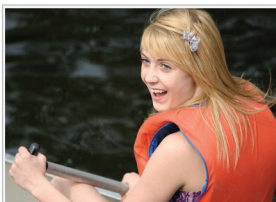




Ottawa-Carleton District School Board

2011 – 2012 Director’s Annual Report to the Community



Status



Photo / Video



Offer, Event +

OCDSB: The fastest-improving District in Ontario!



Michael Burtch

Community Activist comments on OCDSB

“With a giant yellow school bus in tow, teachers, administrators and parents hung out the windows and all beamed at the crowd, expressing to media a commitment to making things better for the next generation.

I had been out of the school for almost a decade at that point, but the gesture actually made me misty eyed and I was caught off guard by how impacted I felt by their show of solidarity and support.”

*Speaking about the OCDSB’s involvement in the Capital Pride Parade — quote taken with permission from Xtra



Continuing Education

Learn More, Be More!

Whether you are discovering your artistic side, or learning about car repairs, we have something for everyone! Play! Learn! Create!

Recommendations

[See All](#)



Student Sandro Young

OCDSB Top Scholar and D. Audbrey Moodie Scholarship Winner
Graduate of Lisgar Collegiate Institute



Teacher Brent Howard and Guidance Counsellor Marina Mahoney

Queen Elizabeth II Diamond Jubilee Winners from John McCrae S.S.
Nominated by the Vimy Foundation



Speaker Dr. Maggie Mamen

The Importance of Raising Resilient Children
Award-winning clinical psychologist

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Likes

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Education Foundation of Ottawa

Charity serving the students of the OCDSB



Jennifer Adams

Message from the Director of Education

An annual report is an opportunity to reflect on the past year and to celebrate accomplishments. 2011–2012 was a great year for me; my first year with the privilege of serving as Director of Education. It was also the first year for our District's new strategic plan. In short, our plan is about doing public education W.E.L.L.. The Board of Trustees has established ten objectives which provide the vision for our work. These objectives stand atop our four key priority areas: well-being, engagement, leadership and learning. Annually, we establish District goals which outline the specific initiatives that will be undertaken over the school year and the anticipated outcomes.

Learning is at the heart of everything we do. We are dedicated to ensuring the success of our students and the professional growth of our staff. Moreover, we are committed to promoting lifelong learning in our community. For the past three years our staff has been working diligently to ensure the success of the new Full-Day Kindergarten and Extended Day Programs. Starting in September, Full-Day Kindergarten will be available in 76 of our schools, with the rest phased in by 2014–2015. Our staff has done an excellent job of integrating the new program into schools, along with the extended day portion available before and after school. Full-Day Kindergarten is one of many great programs available for students at the OCDSB.

Professional learning is a key priority at the OCDSB. In 2011–2012, numeracy was an area of focus, particularly for teachers of grades 3 and 6, as well as teachers in grades 7 to 9. Instructional coaches have facilitated District-wide networks related to the “big ideas” of mathematics (such as proportional reasoning) and mathematical processes (such as problem solving) to help ensure student success. Coaches, teachers, and administrators worked together in schools to improve instructional practice in all of our classrooms.

Something you may not know is that we also work with schools and teachers around the world to improve learning opportunities for children and adults through the Ottawa-Carleton Education Network (OCENET). OCDSB staff in collaboration with OCENET developed a new International Certificate Program that gives our students the opportunity to study an international language, take internationally-focused classes, engage in global issues and participate in international-focused projects. Through the International Certificate Program, high school students become informed, engaged and active global citizens who learn about themselves by learning about the world.

We want to hear what students are thinking and engage them in the issues that matter to them. We have encouraged student voice through our first Student Equity Conference. The conference sought to broaden

students' thinking in terms of equity and inclusion, and to provide them with the tools to collect their schools' equity and inclusion stories.

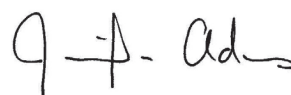
At the OCDSB, we believe that leadership is embodied in people who are able to influence those around them in a positive way and that each individual has unique capacities and ideas that need to be recognized. Our leadership initiative began over seven years ago and since then it has grown immensely. We hosted a number of unique events for staff, students and community members featuring world renowned speakers such as Sir Ken Robinson and Daniel Pink. The response from these events has been encouraging. We've helped the adults in our organization develop their capacity as creative leaders at the same time as our students are learning to become creative, critical thinkers as stated in our Board Improvement Plan. We are now more than ever harnessing the unique capacities and ideas of individuals in our schools and in our community – and as a District we are all the better for it.

During the 2011–2012 school year, we assembled the story of our leadership journey into an action research paper titled *Unleashing Potential, Harnessing Possibilities: An Odyssey of Creativity, Innovation and Critical Thinking*. The report outlines the past seven years of collaboration with a variety of educators, researchers and stakeholders to understand creativity, innovation and critical thinking, and the conditions that allow these to flourish. Visit www.leadthewaytcreativity.com to read the report.

Our staff has made some great contributions on the educational stage - provincially, nationally and internationally. OCDSB team members have shared best educational practices with educators as far away as Oklahoma City and Stockholm, Sweden. Their presentations on Cultural Proficiency, French as a Second Language, Creativity, and Student Achievement have been well received and have demonstrated the wide range of knowledge and talent that we are fortunate to have in our District.

This report gives us the opportunity to reflect back on just a few of the amazing things happening in our District. I encourage you to visit our schools, check our website often and follow us on Twitter, Facebook, YouTube or LinkedIn to see the many ways we continue to enhance our instructional practices, support student well-being, nurture parent involvement and promote creativity and diversity at the OCDSB.

Sincerely,



Jennifer Adams
Director of Education/Secretary of the Board



About Us

The Ottawa-Carleton District School Board is a dynamic, creative learning organization that fosters the achievement, well-being, and dignity of every student. Our mission is *educating for success, inspiring learning and building citizenship*, focusing on our priority areas of well-being, engagement, leadership, and learning. The District encompasses urban, suburban and rural areas in the City of Ottawa covering 2,760 square kilometers. The OCDSB is the largest school District in eastern Ontario and seventh largest by population in the Province.



Ottawa-Carleton District School Board
Our Community, Students, and Staff

Students in the OCDSB benefit from a wide range of programs that promote excellence and that meet the individual needs of students. All of our schools are vibrant, enthusiastic learning communities where staff members nurture creativity and challenge students to achieve their best. Our parents play an active role in schools and in supporting their children's learning through school councils and the Parent Involvement Committee.

Student enrolment as of October 31, 2012 was 72,927. Of those, 48,145 are elementary students and 24,782 are secondary students.

The total number of full-time equivalent (FTE) elementary teachers is 2,982.72 and the number of secondary teachers is 1,641.67. There are 1,498 occasional elementary teachers and 790 occasional secondary teachers.

We have a total of 261.67 FTE Principals and Vice-Principals, and 2,382 FTE Administrative and Support Staff.



Photo: The Black History Month assembly at Hillcrest High School which won an Ottawa Community Builder Student Leadership Award



Schools and Programs

Educating for Success

The OCDSB operates 116 elementary schools, 26 secondary schools, and five Alternate Programs at the secondary level. Elementary students attend English/Core French, Early French Immersion, Middle French Immersion programs or attend an Alternative school. The percentage of primary classes at 20 students or fewer met the Ministry requirement of 90%.

Students at the secondary level earn credits for subjects such as English, French Immersion, Science and Math. Special programs include the International Baccalaureate, a High Performance Athlete Program, Specialized High Skills Major Programs, Focus Programs, Alternate Programs and the Adult High School. We also operate a unique high school dedicated to Arts education.



Photo: Director of Education Jennifer Adams, with students from Severn Avenue Public School

Credit and general interest programs are offered through the Continuing Education Department. In 2011–2012, night school, summer school and after school programs served 52,837 community members ranging in age from six months to 90 years. Programs include Adult Cooperative Education, International Languages, Extra Curricular Creative Arts, English as a Second Language/Language Instruction for Newcomers and Academic Upgrading & Employment Preparation Literacy and Basic Skills (LBS).

The OCDSB also operates Parenting and Family Literacy Centres in seven elementary schools with the support of the Ministry of Education. An eighth centre will open in 2013 at Carleton Heights Public School. The Parenting and Family Literacy Centres offer play-based activities within a school setting for children ranging from infants to six years of age.

In September 2012, 55 schools offered the Full-Day Kindergarten program. The total number of students in the program was 4,108. In September 2013, the number of schools will expand to 76. Full-Day Kindergarten will be fully phased in to all schools by 2014–2015. Extended Day programs also offer before and after school care at most of our sites.



Elementary schools which offered Full-Day Kindergarten in September 2012:

- Adrienne Clarkson E.S.
- Arch Street P.S.
- Bayshore P.S.
- Bells Corners P.S.
- Blossom Park P.S.
- Cambridge Street Community P.S.
- Carleton Heights P.S.
- Carson Grove E.S.
- Centennial P.S.
- Century P.S.
- Charles H. Hulse P.S.
- Churchill Alternative School
- Connaught P.S.
- Convent Glen E.S.
- D. Roy Kennedy P.S.
- Dunlop P.S.
- Dunning-Foubert E.S.
- Fallingbrook Community E.S.
- Featherston Drive P.S.
- Forest Valley E.S.
- General Vanier P.S.
- Glen Cairn P.S.
- Glen Ogilvie P.S.
- Grant Alternative School
- Greely E.S.
- Hawthorne P.S.
- Heritage P.S.
- Hilson Avenue P.S.
- Huntley Centennial P.S.
- Jockvale E.S.
- Kars on the Rideau P.S.
- Lady Evelyn Alternative School
- Leslie Park P.S.
- Manor Park P.S.
- Manordale P.S.
- Manotick P.S.
- Maple Ridge E.S.
- Metcalfe P.S.
- Munster E.S.
- North Gower/ Marlborough P.S.
- Orleans Wood E.S.
- Pinecrest P.S.
- Queen Elizabeth P.S.
- Queen Mary Street P.S.
- Regina Street P.S.
- Riverview Alternative School
- Robert Bateman P.S.
- Robert E. Wilson P.S.
- Robert Hopkins P.S.
- Sir Winston Churchill P.S.
- Viscount Alexander P.S.
- W. E. Gowling P.S.
- W. Erskine Johnston P.S.
- Westwind P.S.
- York Street P.S.

In September 2013 Full-Day Kindergarten will be added to:

- A. Lorne Cassidy E.S.
- Alternative Vista P.S.
- Briargreen P.S.
- Bridlewood E.S.
- Broadview P.S.
- Farley Mowat P.S.
- Henry Larsen E.S.
- John Young E.S.
- Knoxdale P.S.
- LePhare E.S.
- Mary Honeywell E.S.
- Meadowlands P.S.
- Osgoode P.S.
- Richmond P.S.
- Roberta Bondar P.S.
- Sawmill Creek E.S.
- Severn Avenue P.S.
- Stittsville P.S.
- Stonecrest E.S.
- Trillium E.S.
- Vincent Massey P.S.

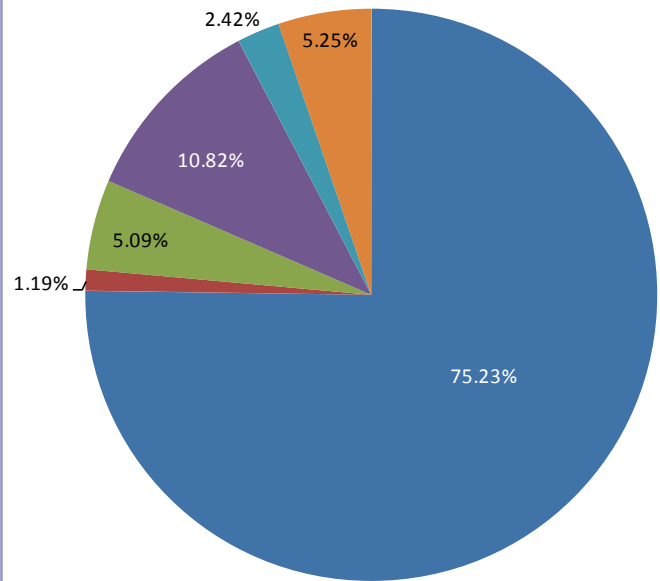


Financial Information

Annual Budget Process

The annual budget process is an important element of our corporate planning at the OCDSB. The budget is the allocation of resources which support our strategic plan, annual district goals and school improvement planning.

2012–2013 Approved Expenditures



- Instruction 75.23%
- Continuing Education 1.19%
- Transportation 5.09%
- School Facilities 10.82%
- Central Administration 2.42%
- Capital Financing and Amortization 5.25%

For more information please visit our website at www.ocdsb.ca/ab-ocdsb/ob.



Strategic Plan

The District uses an integrated multi-year planning process. Our strategic plan is approved by the Board and sets the direction for a four-year period. Each year, the Board approves an annual budget which outlines the allocation of resources in support of its key priorities. Under the leadership of the Director, the annual District goals are developed to outline the key work that will be undertaken in support of the strategic plan. The Board Improvement Plan for Student Achievement is the framework for instructional strategies. Each school is required to work within that framework to develop a School Improvement Plan for Student Achievement.

2011–2012 marked the first year of our new 2011–2015 Strategic Plan: *Public Education: Doing it W.E.L.L.*

There are four main components to the Strategic Plan:

Vision 2015

The OCDSB is a dynamic, creative learning organization that fosters the achievement, well-being and dignity of every student. As a global leader in public education, we:

- Inspire educational excellence in our schools, which are important community hubs reflecting local needs;
- Provide equity of access to programs and pathways for all students;
- Raise the overall achievement level and close the achievement gap through the equitable allocation of available resources;
- Implement a comprehensive framework for student well-being;
- Engage students, staff and parents in the learning process, encouraging the full potential of every student;
- Provide an inspiring place to work that attracts, retains, nurtures, values and engages our employees;
- Model outstanding governance, leadership and citizenship; and
- Draw from, and contribute to, the talent and rich diversity of the Ottawa community.

Objectives 2015

How we will know we have achieved our vision:

1. The 90% graduation rate goal is on track to be met or met in advance of 2020 target.
2. The Board is meeting annual targets for student achievement results in the Board Improvement Plan that exceed provincial results, on average by 5% and reduce the gaps for identified sub-groups.
3. All School Improvement Plans are developed in partnership with the school community and establish targets for student achievement and well-being in alignment with the Board Improvement Plan and student well-being framework.

4. The District has a framework for student well-being, including measures and indicators of success and attains annual targets for improvement to services and supports for student well-being.
5. All of our schools have active community partnership programs that support the school as a community hub.
6. Full-Day Kindergarten is offered in all of our schools supported by vibrant Extended Day Programs.
7. All students have equitable access to a choice of high quality programs.
8. The school climate survey results indicate improvement in student level of comfort and safety at school.
9. The OCDSB is recognized as a top employer in the community.
10. The District has a clear and commonly understood governance framework and an efficient and effective decision-making process.

Mission

Our mission is *educating for success — inspiring learning and building citizenship* using the priority areas of well-being, engagement, learning and leadership to support and inspire students and staff by:

- Promoting student and staff well-being to support their physical, emotional, and mental health;
- Developing a culture in which all people are welcome and challenged to be creative and contributing members; feel valued and respected, and where the success and creativity of our District is recognized and celebrated;
- Enhancing leadership and governance capacities and practices that demonstrate our District and its representatives as models of good character and effective community partners; and
- Improving student achievement through focused instructional practice, effective use of data and strategies that challenge all schools to make significant gains in student achievement no matter where they start.

Four Key Priority Areas

- *Well-Being* — Student Survey Analysis, Workforce Diversity Strategy, Well-Being Framework, Accessibility
- *Engagement* — Parent Engagement, Student Voice, Communication and Consultation, Diversity, Equity and Inclusion
- *Leadership* — Governance, Ontario Leadership Framework, Organizational Effectiveness, Succession Planning, Creative and Innovative Leadership
- *Learning* — Instructional Leadership, Secondary School Review, Full-Day Kindergarten, Global Citizenship, Digital Learners

Towards 2015 — Progress on the Strategic Plan

	OUTCOMES	EVIDENCE
Well-Being	Improved knowledge of student population, student needs and better supports for students.	<ul style="list-style-type: none"> Published District-wide student survey data Developed Aboriginal Education Policy
	Improved understanding of mental health issues, resources, service delivery and partnerships.	<ul style="list-style-type: none"> Published white paper on mental health Increased staff training on suicide prevention Developed employee mental health framework
	Improved human resource practices.	<ul style="list-style-type: none"> Streamlined hiring of occasional teachers Revised attendance management program Re-aligned Human Resources service delivery
	Improved awareness of best practices in accessibility issues.	<ul style="list-style-type: none"> Co-hosted community agency forum on accessibility Trained staff on the creation of accessible documents
Engagement	More active, skills-based parent involvement.	<ul style="list-style-type: none"> Created new Parent Involvement Committee Increased learning opportunities for parents through Speaker Series Published new school council resource guide
	Improved student voice in school and District initiatives.	<ul style="list-style-type: none"> Developed compendium of school based environmental initiatives Revised Student Senate policy Developed an International Education Certificate Program
	Improved communication with external stakeholders and with internal audiences.	<ul style="list-style-type: none"> Improved District communications channels through social media Increased opportunities for staff to meet with Director
	More inclusive and equitable practices which celebrate diversity and encourage character development.	<ul style="list-style-type: none"> Created the Advisory Committee on Equity Hosted a student conference on equity and inclusion
Leadership	Improved understanding of good governance and more alignment in board direction.	<ul style="list-style-type: none"> Developed new governance policy Created pilot project on board governance Established regular discussion of strategic objectives Increased professional development opportunities for trustees
	Improved leadership development and succession planning practices.	<ul style="list-style-type: none"> Created leadership Development Framework Hosted Fall and Spring Leadership conferences and Lead the Way events
	Enhanced organizational effectiveness particularly in financial management, information management and occupational health and safety.	<ul style="list-style-type: none"> Improved financial literacy Improved management of school generated funds Improved corporate records practices and Developed new information technology plan
	Increased awareness about embedding creativity in instructional and leadership practice.	<ul style="list-style-type: none"> Developed compendium of best practices Published action research paper on creative leadership
Learning	Improved instructional leadership capacity.	<ul style="list-style-type: none"> Continued focus on effective instructional leadership through Lead Learner Series for Principals/Vice-Principals System-wide network and job-embedded professional learning for teachers and administration related to School Improvement Plan for Student Achievement (SIPSAS) and Board Improvement Plan for Student Achievement (BIPSA)
	Greater alignment between board and school improvement planning.	<ul style="list-style-type: none"> Revised Board Improvement Plan for Student Achievement as mentor text Allocated instructional coaches based on School Improvement Plans for Student Achievement
	Improved program quality.	<ul style="list-style-type: none"> Implemented secondary program review Researched best practices on 7-12 school configuration model Received Report of the Special Education Ad Hoc Committee on changes to Special Education Service Delivery Developed an inventory of best practices on school as community hub Expanded e-learning opportunities
	Improved access to and quality of early learning programs.	<ul style="list-style-type: none"> Implemented Full-Day Kindergarten program in 29 Year 3 schools Planned implementation of Year 4 and Year 5 sites Expanded Extended Day program into 12 sites



Well-Being

The well-being of students and staff is an important goal. To achieve this goal, our starting point is early identification augmented by promoting health and well-being, intervention, training and awareness, prevention, positive practices, recovery, resiliency and partnerships.



Mental Health

Mental Health Framework

Statistically, one in five students will experience significant mental health problems during the course of their schooling (*Taking Mental Health to School* (2009), Santor, Short and Ferguson). In 2011–2012, the OCDSB made a significant investment in better understanding student well-being and mental health.

Our staff in the Learning Support Services Department undertook extensive research on mental health. That research explored causes of mental health issues, symptoms, and supports and services available for students. The paper, *Toward an Ottawa-Carleton District School Board Mental Health Framework - A Discussion Paper* is available on our website at <http://www.ocdsb.ca/com/Pages/MentalHealthResources.aspx> and is an excellent resource tool for educators, parents and mental health service providers.

Early intervention is critical to addressing mental health issues. To facilitate early intervention, we trained 586 staff in identification training. The OCDSB also has a number of specialized programs that focus on addressing student mental health needs. Our Behaviour Intervention Program is thought to use some of the best classroom practices.

Collaboration with community partners is critical to our success. Over the past year, we partnered with the Children's Hospital of Eastern Ontario (CHEO) to host a series of sessions for parents called *CHEO connects! In partnership with the OCDSB*. This free information series provided trusted information and access to local experts over several evenings. Each event, rolled out over the 2011–2012 school year, covered key physical and mental health topics for a specific age group to support parents in child development and well-being.

Over the next year, we will be using what we learned to develop a Board Improvement Plan for Student Well-being. Stay tuned!



Diversity and Inclusion Taskforce

Transition to Advisory Committee on Equity

Our thanks to the Diversity and Inclusion Taskforce who have done great work for the District over the past three years. The Task Force concluded its mandate in September 2012 after developing recommendations to strategically integrate diversity, equity and inclusive principles and practices into District priorities. The Taskforce was comprised of 30 representatives from a wide range of internal and external stakeholder groups including members from the Aboriginal, immigrant, racialized, faith, persons with disabilities and exceptionalities, and Gay, Lesbian Bi-sexual, Transgender, Two-Spirited and Queer (GLBTQ) communities. In addition, there were community partners represented such as the Ottawa Carleton Assembly of School Councils (OCASC), Ottawa Community Immigrant Services Organization (OCISO), Community Council on Ethnocultural Equity (CCEE), Special Education Advisory Committee (SEAC) and Centretown Community Health Centre. Educational partners were represented by Algonquin College and Carleton University. OCDSB representatives included principal and educator representatives, Human Resources, Curriculum Services, Inclusive, Safe and Caring Programs, Learning Support Services and Communications. Federation representatives from the Ottawa-Carleton Elementary Teachers Federation of Ontario (OCETF), Ontario Secondary School Teachers Federation (OSSTF) and Administration and Support (A&S) were also present at the table.

Members of the Diversity and Inclusion Taskforce were invited to join the newly formed Advisory Committee on Equity (ACE), formerly the Community Council for Ethnocultural Equity (CCEE). ACE is looking forward to working with the student survey data and strengthening connections with the community and school board partnerships to ensure a more inclusive and broader-based community membership. ACE will also reach out to various community group leaders including the Police Services Board and the OCDSB Parent Involvement Committee (PIC).



Accessibility

Multi-Year Plan

The OCDSB is committed to the principles of accessibility and is developing policies, practices, and procedures to meet Ontario's new standards. The District's Accessibility Plan Working Group (APWG) is comprised of staff, members of external organizations, and community members. Their work guides the District in implementing Ontario's accessibility standards in five key areas: Customer Service, Information and Communications, Employment, Transportation and the Built

Environment (buildings). Members of the APWG are also part of a larger liaison committee comprised of the City of Ottawa, local area educational organizations, hospitals, REACH Canada, other organizations assisting persons with disabilities, as well as community volunteers who have disabilities. In May, the liaison committee organized an Accessibility for Ontarians with Disabilities Act (AODA) leadership conference for senior leaders working in Ottawa's broader public sector. The conference focused on strategies to support the successful implementation of the accessibility standards. Keynote speaker Alfred Spencer, Director of AODA Outreach and Compliance, emphasized the importance of the AODA and outlined ways to champion accessibility within our organization. To date, an accessibility audit has been completed for all facilities in the District and a multi-year plan has been developed for making our buildings barrier-free. As new standards are released by the AODA, the District will work to develop an implementation plan. The plan will also define the steps needed to meet the new standards that have recently been released for Information and Communications, Employment and Transportation. Requests for information in accessible formats can be submitted to the Communications Department of the OCDSB at 613-596-8211 or via e-mail at communications@ocdsb.ca.



Environmentally Friendly Working Together

OCDSB schools are actively involved with the EcoSchools program, Environmental Stewardship, Energy Conservation, Earth Hour, Earth Day, Greening of Urban School Yards (an association with Evergreen), and with waste audits, waste reduction and recycling. To share best practices and celebrate achievements, an Environmental Stewardship Day was held for approximately 300 students from across the District. At the annual event in February, student displays showcased the wide variety of eco-activities that students are engaged in to protect the environment. In February, the OCDSB was also honoured by Hydro Ottawa with a Companies for Conservation award, in recognition of its outstanding energy conservation efforts.



Photo: Connaught Public School *Green Team*



Le Phare Elementary School Kindness Week

In February, Le Phare Elementary School participated in a Kindness Week presentation organized by the Beatrice-Watson-Acheson Foundation. The Foundation offers a unique program known as the *Values Through Humane Education* program. All students in the school participated over three days learning about caring, responsibility and kindness towards others that will help to foster a community of caring and character.



Queen Elizabeth Public School BMO National Student Innovation Award

Queen Elizabeth Public School has won a BMO National Student Innovation Award for Teamwork. Three classes of students, their teachers and educational assistants accepted their award in June at the Entrepreneurial Adventure Showcase. The school received the award for their project in the Entrepreneurial Adventure Program which is administered by The Learning Partnership. The program twins schools with local business people and together they create an entrepreneurial venture.

Students in Grade 2/3 and in the Special Education Program created a community market to raise money for three Ottawa area charities. They devised the plan for the market, created all of the goods to sell and strategically advertised the marketplace using posters and the Internet. They raised \$618 selling bracelets, paintings, flower pots and more during the school's annual Heritage Festival. Proceeds were donated to the Ottawa Boys and Girls Club (Fred C. McCann Unit on McArthur Road), the Ottawa Food Bank and the Corner Stone Women's Shelter.



Emily Beaudoin Student wins Diamond Jubilee Medal

The Queen Elizabeth II Diamond Jubilee Medal honours significant contributions and achievements of Canadians. Winner Emily Beaudoin was recognized for her outstanding work in helping to prevent youth suicide. She is a member of the International Order of the Rainbow for Girls and is currently volunteering for the Ottawa Police Service Youth Advisory Committee, Youth Advisory Committee at Youth Net Réseau Ado, and TAMI (Talk About Mental Illness) Program at the Canadian Mental Health Association.



Engagement

Engagement Counts! At the Ottawa-Carleton District School Board we respect the opinions, thoughts and ideas of our students, staff, parents and community members. We have worked diligently to develop and maintain relationships. Engagement encourages a shared sense of community – it creates goodwill, it creates interest and it creates positive action.



Parental Involvement Key to Success

As an educational organization, we know through experience that the most significant key to a student's success in school and in life is affirmative parent involvement. By working with our parent community, we can create a shared bond and link between home and school.

"When parents are engaged and involved, everyone benefits, and our schools become increasingly rich and positive places to teach, learn and grow" (Ontario Leadership Strategy, 2012, p.1).

School Councils

School Councils are essential partners in enhancing student achievement, promoting two-way communication and encouraging a safe and nurturing school environment. The OCDSB released a new School Council Resource Guide and a new School Council webpage (<http://www.ocdsb.ca/par/sc/info-n-updates/Pages/default.aspx>) which includes practical information and a weekly School Council Update. In addition, we partner with the Ottawa Carleton Assembly of School Councils (OCASC).

Parent Involvement Committee

The District has a Parent Involvement Committee (PIC) which works to support, encourage and enhance parent involvement across the District. The Committee is particularly interested in tackling barriers to parent involvement such as time, language, culture and socio-economics.

In 2011–2012, the Committee was required to review its mandate and establish governing by-laws. The renewed PIC includes ten parent members, three community representatives, the Director of Education (or designate) and one Trustee appointed by the Board of Trustees. Additional OCDSB staff attend to support the committee, including a principal, a teacher and one other employee. Only the parent members and community representatives are voting members.

Speakers' Series – School Year 2011–2012

The OCDSB Speakers' Series is designed to provide parents and educators with access to leading-edge ideas in education. The goal is to ensure our parents and educators have common language and strategies to better support student learning. The series is sponsored by the District's Parent Involvement Committee and supported through grant funding from the Ministry of Education. Each year, PIC establishes a list of topics of interest. Check out some of the Speakers' Series sessions from 2011–2012 below.



Professor Garfield Gini-Newman Speakers' Series — Nurturing Critical Thinkers

In an increasingly complex world it is becoming more important than ever that our children are taught the 3 Cs as well as the 3 Rs. While the 3 Rs refer to "reducing, reusing and recycling", the 3 Cs refer to creative, critical and collaborative thinking. Nurturing children's capacity for effective problem solving is one of the most important ways that teachers and parents can help ensure success in school and beyond.

During his session, Professor Garfield Gini-Newman explored some of the key findings in brain research and shared practical tips with parents that they can use to help children become good critical thinkers.



Dr. Leonard Sax Speakers' Series — Facebook Ate My Daughter

Parents continue to grapple with the issue of how much time their children should spend on social media sites and the Internet. Dr. Leonard Sax, a family doctor and psychologist offered some common sense suggestions to OCDSB parents, students and community partners.

He said the simple truth is that parents need to find ways to re-connect with their children and focus on things like family-only vacations, or even just eating dinner as a family with no cellphones allowed at the table. He referenced a Statistics Canada study that found fewer families are having dinner together due to factors including new technologies and social media. "Twenty years ago, almost two-thirds of Canadian teens were having a meal with their parents in a 24-hour period," Sax said. "Today, most aren't."



Dr. Maggie Mamen
Speakers' Series — Raising Resilient Children

An award-winning clinical psychologist and best-selling author who works with children, adolescents and families, Dr. Maggie Mamen addressed ten issues that all parents, staff and community members need to teach in order to raise resilient children. Touching on issues ranging from setting healthy boundaries to developing empathy and mindfulness, participants were also given a copy of Dr. Mamen's latest book "The Pampered Child Syndrome."



Photo: Parents and community members meeting Dr. Mamen

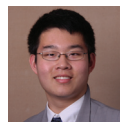


Student Engagement
Promoting the *Student Voice*

Student Trustees hold very similar positions to their adult trustee counterparts. Both sit on Boards of Education across the province and affect local education. The major difference between the two is who they represent: Student Trustees represent the students, while adult trustees represent the District's 12 zones.

Student Trustees are also responsible for linking the Board to its students: communicating events in the Board to the student body and gathering student input on issues the Board is facing. Student Trustees have the potential to improve the quality of your education and they want to hear from you.

Our Student Trustees for the 2011–2012 school year were Bill Lin and Kareem Ibrahim. The following is what they had to say about their time as Student Trustees.



Bill Lin
Student Trustee

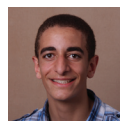
Being involved at the OCDSB as a Student Trustee was an excellent opportunity to promote student voice. On top of that, it also allowed us to extend our learning beyond the classroom, as we participated in the various committee meetings and started our own student-led initiatives.

Through the past academic year, the Ontario Student Trustees' Association (OSTA-AECO) took on many initiatives, including conducting a province-wide student survey with participation from over 10,000 students. At the OCDSB, the Student Senate, consisting of student representatives from individual high schools, passed its constitution, which is another step in solidifying the channel for student voice.

Getting involved as a Student Trustee was an amazing opportunity. I encourage all students to get involved in school. You always get so much more than you put in!



Photo: Student trustees Kareem Ibrahim and Bill Lin



Kareem Ibrahim
Student Trustee

Education is a very broad and multifaceted word. After my term as Student Trustee for the Ottawa-Carleton District School Board, I am now confident in saying that education outside the classroom, yet still within the walls of the school community, is the most impactful form of learning attainable. Working with the trustees of the OCDSB and with different levels of student government within the school board brought a whole new definition to the term "student voice." Being an advocate for the students of our school board was an incredible learning experience!



The Student Senate, a group comprised of student representatives from every secondary school in the District, played a key role in helping us identify where we could make improvements for students in the school system and together we made a passionate effort to realize our goals relative to the overall improvement of student life. Working with such a like-minded and passionate group of students was an incomparably motivating experience and I am glad to say that it is largely due to my experience as student trustee that I have been able to find my passion in life - in education, and in peer advocacy!

Being a student trustee also allows you to be a part of a remarkable organization known as the Ontario Student Trustees' Association (OSTA). OSTA caters to the entire grade 7–12 population of Ontario, and brings the student voice to a provincial stage. The most interesting part about my involvement as Student Trustee was that I became a part of an incredible community of youth who are motivated to make a difference. I am forever grateful to my colleagues at the school board for making this experience one-of-a-kind and I will always look back at my term as Student Trustee with a heartfelt smile.

pitch going undefeated in 7 games. Their streak secured them a place in the OFSAA history books as the most dominating high school team to compete at the AA OFSAA championships as well as the first John McCrae soccer team to win Gold at OFSAA.



Our Voices... Our Stories

A Student Equity Conference

In March and May 2012, secondary schools sent a team of staff and students to the first Student Equity Conference, *Our Voices... Our Stories*. Created to encourage equity and inclusion in their hallways, classrooms and on sports fields – the school teams were made up of eight individuals including five students, one Administrator, one Guidance Counselor and one Equity Representative. The student leaders represented all grades and reflected the school's culture; while the educators role was to provide guidance and advice. Teams explored what equity and inclusion look like at their schools and what areas need improvement. They worked to find ways to ensure that all students feel welcomed, valued and supported throughout the school day, in turn creating a learning environment that encourages creativity.

The lessons learned at the two-day conference were put into practice at the individual schools. Students and staff report an increased sense of belonging, an improved sense of understanding and a belief that all students have a story - uniquely their own - but it is one of interest to many and by sharing it they enhance the sense of community.

The student stories were told in a compelling series of videos which were consolidated into one video. Watch it on the OCDSB's YouTube channel at <http://www.youtube.com/theOCDSB>.



Photo: Principal Patsy Agard with students from across the District



Rainbow Youth Forum

Lead with Pride

The OCDSB's 7th Annual Rainbow Youth Forum was a celebration of the diversity of our District. It was a day to come together, to learn together, and to promote harmony among all students. The forum provides staff and students with the opportunity to enhance their knowledge and awareness about equity and diversity issues, specifically concerning the Gay, Lesbian, Bisexual, Trans, Two-Spirit, and Queer (GLBTTQ) community. The Forum is held in collaboration with the Rainbow Service Providers Network.

The Rainbow Youth Forum is aligned with the Ottawa-Carleton District School Board's commitment to embed character education and cultural proficiency into our daily practices. The forum focuses on the character attributes of acceptance, respect and empathy.



John McCrae — OFSAA Champions

Senior Boys Soccer Team

The John McCrae Secondary School senior boys soccer team competed at the provincial OFSAA championships in North Bay in June 2012. Over 3 days of competition the boys dominated their opponents on the soccer

Leadership

For the past seven years, the OCDSB has been working to redefine leadership and transform the District into a creative learning organization. Leadership, one of the four priority areas of the 2011–2015 Strategic Plan, is now defined within the District as being *“exemplified by people who are able to influence those around them in a positive way. Our leaders are energetic, empathetic, motivated, trustworthy, knowledgeable, and great communicators. Our leaders share a common vision in their commitment to all students. Our leaders understand that their role is one of support. They lead by example, they seek input, and they listen. As an organization, we encourage and foster these qualities. In challenging and prosperous times, we are defined by the relationships we build.”* Over the 2011–2012 school year, the understanding and celebration of leadership at all levels increased significantly due to the inspiring events put on through the Lead the Way initiative, a review of the board governance structure, the development of an action research paper on creativity, innovation and critical thinking, and much more!



Lead the Way

Staff, Student and Community Events

The year began with *My Pathway, Our Story - “Why Finding your Passion Changes Everything”* with Sir Ken Robinson at Longfields-Davidson Heights Secondary School. The evening allowed staff and community members to come together to hear Sir Ken Robinson speak after viewing and interacting with a diverse selection of student projects. The event was hosted in conjunction with the OCDSB Parent Involvement Committee as part of the District’s speakers’ series. Following that, the OCDSB hosted its two-day Fall Leadership Conference at the Hampton Inn Conference Centre. Beginning with a “Day in Dialogue” with author Dan Pink, the conference was a fantastic opportunity for staff, trustees and community members to come together and participate in dynamic discussions about fostering creative organizations through imagination, inspiration and innovation.



Photo: Sir Ken Robinson and students from Ottawa Technical Secondary School’s Fire Works Program

In April, staff and community members were invited to the OCDSB Spring Leadership Conference. There they had the opportunity to hear Sir John Jones and a diverse student panel discuss the critical connections between equity, diversity and creativity. Breakout sessions engaged delegates in rich discussions on *Cultural Proficiency: Overcoming Barriers to Profound School Change* and featured Franklin Campbell Jones, Brenda Campbell Jones, Delores Lindsey and Randall Lindsey. Delegates also had access to a wide range of imaginative and innovative initiatives that fully reflect the range of resources available to educators within the OCDSB to help support students.

Throughout the year the OCDSB also hosted various events for specific employee groups. From administrative and support staff to principal and vice-principal interns, each event provided staff with an opportunity to get to know each other better by engaging in dynamic dialogue. The events celebrated leadership in all its forms; building on the key principles of our leadership framework and the imperative to recognize, value and tap into the unique capacities and ideas held by each member of our community.



Photo: Equity and Diversity Coordinator Jacqueline Lawrence with the student panel from the Spring Leadership Conference

To learn more, please visit the Leadership Initiatives webpage at <http://www.ocdsb.ca/ab-ocdsb/LeadTheWay/li/Pages/default.aspx>.



Governance Structure Review

OCDSB Board of Trustees

The OCDSB undertook a governance review during the 2011–2012 year seeking to ensure that the District has a clear and commonly understood governance framework and an efficient and effective decision-making process, as per the 2011–2015 Strategic Plan.

On May 8, 2012, after considerable work by staff, the Board approved a plan to seek input from stakeholders on a revised board and committee structure for implementation on September 1, 2012. During the consultation period, the District held an open house and invited



stakeholders to review the proposed structure and send comments via email or by phone. Taking those comments into consideration, a one year pilot period was approved on June 25, 2012 and the Board's By-laws and Standing Rules were amended. The pilot project consolidates the four monthly Standing Committees of the Board (Education, Business Services, Human Resources and Strategic Planning & Priorities) into two regular Committee of the Whole (COW) meetings each month. In addition to the two regular Committee of the Whole meetings, the Board reduced its monthly Board Meetings from two to one.

The change in structure is intended to help move the work of the Board to a higher level of governance, with more focus on setting strategic direction, monitoring and providing oversight to the work of the District. At the end of the pilot period, the Board will report out on its success and decide whether or not to continue with the new structure. For more information about the Board of Trustees please visit the OCDSB Board Meetings webpage at <http://www.ocdsb.ca/ab-ocdsb/bm/Pages/default.aspx>.



OCDSB Action Research Paper

Unleashing Potential, Harnessing Possibilities

During the 2011–2012 school year, the OCDSB assembled the story of its leadership journey into an action research paper titled *Unleashing Potential, Harnessing Possibilities: An Odyssey of Creativity, Innovation and Critical Thinking*. The report outlines the last seven years of collaboration with a variety of educators, researchers and stakeholders to understand creativity, innovation and critical thinking, and the conditions that allow these to flourish. Throughout the report there are examples of creativity appearing in our classrooms and departments across the District. These were taken from over 200 submissions.

The impetus for the report began in 2005, when an OCDSB Leadership Study revealed that some employee groups within the organization felt disconnected and undervalued. Following that, a dedicated effort was initiated to change and improve the situation. First, the OCDSB developed a Leadership Narrative and Principles of Creative Leadership, both focused on shaping the culture of the District into a more positive environment—one that encouraged and supported the ideas and creative capacities of every person in the OCDSB family. The Leadership Narrative challenges individuals to think of leadership not in terms of positional authority, but in the way in which people can positively influence and motivate those around them. The focus of the Principles of Creative Leadership is to engage the array of diverse talents and abilities of everyone throughout the organization.

Arguing that the movement towards creative leadership at all levels supports the OCDSB's mission, vision and strategy, the report also discusses what we need to do next to further instill creative environments in our classrooms, schools, communities and departments.

To read the full report please visit www.leadthewaytcreativity.com.



John McCrae Secondary School

Queen Elizabeth II Diamond Jubilee Medal

Nominated by the Vimy Foundation, Teacher Brent Howard and Guidance Counsellor Marina Mahoney were awarded the Queen Elizabeth II Diamond Jubilee Medal for their unflinching resolve, commitment and dedication to year-long remembrance at John McCrae Secondary School.

"Brent and Marina have taken over 300 students from John McCrae Secondary School to Remembrance pilgrimages in Vimy, Ortona and the Netherlands. They have received wide-spread accolades from veterans, Legions & Veterans Affairs Canada. Their organizational and communication skills combined with their firm resolve to make these pilgrimages affordable to all who wish to attend has made their fund-raising efforts a community source of pride and inspiration."



Elmdale Public School

Provincial EQAO Leader

Elmdale Public School has been acknowledged by the Education Quality and Accountability Office (EQAO) as a provincial leader due to their improved assessment results and staff's commitment to critical thinking. As part of Elmdale's ongoing commitment to improvement, teachers regularly review their EQAO scores and then incorporate their findings into their school improvement plans. During the 2011–2012 school year, Elmdale staff engaged in collaborative conversations, examined their teaching practices and explored strategies to improve student achievement. In partnership with the District, the school began an action plan that included aligning staff, pooling resources, setting up literacy rooms, formulating common assessment practices, using common curricular language, holding common planning sessions and encouraging teachers to open up their classrooms to one another.

Learning

At the core of everything we do is learning. We are dedicated to ensuring the success of our students and the professional growth of our staff. Moreover, we are committed to promoting lifelong learning in our community.



Leading Effective Instruction Big Five Strategies

In the fall of 2011, the Curriculum Services Department asked our group of over 250 principals and vice-principals the following question: What does effective instruction look like, sound like, and feel like for all students in our classrooms? This was an authentic and engaging professional learning opportunity on instructional leadership. There were over 1,000 observations and 875 strategies identified by the group.

Five common themes emerged relating to effective classroom instruction. Those strategies became known as “The BIG FIVE Strategies for Effective Instruction in Our Schools.” The strategies focus on: TASK, FEEDBACK, CRITERIA, MODERATION and DIFFERENTIATION.

1. The Task — *Engages learners*

- Role playing skits
- Related to the world
- Relevant and interesting for students
- Prior knowledge
- Hands On activities
- Mini lessons
- Manipulatives
- Character based
- Predictable instructions – short, concise, to the point

2. Feedback — *Guides learners*

- During task/formative
- One on one conferencing
- Positive, timely response
- 2 stars and a wish
- sticker charts (incentives)
- brief and specific to the skill
- KWL/Prior knowledge check-in
- Deflecting questions back to students
- Building trust through failure

3. Criteria — *Informs learners*

- Rubrics
- Checklists
- Students know what to expect when being taught
- Anchor charts
- Focused work/chunks

4. Moderation — *Supports learners*

- Where students are at
- Clear language, defining terms, translation as needed
- Anchor charts and exemplars
- Building staff/student community
- Next steps for learning

5. Differentiation — *Invites learners*

- Manipulatives
- Modeling
- Target learners’ level of understanding/ability
- Broken down into smaller tasks/chunks
- Visual models
- Graphic organizers
- Technology
- Use student interests to motivate
- Open-ended questions/activities

A ‘Lead Learner Series’ was developed to provide principals and vice-principals the opportunity to “practice” instructional leadership. Our school administrators worked collaboratively on building their shared understanding of the BIG FIVE strategies. The District hosted a number of leading-edge educational keynote speakers, including Professor Garfield Gini-Newman. His sessions focused on the nature of the TASK, ensuring that students are engaged in activities that promote creativity, critical thinking, problem solving and collaboration.

Our District also hosted Damian Cooper, best-selling author and internationally known speaker and consultant in the area of assessment and evaluation. Damian’s sessions focused on the use of timely, descriptive FEEDBACK in order to guide students during the teaching and learning process.

Moving forward we will be delving deeper into our collective understanding of the BIG FIVE strategies. A total of 24 sites will host a “lesson study” for small groups of principals and vice-principals. Each lesson will strive to connect all elements of the BIG FIVE, including the moderation of student work after the lesson.



Full-Day Kindergarten (FDK)

Fully Phased in by 2014–2015

In September 2012, 55 schools offered the FDK program. The total number of students in the program was 4,108. In September 2013, the number will expand to 76 schools. FDK should be fully phased in to all schools by 2014–2015. For a full list of schools that offer Full-Day Kindergarten please see the *About Us* portion of this report.

There are two components to Full-Day Kindergarten — the Core program is the school day classroom component and the Extended Day Program is the before and after school program. In the core program, certified teachers and registered early childhood educators (ECEs) will work together to deliver the Full-Day Kindergarten Program. The Extended Day Program is led by registered early childhood educators.

Through instruction and play-based learning, the teacher and early childhood educator work with the students to develop their capacity in language and mathematics, build a strong foundation for future learning, engage in healthy physical activities and the arts, and develop socially and emotionally through interaction with their peers as well as the adults who guide them. Classrooms operate with a District average of 26 students to one team composed of one teacher and one early childhood educator.

During the school year, selected schools will offer an Extended Day Program before and after school, led by registered early childhood educators. These programs are optional and are available for a fee. Subsidies are available for some families from the City of Ottawa, based on financial need. Extended Day Programs operate subject to sufficient enrolment.



Learning Support Services

Departmental Initiatives

The OCDSB offers a range of special education programs designed to enhance educational success and the well-being of special needs students. The Learning Support Services (LSS) team works with schools to prioritize student needs and to offer supports ranging from training and consultation to in-depth assessment of learning needs. In the first half of the 2011–2012 school year, 409 individual kindergarten students received support from LSS professionals in psychology, social work, and speech-language pathology with 16% of these students receiving support from more than one LSS professional. As part of our system of support, LSS has invested in a number of initiatives designed to identify and support students with learning difficulties as early as possible so as to mitigate future difficulties.

Reader Leader Program (RLP)

The Reader Leader Program trains high school students in the importance of fostering oral language development through reading with primary students. In 2011–2012, the RLP was expanded to ten high schools, and piloted in two JK–8 schools. The RLP was delivered to over 130 high school students (including co-op students from various sites) and 41 Grade 8 students.

SK – Speech Language Intervention Program (SK-SLIP)

The SK-SLIP team works with the classroom teacher to support identified students and to foster oral language development in all students, regardless of ability level. Two speech-language pathologists work to support kindergarten teachers who have a child in their class with severe language difficulties. The SK-SLIP team works with the classroom teacher to support not only the identified student, but to foster oral language development in all students, regardless of ability level. In 2011–2012, the SK-SLIP team provided support to 27 individual kindergarten students in 18 different OCDSB schools.

The ROLL (Reading for Oral Language and Literacy) Program

Formerly the Early Learning Intervention and Prevention Program, the purpose of this program is to help kindergarten teachers and ECEs understand the importance of, and develop skill in, fostering oral language development among kindergarten students of all ability levels. Kindergarten educators participate in interactive and engaging workshops where they learn strategies to boost oral language and reading development within their play-based learning programs. Approximately 490 OCDSB kindergarten students were served by the ROLL team in 2011–2012.

Early Learning Intervention Tool for Education (ELITE)

The ELITE team is comprised of a social worker, speech-language pathologist and psychologist who develop tools to identify kindergarten students who are at risk of academic difficulties. In 2011–2012 the ELITE team piloted a program called DIAL4 (Developmental Indicators for the Assessment of Learning, Fourth Edition) with selected students who were referred by school teams.

Early Learning Team of Educational Assistants (EAs)

The LSS Early Learning Team of EAs has created a Resource Tool Kit which provides examples of visual and communication resources to assist teaching teams in implementing the full-day learning program. In 2011–2012, the team responded to referrals from 24 Full-Day Kindergarten classrooms, reaching over 400 OCDSB kindergarten students.

Empower Reading Program

Empower is a targeted intervention designed for students who have been unable to learn to read, whose reading comprehension has been negatively impacted, and who may have great difficulty spelling, due to problems with phonological awareness and fluency. As of August 2012, 86 teachers in 72 schools across the OCDSB were trained.



Special Education Review

Special Education Ad Hoc Committee

A Special Education Ad Hoc Committee was created by the Board to review the Special Education Policy. The Committee undertook public consultation and held many in depth discussions about special education policy issues and program and service delivery.

The Committee made ten recommendations, many of which were approved by the Board. Work on the implementation of the Committee recommendations is underway in collaboration with Learning Support Services and the Special Education Advisory Committee (SEAC). For more information please visit our website at www.ocdsb.ca/programs/se.



Numeracy

Professional Development

Professional learning is a key priority at the OCDSB. In 2011–2012, numeracy was an area of focus especially for teachers of grades 3 and 6, as well as all teachers in grades 7 to 9. Instructional coaches have facilitated District-wide networks related to the “big ideas” of mathematics (such as proportional reasoning) and mathematical processes (such as problem solving) to help ensure student success. A Numeracy Committee was also established, with representation from both community members and educators alike. The committee is currently developing a parents’ guide to numeracy in the OCDSB - a resource to assist parents/guardians in understanding the approach to mathematics across the District, as well as tips and strategies to help support their children at home.



OCDSB Grad Receives Rhodes Scholarship

Rebecca Anne Dixon

Rebecca Anne Dixon, a graduate of Canterbury High School and Mount Allison University was the recipient of a Rhodes Scholarship, valued at over \$100,000. This scholarship is one of the oldest and most prestigious in the world. Congratulations Rebecca and best of luck at Oxford!



OCDSB Top Scholars

D. Aubrey Moodie Scholarship Award

Sandro Young of Lisgar Collegiate Institute was the District’s top scholar for the 2011–2012 school year. Sandro also received the D. Aubrey Moodie Scholarship Award for achieving the highest graduating average in the District. He achieved an outstanding grade average of 99.17%. Sandro now attends the University of Toronto and is studying Computer Engineering. Deborah Baremberg, who graduated from Colonel By Secondary School, achieved the second highest average in the District with a 98.83% grade average in the rigorous International Baccalaureate Program. She plans to major in Physiology and minor in Chemistry with the goal of entering medical school.



Photo: Top Scholar Sandro Young with Director of Education, Jennifer Adams (L) and Chair of the Board, Jennifer McKenzie (R)



Looking Forward

Halls of Learning

The OCDSB’s newest elementary school, Chapman Mills Public School, held its official ground breaking ceremony on Wednesday, September 26, 2012. The 5,650 square meter facility will house just over 650 students when it opens its doors in 2013. The new school is located at 260 Leamington Way in Barrhaven. Students in Kars also celebrated the grand opening of their combined school at Kars on the Rideau Public School on September 21, 2012 which saw Kars Public School and Rideau Valley Middle School merge. The next school slated to be built will be in north Kanata.



Student Achievement: The Story of our Student Data

EQAO Trends in the 2011–2012 Achievement Data

Data from the 2011–2012 Education Quality and Accountability Office (EQAO) assessments shows continued improvement of OCDSB student achievement and demonstrates the importance of working together as a community to ensure the success of our students. Guided by key strategies contained within our OCDSB Board Improvement Plan for Student Achievement, our students, staff and community members continue to work together to support the individual needs of each learner. When administrators, teachers, students and parents work collaboratively in partnerships, the end result is improved student learning and achievement.

OCDSB primary and junior students recorded improvements in most categories across Reading, Writing and Mathematics. Results from our primary-level EQAO assessment showed a one percent increase in Reading, a two percent increase in Writing and a two percent increase in Mathematics. At the junior level, Grade 6 students improved by one percent in Reading and three percent in Writing; with a two percent decrease in Mathematics. OCDSB students outperformed their provincial counterparts by two to four percentage points on five of the six assessment areas in Grades 3 and 6.

OCDSB Grade 9 Academic level Mathematics students continue to outperform the province by two percent, suggesting that OCDSB students are well prepared for post-secondary studies. Additionally, secondary students in the District continued to maintain higher levels of achievement on the Ontario Secondary School Literacy Test (OSSLT) compared to their provincial peers, with 87 percent of first-time eligible OCDSB students achieving success, five percent greater than the provincial data.

Girls continued to outperform boys in the area of literacy. This is true in both the elementary and secondary levels, but the gender gap is marginally lower than it has been in the past. In the area of numeracy, there is little to no gender difference in the primary and junior grades but by the time students reach secondary school, boys perform better than girls on the provincial assessments.

Differentiated supports/interventions, for English language learners and students with special needs to aid in the closing of achievement gaps will continue to be a focus moving forward, including professional learning networks for teachers and administrators in meeting the needs of all students.

Pass rates in Grade 9 and 10 compulsory credits in both the Academic and Applied levels remain high, ranging from a low of 82 percent in Grade 9 Applied Science and Grade 10 Applied Math to a high of 98

percent in Grade 9 Academic Core French. Since 2010–2011, pass rates have increased in eight of 20 applied, academic, and open level Grade 9 and 10 compulsory credit courses, and have remained unchanged in six. Similarly, the proportions of students meeting or exceeding the provincial standard have increased in 14 of 20 compulsory courses.



Five-year Trends in Achievement Data 2007–2012

The five-year trends in achievement by OCDSB students show significant growth in all areas. In our primary EQAO assessment, there has been a five percent increase in Reading, an 11 percent rise in Writing, and a three percent increase in Mathematics. In comparison, their Grade 3 provincial counterparts experienced a five percent increase in Reading, a ten percent increase in Writing, and no change in Mathematics.

At the junior level, our Grade 6 students experienced a nine percent increase in achievement in Reading, a seven percent improvement in Writing, and a two percent decrease in Mathematics. At the provincial level, a nine percent increase in Reading, a seven percent rise in Writing and a three percent decrease in Mathematics were achieved during this same time period.

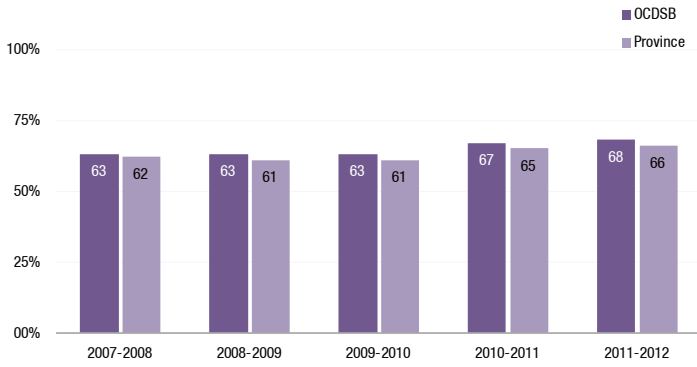
At the secondary level, an 11 percent increase in achievement in Grade 9 Applied Mathematics and a six percent increase in academic Mathematics occurred in the past five years. There has been a two percent decrease in the results of the Grade 10 OSSLT. In comparison, our provincial counterparts experienced a 10 percent increase in Grade 9 applied Mathematics, a nine percent increase in academic Mathematics and a two percent decrease in the OSSLT.

Our OCDSB students are demonstrating sustained increases in their learning and in their achievement – results of which the entire OCDSB community can be proud. A strong alignment between the OCDSB Board Improvement Plan for Student Achievement and School Improvement Plans for Student Achievement, a targeted focus on effective instructional and assessment practices to improve student learning, and dedicated school teams working in strong partnership with parents and the community have been essential to this growth across the District. Moving forward, these strategies and partnerships will be combined with a variety of initiatives in order to ensure sustained progress. From improved monitoring of student achievement through the Student Success initiative, to using information from the student survey to help direct strategies and supports, the OCDSB is dedicated to ensuring the success of all students.

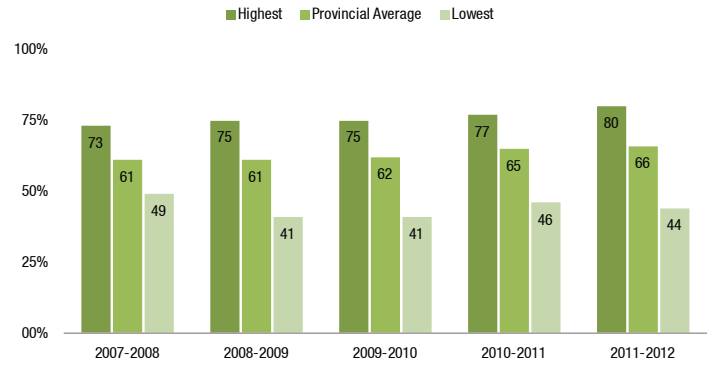


EQAO Assessment Results 2007-2012

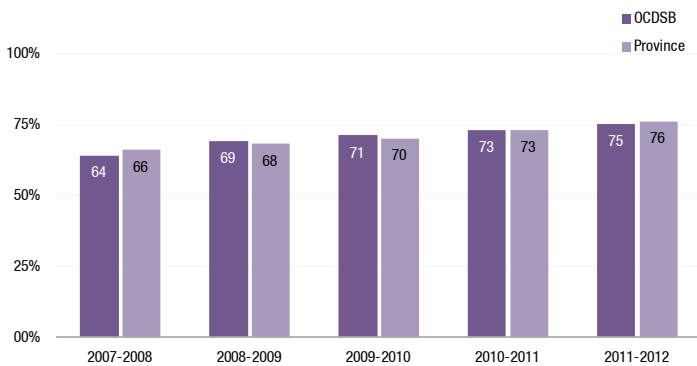
Grade 3 Assessment of Reading — % of Students at Levels 3 and 4



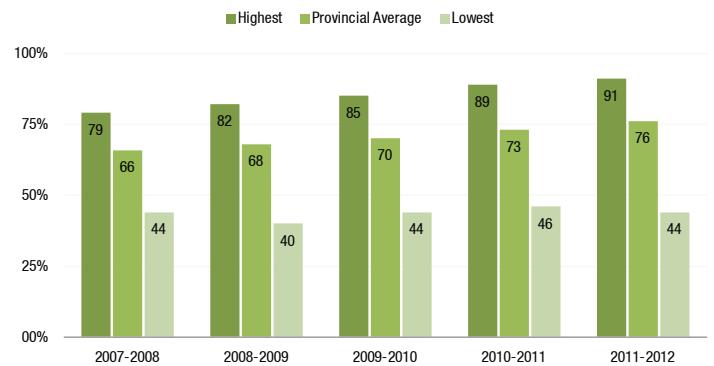
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Reading



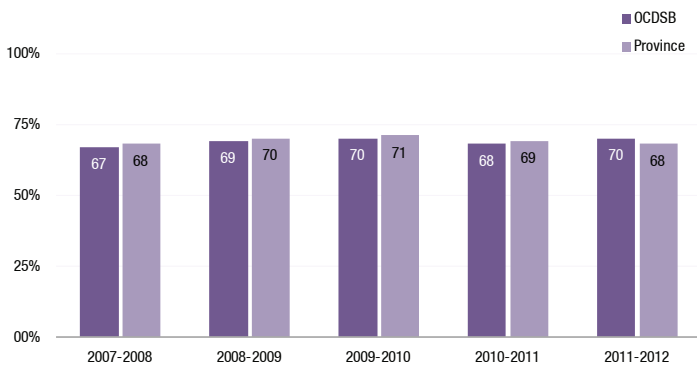
Grade 3 Assessment of Writing — % of Students at Levels 3 and 4



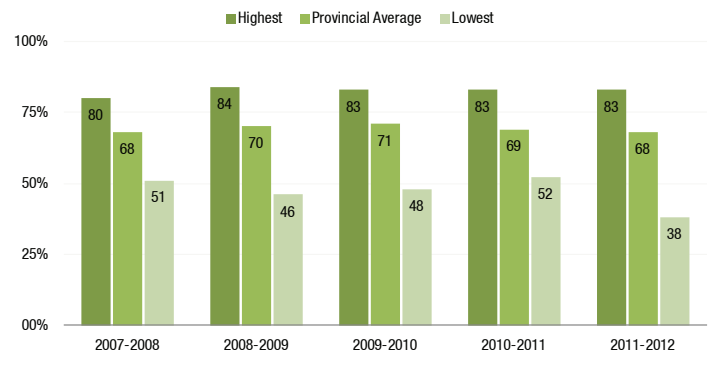
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Writing



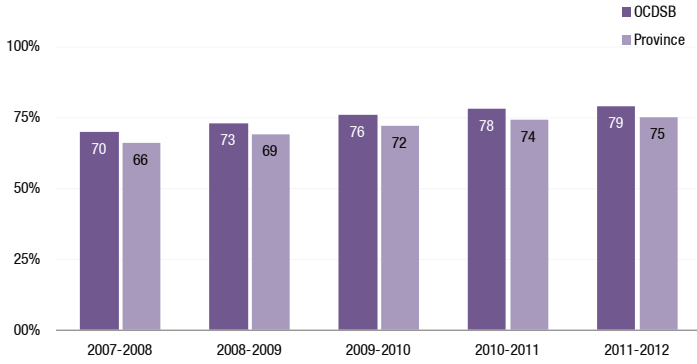
Grade 3 Assessment of Math — % of Students at Levels 3 and 4



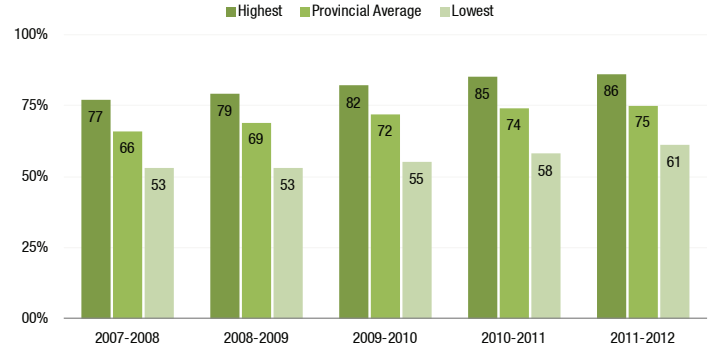
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Math



Grade 6 Assessment of Reading — % of Students at Levels 3 and 4



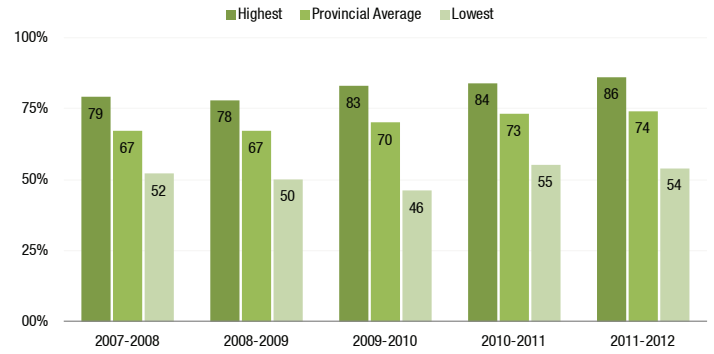
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Reading



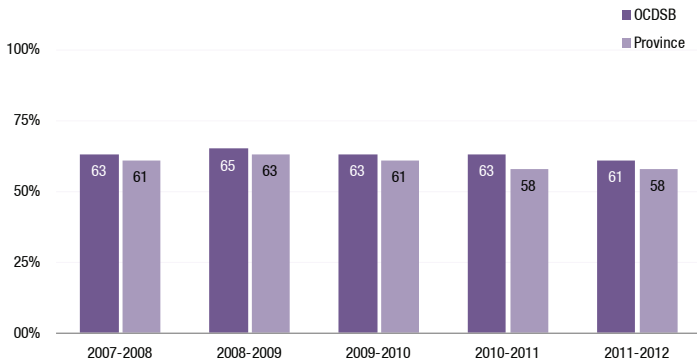
Grade 6 Assessment of Writing — % of Students at Levels 3 and 4



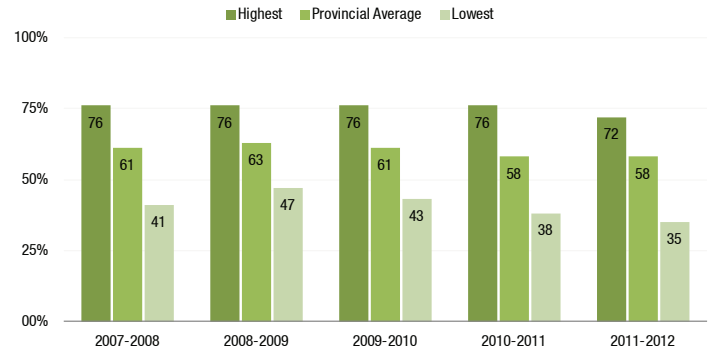
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Writing



Grade 6 Assessment of Mathematics — % of Students at Levels 3 and 4

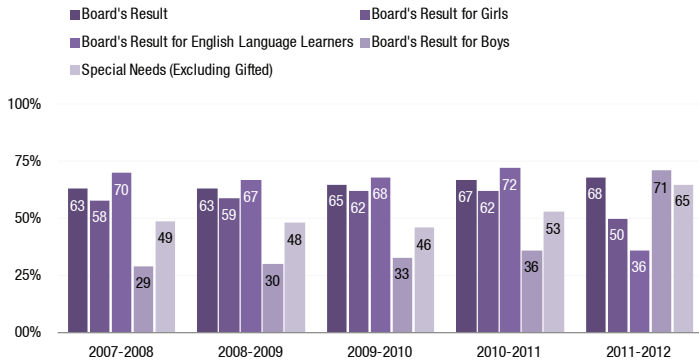


Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Math

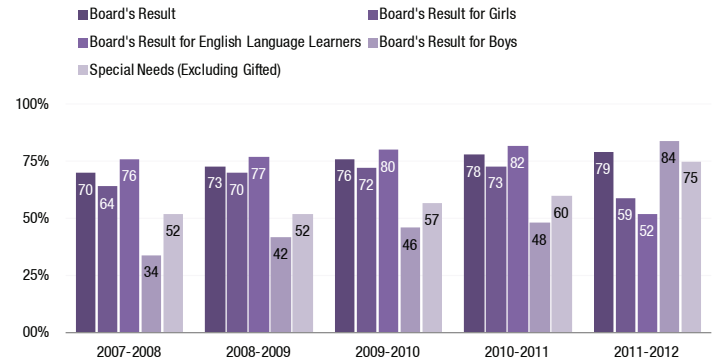




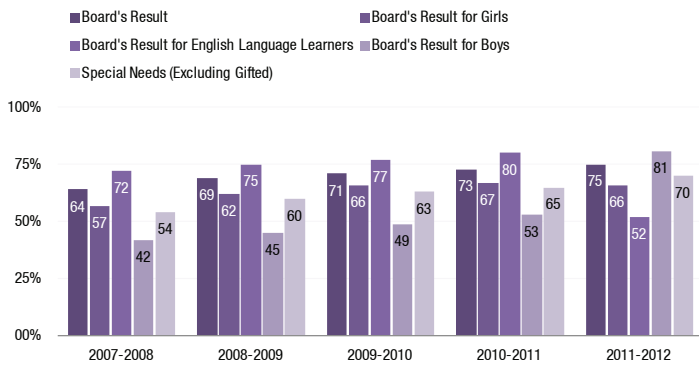
EQAO Grade 3 Reading



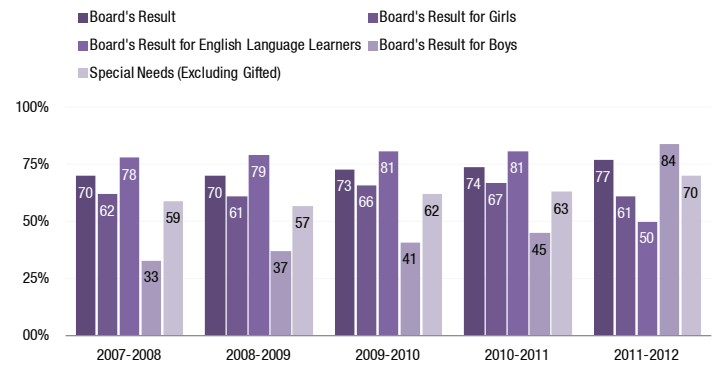
EQAO Grade 6 Reading



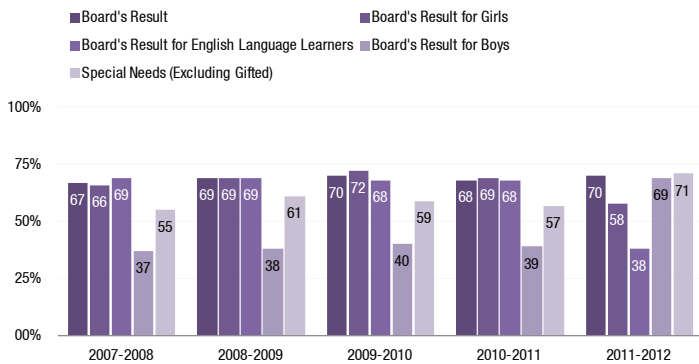
EQAO Grade 3 Writing



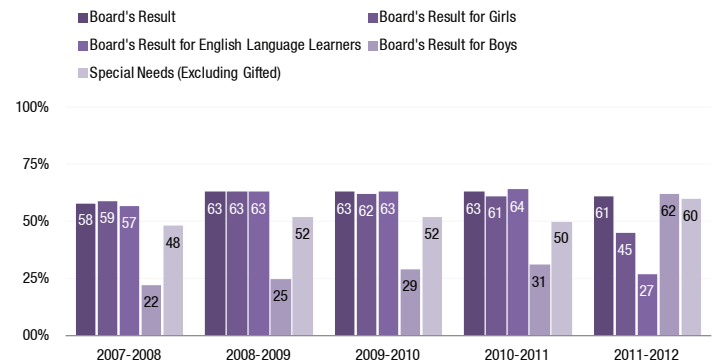
EQAO Grade 6 Writing



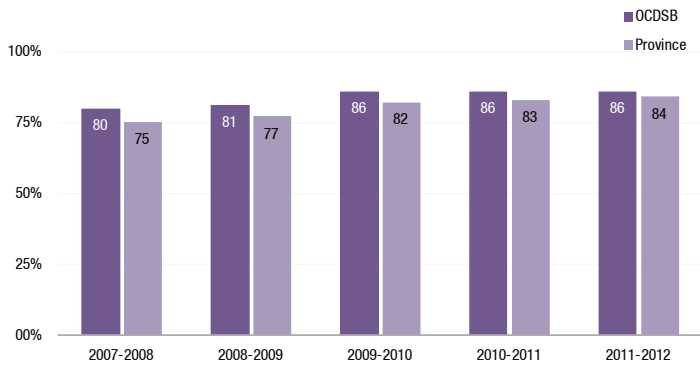
EQAO Grade 3 Math



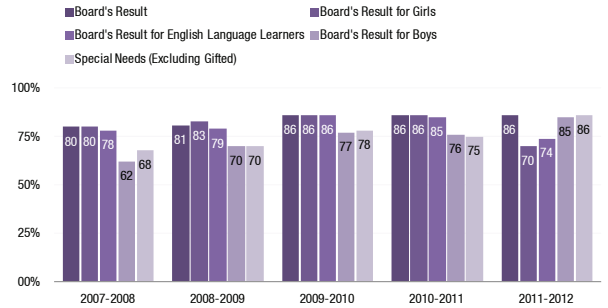
EQAO Grade 6 Math



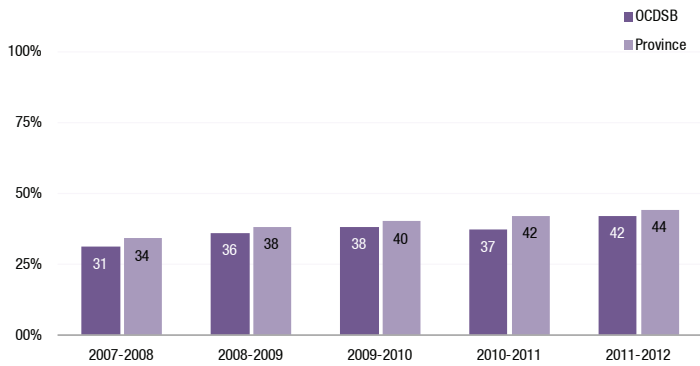
Grade 9 Assessment of Mathematics, Academic Program — % of Students at Levels 3 and 4



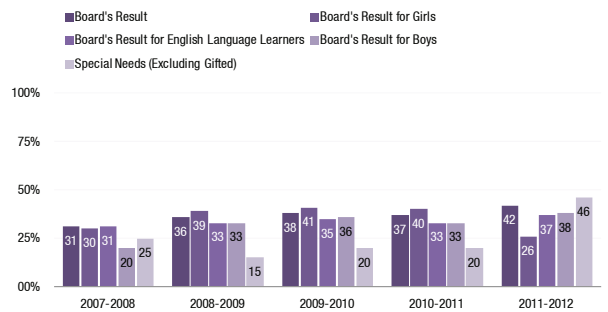
EQAO Grade 9 Academic Math



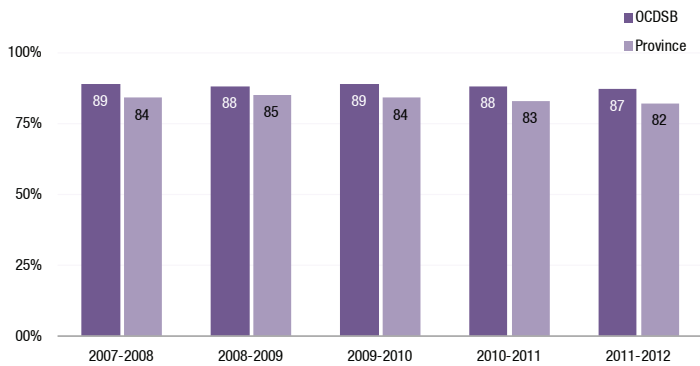
Grade 9 Assessment of Mathematics, Applied Program — % of Students at Levels 3 and 4



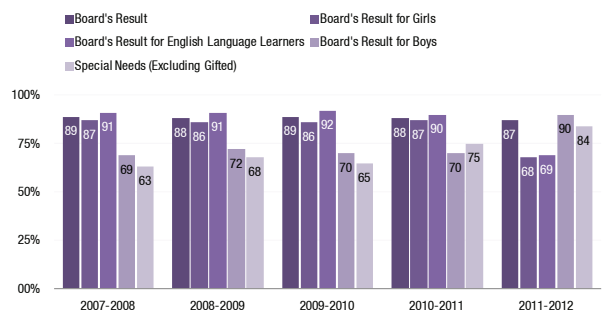
EQAO Grade 9 Applied Math



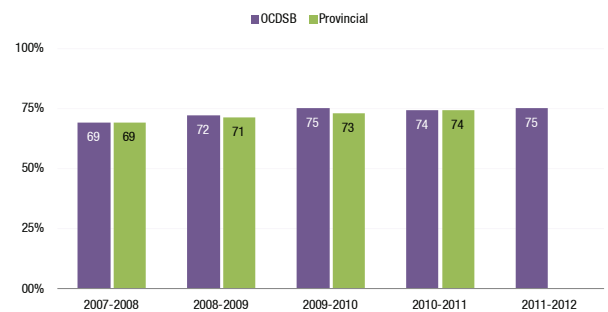
OSSLT Achievement Results for Fully Participating First-Time Eligible Students Over Time



EQAO Grade 10 OSSLT First Time Eligible Students



Percentage of Grade 10 OCDSB Students (Active on June 30) With 16 or More Credits by the End of School Year





Education Foundation of Ottawa

The Education Foundation of Ottawa (EFO) was established as a registered charity in 2005 to help meet the socio-economic challenges which many students in the Ottawa-Carleton District School Board (OCDSB) face on a daily basis. The EFO's mission is "removing economic barriers to successful learning".

In a community as wealthy as Ottawa, it is hard to believe that approximately 40,000 children live in poverty and one in six children know the pain of hunger. Principals, teachers and social workers see this need first hand on a daily basis. Thanks to the generosity of thousands of donors annually, the EFO helps to ensure these children are being fed, clothed, provided medication and cared for.

In 2011–2012, the EFO helped by providing more than \$150,000 for food, warm clothing in the winter months and emergency medication to almost 15,000 students. We ensure that children have the tools they need to learn and prosper. Through our Apple-A-Day program, more than 5,000 pieces of fresh fruit were provided to area schools weekly to help students focus on learning in the classroom.

The EFO also invested over \$60,000 in 2011–2012 to enhance the educational experience of young learners in socio-economically challenging situations. It supported participation in music, art and athletic programs as well as other activities including field trips, class trips, enrichment courses and post-secondary education application fees. Additionally, \$50,000 was provided to designated schools for playground renovations and upgrades.

The EFO sincerely thanks our donors, students and the OCDSB for their partnership and helping to ensure all students have an equal opportunity for learning and enrichment.



Heritage Public School

Intermediate students play hockey with Ottawa Police

Intermediate students at Heritage Public School played a spirited non-contact hockey game on Friday, December 9 against members of the Ottawa Police. Players were raising funds in support of the Education Foundation of Ottawa. It was a wonderful success with local hockey fans heading to the Navan arena to see the best game you can name. Donations for the Foundation poured in and tickets were also sold for a 50-50 draw.



ocenet.ca

Ottawa-Carleton Education Network

The Ottawa-Carleton Education Network (OCENET) seeks to improve learning opportunities both locally and internationally. Linking their initiatives to the OCDSB's strategic plan, OCENET helps further cultural proficiency in the District, contributes to the development of schools as community hubs, and encourages organizational learning and global citizenship.

Attracting over 300 international exchange students to OCDSB schools each year, students from Columbia, Spain, China and Vietnam were among those that chose Ottawa as their exchange destination during 2011–2012. Increasingly, international superintendents, principals and teachers are also making the trip to Ottawa and selecting OCENET and the OCDSB to provide professional development. Proud to be able to share the District's vision with educators from around the globe, delegations from Kenya, South Korea, Spain, Sweden and others, were offered a series of workshops tailored to their specific interests, ranging from assessment and evaluation practices, to teaching English as a Second Language.

OCENET also works collaboratively with the OCDSB to enhance the scope of educational programs offered by the District. Over the course of the 2011–2012 school year, a committee that included secondary teachers and others who have considerable experience with international education, developed the International Certificate Program.

An exciting new program now piloting in six OCDSB secondary schools, its purpose is "to recognize and honour students who demonstrate a commitment to being motivated, engaged and active global citizens." Unique in Ontario, the International Certificate Program offers students unforgettable moments and valuable life lessons. From studying an international language and taking internationally-focused classes, to gaining a better understanding of global issues and participating in an internationally focused project of their choice, the International Certificate Program can open doors for students to post-secondary programs and careers. Based on the results of the pilot year, the aim will be to extend the program to additional high schools in subsequent years. For more information please visit <http://www.ocdsb.ca/programs/int/Pages/ICP.aspx>.



International Certificate Program

Discover Yourself

There's a whole wide world out there for you to discover... so what are you waiting for? Start exploring today with the OCDSB's International Certificate Program!



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