



2015 – 2016

DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY



MESSAGE FROM THE DIRECTOR OF EDUCATION

Dr. Jennifer Adams

The 2015–2016 school year marked the launch of the OCDSB's 2015–2019 Strategic Plan. What is unique about this strategic plan is that it begins with the end in mind. The Board determined that the strategic plan should be built on our commitment to students and parents: our intent is to have every student leave our school district with the identified OCDSB Exit Outcomes.



Building on this foundation, the Board identified five pillars of focus: Learning, Equity, Well-being, Engagement, and Stewardship. Throughout this year's Director's Annual Report, you will read highlights of work accomplished in each of the pillars.

Here are some highlights from the Director's perspective

Secondary School Review: The Secondary School Review saw its completion after five years of dedicated effort. The work of seven working groups was presented, and the Board approved changes to the Secondary School Program Framework:

- All secondary schools with regular day school programs will offer all program pathways to ensure that students leaving grade 8 can choose to attend their community schools;
- All secondary schools with regular day school programs will offer Core French and students will be able to attain a French Immersion Certificate (10 credits) or an Extended French Certificate (7 credits);
- Students may access Specialist High School Major (SHSM) programs at secondary schools throughout the District beginning in grade 11. Transportation will be provided. Students may choose to return to their home school or stay at the SHSM school for grade 12;
- Over time, through the boundary review process, the school district will be moving towards a preferred grade configuration model in elementary and secondary schools of K–6/7–12 and K–8/9–12; and
- Staff will investigate the possibility of a second International Baccalaureate program site in the west end of the District.

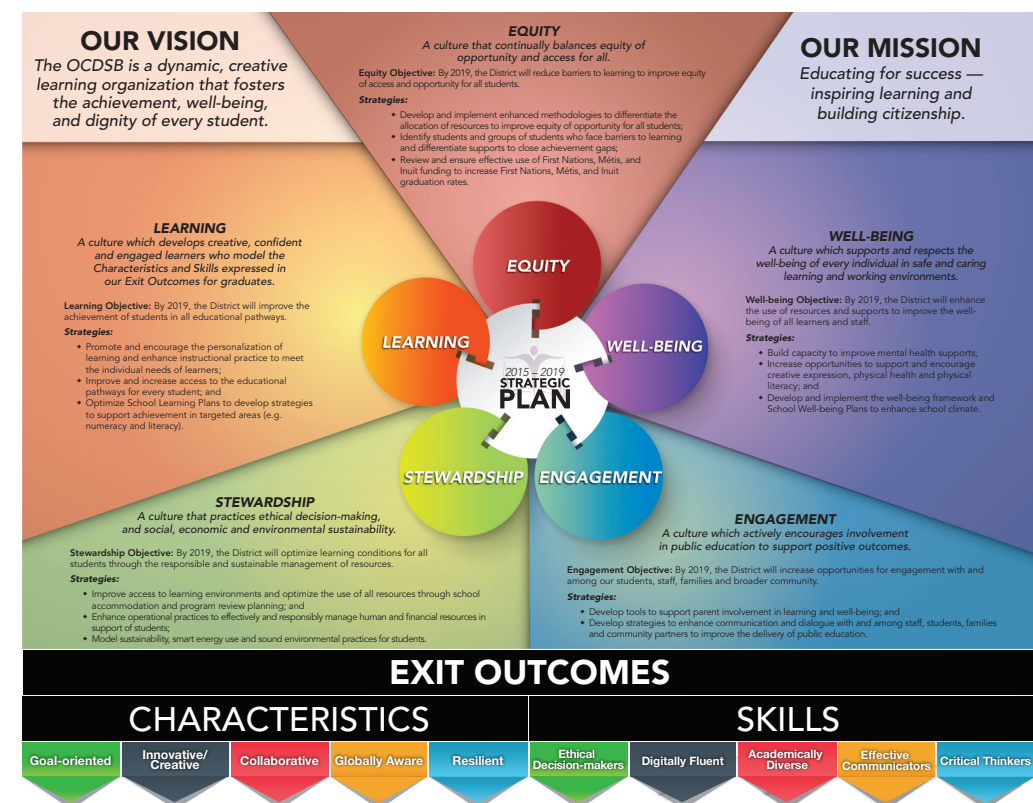
50/50 Bilingual Kindergarten Program: Beginning in September 2016, all children in our District will have the same two-year kindergarten program. Learning will take place in English and in French. As children move into grade one, parents will decide the best program for their child: English with Core French, Early French Immersion, Alternative with Core French, or Middle French Immersion (grade 4).

Children in Poverty: The OCDSB has been a leader in looking at equity of outcomes for all learners. For a number of years, our focus has been on closing the gap for learners who may need additional supports to reach their potential. In addition to looking more closely at student achievement and well-being data for children with special needs, English Language Learners, and First Nation, Métis, Inuit (FNMI), our school district has now developed a methodology for disaggregating data for children in poverty.

Student Learning and Accommodation Planning: Across our District, student populations are changing. There is a need to ensure that, on an ongoing basis, area reviews are conducted to ensure that our students have access to the very best programs possible. The Board approved a five-year Student Learning and Accommodation Plan that defines a path forward for this important work.

As you will read in the subsequent pages, so much has been accomplished in 2015–2016. Take the time to read the stories of our students and staff. Our schools are vibrant learning communities!

2015–2019 Strategic Plan



J. Adams

Dr. Jennifer Adams
Director of Education/Secretary of the Board

LEARNING

BY 2019, THE DISTRICT WILL IMPROVE THE ACHIEVEMENT OF STUDENTS IN ALL EDUCATIONAL PATHWAYS.

KEY ACCOMPLISHMENTS:

- A review was conducted to examine French as a second language entry points and the percentage of French Instruction in Kindergarten and grade 1-3 French Immersion. Following the review, the Board approved recommendations to implement a 50/50 English/French Kindergarten delivery model and primary math taught in English.
- A Secondary School Review was also completed, examining school configurations, Specialist High Skills Major, Digital Learning, International Baccalaureate and Gifted programs, French as a Second Language, and schools as a community hub.
- A self-assessment rubric for the OCDSB Exit Outcomes (skills and characteristics we expect for our graduates) is being developed.

EVIDENCE:

- Results from 2015-2016 provincial assessments (EQAO) show that OCDSB students performed at or above their provincial counterparts in five of six assessment areas at the primary and junior levels, in grade 9 academic and applied level mathematics, and on the Ontario Secondary School Literacy Test (OSSLT).
- OCDSB student performance improved in four of the ten areas assessed by the EQAO (i.e., primary and junior reading, junior writing, and OSSLT – previously eligible students), compared to provincial results which saw improvements in three areas.
- Overall, OCDSB students are highly successful, with pass rates staying the same or increasing for 19 of the 22 compulsory courses for grades 9 and 10 (English, Core French, Geography, History, Math, Science, Civics, and Careers).
- The 2010-2015 cohort graduation rate for OCDSB students was 87%, compared to the provincial rate of 86%. The Annual Certification Rate for the 2014-2015 school year, which reflects the proportion of students who have earned an Ontario Secondary School Diploma, Ontario Secondary School Certificate, or Certificate of Achievement indicates an 89% success rate.

ANALYSIS AND REFLECTION:

Following two important reviews conducted in 2015-2016 — French as a Second Language and Secondary School Review — a number of changes are underway to improve student learning. This includes minimizing transitions for students and increasing access to educational pathways.

2015–2016 TOP SCHOLAR

The top scholar at the Ottawa-Carleton District School Board for the 2015–2016 school year was Jenny Li. Jenny, attended Sir Robert Borden High School and graduated with the highest grade average in the District, 99.5%. She is now at the University of Ottawa working towards a Bachelor of Science degree with Honours in Biomedical Science.

Jenny's accomplishments during her high school career are outstanding and exemplify what we want for our graduates. During her first two high school years, Jenny spent more than 170 hours volunteering in the Ottawa Chinese community, teaching English to senior Chinese immigrants to help them become independent and adjust to a new living environment. Jenny also established a connection between the school and Cornerstone—an emergency shelter for women in Ottawa. She spearheaded fundraising events for the shelter collecting over \$500 and 300 food/toiletry items, and also recruited the school's Glee club to sing for the women.



HILLCREST HIGH SCHOOL — CANADA'S GREATEST MUSIC CLASS

Learning is a combination of reading, writing, mathematics and music at Hillcrest High School, which was named "Canada's Greatest Music Class." Chosen out of more than 250 schools from across the country, Hillcrest High School were the grand prize winners of CBC Music's inaugural contest, winning a private performance for the school with Juno-award winner July Black.

Approximately half of the school population at Hillcrest is involved in music, whether learning formally through classes and ensembles, or informally through clubs and

lunch programs. The music program has an open door policy – everyone is welcome regardless of their past musical experiences. Students are encouraged to participate based on their own interests and commitment level. The entire program is taught collaboratively.

Hillcrest received the top honour for their cover of Serena Ryder's song *Stompa*. Their video submission included string and band instruments, Inuit throat singing, an a cappella vocal section, and a stepping routine. Their entry showcased the efforts of the entire school. Teams and clubs, the auto shop, art program, foods and science program worked side by side with the music program to create the winning entry.

HENRY MUNRO MIDDLE SCHOOL — HISTORICA CANADA WINNERS

Henry Munro Middle School is cloaked in history. The land the school resides on was once owned by United Empire Loyalist – Henry Munro. The students are quite proud of the school's historical legacy and that showed in their success in the Historica Canada "How We Remember" national contest. There were three winners from Henry Munro Middle School. The contest was Canada-wide and there were hundreds of entries from every province.

Art students were challenged to draw a war scene from someone or something's perspective. They had to write an artist statement listing the medium and materials used and the message they wished to convey through their artwork.

Historica Canada is the country's largest organization dedicated to enhancing awareness of Canadian history and citizenship. All of its programs are bilingual and reach more than eight million Canadians annually.

The student winners are: Mary Rodgers — Second Place Grade 8; Sophia Payman — Third Place Grade 8; and Jake Chung — Third Place Grade 6. The link to the artwork is: <http://canada1914-1945.ca/contest/>

EQUITY

BY 2019, THE DISTRICT WILL REDUCE BARRIERS TO LEARNING TO IMPROVE EQUITY OF ACCESS AND OPPORTUNITY FOR ALL STUDENTS.

KEY ACCOMPLISHMENTS:

- Methodology was developed to identify students residing in lower-income neighbourhoods based on socio-economic status. This data is useful for ensuring equity of opportunity and access.
- Gender identity guidelines have been developed and are being implemented to support students of all gender identities/expressions.
- A partnership has been forged with the National Centre for Truth and Reconciliation, and two new staff members have been added to the Curriculum Services Department to better support First Nation, Métis, and Inuit (FNMI) students.
- Changes to French instruction in Kindergarten are being implemented to increase equity of opportunity, by providing all Kindergarten students with early exposure to French. These changes are also designed to increase equity of access, by allowing all students to attend kindergarten at their community school.
- A review of the Learning Disabilities Program was conducted and changes to improve delivery of the program are being implemented to reduce wait lists and improve equity of access.

EVIDENCE:

- The OCDSB is working to reduce the achievement gap for identified groups of students including: English Language Learners (ELLs); students with special needs; First Nation, Métis, or Inuit students (FNMI); and students residing in lower-income neighbourhoods.
- The following trends were observed based on 2015–2016 EQAO assessments:
 - » English language learners (ELLs): gap narrowed on all but one (which stayed the same) of the assessments.
 - » Students with special education needs: gap narrowed on six areas of assessment, stayed the same on two, and widened on two.
 - » Students who have self-identified as FNMI: gap narrowed on three areas of assessment and widened on seven.
 - » Students residing in lower-income neighbourhoods: gap narrowed on three areas of assessment, stayed the same on one, and widened on six.

ANALYSIS AND REFLECTION:

A highlight of the work on equity is the progress made towards closing the achievement gap for identified FNMI students. There is evidence of substantial growth for this group in recent years; which is promising given that the FNMI student population is a relatively new area of focus for the OCDSB, with targeted intervention aimed at supporting these students.

ELIZABETH PARK PUBLIC SCHOOL — BECAUSE I AM A GIRL

The goal was to increase Elizabeth Park Public School student involvement and leadership throughout grades 6-8. The idea was to show students, specifically girls, that they can have a positive impact both in school, the school community and outside in the world at large. The objective was to empower girls to imagine, organize, create and execute fundraising activities for Plan Canada's *Because I am a Girl*.

Equity is the quality of being fair and impartial, and young girls need to know that they can be leaders. *Because I am a Girl* is an organization that supports girls all over the world in an effort to put a stop to the injustices impacting girls today. The focus became the importance of keeping girls in school and ensuring equal access to education for all.

The Mighty Girls Club was born. The club was designed to encourage girls to realize the power they have to affect change in the world. It was also the hope that the girls would begin to understand that, together, their voices can bring about change in the world for girls, just like themselves. It must be noted that boys were welcome in the club. There were many male members eager to join the girls in their endeavour.

DATE WITH DIVERSITY 2016 — LEVERAGING COMMUNITY CONNECTIONS FOR STUDENT SUCCESS & WELL-BEING

Date with Diversity 2016 was an open, public forum designed to explore how to foster a more equitable and inclusive culture. The evening supported learning, well-being and a sense of belonging for the entire OCDSB community.

The night was filled with conversations, collaborations and cooperation. Those who attended walked away feeling listened to, and appreciated the opportunity to hear their neighbours' stories. Sir Guy Carleton Secondary School hosted over 20 different exhibitors including educators, journalists and spiritual healers. Everyone took part in the conversation!

SOUTH MARCH PUBLIC SCHOOL — PENGUINS TAKING ACTION (PTA)

South March Public School's mascot is a penguin, as chosen by the students when the school opened in 2009 because penguins work together in a community and treat all individuals as their equal. Penguins practise fairness and impartiality. That is exactly what the Penguins Taking Action (PTA) group is doing at South March Public School. The PTA is committed to helping others. In 2015–2016, junior students from grades 4–6 participated in a variety of activities helping others within the school and local global communities without judgement. The activities were all student-driven.

The PTA raised over \$800 and donated six boxes of items for the animals at the Ottawa Humane Society. Their global initiative, in partnership with the WE Foundation, had students selling rafiki (friendship) bracelets to raise money to support the education of children in developing nations. The proceeds from one bracelet provided enough money for supplies and a school uniform for one child. South March Penguins raised enough money to send 522 students to schools in Ecuador with the most needs.



WELL-BEING

BY 2019, THE DISTRICT WILL ENHANCE THE USE OF RESOURCES AND SUPPORTS TO IMPROVE THE WELL-BEING OF ALL LEARNERS AND STAFF.

KEY ACCOMPLISHMENTS:

- A well-being framework was developed as a guide for schools and the District to support social-emotional, cognitive and physical well-being of students.
- Educators received training in the areas of mental health programs, anxiety prevention, collaborative problem solving, and suicide prevention, among other topics. Although this training focuses on providing staff with the knowledge and skills to help students, the experience gained from the training sessions is expected to equip staff with strategies that have a positive impact on their own well-being as well.
- Bullying prevention and Intervention programs were implemented, such as Roots of Empathy (K–8 to reduce aggression and increase empathy); WITS (Walk Away, Ignore, Talk it Out, Seek Help; K–6 to help children deal with bullying and victimization); and the Fourth R (grades. 8–9 to promote positive, safe relationships).

EVIDENCE:

- There has been a reduction in both the number of suspensions as well as the number of students suspended over the past few years.
- Based on data from the 2014–2015 “Our School” Student Climate Survey, most elementary (88%) and secondary (77%) students at the OCDSB reported positive relationships; this is more than the Canadian norm (80% and 76% respectively).
- Most students also report a positive sense of belonging: 81% in elementary (less than the Canadian norm of 86%) and 73% in secondary (more than the Canadian norm of 71%).
- Data from the 2015–2016 EQAO Student Questionnaire suggests positive cognitive well-being, with students reportedly feeling more confident in reading, writing, and elementary math as compared to the province. Students’ reports of feeling confident in academic math were equal to the province, but were lower in applied math.
- Also based on the EQAO Questionnaire data, student participation in sports or other physical activities is similar to that for the province.

ANALYSIS AND REFLECTION:

The Framework for Student Well-being was shared with schools, along with a template to aid their development of a School Well-Being Plan. Some schools took the initiative to work through the template independently, prior to full implementation of the templated with support to all schools in 2016–2017.

EMILY CARR MIDDLE SCHOOL — BE OPEN. BE AWARE. BE MINDFUL.

Be Open. Be Aware. Be Mindful. This is much more than a school motto at Emily Carr Middle School. Students, staff and school council have come together to recognize and to offer assistance to students facing challenges. The end result has been improved academics, a sense of community and students helping students. There is a renewed sense of belonging and an atmosphere of encouragement in the school located in the heart of Blackburn Hamlet.

There is focus on Growth Mindset which students have embraced in the hallways, classrooms and outside of the school. A 12-week wellness lesson rotation for all homeroom classes allowed students to discover many ways to achieve balance and deal with anxiety, stress or challenges.

The lesson topics have been as varied as the student population: yoga/meditation/mindfulness, instrumental music, healthy eating, doodle relaxation, 50 simple secrets to happiness, body image and awareness. Well-being is celebrated at Emily Carr Middle School.



CAPITAL PRIDE PARADE

Ottawa’s 2016 Capital Pride Parade attracted close to 70,000 festival goers including more than 250 OCDSB representatives. This was the fifth year that OCDSB trustees, administrators, teachers and support staff walked alongside students, families, neighbours, and friends in support of the LGBTTQ community.

The mission of the Capital Pride Festival is to perpetuate the spirit of pride in the lesbian, gay, bisexual, trans, two-spirited and questioning (LGBTTQ) community in Canada’s National Capital Region of Ottawa–Gatineau.

As a District, we value, embrace, and encourage diversity and well-being in our schools knowing that it builds a stronger community and contributes to learning and growth. We are proud to teach, live, and share the things that we have in common while celebrating what makes us unique.

FROM PILOT TO PROJECT — WALKING SCHOOL BUS ENHANCES HEALTH AND WELL-BEING

It began with an idea of reducing one’s own carbon footprint and enhancing student health and well-being. The goal was to introduce a daily Walking School Bus at 8 schools for 12 weeks. Six of the schools were OCDSB elementary schools including: Convent Glen, Henry Larsen, Hilson Avenue, Robert Bateman, Steve MacLean and Woodroffe.

The pilot project began in December of 2014 but was so popular it was extended to school year 2015–2016. The program gained so much momentum during the pilot stage that it was scheduled to be offered in 12 schools for school year 2016–2017.

The program is a success with students and parents who believe it promotes active transportation, healthy living, reduced stress in students and parents and boosts confidence.

ENGAGEMENT

BY 2019, THE DISTRICT WILL INCREASE OPPORTUNITIES FOR ENGAGEMENT WITH AND AMONG OUR STUDENTS, STAFF, FAMILIES AND BROADER COMMUNITY.

KEY ACCOMPLISHMENTS:

- The first OCDSB Parent Conference (initiated by the Parent Involvement Committee, with the support of the OCDSB, the Special Education Advisory Committee, and the Ministry of Education's Parents Reaching Out Grant) was held in January 2016 and was extremely successful.
- The Our School Survey was administered to parents/guardians in 2015-2016, with nearly 9000 responses collected – an increase of 73% in participation as compared to the last administration of the survey (2013-2014).
- New websites have been created and rolled out to all schools to improve the way in which schools engage parents through their website. The new websites meet (AODA) Legislation and have increased usability and functionality. Central staff is able to better support all schools with their websites under the new design, which improves consistent communication and equity across schools.
- Stakeholder voice has been an important part of the OCDSB decision-making process, and participation in consultations has been very high.

EVIDENCE:

- Overall, parents tend to report feeling welcome at their child's school with an average score of 7.2 out of 10 on the 2015-2016 Our School Parent Survey.
- The majority of parents report having talked to their child's teacher at least twice during the school year (71%) and report having attended meetings at their child's school at least twice (70%).
- The 2015-2016 EQAO Questionnaire data for elementary students shows that the majority of students (51-77%) report that they are good readers, they do their best during classroom reading activities, and they like reading most of the time.
- The majority of students (52-81%) also reported that they are good at math, they do their best during classroom math activities, and they like math most of the time.
- Overall, these students (specifically grade 6) were less engaged in writing; however they did tend to report that they do their best during classroom writing activities (73-75%).

ANALYSIS AND REFLECTION:

Research highlights the importance of engaging stakeholders to support positive outcomes for students and staff. Engagement can be used to inform decision-making, build capacity, and strengthen relationships. The new school websites have set the foundation for future direction as we develop a parent portal to further increase communication with parents and improve parent access to student information. Future work will also further investigate staff engagement and ways to engage staff not only to benefit students but also staff themselves.

INAUGURAL OCDSB PARENT CONFERENCE: BRIDGING HOME AND SCHOOL

More than 400 people attended the first-ever, OCDSB Parent Conference - "Bridging Home and School." The keynote speaker, Dr. Peg Dawson, Ed.D, co-author of *Smart but Scattered*, discussed her first-hand experiences dealing with children who struggle at home and in school. She offered parents common sense tools – and an essential 'how to manual' to help get kids organized; stay focused and control their impulses.

This conference was built on the research which shows that parent involvement/engagement has a positive impact on students' academic success (e.g., higher grades, higher graduation rates, likelihood of post-secondary education, etc.) and school success (e.g., regular attendance, better social skills, improved behaviour, etc.).

The school district has many additional resources and initiatives to support parent engagement, including the booklet, *Your Child's Education, Be A Part of It*, which is available online in 11 languages, a weekly School Council Newsletter, which is also available online, and Speaker Series which offers free evening lectures for parents on a variety of topics.



F.A.I.R. CLUB — FIGHT AGAINST INJUSTICE RIGHT - NOW

Rockcliffe Park Public School's F.A.I.R. Club is a student club engaged in both awareness and fundraising to highlight local and global social issues. For the past five years, students in grades 4 to 6 have been actively involved in learning about local and international charities and what they can do to make a difference.

Students are learning to be active and involved citizens. They meet weekly to brainstorm regarding how to help, and with the guidance of a teacher leader, they organize themselves to raise funds for their designated charities.

Activities include bake sales to support the local Humane Society, and Free the Children, food drives to donate to the local food bank, as well as a clothing drive for the schools' local clothing cupboard and for new refugees arriving from Syria.

Students have even worked on a weekend to help sort clothing donations. Parents and staff are impressed by the dedication and concern young students demonstrate for social issues, and they are seeing a real difference in their children's attitudes and willingness to help others in need both locally and globally.

STEWARDSHIP

BY 2019, THE DISTRICT WILL OPTIMIZE LEARNING CONDITIONS FOR ALL STUDENTS THROUGH THE RESPONSIBLE AND SUSTAINABLE MANAGEMENT OF RESOURCES.

KEY ACCOMPLISHMENTS:

- In 2015-2016, 46 schools (31%) were eco-certified: 13 bronze; 22 silver; 10 gold; and reaching a new milestone, 1 platinum (Cairine Wilson). Platinum certification is the highest honour for eco-schools, a designation achieved by only 3% of schools across the province.
- The OCDSB welcomed 502 Syrian newcomers during the last school year.
- The District developed a multi-year financial recovery plan to align its expenditures with revenues and eliminate the structural deficit by 2017-2018.
- Environmental Stewardship Days were held for both elementary and secondary school students, where they had the opportunity to come together to network and learn.
- In two years, the Forest School Program has expanded from one to five schools and is still growing.

EVIDENCE:

- The number of hours for which OCDSB schools are used by the community has been gradually rising over the years.
- Noteworthy evidence of progress in the area of economic stewardship is the reduction of a \$17.2 million deficit in 2014-2015, and an \$11.9 million deficit in 2015-2016, for a balanced budget for 2016-2017.
- In 2014-2015, electricity use in the OCDSB was approximately 74.9 million kWh. This represents a decrease of 4.5 million kWh compared to baseline data from 2008-2009.
- The installation of LED lights at 39 schools in 2015-2016 resulted in an estimated reduction of 80 kwh annually and approximate annual savings of \$37,631.
- Solar panels on 37 OCDSB rooftops created over 2.3 million kWh in 2014-2015.
- Across the OCDSB, 750,836 kilograms of waste were diverted to green (compost), blue (glass, metal, plastic) and black (paper, cardboard) bins in 2014-2015.

ANALYSIS AND REFLECTION:

Progress on the stewardship objective can be organized into three areas of responsibility: social, economic, and environmental. The overlap among these areas, as well as the overlap between stewardship and the other strategic objectives, is evident in the work being done. Moving forward, there are opportunities to expand on the integration of stewardship and sustainability across the curriculum.

2016 STUDENT ENVIRONMENTAL AWARENESS DAY

OCDSB students went green. Fifty high school students from across the District participated in a full day of environmental learning and discussion. The topics ranged from: How Green is Your School to the Pinhey Sand Dunes Project.

Learning about the environment is part of our commitment to stewardship. Focusing student learning on school related activities such as green transportation, carbon footprints, and school greening.



CRYSTAL BAY CENTRE WINS GARDEN GRANT

Crystal Bay Centre for Special Education students are learning how to garden thanks to a grant the school received from Whole Foods. Gardens engage the senses without being over stimulating. Children can explore different colors, textures, smells, and sounds in a calming, natural setting while learning about where their foods come from.

Gardening is an activity that can be shared by all. It is another example of learning outside the classroom in nature.

NEPEAN HIGH SCHOOL STUDENTS — SPECIALIST HIGH SKILLS MAJOR = GREEN LEARNING

Environmental education teaches students about how the earth's physical and biological organisms work, and how they can help to construct a more sustainable future. At the OCDSB, students are offered the opportunity to centre their learning towards a career that matches their skills and environmental interests while earning their high school diploma.

Nepean High School hosts a "Green Learning" High Skills Major program that encourages students to embrace the challenge of developing innovative solutions to a variety of environmental issues, such as climate change, natural resource depletion, air/water pollution, and waste management. Students often follow up these courses in post secondary institutions in hopes of becoming a biological technologist, conservation officer or an environmental engineer.

PLATINUM ECOSCHOOLS

Cairine Wilson Secondary School is the first school in Eastern Ontario to earn the Ecoschools Platinum School designation.

The OCDSB secondary school has a long tradition of environmental education and activism. In June 2016, the school was recognized for its longstanding work to minimize waste, conserve energy, to school greening and to activism. To earn Ecoschools Platinum designation, a school must obtain gold standards, plus platinum extension criteria in the same 6 categories:

1. Waste Minimization
2. Energy Conservation
3. Teamwork and Leadership
4. Environmental Stewardship Campaign
5. Curriculum
6. School Ground Greening

Environmental stewardship is an integral part of the Cairine Wilson Secondary School culture. It is embraced by students, staff and the greater school community.

STUDENT ACHIEVEMENT

TRENDS IN EQAO PROVINCIAL ASSESSMENT DATA

As a District, we are constantly seeking out ways to improve student achievement. An integral part of our work is the creation of an annual Board Improvement Plan for Student Achievement and Well-being, which outlines our focus, goals and actions for the year. Each school also develops an annual School Learning Plan that focuses on the greatest areas of need for their students. The information needed to create these documents comes, in part, from the assessment data provided by Education Quality and Accountability Office (EQAO).

As a result of the labour disruption in the spring of 2015, provincial assessment for 2014–2015 data is only available for the Ontario Secondary School Literacy Test (OSSLT). The results that follow summarize achievement trends for the most recent assessment results available. The most recent EQAO data indicates that students are commonly achieving above the provincial standard and that achievement gaps have narrowed in some areas, particularly for English Language Learners (ELLs) and students with special needs (SpEd). That said, achievement gaps still exist and work will continue through the provision of differentiated supports and interventions. Overall, the data reflects the importance of working together as a community to ensure the success of our students. We know that when we do that, achievement increases and gaps decrease all students and identified groups of students (i.e. English Language Learners (ELLs), students with special needs (SpEd), students who have self-identified as First Nation, Metis, or Inuit (FNMI), and students residing in lower-income neighbourhoods).

LITERACY

Increases in the proportion of students meeting or exceeding the provincial standard on the EQAO assessments were observed in five of the six literacy assessments of reading and writing. Results for OCDSB students were also the same as (or higher than) provincial results in five of six areas, the only exception being grade 3 writing. 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 88% of first-time eligible OCDSB students achieving success, six percent greater than the province.

While achievement gaps persist for boys, English Language Learners (ELLs), students with special needs (SpEd), and students who have self-identified as First Nations, Metis, or Inuit (FNMI), modest progress has been made in narrowing gaps across many areas. Most notable are the narrowing of gaps for ELLs in three of six literacy measures, and for students with special needs (SpEd) where achievement gaps have been reduced by 1 to 4 percentage points in five of six literacy measures. Baseline data for students residing in lower-income neighbourhoods yields achievement gaps across all literacy measures – gaps are marginally wider for students in the primary division compared to those in more senior grades.

NUMERACY

With no new information from the provincial assessments in mathematics, the most recent evidence of performance on the junior mathematics assessment indicates that this needs to be a continued area of focus. Further, results on the grade 9 applied level mathematics assessment suggest that these students continue to struggle with the curriculum expectations. These observations are consistent with provincial trends, as well. With that said, OCDSB grade 9 academic level mathematics students continue to outperform the province average by two percent (87% vs. 85%), suggesting that OCDSB students are well prepared for post-secondary studies.

There is little to no difference in results by gender across most mathematics assessment data. The exception to this is in grade 9 applied level mathematics in which boys performed better than girls. Despite a modest narrowing of achievement gaps on some measures of numeracy for ELLs (grade 6 and grade 9 applied mathematics) and students with special needs (grade 3 mathematics), continued efforts are required to help promote successful outcomes for all students. For students who have self-identified as FNMI and for those students residing in lower-income neighbourhoods, achievement gaps are more pronounced on the primary and junior assessments.

COMPULSORY CREDITS AND PATHWAYS

Pass rates in grade 9 and 10 compulsory credits in both the academic and applied levels ranged from 84% in grades 9 and 10 applied English and grade 9 applied science to 99% in grades 9 and 10 academic core French. The proportion of students meeting/exceeding the provincial standard has increased in 16 of 21 compulsory courses. Pass rates and the percentage of students meeting/exceeding the provincial standard continue to be higher in academic level courses compared to applied level courses.

Achievement gaps for identified groups of students persist, particularly in literacy where girls outperformed boys. While pass rates for English Language Learners, students with special needs, students who have self-identified as FNMI, and those residing in lower-income neighbourhoods are typically similar to those of all students, the rate at which these groups of students meet/exceed the provincial standard is usually much lower.

In 2014–2015, 78% of OCDSB students earned 16 credits by the end of grade 10 – a slight decline from 79% observed in the previous year; provincial data is not yet available. The cohort graduation Rate for OCDSB students entering grade 9 for the first time in 2009–2010, and who graduated within five years, was 86% compared to the provincial rate of 84%. Students in our identified groups tend to meet these milestones to a lesser degree than all students; for some (e.g., students with special education needs), reaching the milestone may take a little more time and support.

HISTORICAL TRENDS IN ACHIEVEMENT DATA 2010–2015

Since 2010, OCDSB students have shown growth in most areas. Specifically, results on the most recent administration of the primary EQAO assessment (2013–2014) show a 7% increase in reading, a 5% rise in writing, and a 3% decrease in mathematics. In comparison, their grade 3 provincial counterparts experienced an 8% increase in each of reading and writing, and a 3% decrease in mathematics.

At the junior level, our grade 6 students experienced a 4% increase in achievement in reading, a 6% improvement in writing, and a 7% decrease in mathematics. At the provincial level, a 7% increase in reading, an 8% rise in writing and an 8% decrease in mathematics were observed during this same time period.

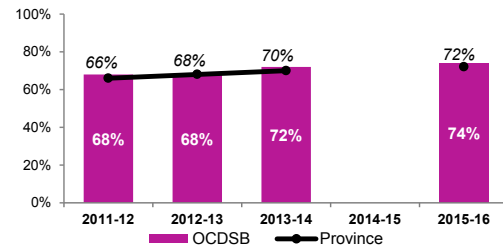


2011–2016 EQAO ASSESSMENT RESULTS

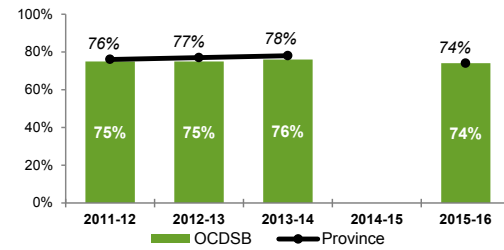
Primary — Board vs. Province

Junior — Board vs. Province

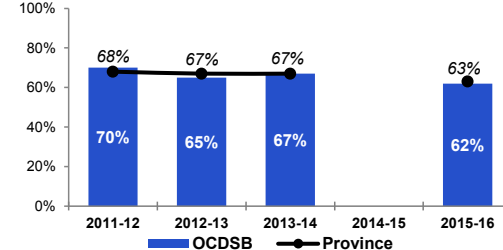
Reading



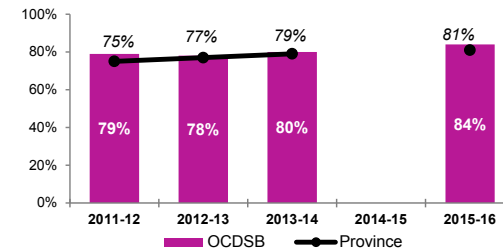
Writing



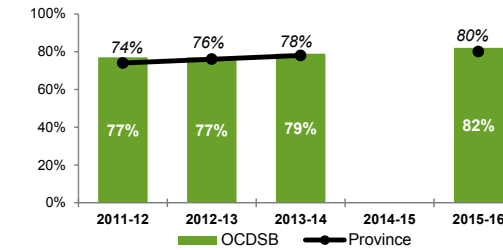
Mathematics



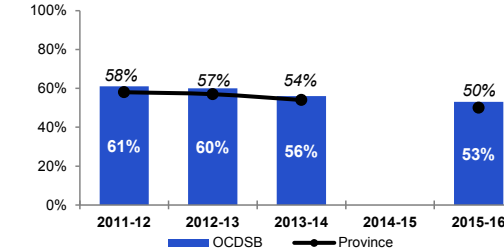
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Writing



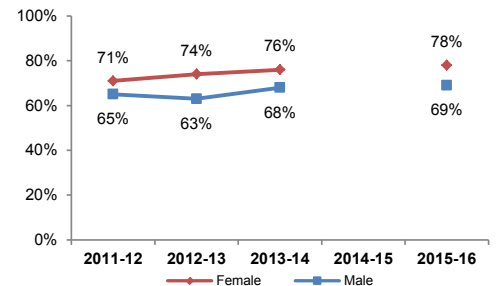
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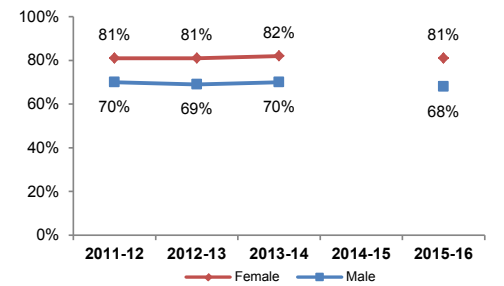
Primary — Females vs. Males

Junior — Females vs. Males

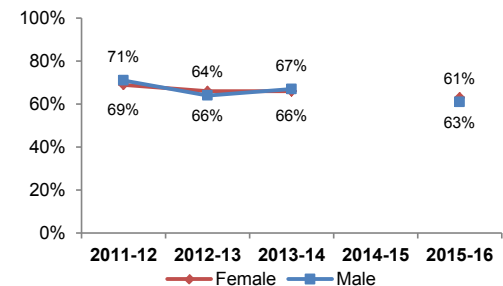
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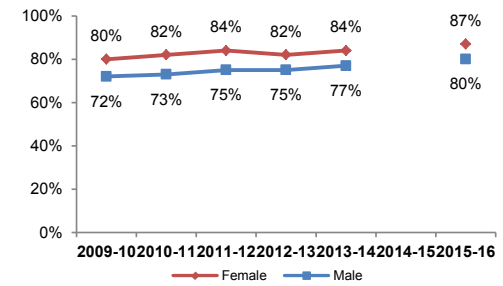
Writing



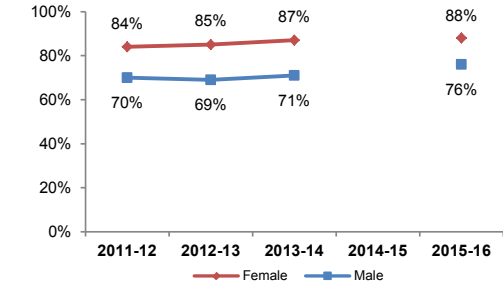
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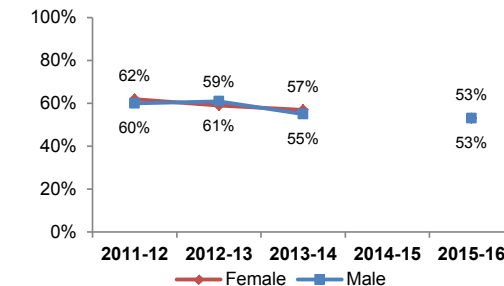
Reading



Writing



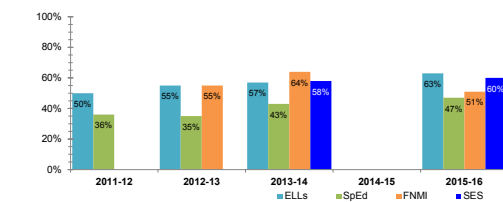
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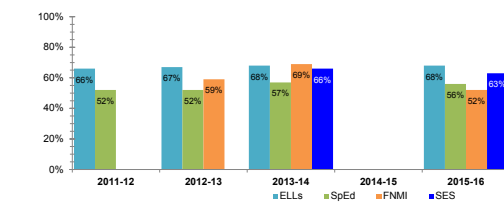
Primary — ELLs, SpEd, FNMI

Junior — ELLs, SpEd, FNMI

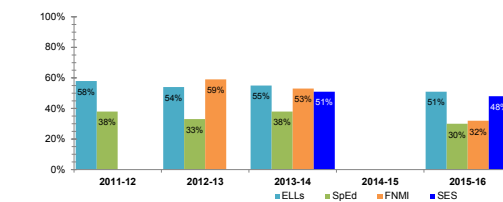
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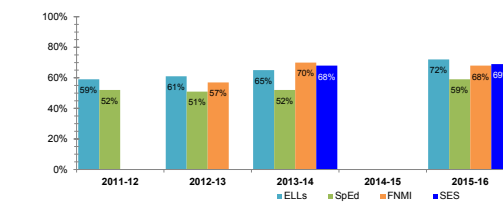
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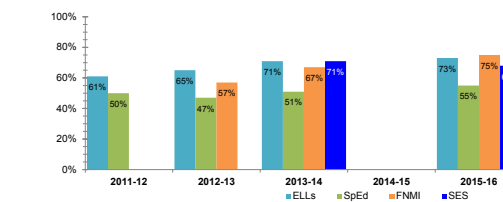
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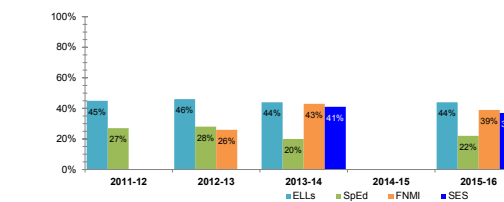
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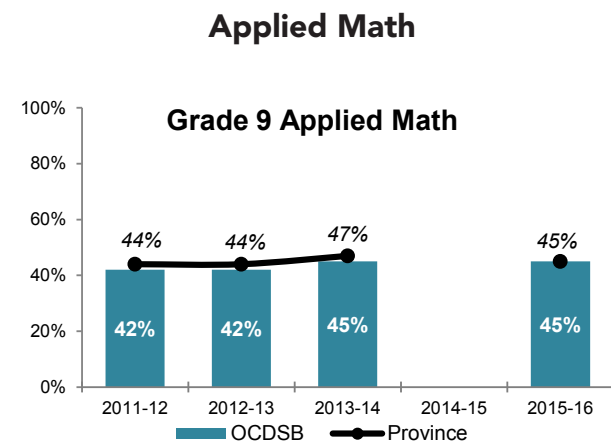
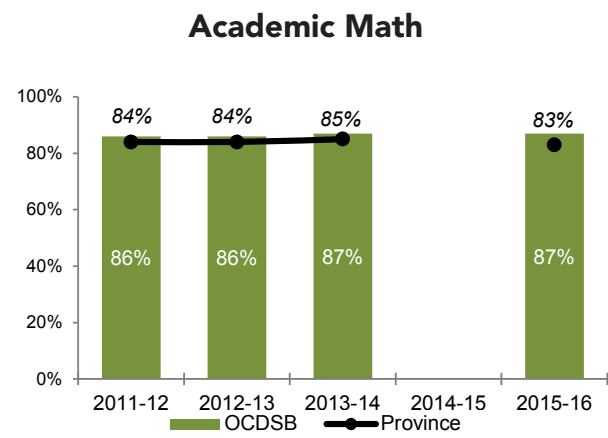


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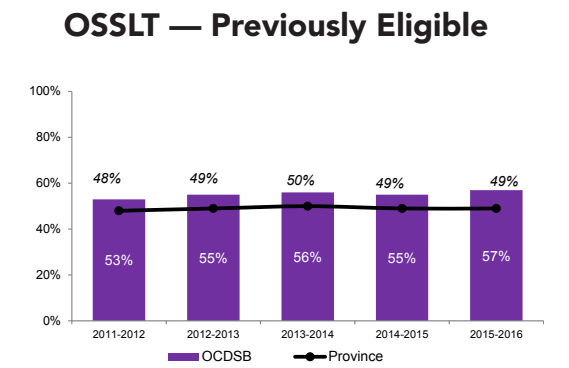
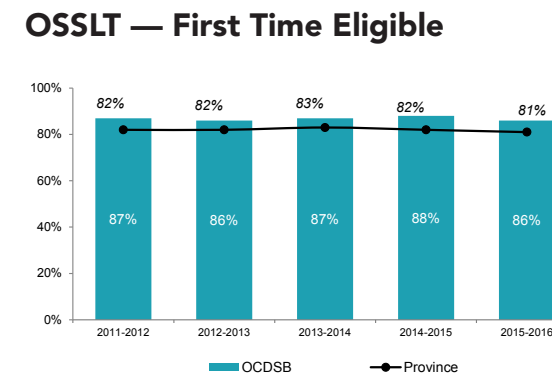


Note: Achievement results for the 2014–2015 primary/junior assessments are not available due to a labour disruption.

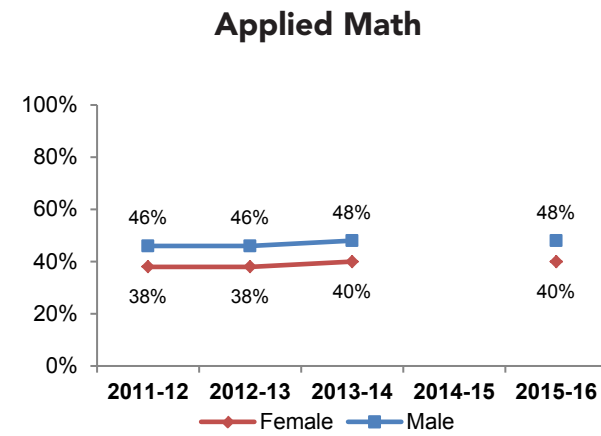
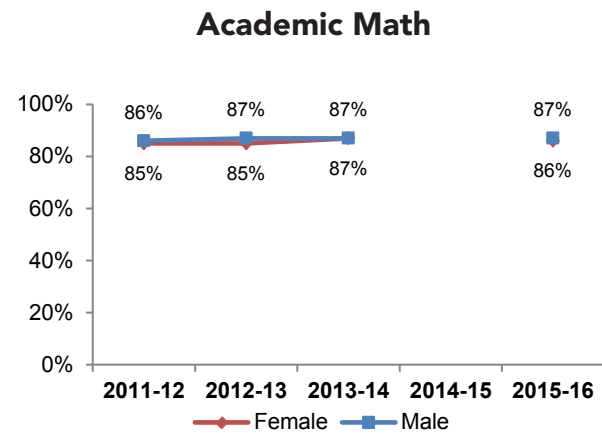
Grade 9 — Board vs. Province



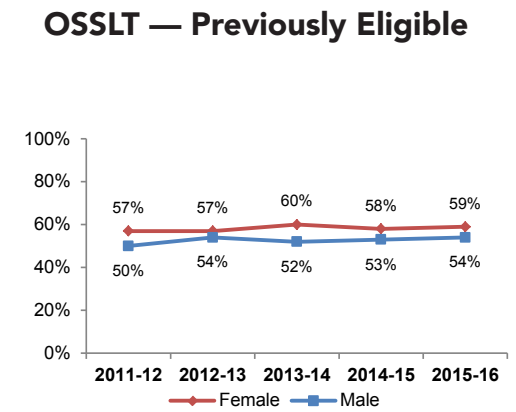
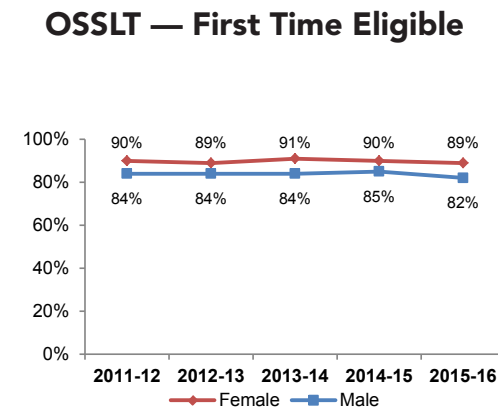
Grade 10 — Board vs. Province



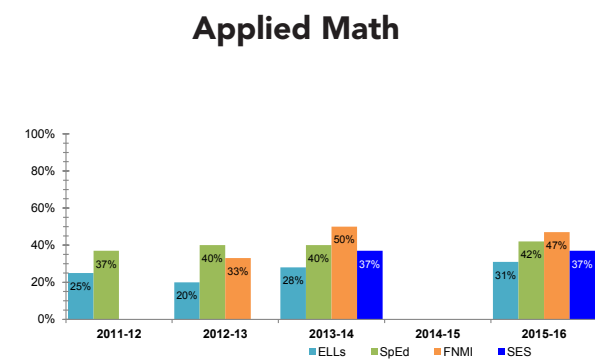
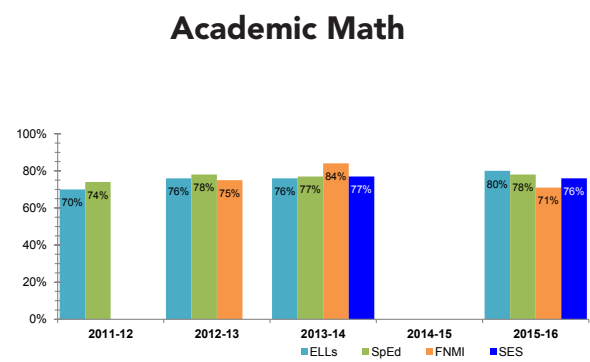
Grade 9 — Females vs. Males



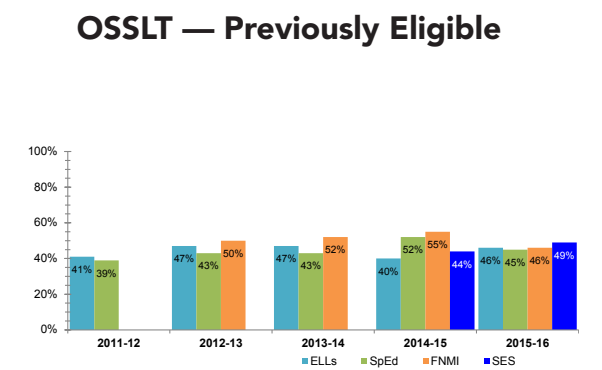
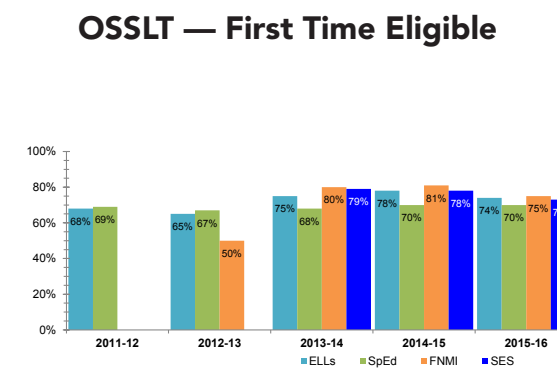
Grade 10 — Females vs. Males



Grade 9 — ELLs, SpEd, FNMI



Grade 10 — ELLs, SpEd, FNMI



Note: Achievement results for the 2014–2015 primary/junior assessments are not available due to a labour disruption.

STAFF AWARD WINNERS

The Director's Citation Award recognizes outstanding and significant staff contributions to the District and its students, over an extended period of time, showing a level of imagination, enthusiasm, and professionalism that constitutes a worthy model for others. It is intended to be a recognition of staff, by their colleagues, honouring those who are in the midst of their careers. Nominations are made by trustees, senior staff, principals and managers.

The Director's Staff Awards include the Director's Citation Award, Innovation Award, Mentoring Award, Ronald K. Lynch Memorial Award, Technology Excellence Award, Excellence in Equity Award and Health and Safety Award.

 Cathy Ayotte Teacher Trillium E.S. <i>Director's Citation Award</i>	 Debasree Banerji Officer International Languages Cont. Ed. <i>Director's Citation Award</i>	 Toni Bernard Office Administrator Sir Robert Borden H.S. <i>Director's Citation Award</i>	 Dr. Brenda Bettridge Psychologist Learning Support Services <i>Director's Citation Award</i>	 Cheryl Black Vice-principal, Norman Johnston S.A.P. <i>Director's Citation Award</i>	 Jane Bowes Information Administrator Business & Learning Technologies <i>Director's Citation Award</i>	 Monica Ceschia Manager Board Services <i>Director's Citation Award</i>
 Nikki Farquhar Teacher Sir Guy Carleton S.S. <i>Director's Citation Award</i>	 Jean-François Fauteux Music/Technology Teacher Nepean H.S. <i>Director's Citation Award</i>	 Jon Harris Principal Earl of March S.S. <i>Director's Citation Award</i>	 Eleanor Heap Manager Early Years/Extended Day Program <i>Director's Citation Award</i>	 Bruce Hoey Itinerant Ed. Assistant Learning Support Services <i>Director's Citation Award</i>	 Keith Kluke Chief Custodian W.E. Gowling P.S. <i>Director's Citation Award</i>	 John Unsworth Head of Student Services, Nepean H.S. Vice-principal, Adult Summer School, Cont. Ed. <i>Director's Citation Award</i>
 Larry Gauthier Social Worker Learning Support Services <i>Excellence in Equity Award</i>	 Eric Betteridge Instructional Coach, Science and Business Curriculum Services <i>Health & Safety Award</i>	 Tom Thistle Environmental Management Coordinator, Facilities Dept. <i>Innovation Award</i>	 William Nicholson Department Head/Teacher Ridgemont H.S. <i>Mentoring Award</i>	 Karen McMorine Principal Crystal Bay Centre for Special Education <i>Ronald K. Lynch Memorial Award</i>	 Scott Hooper System Analyst Business & Learning Technologies <i>Technology Excellence Award</i>	 Mike Landriault B & LT Technician Business & Learning Technologies <i>Technology Excellence Award</i>

COMMUNITY AWARD WINNERS



Chair's Award Trevor Grills

Granted in recognition of substantial contribution of an OCDSB staff member and/or a community member to the achievement of the aims and objectives of the Board over an extended period of years. Nominations are made by the Board of Trustees.



Community Award James Fleet

Granted in recognition of outstanding efforts of a member of the OCDSB community in developing an initiative that directly supports the well-being of our students.



Community Partnership Award Pathways to Education

Granted in recognition of outstanding partnership/support from a community agency or business over an extended period of years or through a significant initiative that has directly benefited OCDSB students.



Distinguished School Council Award Carol Mothersill

Granted in recognition of the outstanding efforts of a school council or school council member for making a significant contribution to enhancing the learning experience of students at a school and/or system level.



Excellence in Equity, Isis Officer Community Award Margaret Embleton

Granted in recognition of a substantial contribution of a parent, volunteer business community member of organization to support the alignment and integration of equity and inclusive educational principles and practices over an extended period of years or through a significant initiative that has directly benefited OCDSB students.



Volunteer of the Year Award Ruth Dunley

Granted in recognition of the substantial contribution of a parent volunteer or community volunteer over an extended period of years or through a single significant initiative that has had a positive impact on students.

For more information on the award categories please visit our website at www.ocdsb.ca

STUDENT RECOGNITION AWARD WINNERS

Our Student Recognition Awards celebrate excellence in student leadership. Each year we proudly and publicly honour our senior student leaders who exemplify the characteristics and skills we want for our graduates.

The students being recognized each year are chosen by their principals and/or coordinators for demonstrating the will to succeed, the dedication to finish what they started, and the commitment to achieve their personal best.



Joy Moore
Adult H.S.



Scottie Heney
A.Y. Jackson S.S.



Karine Habboub
Bell H.S.



Zahraa Chahrour
Brookfield H.S.



Kendra Hoey
Cairne Wilson S.S.



Grace Meagher
Canterbury H.S.



Sophie Baremberg
Colonel By S.S.



Shaheen Jeanlouis
Continuing Education



Miranda Harris
Earl of March S.S.



Hope Hamilton
Elizabeth Wyn Wood S.A.P.



Lillian Zhao
Frederick Banting S.A.P.



Katie Clarke
Glebe C.I.



Jeffrey Wong
Gloucester H.S.



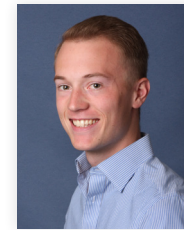
Kenya Carlson
Hillcrest H.S.



Mackenzie Gordon
John McCrae S.S.



Sennah Mostovac
Lisgar C.I.



Alec Verch
Longfields-Davidson Heights S.S.



Carina Zambrano-Cantor
Merivale H.S.



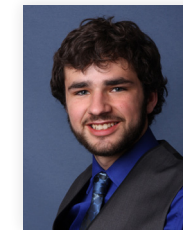
Yasmine Alkadri
Nepean H.S.



Draedyn Coulombe
Norman Johnston S.A.P.



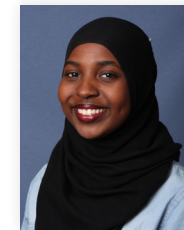
Sierra Stanley
Osgoode Township H.S.



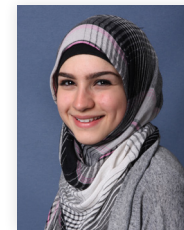
Justin Ernst
Ottawa Technical S.S.



Alex Kopacek
Richard Pfaff S.A.P.



Idil Jama
Rideau H.S.



Fatima Beydoun
Ridgemont H.S.



Janae Cornelius
Sir Guy Carleton S.S.



Myles Cornwall
Sir Robert Borden H.S.



Erika Wall
Sir Wilfrid Laurier S.S.



Alysha Aziz
South Carleton H.S.



Emily Wilson
Urban Aboriginal
Alternate H.S.



Sasha Main
West Carleton S.S.



Jenni Velichka
Woodroffe H.S.

EXCELLENCE IN EQUITY STUDENT AWARD



Shaafici Ali
Hilcrest H.S.



Carina Zambrano-Cantor
Merivale H.S.

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 equity, engagement, learning, stewardship and well-being. 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. 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.

Our Students

Student enrolment as of October 31, 2016 was approximately 72,000.

Our Staff

The total number of full-time equivalent (FTE) elementary teachers is 3,035 and the number of secondary teachers is 1,608.83. There are 1,517 occasional elementary teachers and 767 occasional secondary teachers. We have a total of 247.83 FTE principals and vice-principals, and 2,127.38 FTE administrative and support staff.

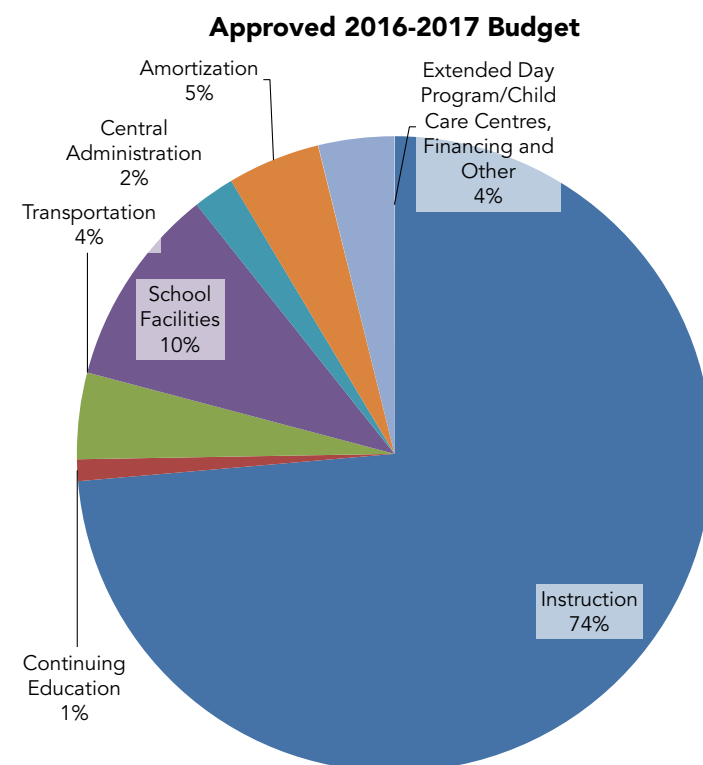
Our Schools and Programs

The OCDSB operates 119 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.

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, Specialist High Skills Major Programs, Elementary Alternate Programs and the Adult High School. We also operate a unique high school dedicated to Arts education.

Credit and general interest programs offered through the Continuing Education Department serve the community. In 2015–2016, night school, summer school and after school programs served approximately 50,000 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.

The OCDSB also operates Parenting and Family Literacy Centres in eight elementary schools with the support of the Ministry of Education. The Parenting and Family Literacy Centres offer play-based activities within a school setting for children ranging from infants to six years of age.



DIRECTOR'S EXECUTIVE COUNCIL 2016–2017



Jennifer Adams
Director of Education and Secretary of the Board
Executive Assistant — Marie Bulgin
Administrative Assistant — Kim Young
613-596-8211, ext. 8490



Norah Marsh
Associate Director of Education
Administrative Assistant
Theresa Ilboudo
613-596-8252



Dorothy Baker
Superintendent of Curriculum Services
Administrative Assistant
Lynn Laide
613-596-8211, ext. 8573



Pino Buffone
Superintendent of Instruction
Administrative Assistant
Laura Mallette
613-596-8211, ext. 8287



Mike Carson
Chief Financial Officer & Superintendent of Facilities
Administrative Assistant
Rebecca Grandis
613-596-8211, ext. 8881



Michèle Giroux
Executive Officer of Corporate Services
Administrative Assistant
Heather McKinnon
613-596-8211, ext. 8310



Olga Grigoriev
Superintendent of Learning Support Services
Administrative Assistant
Allison Regimbald
613-596-8211, ext. 8254



Shawn Lehman
Superintendent of Instruction
Administrative Assistant
Lorri Huppert
613-596-8211, ext. 8391



Janice McCoy
Superintendent of Human Resources
Administrative Assistant
Judy Kingsbury
613-596-8207



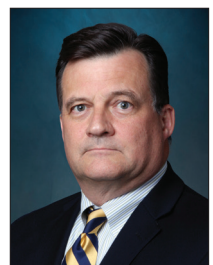
Brett Reynolds
Superintendent of Instruction
Administrative Assistant
Leanne Hotte
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Nadia Towaj
Superintendent of Instruction
Administrative Assistant
Ann McCrimmon
613-596-8211, ext. 8821



France Thibault
Superintendent of Instruction
Administrative Assistant
Ann McCrimmon
613-596-8211, ext. 8821



Frank Wiley
Superintendent of Instruction
Administrative Assistant
Vivian Hebrawi
613-596-8211, ext. 8820

133 Greenbank Road
Ottawa, ON K2H 6L3
Phone: 613-721-1820
Email: communications@ocdsb.ca



www.ocdsb.ca

BOARD OF TRUSTEES

The Board of Trustees is made up of 12 trustees elected by zone and 2 student trustees. The current term for trustees is December 1, 2014 to November 30, 2018. Our school board trustees are responsible for overseeing a thriving and progressive educational system, which serves approximately 72,000 students in 150 schools and sites. Trustees are empowered under the Education Act to set policy for the operation of all public schools in the Ottawa area.

The role of the school board is to articulate the Board's vision for education, develop policies based on vision and provincial policy, set budgets and goals, monitor policy and student achievement, and provide equitable access to programs for all students.

The Board sets priorities for the term through the Strategic Plan. The Board monitors programs on each of these objectives annually.

Communicators with the Public

Trustees are accountable to their community for the decisions made by the Board Trustees. They communicate with the public through organized and informal meetings with parent groups and concerned citizens, and also through the distribution of newsletters and other materials. Trustees also act as ambassadors for the District, officiating and speaking at school openings and events. Trustees are advocates for students and community members, on a wide range of issues regarding public education.

Policy Makers

Trustees are responsible for approving the policies and by-laws which govern the Board's entire operation. Policies are developed in conjunction with staff to address program, student, staff, property, Board and administration requirements. The Board is active in many provincial educational associations and lobbies the Ministry of Education and other government bodies for changes to existing policies and legislation.

Advocates for Quality Education

The Board ensures that the quality of public education in Ottawa is maintained through the development, review and evaluation of high quality programs and effective support for students. The focus is on meeting the educational goals and needs of all students in a changing global environment.



Ella Stewart and Kayvon Mihan
2015-2016 Student Trustees

Student Voice

Student voice continues to be the focus for Student Trustees. In the 2015-2016 school year, the Student Senate and Student Presidents' Council both participated in numerous consultations with superintendents and system principals on projects that were being presented before the board. The Senate's long-term initiative was to inform students on the many supports they have access to within their schools. This was accomplished through the creation of a presentation that would be delivered to grade 10 Civics classes across the District in the 2016-2017 and following school years. In addition to the Senate's main initiative, Senators continued to share information on board initiatives with their peers, further increasing the number of elected Student Senators and fostering student voice across the District. It is this student voice model that allows Student Trustees to accurately reflect the views of OCDSB students at board meetings, and provincially, to influence positive, tangible change.



Lynn Scott
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West Carleton-March/
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lynn.scott@ocdsb.ca



Christine Boothby
Zone 2
Vice-Chair of the Board
Kanata North/Kanata South
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Donna Blackburn
Zone 3
Barrhaven/
Knoxdale-Merivale
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Theresa Kavanagh
Zone 4
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Dr. Anita Olsen Harper
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Chris Ellis
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Rideau-Rockcliffe/
Alta Vista
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Mark Fisher
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Osgoode/Gloucester-Southgate
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Keith Penny
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Erica Braunovan
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Shirley Seward
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Chair of the Board
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Sandra Schwartz
Zone 12
Innes/Beacon Hill-Cyville
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2016-2017 STUDENT TRUSTEES



Kayvon Mihan
Student Trustee
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Alexander MacDonald
Student Trustee
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alexander.macdonald@ocdsb.ca



A RECOGNIZED LEADER IN INTERNATIONAL EDUCATION FOR ITS INNOVATIVE PROGRAMS IN PROMOTING INTERCULTURAL COMPETENCY

The Ottawa-Carleton Education Network (OCENET) is a non-profit organization which serves as the international education division of the OCDSB. Through OCENET, over the past 14 years, the OCDSB has hosted more than 6,000 students and educators from all corners of the world in its elementary and secondary schools. OCENET is committed to providing cross-cultural opportunities for the international students who come to study in Ottawa and to develop intercultural competencies among OCDSB students and educators. Because of its many innovative and unique initiatives, OCENET is recognized as a leader in international education in Canada.

Highlights of the 2015-2016 School Year

- OCENET placed close to 725 international students from 44 countries in 25 high schools and 30 elementary schools throughout the OCDSB;
- OCENET and the OCDSB welcomed and provided educational workshops to approximately 100 visiting educators representing 10 delegations from 8 countries;
- OCENET hosted over 250 students and 30 teachers in short-term programs, and over 150 students in Summer Explorer and Winter Explorer (English instruction and activities) programs;
- OCENET initiated several international trips overseas, including an exchange with grade 8 students and chaperones from Glashan Public School who travelled to China and billeted with Chinese families, as well as a reciprocal cross cultural exchange where 40 students enrolled in the OCDSB International Certificate Program travelled to Yokohama, Japan, during the summer;
- OCENET Young People’s Language School (YPLS) had an enrolment of over 140 international students from 10 countries. Many of these students received an English as a Second Language (ESL) credit during the summer through a new pilot project with OCDSB Continuing Education;
- Close to 400 students are enrolled in the OCDSB International Certificate Program in 24 OCDSB secondary schools. This program recognizes students who have demonstrated a commitment to being motivated, engaged and active global citizens;
- A total of 48 OCDSB administrators and teachers, and 20 students participated in a comprehensive intercultural workshop program and completed the Intercultural Development Inventory (IDI) which assesses inter-cultural competency.



OCENET sponsored international education bursary program: An increasingly important part of OCENET role is encouraging local OCDSB students and staff to participate in international learning, intercultural exchanges and developing global competencies. Since the inception of the OCENET sponsored international education bursary program in 2015, 43 student bursaries and 22 staff bursaries have been awarded to support opportunities to pursue international learning experiences.

OCENET was selected by the Ontario Ministry of Education for two projects as part of Ontario’s Strategy for K-12 International Education: One of the projects involved an exit survey and interviews with international students, and a second project involved the development of a professional development workshop series aimed at developing intercultural competencies for staff and students.

OCENET Third Annual International Education Fair: In May, approximately 250 OCDSB students and staff attended OCENET’s info fair on the theme of “Think Global/Act Local” that included over 30 exhibitors, informational workshops and panel discussions on international education topics of interest to students.

OCENET Global Connections: Additional information on these and other OCENET initiatives can be found by viewing the OCENET newsletter, Global Connections, which is published twice each academic year. Current and archived editions can be found at www.ocenet.ca.



Education Foundation of Ottawa

**WHEN KIDS COME TO OUR SCHOOLS WITH HUNGRY TUMMIES,
WE FEED THEM.**

**WHEN THEY CAN'T AFFORD BOOTS OR A COAT,
WE FIND THEM WARMTH FOR THE WINTER.**

**WHEN KIDS WANT TO PLAY A SPORT OR TAKE
PART IN AN EXTRA-CURRICULAR ACTIVITY,
WE HELP THEM EXPLORE THEIR INTERESTS.**

The Education Foundation of Ottawa (EFO) is a charity established to help the most vulnerable students in the Ottawa-Carleton District School Board (OCDSB). At the Education Foundation of Ottawa we believe in helping children reach beyond what they've been given in order to excel and succeed.

There are more than 15,000 of our students living in poverty who have already been left behind before they even step into the classroom. Often what's missing is the most basic of things – food, clothing, a backpack full of supplies, opportunities for socialization and exploration. Thanks to the generous support of our donors and volunteers, the EFO is able to provide support to these students in our classrooms.

Here's how:

- Invested \$400,000 in more than 15,000 students in the OCDSB;
- Funded snack programs in 55 schools providing healthy snacks for 9,000 students each week;
- Supported more than 10,000 students with emergent needs to purchase food, warm clothing and medication;
- Empowered more than 5,000 students to be equal to their peers by providing funding for extra-curricular activities, sports, arts, athletics and educational experiences; and
- Provided life-saving water safety lessons to 202 autistic students.

Our goal is to invest in the mental and physical wellness of students and ensure each one is equipped for success and given the opportunity to participate in every facet of school.

Thank you to our donors, students and the OCDSB for their partnership in ensuring that all students are provided equal opportunities and for helping to support safe havens for our students. A special thanks to all the schools and parent councils who financially supported our 500 new Syrian students last year.





Characteristics and Skills We Want for Our Learners

CHARACTERISTICS



GOAL-ORIENTED

Students who are goal-oriented have self-motivation, diligence, initiative and a sense of responsibility.

RESILIENT

Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.



GLOBALLY AWARE

Students who are globally aware are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.

COLLABORATIVE

Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.



INNOVATIVE/CREATIVE

Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.

SKILLS



CRITICAL THINKERS

Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

ACADEMICALLY DIVERSE

Students who are academically diverse have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology, in keeping with student needs.



DIGITALLY FLUENT

Students who are digitally fluent know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.

EFFECTIVE COMMUNICATORS

Students who are effective communicators are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.



ETHICAL DECISION-MAKERS

Students who are ethical decision makers model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.