

Mission *

Father Daniel Zanon Catholic Elementary School

Mission Statement

The Mission of Father Daniel Zanon Catholic School is to ensure our children a Catholic education that is rich in both academic excellence and Christian values.

As educators, we must seek and create a secure, warm, welcoming and safe environment, which is conducive to developing the maximum potential of each child.

Our School Creed is entitled: "Let His Light Shine."

Father Daniel Zanon Catholic School has established itself in this community as a centre of learning, where our faith is practised daily and students are challenged to grow in the image of Christ. This is possible due to the collaborative effort of our staff, our students, our parents, our trustee, our parish community and our board officials. It continues to be our goal to encourage our children to acquire the values, beliefs and knowledge that will allow them to become valued and contributory members of our society.

Motto

"Let His Light Shine."

Core Principles

Catholicity

1. How does the school community model, celebrate and nourish gospel values in the teaching and learning of our Christ-centred programs and services?

- CCCC Action Team focus across the curriculum
- Virtues and monthly community building assemblies; sharing virtues news in newsletter and daily virtues reflection during morning announcements throughout the school year

Learning Plan

- Student Youth Ambassadors and Staff Adult Faith ambassadors work together to enhance gospel teachings through liturgies, masses and social justice initiatives
- School Wide Retreats during Advent and Catholic Education Week
- Continue with charities SharedLife, Community Shelters
- Prayer centres in classrooms, use of our chapel for class and staff liturgies
- Planning masses, sacramental preparation, food drives, community events with St. Catherine of Siena's parish team
- Social justice and outreach programs

Learning Environment

1. Please summarize the school's most recent EQAO primary division (Grade 3) assessment performance.

- Primary Reading: 55%
- Primary Writing: 70%
- Primary Mathematics: 48%
- Observations regarding school progress in primary EQAO: The scores indicate that scores decreased since last year. We will need to continue to focus on high yield strategies in reading and writing. We will need to continue to focus more on our mathematics scores using three part lesson format. We will need to ensure consistent assessment practices that are aligned to the Ministry's Growing Success Document as well furthering our focus on high yield strategies and math manipulatives in our primary classes.

2. Please summarize the school's most recent EQAO junior division (Grade 6) assessment performance.

- Junior Reading: 86%
- Junior Writing: 97%
- Junior Mathematics: 69%
- Observations regarding school progress in junior EQAO: Scores have shown a increase in reading writing and mathematics. We will need to continue to focus on high yield strategies. We will need to continue our focus in mathematics using three part lesson format. We will need to ensure consistent assessment practices aligned to the Ministry's Growing Success Document. As well as grade and division meetings and aligning assessment practices with EQAO.

3. Describe how the school community supports and provide opportunities for life-long learning.

- Principal updates at School Council meetings keep parents abreast of student learning
- Support from School Council for literacy, numeracy, artists in the school and resources for the classrooms
- Budget allocations and Council "Wish Lists" support student learning and resources

4. Outline ways the school demonstrates commitment to continuous improvement in student achievement and supports the well-being of all learners.

- Literacy blocks in Primary, Junior and Intermediate classes
- Grade level and division planning by staff
- Focus on data to inform our teaching practices and set SMART goals

- Use of consistent assessment tools ie: PM Benchmarks, CASI
- Introduction of moderated marking practices
- Continue with guided practices and descriptive feedback
- Expand our collection of Independent reading materials

Community Engagement

1. How does your school community ensure that Catholic School Councils reflect the diverse Catholic community?

- School Council provides funds for speakers, drama and arts productions for students,
- School initiatives (CCCAT, anti-bullying resources, social justice programs) reflect the diversity of our community and are supported by council

2. In what ways does the school team build and sustain community partnerships and collaboratives (e.g., collaborative relationships, Success By 6 Peel)?

- Collaborative working relationship with St. Siena's Parish Team
- Collaborative relationship with our neighbourhood police officers and youth education officer
- PALS Program, Anti-bullying resources and bullying surveys instituted with support of Peel Public Health
- Presentations/speakers / RAID on cyber bullying and internet safety through Peel Regional Police
- Junior Achievement visits to intermediate classes
- Support and involvement of students and parents in secondary school transitions, drama presentations, CSSAC meetings at St. Paul's S.S.
- Use of local businesses for all council initiatives and school fundraisers
- Working with Settlement worker to provide workshops throughout the year for parents new to the country

Parish-Home-School

1. Comment on how the school promotes the engagement and active participation of the parish and home as a fundamental component of student success.

- School Newsletter includes parish news from St. Catherine of Siena Church
- Pastoral Plan posted on school website
- School and class masses are celebrated in the school with staff, students and parents
- School support of Parish outreach programs, social justice issues
- Parish representative on School Council keeps parents informed of upcoming events and issues (Food Drives, Families in Need)
- School, Parish and parents work together on sacramental preparation

Physical Environment

1. What activities does the school engage in that models and promote good stewardship of resources?

- Social justice projects including school recycling program in all classes
- Participation in Thinkfast at St. Paul's S.S., Mississauga East Diversity Conference
- Participation in Healthy Schools initiative
- Maintaining a clean, safe school building both inside and outside
- Teaching respect for property, rights and opinions of other people

Catholic Community, Culture & Caring

SMART Goals

- 1.0 By the end of June 2013, Dufferin-Peel students' sense of belonging, inclusion, connectedness and safety will increase compared to baseline data to be collected using the Catholic Community, Culture and Caring Survey in 2010-2011 (Year 1 of the CBLP).

 **Action Plans**

Literacy

SMART Goals

- 2.0 By June 2013, student performance in Dufferin-Peel will increase by 5% compared to 2009-2010 on each EQAO assessment of literacy.

 **Action Plans**

- 2.0 LITERACY PILLAR. By June 2013, student performance will increase by 5% on each EQAO assessment of literacy.


 **Action Plans**

Numeracy

SMART Goals

- 3.0 NUMERACY PILLAR: By June 2013, student performance will increase by 5% on each EQAO assessment of numeracy.

 **Action Plans**







 Numeracy Expected Practice - 3-Part Lesson Model


Pathways and Transitions


SMART Goals

- 4.0 PATHWAYS AND TRANSITIONS PILLAR: By June 2013, the graduation rate will increase by 5%.

 **Action Plans**

<p>SMART Goal Timeframe</p> <ul style="list-style-type: none">  Long-term  Medium-term  Short-term 	<p>Action Plan Priority</p> <ul style="list-style-type: none">  High  Medium  Low
---	--

 Not Assigned

 Not Assigned