



OUR CATHOLIC SCHOOLS

Director's Annual Report

Academic excellence is only the beginning of what students can achieve in our schools. Catholic families choose Catholic education for the values that their children learn in the classroom and on the playground — values that are from the teachings of Jesus, which help children grow into responsible, loving adults. While provincial test results show that our students continue to thrive academically, it is the Christ-centred nature of our daily lives with students that we truly celebrate.

A fundamental part of our faith is recognizing each person's unique gifts. From the first years in school, children learn that they are created by God, unique and precious. At the secondary level, all students are encouraged to share their gifts with the world as they follow the unique pathways that will lead them to meaningful career destinations. We value all post-secondary pathways equally — whether work, college or university.

Everything that we celebrate in the classroom is supported by the work of many dedicated and talented people. Sound fiscal planning allowed us to maintain a balanced budget while providing many innovative programs and opportunities for our students. New computer technology infrastructure makes it possible for all students to use the most current equipment and software available. Our schools are well-maintained to be “good places to learn”.

We continue to support the professional and faith development needs of our staff so that they may be prepared to nurture the whole child — mind, body and spirit.

Theresa Harris
Director of Education & Secretary
December, 2006



a Catholic learning community

As a Catholic learning community, supporting each other in our faith journey, we provide academic excellence within a safe, Christ-centred environment while enabling all individuals to become life-long learners who make a positive contribution to society. We have 32 elementary schools (including one French Immersion school) and three secondary schools in Brantford, Brant County, Haldimand County and Norfolk County.

Exemplifying Catholic graduate expectations

Catholic Student Leadership Awards

The foundational belief of Catholic education is that spiritual and moral formation is critical to the development of the whole person and to the realization of the fullness of life. Catholic education makes a distinctive difference not only to the lives of our students, but also to our communities, our province, and our country.

The Catholic Student Leadership Award is presented to one student in each school who most demonstrates the qualities and values of the Catholic Graduate

Expectations. Students from all 35 of our schools were honoured at a special evening at St. John's College in March, 2006. Students and parents joined in a celebration of Mass led by Fr. Edwin Gonsalves, Archdiocese of Toronto. The recipients also participated in a Student Leadership Conference that was organized by the secondary school chaplains and Religion Consultant Joyce Young. Group activities encouraged award recipients to form connections with each other while building their personal strengths.



“And God saw that it was good!”

Catholic Education Week

The first week of May was a time to celebrate the gift of Catholic education in our communities. The theme — “And God saw that it was good!” reflected our commitment to help students cultivate an appreciation for God's gift of creation and develop a deep sense of moral purpose in fulfilling humanity's responsibility as stewards of creation.

This year, a new event was the Arts Night at the Sanderson Centre in Brantford. Elementary and secondary students from

across the Board shared their artistic talents through musical, dance and drama performances and visual art displays.

Catholic Education Week was celebrated in each school through activities for students and open houses for family and friends. The week also featured a robotics challenge for elementary students, the Ontario Technological Skills Competition, and the annual “What Makes Our Community Work” career exploration day in Brantford.

Board employees nurture faith together

Board-wide Faith Day

Brantford's Sanderson Centre became a gathering place for our 1,000 employees at the board-wide Faith Day in early February, 2005.

We traditionally use one of our professional development days for Faith Day gatherings and activities. As Catholic educators, our teachers and staff nurture the spiritual development of students from the time they enter kindergarten, and as they progress through high school to prepare for life in the world. Faith Day is an opportunity to celebrate the unique gift of Catholic education, and to support one another's own spiritual growth in our service to others.

The day began with the plank-by-plank construction of a wooden boat on the Sanderson Centre's stage, with each plank bearing the name of each of our elementary and secondary schools and worksites. The boat symbolized the day's theme, *Trust in Me*, drawn from Jesus' reminder to the disciples to have courage during the storms of life, and to trust in Him when fears threaten to overwhelm.

Following a celebration of Mass led by newly-ordained Auxiliary Bishop Gerard Bergie of the Hamilton Diocese, Board staff enjoyed an inspiring presentation by guest speaker Fr. J. Glenn Murray from Cleveland, Ohio.

supporting each other in our faith journey

A discerning believer formed in the Catholic faith community. An effective communicator. A reflective and creative thinker. A self-directed, responsible, life-long learner. A collaborative contributor. A caring family member. A responsible citizen. **That's a Catholic graduate.**



EQAO results show steady improvement

Literacy and numeracy achievement

Elementary students were remarkably successful on provincial assessments in reading, writing and mathematics. All scores on the Grade 3 and Grade 6 EQAO (Education, Quality and Accountability Office) assessments were higher than the previous year, continuing the Board's sharp trend of improvement over the past five years.

Five years ago, we found that success on the assessments was achieved by about 40 to 50 per cent of our students. Since then, the Board has nurtured a culture of learning which brings these numbers to the 60 to 70 per cent range. Students in Kindergarten to Grade 6 have benefitted

from the Board's addition of considerable staff and classroom resources, as well as the emphasis on professional learning teams in every school.

The Board has trained 25 teachers as "literacy coaches" who devote half a day each week to assisting other teachers with individual assessments, program planning, and teaching strategies. There are also six literacy teachers who provide additional support in 12 schools. This approach has proven very effective and the Board is well on the way to meeting the Ministry of Education's goal for 75% of students to meet the provincial standard.

Success on Grade 10 literacy test

Grade 10 students achieved an 88% success rate on the most recent OSSLT (Ontario Secondary School Literacy Test), a significant increase over the previous year, when 81% of students successfully completed the test. Teachers in all subject areas have been working with students to improve reading and writing skills. This cross-curricular approach stresses consistent development of language skills in every subject, allowing all teachers to share a commitment to literacy.

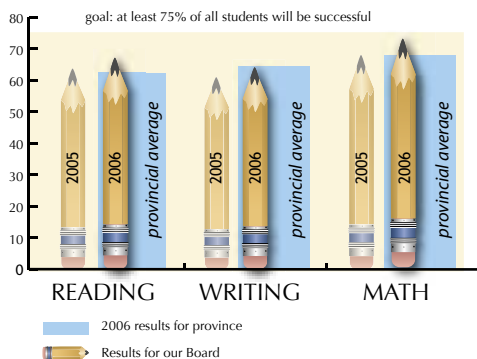
Grade 9 EQAO math scores climb

Of all the students studying mathematics at the academic level, 77% meet or exceed provincial standards, a leap of nine per cent over the previous year's results. Scores for students in the applied mathematics program are stable, with an overall success rate of 42% throughout the Board. The success is being attributed to a combination of hard work on the part of students and new teaching strategies for Grades 7, 8 and 9 mathematics.

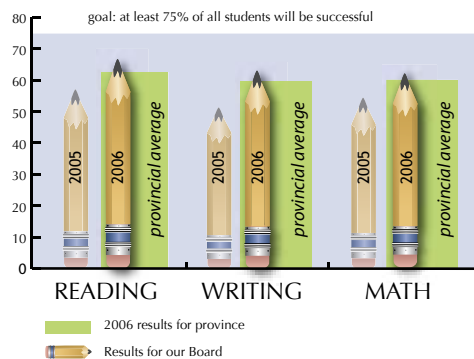
Grade 9 EQAO Mathematics Test Results*				
	Applied		Academic	
	2005	2006	2005	2006
Board - overall	43%	42%	68%	77%
Province - overall	27%	35%	68%	71%

* percentage of students who scored at Level 3 or 4

Grade 3 EQAO Results



Grade 6 EQAO Results



we provide academic excellence

We have created an environment where principals support teachers in sharing strategies and ideas. We believe that every child can be successful if given the right resources and enough time, and that all teachers can teach to high standards given the right conditions and assistance.

The little school with a big heart

Like many schools, Our Lady of Fatima school in Courtland has a group of active and dedicated parents who work to raise money for school projects. It's a small group, representing a small school, but they manage to raise enough each year to put more than \$10,000 into school enhancements.

The success comes from the group's unique community-centred approach. It started about ten years ago, when the parent interest group formed a registered charity. Reporting to Revenue Canada, the charity is independent of both the school and the school council. Because it is a registered charity, the group can give tax receipts to donors. This is something the group's treasurer, Janice Waelz, sees as a great advantage. With over 160 sponsors of the group's annual Turkey Bingo fundraiser, the sponsor list reads more like a local business directory. People in the community come to expect the annual request for a donation to the school's main fundraiser, and more often than not, they increase their previous donation.

The November event is more than just a fundraiser for the school, though.

Not only is it the "event of the year" in Courtland, it is also one of the many ways the school keeps connected with the wider community. The group is also actively involved with helping at the community brunches that the Lions club organizes. This raises just over \$1,000 a year and is also one way that the community has become so close-knit. "We're in the community. Former students help out, and parents are there too," says Waelz, who said they would probably keep doing it even if they didn't need to raise the money for the school, if only for the connection to friends and neighbours. "We support the community, and they rally behind us."

Money raised by the group enhances resources in the classroom. This includes things like class trips, new books for the library, and a new set of microscopes for science classes. In 2005-06, the group purchased new mats and wall padding for the gymnasium, which cost \$3,600. The group also pays for drama, art, and music programming. "Whatever the teachers tell us they need, no problem," says Waelz.

Kindergarten *en français*, s.v.p.

When Michelle and John Johnston were looking for a school for their son Jack, there were many options to consider. At first, they were interested in sending him to a school near their home in Paris, but they explored other possibilities before making a final decision. They wanted to choose a school that would give their three children a future filled with possibility, and that would build their sense of self-confidence. When they visited St. Jean de Brébeuf Catholic school in Brantford, they knew they had found the place.

"As soon as you walk into that school, it's a warm and welcoming atmosphere," said Michelle. "You don't feel like you're walking into an institution. It has a warm family feel."

Kindergarten registrations at the French Immersion school were higher than usual in 2005-06, according to school principal Annette Finnie. Parents are interested in offering the benefits of learning a second language at an early age, even though some parents have some concerns because they don't speak French at home. "I reassure them that most of our families are not French-speaking," says Finnie.

That's the difference between a French Immersion school and a francophone school, where all the children would come from French-speaking families." Parents choosing French Immersion are doing so to broaden employment and travel options for their children later in life. Michelle Johnston adds, "We wanted our children to have French throughout their day, so they would develop a sense of self-confidence that I don't think they get when it's just one subject they take in an English school."

Along those lines, families are drawn to the Catholic school because faith and values are developed throughout the day, and not limited to lessons learned in the daily religion classes. Although the school could promote the academic excellence it offers students — the school exceeds local and provincial results in reading, writing and math — Finnie is confident that parents are choosing St. Jean de Brébeuf for the "whole child" education that is offered. "Nine times out of ten, parents have been nurtured in the Catholic faith themselves, and they want to pass that gift along to their children."

a safe, Christ-centred environment

A Catholic school is more than just an extra class in religion. It's more than "character education". The difference is that the values children learn are from the teachings of Jesus. In the classroom, on the playground, throughout the day, Catholic students live and grow in their faith.



A program pathway is the combination of the courses that make up a student's educational program and the supports provided in offering that program. It's designed to lead a student to a particular destination and should reflect the goals that motivate students to complete their secondary education. A program pathway is considered successful if the student makes a smooth transition to their next stage of life, whether it's apprenticeship, college, university or the workplace.

www.pathways4success.ca



State-of-the-art equipment and highly-trained teachers

Preparing for careers in technology

When was the last time you were in a technology classroom? If it's been a while, you might be surprised by what you find. The first impression you get when you walk into the machine shop at Holy Trinity Catholic High School is how clean it is. There's a CNC machine that's worth about \$80,000 and a teacher who's qualified to show students how to use it.

The machine shop's shiny, white computerized equipment looks a lot like the gleaming Mac lab down the hall in the communications technology room. Here, aspiring graphic designers, web developers and television producers learn what it's like to work in the fast-paced world, with very little time to put together the daily television program that airs on the school's Trinity Vision Network. In addition to filming in the real-world television studio, students can also connect a camera from anywhere in the school and send it live to televisions mounted from the ceiling in every classroom.

The overall theme of technology classrooms is real-world training with state-of-the-art equipment. Computer engineering program students learn to fix and build computer hardware and install

networking. They can complete Levels 1 and 2 of the internationally-recognized CISCO Certified Network Associate certification while completing regular course work. According to teacher Clark Chernak, the same certification course would cost \$1,000 if it were taken in college.

Construction technology is a popular program. Some students are interested in going into the trade, but most students just want to learn practical do-it-yourself skills. When they graduate, they'll know enough about woodworking, plumbing and wiring to do many basic home renovations.

The beautifully equipped hairstyling classroom looks like a high-end salon. Teacher Patricia Crimless sets high standards for her students, who are sometimes surprised at how hard they have to work for an A in her class. Crimless ensures that students develop inner beauty as well. They talk about gossiping and social hierarchies, and she guides them through weekly meditation in the school's chapel. Reaching out in the community, students go to the Alzheimer Society's Caregiver Wellness Centre once a month to give free manicures to caregivers.

Special Education Department

In 2005-06, the Special Education Department reviewed student support allocations to ensure that all students who have health and safety concerns, developmental delays, and Autism Spectrum Disorder (ASD) receive support from educational assistants.

Special education resource teachers received intense training on the Individual Education Plan (IEP), with a focus on creating measurable expectations. The year also saw the successful introduction of primary Education Action Plans.

The Special Education Department reviewed the existing transportation practices and introduced three advisory committees — principal, SERT and EA — to present issues, listen effectively and generate enthusiasm and commitment.

Other accomplishments included:

- Promotion of the use of assistive technology in the classroom.
- Opening a junior Learning Disabilities class with a technology base.
- Participation in the board networking conference for gifted students.
- Co-ordination of a behaviour team to assist elementary schools on site.
- Placement of full-time child and youth workers in all secondary schools.

enabling all to become life-long learners

All work has value and everyone has an important role to play in our community. Students are supported in their post-secondary choices, whether they decide to do an apprenticeship, go to college or university, or go directly to the workplace after completing the secondary school diploma.

Students clean up after a hurricane and learn a lot about human kindness

Mission trip to Louisiana

Sometimes the most important lessons learned in high school have nothing to do with books. Just ask the students who spent a week in Louisiana last January to help clean up the mess left by Hurricanes Katrina and Rita, which struck the area in August 2005. Working by day and sleeping in a fisherman's lodge by night, the 19 students and their teacher supervisors cleaned debris off of three and a half miles of beach, painted the community centre, and cleaned up playing areas for

the children of Grand Isle. Students from Assumption College School, Holy Trinity Catholic High School, and St. John's College learned what it's like to reach out to those in need physically, emotionally, and spiritually.

At day's end, they were the grateful recipients of true Cajun hospitality. The enthusiastic and caring parents and students of South Lafourche High School surprised our students with their positive attitude despite having lost everything.

Our students learned about the resiliency of the human spirit and were very grateful for their own situations. St. John's College social justice club members presented one family of five with \$1,000 in gift certificates and two computers, which they collected through fundraising efforts prior to the trip. The joy on the faces of the children and their mother was priceless. They were deeply touched by the generosity of these "strangers" and our students were deeply satisfied with the results of their efforts.

Social Justice Clubs

Social Justice Clubs in our three secondary schools rallied students toward many local and global causes in 2005-06, from fundraising for community needs to raising awareness about violence against women, AIDS, and fair trade. Students also supported the efforts of Development and Peace on issues such as privatization of water in developing countries.

Stewards of the Earth

The Social Justice Club at Holy Trinity Catholic High School took on an enormous challenge for Earth Day in April, turning it into a week of activity. Students created promos, activities, and trivia contests to encourage students to recycle, reduce and reuse. A "junk monster" in the school's foyer reminded students about the damage that garbage is doing to the Earth. The whole school pitched in for a community clean-up, collecting dozens of bags of trash in the school's neighbourhood.

"There is really more to life than possessions and money – you should treasure the people that love you."

"Helping others in need has been a life-altering experience..."

"My service to others has enlightened my mind and touched my heart."

"This trip has helped me to realize how fortunate we are and how I've decided to adopt an attitude of gratitude."



make a positive contribution to society

Louisiana, Grassy Narrows, Virginia, Tennessee, West Virginia, North Carolina, Alabama, Manitoba.
No matter where we go, the work is always the same: helping families who have been victims of natural disasters. Over the past 10 years, mission trips have given our Catholic high school students an opportunity to follow the example and words of our greatest teacher, Jesus.

Celebrating our success

Board benefits from unique fibre-optic/coaxial networking solution

High technology in every school

An innovative partnership between NetOptiks, a division of Brantford Hydro Inc., and Rogers Communications Inc. has designed and built a complete datacommunications network for schools across our Board. The network is a hybrid of fibre-optic and coaxial cable technology, which lets us provide high-speed internet access in every school, including the small rural schools that might not otherwise have access to the advanced technology. We have recently upgraded all of our school computers, and students and staff are using a number of web-based computer tools. The high-speed connection keeps up with those technologies. This unique partnership is the first of its kind in Canada, and it enables the best possible networking technology to be provided to students and staff, which would otherwise be financially impossible.

Program helps students complete high school and earn college credits

School Within a College

A new program with a dual-credit focus encourages students to complete their high school diploma and explore college opportunities in the manufacturing, construction or human services sectors. School Within a College (SWAC) is designed for 17-20 year olds who are uncomfortable in a high school environment or students who want to recover missed secondary school credits. In the 2005-06 pilot year, 39 students completed a series of modules taught by college instructors in partnership with secondary school teachers. Earning a combination of high school credits and up to two college credits, many students were able to complete their secondary diploma with a head start to their post-secondary education. The SWAC program is offered in partnership of both school boards, Fanshawe College (Simcoe), and Mohawk College (Brantford).

Students show their stuff and take home the hardware

Students win skills competitions

Skills Canada competition winners were recognized for their achievements at the provincial level. Three St. John's College students won gold, silver, and bronze medals. The gold medal winner went on to win silver at the national competition.

Several students from Assumption College School and St. John's College won awards in the Brant Skills Development Competition in the categories of apprenticeship, machining, welding, graphic arts, and autobody repair.



St. John's College and Holy Trinity Catholic High School students received Gold and Silver Leadership Awards at provincial Musicfest competitions.



OFSAA senior girls' champions: Assumption College School senior girls' basketball team, pictured here with two of their coaches and Board Chairman Cliff Casey.

Financial Summary

The Brant Haldimand Norfolk Catholic District School Board expenditures for 2005-06 are estimated at \$92,246,799. This is an increase of 5% over the previous year. Most of the increase is a result of additional funding for specific programs. For example, the addition of six new teachers to decrease class sizes in the primary grades and the addition of 6.5 new secondary school teachers to provide greater assistance to struggling students.

Also included is an upgraded student information system to assist in tracking student achievement, facility upgrades totaling \$1.8 million, and an additional \$3.7 million in major renovation and repair projects.



Cliff Casey,
Chairman
Norfolk County



Joe McPherson,
Vice-chair
City of Brantford



Dennis Blake
Norfolk County



Dan Dignard
County of Brant



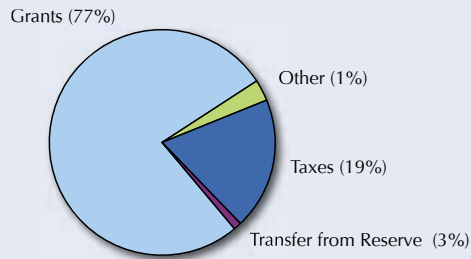
Bonnie McKinnon
Haldimand County



June Szeman
City of Brantford

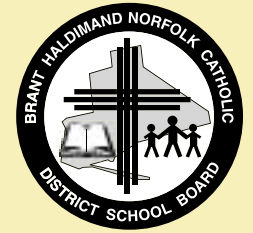
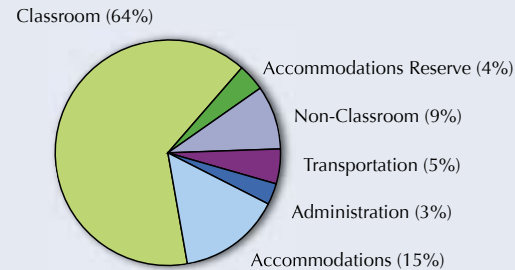
2005-06 Revenue

Grants	71,132,887
Transfer from Reserve	2,701,098
Taxes	17,464,807
Other	948,007
	\$92,246,799



2005-06 Expenditures

Classroom	59,421,861
Accommodations Reserve	3,503,125
Non-Classroom	8,375,705
Transportation	4,690,663
Administration	2,808,143
Accommodations	13,447,302
	\$92,246,799



Brant Haldimand Norfolk
Catholic District School Board
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Brantford Ontario N3T 5M8

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Norfolk County

Holy Trinity Catholic High School	519-429-3600
Our Lady of Fatima - Courtland	519-688-0049
Our Lady of LaSalette - LaSalette	519-582-0895
Sacred Heart - Langton	519-875-2556
St. Bernard of Clairvaux - Waterford	519-443-8607
St. Cecilia's - Port Dover	519-583-0231
St. Frances Cabrini - Delhi	519-582-2470
St. Joseph's - Simcoe	519-426-0820
St. Michael's - Walsh	519-426-5462

Haldimand County

Notre Dame - Caledonia	905-765-0649
St. Mary's - Hagersville	905-768-5151
St. Michael's - Dunnville	905-774-6052
St. Patrick's - Caledonia	905-765-4626
St. Stephen's - Cayuga	905-772-3863

Brant County

Blessed Sacrament - Burford	519-449-2984
Holy Family - Paris	519-442-5333
Sacred Heart - Paris	519-442-4443
St. Anthony Daniel - Scotland	519-446-2712
St. Theresa - Brantford	519-753-8953

Brantford

Assumption College School	519-751-2030
Christ the King	519-759-4211
Holy Cross	519-756-5032
Notre Dame	519-756-2288
Our Lady of Fatima	519-753-5283
Our Lady of Providence	519-758-5056
Resurrection	519-752-5900
St. Bernard	519-756-5751
St. Gabriel	519-756-4706
St. Jean de Brébeuf (French Immersion)	519-756-7100
St. John's College	519-759-2318
St. Leo	519-759-3314
St. Mary	519-753-0552
St. Patrick	519-759-0380
St. Peter - Brantford	519-752-1611
St. Pius X - Brantford	519-753-6422

Board Profile

Total Board Employees (FTE)	983
Elementary Teachers	384
Secondary Teachers	220
Elementary Principal/VP	37
Secondary Principals/VP	10
Non-academic Staff	320
Senior Administration	5
Consultants	7

Total Students	10625*
Elementary Students	7055
Secondary Students	3570

*based on average daily enrolment

Senior Administration

Theresa Harris
Director of Education & Secretary

G. Wallace Easton
Associate Director,
Corporate Services & Treasurer

William Chopp
Superintendent of Education

Cathy Horgan
Superintendent of Education

Patricia Kings
Superintendent of Education

A call to service and stewardship in Christ

Our Board is governed by six Catholic trustees who are elected by registered Catholic school supporters in our own municipalities. Catholic school board trustees are people of faith, with a vision of life that is centred in Jesus. They have a sense of being called to ministry, and they strive for quality academic programs steeped in gospel values and excellence. Their Christian attributes and skills foster respect for diverse opinions and promote good working relationships with others.

Our Catholic school board strives to ensure that the goals of Catholic education are maintained as first priorities, never

sacrificed nor compromised. These goals are supported by appropriate human and material resources under the supervision of supervisory officers and administrative staff charged to manage the operations of the school system, to implement Board decisions and policies, and to provide trustees with their professional expertise and advice. Our Catholic trustees model servant leadership in their relationships with the partners in the Catholic educational community, valuing the input of parents, clergy, staff and students in their decision-making.

- adapted from the Ontario Catholic School Trustees Association booklet: *A Call to Service and Stewardship in Christ*