

Principal
Deirdre Furlong

Head Secretary
Alida Mijandrusiv

School Council Chair
Cheryl Brohart
Michelle Mason

Superintendent
George Prajza

Family of Schools
Brampton West

Ward 3

Trustee
Tony Da Silva

Parish
St. Jerome

Parish Priest
Fr. Jan Kolodynski

Parish Telephone
905-455-4260

**Regional Secondary
Schools**
St. Augustine

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

Pauline Vanier Catholic School

56 Oaklea Blvd.
Brampton, Ontario
L6Y 4W7

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



“LIVING AND GROWING TOGETHER WITH GOD / APPRENDRE ET CROITRE AVEC DIEU”

Mission Statement

Pauline Vanier Catholic School provides opportunities for each student to become a responsible, resourceful, life-long learner and builder of Christian communities.

Members of our school community are called upon to share their unique God-given talents in creating a learning environment of the highest academic standards and deepest faith commitment.

Student, staff, parents and parish are called to work in partnership on the journey of ***“Learning and Growing Together with God / Apprendre et Croître avec Dieu”***

Our School Profile

Pauline Vanier Catholic School is named in honour of Pauline Vanier, who was a very special Canadian Catholic Christian lady. Throughout her life, Madame Vanier exemplified true Christian values. She had a deep devotion to the Sacred Heart of Jesus and a prayerful confidence in the love of God, setting aside daily time for prayer, reflection, and meditation. She worked tirelessly alongside her husband, Georges, to help ease the pain and suffering of the poor, disadvantaged, and destitute people on every possible occasion. Madame Pauline Vanier’s life of kindness, love, and charity toward others makes her an excellent model for all who ‘learn and grow together with God’ in our school community.

The school building opened its doors in September 1993 and is located in south Brampton. The school population, approximately 450 students from Junior Kindergarten to Grade 8, comes from a wide range of social and ethnic backgrounds reflecting the ever-increasing diversity of cultures found within Brampton. The current school population has, and will continue to fluctuate, as new home development in our community brings more students to Pauline Vanier Catholic School.

Pauline Vanier School is a caring school and community environment that stresses tolerance 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, teaching and beliefs are an integral part of the daily life of our school. The school community is dedicated to the search for excellence, the uniqueness of the individual and the education of the whole person.

Literacy, including Mathematical Literacy, is a major focus in all grade levels. The teachers, in collaboration with administration, academic consultants and the School Council, continue to develop teaching, learning and assessment strategies to increase student performance in all areas of the curriculum.

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

The grade 3 EQAO reading and writing assessments indicate that the school-wide emphasis on reading has produced a marked improvement. The grade 6 EQAO writing and math assessments showed a marked improvement. Although the grade 6 reading assessment results improved by 4%, the results indicate a need for continued opportunities to support comprehension and to encourage students to support their understanding with evidence from the text and personal experiences. The grade 3 math results indicate that they are approaching the Board and Provincial standards. We will continue to provide hands-on learning opportunities in counting money, patterning, number equations and geometry.

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 %	67 %	64 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	51 %	69 %	59 %
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	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>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"> • Review board-wide and school expenditures in the area of Religious Education and faith formation during the 2008-2009 budget year, to determine the average budget commitment and make recommendations for future annual budget commitments commencing in 2009-2010. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • 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 	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Staff and students co-create a sacred space that highlights our common call to follow the rituals and live our Faith. ▪ Promote an appreciation and respect for sacred space in each classroom and within the school. <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ Focus on teaching the parts of the mass. ▪ Reflect on and practice the receipt of the Holy Eucharist. ▪ Teachers to observe as students receive the Eucharist. <p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Continue to offer opportunities for social justice and stewardship. ▪ Identify and witness each person's role in shaping Safe, Caring, Inclusive and Healthy schools. ▪ Develop leadership capacity in faith formation of all Dufferin-Peel leaders. <p>Ensure that virtues formation is more than a once a month event, but is embedded in all aspects of school life.</p>	<p>Sacred Space:</p> <ul style="list-style-type: none"> ▪ Sacred space is maintained and respected in each classroom i.e. colours change with each liturgical season and the space is dust free ▪ <p>The Order of the Mass:</p> <ul style="list-style-type: none"> ▪ The responses to the mass are practiced in the classroom ▪ Students are cognizant and respectful of the Holy Eucharist. ▪ Students and staff participate fully in liturgies and masses. ▪ <p>Community Outreach:</p> <ul style="list-style-type: none"> ▪ Social justice opportunities are provided throughout the school year. Food Drives, Halloween Candy Drive for Dr. Simone, Hat & Mitten Tree, Christmas Shoe Box, Share Life, Youth Faith Ambassadors promote social outreach and school spirit. ▪ Students are intolerant of acts of violence, self-deprecation and bullying. ▪ Staffroom is frequented by all staff members and teacher camaraderie is increased. ▪ Acts of Christian kindness are witnessed and felt by all. ▪ <p>Virtues:</p> <ul style="list-style-type: none"> ▪ Catholic Virtues are embedded in all areas above 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students 	<ul style="list-style-type: none"> • On-going • Ongoing feedback will inform the school's planning for next steps

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools.</p> <p>• 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.</p> <p>• 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.</p> <p>• Continue to nurture relationships between school and parish teams, and school and home.</p>	<ul style="list-style-type: none"> • Purchase children’s books that highlight Gospel stories for school library • Share Dr. Meaghan McKenna’s reflective questions as part of a staff liturgy <p>▪ Discuss parish, school issues, and maintain an open door policy – open to the community.</p>	<p>* Staff are encouraged to use Dr. M. McKenna’s reflective questions with their students to break open and develop a better understanding of the Gospel stories</p>		
<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> <p>• Continue to focus on Catholic professional learning communities.</p> <p>• Enhance opportunities for communication and collaboration with all community partners.</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>	<ul style="list-style-type: none"> ▪ Support of programs such as Circle of Friends, Big Buddies ▪ Encourage “working it out” and “problem solving” strategies ▪ Provide opportunities to help students learn the difference between “bullying” and “poor socialization skills” ▪ Supervision kits, walkie-talkies, and safety vests are in use ▪ Emergency Evacuation procedures are practiced and reinforced ▪ Safety Plans shared with all staff to ensure consistency of response ▪ Discipline assemblies each September ▪ Positive reinforcements ▪ Outdoor and indoor recess games and play materials ▪ Staff, students, and parents evaluate school climate and discuss findings ▪ Provide reminders in the 	<ul style="list-style-type: none"> ▪ Staff and students will respond automatically and appropriately to emergencies according to school and school board protocols. ▪ Progress will be measured by fewer incidents of bullying ▪ Use of good tracking tool ▪ Students and staff will have a repertoire of conflict resolution strategies so that they may be empowered to resolve most concerns – be proactive & assertive, rather than reactive ▪ Climate surveys will show a decreased presence of a bullying culture within the school ▪ Visible displays of virtue integration into curriculum and school environment ▪ Demonstration of virtues in the school, at recesses and other school related activities among staff and students ▪ Celebrate successes – 	<ul style="list-style-type: none"> • Informal feedback • suspension data / incident tracking data • Safe Schools Survey 	<ul style="list-style-type: none"> • <i>On-going</i>

School Plan for Sustained and Continuous Improvement 2008 - 2010

	<p>community of what constitutes a safe learning environment, awareness of Bill 212, knowledge of the new Catholic Code of Conduct and the meaning of Progressive Discipline, through newsletters, meetings</p> <ul style="list-style-type: none"> ▪ Safe arrival and visitor check-in and identification ▪ Virtue assemblies and virtues embedded in the curriculum, shared in Newsletters, highlighted on P.A. ▪ Guest Presentations and activities on Anti-Bullying, strategies, confidence building, and seeking help ▪ Look for opportunities to pull our community together through: <ul style="list-style-type: none"> Information evenings Guest Speakers - Parents Plan Community Masses Plan Family events – Open House BBQ 	<p>Spirit Days; recognize students with monthly Virtue of the Month Certificates</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	
			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>• 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,</p>	<p>Primary: Model and implement activities that correlate Retelling, Relating and Reflecting to Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis and evaluation.</p> <p>Time set aside during Division meetings for discussions and creative problem-solving.</p> <p>Continue to use Literacy room efficiently to ensure that classrooms have access to leveled books for Guided Reading.</p> <p>Use different assessment tools: checklists, observations, PM Benchmark, Reaching Readers</p> <p>Junior/Intermediate:</p> <ul style="list-style-type: none"> ▪ Utilize persuasive text and picture books to support the introduction of literature circles ▪ Division meetings will provide a venue for focused discussion on progress ▪ Use of literacy room materials to ensure Guided Reading strategies are being implemented 	<p>Use of: PM Benchmarks as diagnostic, formative and summative assessment tools. Literacy Assessment Profile for each student, Self-assessment Rubrics, Tracking Board</p> <p>Use of: Flexible Guided Reading groups Student responses and reading journals Use of self-correcting and self-monitoring strategies</p> <p>Use of: Writing samples in Literacy Portfolio Self-assessment Rubrics Student/Teacher conferences</p> <ul style="list-style-type: none"> ▪ Track students to ensure they are progressing in the areas of literacy acquisition-student portfolios ▪ CASI to support the regular review strategy success 	<p>Improve critical literacy as evidenced through a variety of assessments including:</p> <ul style="list-style-type: none"> ○ CASI ○ Student work samples ○ Teacher observation ○ EQAO <ul style="list-style-type: none"> ▪ Use of Skopus data warehouse to monitor student achievement data 	<p>Data collection</p> <ul style="list-style-type: none"> ▪ December 2008 ▪ April 2009 ▪ June 2009

<p>and specialized programs including Extended French, French Immersion, and International Baccalaureate programs.</p> <ul style="list-style-type: none"> • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • 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. • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. • Implement Ministry initiatives relating to: <ul style="list-style-type: none"> -ongoing curriculum review -Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe 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 	<p>throughout grades 4 – 6</p> <ul style="list-style-type: none"> ▪ Clustering of expectations ▪ Continue to augment Informational texts with graphics to support and promote reading interest in classrooms ▪ Focus on encouraging kids forward through guided writing ▪ Focus on at risk students, targeted strategies, support, assess, realign practice, target, support, assess <p>Math</p> <ul style="list-style-type: none"> ▪ Teacher modeling, group and independent drill and practice ▪ Opportunities for guided practice and consolidation of learning ▪ Professional discussions and observations from Data (EQAO, report cards, classrooms) ▪ Ensure resources – manipulatives core text and supplementary resources- are accessible ▪ Align expectations and achievement <p>Ensure consistency of skill acquisition by providing opportunities for practice and review</p> <ul style="list-style-type: none"> ▪ Consistent use of Math language across the division. ▪ Increased student achievement at Levels 3 and 4 <p>Focus on at risk students, targeted strategies, support, assess, realign practice...target, support</p>	<p>Teachers engaged in learning communities sharing professional development with grade level partners or other colleagues within the division.</p> <ul style="list-style-type: none"> ▪ Students are engaged in classroom activities ▪ Teachers integrate differentiated instructional strategies, including use of graphic aids and other concrete instructional tools into their classroom practices. ▪ Teachers and Administrators attend math in-services and share information. 		
--	---	--	--	--

infused.	assess			

<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. • 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"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> ▪ Support the purchase of materials that ensure that basic school needs have been met ▪ Budget is reflective of school goals ▪ Update Informational Texts for Gr.7 & 8 students ▪ Support purchase of Library books & Reading Clubs ▪ Ensure that extra curricular events are supported ▪ Ensure that professional development is a priority <p>Ensure that retreats are supported for the sacramental years and for Youth Faith Ambassadors</p>	<ul style="list-style-type: none"> ▪ Manuals and support documents for each teacher in each curricular area ▪ Support Special Education /ESL programs <p>Support a collaborative approach to budget review and expenditures</p> <p>The year end budget reflects a fiscally responsible use of school funds.</p> <ul style="list-style-type: none"> ▪ Data is submitted to the Family Superintendent in a timely manner that meets Board directives. 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • September 2008 • May 2009
--	---	--	---	--

<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"> ▪ Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) 	<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>
--	--	--	--	----------------

This sheet may be used by schools that choose to develop additional goals.

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
PRIMARY Math – Stream 1	Network meetings with consultants targeting patterning and number sense Network meetings at school, teachers build on their understandings and support each other as they target instruction	Staff network, support each other, discuss, target instruction, discuss effective strategies based on data, fine-tune and engage in on-going learning	Network 3 times, meet 9 times per term	On-going

System Goal:	INSERT SYSTEM GOAL CHOICE HERE			
School Goal	Actions for Implementation	Indicators of Success	Data from Monitoring and Review Cycles	Completion Date / Next Steps
JUNIOR/INTERMEDIATE Learning Team: Literacy – 1)Target the development of accountable talk in non-fiction 2) support development of reading comprehension strategies (state main idea with supporting evidence)	Target Instruction: Teacher models use of supporting evidence from text, personal experience, world	Students share their understanding of text with evidence from text, self, or world	Target setting using data from EQAO & CASI and samples from targeted instruction	Meet monthly, update instructional targets