



*Inspiring Our  
Students to  
Succeed and  
Make a  
Difference*

2017/2018

# DIRECTOR'S ANNUAL REPORT

# DIRECTOR'S MESSAGE

## Collaboration: A Condition for Learning

*"The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."*

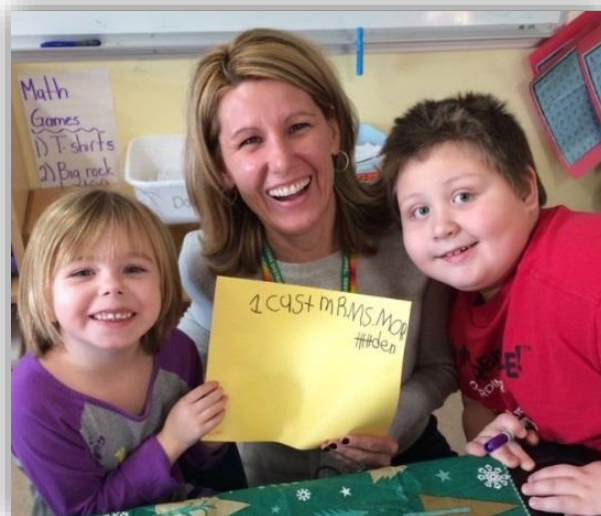
- Babe Ruth



The 2017-2018 school year can be defined by the term "collaboration", as our Director, David Tamblyn, engaged in a full year of consultation towards an enhanced Multi-Year Strategic Plan that lead us to understand the depth of the collaborative conditions that exist within our school board. This consultation involved many stakeholders, as we sought to gather qualitative information that helped us to not only measure the impact of our previous Strategic Plan, but to vision for the future as a collective organization, guided by the belief that "people don't support what they don't create". Collaboration is a key Condition for Learning that we have defined in our school board as part of our Board Learning Plan for Student Achievement and Well-Being, and thus, we have been monitoring and measuring our progress in this area for the past three years. The nature of the collaboration that was engaged in during this consultation provided us with baseline information for this goal.

*Collaboration (vs. Cooperation): I know I am collaborating if I work interdependently, engage others, actively listen, constructively contribute, respectfully challenge ideas, and share knowledge to build on others' thinking to arrive at a desired goal. (Board Learning Plan for Student Achievement and Well-Being).*

Genuine collaboration is one of the key actions which ensures that we continue to move forward, to achieve equity, to honour inclusion, to engage in the necessary discourse that helps us to learn, and to "change our mental structures to fit new information that we encounter...thinking, knowing and understanding differently than we did before (The Intelligent, Responsive Leader, pg. 1). This consultation was defined by the key components of genuine collaboration, particularly the skills of active listening, challenging of ideas, and being open to new ideas; all of which are conditions that were in place in schools and that allowed us to engage in the feedback and visioning process. It was a process that was only possible due to the existence of these trusting, risk-taking environments. We believe that these conditions can be attributed to the powerful models of collaboration currently taking place among the educators in our schools, particularly Professional Learning Communities that are guided by inquiry around student urgent needs and shared professional accountability. Superior-Greenstone District School Board is a learning organization with much to be proud of.



This collaborative consultation resulted in a Multi-Year Strategic Plan that truly represents our collective vision as an organization. Collaboration is one of the 21<sup>st</sup> Century Skills that is at the core of our 2018-2023 Multi-Year Strategic Plan, and will continue to be vital to the success of our district as we capitalize upon the fact that our small size allows us to work



# DIRECTOR'S MESSAGE

interdependently where all voices can be heard. The overarching culture that we are developing through collaboration is one of equity, by fostering identity and belonging. Modelling this culture for our students and communities is important as we continue to grow as a coherent learning organization with a clear focus and internal accountability. To truly work collaboratively, we know that we need to continue to engage together as a team, acknowledging that we each have a vital role to play in our success. This Director's Annual Report provides evidence of this genuine collaboration and of our collective commitment to our families, communities, partners and most importantly, to our students. We are proud of our growth during 2017-2018 and anticipate our future, guided by our renewed Multi-Year Strategic Plan. Thank you to all for helping our students to succeed and to make a difference.



*David Tamblyn,  
Director of Education*

*Nicole Morden Cormier,  
Interim Director of Education*





# BOARD CHAIR'S MESSAGE



**On behalf of the Board of Trustees, I am pleased to present the 2017-2018 Annual Report for Superior-Greenstone District School Board.**

As Trustees for Superior-Greenstone, we are committed to our vision statement that encourages us to inspire our students to succeed and make a difference both globally and in our small school communities.

Superior-Greenstone continues to inspire, to model and contribute to cognitive, emotional, social and physical well-being of our students. Our educators continue to bring learning to life, and enabling students to fulfill their aspirations.

I would like to thank our dedicated group of Trustees who understand the importance of what can be achieved when working together as a team.

Our top priority for the 2017/2018 school year has been to develop and implement our multiyear strategic plan. Trustees along with senior admin dedicated their time to achieve this priority.

The 2018-2023 Strategic Plan positions us to adapt and respond to challenges in a dynamic and inclusive manner. Through strong partnerships and innovative learning experiences we will build upon our past success and move forward with innovative programming that foster excellence in our elementary and secondary schools.

On behalf of the Board of Trustees, I would like to extend a heartfelt thanks to our Director of Education David Tamblyn who retired from a dedicated 30 year career with Superior-Greenstone District School Board in August 2018.

I want to thank all staff for their ongoing efforts throughout the past year. Together we will continue to inspire our learners and position our school board to achieve our aspirational goals to realize our vision.

Miigwech,

A handwritten signature in black ink that reads "P. McRae".

*Pinky McRae, Board Chair*





## SENIOR ADMINISTRATION



Nicole Morden  
Cormier  
Interim Director of  
Education



Cathy Tsubouchi  
Superintendent of  
Business



Charlie Bishop  
Superintendent of  
Education



Will Goodman  
Superintendent of  
Education



David Tamblyn  
Director of Education  
Retired August 2018

## BOARD OF TRUSTEES



Pinky McRae  
Chair



Mark Mannisto  
Vice-Chair



Kim Figliomeni  
Vice-Chair up to  
March 2018



Margaret  
McIntyre



Allison Pelletier



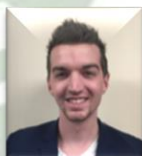
Aaron MacGregor



Michael Groulx



Melissa Lanovaz



Greg Vallance



Stanley Sabourin



Logan Furoy  
Student Trustee



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Located in Northwestern Ontario and covers a vast area of 45,100 square kilometers. The board is responsible for providing public education and its 15 schools are proud to serve the communities of Beardmore, Geraldton, Longlac, Nakina, Caramat, Dorion, Nipigon, Red Rock, Schreiber, Terrace Bay, Marathon and Manitouwadge as well as serving our many neighboring First Nation Communities.

We are a progressive and proud public school board that is dedicated to our students. Together we inspire our students to Succeed and make a difference.



# Strategic Plan Development Process

The Superior-Greenstone District School Board's Strategic Plan is the culmination of a 12 month process that began in the spring of 2017 when the Board of Trustees initiated the development of the 2018-2023 Strategic Plan.

The Board of Trustees reviewed the school board's achievements over the course of the previous Strategic Plan, examine of the challenging and evolving environment in which Superior-Greenstone operates and identified major directions that should guide the school board's future. The Director of Education met with stakeholders including staff, students, parents and communities to gather their input on future priorities.

Through this process, the Board identified key themes centered on the vision of stabling Superior-Greenstone District School Board as a flexible educational organization that can meet the needs of students today, and into the future, while recognizing the accelerated pace of change anticipated in the coming years.

As the technology continues to change how we do things, the skills and competencies required in the future are expected to drive a greater need for the foundational skills developed through public education and lifelong learning. The 2018-2023 Strategic Plan acknowledges the gains Superior-Greenstone has made over the last five years, and continues to identify academic achievement as a priority in the future. As pedagogy continues to evolve, this vision recognizes the increasing importance of "hands-on" experiential learning for every student.

The Board's vision acknowledges the Calls to Action report of the Truth and Reconciliation Commission of Canada particularly the recommendations pertaining to education. While achievement levels among our non-Indigenous students continue to increase, there continues to be a number of significant barriers that prevent our Indigenous students from reaching their full potential. We continue to collaborate with local First Nation communities to overcome these barriers and close the achievement gap between our Indigenous and non-Indigenous students.

The vision reflects Superior-Greenstone District School Board's role in fostering greater understand of local and global societal issues, and inspiring positive change. Over the next five years, SGDSB will continue to strengthen its commitment to social justice and will aspire to be recognized as a leader in providing our student with a better understanding of Indigenous, Social and environmental sustainability issues.

Our vision builds upon the strong relationship we have not only in our schools but in the communities that we serve.

## Our Mission

In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working....together.

## Our Vision

Inspiring our students to succeed and make a difference.

## Our Beliefs

At Superior-Greenstone District School Board we believe in quality programs and service delivery to ensure an outstanding and rewarding experience for our students. We believe that all students can achieve high standards given sufficient time and support.

# Small Schools Make a Difference!



# EQUITY AND INCLUSIVE EDUCATION



## Indigenous Land Based Learning

Superior-Greenstone District School Board piloted an Indigenous Land Based Learning course at Marathon High school in February – June of 2018. Students were engaged in outdoor activities including fishing, camping, hockey, and hiking. The course is still in the early stages of development and this will be its second year this February. Integral to this course offering is the partnership with Pic Mobert First Nation and Biigtigong Nishnaabeg. We have been fortunate to have community visits and community members take part in learning with students including students participating in and helping with Biigtigong Nishnaabeg's spring Fish Camp, taking a chainsaw course with a community member, and learning from an elder how to make a forest shelter.

## Elementary Leadership Learning Team: A Focus on Increasing Engagement by Fostering Critical Thinking

The Leadership Learning Team (LLT) meetings, guided by Usha James and Maria Vamvalis from the Critical Thinking Consortium, were focused on increasingly fostering critical thinking in elementary classrooms through careful and intentional planning. To achieve this goal, Special Education and Grade 6/7/8 teachers, along with the school Administrator, joined together to more deeply understand the Backwards Design method of planning (where we begin with the end goal in mind and work backwards). Key to this approach is to unpack methods by which we can know the learning styles of our students more deeply, and how to increasingly support students with a Learning Disability. The LLT met on six occasions to learn from and with each other, and to share how we are taking

this work back into our practices. This work has also impacted leaders, as some have been applying their learning to their leadership practices. We plan to enhance our work with the Critical Thinking Consortium next year, with several projects that they will collaborate with us on to increasingly embed meaningful opportunities for our students to think critically.

Collaboration (vs. Cooperation): I know I am collaborating if I work interdependently, engage others, actively listen, constructively contribute, respectfully challenge ideas, and share knowledge to build on others' thinking to arrive at a desired goal. (Board Learning Plan for Student Achievement and Well-Being).



## WE Day / Student Leadership

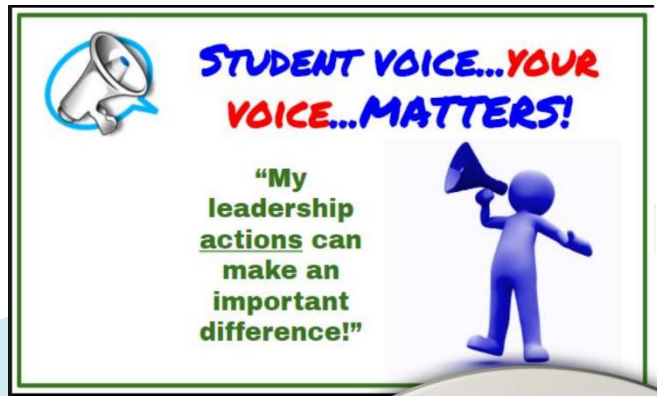
In the fall of 2017, SGDSB attended two different WE Day celebrations. The first group was the students and staff from Schreiber Public School who went to Toronto. The second group was primarily the 6, 7, 8 students at Marjorie Mills Public School as well 10 other students throughout our district. At both, students had the students were able to hear inspirational presentations from National and Global youth leaders and celebrities who truly are making a difference. As well as attending the full day events involved in WE Day students and staff, took advantage of the learning involved with being in a big city. Many experienced this sort of travel for the first time. They navigated public transportation, took in the sights and sounds of being downtown and they explored museums and historical sites. Everyone came away empowered to make a change in their schools, their community and even on a global scale!



## Student Leadership Conference

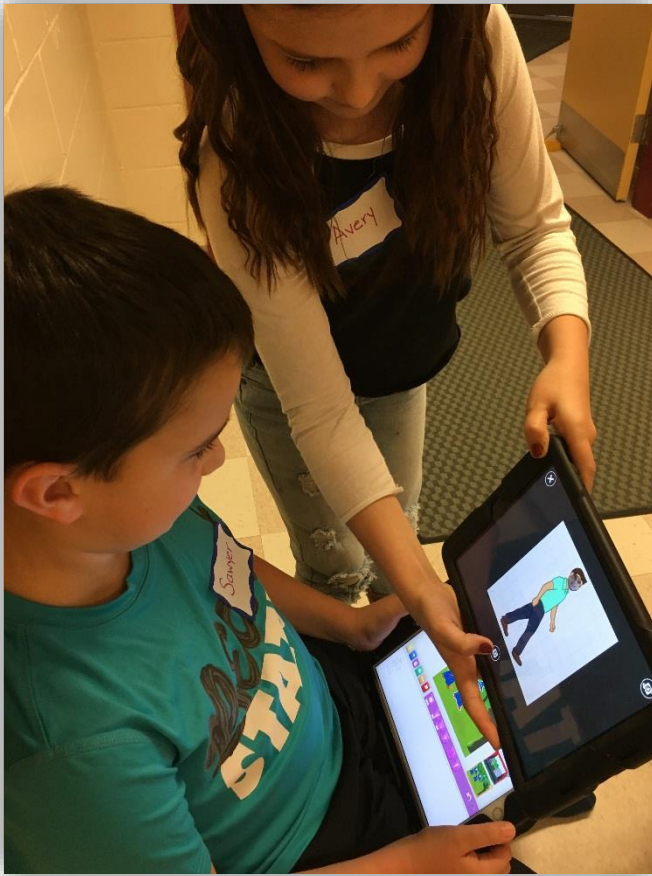
On September 21 and 22, 2017, 34 students from grades six to twelve attended the first annual Superior-Greenstone District School Board Leadership Conference at the Eagle's Nest Adventure Center facility. The conference was designed to help students to inspire positive change in their schools; actions that make the world a better place, as reflected by our board mission, which states, "Inspiring our students to succeed and make a difference".

Students had an opportunity to develop and hone their leadership skills, to collaborate with students from across the district, to identify actions to promote meaningful change, and to understand how to put these ideas to work in their own school and community. The two days were filled with activities that promote team building and many new friendships were formed. This conference is an excellent opportunity to foster not only leadership in our students, but the belief that they can make positive change to make the world a better place. Our students are increasingly seeing themselves as "leaders in providing quality learning experiences in our small school communities".





# LEARNING



## Coding

Students from across Superior-Greenstone District School Board had the opportunity to come together to co-learn computational thinking with Derek Tangredi from Fair Chance Learning throughout the 2017-2018 school year.

The learning was made possible with a multi-year partnership with Fair Chance Learning and funded by Innovation Learning Funds from the Ministry of Education. The goals of the partnership were to provide new learning opportunities for all our learners and to empower our students as lead learners in each of our schools.

Prior to this PD opportunity, our Technology Champions had the opportunity to begin their computational thinking learning with Lisa Floyd from Fair Chance Learning. This professional development gave us the strong foundation to begin to introduce computational thinking into our classrooms.

Computational thinking is more than learning to code. Computational thinking allows our students to develop skills in the area of decomposition (breaking down large problems), pattern recognition, abstraction, and algorithms. It also allows our students to experience authentic the 21st century competencies that we want all our learners to be confident in. These skills are necessary to develop the whole learner and they transfer to all subject areas.

We didn't know what co-learning would look but we were willing to take the risk because we wanted to build capacity with our students and provide equitable learning opportunities for all our learners across the Board.

The room was buzzing with excitement and conversations as the traditional ways of learning via the teacher quickly shifted as students proudly showed off their computational thinking and coding skills. Our quietest learners became leaders as we empowered our students with the confidence to be lead learners.

The day was such a success that all PD related to computational thinking was re-organized to include the co-learning model. It simply didn't make sense to continue to learn computational thinking strategies without the voice and strengths of the learners we are trying to impact. There were 5 co-learning days throughout the year that were a combination of both face to face and virtual learning and these opportunities not only built computational thinking capacity but enhanced relationships across the Board that our geography can sometimes make challenging.





## Job Embedded Math

Collaborative work is the heart of job-embedded professional development. Throughout 2017-2018 this was made evident through the many structures to support those deeper learning conversations. The PLC cycle within School Learning Plans became a focus of professional learning impacting the teaching and learning within schools. Within the elementary panel we enhanced this work through our Supported School Self-Assessment process (instead of the formal District Support Process), a move we are currently transitioning to within our secondary panel as well. As the School Effectiveness Framework indicates this process is intended to *"promote a culture of reflection, collaborative inquiry and shared responsibility for continuous improvement at both the board and the school"* (SEF, 2013, pg 8).

The Math Matter's website was also launched, as a resource to support the work within the schools. This site highlights the goals and connections of our work and provides resources for teachers to use, including recordings of past content building sessions.

In Superior-Greenstone District School Board, the co-learning computational thinking model has shifted our thinking around PD delivery and has truly given students a voice throughout the district.

We want to provide our students with the skills to be adept life-long learners that can meet the challenges that the new workforce is going to require. By learning to code our learners are coding to learn and we are so excited to see what they create and accomplish with their coding abilities.

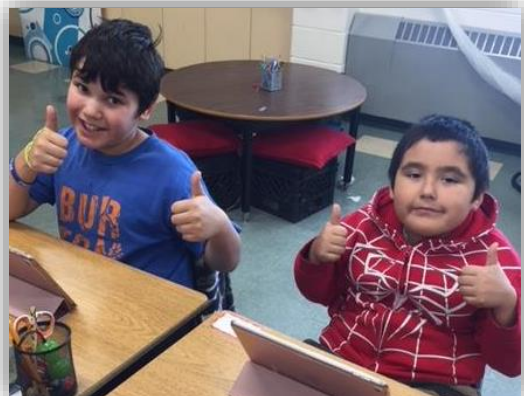
The unique opportunity to bring our students and our teachers together to co-learn coding was exciting and fun and we cannot wait to see how these student leaders impact their home schools!

## French as a Second Language – School Trip

Vive Le Quebec On February 4th, 12 grade 9 FSL students from the 5 Superior-Greenstone District School Board high schools embarked on a journey to Quebec City for 5 days and 4 nights. The purpose of the trip was to enable students in secondary FSL programs to put their learning to use; to increase their confidence by speaking with unfamiliar people and in unfamiliar contexts. They also learned hands-on the French (colonist) history. Students also experienced French culture, outside of their own communities. Amongst the activities students visited the Musée des Plaines d'Abraham, went to the Assemblée National, and they participated in the Carnaval de Quebec. Students are working on recording their learning and will be preparing a slideshow to share.

Job-embedded professional learning is "learning that is grounded in day-to-day practice and is designed to enhance professional practice with the intent of improving children's learning and development. ... It consists of teams of professionals assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement."

(Hawley and Valli, 1999)







## Experiential Learning Opportunities through Ontario Youth Apprenticeship Program

The world is increasingly complex, fast-paced and globally connected, and there is a current necessity to build tomorrow's skilled trade and technology workforce. All students need access to a broader range of learning experiences to deepen their understanding of the curriculum and to make successful transitions throughout their educational journeys. According to recent Ministry policies and initiatives, experiential learning provides some of the most authentic, relevant and engaging contexts within which students are inspired to develop their interests and talents. It has never been more necessary for students of all ages to engage in experiential learning – early and often.

In recognition of this, SGDSB has provided a number of experiential learning opportunities through the Ontario Youth Apprenticeship Program (OYAP). These opportunities support students to reach their full potential through information, hands-on learning, mentorship, and competitions. The events themselves help to create awareness, develop skills, make connections, and build confidence. In addition, students are empowered to make career choices that best meet their needs, interests and aspirations. The following is a list of activities and number of participants for the 2017-2018 school year:

- 37 Grade 11 students (21 male & 12 female) and 32 Grade 12 students (21 male & 11 female) participated in the Ontario Youth Apprenticeship Program test-driving careers in the skilled trades.
- 22 young women participated in the "Skills Ontario Women's Career Exploration Event"

an engaging hands-on program that provides skills development and mentorship opportunities.

- 34 elementary students and 36 secondary students (includes regional silver and bronze medalists and provincial silver medalists) participated in cardboard boat race competition and video challenge.
- 15 First Nation and Metis elementary students participated as part of their FNMI initiative in the Skills Ontario workshops about career opportunities in the skilled trades and technologies.
- Five students participated in the Skills Ontario Qualifying competition in the areas of Culinary Arts (gold medal winner) and Individual Carpentry (silver medal winner).
- Four students participated in the Skills Ontario Competition in the area of Team Carpentry, Individual Carpentry and Culinary Arts.
- 184 elementary school students from across the region participated in the Senior Elementary Trade and Technology Career Exploration and Transition Day Events. Students had the opportunity to meet their future tech teachers, learned about high school programming, and participated in workshops in the construction, motive power, industrial and service sectors, and green screen technology.





## Knowing Our Learners

Beginning in June 2016, the Special Education/Success for All Branch (SESAB) of the Ministry of Education began collaboration with The Critical Thinking Consortium (TC<sup>2</sup>) to develop a professional learning facilitators' guide to support a deeper implementation of Learning for All, K-12 (2013). The Facilitator's Guide supports educators in thinking deeply about innovative practices that support all learners with attention to students with special education needs. It seeks to nurture educators' mindsets, specifically rethinking what constitutes an evidence-based, collaborative decision making process in developing and implementing, monitor the effectiveness of equitable and inclusive practice. An iterative process was taken to develop a series of four learning modules to scaffold professional learning about a cyclical process of learning and teaching.

Draft "Module One: Knowing our learners" has been piloted at Nip-Rock High School and B.A. Parker Public School. Although we are early in the process of this innovative approach, our emergent findings indicate that professional learning that invites educators and

leaders to position themselves as critical thinkers and takes a systematic and scaffolded approach to nurture and enhance educators' thinking abilities, increases the likelihood of authentic transfer into classroom practice.

This structure of learning has developed a greater understanding of how the students learn based on cognitive processes as well as allows each educator to be more responsive to the learner needs. Our first cycle has seen our participants develop a process for understanding students but also an observation tool and a learner profile template that supports each of their own particular students. We will continue to unpack this learning throughout the district in the coming months.





## Regional School Boards are HERE for Students!



## Boards Work Together to Address Attendance Issue

They say it takes a village to raise a child. In this case, it is taking the efforts of an entire region to address a very serious issue in our schools. Eight district school boards in the Thunder Bay Region are working together to address a problem that is having a profound effect on student achievement - persistent student absenteeism. The “HERE” attendance campaign was launched at the at the spring meeting of the Northern Ontario Education Leaders (NOEL) on Tuesday, May 9. The campaign was designed to build awareness around the attendance issue in Northwestern Ontario and to provide communications tools and support tools to Boards and schools to help improve attendance. According to data collected in the 2015-16 school year, students in the Thunder Bay Region (from Kenora to Manitouwadge) had the highest rates of persistent absenteeism in the province. Students are considered persistently absent if they miss 10% of the days they were expected to be in school. In the Thunder Bay Region, the rate of persistent absenteeism was 19.8%. A recent study, Every School Day Counts: Persistent Absenteeism in Ontario, 2016, indicates students who miss an average of two days per month in elementary school stand a 60% chance of dropping out in grade nine, potentially impacting their opportunities for success in the future.

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Day Counts: Persistent Absenteeism in Ontario, 2016, indicates students who miss an average of two days per month in elementary school stand a 60% chance of dropping out in grade nine, potentially impacting their opportunities for success in the future.

“While the reasons for student absences are diverse and varied across the region, the issue of persistent absenteeism is creating significant consequences for both students and schools,” says David Tamblyn, Director of Education for Superior Greenstone District School Board and NOEL Representative. “If the absenteeism trend is allowed to continue, this issue will greatly impact students and their ability to achieve and prepare for their futures. The time to act is now.” Tamblyn went on to add “For improving achievement, boosting student attendance seems like the lowest of the low-hanging fruit: If you can't get the kids to school, nothing else you do matters”.

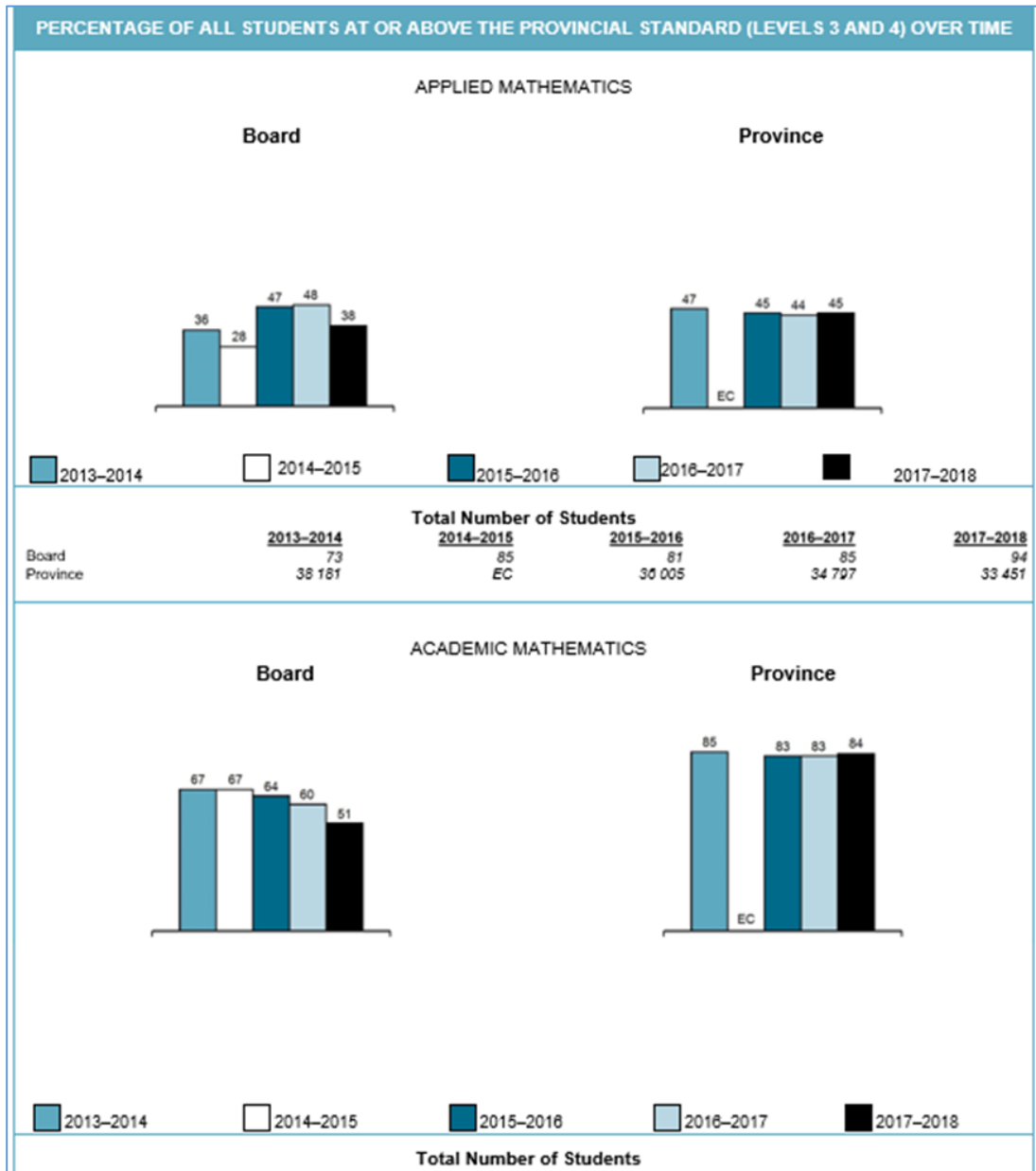
Persistent absenteeism is a multi-faceted issue that affects diverse groups of students and families. In order for solutions to be effective, they must be focused towards sparking action amongst key influencers including students, parents, school, staff and the community at large.

“Fortunately, the eight district school boards are HERE for our students and their families,” says Tamblyn. “We recognize that there is a not a one size fits all solution to solve the issue of persistent absenteeism and we have worked collaboratively to develop a campaign with communications resources that can be used in all parts of the region.”



## Secondary Achievement - Mathematics

The Education Quality and Accountability Office, (EQAO), has administered the provincial assessment in Grade 9 Mathematics since 2004. Each year EQAO provides a report on the assessment results for schools and boards. Both the board and schools consider such results in planning for the improvement of student achievement in Mathematics. EQAO results are one source of data that can be used to improve every student's opportunity to succeed in school and beyond. EQAO recommends analyzing its assessment results in conjunction with school and board to gain a full picture of learning trends and to better understand factors that influence success.



In the 2017-2018 Applied Math results, 35% of students (33 students) achieved Level 2. Through deeper analysis of the data:

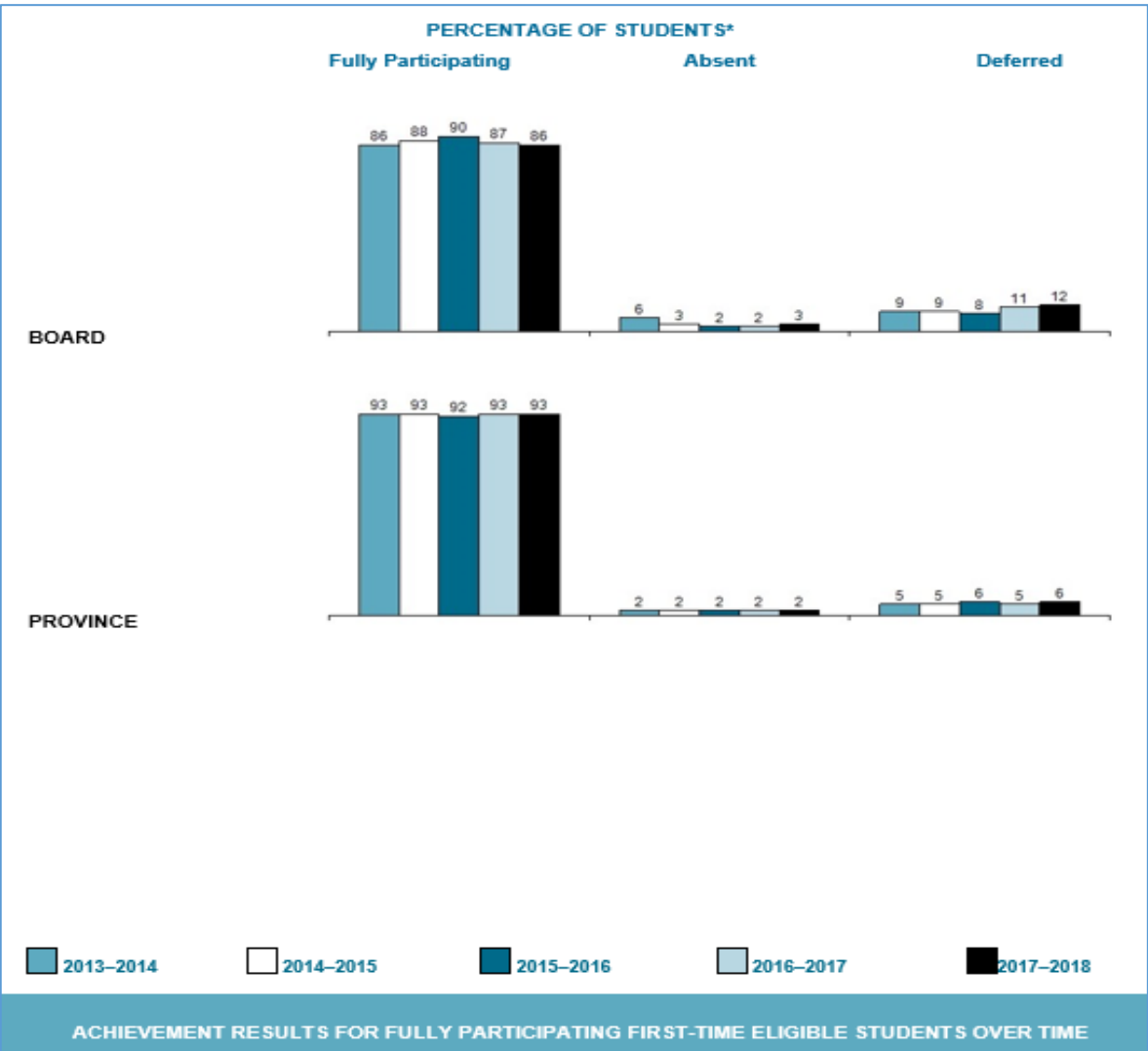
- 15 of the 33 students are approaching a Level 3 while achieving scores of 2.7-2.9 on their assessment.
- 13% of students (12 students) achieved Level 1. 11% of students (10 students) received below Level 1.



In the 2017-2018 Academic results, 29% of students (20 students) achieved Level 2, while 16% (11 students) received Level 1, and 0% received below Level 1. Of the 20 students achieving Level 2, 7 scored in the 2.7-2.9 range.

Secondary Achievement - Literacy

The Ontario Secondary School Literacy Test (OSSLT) is designed to measure the reading and writing skills of secondary students. It provides educators with one current measure of a student’s literacy skills with respect to the provincial standard. The successful completion of the Ontario Secondary School Literacy Test or its equivalent, the Ontario Secondary School Literacy course, is a graduation requirement for all students in the province of Ontario who are pursuing an Ontario Secondary School Diploma.

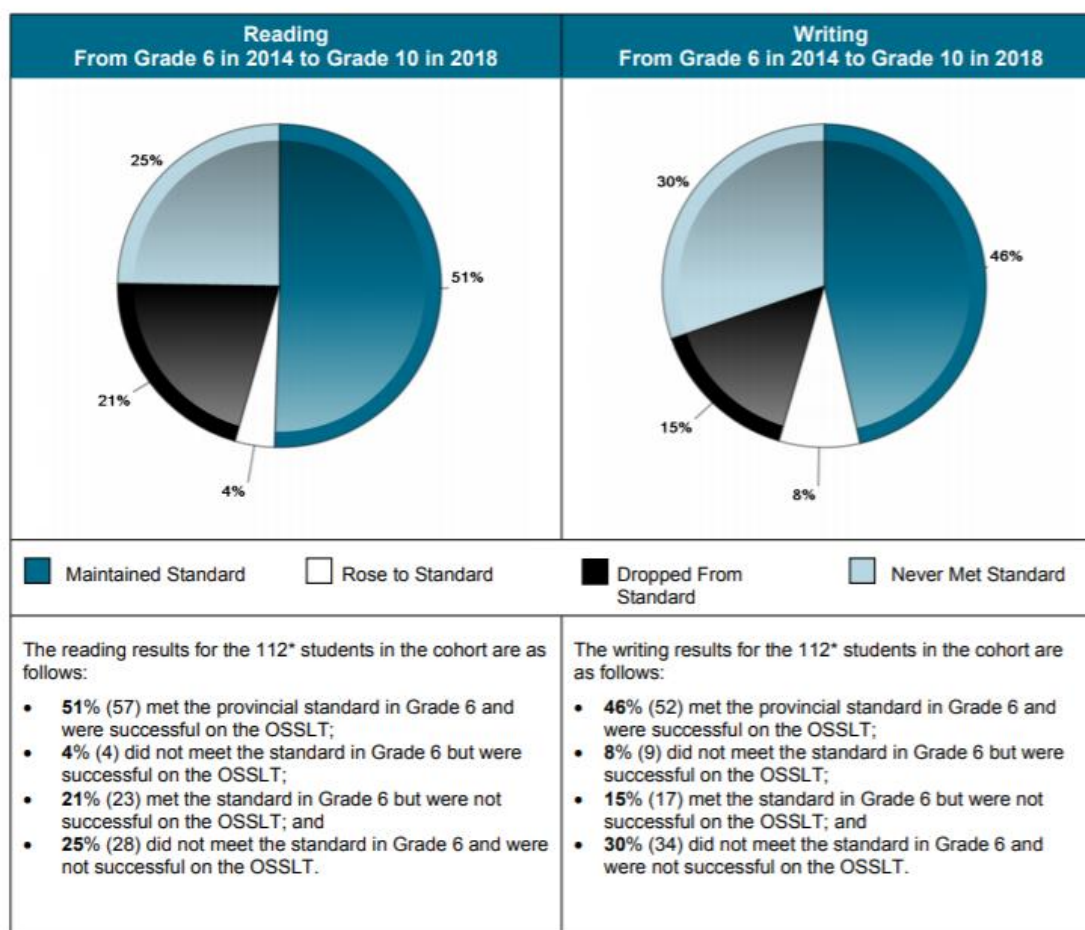


54% of the 136 students who were eligible for the first time were successful in the March 2018 OSSLT. In March 2017, we experienced the same level of success at 54%.

Provincially, 79% of first time eligible students were successful in the March 2018 OSSLT. Statistically, the provincial success rate has remained relatively ‘flat lined’ since 2011.

### School Board: Superior-Greenstone DSB (28070)

EQAO tracked the progress of students who wrote the junior-division assessment in 2014, when they were in Grade 6, and the OSSLT in 2018, when they were in Grade 10. The pie charts below show how students performed on the 2018 test compared to their Grade 6 assessment results in 2014. The percentages are based on the number of tracked students in the cohort who participated in the OSSLT and for whom EQAO has Grade 6 results (including those who participated, those who were exempted and those who provided no work to be scored in Grade 6).



\* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

## Elementary Achievement

The chart below contains an overview of the 2017-2018 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for the primary and junior divisions for the Superior-Greenstone District School Board and the province. It brings together the information regarding what EQAO has learned over the past year about student learning in Ontario.

### A Focus on Achievement in the Primary Division

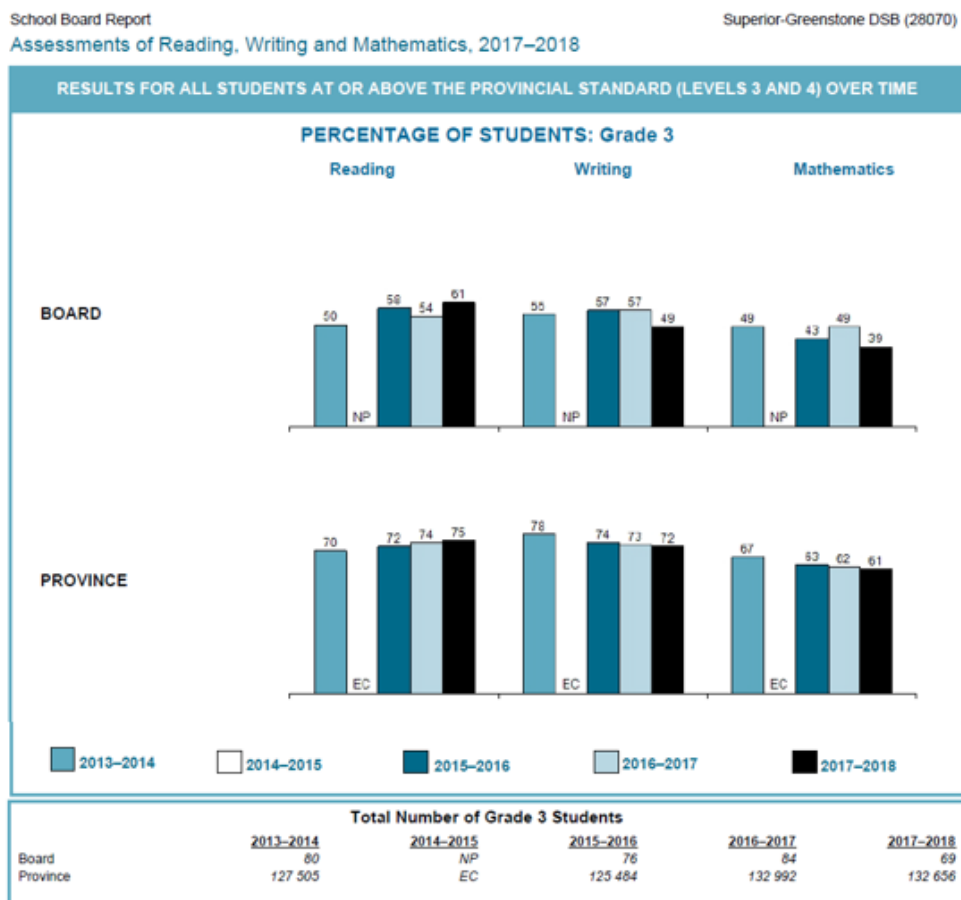
Table One provides an overview from the public site (69 vs 73 students), of the provincial and board Primary Division EQAO Provincial Assessment in Reading, Writing and Mathematics over time.

- Board results have shown growth in reading (7% growth), a decline in writing (8% decline), and a decline in math (10% decline).
- Provincial results have shown a small increase in reading (1% increase) and a small decline in writing and mathematics (1% decline).



**TABLE ONE**

**EQAO: Primary Division Achievement Results Over Past 5 Years**



**TABLE TWO**

Table Two shows a breakdown of student results for all 73 of our participating students of the Primary Division.

**EQAO Achievement 2017 - 2018 Reading, Writing and Mathematics**  
**Percentage Results for All Participating Junior Division Students at Each Provincial Level**

**Total Number of Students: 88**

**Total Number of Identified Students: 20**

**Total Number of English Language Learners: 0**

	Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	# of Students	%	#of Students	%	# of Students	%	# of Students	%	#of Students	%	# of Students
Junior Division Reading	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	5%	4	5%	4	16%	14	70%	60	5%	4
Junior Division Writing	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	5%	4	5%	4	26%	22	56%	48	9%	8
Junior Division Mathematics	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	3%	3	24%	21	37%	32	32%	29	1%	1

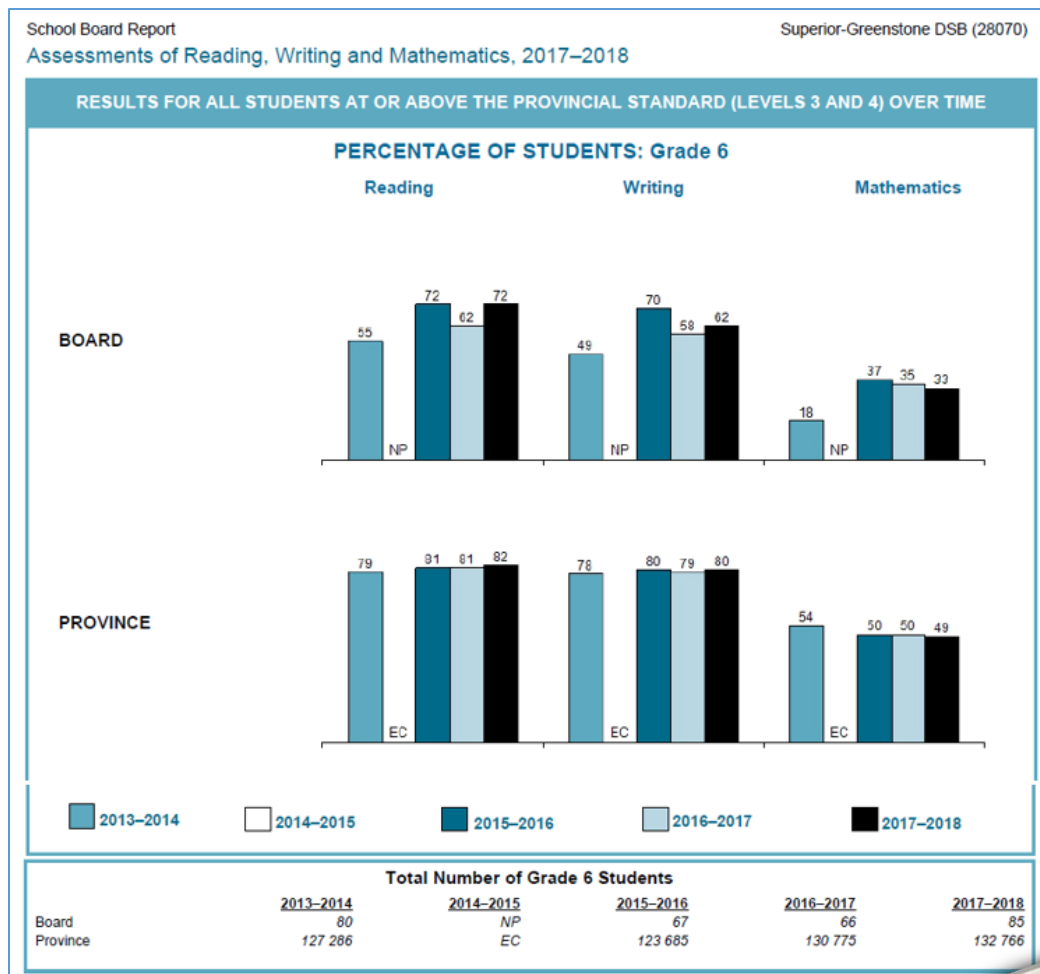
\*\*Percentages of students within the Achievement Levels are based on the number of participating students (does not include exempt)

Please note the following:

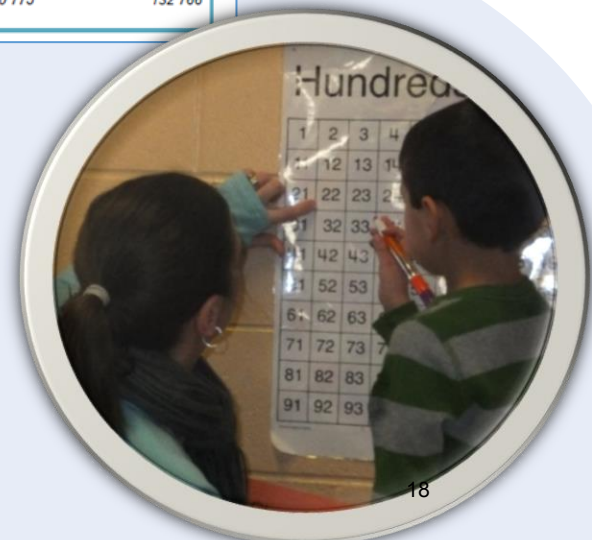
- A greater number of students are demonstrating achievement at Levels 3 and 4 than at Levels 1 and 2 in reading and writing.
- A number of our Junior Division students **are almost** meeting the provincial standard:
  - 7 of the 14 students who achieved a level 2 in Junior Division Reading were in the 2.7 and 2.9 range of achievement.
  - 7 of the 22 students who achieved a level 2 in Junior Division Writing were in the 2.7 and 2.9 range of achievement
  - 10 of the 32 students who achieved a level 2 in Junior Division Mathematics were in the 2.7 and 2.9 range of achievement.

**TABLE THREE**

**EQAO: Junior Division Achievement Results Over Past 5 Years**



As indicated in the background section, the total number of students writing has a significant impact on our Board percentages. Please note the number of students writing in 2017-18 is closer to that of the number in 2013-14, with much higher results.





**TABLE FOUR**

Table Five shows a breakdown of student results for all 88 of our participating students of the Junior Division.

**EQAO Achievement 2017 - 2018 Reading, Writing and Mathematics  
Percentage Results for All Participating Junior Division Students at Each Provincial Level**

**Total Number of Students: 88**

**Total Number of Identified Students: 20**

**Total Number of English Language Learners: 0**

		Exemptions/ No Data (no result due to absence or other reason)		NE1 “Not enough evidence for Level 1”		Board Achievement Level One (D- to D+)		Board Achievement Level Two (C- to C+)		Board Achievement Level Three (B- to B+)		Board Achievement Level Four (A- To A+)	
	%	# of Students	%	#of Students	%	# of Students	%	# of Students	%	#of Students	%	# of Students	
Junior Division Reading	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	5%	4	5%	4	16%	14	70%	60	5%	4	
Junior Division Writing	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	5%	4	5%	4	26%	22	56%	48	9%	8	
Junior Division Mathema tics	No Data: 1% Exempt: 1%	No Data: 1 Exempt: 1	3%	3	24%	21	37%	32	32%	29	1%	1	

**\*\*Percentages of students within the Achievement Levels are based on the number of participating students (does not include exempt)**

Please note the following:

- More of our students are demonstrating achievement at Levels 3 and 4 than at Levels 1 and 2 in reading and writing.
- A number of our Junior Division students **are almost** meeting the provincial standard:
  - 7 of the 14 students who achieved a level 2 in Junior Division Reading were in the 2.7 and 2.9 range of achievement.
  - 7 of the 22 students who achieved a level 2 in Junior Division Writing were in the 2.7 and 2.9 range of achievement
  - 10 of the 32 students who achieved a level 2 in Junior Division Mathematics were in the 2.7 and 2.9 range of achievement.





## Healthy Kids Community Challenge

Healthy Kids Community Challenge has been an integral part in engaging our schools, families and communities in creating healthier lifestyles that include, eating fruits and vegetables, increasing our water intake, limiting screen time as well as engaging in physical, experiential learning opportunities. Some highlights from the work that has been done by the Healthy Kids Community Challenge includes each of our schools receiving an indoor Tower Garden, being part of a family events with Pierre Harrison, hiking with kids programs that took place in several communities, water bottles for our students and several other powerful learning opportunities! Although the formal program and funding has ended, we will be keeping the Charter alive in our schools and communities for years to come.



## Trying It All Together – The Evolution of the AWE Committee

Two years ago, a committee was established with the sole purpose of ensuring that a number of Board initiatives dedicated to well-being were aligned with the goals and purposes of other Board initiatives, and that any new initiatives were implemented with this alignment in mind. The initiatives mostly focused on well-being were Behaviour Management Supports (BMS), Trauma Informed Schools, Restorative Practices, and later, Strength Based Resilience. We saw these initiatives as a cohesive whole with a purpose of supporting well-being by recognizing, identifying, and managing or coping with negative emotions. As we grew and learned more about the impact of supporting well-being in our students, we learned about supporting well-being in our staff, and how important staff well-being was to the success of our students. We wanted a more fulsome definition of well-being that included achievement, as presented in Martin Seligman's book *Flourish*, rather than having them as separate entities. Then, as we became more aware of the need to make Equity as much of a focus as achievement and well-being, we followed the lead of the Ontario Education Equity Action Plan, and recognized that equity needed to be woven together with achievement and well-being in a way that made them inseparable. Such a realization forged the direction of this fledgling committee, and with it a new name, and a renewed purpose: the AWE Committee, weaving achievement, well-being, and equity together, with the purpose of supporting the Multi-Year Strategic Plan by ensuring, enhancing, and promoting the alignment of achievement, well-being, and equity within the Board initiatives through collaborating, communicating, and consulting with representatives from all sectors of our Board.







## Hockey Canada Skills Academy Program

The HCSA was implemented at George O'Neill Public School during the 2017-2018 school year. The SGDSB Hockey Canada Skills Academy is designed to challenge and inspire all students who participate. It is a complete program that includes education, on-ice skills, off-ice strength and conditioning, mental training, and personal development. On-ice sessions include hockey fundamentals such as skating, puck handling, checking, and passing. When students are not on ice they are exposed to sport specific fitness training, floorball, stick handling and shooting. Health promotion with a specific emphasis on sound food and nutrition habits will also be explored. This program had a significant impact on the school and students in a number of ways. This year we closely monitored the attendance of students on the days the hockey program was offered (Tuesday and Thursday). In our first year, 28 out of 32 students never missed a Tuesday or a Thursday. When students did have to miss those days it was primarily a result of appointments and parents contacted the school. Teachers reported that students were maintaining their academic expectations and knew that work had to be completed in order to attend their on ice sessions. This was a strong motivator for all students. This program has also allowed us to continue to develop strong relationships with our local Recreation Director and committee, and to thus meet the goal of increased community partnerships.

*"The hockey program is a huge positive for the community, our kids, and it utilizes our facility!"*

- Township Representative

*"I like the George O'Neill Skills Academy because I got to play the sport I love twice a week during school hours. I felt that this program helped me reach my expectations. It gave me a positive mindset towards practicing and the game by making the practices fun and feeling "okay" to make mistakes."*

- SGDSB Student

## Strength-based Resiliency

One of the key questions for Ontario schools is how can we impact student mental health in tangible, measurable ways. To address this question, in the late spring of 2017, 30 educators from our board were trained on Strength Based Resilience (SBR). The aim of the SBR is to build healthy cognitive styles, problem-solving skills, and the strengths of creativity, optimism, social intelligence and critical thinking. Additionally our goal is to increase academic engagement and improve social skills of students. The expectation for the training held in May of 2017 was that they would deliver the content of the program in the 2017-2018 school year within their setting in a way that fits within the context of the existing curricula strands. A benefit of SBR is that the content lends itself to being incorporated in a variety of different curricular strands and part of our inquiry is how well it fits into existing curricular expectations. Key outcomes:

- Teachers used gratitude circles and noticed students moving from being grateful for "things" to grateful for people so they began to learn the value of relationships
- In one of the exercises, students get feedback on their strengths from parents and peers and themselves, and they enjoyed comparing their strengths to what parents and friends had said
- Students connected concept of savouring with Indigenous drumming and heartbeat. Also learned reverence and respect for sacred cultural items
- One secondary educator incorporated much of the cognitive accuracy and flexibility charts for characters in King Lear and invited them to identify the problems of cognitive flexibility in some characters (e.g. victim of elements and situations or able to transcend and act in spite of these- this was part of cognitive flexibility). Once they saw how these concepts played out with literary

characters, it was easier for them to identify that within themselves

- Discussed problem of “mental illness” in context of Shakespeare characters and this provided students with greater understanding of the “tragic flaw” in heroic characters and how to avoid those in their lives
- One school ran pre and post surveys and while we are still awaiting results from our partners at University of Toronto, we did see increases in responses related to questions such as: I have done many things well in my life; Time passes quickly when I am engaged in activities that use my strengths; Achieving my goals motivates me to accomplish more goals; When I set a goal I am able to accomplish it; I feel close to loved ones

Overall encouraging results and initial results show increases in areas related to positive relationships and goal directed thinking. Key next steps for next year include, embedding these kinds of social emotional learning initiatives such as SBR more deeply into curriculum, continue to study what works well in terms of building students' character, we will also study what impact this may have on academic achievement. Finally, these concepts are really more appropriate and fitting for students Grade 6 and up so looking at effective SEL kinds of programs for more junior and early year's grades.





# RELATIONSHIPS



Dorion Public School & Early ON



George O'Neill  
Public School, Early  
ON & Child Care



Manitouwadge Public School, Child Care & Early ON

BUILDing Meetings  
with SGDSB, Early  
ON and Child Care  
February 6<sup>th</sup>, 2018



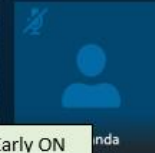
Chiasson, Melissa



Craig, Cameron



Terrace Bay Public School & Early ON



inda



Wrigley, Kellie



Hillary & Colleen

Margaret Twomey Public School, Child Care & Early ON

Schreiber Public School & Early ON

CELEBRATING COMMUNICATING COLLABORATING

## Shared Spaces

As we continue to deepen our relationships using the Shared Spaces Framework, we explored two new system structures. The first is whole Building Meetings in which everyone in the building (all staff and partners) are invited to contribute to a meeting in which goals are discussed, operational items are shared and relationships are built. In six sites across our system, we had 55 staff come together to engage in these conversations co-facilitated virtually by Hillary Freeburn and Colleen Kjellman of Brass Bell. In response to the feedback provided we moved forward into a Learning Lunch between EarlyON Centre staff,

Child Care Centre staff and school staff. The key topic of this lunch was to delve in collaboratively into How Does Learning Happen. We were able to be reflective of our current practices as a school site, learn from our partners and vice versa and come together for our children and families we mutually serve.

## After School Program

With the support of our EarlyON partners, First Nation Communities and agency professionals, Superior-Greenstone District School Board successfully implemented the After School Development program in the areas of Longlac, Nipigon, Dorion and Manitouwadge. Designed and developed for ALL

families with children between the ages of three and six, our program achieved its goals of strengthening friendships and play skills, enhancing transition practices from the early years to kindergarten, and raising parental awareness of professional supports available in our district.

Divided into eight weekly themes, the after school development program targeted topics to support healthy child development. A few topics included well-being and emotion regulation, communication,



and outdoor play. “I’ve been impressed with the quality of speakers the After School Program has brought in for us. I always learn something new. And the children have loved the play opportunities with the facilitator,” said one parent who attended with her two children. Another parent who attended the program throughout with her child expressed that, “The After School Program has been nothing but positive for us. Starting over again as older parents, this program has helped in so many ways, and after each presentation I find myself researching further at home. It’s been an amazing experience for us and our child.”

Relationships are at the heart of the Superior-Greenstone District School Board, and the transition to kindergarten is of great importance to us. Having opportunities to get to know our families prior to kindergarten through discussions, school visits, or participating in events or programs such as the after school development program allow for strong bonds to form and our school communities to grow. These opportunities allow our staff to work hand-in-hand with our families to ensure that our schools are ready for each individual students’ arrival so we can meet our students where they are and can help them to continue to grow and thrive.



*At Superior-Greenstone District School Board, we continue to build positive relationships. In doing so, we are creating close social bonds which allow students to feel physically and emotionally safe, enables well-being, fosters a sense of belonging and has a strong correlation to academic success.*



## Edsby Program

Superior-Greenstone District School Board purchased Edsby for our parent/guardian communication platform and deployed it for the 2017-2018 school year. For the initial rollout, we provided educators with the opportunity to participate in the soft roll-out prior to its intended, official launch in September of 2018.

Edsby is an online communication tool that pulls together up-to-the-minute information about students for all parents and guardians who register with Edsby. It also is a great tool for helping students stay organized with upcoming class deadlines and school and class event updates.

Educators were encouraged to use Edsby to gather evidence of student learning, to access the gradebook, and utilize the communication tools such as the Newsriver and calendar.

By slowly launching Edsby, we were able to identify our early adapters and build capacity in support of our official launch with professional development provided by Julie Oke from Edsby.

Our goal is to meet the changing communication needs of our school communities. As our world becomes more reliant on digital communication and the needs of our families evolve, we want to ensure that our families can stay connected with us in as many ways as possible. Edsby can be accessed using a web browser or via the free app, making access to student information even easier as we know our families are always on the go! Supporting the success of our students requires both a home and school relationship and we are confident that Edsby will help support our student success goals. We are committed to our parent/guardian partnerships as they are vital to all our children's success and we hope that Edsby makes this access to your child's information even easier!



## Restorative Practices

At Superior-Greenstone District School Board we have been implementing Restorative Practices across the system for the past two and a half years, which has consisted of the delivery of two workshops; Introduction to the Restorative Practices Framework, and Using Circles in the Classroom. These workshops have been facilitated by a team of Board staff who were trained by the International Institute of Restorative Practices Canada to deliver these workshops. The aim of Restorative Practices in school communities is to develop community and to manage conflict and tensions by repairing harm and restoring relationships. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them. Almost all school staff working with students have received the two workshops, and many staff use circles in the classroom on a regular basis, as do many Board staff when conducting meetings. Circles are an amazing way to develop relationships and build community, and can be used as a mechanism to help repair harm that has been done to a relationship, and thereby strengthening the community. The Board facilitators are looking forward to completing the Circle workshops for last few remaining school staff, and to provide training for other staff in the Board and interested community members.



# STEWARDSHIP



## Superior-Greenstone DSB Learning Centre

The Superior-Greenstone District School Board officially opened our new "Learning Centre" in September, 2017. As the Board's learning culture continues to grow, the purpose of this facility is to provide space for collaborative learning to occur, all in support of the Board Learning Plan for Student Achievement and Well-Being and Board Operational Plans. The occasion was marked with a professional development meeting attended by system and school principals, senior administration and system leads. The building also provides much needed space for board level staff and other community agencies.

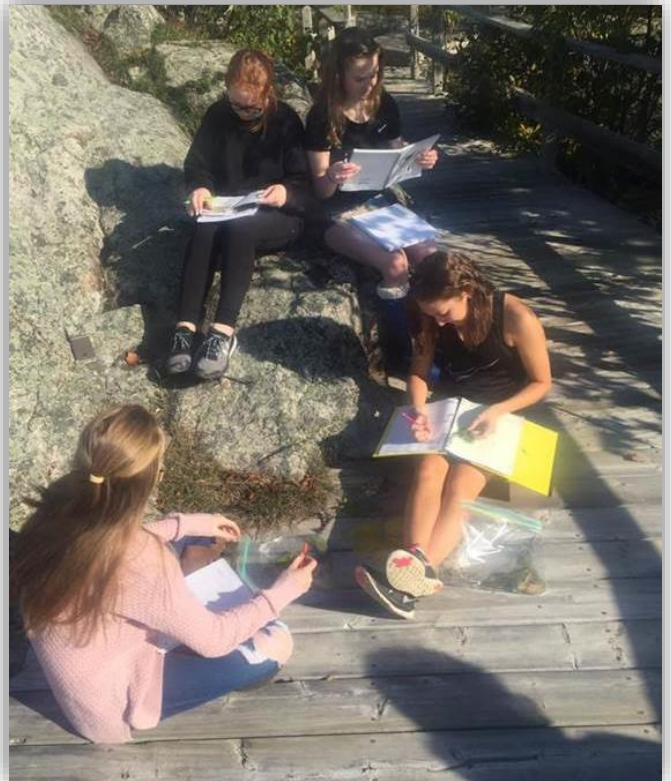
## Environmental Stewardship

At our George O'Neil Public School, they are considered to be "A Community of Learners Making a Difference". Over the years the students have worked on projects to bring awareness to environmental issues that they are faced with and what they might do to make a difference. The Grade 1/2 class took the lead on various initiatives in the school such as building a compost, constructing a garden, and developing a recycling program. Due to the success of their initiatives, the GOPS has been nominated for a Top of Lake Superior Chamber of Commerce award for Environmental Stewardship. These Learners have made a difference in their community and are environmental champions.



## Climate Change Institute

As a key part of our "Making a Difference" campaign, in April 2018, nineteen educators from our school board participated in a workshop provided by the Learning for a Sustainable Future organization. This workshop provided teachers of grades six to twelve with an opportunity to explore climate change challenges and opportunities and to learn how authentic inquiry is being applied to address curriculum expectations in social studies, science and language.





## Enhancing Our Learning Spaces

This was another exciting year in the area of capital upgrades, renovations and replacement work for our buildings in the board. In order for our Principals and school staff to support the student achievement and well-being in our schools it is imperative that we maintain our buildings and enhance our learning spaces to best meet the needs of our specific programs and student career interests and pathways. The work that occurs through our Plant department is based on our specific school based needs and our long term plan. Much of the work by our plant department is hidden in the walls of our schools to ensure the comfort of our staff and students each day, such work included, heating/cooling systems upgrades, plumbing upgrades, and roof and window replacements.

However, in 2017/18, we also focused capital on our technology programs (construction, transportation and manufacturing). In order to support these programs, along with our dual credits and specialist high skills major programs we need to ensure that our shop areas are up-to-date and safety compliant.

Plant work has included renovations in both indoor and outdoor classrooms.



*The total capital spending  
for the 2017-2018  
school year was  
\$6,370,119.*

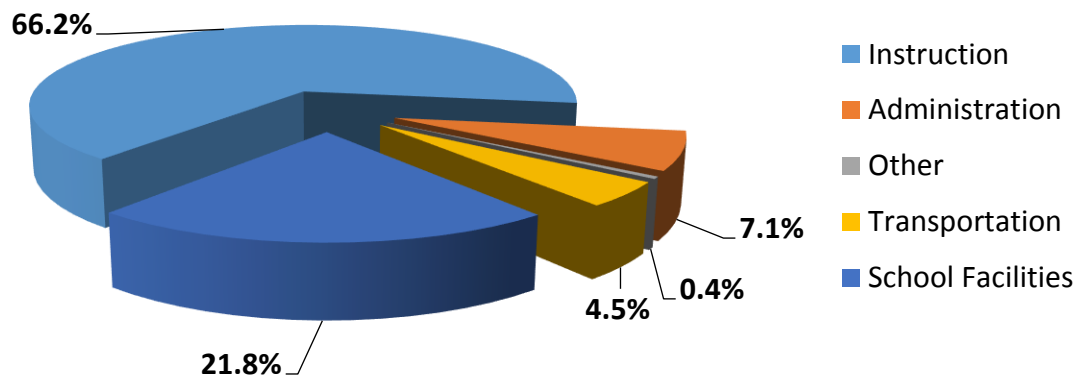


## Financial Stewardship

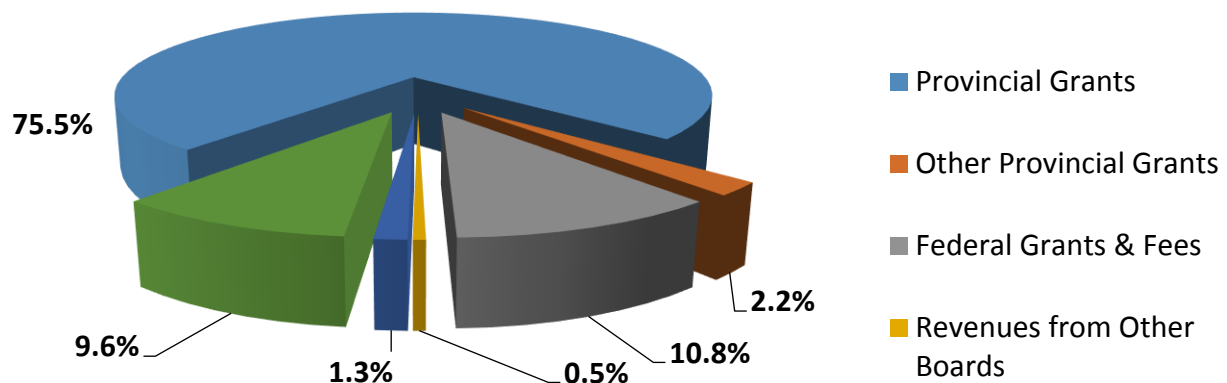
Financial Stewardship is very important to Superior-Greenstone District School Board. The board puts significant thought, planning and resources into the programs and services that are provided in our schools to support student success. The budget process includes the allocation of resources to support strategic planning, strategic goals and school improvement planning.



### Budgeted Operating Expenses - 2017/18 \$40,778,029



### Budgeted Operating Revenues - 2017/18 \$40,925,606



*Enhancing operational practices to effectively and responsibly manage human, material and financial resources in support of students.*



## *Inspiring our Students to Succeed and Make a Difference!*



Personnel Complement	2017-2018
<b>TEACHING</b>	
Elementary Schools	69
Secondary Schools	74.5
<b>NON-TEACHING</b>	
Principals/Vice Principals	20
Administrators	13
Secretaries	20.5
Accounting/Payroll	4.5
Early Childhood Educators	6
Child and Youth Workers	3
Attendance Counsellors	5
Library Technicians	9
Computer Technicians	4.5
Educational Assistants	52.5
Custodial/Maintenance	32.75



**Superior-Greenstone District School Board**

P.O. Bag "A", 12 Hemlo Drive

Marathon, Ontario P0T 2E0

Phone: 1-807-229-0436 Fax: 1-807-229-1471

**[www.sgdsb.on.ca](http://www.sgdsb.on.ca)**

