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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Holy Name of Mary Catholic Secondary School

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Brampton, Ontario
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<http://www.dpcdsb.org/Holy Name of Mary Catholic Secondary School>



Act Justly, Love Tenderly, Walk Humbly with Our God

"Each one called by name." Isaiah 43:1

Mission Statement

The Christian community of Holy Name of Mary aspires to **act justly** in its transactions within the school and with the entire global community by calling each member of the school community to achieve her best in academic, social, spiritual and physical development; to **love tenderly** in order to nurture academic, emotional, spiritual, physical, artistic and moral growth by modeling the virtues of faith, hope and charity in our actions to each other through our example; and to **walk humbly with our God** in learning and finding joy in the ways of creation by being faithful to Christ, the teachings of the Roman Catholic Church, and the Holy Father.

We are Holy Name of Mary Catholic Secondary School

Our School

Holy Name of Mary Secondary School is the only regional, single gender secondary school in Dufferin-Peel. It has 710 students of diverse ethno-cultural backgrounds, from Grade 9 to Grade 12. Our school population reflects the diversity found within the Dufferin-Peel Region.

Holy Name of Mary was started by the Felician Sisters on September 7, 1964 with one class of Grade 9 and one class of Grade 10 students. It has grown into this wonderful school and has now moved to its permanent location in Brampton. We as a school community continue to impress upon these young minds in our care the deeper meaning of life and the importance of each person as we encourage and support each student to strive to attain her greatest potential.

Holy Name of Mary is a caring school and community environment that stresses openness and 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, "*To Act Justly, Love Tenderly, Walk Humbly with Our God,*" reflects a holistic philosophy where religion and daily life are intertwined. As such, all activities of administration, management, counselling, academic and pastoral work, prayer and worship, extracurricular and co-curricular involvement, help to prepare Holy Name of Mary students for their lives as Catholics in the community.

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 values system form the foundation of our school program.

At Holy Name of Mary, we are proud of our balanced academic program that encompasses Religion, the Arts and Athletics. Our school offers students a well-rounded and value-centred education that helps them make good choices for the future. Together as a community we aspire to serve the entire student body and to prepare them for post-secondary education and solid careers. 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 is offered in order to develop the skills, abilities and talents of each individual student. 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.

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 assessment indicate that the school-wide emphasis on literacy has produced a high level of success in our students’ reading and writing skills. We will continue our emphasis on literacy in order to support ongoing student success

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

OSSLT '07-'08	School	Board	Province
All	212	7541	156,151
Successful	100 %	86 %	84 %
Not Successful	0 %	14 %	16 %
% of students BELOW Ministry success standard (Level 2 or lower)	0 %	14%	16%

School Plan for Sustained and Continuous Improvement 2008 - 2010

	Applied (All Students) Levels 3,4	Academic (All Students) Levels 3,4
Grade 9 EQAO Mathematics Test		
School	52 %	82 %
Board	32 %	74 %
Province	34 %	76 %

**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;">Catholicity</p> <p style="text-align: center;"><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"> identify and witness each person's role in shaping Safe, Caring, Inclusive and Healthy schools and departments develop leadership roles among our students and teacher as they develop a plan to heighten the awareness in making our school a greener community ensure that virtues education / character formation permeates all aspects of life in the Holy Name of Mary community all secondary students fully participate in four religious education credits and experience an enriching retreat program with a new emphasis on being good stewards of the earth. build-up library collections of age-appropriate materials that include biblical/faith stories, imagery, sustainability of the environment share and integrate the importance of social justice well within the daily learning experiences 	<ul style="list-style-type: none"> The great contribution of each person to the shaping of Safe, Caring Inclusive and Healthy Schools Virtues education and character formation permeating all aspects of life within the school Students improve their knowledge of sustainability within our community recycling program The school library reflects social justice materials that include faith stories Our faith stories are articulated within our daily experiences Our Pastoral Plan is shared with all stakeholders and it is articulated and lived daily with our staff, students and parents The contributions that our school community has made in the community at large of stewardship and social justice within our Catholic Perspective 	<ul style="list-style-type: none"> Informal feedback from: parents, pastoral team, administrators, student council, Religion department heads and chaplaincy leaders 	<p style="text-align: center;">June 2009</p> <ul style="list-style-type: none"> Ongoing feedback will inform the school's planning for next steps

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>* promote successful parish relationships through Pastoral plans, information sharing and liturgical events</p> <p>* participate in initiatives of stewardship and social justice that are responsive to local and global needs within our Catholic perspective</p> <p>*strengthen relationships and collaboration with community, ministry and inter-ministry groups and agencies for access and services, within the context of our Catholic worldview</p> <p>* Within our Pastoral Plan, ensure that students participate in social justice initiatives such as: Grade 12 Retreat Program where the students feed the homeless; fundraising such as Pumped in Pink; Christmas drives such as Fatima House</p>	<p>* The working collaboration between our school and the community agencies in providing support and stronger relationships</p>		
<p align="center">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> <p>• 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.</p>	<p>*Staff will attend Professional Development Opportunities to gain an awareness of Diversity</p> <p>* Continue with School based programs that support student mentoring and leadership: i.e. Duke of Ed , Cares and PEACE etc</p> <p>* Engage the school community in reorienting disciplinary protocols to consider mitigating factors through progressive discipline measure (Bill 212)</p> <p>* Presentations for students and parents to identify forms of bullying and harassment and to understand the revised code of behaviour</p>	<p>*Students and staff have increased their awareness and practice of Virtues within the school ethos: curriculum, classrooms, activities</p> <p>*Students and staff are more respectful towards each other</p> <p>*Students make better decisions when confronted with difficult situations</p> <p>* Members of the school community are educated to the different forms of bullying and are equipped with strategies to respond</p> <p>* There is more support from all partners within the school for at risk students</p> <p>* Progressive Discipline is understood and accepted by the community</p> <p>* A larger number of positive partnerships develop between the school and community</p>	<p>*Decrease in the number of students sent to the office for violent or bully incidents</p> <p>*Lower the number of suspensions for bullying or violent acts</p> <p>*Have parents feel that the school is a safe and caring environment for their children and they begin to spread the good news</p>	<ul style="list-style-type: none"> • January 2009 • June 2009 <p>Ongoing feedback from the community will inform the school's planning for next steps</p>

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>Excellence in Student</p>	<p>*Ongoing C.Y.W. involvement through one on one, small group and large group intervention</p> <p>*Continue with Progressive Discipline</p> <p>*Continue positive relationships with all parents/guardians</p> <p>*Collaborate with our community partners to establish and implement a bullying prevention policy and an inclusive environment</p>	<p>*More students generously give of their time and energy to the needy in our community</p> <p>* Parish involvement increases and strengthens our distinctiveness as a Catholic school community</p>	<p>*Analysis of:</p>	<p>• December 2008</p>
	<p>*The Literacy Team will</p>	<p>* School data is accurate and informs</p>		

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p style="text-align: center;">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> <ul style="list-style-type: none"> 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>work collaboratively to deliver a rich program using the curriculum documents and the support materials developed by our teachers</p> <ul style="list-style-type: none"> Specific strategies are implemented by teachers to support students at risk Teachers will participate in on-going professional development both live and virtual to aid them with the delivery of curriculum for differentiated learners (Board PD, Conferences, Dept.) Teachers will include manipulatives, group work, cooperative learning and technology in their classes Teachers will participate in PD re revised curriculum to ensure that we look at the needs of the whole child. Integrate Virtues on a school wide basis Continue with our Interdisciplinary Peer Mentoring Course as an extension of our Student Success Initiative 	<p>practice that supports achievement of success</p> <ul style="list-style-type: none"> The compliance, accountability and transparency with both Ministry policy and board priorities in all areas. Students experience success in meeting course expectations as measured by assessment and evaluation results Decrease in anxiety levels related to learning new concepts, (qualitative measure - a more positive attitude toward each subject area) Course outlines, evaluation rubrics and weighted and performance tasks will be aligned with revised curriculum Students achieve high level of success as teachers meets individual needs Staff become proficient in a variety of instructional strategies Students continue to achieve a high level of success in the literacy test and in all courses More staff fully participates in professional development Teachers include manipulatives, group work, cooperative learning and technology in their classes Students achieve higher levels of success in Math courses and on EQAO Test 	<ul style="list-style-type: none"> Credit Accumulation Data – Gr. 10 Pass rates in Gr. 10 compulsory courses Use of Trillium/Skopus data warehouse to monitor student achievement data <ul style="list-style-type: none"> Math teachers to examine and analyze EQAO results to identify areas in need of support Students experience success in meeting course expectations as measured by assessment and evaluation results Students continue to achieve a high level of success in the literacy test and in all courses Students continue to achieve a high level of success in the literacy test and in all courses Students achieve higher levels of success in their Math courses and on EQAO Test 	<ul style="list-style-type: none"> March 2009 June 2009 <p>Ongoing feedback from the community will inform the school's</p>
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<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> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. 	<ul style="list-style-type: none"> * Ensure consistency and compliance with Ministry policy and board priorities *Ensure that the budget is allocated to student needs in priority sequence beginning with textbooks and program needs *Continue to be good Catholic stewards in the context of budgetary need always keeping in mind that the needs of our students come before any other need or wants that are put before us. 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement 	<ul style="list-style-type: none"> ▪ Use Budget Tracker to report, to monitor and track school budgets 	<p>September 2008</p> <p>January 2009</p> <p>June 2009</p>
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<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"> • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<p>*Ensure accurate reporting of student enrolments through the Trillium Reports (e.g. following Ministry guidelines)</p> <p>*Ensure that student achievement is monitor closely so that adjustments to program can be made thus hopefully lowering the transferring out of students in Grade 10</p>	<ul style="list-style-type: none"> ▪ Electronic registers reflect accurate classroom enrolments 	<ul style="list-style-type: none"> ▪ Enrolment registers align with Ministry guidelines 	<p>Monthly</p>
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