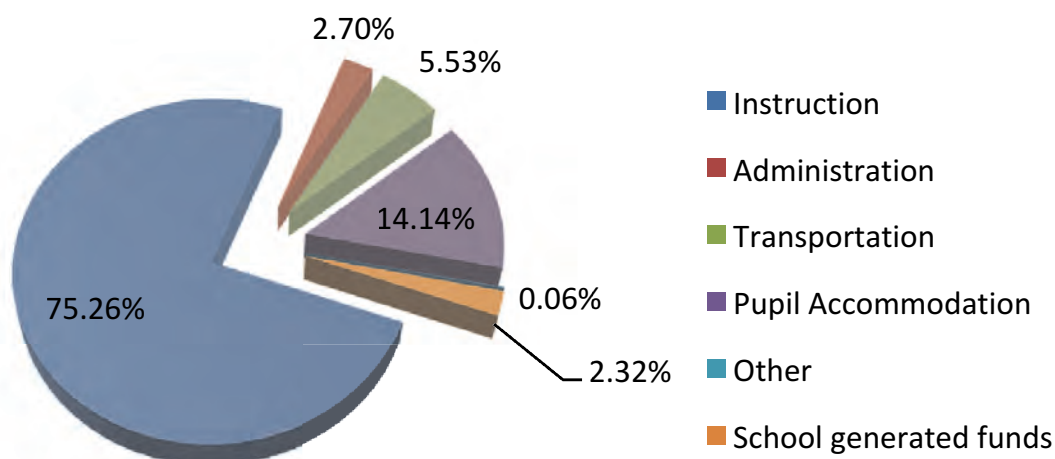
The EQAO Assessments provide us with important data and insights that support our ongoing efforts to achieve excellence in Catholic education through learning, leadership, and service. Our strategic priorities for 2014-2017 with their clear focus on student achievement and well-being will support our students and staff in continually improving our outcomes not only in EQAO scores but in meeting our Catholic School Graduate Expectations.

### **PVNCCDSB EQAO RESULTS 2015-2016**

## **2015-2016 Enrolment**

Elementary	10,011
Secondary	4,490
<b>Total</b>	<b>14,501</b>

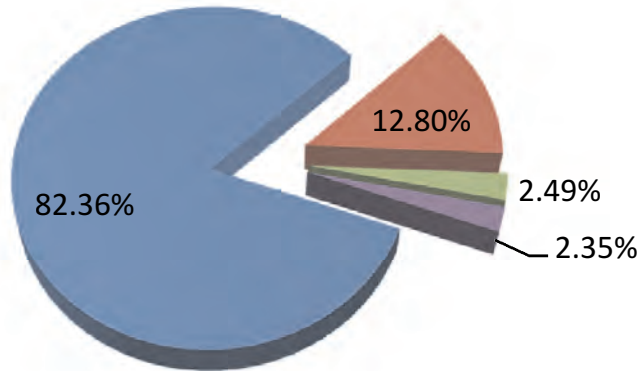
## **2015-2016 Consolidated Expenses**



### **Consolidated Expenses**

Instruction	134,925,930	75.26%
Administration	4,833,290	2.70%
Transportation	9,906,277	5.53%
Pupil Accommodation	25,352,237	14.14%
Other	107,688	0.06%
School generated funds	4,160,905	2.32%
<b>Total</b>	<b>179,286,327</b>	<b>100.00%</b>

## 2015-2016 Consolidated Revenues



- Provincial grants
- Local Taxation
- Other fees, revenues and investment income
- School generated funds

### Consolidated Revenues

Provincial grants	148,736,649	82.36%
Local Taxation	23,112,654	12.80%
Other fees, revenues and investment income	4,500,363	2.49%
School generated funds	4,236,247	2.35%
<b>Total</b>	<b>180,585,913</b>	<b>100.00%</b>



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**PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON  
CATHOLIC DISTRICT SCHOOL BOARD**

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