

# RENEWING the PROMISE

DIRECTOR'S ANNUAL REPORT 2017/2018

# MISSION & VISION







## 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.

The Catholic Community of Hamilton-Wentworth believes the learner will realize this fullness of humanity

If the learning process

- begins at home and is part of family life
- is nurtured in the Parish
- is anchored in the Catholic Faith
- takes place within the context of worship, sacraments, and the life of the Church
- is enhanced by the school community
- is embraced by the learner as a personal responsibility for life.

If learning takes place in an appropriate and challenging environment

- in which members of the school community exemplify the teachings of Jesus Christ
- which reflects Gospel values and responsible use of human, financial and natural resources
- which promotes academic excellence and clear indicators of achievement

## VISION

Learners from Hamilton-Wentworth Catholic Schools will demonstrate

- knowledge and practice of their Catholic Faith
- the capability of nurturing a strong family unit
- esteem, respect and responsibility for self and others
- academic competence
- the ability to listen accurately and express knowledge clearly
- independence, critical thinking and effective problem solving
- proficiency with technology in order to adapt to a changing world
- the values, attitudes and skills for effective partnerships
- the ability to transform our society

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect

- the centrality of Jesus Christ in our lives
- the teachings of the Catholic Church
- exemplary role models
- social justice, respect and fairness for all
- a dedicated staff
- a curriculum that is dynamic, practical and relevant
- high standards
- an environment conducive to learning
- effective partnerships
- accountability at all levels





## MESSAGE FROM THE DIRECTOR

"Renewing the Promise," our theme for 2017-2018, proved not only to be an apt description of our work of the past year, but a fitting conclusion to our 2015-2018 Multi-Year Strategic Plan.

Already we are seeing the outcome of targeted actions implemented to support our strategic priorities in the areas of 'Believing, Achieving, Serving.'

In their pastoral letter, "Renewing the Promise," the Catholic Bishops of Ontario liken the Catholic school to a community of accompaniment. This art of accompaniment "is about taking the time to walk alongside one another, to listen and to teach, and in so doing, to transform."

As this Director's Annual Report shows, the transformation has begun, as evidenced by our EQAO assessments, thriving 'Each Belongs' program, top five EcoSchool ranking, Christian Service and social justice opportunities, and robust robotics program. These are just a few of our successes of the past school year but they show, as the bishops suggest, that by working together, we "strengthen our Catholic schools as communities that exemplify the Good News of Jesus Christ."

David Hansen  
Director of Education

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## MESSAGE FROM THE CHAIRPERSON

In 1988, the Catholic Bishops of Ontario released their pastoral letter, "This Moment of Promise" which cited the awesome privilege and responsibility of those involved in Catholic education. "They are called not only to create an authentic faith community in the school but also to bring that community into communion with the parish and the wider Church community."

In their follow-up document, "Renewing the Promise," the bishops remind in 2018 us that while the mission and vision for Catholic education have not changed, the context has. How we recommit to the promise has been the focus of our activities of the past year and the thrust of our Multi-Year Strategic Plan 2015-2018. Examples of our efforts are outlined in this Director's Annual Report and speak not only to the promise, but the hope of Catholic education.

In closing, I would like to recognize and thank our Director of Education David Hansen, our wonderful staff and students who continue to testify to the promise that the true encounter with Jesus takes place daily in our Catholic schools.

Patrick J. Daly  
Chairperson, Board of Trustees





# MULTI-YEAR

## **BELIEVING:**

*NURTURING OUR  
CATHOLIC COMMUNITY*

- Preferential option for the poor/Christian service
- Religious Education literacy/faith formation
- Prayer/worship
- Stewardship of Creation

## **ACHIEVING**

*STUDENT ACHIEVEMENT  
& WELL-BEING*

- Mental Health
- Student Success
- STEAM (Science, Technology, Engineering, Arts and Mathematics)
- Physical literacy & health

## **SERVING**

*STEWARDSHIP: EFFECTIVE  
MANAGEMENT OF RESOURCES*

- Technology
- Careful stewardship of financial & human resources
- Facilities/capital planning
- Parent engagement





NUTURING OUR CATHOLIC COMMUNITY

# BELIEVING

“There is nothing more beautiful than to be surprised by the Gospel, by the encounter with Christ. There is nothing more beautiful than to know Him and to speak to others of our friendship with Him.”

This prayer by Pope Benedict, recited at monthly meetings of the Hamilton-Wentworth Catholic District School Board, speaks to the central purpose of Catholic education and is the intended outcome of the HWCDSB's 'Believing' strategic priority.



## EQUAL OPPORTUNITIES INITIATIVE

The preferential option for the poor calls us to prioritize those most in need in our community. The Equal Opportunities Initiative was established in 2005 to ensure that resources and supports are provided on an equitable basis to schools identified as having a high percentage of socio-economic disadvantaged students. Through nutrition programs, closing the gap tutors, additional textbooks/ learning resources, and after-school and weekend recreational and learning opportunities, the HWCDSB is ensuring that all students have the necessary supports to achieve success.

## CHRISTIAN SERVICE

Long before the Ministry implemented the 40 hours of community service graduation requirement, Christian Service was an essential part of the Catholic school curriculum. Christian Service Animators continue to provide opportunities for students to engage in authentic Christian Service. Data for 2016-2017 indicate that 12% of Grade 9 students fulfilled the Christian Service requirement for graduation. That number increased exponentially by grade with 27% of Grade 10, 43% of Grade 11 and 90% of Grade 12 students completing the requisite number of service hours by the end of the year. Initiatives implemented over the past year

to support students in meeting the Christian Service requirement included a 40x40 program for Equal Opportunities students entering Grade 9 and an online directory of available Christian Service Opportunities.

## CARING FOR OUR BROTHERS AND SISTERS ABROAD

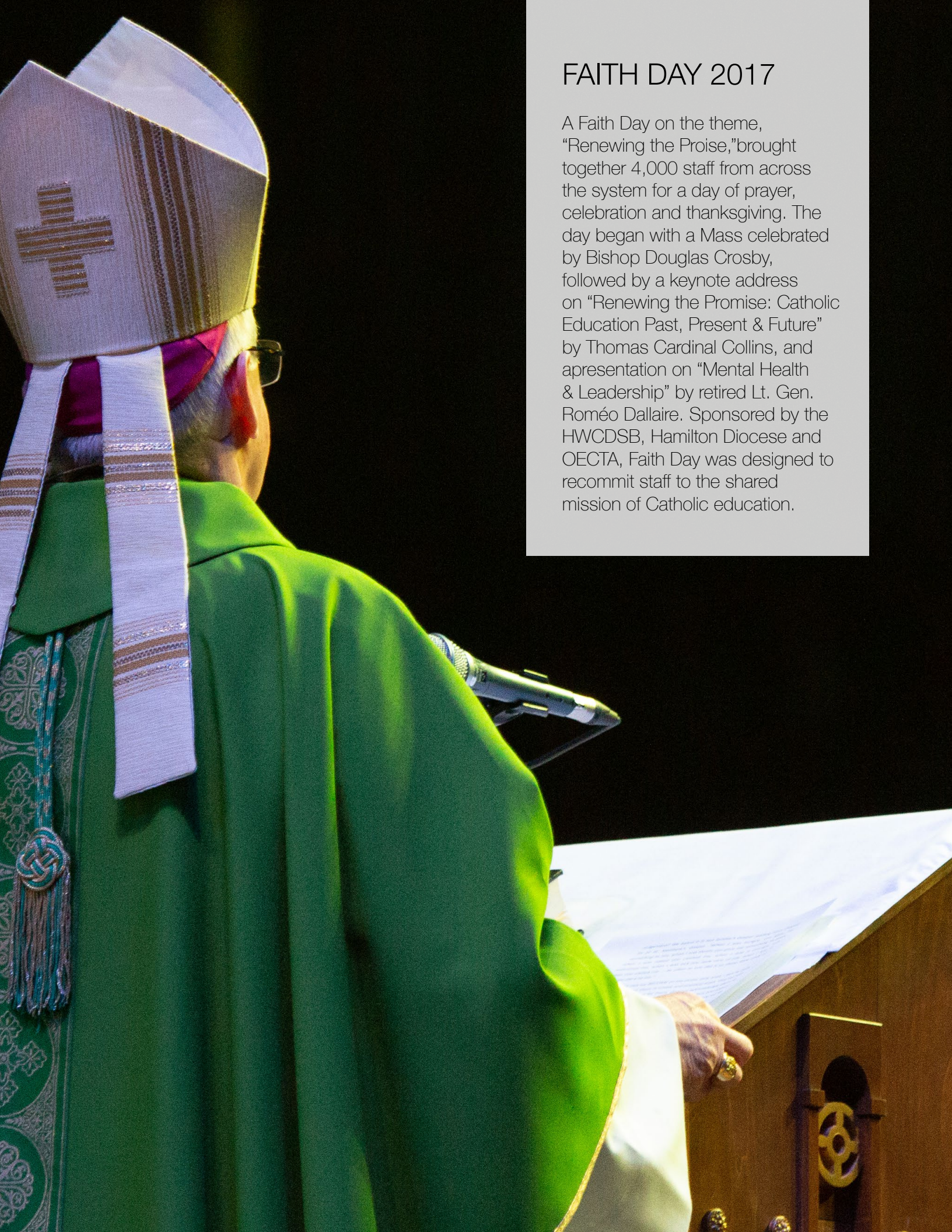
3,000 students and staff from across our system took part in the annual "Walk with Christ: Justice for the Poor" Pilgrimage in support of Third World charities. When the trail was closed due to weather conditions – a first in the Pilgrimage's 14-year history – the walk became symbolic of the students' daily efforts to do good in the world. The annual pilgrimage was established as a system-wide service project for Grade 7-12 students to raise awareness about social justice issues in the Developing South, and to create a mechanism through which students could commit their support. Since 2003, the Pilgrimage has raised \$600,000 for humanitarian projects in Haiti, Uganda and the Dominican Republic. This year's fundraising total was \$37,488.

As an extension of the Pilgrimage, secondary students had an opportunity to walk, live and work among the poor through D.R.E.A.M.S. (Dominican Republic Education and Medical Support) missions to the Dominican Republic where they worked with a development agency to build homes in remote mountainous communities.

## RELIGIOUS EDUCATION LITERACY

The thrust of the Catholic curriculum is not only to teach students about the faith, but to form them into "discerning believers who celebrate the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living" (Ontario Catholic School Graduate Expectations). The Growing in Faith, Growing in Christ elementary program supports religious education literacy by deepening students' understanding of sacred scripture, the main tenets of the faith, the moral teaching of the Church, liturgy and prayer, the principle of social justice, the nature of life in community, and the Church's mission in the world. Growing in Faith, Growing in Faith are grade-level programs developed by the Assembly of Catholic Bishops of Ontario to engage learners in an exploration and appropriation of religious education knowledge and content. In April 2018, the ACBO released the Grade 5 Growing in Faith package. The program will be implemented in September 2018 along with the new secondary Religious Education curriculum policy document.





## FAITH DAY 2017

A Faith Day on the theme, "Renewing the Promise," brought together 4,000 staff from across the system for a day of prayer, celebration and thanksgiving. The day began with a Mass celebrated by Bishop Douglas Crosby, followed by a keynote address on "Renewing the Promise: Catholic Education Past, Present & Future" by Thomas Cardinal Collins, and a presentation on "Mental Health & Leadership" by retired Lt. Gen. Roméo Dallaire. Sponsored by the HWCDSB, Hamilton Diocese and OECTA, Faith Day was designed to recommit staff to the shared mission of Catholic education.



# PRAYER/WORSHIP

Introduced in 2010, Christian Meditation is now widely practiced throughout the HWCDSB. Through Christian Meditation, students and staff are able to encounter the mystery of the presence of the Spirit of Jesus dwelling within them, and are inspired to adopt gospel values which inform the choices and decisions of their daily life. Recent efforts have focused on the development of appropriate teacher support and formation to ensure an understanding of how the practice is rooted within the Catholic tradition. Activities included overnight Christian Meditation retreats, the development of a community for Christian Meditation, day retreats, a reflections book, take home prayer kits and parent workshops. This past year saw an increased interest in Christian Meditation among teachers in the secondary panel.

2017-2018 marked the 25th year of the HWCDSB's Parent Conference, established many years ago to strengthen the ties between the home, parish and school. More than 120 parents and educators came together for a Mass, keynote presentation, workshop and lunch. While "Weaving the Catholic Partnership" served as the overarching theme of the conference, "Sharing the Wellness" was the special focus of the day.

Catholic Education Week 2018 kicked off in Hamilton with an opening Mass whose theme, "Renewing the Promise," invited students and staff to reflect not only on how we renew the promise, but how we remember the promise, realize the promise within us, pray the promise, live the promise and proclaim the promise. Activities during the week included an opening prayer service at each school, an Intermediate Scripture Reading Event, the annual Director's Awards of Excellence for elementary students, a week-long community food drive, as well as a variety of school-based activities.

More than 700 graduating students from across the system attended a Graduates' Mass celebrated by Bishop Douglas Crosby in May 2018. The Mass and Social, held annually, is an opportunity for graduating students to reflect back on their journey

in Catholic education and celebrate its culmination in a Eucharistic and social setting. In a final prayer, Bishop Crosby encouraged the students to set out on the next chapter with confidence and grace, keeping the word of God alive in their hearts, minds and actions. "It is now our time to step out into the world and share the values Catholic education has instilled within us, and fulfill our responsibility to be followers of Christ," said Bishop Crosby.

# STEWARDSHIP OF CREATION

The HWCDSB continues to be one of Ontario's top five ranked school boards in the area of Stewardship of Creation with 89% of schools achieving Ontario EcoSchools certification in 2017-2018 for their efforts to conserve energy, protect the environment and minimize waste. Six schools were certified at the platinum level – including for the first time St. Matthew Elementary School – while 30 other schools achieved gold, 10 silver and 4 bronze. Six schools did not participate in the accreditation process this year. Eco projects of the past year included clean-up campaigns, school ground greening projects, waste audits, student leadership opportunities, energy conservation and monitoring programs, and active and sustainable school transportation.





# ACHIEVING

STUDENT ACHIEVEMENT & WELL-BEING

“The [Catholic] school is an institution where young people gradually learn to open themselves up to life as it is, and to create in themselves a definite attitude to life as it should be.”

~ The Catholic School, The Sacred Congregation for Catholic Education

This is the thrust of the 'Achieving' priority, in which academic achievement is supported by attention to the cognitive, mental, emotional, social, spiritual and physical well-being of each student.



## MENTAL HEALTH

The Board's Mental Health Action Plan provides a clear and focused vision to support student achievement and well-being. Priority areas for 2017-2018 focused on anti-bullying initiatives, life promotion/suicide prevention and student voice. In September 2018, School Mental Health and Addictions Leadership Teams attended a first-ever professional learning session to develop a customized anti-bullying template based on Tell Them From Me school survey findings. Programs initiated over the past year to promote mental health and wellness include the implementation of Health Action Teams (HAT)/School Mental Health Leadership Teams at each school, Student SpeakUp Projects, Tools for Life, Roots of Empathy, and Restorative Practice. A new bullying prevention program called WITS (Walk Away, Ignore, Talk It Out, and Seek Help) was also piloted in five elementary schools in January 2019.

Recognizing that student engagement/voice is essential to students' sense of belonging and school connection, elementary and secondary students were invited to a Student Wellness Forum in May 2018 to provide input into the HWCDSB's Mental Health and Addiction Strategy and Action Plan for 2018-2019. One of the key messages was the need for peer-to-peer education and support. The 2018-2019 school board budget, approved by the Board of Trustees in June 2018, included provisions for 2.3 mental health workers in

secondary schools for early identification and assessment, and improved timely referrals to community health services, as well as support for academic transition and career/pathways planning for Grade 7 & 8 students. The budget also maintains support for existing programs and initiatives, including mental health and wellness resources, awareness training and professional development for staff, Christian Meditation programs, and school-based funds to support in-school professional learning focused on student in risk situations, and support for transition activities and events.

The HWCDSB will be reviewing potential student engagement models to encourage young people to become leaders in the mental health conversation. The focus of the Mental Health Plan is to create a safe, inclusive and student-focused Catholic school climate.

## STUDENT SUCCESS

The HWCDSB is dedicated to improving student achievement and engagement, using research-based instructional and assessment practices that respond to student learning needs and interests. A Board Improvement Plan for Student Achievement (BIPSA) describes the strategies by which the HWCDSB delivers on the "Achieving" priority of the Multi-Year Strategic Plan. The Student Success Initiative was implemented in 2005 to support all students in their

post-secondary pathways. Student Success focuses particular attention on students studying at the applied level, those achieving below the provincial standard, and those from distinct groups (students in care, FNMI students, etc.). Specific strategies include stay-in-school initiatives such as NYA:WEH (Native Youth Advancement in Education Hamilton) and PASS/SOAR, as well as gap-closing strategies, remediation and recovery programs, literacy supports and interventions, technology-enabled learning, Catholic School Student Achievement Visits, and alternative and continuing education.

Dual credits are also available to Grade 11 and 12 students in a variety of SHSM and OYAP programs. Dual credit programs allow select students to enroll in courses at the college level or in level one apprenticeships course work. Of the students who enrolled in dual credit courses in 2016-2017, 88% successfully completed the course, and 41% were accepted into college programs.

The HWCDSB currently offers 42 SHSM programs in 12 different sectors. A total of 1,794 students participated in SHSM programs in 2017-2018. Health & Wellness, Non-Profit and Transportation remain the areas of greatest demand, followed by Arts & Culture, Business and Construction. Fifty percent of students enroll in Health & Wellness programs. Approximately one in four females follow a Health & Wellness pathway. More males than females pursue business and transportation pathways.



## EQUITY & INCLUSIVE EDUCATION

The HWCDSB is committed to serving staff, students and families within its diverse Catholic community by incorporating the principles of equity and inclusive education in its policies, programs, procedures and practices, consistent with Catholic denominational rights. These principles enable students to realize their fullness of humanity by creating positive learning environments and removing any and all barriers to success. A Social Changemakers Student Conference, attended by secondary diversity teams in November 2017, focused on mental health and mental illness with small group sessions on eliminating stigma, awareness and promotion, and resources/supports. The conference concluded with school action planning in which teams identified actions that need to be taken to ensure that all students feel included at their schools. The goal is that Diversity Teams will

continue to build school communities where “Each Belongs” is fully realized by celebrating diversity and promoting inclusion of all people. An elementary diversity conference involved Grade 7 students in discussions and activities that challenged racism, sexism, ageism, ableism, classism and other barriers that deny the full recognition and value of every member of society.

## INDIGENOUS EDUCATION

Supporting the achievement and well-being of Indigenous students is one of the many steps on the journey of healing and reconciliation with Indigenous peoples, and one of the important ways in which the HWCDSB forms discerning believers, as outlined in the Ontario Catholic School Graduate Expectations. Throughout 2017-2018 the HWCDSB engaged in a number of activities to support Ontario’s Indigenous Education Strategy 2007, including cultural teachings around the Sacred Medicines, Grandfather

Teachings, Four Directions, Eagle Feather Teachings, smudging traditions, Indigenous Games, and Indigenous Commemorative Awareness Days such as Treaties Recognition Week, Orange Shirt Day and the “Every Child Matters” campaign. At Cardinal Newman, Grade 11 World Religion students participated in 24 sessions with a cultural facilitator which focused on residential schools, self-identification and marginalization. The NYA:WEH program at Cathedral continues to thrive. Findings show that through culture-based activities, students are able to develop a more positive sense of identity and pride of community and culture. Currently there are 115 elementary and 87 secondary students who have self-identified, an increase of 77% in elementary and 19% in secondary. In June 2018, an Indigenous Education Lead was hired to support programs and initiatives for the purpose of improving Indigenous student achievement and well-being and closing achievement gaps.





# SPECIAL EDUCATION

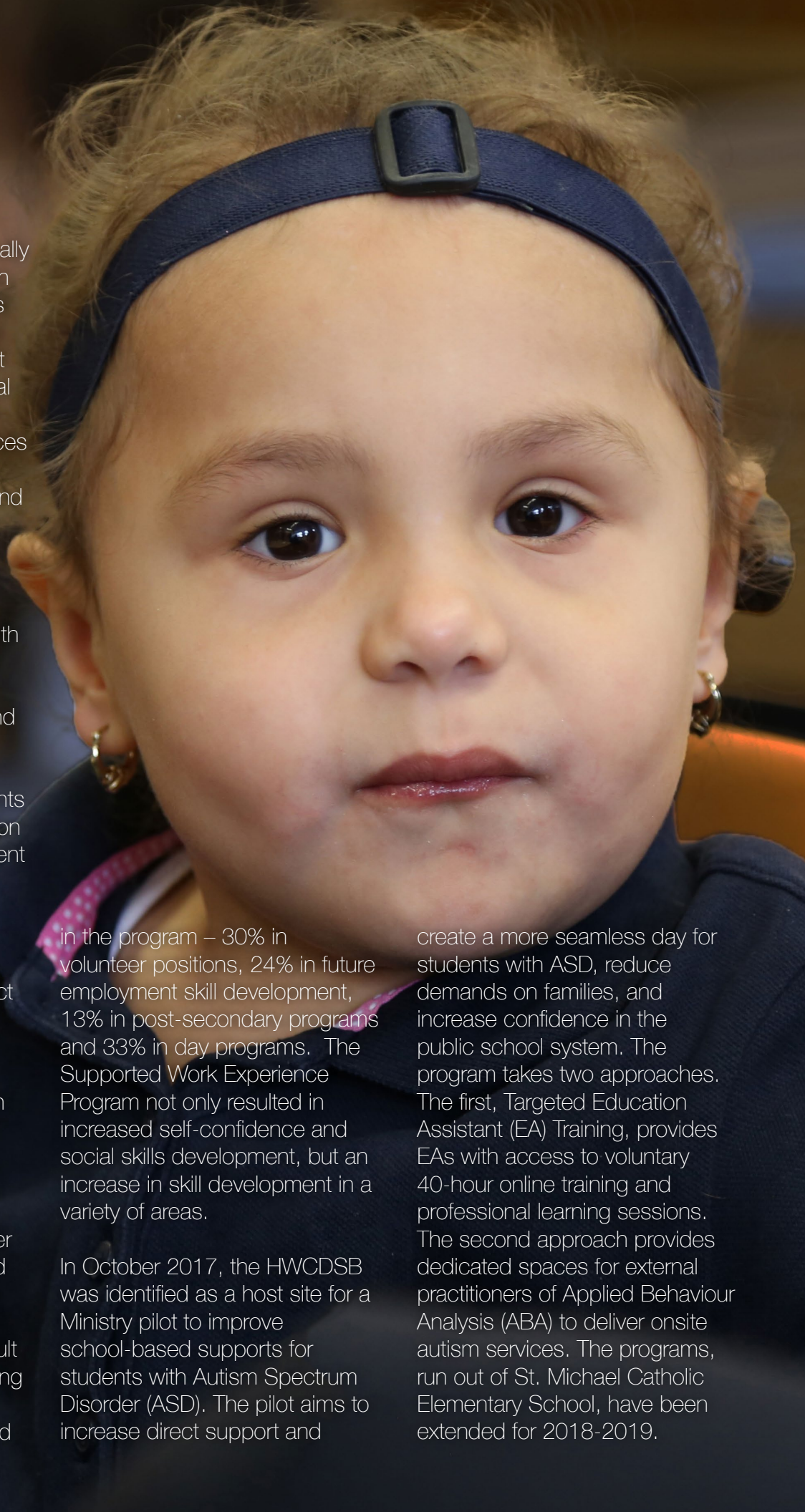
The HWCDSB's Special Education Program and Services Plan is reviewed annually to ensure that details of the plan have been implemented, and is amended, where necessary, to ensure that it continues to meet the current needs of exceptional students. The Special Education Programs and Services Plan 2017-2018 describes the Board's consultation process and outlines special education programs and services, including early identification procedures and intervention strategies, and specialized health support services in school settings. A Parents' Guide to Special Education Programs and Services is developed in conjunction with the Special Education Plan to provide parents and/or guardians with information about the Identification Placement and Review Committee (IPRC), and to describe the various procedures and processes.

Transition planning, a key aspect of student achievement and well-being, can be particularly challenging for students with special education needs. The Supported Work Experience Program provides opportunities for students with special education needs to participate in work and volunteer experiences, day programs and co-operative education placements in order to support the transition to meaningful, adult community activities upon leaving school. In 2017-2018, 54 secondary students participated

in the program – 30% in volunteer positions, 24% in future employment skill development, 13% in post-secondary programs and 33% in day programs. The Supported Work Experience Program not only resulted in increased self-confidence and social skills development, but an increase in skill development in a variety of areas.

In October 2017, the HWCDSB was identified as a host site for a Ministry pilot to improve school-based supports for students with Autism Spectrum Disorder (ASD). The pilot aims to increase direct support and

create a more seamless day for students with ASD, reduce demands on families, and increase confidence in the public school system. The program takes two approaches. The first, Targeted Education Assistant (EA) Training, provides EAs with access to voluntary 40-hour online training and professional learning sessions. The second approach provides dedicated spaces for external practitioners of Applied Behaviour Analysis (ABA) to deliver onsite autism services. The programs, run out of St. Michael Catholic Elementary School, have been extended for 2018-2019.



# EQAO

Data from yearly Education Quality and Accountability Office (EQAO) assessments are used as a catalyst for improvement at the individual student, school and school board level. Used in conjunction with other indicators of student achievement, such as report cards and classroom assessments, they provide a complete picture of student skills, abilities and knowledge.

2017-2018 EQAO assessments results for the Hamilton-Wentworth Catholic District School Board continue to rank above the provincial average in Grade 3 & 6 Reading, Writing and Math. Grade 6 results not only surpassed the province, but exceeded last year's results by margins of 3 to 7 percent.

## GRADE 3

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Reading	HWCDSD	69%	74%	77%	80%	79%
	Province	70%	*EC	72%	74%	75%
Writing	HWCDSD	81%	80%	82%	80%	78%
	Province	78%	*EC	74%	73%	72%
Math	HWCDSD	66%	68%	69%	69%	66%
	Province	67%	*EC	63%	62%	61%

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

## GRADE 6

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Reading	HWCDSD	78%	81%	81%	81%	84%
	Province	79%	*EC	81%	81%	82%
Writing	HWCDSD	83%	83%	84%	82%	85%
	Province	78%	*EC	80%	79%	80%
Math	HWCDSD	54%	52%	48%	47%	54%
	Province	54%	*EC	50%	50%	49%

## GRADE 9

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Academic Math	HWCDSD	83%	82%	83%	83%	82%
	Province	85%	*EC	83%	83%	84%
Applied Math	HWCDSD	44%	42%	46%	41%	42%
	Province	47%	*EC	45%	44%	45%

## GRADE 10

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
OSSLT	HWCDSD	83%	80%	80%	79%	76%
	Province	83%	82%	81%	81%	79%



## GRAD RATE

The graduation rate is a key indicator of student success within a school board and an important assessment of the implementation of the HWCDSB's Multi-Year Strategic Plan 2015-2018 and the Board Improvement Plan for Student Achievement 2017-2018.

HWCDSB 2012-2013 cohort graduation rates for four and five-years are 86% and 90% respectively. Factoring in the 8.6% of students who left the HWCDSB, the graduation rate declines to 81.5% in four years and 86% in five years.





# STEAM

Science, Technology, Engineering, Arts and Mathematics continue to be a priority focus of the HWCDSB's 'Achieving' priority and pathway planning. Programs in and outside of the classroom are designed to engage students in integrated authentic learning and exploration, and to provide them with the skills and knowledge to create innovative solutions to problems through the use of science, technology, engineering, art and math (STEAM). Programs include Specialist High Skills Major programs in Business, Energy, Information and Communication Technology, Manufacturing and Transportation (Aviation), OYAP, coding, robotics, science fair and community-connected STEAM experiential learning opportunities.

Pathways data from 2016-2017 show that while female students in Grades 1 to 6 outperform male students in the areas of Science & Technology, Arts and Mathematics by margins of 1 to 6%, the gap widens in Grade 7 and 8 with 83% of Grade 7 and 79% of Grade 8 female students achieving the provincial standard in Science & Technology, compared to 74% of Grade 7 and 68% of Grade 8 male students. In Grade 7 Mathematics, 82% of female students achieved Level 3 & 4 compared to 76% of male students. The achievement gap widens in Grade 8, with 81% of female students meet the provincial expectation in Math, compared to 71% of male students.

A breakdown of Grade 12 STEAM achievement by gender shows a similar trend. More males than females tend to enrol in Technological Education and Technology Dual Credit courses.

Achievement in Grade 12 STEAM courses by gender 2016-2017		
Subject Area	% of Females at Level 3 & 4	% of Males at Level 3 & 4
Arts	92%	80%
Math	74%	61%
Science	76%	69%
Technological Education	83%	73%
Technology Dual Credit	76%	53%

Enrolment in Grade 12 STEAM courses by gender 2016-2017		
Subject Area	Number of Females	Number of Males
Arts	316	190
Math	1252	1474
Science	1250	965
Technological Education	379	648
Technology Dual Credit	46	87







A K-12 Technology Integration Strategy identifies technology supports, resources and interventions used by the HWCDSB to support teaching and learning in the classroom. Key strategies include: Technology-enabled learning tools and assessment practices; rich and cognitively-demanding tasks for students (i.e. Skype in the Classroom); technology to address student learning gaps (iPads and Assistive Technology); implementation of the HWCDSB's Innovation Project which focuses on the purposeful integration of math and technology to promote deep learning and achievement in math in support of the Renewed Math Strategy; and engaging students in authentic learning opportunities in STEAM. At present, the HWCDSB has 276 apps in its catalogue and has a total of 9,553 devices in use in its elementary schools and 4,491 in its secondary schools.

A number of elementary coding experiences and activities were offered in the past year to introduce students to the basics of programming. At the elementary level, these included coding clubs, in-class coding activities, and participation in the Hour of Code. School coding clubs run for a period of 6-8 weeks, and are available to Grade 4-8 students. Coding clubs were also established in the Board's Equal Opportunity schools through the Industry Education Council of Hamilton's ABACUS project.

Robotics continued to provide opportunities for students to experience hands-on learning in STEM. K-Grade 4 students were able to develop basic engineering and programming skills through FIRST LEGO League Jr. (FLL Jr.), a non-competitive program that taught students about water consumption. A total of 288 students participated at expos at their respective schools.

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# PHYSICAL LITERACY & HEALTH

Healthy children learn better. That understanding is behind the HWCDSB's continued focus on Physical Literacy, a program that provides children with the motivation, confidence, and physical competence to pursue and active and healthy lifestyle. In September 2017, 95 junior division teachers and ECEs were in-serviced at the Ontario Physical Literacy Summit on ways to incorporate physical literacy into physical education classes, intramurals, Daily Physical Activity (DPA), and recess. A three-year "Hamilton Moves" grant, awarded in April 2017, will also be used to build teacher capacity in the delivery of essential Fundament Movement Skills in Physical Education classes. A number of schools continue to engage in LEAD (Linking the School/Energy on the Playground/ All Play/Dynamic Leaders) Recess, a student eadership program that coaches junior and intermediate students to be active playground and community leaders. Eighteen elementary schools had their playgrounds painted with games and activities through an Ontario 150 Grant. Other initiatives in 2017-2018 to support physical fitness included school-based Healthy Action Teams, the 20/20 Challenge and Reading Running Club, The Hamilton Tiger Cats' Family Fun Day, Monkeynastixs, and a six-week FLASH classroom-based physical activity break intervention conducted on Grade 2-8 students at three Catholic elementary schools.

The HWCDSB also hosted a Concussion Awareness Day in September 2017 to educate students and staff about the risks associated with concussion and provide strategies for concussion prevention and identification.





STEWARDSHIP: EFFECTIVE MANAGEMENT OF RESOURCES

# SERVING



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

The 'Serving' priority reflects the board's efforts of the past year to identify and direct funds to those areas that continue to our support Christ-centered purpose in Hamilton-Wentworth.



# 2017/2018 BUDGET

In June 2017, the Hamilton-Wentworth Catholic District School Board approved a balanced operating budget of \$352,418,260 and a capital budget of \$29,680,027 for the 2017/2018 school year. Budget priorities, developed in consultation with staff, parents, students and other stakeholder groups, continued to focus on programs and initiatives that foster faith formation, religious education, improvement in achievement, equity in opportunity, and excellence in academic and co-curricular programs, as well as enhancements to school facilities.

## TECHNOLOGY

The 2017/2018 budget included a one-time investment of \$750,000 to upgrade digital tools and technologies in elementary and secondary classrooms and an additional \$100,000 for ICT infrastructure upgrades (Wi-Fi and SD WAN) for improved broadband connectivity and user accessibility. Other investments included professional development opportunities for teachers in technology-embedded instruction, the ongoing refresh of student mobile devices, and the implementation of a Skype for Business/Education communications/VOIP system.

## FACILITIES/CAPITAL PLANNING

Capital activity for 2017/2018 totalled \$29,680,027 from construction projects and assets in service. Construction-in-Progress projects included a \$11.9-million replacement school for Our Lady of the Assumption Catholic Elementary School, which opened in April 2018, a 5-classroom addition at St. Jean de Brébeuf Catholic Secondary School, a 4-room child care centre at St. Gabriel Catholic Elementary School, the installation of artificial turf sports fields at St. Mary Catholic Secondary School and Cathedral High School, and the new Binbrook Catholic Elementary School.

Assets-in-Service relate primarily to school condition and school renewal expenditures as well the site acquisition closing for the new Binbrook school.

In December 2017, the Hamilton-Wentworth Catholic District School Board was awarded \$5,913,920 for child care centres at St. Augustine, St. Thomas the Apostle, Holy Name of Mary and St. Kateri Tekakwitha Catholic Elementary Schools as part of the province's Renewed Early Years and Child Care Framework. A later announcement in January 2018 provided \$8,579,200 in capital funding for a replacement St. Patrick Catholic Elementary School.

## TRANSPORTATION

Hamilton-Wentworth Student Transportation Services (HWSTS), the student transportation consortium for the Hamilton-Wentworth Catholic District School Board, experienced ongoing school bus delays and service disruptions due to a bus driver shortage. A parent portal was created by HWSTS to provide email updates on bus delays. School bus companies have employed a number of strategies, including using spare drivers, doubling up and splitting runs, and launching a driver recruitment campaign, to reduce the impact on students.

## COMMUNITY PLANNING AND FACILITY PARTNERSHIPS

The Community Planning and Facility Partnerships (CPFP) administrative procedure provides a framework for the HWCDSB to identify and undertake facility partnerships with community partners. Partnership opportunities enable the board to make use of under-utilized space, reduce facility operating costs, and optimize the use of public assets. Facility partnerships have been established with Heritage Green Child Care Inc. at St. James the Apostle Catholic Elementary School; YWCA of Hamilton at St. John the Baptist Catholic Elementary School; and McQuesten Urban Farm (City of Hamilton) and Niwasa Kendaaswin Teg at the former St. Helen Catholic Elementary School.





## BOARD PROFILE

Schools: 56  
Enrolment: 28,704  
Staff: 4,789

Elementary Schools: 48  
Elementary Enrolment: 18,741.5  
Students enrolled in Full-Day Kindergarten: 3,521.5  
ESL/ELL Students: 573  
Students with Special Needs: 2,039

Secondary Schools: 7  
Secondary Enrolment: 9,962.73  
ESL/ELL Students: 438  
Students with Special Needs: 1,751

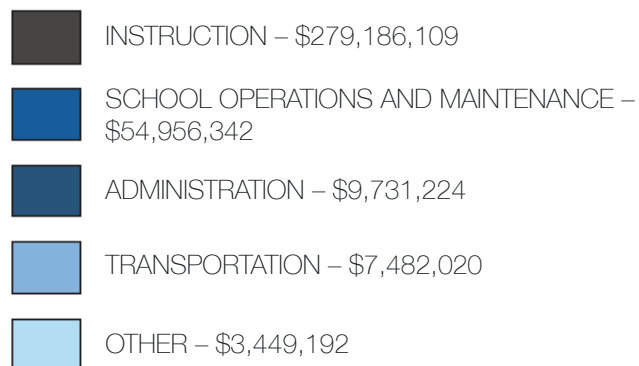
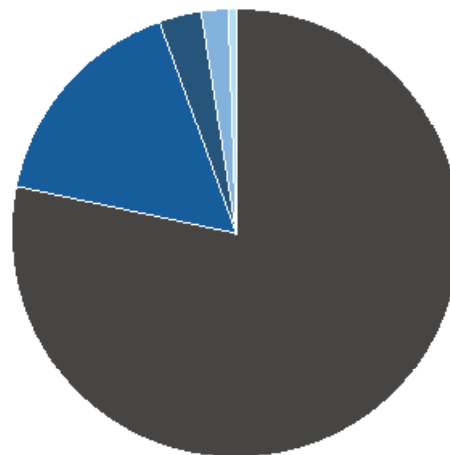
## AVERAGE CLASS SIZE:

FDK: 25.7  
Primary: 19.5  
Junior/Intermediate: 24.7

2017-2018

## ACTUAL SPENDING

TOTAL EXPENDITURES: \$354,804,887  
(AS OF AUGUST 31, 2018)





# SENIOR ADMINISTRATION 2017-2018



From left: Superintendent of Education Sandra Pizzuti, Superintendent of Education Corrado Ciapanna, Superintendent of Human Resources Angelo Romano, Superintendent of Education Ivana Fortino, Assistant Superintendent of Education Domenica Leone, Assistant Superintendent of Education Julie Angiolillo, Director of Education David Hansen, Assistant Superintendent of Education Greg Tabone, Associate Director of Corporate Services Paola Pace-Gubekjian, Superintendent of Education Toni Kovach, Assistant Superintendent of Education Sandra Scime, Superintendent of Education Morris Hucal

# BOARD OF TRUSTEES 2017-2018



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 9-11

Paul  
DiFrancesco  
Ward 9-11

Carolyn  
Cornale  
Ward 12-15





Hamilton-Wentworth  
Catholic District School Board

*Believing, Achieving, Serving*