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**Dufferin-Peel Catholic District School Board**



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

**St. John Bosco Catholic School**  
1025 North Park Drive, Brampton, ON L6S 4E1

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



*Growing Together in Faith and Knowledge to Serve One Another*

***Mission Statement***

*As a staff, we will do our utmost to create a community that respects the dignity of each person as a child of God, thereby nurturing the good and providing healing and reconciliation in times of difficulties.*

*We strive to help each child to realize that he/she is loved and worthy of respect.*

*We believe that parents/guardians are the primary educators of their children and we facilitate and support the development and enrichment of students by working together in partnership.*

*We believe in the concepts of continuous improvement, lifelong learning, and team spirit.*

**Our School Profile**

Our school is named after St. John Bosco the patron saint of youth. John Bosco became a priest to take care of the poor and abandoned. He worked with youth, finding places where they could meet, play, pray, and teach catechism to them. He is the founder of the Salesian Society which has continued his apostolate for youth in Canada and in the whole world.

St. John Bosco Catholic School is an elementary school located in northeast Brampton. The student population is approximately 515 students from Junior Kindergarten to Grade 8. Our students come from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. We are currently a “holding school” and therefore our school population may increase slightly over the year.

Our school is equipped with a portapak, a double gym, a stage, a large library, and a full computer lab. Our school has a special education resource centre and currently the Gifted Centre for Dufferin-Peel schools north of the 401. Our school building is over twenty-five years old.

St. John Bosco School was established to support Catholic parents in their responsibility for nurturing the spiritual, religious, moral, academic and physical development of their children in accordance with the teachings of the Church. The school community encourages excellence, the uniqueness of the individual and the education of the whole person. St. John Bosco School is a caring community that stresses tolerance, acceptance of others, commitment to our Catholic faith and high academic standards. We provide a safe and comfortable learning environment where models of Gospel values and Catholic doctrines, teachings and beliefs are an integral part of the daily life of our school. The school motto, ***"GROWING TOGETHER IN FAITH AND KNOWLEDGE TO SERVE ONE ANOTHER,"*** was chosen through the process of community consultation and reflects a holistic philosophy where religious education and daily life are intertwined. Our school is a Tribes Learning Community. Our goal is to engage all teachers, administrators, students and families in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students.

**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 reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics have exceeded the results from the previous year. Our writing results show some improvement 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):

	<b>Reading</b> (All Students) Levels 3,4	<b>Writing</b> (All Students) Levels 3,4	<b>Mathematics</b> (All Students) Levels 3,4
<b>Grade 3 ('07-'08)</b>			
<b>School</b>	<b>40%</b>	<b>55%</b>	<b>42%</b>
Board	<b>65%</b>	<b>71%</b>	<b>68%</b>
Province	<b>61%</b>	<b>66%</b>	<b>68%</b>
<b>Grade 6 ('07-'08)</b>			
<b>School</b>	<b>66%</b>	<b>67%</b>	<b>52%</b>
Board	<b>67%</b>	<b>72%</b>	<b>62%</b>
Province	<b>66%</b>	<b>67%</b>	<b>61%</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><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> <ul style="list-style-type: none"> <li>• Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth.</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> </ul>	<ul style="list-style-type: none"> <li>• Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community</li> <li>▪ Continue to offer opportunities for social justice and stewardship.</li> <li>▪ Identify and witness each person’s role in shaping Safe, Caring, Inclusive and Healthy school.</li> <li>▪ Develop leadership capacity in faith formation of our students.</li> <li>▪ Ensure that virtues education / character formation permeate all aspects of life in our school community</li> <li>▪ Social Conflict resolution programs, Circle of Friends, Peer Advisors</li> <li>▪ Opportunities for social justice are provided throughout the school year. Food drives, mitten drives, Helping Hands, Share Life, Foster Child.</li> <li>▪ Student Council promotes social outreach and school spirit.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and pastoral staff involvement and attendance at Virtues/Tribes celebrations</li> <li>▪ Students are following the Tribes agreements in their efforts to build a positive learning environment.</li> <li>▪ Catholic Virtues are embedded in all areas of school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students</li> <li>▪ Progress will be measured by fewer incidents of bullying and aggression</li> <li>▪ Students and staff will have repertoire of conflict resolution strategies so that they may be empowered to resolve most concerns.</li> <li>▪ Visible displays of the Catholic Virtues and the Tribes agreements throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• April 2009</li> <li>• Ongoing feedback will inform the school’s planning for next steps</li> </ul>

<p><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 diversity in a Catholic context.</li> <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>▪ Implement PALS / Harmony Movement</li> <li>▪ Ironjohn program (Sheridan College Police Foundations course students)</li> <li>▪ Empower students to care for one another and to assume positions of leadership in the community through a variety of Tribes activities.</li> <li>▪ Endeavour to cultivate inclusive and caring Christian communities by exercising Christian hospitality, compassion and generosity to those who are often marginalized.</li> <li>▪ Engage students through inclusive teaching strategies allowing them to see various cultures and their influence on our society.</li> <li>▪ Build-up library and classroom collections of age appropriate materials that reflect the diversity of our community.</li> <li>▪ Highlight diversity workshop series at the board level to staff.</li> <li>▪ Student leaders focus on social justice initiatives and the celebration of our diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of conflicts</li> <li>• Increased student sense of safety</li> </ul>	<ul style="list-style-type: none"> <li>• Informal feedback</li> <li>• suspension data / incident tracking data</li> <li>• Safe Schools Survey</li> <li>• Active participation of staff and students in school spirit-building activities in the classroom and staffroom.</li> <li>• Integrate diverse materials into curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> </ul>
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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><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 and numeracy practices and achievement in all schools in order to contribute to the development of the whole child.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop critical literacy skills across the curriculum in all grades with a specific emphasis on shared reading.</li> <li>• Ensure that the Ministry curriculum drives all areas of instruction i.e. resources are secondary to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A focus on critical literacy in school and classroom planning (refer to detailed action plan available at the school)</li> <li>• Students are engaged in classroom activities with a particular emphasis on shared reading.</li> <li>• Teachers integrate differentiated instructional strategies, including use of graphic aids and other concrete instructional tools into their classroom practices.</li> <li>• Align expectations and achievement</li> <li>• Gradual Release of Responsibility: Teacher modeling and group practice</li> <li>• Expand the resources currently being used</li> <li>• Ensure consistency of skill acquisition by providing opportunities for practice and review</li> </ul>	<ul style="list-style-type: none"> <li>• Improved critical literacy as evidenced through a variety of assessments including:                             <ul style="list-style-type: none"> <li>○ CASI</li> <li>○ Student work samples</li> <li>○ Teacher observation</li> <li>○ EQAO</li> </ul> </li> <li>• Use of Skopus data warehouse to monitor student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• December 2008</li> <li>• April 2009</li> <li>• June 2009</li> </ul>

<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> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocation will align with school priorities for student achievement</li> <li>▪ All allocations align with Board procedures</li> <li>▪ All accounting practices are monitored via administration on a monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use i-Ren reports to monitor and track school budgets</li> <li>▪ The year end budget reflects a fiscally responsible use of school funds.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2008</li> <li>• May 2009</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>• 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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