



WALKING FORWARD TOGETHER

DIRECTOR'S ANNUAL REPORT 2016-2017



WELCOME MESSAGE FROM THE DIRECTOR

“Walking Forward Together,” our theme for 2016-2017, not only spoke to our work of the past year in Hamilton-Wentworth, but to our efforts of the past 160 years, to bring Jesus to our students.

More than simply equipping our students with the necessary skills to get through life, Hamilton-Wentworth Catholic schools seek to instill in our students the tools to transform the world. As this Director’s Annual Report shows, the transformation has already begun.

Whether through D.R.E.A.M.S. missions to the Developing South, Best Buddies and PAHL events that bring students together in a spirit of friendship, the gracious professionalism demonstrated by our school robotics teams, or the virtual mountain of food collected by our Halloween 4 Hunger teams, our school system is filled with individuals who are transforming the world in big and small, but always meaningful ways.

These are just a few examples of the good things we have accomplished together over the past school year. I invite you to take the time to read through these pages to learn about our many accomplishments as together we walk forward in the realization of our mission and our strategic goals.

DAVID J. HANSEN
DIRECTOR OF EDUCATION

MESSAGE FROM

THE CHAIRPERSON

Show me your budget and I will tell you your mission.

That quote has been used widely and in various forms over the years, but it speaks very clearly to our efforts of the past year to identify, and direct funds to, those areas that continue to support our Christ-centred purpose in Hamilton-Wentworth. Those efforts are not only part of our Multi-Year Strategic Planning Process, but at the heart of our mission – to enable all learners to realize their fullness of humanity as modeled by our Lord Jesus Christ.

Examples of our many activities and initiatives are outlined in this 2016-2017 Director's Annual Report under the three priority areas of Believing, Achieving and Serving. Our many successes of the past year would not have been possible without the commitment and support of our staff and the active participation and engagement of our 30,000 students.

In closing, I would like to recognize and thank our Director of Education David Hansen, senior administration, principals and vice-principals, teachers, and staff and students throughout our school system for their tremendous service and witness of the past year.

PATRICK DALY
CHAIRPERSON, BOARD OF TRUSTEES





MISSION

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which Our Lord Jesus Christ is the model.

A photograph of three children in school uniforms. A boy in the foreground is writing on a piece of paper with a white marker. Two other children, a girl and a boy, are looking on. They are all wearing dark blue polo shirts with a circular logo on the chest. The background is slightly blurred, showing what appears to be a classroom setting.

MULTI-YEAR STRATEGIC PLAN 2015-2018

The Hamilton-Wentworth Catholic District School Board's Multi-Year Strategic Plan for 2015-2018 is the outcome of an extensive consultation process with employees, parents and community stakeholders to identify priority goals to assist us in the realization of our mission. The plan focuses on three strategic priorities that align with the Board's motto: Believing, Achieving, Serving.

- Believing: Nurturing Our Catholic Community
- Achieving: Student Achievement and Well-being
- Serving: Stewardship – Effective Management of Resources

The MYSP and its operational framework, the FDK-Grade 12 Board Improvement Plan for Student Achievement 2016-2017, are guided by the principles of inclusion, personalization, precision, and professional learning, and are rooted in the Ontario Catholic Graduate Expectations.

BELIEVING

NURTURING OUR CATHOLIC COMMUNITY

Catholic education promotes a view of life that is Christ-centred. Hamilton-Wentworth Catholic schools are not only distinct in their character and culture, but in their curriculum which is enhanced by Gospel teachings and prayer. Catholic schools provide a curriculum for faith formation that is supported by parents and parish, supervised by board administration, governed by an elected Board of Trustees, and nurtured each day by teachers and staff in the classroom. The focus of this priority is to ensure that our schools deliver on our board's mission to enable all learners to realize the fullness of humanity as modelled by our Lord Jesus Christ.

Preferential Option for the Poor/Christian Service

Care for the poor is one of the key precepts of Catholic social teaching. In a 2015 address, Our Holy Father Pope Francis cited the growing number of “marginalized people living in situations of extreme precariousness,” a reality that he suggested “calls to us and demands zealous solidarity to offer them the material and spiritual support they need.” In this spirit, the HWCDSB has committed to ensuring equity in education by directing additional resources to schools identified as Equal Opportunity schools, and facilitating opportunities for students to participate in authentic Christian service as a way to extend God’s love into the world.

Successes

- The 2016-2017 budget supports the continuation of initiatives which promote Catholicity, excellence, and equity in education. Additional funds were provided for after-school programming for students in Equal Opportunity schools.
- EQAO results for Equal Opportunity schools show increases in Primary reading, writing and math of 4, 11 and 2% respectively, and in Junior reading, writing and math of 3, 3 and 2%.
- As of June 2016, 10% of Grade 9 students, 25% of Grade 10 students, 46% of Grade 11 and 91% of Grade 12 students had completed 40 hours of Christian Service.
- 3,000 students and staff participate in the 13th annual “Walk with Christ: Justice for the Poor” Pilgrimage to end world poverty. Proceeds totaling \$40,000 were donated to development projects in the Global South.

- An annual “We Scare Hunger” campaign at St. Thomas More Catholic Secondary School collected over 81,000 lbs. of food for the local Neighbour 2 Neighbour centre.
- Hundreds of secondary students participated in service trips to the Dominican Republic to build homes for families living in poverty.
- A 40x40 Christian Service Hours Program was piloted in summer 2016 for Grade 8 students entering Grade 9 in September as an opportunity to earn their required 40 Christian Service hours by ministering to the homeless.





Religious Education Literacy/Faith Formation

Our students benefit from a distinctly Catholic curriculum that is dynamic, practical and relevant. Efforts of the past year focused on implementing the new Religious Education curriculum and program, supporting a Catholic teaching and learning environment that is informed and nurtured by an authentic focus on the Ontario Catholic School Graduate Expectations in all areas of the curriculum, and providing multiple and varied religious renewal opportunities for students and staff.

Successes

- The Grade 3 and Grade 4 Growing in Faith, Growing in Christ Religious Education program was implemented in September 2016. Teachers were in-serviced in the new Grade 4 full print and digital package in June 2017. The Grade 4 resource will be rolled out in September 2017.
- Religious Education report card data shows that the majority of students achieved Level 3 & 4 in 2015-2016.
- Secondary teams attend the 11th Annual Culture of Life Leadership Conference to deepen their understanding of Culture of Life issues, in particular those associated with abortion and euthanasia.
- 32 staff complete their Level 1 NCCP certification and religious renewal credit through the Catholic Coaching Program, a program designed to connect coaching with the mission of Catholic education.
- A system-wide Faith Day for staff on the theme of reconciliation provided an opportunity for faith formation through prayer, knowledge building, personal reflection and group discussion.
- 45 secondary students and 12 staff participated in the Notre Dame Vision summer retreat program to explore God's call in their lives and their response to that call.
- The Holodomor Mobile Classroom visited HWCDSB secondary schools to educate students about the Holodomor and the importance of tolerance.



Prayer/Worship

Joy is prayer, said Mother Teresa, and that joy was palpable on September 21, 2016 when students, staff and families of St. Teresa of Calcutta Catholic Elementary School came together in prayer to celebrate the canonization of the little saint after whom their school was named. Over the past year, HWCDSB schools have engaged in a number of prayer activities and Eucharistic celebrations to bring joy to their students and enrich the routine of school life through meaningful worship. Various forms of prayer were explored, including Christian Meditation, Scripture Reading, formal prayer, communal prayer and personal prayer, to enable students and staff to experience God's loving presence in new and creative ways. Other initiatives placed a renewed focus on the essential triad partnership of home-school-parish, a foundational pillar upon which Catholic education was established and from which it continues to find its strength.

Successes

- Graduating students from the board's seven Catholic secondary schools came together in prayer and thanksgiving at a Graduates' Mass to mark the culmination of their Catholic education.

- A Passion for Prayer Day at Annunciation of Our Lord Catholic Elementary School enabled students "to experience God's loving presence in new and powerful ways."

HWCDSB expands the practice of Christian Meditation within its schools.

- Intermediate students participated in the annual "Scripture Reading Event" whose purpose is to engage students more fully in the celebration of the Word
- The annual Parent Conference was designed to affirm parents' role in Catholic education and to commit anew to the Catholic home-parish-school partnership.
- Teachers learned to assemble Christian Meditation Take Home Prayer Kits at an after-school Educational Learning Module (HELM) session.
- A workshop facilitated by Benedictine monk, Father Laurence Freeman, introduced educators to the fundamentals of Christian Meditation.
- Grade 1 students at Our Lady of Lourdes Catholic Elementary School sing their morning prayer as a way to engage with and explore Religious Education concepts and content.



Stewardship of Creation

In a May 2014 General Audience, Pope Francis called for greater care for our common home: “We must protect creation for it is a gift which the Lord has given us, it is God’s present to us; we are the guardians of creation.” This guardianship of creation is supported through active and full participation in a wide variety of environmental programs by schools and administrative buildings throughout the HWCDSB.

Successes

- HWCDSB celebrated six consecutive years of system-wide Ontario EcoSchools certification, with more schools achieving at the platinum and gold levels.
- Canadian Martyrs Catholic Elementary School was awarded a City of Hamilton Ward 1 grant to build a natural playground for school and community use.
- Three HWCDSB schools receive Healthy Schools certificates from Ophea.
- An annual Eco Fair hosted by St. Marguerite d’Youville Catholic Elementary School shared best environment prac-

tices with eco teams from visiting schools.

- A Depave Paradise project created new greenspace at St. Brigid Catholic Elementary after a portion of the schoolyard pavement was removed.
- Our Lady of Lourdes students combine their Indigenous Education and social justice studies with the Learning Partnership’s Entrepreneurial Adventure Program to record an original song “The Song My Paddle Sings,” with proceeds from the sale of the CD going to a water conservation program.
- A student delegation from St. Marguerite d’Youville Catholic Elementary School was invited to attend a City of Hamilton Board of Health meeting to propose a city-wide ban of plastic water bottles.
- At the system level, initiatives to reduce energy consumption included replacing water source heat pumps at 2 elementary and 2 secondary school sites for a total energy consumption reduction of 315,000 kWh/year; replacing and upgrading heating, cooling and lighting automation systems at 14 sites for a potential energy savings of 1.5 million kWh/year; and hosting solar panels on 9 schools which, in total, will generate up to 2.5 million kWh/year.

A young girl with brown hair, wearing a white lab coat and large green safety goggles, is looking down at a clear plastic container with a mesh screen. She has her chin resting on her hand. The background is blurred, showing a classroom setting.

ACHIEVING

STUDENT ACHIEVEMENT & WELL-BEING

This priority reflects our call to educate and nurture all learners to achieve their full potential in Christ through curriculum, assessment and instructional strategies that are focused on developing the whole child. The Hamilton-Wentworth Catholic District School Board believes that, with the appropriate cognitive, mental, emotional, social, spiritual and physical supports, success is possible not only for some, but for all students.



Mental Health

As part of Ontario's Comprehensive Mental Health and Addictions Strategy, in 2014 the Hamilton-Wentworth Catholic District School Board implemented a Student Mental Health Strategy to ensure that schools are "healthy places and spaces" where students are able to thrive academically, spiritually, socially, physically and mentally. Strategies of the past year have focused on supporting students and staff in developing the required knowledge to adopt and maintain positive mental health. Some of these supports include systematic mental health and mental health literacy training in order to identify and respond, where appropriate, to symptoms of mental illness and distress, and creating a preventative and responsive school climate that is spiritually, physically, socially and emotionally safe for all students.

Equity and Inclusive Education

Reflected in the HWCDSB's Equity and Inclusive Education policy, last updated in 2015, is the Board's mission "to enable all learners to realize the fullness of their humanity of which our Lord Jesus Christ is the model." This mission recognizes that all people are created equal, in the image of God, with inimitable characteristics deserving of dignity. Based on this church teaching, it is the policy of the Board to provide in all of its operations an educational environment that supports and enables diversity within its Catholic community. This policy is not only founded on Catholic moral principles, but is guided by the Assembly of Catholic

Bishops of Ontario policy statement on Ontario's Equity and Inclusive Education Strategy (Oct 2018), and is protected by the Ontario Human Rights Code, the Constitution Act, 1982 and the Canadian Charter of Rights and Freedoms.

In accordance with the Ministry of Education's Memorandum 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, the HWCDSB has identified nine areas of focus within its policy statement. These areas include:

- A commitment to incorporate the principles of equity and inclusive education in all Board policies, programs, procedures and practices consistent with Catholic denominational rights;
- Shared leadership in identifying, addressing and removing all barriers and forms of discrimination;
- Strengthened school-community relationships;
- Inclusive curriculum and assessment practices;
- The provision of reasonable religious accommodation; the creation of safe, caring, inclusive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment;
- An ongoing commitment to professional learning to support a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices;



Accountability and transparency in reporting the Board's progress in policy review, school improvement planning, and advancing the equity and inclusive education strategy; and

- Stewardship of the sacred gifts that God has entrusted to our care.

These strategies are supported by the Safe Schools policy which is premised on the belief that “all students should feel safe at school and deserve a positive school climate that is inclusive and accepting regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability” (Bill 13 Accepting Schools Act, 2012).

Successes

- Student Mental Health Strategy Teams were established at all HWCDSB schools to provide a three-tiered approach to Mental Health: promotion, prevention, and intervention.
- School staff and school-based Health Action Teams explored strategies to reduce stress through the creation of calming rooms, kindness campaigns, yoga, pet visits, and breathing exercises.
- Data from a School Climate Survey “Tell Them From Me,” administered in 2015-2016 to Grade 4-12 students from Cohort A schools, showed that the majority of students

experienced a positive sense of belonging at their schools, and demonstrated average to high functioning frequency in the four areas of competency (empathy, responsibility, self-regulations and social competence).

- A social emotional well-being student survey, administered in 2015-2016 to a random sample of Grade 3-12 students from each school, showed positive results in resiliency and social competence.
- Staff at each school were trained and certified in safeTALK suicide prevention and ASIST (Applied Suicide Intervention Skills Training).
- Black History Month activities celebrated diversity in all of its forms, including readings from the Quran, an Indigenous smudging ceremony, performances by the Hamilton Youth Poets, an international dance flash mob, and empowering speakers.
- A Holodomor Mobile Classroom visited schools to educate students about the Ukrainian genocide in which nearly 10 million people were murdered through starvation.
- A Secondary Diversity Conference, led this past year by the Peer Leadership class at St. Thomas More Catholic Secondary School, focused on stigma, positive and negative self-talk, and coping strategies. The aim of the conference is to promote inclusive school communities, especially for students who may feel marginalized in the community.



Student Success Initiative

The HWCDSB is committed to improving outcomes for all students through strategies and targeted actions aimed at increasing the graduation rate and secondary credit accumulation. Student Success focuses particular attention on students studying at the applied level, those achieving below the provincial standard, and distinct groups of students (e.g. students in care, First Nations, Métis and Inuit students). Specific strategies include stay-in-school initiatives such as NYA:WEH (Native Youth Advancement in Education Hamilton) and PASS/SOAR, as well as specialized programs such as OYAP (Ontario Youth Apprenticeship Program), Dual Credit Programs, Blended Learning, Specialist High Skills Major (SHSM) programs, and Continuing Education. The HWCDSB continues to be a world leader in “Each Belongs,” an inclusive education philosophy that support the learning and genuine inclusion of students identified as exceptional.

Successes

- The HWCDSB developed a Creating Pathways to Success Implementation Strategies Guide to support schools in the development and implementation of a comprehensive faith-based education and career/life planning program that highlights curriculum connections and experiential learning opportunities in support of student learning both in and outside of the classroom.
- Data collected from Catholic School Student Achievement Visits have enabled the HWCDSB to identify areas of greatest need and implement strategies in support of improved classroom practice. In 2016-2017, ten elementary and one secondary school participated in the Catholic School Effectiveness Framework.
- 71 secondary and 80 elementary students self-identified as First Nations, Métis or Inuit (FNMI) in 2016-2017.
- A HWCDSB FNMI Advisory Council meets monthly to provide guidance and recommendations on strategies to increase FNMI student self-identification, increase staff cultural awareness, identify supplementary materials and resources that are culturally authentic and appropriate, and support transitions to post-secondary education.
- NYA:WEH, a culture-based support program at Cathedral High School has helped FNMI students succeed in school through programs and activities aimed at improving student engagement, attendance and academic achievement.
- In 2016-2017, more than 1,600 students participated in 39 Specialist High Skills Major (SHSM) programs offered in ten sectors across seven secondary schools.
- The 2015-2016 SHSM Red Seal Graduation Rate of 70% exceeded the provincial rate by 22%.
- Data for 2016-2017 show that 301 male students and 165 female students participated in OYAP placements or signed apprenticeships.
- 68 HWCDSB students participated in Accelerated OYAP Mohawk College Apprenticeship Programs.
- Approximately 24 students enrolled in the Home Building Program, offered in partnership with Habitat for Humanity Hamilton. The program enables students to earn 2 co-operative education credits and 2 construction technology credits over the course of one semester.
- Secondary credit accumulation data for 2015-2016 show that 84% of Grade 9 students, 78% of Grade 10 students and 78% of Grade 11 students completed the requisite number of credits.
- In 2016-2017, 449 Grade 7 & 8 students participated in Homework Clubs through St. Charles Adult & Continuing Education.
- 2,902 students FDK-Grade 8 took part in after hours or weekend International Language programs in one of 20 languages.
- In 2016-2017, 4,478 adults attended ESL, Literacy & Basic Skills, credit, school-to-work, language or general interest programs at one of four St. Charles Adult & Continuing Education Centres.

HWCDSD GRADUATION RATES

HWCDSD Graduation Rates: 4-year and 5-year graduation rates for the 2011-2012 cohort show that 83% and 89% of students successfully completed their OSSD graduation requirements, compared to 79% and 85% provincially. and co-teaching math.

EQAO

Education Quality and Accountability Office (EQAO) Primary and Junior Reading and Writing results for 2015-2016 continue to exceed the provincial standard (70-100%). Primary Mathematics results indicate that 68 percent of HWCDSD students achieved level 3 and 4. These results are consistent with last year's results. However, similar to the experience throughout the province, Junior Math results continue to fall short of provincial expectations. A Math Task Force, struck in 2013, presented a number of recommendations to the Board in January 2015 that identified best practices to improve achievement in mathematics. One of the recommendations was to create the position of Math Special Assignment Teacher to provide job embedded professional development for educators. Currently the HWCDSD employs six Math Special Assignment Teachers to support schools with their individual needs in mathematics. Additionally, the Numeracy Consultant visits schools each week to provide support to teachers in co-planning and co-teaching math.



EQAO PRIMARY ASSESSMENTS

Primary Reading

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCD SB	68	69	70	74	77
Province	66	68	69	*EC	72

*EC – For 2014-2015, the Province did not release data due to Exceptional Circumstances

Primary Writing

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCD SB	79	79	81	80	82
Province	76	77	78	*EC	63

Primary Mathematics

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCD SB	70	67	67	68	69
Province	68	67	66	*EC	63

EQAO JUNIOR ASSESSMENTS

Junior Reading

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCD SB	78	77	79	81	81
Province	75	76	78	*EC	81

Junior Writing

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCD SB	80	81	83	83	84
Province	74	76	78	*EC	80

Junior Mathematics

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCD SB	60	57	54	52	50
Province	58	54	54	*EC	48

EQAO GRADE 9 MATHEMATICS ASSESSMENTS

Applied

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCDsB	43	43	44	42	45
Province	44	44	47	*EC	46

Academic

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCDsB	85	83	83	82	83
Province	85	84	85	*EC	83

GRADE 10 ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) ASSESSMENTS

	2011-12	2012-13	2013-14	2014-15	2015-16
HWCDsB	81	80	83	80	80
Province	82	82	83	82	81

Science, Technology, Engineering, Arts & Mathematics (STEAM)

STEAM (Science, Technology, Engineering, Arts & Mathematics) has become a priority focus of the HWCDSB in recent years as schools strive to equip students with relevant, real world 21st century learning tools. Mathematics achievement continues to be addressed through the implementation of strategies outlined in the Board Improvement Plan for Student Achievement and Mathematics Task Force Report. The HWCDSB continues to promote and support student engagement and achievement in the areas of technology and science through creative initiatives such as Specialist High Skills Major (SHSM) programs, technological education opportunities, coding clubs, etc. Recognizing the role of arts in STEM programming, the Board has also expanded arts programming in and out of the classroom. Professional learning support has been provided to staff to ensure the effective integration of technology in student learning.

Successes

- A Renewed Math Strategy (RMS), launched in the fall of 2016, focused on building teacher capacity to support students with special education needs in the area of mathematics. RMS priorities included providing more precise and personalized instructional strategies for students with special education needs, and focusing on what is important for math learners in the 21st century.
- The growing interest in robotics led to the addition of a fourth FRC (FIRST Robotics Competition) team at Bishop Tonnos Catholic Secondary School. Other schools to field teams include St. Mary, Bishop Ryan and Cardinal Newman.
- St. Mary MakeShift Robotics Team 4039 won 3 district



championship Blue Banners throughout the 2016-2017 FRC season.

- St. Mary MakeShift Team 4039 and Bishop Ryan Celt-X Team 5406 qualified for the World Robotics Championship in St. Louis.
- 23 elementary schools established FLL (FIRST Lego League) robotics teams in 2016-2017. Three teams competed at the Ontario Provincial Tournament at the University of Waterloo in February 2017.
- A number of programs have been developed in schools to support students in the arts, including, at the elementary level, Arts in the Classroom (FDK-Grade 8),

Arts Integration teachers, out-of-school learning opportunities (Art Gallery, Telling Tales Festival, Hamilton Place, Children's Museum), community partnerships with the Hamilton Conservatory of the Arts and Boris Brott concerts series, An Instrument for Every Child grants, feeder school vocal ensembles, and the Dundas Valley School of Art outreach program.

- Secondary schools continue to offer a variety of courses such as drama, dance, media arts, music and visual arts to support the art credit graduation requirement. Co-curricular opportunities are provided through choirs, concert bands, dance groups, glee clubs, photography clubs, plays and visual arts.
- More than 4,000 students were enrolled in arts credits in 2016-2017.
- Specialist High Skills Major (SHSM) programs are offered in ten sectors, including STEAM programs in Arts & Culture, Manufacturing, Energy and Health & Wellness. More than 800 students participate in the Health & Wellness SHSM each year.
- Twelve secondary school teams participated in three straight hours of computer programming and code at the HWCDSB's 17th annual Programmania event.
- Hamilton Code Clubs, funded through an ABACUS grant, were set in 9 elementary schools to introduce students to simple software coding in a fun, hands-on learning environment.
- A Summer Learning Program, aimed at closing the achievement gap in low-performing students, integrated technology with literacy and numeracy to support and enhance learning, and equip students with 21st century technology skills.



Physical Literacy & Health

Understanding the correlation between physical literacy and student achievement, the Hamilton-Wentworth Catholic District School Board has been implementing a number of initiatives to develop the physical literacy skills of students, specifically encouraging students to participate and engage in purposeful, daily physical activities to enhance their physical literacy skills.

Successes

- 42 HWCDSB staff participated in the Ontario Physical Literacy Summit on September 1, 2016 at Redeemer College to be in-serviced in physical literacy awareness and implementation strategies.
- 34 HWCDSB elementary schools partnered with Start2Finish in the Run4Change to improve students' physical fitness while raising funds to end child poverty.
- A Physical Literacy Project, piloted in 2014-2015 at the Board's Equal Opportunities schools, was expanded to all elementary schools in 2015-2016 and 2016-2017 to raise awareness of the importance of physical literacy, provide professional development support to school staff, enhance Daily Physical Activity, and support the implementation of high-quality instruction and programs.
- The HWCDSB has partnered with community groups, including Hamilton Public Health, Playocracy, Start2Finish, Rising Stars and the YMCA, to provide a variety of physical literacy opportunities for students.
- A Family Fun Day For Physical Literacy sponsored by The Physical Literacy For All Committee brought families together on October 4, 2015 for a free afternoon of play and activity at Tim Horton's Field.
- HWCDSB schools collaborated with the Hamilton Tiger Cats to present their favourite recess physical literacy activities during a game half-time show.
- A grant through Canadian Sport for Life supported the implementation of L.E.A.D. (Linking the school, Energy on the playground, All play, Dynamic Leaders) recesses at HWCDSB schools. The Board is working with researchers to develop a Recess Toolkit for use nationally.
- A \$550,000 Ontario Trillium Foundation grant was awarded to the HWCDSB and community partners for a joint initiative to "Make Hamilton Move" through staff education, training and mentoring, assessment and evaluation.





SERVING

STEWARDSHIP: EFFECTIVE MANAGEMENT

In its 1977 document, *The Catholic School*, The Sacred Congregation for Catholic Education, a dicastery of the Roman Curia, spoke about the importance of sustaining Catholic schools for future generations: "If all who are responsible for the Catholic school would never lose sight of their mission ... the school would enjoy better conditions in which to function in the present and would faithfully hand on its mission to future generations."

As guardians of the great gift of publicly funded Catholic education, the Hamilton-Wentworth Catholic District School Board is committed to building and sustaining the infrastructure necessary to improve student achievement and nurture its Catholic community through sound decision making, well maintained facilities, and a mission and vision that promote the responsible use of human, financial and natural resources.



Technology

The HWCDSB continued to support the integration of technology in teaching and learning through investments in network infrastructure and mobile digital technologies.

Successes

- Pervasive Wi-Fi was set up in all schools to ensure maximum “up time” and 24/7 accessibility to digital resources for students and staff.
- Funds were allocated for the ongoing refresh of computers, mobile devices and LCD interactive projectors to support classroom instruction.
- The HWCDSB migrated to Office 365 to improve productivity, security and sharing capabilities.
- Additional investments of \$545,120 for iPads, laptops and other digital technologies were made possible through the Technology Learning Fund.
- The HWCDSB provided enhanced professional learning opportunities for teachers to embed technology into instruction.



Careful stewardship of financial and human resources

The mission of the Hamilton-Wentworth Catholic District School Board is clearly reflected in its budget, which gives priority to programs and initiatives that promote and foster faith formation, religious education, improvement in achievement, equity in opportunity, excellence in academic and co-curricular programs, and enhancements to school facilities. A budget priorities survey, posted on the HWCDSB and school websites in February, invited public feedback to identify areas of greatest need; results from the survey were carefully considered in developing the new school year budget. Mental health continues to be an area identified for extra support. Through its Pastoral Services Employee Assistance Program, Mental Health Lead, Health & Safety Manager and Respectful Workplace Advisor, the HWCDSB continues to invest in initiatives that contribute to a positive school/workplace culture. In 2016-2017, HWCDSB staff worked closely with its consortium, Hamilton-Wentworth Student Transportation Services (HWSTS), to provide a system of efficient and affordable student transportation, as well as one that is responsive to the needs of students and parents.

Successes

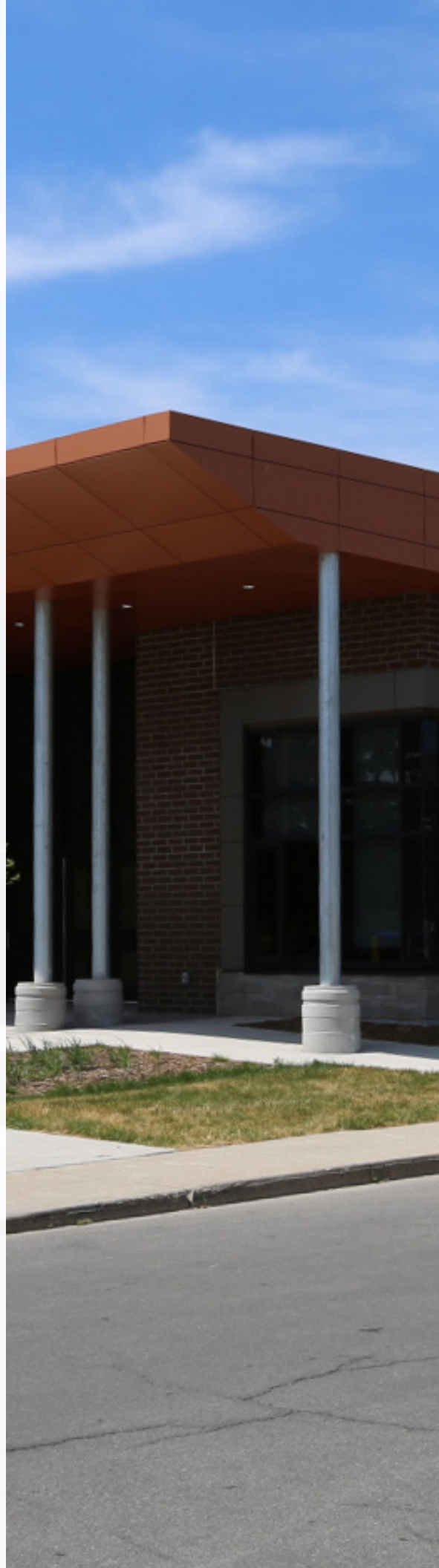
- The Hamilton-Wentworth Catholic District School Board achieved a balanced operating budget of \$332,697,805 and a capital budget of \$20,255,138 for the 2016-2017 school year, despite increasing financial challenges.
- Training was provided for senior administration, principals, vice-principals, managers and supervisors on Mental Health at Work and leadership development.
- Fully functioning Joint Health and Safety Committees (JHSC) were established at all 65 work sites.
- The HWCDSB experienced a significant decrease in workplace hazards as a result of increased awareness of health and safety among staff.
- A Parent Portal was created on the HWSTS website to provide parents and guardians with transportation updates and other information on student transportation services.

FACILITIES/CAPITAL PLANNING

A Multi-Year Accommodation Plan provides current and projected demographic and residential development trends, and a 10-year forecast of enrolment trends for the HWCDSB at the system and school level. The data and trend analysis provided within the MYAP is used as a basis for accommodation strategies such as the Board's approach regarding pupil accommodation, unused space, facility capital projects and new builds, as well as other accommodation strategies such as boundary reviews, program analysis, consolidations and facility partnerships.

In October 2016, a Lower City Modified Pupil Accommodation Review (MPAR) was initiated by the HWCDSB to review underutilization at St. Lawrence, St. Brigid and St. Patrick Catholic Elementary Schools. Recommendations from the MPAR formed the basis of a school consolidation capital business case to rebuild a replacement St. Patrick Catholic Elementary School on the existing site.

Accommodation pressures have also been addressed through the Ministry's Community Planning and Facility Partnership policy. On May 31, 2017, the HWCDSB hosted an information session to promote facility partnership opportunities with community partners to address redundant space in schools and other Board owned properties.





SUCCESSSES

- Capital activity for 2016-2017 is largely attributed to the successful awarding of capital priorities projects in the fall of 2015 which included a replacement Our Lady of the Assumption Catholic Elementary School, a 5-room addition at St. Jean de Brébeuf Catholic Secondary School, and a 4-room childcare centre at St. Gabriel Catholic Elementary School. Construction in progress is estimated at \$12,895,959.
- Capital submission cases submitted to the Ministry of Education for funding approval include a new Binbrook Catholic elementary school with a childcare centre, replacement schools for St. James, St. Eugene, Sts. Peter & Paul, St. Francis Xavier and Regina Mundi Catholic Elementary Schools, and retrofits at St. Joseph, St. Michael and St. Augustine for a childcare centre.
- The HWCDSB entered into Community Planning and Facility Partnerships with a number of community organizations to lease unused space at several of its elementary schools.
- A new artificial surface playing field was completed at Bishop Tonnos Catholic Secondary School in June 2017. New artificial turf sports field were approved for St. Mary Catholic Secondary School and Cathedral High School with work commencing in the summer of 2017.
- Assets in service due to school condition and school renewal expenditures totalled \$7,359,179.
- The HWCDSB was awarded \$15,131,324 in school condition improvement grants in 2016-2017 for roofing, HVAC, electrical,



Parent Engagement/Communication

As part of its parent engagement strategy, the Hamilton-Wentworth Catholic District School Board has explored a variety of channels through which to communicate and interact with parents/guardians and members of the broader Catholic community. New digital innovations were implemented to support students and families, and improve business transactions and reporting systems in an easy-to-use and safe manner.

Successes

- School Cash Online, an online cash management system for schools, was adopted by 71.87% of students. More than 21,000 students have enrolled in the program. The system enables parents to pay for incidentals such as school trips, school lunches and spirit wear, electronically.
- An online subscription service enabled parents and members of the public to receive email updates on HWCDSB and school website news, including inclement weather notices.
- SchoolConnects SafeArrival, an online solution for reporting and tracking student absences, was implemented in September 2016 at all HWCDSB elementary schools. The system enables parents to receive notifications by phone, text or email. The program will be extended to secondary schools in September 2018.
- HWCDSB schools are able to communicate time sensitive news or notices to parents/guardians through a synchronized SchoolConnects/Synrevoice blast.



BOARD PROFILE

Schools: 56

Enrolment: 28,414

Staff: 4,456

Elementary Schools: 49

Elementary Enrolment: 18,547.5

Students enrolled in Full-Day Kindergarten: 3,448.5

ESL/ELL Students: 504

Students with Special Needs: 2,305

Secondary Schools: 7

Secondary Enrolment: 9,866.5

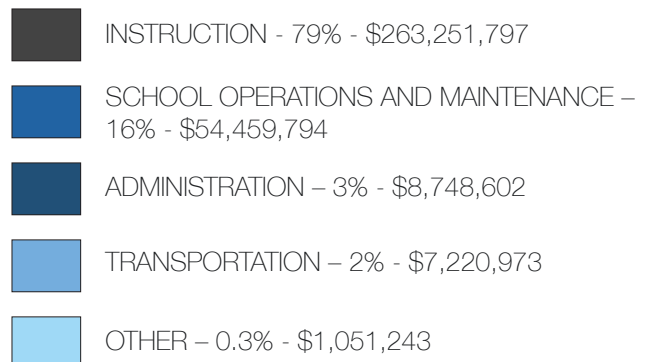
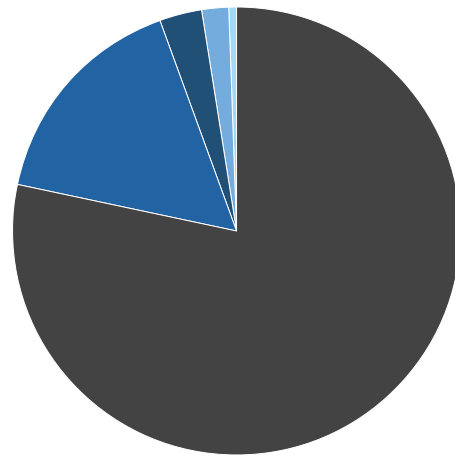
ESL/ELL Students: 362

Students with Special Needs: 1,709

2016-2017

ACTUAL SPENDING

TOTAL EXPENDITURES: \$334,732,409
(AS OF AUGUST 31, 2017)



SENIOR ADMINISTRATION 2016-2017



David Hansen
Direction of Education



Paola Pace-Gubekjian
Associate Director of Corporate Services



Executive Officer of Human Resources
James LoPresti

SUPERINTENDENTS OF EDUCATION



Corrado Ciapanna



Ivana Fortino



Morris Hucal



Toni Kovach



Sandra Pizzuti

ASSISTANT SUPERINTENDENTS OF EDUCATION



Julie Angiolillo



Domenica Leone



Sandra Scime



Greg Tabone

BOARD OF TRUSTEES 2016-2017



Mark Valvasori
Ward 1, 2



Anthony Perri
Ward 3, 4



Aldo D'Intino
Ward 5



Joseph Baiardo
Ward 6



Patrick J. Daly
Ward 7



John Valvasori
Ward 8



Mary Nardini
Ward 9, 10, 11



Paul DiFrancesco
Ward 9, 10, 11



Carolyn Cornale
Ward 12, 13, 14, 15

Abigail Machado – Student Trustee



Hamilton-Wentworth
Catholic District School Board

Believing, Achieving, Serving