

Principal
C. Bacci

Head Secretary
A. Battaglia

School Council Chair
S. Sewerynek

Superintendent
A. Tucciarone

Family of Schools
Brampton Central

Wards
7

Trustees
J. Anderson

Parish
St. Anthony

Parish Priest
Fatehr John Mullins
Father Shirwin Holandez

Parish Telephone
905-793-8030

Regional Secondary Schools
St. Thomas Aquains
Holy Name of Mary

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Anthony School
950 North Park Drive

<http://www.dpcdsb.org/St.Anthony>

A community of learning on a foundation of faith

Mission Statement

The community of St. Anthony School celebrates our spirituality, diversity, freedom to learn and the love of God in an inclusive, Catholic environment. We believe that each student should be guided to grow in the image of Christ. Our mandate is to encourage in children the lifelong desire to learn and find joy, delight and enthusiasm in the learning experience. Our aim is to be instrumental in supporting parents and the Church next door in the spiritual, intellectual, moral, physical, emotional and social formation of our youth. We model and encourage students to: pursue excellence, acquire and demonstrate the skills and attitudes that prepare them for the future, grow in understanding and practice of our Catholic teachings and live Christian ideals of mutual trust, equality and respect for all.

Our School Profile

St. Anthony is an elementary school of approximately 300 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. Our school is located in the north-east area of Brampton and our population reflects the cultural mix of long time residents and families new to Canada. The surrounding community is made up of single family dwellings and several large townhouse complexes. St. Anthony continues to receive support resources such as English as a Second Language, remedial education, reading recovery teacher, Special Education Resource, as well as access to Social Work, Speech and Language, Psychological Services and a Child and Youth Worker. As well we continue to have good community support with Peel Health and the City of Brampton.

St. Anthony School is committed to Catholic Education as outlined in the mission statement of the Dufferin-Peel Catholic District School Board. St. Anthony School is a faith based community environment which stresses respect and acceptance of others, commitment to our Catholic faith and high academic standards. We provide a learning environment which models Gospel Values, dedication to duty, the joy of learning and socializing with peers.

St. Anthony School community enjoys the close proximity and regular contact with St. Anthony of Padua Parish located right next door. In addition to frequent liturgical celebrations at the Church and at our school, our students continue to be involved in the youth group at the Parish and support parish activities that provide assistance to families in need. The priests visit all classes during the year with special attention to those in Sacramental years.

Our students come to us with a variety of strengths and needs, with our Catholic faith as our common bond. Our prayer life, liturgical celebrations, the sacraments and our faith and value system are intricately linked to the formal academic programme, our Safe, Caring, Healthy, Inclusive Schools, and a wide range of extended activities that complement all subject areas and the strengths of our students.

We continue to offer a varied program of sports and extra-curricular activities. St. Anthony School is proud of the tradition of helping each child recognize and realize their personal strengths and areas of growth needed to reach their potential. Each child is encouraged to develop all their skills to grow up to be fine, Catholic Canadian citizens.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 - 2008

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on literacy has produced a marked improvement in our students’ reading and writing skills. Our Grades 3 results in reading, writing and mathematics have exceeded the results from the previous year. Our Grades 6 results in reading, writing and mathematics have exceeded the results from the previous year. Compared to the provincial average our Grade 3 and 6 results are above in reading and writing. Compared to the board results for Grade 3 reading and writing are above, for Grade 6 results are higher in writing. Our Math results show some improvement for both grade 3 and 6 from the previous year but suggest that there is room for improvement.

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	69%	75%	59%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	64%	79%	58%
Board	70%	72%	62%
Province	66%	67%	61%

Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	Completion Date / Next Steps
<p style="text-align: center;">Catholicity</p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> • Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and to care for one another, the Dufferin-Peel community will work to develop a sustainability committee that will review best practices for design of new schools, sustainability and recycling programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools. • Continue to nurture relationships between school and parish teams, and school and home. 	<ul style="list-style-type: none"> • Continue to foster faith development for all Catholic staff in our school • Provide opportunities for staff and students to participate in various activities including: <ul style="list-style-type: none"> ○ Catholic Leadership ○ Student Faith Ambassadors ○ St. Anthony Parish Youth Group ○ Stewardship/Sustainability ○ Rosary Apostolate ○ Liturgies ○ Masses ○ Adult Faith Development ○ Child-to-Child Program • Provide opportunities for students and staff of the school to develop stewardship programs, recycling and sustainability at our school • Celebrate and understand the History of Dufferin-Peel and our 40 year anniversary taking into account the struggle that has persevered in Dufferin Peel over the last 80 years • Continue to build character formation and celebrate and promote the virtues as a cornerstone of our Catholic faith • Continue to demonstrate and celebrate the diversity in our school and recognize that each person has value • Continue to nurture the relationship between home, parish and school • 	<ul style="list-style-type: none"> • The Catholic Leaders become evident in the school community • Students, staff and parents are actively involved stakeholders in the life of our school • Students and staff take an active role in the stewardship of our school • Students, staff and parents take an active role in providing help to local charities, St. Anthony Parish, the local food bank and various other community initiatives • Students and staff are conversant and aware that our board celebrates 40 years this year and have a deepened understanding of the history of Catholic education • Students, staff and parents are conversant in the virtues program • Liturgies are held for special religious events and virtues • Community leaders are called upon to share their faith development 	<p style="text-align: center;">Evidence from Monitoring and Review Cycles</p> <ul style="list-style-type: none"> • The Catholic Leaders are taking an active role in the school community • Feedback is favourable from parents and stakeholders in the school • Local charities and community stakeholders have an active role at St. Anthony • Parish priests come to the school and the school goes to mass 	<ul style="list-style-type: none"> • Spring, 2009 • NEXT STEPS • Possibility of more than one school community coming together in the Bramalea North Community and steps are taken to ensure a smooth transition so that all may enjoy their commitment to Catholic Education

<p>Community Development</p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <ul style="list-style-type: none"> • Enhance opportunities for communication and collaboration with all community partners. • Increase awareness and build system-wide capacity towards the development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective. 	<ul style="list-style-type: none"> • Continue to foster our relationship with current community partners including: <ol style="list-style-type: none"> 1. St. Anthony of Padua Parish and Community 2. The Knights of Columbus 3. The City of Brampton 4. The local Food Bank 5. The Rosary Apostolate 6. The Region of Peel 7. Peel Health 8. Peel Police 9. Community Agencies (United Way, Big Brothers/Sisters) • Continue to implement the Safe, Caring, Healthy and Inclusive Schools initiative with help from the above stakeholders 	<ul style="list-style-type: none"> • Current community partners are utilized, invited to school events and have a unique role to play in the school developing and fostering community ties • St. Anthony has a community of caring and trusted adults with whom students can build relationship • St. Anthony is a safe school community where bullying prevention, whole school approach to violence prevention is in evidence 	<ul style="list-style-type: none"> • Current community partners are utilized, invited to school events and have a unique role to play in the school developing and fostering community ties • A safe, caring, healthy, inclusive school is in evidence 	<ul style="list-style-type: none"> • December, 2008 <p>NEXT STEPS:</p> <p>New School community goals How to be more inclusive How can we celebrate and keep alive the histories of schools which may be facing Pupil Accommodation Review</p>
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Dufferin-Peel Catholic District School Board
 Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement</p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p> <p>• Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools in order to contribute to the development of the whole child.</p> <p>• Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors.</p>	<ul style="list-style-type: none"> • Continue to look at reliable data and formulate teaching and learning goals at each divisional level and for each grade (learning team) • Foster learning teams from other schools as well as our own so that teachers have an opportunity to learn from one another at the same grade level and teaching position (ie. Teacher/Librarian, SERT etc.) • Continue to foster an atmosphere for differentiated learning • Continue to set goals on data driven materials (ie. CASI, Benchmarks, Running Records) • Continue to target specific students for intense and direct teaching • Continue with reading recovery • Continue to select common expectations for grade levels Four through to Eight 	<ul style="list-style-type: none"> • A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school) • Begin to focus on Numeracy skills as well as working to maintain gains made in literacy 	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO • Improved dialogue between feeder schools and secondary schools • Holy Name of Mary has students feeding in 	<p>September, 2009</p> <p>NEXT STEPS: Begin the discussion through learning teams of teacher moderation</p>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<ul style="list-style-type: none"> • Continue transition meetings and portfolios from the feeder school to high school • Promote the new High school, Holy Name of Mary for graduating female student 			
<p>Financial Accountability and Transparency</p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <p>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</p> <p>• Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with: -Board Policy -Audit Recommendations -General Administrative Procedures</p>	<ul style="list-style-type: none"> • Continue to ensure that the school budget is in compliance with the board’s standard • Continue to ensure that monies are spent to support all the school goals • Continue to submit monthly statements as per the board regulations • Report to School Advisory council expenditures • Continue to work through the new regulations re: School Advisory Council finances so that we are in compliance 	<ul style="list-style-type: none"> • Monies are spent on the priorities of the school goals and the school action plan 	<ul style="list-style-type: none"> • Use i-Ren reports to monitor and track school budgets • Use the new School Net to track the budget 	<p>September, 2008 compliance issues</p> <p>NEXT STEPS: Continue to apply budget to school action plan Stay within the limit of the school budget for the year (fiscal responsibility)</p>

<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> • Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment. • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<ul style="list-style-type: none"> • Continue to work through the new electronic registers • Report enrollments monthly • Attend seminars as needed to be in compliance with the new staffing model • Report enrollments in a timely manner at the beginning of the year • Staff Primary classes with a hard cap of 20, junior and intermediate classes with a ratio of 25 students per class • Make reorganization date, September 12, 2008 as smooth and least disruptive as possible 	<ul style="list-style-type: none"> • Electronic registers are in evidence • Monthly enrolments are reported • Seminars are attended • Reorganization day is smooth and disruptions minimized • Staffing is complete 	<ul style="list-style-type: none"> • Electronic registers are in evidence 	<p>September, 2008</p> <p>NEXT STEPS: Monitor and make notes for next years staffing</p>
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This sheet may be used by schools that choose to develop additional goals.

System Goal:	To improve mathematical literacy skills among all students across the curriculum			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p>By the end of June 2010, 75% of students in the Primary and Junior divisions who will be able to extend their understanding at levels 3 or 4 by using common language for mathematical terms, using those terms consistently JK to Grade 8 and purchasing additional resources necessary to improve mathematical literacy</p>	<ul style="list-style-type: none"> • Look at reliable data from EQAO, Mathematical logs, anecdotal and possible other sources of data • Formulate a plan to introduce and maintain positive, common language for Mathematical literacy • Generate a list of vocabulary terms and their definitions • Begin the conversation of Mathematical literacy and teacher moderation 	<ul style="list-style-type: none"> • Teachers are using common language and Mathematical terms • Teachers are discussion teacher moderation • Teachers are getting together in learning teams for grade to generate ideas about Mathematical literacy 	<ul style="list-style-type: none"> • Collect data from former EQAO tests, report cards and anecdotal records • Determine if there is a difference between boys' mathematical fluency and literacy and girls' in the school • 	<ul style="list-style-type: none"> • Spring 2008 <p>NEXT STEPS: Determine if there is any fluctuation in EQAO scores</p> <p>What does the data tell us?</p>