

**Principal**

T. Iwasiw

**Vice Principals**

B. Bieth  
G. Tousignant  
M. van der Vegt

**Head Secretary**

Margaret Gormley

**School Council Chair**

M. Antongiovanni  
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**Superintendent**

G. Prajza

**Family of Schools**

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Brampton 4

**Trustees**

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**Parish**

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**Parish Priest**

Fr. Jan Kolodynski

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**Family Elem. Schools**

Our Lady of Peace  
Pauline Vanier Catholic  
St. Brigid  
St. Joseph  
St. Kevin  
St. Monica

**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. Augustine Catholic Secondary School

27 Drinkwater Road  
Brampton, ON, L6Y 4T6  
Phone: 905 450 9993

<http://www.dpcdsb.org/augst>



### OUR MISSION STATEMENT

St. Augustine of Hippo, the patron of our school, was a Bishop in North Africa whose life was a great story of conversion. We, the St. Augustine community, are challenged to respect all people, and work towards the improvement and perfection of the world we live in.

St. Augustine Secondary School is a community that:

- proclaims the Catholic message
- upholds family values
- stresses the integration of the spiritual, intellectual and moral development of the total person
- emphasizes gospel values.

St. Augustine Secondary school aims to become a truly Catholic teaching and learning community where the ideals of Christ are both taught and witnessed and everyone is caring, supportive and welcoming.

In our school community

- teaching and learning take place within the context of a caring Christian community;
- we develop a harmonious partnership among all partners : students, faculty, staff, parents, trustees, school council and clergy;
- mutual trust, equality and respect for each others' gifts are encouraged;
- everyone is a learner, a teacher and a leader.

### OUR SCHOOL

St. Augustine Secondary School currently has a population of 1656 students. The school community is multicultural and it serves students from Grade 9 to Grade 12. Our school population reflects the socio-economic mix found within the growing suburbs of Brampton. Most of the surrounding community consists of single-family dwelling homes and multi-level apartment buildings, situated in a geographic area that is in close proximity to the city of Mississauga.

The school was established in 1988 to support Catholic parents in their responsibility to fulfill the spiritual, religious, moral, academic and physical needs of their teenagers in accordance with the teachings of the Church. The school community is committed to: the search of excellence; equity; support and promote innovations; provide opportunities for growth; improve communication between the school and the home; respect the uniqueness of the individual and the education of the whole person while experiencing a life in a community founded on Gospel values.

At St. Augustine, we are proud of our balanced religion, academic, arts and technology programs which offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all students. A wide range of subjects and learning experiences are offered in order to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught against the background of the Ontario Secondary School Curriculum, the Gospel values of Jesus Christ and sound educational practices.

In partnership with the home, parish and community, St. Augustine ensures that the teachings and values of Jesus Christ are integrated in all aspects of school life. We will continue to empower students and assist them to successfully demonstrate the skills and knowledge necessary for lifelong learning and participation in society. In addition, we aim to create a school culture that is ethical, just and peaceful. We expect that our students will transfer these qualities of ethics, justice and peace into their homes and the community. As a result we have developed some proactive programs to promote a peaceful school community and established various links and partnerships with the neighbouring communities.

### **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 OSSLT indicates our school-wide emphasis on cross curricular literacy strategies continues to produce results comparable to the Provincial success rates. There is however room for improvement and we have embarked on a school wide Professional Development Plan to reinforce and introduce “high yield” instructional strategies and Assessment and Evaluation practices with a particular focus on all the grade 9 and 10 curriculum areas. Literacy education is the domain of all teachers and students.

School results on the EQAO Gr. 9 Mathematics test reveal an area of significant need. We have reviewed this data to determine possible reasons for these results and have tried to address some of these factors;

- appropriate student placement in the various levels
- consistent preparation of all math teachers and students for test
- controlling for variables on the test date that may have a positive influence on student performance

We are also conducting intensive support for all grade 9 math teachers, Department Head, EQAO Leader and Administration in the following areas:

- learning how to analyze relevant data
- making instructional, assessment and evaluation decisions based on the data
- exploring ways to make all grade 9 math courses consistent in both mode of delivery and assessment and evaluation practices
- introducing high yield instructional strategies [school wide]
- using EQAO data to analyze past results and to help plan for more effective math instruction in general and test preparation specifically
- reorganizing the physical and organizational strategies of the grade 9 math rooms especially for the applied classes
- planned and targeted staff placement for the grade 9 classes to ensure these become a focus since students need essential skill development in grade 9 to be successful in subsequent grades

We will also be exploring methods to increase emphasis on numeracy across all curricular areas similar to our literacy approach.

In both areas of literacy and numeracy we wish to organize sustainable and continuous Professional Learning Communities that will continue to explore our success in these areas on a yearly basis.

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Percent of students, enrolled in the grade 10 (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

OSSLT '07-'08	School	Board	Province
All [# & % of eligible participating]	369 [90%]	7226 [96%]	145,603 [93%]
Successful	303 [82%]	86%	84%
Not Successful **	66 [18%]	14%	16%
<b>** % of students BELOW Ministry success standard ( Level 2 or lower)</b>			

	<b>Applied</b> (All Students) Levels 3,4	<b>Academic</b> (All Students) Levels 3,4
<b>Grade 9 EQAO Mathematics Test</b>		
<b>School</b>	<b>23 %</b>	<b>70 %</b>
<b>Board</b>	<b>32 %</b>	<b>74 %</b>
<b>Province</b>	<b>34 %</b>	<b>75 %</b>

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 style="text-align: center;"><b>Catholicity</b></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> <p>•Review board-wide and school expenditures in the area of Religious Education and faith formation during the year, to determine the average budget commitment and make recommendations for future annual budget commitments.</p>	<ul style="list-style-type: none"> <li>Foster in our school community spiritual development that recognizes we are a GOD – CENTERED school and all we do evolves out of that precept and belief.</li> </ul>	<ul style="list-style-type: none"> <li>Infusion of pastoral plan in departmental and school plans and the fostering of a culture of respect, acceptance and kindness based on GOD being the reason for our very existence. As a community all we do needs to answer the question how does this reflect GOD’S hand and how does this offer praise and thanksgiving to our Creator?</li> <li>All we do needs to be informed by the question “How does this show we are spirit guided?”</li> </ul>	<p style="text-align: center;">:</p> <ul style="list-style-type: none"> <li>Regular informal and formal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders and staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Each Semester End</li> <li>Ongoing feedback will inform the school’s planning for next steps</li> </ul>

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<ul style="list-style-type: none"> <li>• Create and implement a Catholic Community Study Unit for elementary and secondary schools.</li> <li>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</li> <li>• 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.</li> <li>• Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system.</li> <li>• Expand work on equity and diversity by focusing on hiring and promotion practices, professional and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community.</li> <li>• Continue to nurture relationships between school and parish teams, and school and home.</li> </ul>				
<p style="text-align: center;"><b>Community Development</b></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"> <li>• Continue to focus on Catholic professional learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing and realigning school TEAM, Special Services and Chaplaincy , SST and additional supports in light of Safe and Caring Community Mandates.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> <li>• Increased confidence in staff to act as preventative agents in student conflicts and negative student behaviours</li> <li>• Increased fostering of positive behaviours and expectations in school community</li> <li>• Decrease time in identifying a</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• TEAM contacts and outcomes</li> <li>• Observation</li> <li>• Summary reports from various Professional Learning Communities in the school</li> </ul>	<p style="text-align: center;">Each semester end</p>

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<ul style="list-style-type: none"> <li>• Enhance opportunities for communication and collaboration with all community partners.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Reorganizing and restructuring anti-bullying, peer mediation and conflict resolution staff and student teams to help build and support positive relationships within the school</li> <li>• Staff Professional Learning Team to conduct and participate in ongoing PD regarding Progressive Discipline Strategies</li> </ul>	<p>student and having them access necessary services to deal with challenging behaviour or other issues.</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	
			Data from Monitoring and Review Cycles	Completion Date / Next Steps
<p><b>Excellence in Student Achievement</b></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> <ul style="list-style-type: none"> <li>• Expand and deepen the implementation of high quality literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage all staff to implement high yield strategies to engage Grade 9 &amp;10 students in particular in numeracy and literacy skills</li> <li>• Professional Learning Teams to attend and develop in school PD on numeracy, literacy, differentiated learning and how these strategies fit with the progressive discipline model of learning</li> <li>• Continuous review of</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student confidence in areas of literacy and numeracy as reflected in personal academic success</li> <li>• Increased scores on Grade 9 EQAO math test</li> <li>• Increased success on the Grade 10 literacy test especially for those taking the test a second time.</li> <li>• Increased rate of students in each grade achieving the expected number of credits</li> <li>• Increased pass rates in all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of:</li> <li>• Credit Accumulation Data</li> <li>• Pass rates in Gr. 10 compulsory courses</li> <li>• Use of Trillium data</li> <li>• EQAO results</li> </ul>	<ul style="list-style-type: none"> <li>• Each semester end</li> </ul>

*School Plan for Sustained and Continuous Improvement 2008 - 2010*

<p>and numeracy practices and achievement in all schools in order to contribute to the development of the whole child.</p> <ul style="list-style-type: none"> <li>• Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education, dual credits, specialist high skills majors, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</li> <li>• Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting.</li> <li>• 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.</li> <li>• Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process.</li> <li>• Implement Ministry initiatives relating to:             <ul style="list-style-type: none"> <li>-ongoing curriculum review</li> <li>-Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe</li> </ul> </li> </ul>	<p>appropriate curriculum and assessment and evaluation strategies and high yield instructional strategies for the various academic levels.</p> <ul style="list-style-type: none"> <li>• Review of school exam and culminating tasks</li> </ul>			
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*School Plan for Sustained and Continuous Improvement 2008 - 2010*

Schools) -Special Education -Literacy / Numeracy Secretariat -Student Success/Learning to 18 -Alternative Education / Continuing and Adult / Education ensuring the distinctiveness of Catholic education is explicitly infused.				
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<p><b>Financial Accountability and Transparency</b></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> <ul style="list-style-type: none"> <li>• Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context.</li> <li>• 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:             <ul style="list-style-type: none"> <li>-Board Policy</li> <li>-Audit Recommendations</li> <li>-General Administrative Procedures</li> </ul> </li> <li>• Provide in-service sessions related to the finance support tool for administrators and support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued alignment of the school budget to system/ school goals</li> </ul>	<ul style="list-style-type: none"> <li>• School/ department Budget allocation will align with school priorities for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Use board and school reports to monitor and track school budgets</li> </ul>	<ul style="list-style-type: none"> <li>• monthly</li> </ul>
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<p><b>Student Enrolment Impact</b></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"> <li>• Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment.</li> <li>• Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic registers reflect accurate classroom enrolments</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment registers align with Ministry guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>
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<b>System Goal:</b>	<b>Excellence in Student Achievement</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<ul style="list-style-type: none"> <li>• Introducing and implementing High Yield instructional strategies for student success grade 9 and 10 all levels</li> <li>• Increasing understanding and use of Differentiated Instruction especially in 9 and 10- all levels</li> <li>• Review assessment and evaluation practices</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage all staff to implement high yield strategies to engage Grade 9 &amp; 10 students in numeracy and literacy skills</li> <li>• Professional Learning Teams to attend and develop in school PD on numeracy, literacy, differentiated learning and how these strategies fit with the progressive discipline model of learning</li> <li>• Continuous review of appropriate curriculum and assessment and evaluation and teaching strategies for the various academic levels.</li> <li>• Review of school assessment/evaluation practices and specific exam and culminating tasks review</li> <li>• Review of Math EQAO &amp; OSSLT data and identifying key areas where improvement can be made</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in grade 10 and 11 credit accumulation and pass rate scores</li> <li>• Improved EQAO and OSSLT scores</li> <li>• Increase in number of students hitting level 3 &amp; 4 scores in all levels of study</li> <li>• CPT and EXAMS in line with A&amp;E policy</li> </ul>	<ul style="list-style-type: none"> <li>• credit accumulation 9 &amp; 10</li> <li>• pass rates 9 &amp; 10</li> <li>• EQAO Grade 9 Math</li> <li>• OSSLT Grade 10</li> <li>• Departmental and course data on students achieving Levels 3 &amp; 4</li> <li>• CPT</li> <li>• Exams</li> <li>• Variety of rich assessments used</li> </ul>	<ul style="list-style-type: none"> <li>• Support PLC DH team development of instructional and A&amp;E leadership</li> <li>• Mid semester – explore high yield strategies etc and as a group decide which strategies will become a focus</li> <li>• Implement for at least one unit per department</li> <li>• Keep data and compare to a previous unit not using these strategies to see if there was improvement in student achievement</li> <li>• Prepare presentation to staff</li> <li>• Form add-on groups using SIT teachers as leaders of new unit planning.</li> <li>• Ongoing each semester as part of school improvement plan</li> <li>• Cross curricular Literacy and numeracy focus</li> </ul>

<b>System Goal:</b>	<b>Community Development</b>			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
<ul style="list-style-type: none"> <li>• increase “Christ centeredness” in school Catholic professional learning communities</li> <li>•development of a comprehensive whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing and realigning school TEAM, Special Services and Chaplaincy , SST and additional supports in light of Safe and Caring Community Mandates.</li> <li>• Reorganizing and restructuring anti-bullying, peer mediation and conflict resolution staff and student teams to help build and support positive relationships within the school</li> <li>• Staff Professional Learning Team to conduct and participate in ongoing PD regarding Progressive Discipline Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of all conflicts</li> <li>• Increased student sense of safety</li> <li>• Increased confidence in staff to act as preventative agents in student conflicts and negative student behaviours</li> <li>• Increased fostering of positive behaviours and expectations in school community</li> <li>• Decrease time between identifying a student and having them access necessary services to deal with challenging behaviour or other issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal feedback from staff/students parents</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• TEAM contacts and outcomes</li> <li>• Observation</li> <li>• Summary reports from various Professional Learning Communities in the school</li> </ul>	<ul style="list-style-type: none"> <li>• TEAM realigned first September meeting to include IEP, behaviour, at-risk, learning to 18, home instruction, SO facilitated transfers etc.</li> <li>• Chaplaincy leader re-orientation of duties and increased need for student advocacy and interventions i.e. bereavements, marginalized etc.</li> <li>• Mid semester ID peer mediation group[t-shirt] and ID in school</li> <li>• Safe School Committee with student Voice</li> <li>• Should be functional by sem 1 end and fully implemented.</li> </ul>