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Taking the Lead Across the Province...

It is with great pride that I present to you the Director’s Annual Report 2013-14. Our achievements from the past year continue to demonstrate that we are a district aspiring to lead the province with focused attention and commitment to high levels of student achievement (especially in mathematics), Catholic faith formation/catechesis, and fiscal responsibility (in part) through community partnerships.

Student Achievement in Mathematics

Along with the rest of Canada, the Province of Ontario and our district have turned our attention to improving student achievement in Mathematics. Our emphasis has been on improving teaching/learning strategies in our classrooms through ongoing training and support. We have a locally developed Additional Qualifications Program for teachers, as well as communities of teachers and principals that work collaboratively to improve practices in all of our schools. We are in the sixth year of coaching and collaboration communities for Grade 9 Mathematics – we are now in the top tier of school districts across the province. We continue to pursue our belief that deep learning for both educators and students takes time and support. We believe that striking an appropriate balance between conceptual understanding of mathematical ideas and procedural understanding of mathematics will yield the best results over time.

Catholic Faith Formation and Catechesis

For our Catholic community, schools are pivotal in assisting the parish and the family in forming the faith of our young people. Across the district, we continue to help animate the faith of the adults in our community so that they can be attentive and deliberate in walking alongside our young people in their journey of faith. In particular, we have universally implemented Christian meditation with children as a way of making sure that our young people have regular opportunities to spend quiet time to build their relationship with God. Christian meditation has been introduced as an additional access point for faith formation in conjunction with Lectio Devina, prayers from our faith tradition, and other prayer practices such as the Rosary. Each school in our district now creates and implements a pastoral plan that maps out the communal journey of faith for their school. We are also redoubling our connections to the broader Catholic community and have instituted an ad hoc council of Catholic service organizations for the tri-county area. This emerging relationship will help to ensure that the broad Catholic community works together more closely to achieve respective goals.

Fiscal Responsibility and Community Partnerships

Balancing a budget in this economy means making difficult decisions. We have developed a fiscally- responsible culture in our district where leadership exercises a conservative approach to budgeting when it comes to forecasting revenues/expenditures while attending to the needs of the classroom first. We have instituted many partnerships with the broader community that ensure that our facilities are used year-round and seven days a week. We have partnerships with the municipalities, parishes, community groups and our coterminous school board. We have partnered with our coterminous board by sharing busing services and two of our elementary schools share the same facility as the public school board. In addition, we have partnerships with other school boards to reduce purchasing costs.

I hope that in reviewing my annual report, you can see that we are a school district where academic excellence and living in Christ are evident. I wish to convey to you my sincerest appreciation for your interest in our Catholic educational community. Should you have any questions or concerns about this report or any other matter related to our Catholic school system, please feel free to contact my office (519.756.6369 ext. 223).

God Bless,

Chris N. Roehrig
Director of Education
Message from the Chair

It is my pleasure, once again, to communicate to you in our annual report.

We were able to operate within the Ministry guidelines of our provincial budget. It is not always easy to maintain high quality of education within these constraints, but thanks to judicious management, this was accomplished while at the same time maintaining academic excellence in our schools. We also worked to maintain exemplary programs for students with special needs and have put steps in motion to increase class offerings in continuing education and the heritage language programs. We are proud of the role this board takes in teacher development and leadership formation. We look forward to the continued development of technological education that will assist students, teachers and administration.

Thanks to all members of the staff our schools are safe, clean, well-maintained buildings that are staffed by people who care about our children.

Pupils are given opportunities within their school day to learn about their faith and to practice it. They are encouraged to live their faith every day. Parish priests visit the schools and participate actively in Board events and Committees.

The third year of the Strategic plan is complete and there will be collaboration on the formation of a new three-year plan moving forward. Senior administration is to be applauded for the role it has taken in all areas of completion of the plan.

Appreciation is extended to the parents, guardians and Catholic ratepayers for the support and encouragement they give to our schools and Catholic education in general. It is with your backing that we are able to maintain a fine Catholic education for all of our students.

June Szeman
Chair of the Board
About Us

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

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

MOTTO
Excellence in Learning ~ Living in Christ

STRATEGIC COMMITMENTS
Catholicity, Student Achievement, Leadership, and Communications.

Quick Facts

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

2013-14 Budget

Once again, we are pleased to report that the Board was able to meet its goals and remain dedicated to its Strategic Commitments while operating within a balanced budget.
Catholicity
Supporting Initiatives and Outcomes

**IMPROVE THE CAPACITY OF OUR CATHOLIC COMMUNITY TO LEAD FAITH-BASED ACTIVITIES IN OUR SCHOOL SYSTEM.**
- Introduced Christian Meditation with Children at Principals’ June 2014 meeting, with scheduled in-service/training sessions.
- Used common templates and language in Catholic Education Week resources for administrators’ use in schools.
- Faith Formation Team used Power Cycle and Life, Death, Resurrection Cycle to evaluate system progress to date and make recommendations for further faith growth opportunities for staff in Year 3.
- Offered expanded opportunities for staff faith growth in all three counties through Praxis of Faith Series and Christian Meditation with Children.
- Held Brantford region Catholic leadership symposium/camino starting at St. Mary’s parish to ACS (Grades 7 & 10 students from seven pilot schools); held Norfolk region Catholic leadership symposium/camino to St. Cecilia’s parish, along the Lynn Valley Trail (Grade 7 students from St. Joseph’s School).
- Held follow-up student retreat at St. Basil parish (Grades 6, 7, 9 & 10 students to continue leadership cycle); all events connected to the Society of Saint Vincent de Paul.

**ENSURE THAT THE RELIGION AND FAMILY LIFE PROGRAM IS GIVEN THE HIGHEST PRIORITY IN OUR SCHOOLS.**
- Advisory Committee facilitated two full-day workshops for Elementary Religion and Family Life Curriculum Champions.
- 73% of schools participated in Faith Fairs.
- Rich culminating performance tasks continue to be used, with revisions related to supporting all learners (e.g., Learning Disabled students). A video exemplar bank for every grade level was created for student success.
- Secondary Religion Advisory Committee continued the formation of “Tough Questions” documents to support teachers’ understanding, based on feedback of teacher needs, in collaboration with other disciplines.
- Action Bibles pilot project has been successful in a Grade 5 class at St. Patrick elementary school. Parent, teacher, and student feedback was positive.
- Religion Department Heads developed an extensive online curriculum resource sharing area in the board portal, as a support for secondary teachers, especially in light of the consistent use of the Rich Culminating Performance Tasks.

**IMPROVE THE RELATIONSHIP BETWEEN OUR SCHOOLS AND OUR PARISHES.**
- School-Parish Relations now a standing item on all Catholic Education Advisory Committee meeting agendas.
- Continuation of a School-Parish Relations Focus Group for the purpose of improving our schools’ relationships with our parishes. Completed the review of the School-Parish Guidelines.
- School-Parish Relations Focus Group to begin investigating the establishment of a parish family of schools model to support the development of an elementary school pastoral plan. A pilot program is scheduled to begin in 2014-15.
STUDENT ACHIEVEMENT
Supporting Initiatives and Outcomes

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

- At the end of 2013-2014, 70 classroom teachers in 21 schools have participated in collaborative learning cycles in mathematics.
- In 2012-2013, 53% of students in schools participating in the Collaborative Inquiry Learning – Math project achieved Level 3 or higher on Grade 6 EQAO Mathematics.
- All classroom teachers in grades 4 to 8 have received a netbook and professional development on the three part lesson in mathematics.
- All schools have implemented identified mathematics achievement goals.
- Schools continue to monitor identified mathematics targets.

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

- At the end of 2013-2014, 23 Grade 7-8 classroom teachers in 13 schools have participated in collaborative learning cycles in mathematics.
- At the end of 2013-2014, all Grade 9 Mathematics teachers have participated in collaborative learning regarding current best practices in mathematics.

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

- Teachers of Grades Kindergarten, 1 and 2 worked in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning assisted teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice. All teachers of Kindergarten, Grade 1 and Grade 2 participated in co-planning, co-teaching and co-learning sessions to develop consistent practices in the teaching and assessment of primary literacy skills.
- All teachers and ECES of Kindergarten, Grade 1, Grade 2 and Grade 3 have collaborated on consistent best practices in the teaching and assessment of primary literacy skills.

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

- Teachers that teach Grades 9 and 10 Applied Level courses worked in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning assisted teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice. Teams of Applied Level teachers have collaborated on current best practices in the area of literacy.
- Teams of applied level teachers have collaborated on current best practices in the area of literacy. At the end of 2013-2014, approximately 60 teachers from all three secondary schools have participated.
- Teachers worked in teams to refine their practices to improve the ability of students identified as learning disabled to become stronger self-advocates. The Grades 9 and 10 Religion teachers from all three secondary schools received three days of inservicing.
EQAO

With the growing concern across the Province with respect to student Math results, the system has continued to invest in its teachers and focus its strategic direction to support Literacy and Math. Technology – Teaching and Learning Projects, as well as a Math Coaching initiatives that connect Grades 7 and 8 teachers with Grades 9 and 10 Math and English teachers, has paid off.

“We are very pleased with these results,” said Chris N Roehrig, Director of Education. “This success is linked to the hard work of students and staff and to our Board’s commitment to an early focus on Math and Literacy. It is impressive to see how those elementary school initiatives have really made a difference for our students and are contributing to the high skill level of our Catholic secondary school graduates.”
STRATEGIC COMMITMENT

Leadership
Supporting Initiatives and Outcomes

INCREASE THE ABILITY TO BE INSTRUCTIONAL LEADERS TO IMPROVE STUDENT ACHIEVEMENT.
• Family of school meeting agendas reflect board and school improvement focus and monitoring of learning.
• Utilizing teacher annual learning plans and providing feedback to staff on student achievement have been discussed as part of performance management strategy. Monitoring to be continued.

IMPROVE THE SKILLS AND KNOWLEDGE OF OUR LEADERS IN RELATION TO PERSONAL LEADERSHIP RESOURCES.
• Aspiring teacher leaders have participated in several leadership development opportunities including Aspiring Catholic Leadership Program and Student Achievement Leadership Training.
• On-going support for collaborative inquiry opportunities in school learning teams continues. We have committed to offering PQP Part 1 training hosted by BHNCDSD beginning in the fall of 2014.
• New administrators have participated in six formal mentoring sessions. Initial mentor/coaching training has been offered on two occasions.
• Selection of mentors for new Principals and Vice Principals has begun for September 2014.
• Concepts of personal resources have been a common theme in leadership meetings. Specific attention to administrators’ Annual Growth Plans to be monitored.
• Mentoring of newly appointed school leaders is being scheduled for the fall of 2014.
• Cognitive Coaching scheduled for 2013-14 school year. 31 of our 42 administrators have completed foundations training in the coaching model supporting performance management.
• Ongoing work continues regarding courageous conversations, planning conversations, reflective conversations, and problem solving conversations at leadership meetings in the context of coaching.

IMPROVE THE ABILITY TO BE HUMAN RESOURCES AND LABOUR RELATIONS LEADERS.
• Our Human Resource Certificate Program is a growing success. Seventeen of our school leaders and 14 other schools leaders from across the province participated in the five-day program addressing effective hiring, progressive discipline, performance management, health and safety, and labour relations.
• Principal Performance Appraisals reflect a focus on improved student learning and supporting teacher learning needs as part of professional learning communities in each school. Our appraisal quota will comply with Ministry regulations. PPA’s will be completely reviewed at year end.
Communications

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

• Community survey data provided to website and development teams for use in projects.
• Incorporated ‘on-line subscription’ feature for Board and school information such as newsletters and events.
• Ran a web-based parent communication pilot program.
• Develop a social media playbook (a ‘how to’ guide for staff to follow on the social Web).

BUILD TRUSTING RELATIONSHIPS WITH OUR COMMUNITY MEMBERS.

• Used the beginning of the Twitter campaign to develop deeper two-way relationships with our Catholic community.
• Planned current, easy-to-navigate elementary school websites (based on community survey data) that use new communication utilities and are accessibility compliant.
• Board website has increased the use of video. Video window added to secondary school websites.

DEMONSTRATE HONEST, SUCCESSFUL COLLABORATION.

• System-wide parent council meetings established for 2014-15 school year.
• Planning to provide our Catholic community (partners, parents, parent council members, etc.) with the opportunity to participate in online discussions at all public participation sessions.
• School communication survey, school climate survey underway.

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

Student Trustee 2013-14 - Georgia Athanasiou
Celebrating Partnerships...

We take pride in our work and partnerships with organizations and initiatives in our community.

During the 2013-14 school year we...

- Exceeded the Provincial standardized testing results in both Grade 9 Academic and Applied Math;
- Exceeded the Provincial standardized testing results in Grade 3 Reading, Writing and Math;
- Exceeded the Provincial standardized testing results in Grade 6 Reading and Writing;
- Staff of the St. John’s College Mathematics Department received the Dr. Bette M. Stephenson Recognition of Achievement Award from E.Q.A.O.;
- The Ministry of Education showcased the Board’s Strategic Plan 2012-2015 in a Leadership Development training session.
- Received $9,000 from the School Ground Greening initiative of the Brant Tree Coalition;
- Had a very successful system-wide United Way Campaign;
- Implemented the next phase in our Early Learning Kindergarten Program Roll-out;
- Continued our strong and supportive relationship with Grand Erie District School Board;
- Introduced Christian Meditation;
- Opened St. Pius X Catholic Elementary School;
- Hosted the 6th Annual Diocesan Mass, Diocese of Hamilton;
- Began social media training with our administrators;
- Continued our support of St. Vincent de Paul and local area food banks;
- Fostered an awareness of the work of our local health units and Community Care Access Centres;
- Continued to build on strong relationships with our three Dioceses;
- Certified ten schools as EcoSchools through the Ontario EcoSchools program;
- Received (St. John’s College, Brantford) the Dr. Bette M. Stephenson Recognition of Achievement award 2013;
- Appointed Michelle Shypula to the position of Superintendent of Education.

Senior Administrators

From left to right:
Chris N. Roehrig, Director of Education,
Jamie McKinnon, Superintendent of Education,
Leslie Telfer, Superintendent of Education,
Bill Chopp, Superintendent of Education,
Tom Grice, Superintendent of Business.
For more information about the Brant Haldimand Norfolk Catholic District School Board or this report:

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

Visit www.bhncdsb.ca   Follow @bhncdsb

Call Communications Services at 519.756.6505, Ext. 234.