



# Director's Annual Report



# 2011

## Message from the Chairperson

This past year, we had many changes at the Board Office. The year started off with several new trustees and many changes in our administrative team as people left to pursue different career opportunities. The Board is pleased to have many of our own staff successfully advance to the senior team.

This year includes the completion of our new secondary school, Almaguin Highlands and the start of a new elementary school in Parry Sound.

Our students have received many awards in sports, theatre, music, and robotics to name a few. Three trustees were privileged to travel with staff and over 200 students to We Day in Toronto, where over 20,000 students from across the province participated in a day of inspirational presentations and loud music. These students all participated in leadership training in their schools.

We are proud of all our principals and their school staffs and thank them on behalf of the Board and our communities.

*Kathy Hewitt*

## MEET OUR TEAM

**Trustees  
Executive Council**

## STRATEGIC DIRECTIONS

**Strategic Plan**

## FINANCIAL STATEMENTS

**2010 Financial Statements**

## Message from the Interim Acting Director of Education

In my role as Interim Acting Director of Education, the past eight months have allowed me to “fine-tune” the direction we are going to ensure we continue to “educate learners to their fullest potential in preparation for life-long learning.” This “pointing the compass” has resulted in change on a variety of fronts. For example; we’ve witnessed a number of changes at the senior management level, as former members of our team opted for promotion or Ministry secondments to enrich their experiences.

We’ve also seen changes around how we interact with our principals and vice principals. Empowering principals to effectively manage their monthly meetings provides opportunities to engage in professional dialogue resulting in building strong teams to problem solve and share expertise. Structural change, with the opening of the new Almaguin Highlands Secondary School, has brought pride and excitement to the whole region.

In the area of program, Senior Administration is working closely with principals to develop School Improvement Plans from a school perspective, that will eventually result in the Board-wide Improvement Plan with strong ownership and support from each of our schools. Our coordinator expertise is also being utilized from a different perspective as they match their strengths with individual schools or “clusters” of schools that require support in order to move forward on school-based goals and school-identified performance indicators.

Our other key support services that include Human Resources, Plant and Maintenance, Technology and Finance have all undergone some fundamental shifts in terms of understanding the way we want to do business and “thanks” to the managers, we’re moving forward on that.

What does this mean? It means we have a committed, dedicated group of professionals, from our teaching staff and custodial and maintenance staff to our administrative and support teams working hard to provide the kind of environment and opportunities our students deserve. With their help, we feel quite positive as we follow the compass.

*Paul Moffat*





# equity & inclusion

## Parent Engagement

The Board recognizes parents as valued partners for the learning of students. The Board is proud of a large number of very engaged School Advisory Councils who participate in discussions at the school level regarding everything from academic programming to Codes of Behaviour including dress code to teacher-parent communication.

The Board's active Parent Involvement Committee (PIC) is organized with three regional chairs who share the role of chair at each meeting. The PIC meetings had representation from many of school councils and each was video-conferenced to three regions of the Board. Discussion focused on engaging more parents in the education of their children. Information and sharing topics included Safe Schools issues including bullying prevention, program issues including assessment and evaluation, running a school council including budgeting, governance at the Board level, strategic planning and many local issues raised by participants.

The Board is very pleased with the number of Parent Reaching Out grant applications that were received from the Ministry of Education. Grants supported a wide variety of events focused on improving the skills of parents to be able to support their children.

## Equity and Inclusive Education

In 2009, Ontario's Equity and Inclusive Education Strategy was announced. It indicated that all students, parents, and other members of the school community are to be welcomed and respected in public schools. The Near North District School Board engaged students, parents and other members of the school community with many initiatives that support Ontario's Equity and Inclusive Education Strategy:

- In September of 2010, the Board of Trustees approved a policy for Equity and Inclusive Education and Religious Accommodation..
- A three year plan was developed to ensure that schools are welcoming to all students and staff.
- Consultation took place with various groups including the First Nations Advisory Committee, the Parent Involvement Committee and the Special Education Advisory Committee. This consultation will be an annual event each fall with these groups.
- Continued to support the implementation of Restorative Justice as a practice to deal respectfully, and as a community of learners, to address the needs of students, including the students who struggle with making good decisions.
- Student Senate, with representation from each of school, ensures that the high school student voice is heard.
- An effective Parent Involvement Committee serves as a voice for parents, a venue for sharing information and strategies and a place for parents to work together for stronger school communities.
- First Nations communities are engaged through the First Nations Advisory Committee, tuition agreement discussions and an openness to ongoing dialogue.
- Improved the awareness of staff for equity issues through in-service on topics including special education, Aboriginal education (booklets, awareness sessions, a regional symposium and more) and Restorative Justice.

## Community Use of Schools

The Near North District School Board continues to support the community use of schools by making space available for programs geared toward meeting the needs of students and families in their respective communities. Several of our schools offer on-site before/after school child care. Seven schools throughout the Board provide space for Child and Family Centres which are geared to providing families and their young children with early learning opportunities and services.

This Fall we are piloting an E-based Community Use online permitting software. Once fully implemented the public will be able to search for available community use space by available date and school and submit a Community Use Application electronically for the rental of space.



## Primary Class Size

Primary Classes with 20 or Fewer Students	82
Number of Primary Classes	95
Percentage of Primary Classes with 20 or fewer students	86.3%

*\* Primary classes are defined as classes containing Grade 1, 2 and 3 students, but not classes with both Grade 3 and 4 students.*

*The Near North District School Board and Nipissing University's Schulich School of Education worked together to enhance the partnership between families and schools with the development of a new family literacy project, Family and School Literacies: Learning Together. The project invites families to engage in educational partnerships as children first enter school, ultimately setting the stage for lifelong parental engagement and success of children.*

*Silver Birches Public School student Devanee Dewey entered a poetry contest and qualified to be published in the book Cities of Gold – A Collection of Poems Written by Young Canadians.*

## Student Enrolment

October 31, 2011	Full Time Equivalent (FTE)	Head Count
Elementary	6,592.0	6,711
Secondary	4,055.4	4,095
<b>Total</b>	<b>10,647.4</b>	<b>10,806</b>

## Kindergarten

Kindergarten programs continue to thrive in the Near North District School Board. Over half of the schools in the Board have the opportunity to offer full-day everyday Junior and Senior Kindergarten. In addition to this, Dr. MacDougall Public School, E.W. Norman Public School, M.T. Davidson Public School, Marshall Park Public School, William Beatty Public School, and Victory Public School offer the Early Learning Kindergarten Program (ELKP). Within this full day program teachers and early childhood educators work collaboratively to offer inquiry and play-based learning in order to nurture the developmental needs of their young learners.



## Kindergarten Programs within the Near North District School Board

- 1) **Full day, every day Junior and Senior Kindergarten (Full Day JK/SK)** - a ratio of 20 children to 1 teacher
  - 2) **Alternate Day Junior Kindergarten, Full Day Senior Kindergarten - (Alt Day JK, Full Day SK)** - a ratio of 20 children to 1 teacher
  - 3) **Early Learning Kindergarten Program (ELKP)** – a ratio of 26 JK/SK children with 1 teacher and 1 early childhood educator (ECE) – programs with under 16 children are staffed with 1 teacher without an ECE
- Extended Day (before/after school):** For each school that offers the ELKP we survey parents to see if they need either before/after school child care.

If there is adequate demand we ensure that there is before/after school child care on site for a fee. We have chosen to continue to partner with child care providers to provide the extended day (before/after school).

### 2011/2012

School	Program Before/After school	Child Care (on site)
Dr. MacDougall	ELKP	None
E.W. Norman	ELKP	Before and after
M.T. Davidson	ELKP	After
Marshall Park	ELKP	After
Victory	ELKP	After
William Beatty	ELKP	Before and after
Alliance	Alt day JK, Full day SK	None
Evergreen Heights	Alt day JK, Full day SK	After
J.W. Trusler	Alt day JK, Full day SK	None
Nobel	Alt day JK, Full day SK	After
South River	Alt day JK, Full day SK	After
Sundridge Centennial	Alt day JK, Full day SK	After
Vincent Massey	Alt day JK, Full day SK	None
Argyle	Full day JK/SK	None
Britt	Full day JK/SK	None
E.T. Carmichael	Full day JK/SK	None
Ferris Glen	Full day JK/SK	Before and after
Humphrey	Full day JK/SK	After
King George	Full day JK/SK	None
M.A. Wittick	Full day JK/SK	None
Mactier	Full day JK/SK	None
Magnetawan Central	Full day JK/SK	None
Mapleridge	Full day JK/SK	After
Mattawa District	Full day JK/SK	None
McDougall	Full day JK/SK	After
Phelps Central	Full day JK/SK	None
South Shore	Full day JK/SK	After
Sunset Park	Full day JK/SK	After
Tweedsmuir	Full day JK/SK	None
Whitestone Lake	Full day JK/SK	After
White Woods	Full day JK/SK	None

### Number of Students Enrolled in Full Day Early Learning October 31, 2011

School	JK	SK
Dr. McDougall	18	26
E.W. Norman	15	21
M.T. Davidson	11	12
Marshall Park	17	17
Victory	19	26
William Beatty	27	27
<b>Total (236)</b>	<b>107</b>	<b>129</b>



## French

The Board is proud to have three levels of French programming. Core French, Extended French and French Immersion programs provide different levels of French instruction to meet the needs of all students.

The elementary Core French program continues to grow as students actively engage in conversation, drama and storytelling through a series of Histoires en action AIM plays. These plays are an excellent starting point for encouraging students to express themselves with ever-growing confidence in oral language and they prove to be a natural step into reading and writing.

The Extended French program permits students to participate in an immersed way, beginning in Grade 5 and continuing to the end of secondary school. It is an amazing value-added program that is only offered in the area by the Near North District School Board! French Immersion students begin in Kindergarten and continue right to the end of high school. School literacy coaches and the Board French Teacher Leader supported French literacy in all Extended French and French Immersion schools by demonstrating exemplary strategies for promoting student success, linking assessment to instruction, aligning instructional practices with School Improvement Plans and supporting staff professional learning.

Intermediate and secondary students in French language programs across the district were invited to participate in two unique French cultural opportunities this year. Core French, Extended French and French Immersion students in grades 7 to 12 attended regional concerts by the Juno-nominated, French Canadian band Swing. This dynamic pairing of two Franco-Ontarian artists provided two fast-paced and high energy performances, weaving together the traditional and modern elements of French language music and culture. As well, Extended French and French Immersion students participated in improvisation activities in the classroom, leading to two regional French as a Second Language improvisation competition and fun days. Each improvisation match provided an excellent opportunity to promote spontaneous French language interaction in a fun and engaging manner, and encouraged many students to communicate in French with each other in meaningful and authentic ways.

Number of learners whose first language is not the language of instruction:

**119**

Proportion of learners whose first language is not the language of instruction:

**1.10%**

*Brayden MacEwen, a student at McDougall Public School, was selected by the Ontario Library Association's Forest of Reading Committee to introduce author Eric Walters, at the largest celebration of reading in Ontario.*



## Arts Education

The Arts provide a natural mode through which students can explore and express themselves to help them discover and interpret the world around them. This rich student engagement, creativity and insight have helped the Arts continue to flourish in our schools. In addition to our committed approach to Arts Education, we look forward to current special initiatives.

The Near North District School Board continues to offer the Northeastern Ontario Regional Arts Conference as a professional learning opportunity to provide interactive workshops that demonstrate differentiated instructional strategies through music, drama, dance, visual and media arts. This two-day event was truly a community effort as we collaborated with our partners, including the Rainbow District School Board and Nipissing University.

In addition to this, our students are involved in community events, such as Capitol Centre and secondary school performances, arts contests, clubs and events.



*The Young Americans Music Outreach Tour returned to the Board on October 28-30, 2010 to allow more than 200 students to participate in a dynamic three-day music and dance workshop.*

*Dan Turner, West Ferris Secondary School student, was one of fifty Ontario students selected to play in the Ontario Honour Band.*



## Student Success

Student Success initiatives throughout the Near North DSB continue to support student learning and achievement; a positive increase in the board's graduation rate is an indicator of success of the various initiatives.

Annually, a review of Student Success programs is completed to identify best practices, as well as identify any gaps in programming. School-based student success teams, with a broad membership of school staff, continue to be an area of focus. More emphasis has been placed on the grades 7 and 8 Student Success programming. These were areas of focus for 2010-11 school year, with an aim on further improving student learning and achievement.

Differentiated instruction demonstration classrooms continued in each region of the board. The goal of these classrooms was to foster teacher conversations at the classroom level to assist in developing a deeper understanding of differentiated instruction. This initiative will expand during the 2011-12 school year.

Three secondary schools were part of the Student Success School Support Initiative project. The collaborative professional development in which teachers and administration from these schools have been involved has been beneficial to those schools, as well as all Near North schools, especially in the areas of co-planning and co-teaching.

The board-wide transition plan was used by schools to assist the effective transition process with our students. An emphasis has been placed on transition activities for students in grades 6, 7, and 8, and the focus of the transition plan involves starting to establish successful pathways for every student at an earlier age.

The Student Success team's focus in each secondary school was to identify and support "at-risk" students. Constant monitoring, support, and effective assessment and evaluation practices still remain key areas for each Student Success team.

## Specialist High Skills Major Programs

For the 5th straight year in a row, Specialist High Skills Major (SHSM) programs in the Board are expanding to help students graduate and find their passion in the workforce. With the addition of an exciting new Energy SHSM program at Northern Secondary School, the Board now offers students in all seven secondary schools the opportunity to gain industry-specific education and training through 13 specialized SHSM programs in Arts & Culture, Business, Construction, Energy, Environment, Forestry, Health and Wellness, Hospitality and Tourism, and Information & Communication Technology. These career-focused programs enable students to customize their high school experience to suit their interests and talents, and prepare them for a successful post secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students have the opportunity to “test drive” a career and gain sector recognized skills, knowledge, certifications and training.

The programs have experienced substantial growth in enrolment in recent years with close to 25% of all secondary students now enrolled in an SHSM program of their choice. Cooperative education work placements continue to be an important component of the SHSM programs. To assist students in acquiring these valuable work experiences beyond the regular classroom schedule, the Board is pleased to provide students with summer and night school cooperative education classes.

Through the SHSM programs students participate in a wealth of engaging sector-specific experiential learning opportunities with local and provincial community partners, including:

- Algonquin park wilderness survival and camping trips, Canadian Ecology Centre GPS/GIS training and Biosphere exploration for Environment students,
- Business management and provincial DECA competitions for Business students,
- Community-based building projects, construction safety awareness training, heating and plumbing installation techniques for Construction students,
- Local and provincial theatre and dance productions, artisan gallery tours and shows, film and media arts training for Arts & Culture students,
- Forest management seminars, parks building projects, maple syrup production and chainsaw training for Forestry students,
- Community-based culinary/catering projects and travel/tourism exploration trips for Hospitality & Tourism students,
- Hospital and community-based wellness placements, infection control sessions, massage therapy and personal fitness training for Health and Wellness students,
- Computer programming, website design and new mobile device application development for ICT students
- St. John’s First Aid/CPR/AED training as well as WHMIS training for all SHSM students

Our SHSM programs provide students with rich, engaging and highly relevant learning opportunities oriented to their interests and talents, thereby promoting student success and more informed post-secondary and career pathway decisions.



## Cooperative Education, School within a College and Early Leavers

The Board has used the Learning Management System and Blended Learning to support efforts to provide flexible learning opportunities for Cooperative Education, School within a College, and Early Leaver programs.

The establishment of the Virtual Learning Network has enabled many students to access courses and earn credits regardless of time or place. The eLC and DeLC positions continue to work with teachers to develop teacher technical ability and pedagogy.

## The StudentsAchieve Pilot Project

Four Near North schools are piloting a new online assessment and evaluation tool. StudentsAchieve online assessment tools provide a unique opportunity for teachers to design and structure their “grade book” in accordance with the “Growing Success” document to support student learning and achievement.

The pilot project will enable teachers to contribute to the configuration and implementation of the online assessment tools in an effort to improve teacher’s ability to quickly create assessments, input marks, and have immediate access to in-depth analysis.

The online grade book will provide opportunities for teachers to work collaboratively, sharing assessments across Student Success teams to support students and improve achievement.



## Character Education

The Board continues to promote the traits of Acceptance, Cooperation, Confidence, Compassion, Honesty, Integrity, Perseverance, Respect, Responsibility and Service within each school community. School climate surveys were conducted with parents, staff and students in all elementary and secondary schools in the spring of 2011. The data from these surveys provides schools with valuable information to further foster a positive and welcoming school climate.

As part of the International Day for the Elimination of Racial Discrimination, the following exemplary elementary and secondary students were celebrated as positive role models who exude good citizenship, along with an understanding and acceptance of human differences and individual qualities: Breanna Rowlandson; Derek Jones; Melanie Deibel; Kaitlyn Smales; Tyler Lebel; Noah Severino; Jamie Lynn Forneri; Dan O'Grady; Nathan Pegahmaganbow; Hannah Robertson.

## Ontario Youth Apprenticeship Program (OYAP)

The demand for skilled trade professional continues to grow in our local community and across our country. Over the past year our Board has initiated a series of strategic initiatives aimed at building the essential skills required to successfully navigate a career in the trades sector.

The cornerstone of the strategic plan is the continued development of our cooperative education programs. Healthy cooperative education programs are key factors in having students enroll in apprenticeship programs and other initiatives that are pathways to the skilled trades including Specialist High Skills Major and Dual Credit programs.

Supporting these pathway programs are a broad spectrum of experiential learning activities for both the elementary and secondary students aimed at building awareness of the various apprenticeship opportunities available through the OYAP program. Activities such as the Cardboard Boat Race, the R.C. Boat Build, and the Manufacturing Open House all bring students together to broaden their experiences and have fun!



## Special Education

Following some very positive results received from a survey of parents of special education students conducted by the Board's Special Education Advisory Committee, a plan was devised to address improved communication, planning and program implementation in Special Education throughout the Board.

A symposium for parents was offered covering such topics as: assistive technology, emotional intelligence, behaviour strategies, and Individual Education Plans (IEPs).

The Board's website was revised to include the following information for parents under the Special Education Parent site: a summary of programs and services available in Board, consent to release information form, the Parent Guide to Special Education 2010-11, a list of resources for parents including a list of websites, information on assistive technology and information about the Special Education Advisory Committee and meetings.

A coordinated approach to professional development and support for schools to promote program alignment was adopted. Four sets of joint meetings with Literacy Coaches and Differentiated Learning Resource Teachers (DLRTs ) were completed over the year focusing on: non-fiction writing, Differentiated Instruction, inferential thinking, and the implementation of a triad model of support.

A plan for quality Individual Education Plans was created and implemented which included the review of several IEPs per school and the completion of a summary report on IEPs per school, identifying strengths, needs and next steps. Report card and IEP alignment and IEP classroom implementation were also part of the plan.

A Special Education professional development day for all teaching and educational assistant staff was planned. The PD day on April 11, 2011 was entitled "Personalization, Professionalism, and Precision". The day focused on Differentiated Instruction, learning profiles and meeting individual student needs. All staff attended two anchor sessions (one on a Learning Profiles Project and one on Behaviour) and selected from a menu of workshops including: Differentiated Instruction Strategies, Assistive Technology, Modified and Alternate programming, Categories of Exceptionality and Support Strategies, as well as Supporting Students through Crisis. Staffs then met as a school team to plan for next steps at their own sites.



*Widdifield Secondary School student, Solomon Mason took Silver in the cooking category at the 17th National Skills Canada Competition in Quebec City held on June 1-4, 2011.*

## Collaboration

Fall/Winter 2011 will see the implementation of a new SharePoint portal to enhance opportunities for the development of teacher websites, blogs, and class discussion sites. In addition to school and teacher sites, many different departments are actively using the SharePoint portal for collaboration and document storage.

## Assistive Technology

Assistive technology continues to play a major role in classrooms across the region to support the development of self-advocacy skills and accommodate individual learning needs. Commonly used applications include Kurzweil, SMART Ideas, CoWriter, Clicker 5, and other assistive technology software. Students and teachers are active users of these programs.

## Teacher Leadership and Learning Projects with a Focus in Educational Technology

The Near North District School Board has two active Teacher Leadership and Learning Projects (TLLP) related to educational technology.

1) The 21st Century Textbook - Using Tablet Technology to Support Learning, is coordinated between Northern Secondary School and Parry Sound High School. It will initiate the development of resources to facilitate teachers in their efforts to use new technology (iPads) to support learning. This TLLP will enable teachers from the two schools to work collaboratively to develop online resources to support innovative use of 21st Century teaching tools. Participants will use web 2.0 tools (wiki) to share and create content.

The project will culminate with a series of workshops, practical simulations, and scenarios, that will be made available to teachers in participating schools. Teachers will learn how to utilize new media and technology for educational purposes and will generate shared on-line course content (TLLP Wiki – Professional Learning Community).



@NearNorthSchool

*Parents, students and community members were invited to keep up-to-date on important activities and events with the launch of the Board's official Twitter page.*

2) The Smart Board Student Engagement Project will utilize current teachers' expertise within William Beatty Public School in the use of technology, specifically the Smart Board, to increase all teachers' minimum level of technology literacy and confidence in using technology. This will be accomplished through a precise and coordinated effort to increase the use of technology within the classroom to actively engage more students in their learning.

This project will be implemented in phases in an effort to increase teacher confidence using Smart Board technology to differentiate instruction and assessment and engage students.



## eLearning

The Near North District School Board has continued to use the online learning management system to provide flexible educational opportunities to students. The establishment of the Virtual Learning Network has enabled early school leavers and adult learners to reengage in their academic pursuits at anytime from any place. eLearning and blended learning have enabled the development of programs with flexibility of time and place, while maintaining a quality of experience.

In 2011-12, the Near North District School Board is running 17 Day School eLearning courses. These online course offerings enable students to access courses they otherwise may not have, whether because of course cancellations or timetable conflicts. The new provincial seat reservation system has facilitated a significant increase in the number of students being shared across the board. This year more than 100 students have been shared between our schools.



## Blended Learning

Blended learning maintains the regular classroom environment but enables students to benefit from access to multi media resources, at any time, from any place. Our Board has moved beyond the pilot phase and has expanded the scope of the blended learning initiative. Currently, over 1600 students are actively using the Learning Management System to support instruction either through blended learning or eLearning. Much of the growth can be attributed to the integration of blended learning to support Numeracy initiatives, alternative education, and coop.

Many blended learning teachers are new to the D2L, Learning Management System in their course delivery. Teacher participants possess a diverse range of experience and technical knowledge. While some have a rich history of using technology in the classroom and have maintained a web presence, utilizing blogs and mobile devices to differentiate instruction, others have entered into the project with little or no experience using technology. Fortunately, seven participating teachers developed experience while participating in the implementation pilot project, 2009-2011. By providing a range of professional learning and team building activities, the Board hopes to encourage and support participants in their efforts to develop new teaching and learning practices that support student success in a blended learning classroom.

The Board's blended learning project has facilitated professional work sessions/ collaborative work groups designed to enable teachers to share, collaborate, modify best practices, and innovate new applications for the Learning Management System.

A team of teachers worked with the Board's eLearning contact to develop a broad range of interactive digital resources to support grade 9 and 10 applied math students. These resources are now accessible to our students and parents and have been submitted to the Ontario Educational Resource Bank (OERB) to support Numeracy initiatives across the province.

A group of math teachers are currently working to develop a series of diagnostic assessment tools for Grade 9 Applied level students. The online activities and quizzes will use some of the interactive resources locally developed for the OERB and will be embedded in the learning management system. The diagnostic tools will be used to gather data to support the strategic allocation of math resources.

The frequency of use varies greatly among blended learning pilot participants. Some teachers have achieved full integration of the Learning Management System, utilizing it daily or semi-daily to support learning. Other teachers, particularly those teaching math, have utilized the LMS for specific purposes or topics, i.e. to support problem solving. Participants have observed that students are able to work collaboratively yet independent of the teacher. 57% of the participating teachers are using the LMS with regularity, meaning they are using the LMS to develop and deliver course content at least once a week.

## Aboriginal Education

The Near North District School Board is dedicated to providing exemplary educational programming, with an emphasis on the importance of differentiated learning for all students. A unique group of learners are First Nations, Metis and Inuit students. In collaboration with our partners in Aboriginal Education, including our First Nations Advisory Council, we continue to integrate Aboriginal perspectives and culture through all areas of the curriculum so that all students can benefit from knowledge of this rich history.

We are focusing on several areas including professional development, engagement and awareness building and student success projects. We have professional development networks in place that will focus on the First Nation, Metis and Inuit Policy Framework. This encompasses professional development on Aboriginal Perspectives: A Teachers Toolkit and other resources high in Aboriginal content. Through engagement and awareness building initiatives, we are working in collaboration with our partners in Aboriginal Education to provide Aboriginal Early Years Gatherings at five different locations to foster community engagement in support of family and student achievement. We also look to using data to support student achievement through updating and promoting the value of the Aboriginal Student Self-Identification Policy. We continue to foster student success through supporting current secondary school courses and programs including Native Language, Aboriginal Studies, and Aboriginal Student Links through Nipissing University. We are currently working towards offering more course options with Aboriginal content through blended learning initiatives.

The Near North District School Board shares in the vision of reducing gaps in student achievement, supporting high levels of student engagement, equity and respect for diversity. We look forward to continuing our collaborative work with our partners in Aboriginal Education to attain our goals.



### Self-Identification Numbers

Identification	Number	Percent of Enrolment
First Nation	89	0.82%
Inuit	9	0.08%
Metis	45	0.42%
Native Student Living off Reserve	117	1.08%
Native Student Living on Reserve	51	0.47%
Non-Native Student Living on Reserve	12	0.11%
<b>Total</b>	<b>323</b>	<b>2.98%</b>

*Several schools participated in the Ontario Arts Council's Artist in Residence initiative where students worked with well-known First Nations artists during a series of workshops designed to bring awareness and appreciation of Aboriginal culture through visual arts.*

## Robotics

With the support of community mentors, sponsors and partners, the Near North Student Robotics Initiative (NNSRI) continues to make it their mission to not only build robots, but to promote science and technology in our community and around the world. The team competes with FIRST (The United States Foundation for Inspiration and Recognition of Science and Technology), an international high school robotics competition, and had a very successful eleventh season. Known in competition as Team 1305, Ice3, the team is recognized for its excellent work promoting science and technology at a variety of different events. Working year round, the team made their first expansion outside of North Bay in 2011. Team 1305B, Team Titanic at Northern Secondary School worked throughout the fall to build a VEX Robotics Competition robot to compete in St. Catharines in December. At competition, 1305B's robot performed well, outranking the NNSRI's robot in the qualification rounds.

The team chose their annual slogan, "Turning up the Heat!" to represent their renewed enthusiasm in their second decade. The team started by mentoring a new FIRST Team in London Ontario, a challenge due to the distances involved. Regardless, the NNSRI overcame these obstacles, and the new team, Oakbotics, went on to qualify for the world championship.

Having turned up the heat, the team attended regional competitions in Waterloo and Toronto. At the Waterloo Regional, judges recognized the team's commitment to its mission by awarding it the Chairman's Award, the most prestigious award at competition, which qualified the team for the world championships in St. Louis, Missouri. The team also received a Safety Nomination for its work promoting safety both within the team as well as with rookie teams. At the Toronto Regional, the team won Gracious Professionalism Award, which recognizes a team that promoted the values of friendly but tough competition. The team also took home another safety nomination at the Toronto event.

The team's eleventh robot, Duke, was built under the leadership of grade12 West Ferris Secondary School student Darren Stahl. The robot was designed to hang tubes in patterns in the game for the season, Logomotion. At the Waterloo Regional, the team dealt with technical issues but worked hard to iron out bugs and went on to become quarter finalists at the Toronto Regional event. The robot was built in the allotted six week time period, and was the largest robot the team had built so far at almost five feet tall.

In April, the team travelled 18 hours by bus to St. Louis where they had the opportunity to see the Gateway Arch and participate in other activities. At competition, the team and robot performed well under the intense pressure of international competition, and were pleased with their results.

Throughout the year the NNSRI participates in a variety of events and activities to promote science and technology in the community and as far away as Toronto where the team demonstrated their robot at the CNE. The team also helped kids build Lego robots at the Early Years Centre, presented to the Professional Engineers, demonstrated at Summer in the Park and raised money to support relief for victims of the earthquake in Japan. The team finished their 2011 season with their second annual RoboMania at Northgate Shopping Centre, where the team had a busy weekend welcoming hundreds of mall guests to their pavilion. The action packed show allowed kids to drive robots and compete for prizes, build with Lego, learn about the larger robots, make buttons and gain an appreciation for science and technology. Overall, 2011 was one of the team's most successful ever and they look forward to the 2012 season.

*Land of Lakes Public School students Lauren Andersen and Fiona Weaver won Silver at the Canada Wide Science Fair in Toronto in May with their project 'Bag Those Bugs.'*



Almaguin Highlands Secondary School was officially certified as an EcoSchool through the Ontario EcoSchools program. The school is the first certified EcoSchool in the Board.

### Percentage of Students who Achieved 16 or more credits by age 16 as of June 30, 2010

School Year	Percentage
2004-05	56.30%
2005-06	61.50%
2006-07	58.10%
2007-08	66.70%
2008-09	67.06%
2009-10	70.54%
2010-11	65.06%

## Improving Outcomes

The Board believes that all students can be successful in achieving high educational expectations. The Board is continuing to work toward all students attaining the provincial standard on EQAO assessments by providing students with the necessary Literacy and Numeracy skills they need to become life-long learners and to make positive contributions to their communities.

The Board is building capacity throughout the system to address equity of outcomes through the personalization of instruction and specific assessment methods that focus on individual student needs. In order to achieve this, schools have engaged in a number of initiatives that focus on continued professional development related to precision instruction.

Release time was provided to support professional learning opportunities for teachers and administrators, in the form of Teaching-Learning Critical Pathways, which focused on assessment for, of and as learning and differentiated instruction to reduce learning gaps and provide equity of outcome for all students. The continued use of co-planning and common assessment tools is contributing to enhancing professional dialogue and consistency of marking.

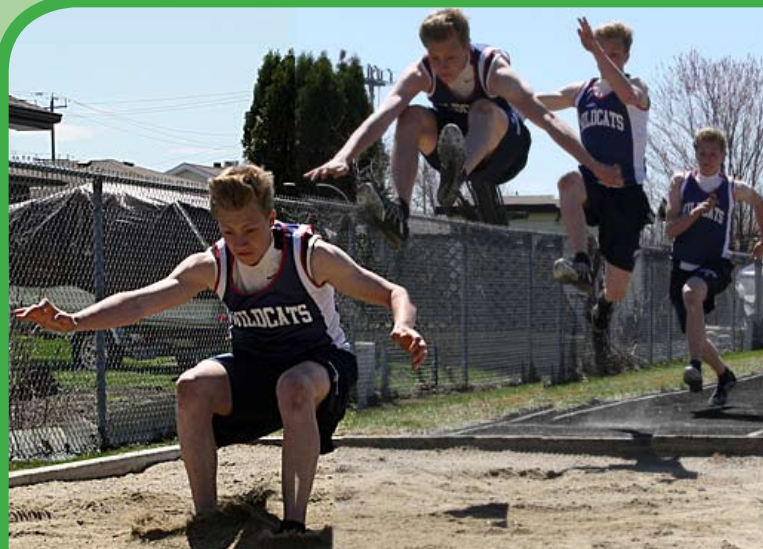
School Effectiveness Framework triads (consisting of elementary and secondary principals engaged in visiting one another's schools) providing feedback on effective practices. Thereby building deeper understanding about school improvement, key instructional practices and alignment between the panels.

Nine schools were designated as Schools in the Middle and partnered with similar schools within the Board to collaborate, co-plan and co-teach to build capacity and to improve student achievement. Eight schools were involved in the Ontario Focused Intervention Partnership (OFIP) tutoring program, which involved a variety of programs ranging from homework clubs to computer clubs to public library programs, giving students after-school assistance. Five North Bay area schools hired Nipissing University Education students as Literacy and Numeracy tutors

through Tutors in the Classroom. This program not only helped Near North students but gave Nipissing University students experiential learning, which was beneficial to their program.

The Near North District School Board has created greater alignment between the Program and Special Education departments to improve student achievement by providing support to both students with low levels of achievement and low-performing schools through the use of a Triad model. The Literacy Coach and the Differentiated Learning Resource Teachers support classroom teachers in implementing high yield instructional strategies that support all students in increasing their Literacy and Numeracy skills. Special Needs students continue to demonstrate tremendous growth in their Literacy and Numeracy knowledge and skills, due to differentiated instruction strategies, assistive technology support, visual tools and scaffolds across all subject areas.

Continual examination of provincial, board and school data allowed the Board to identify schools in need of additional support in order to provide students with exemplary instructional practices. Schools developed strategic School Improvement Plans identifying urgent student learning needs that became the focus in respective schools. Program coordinators were deployed to support schools in achieving their goals.



## Student Senate

Student Senate is comprised of one student representative from each student council, from all seven Near North District School Board secondary schools. Each member is responsible to act as a liaison between their own schools' student council and the board-wide Student Senate about educational issues of interest and concern to students.

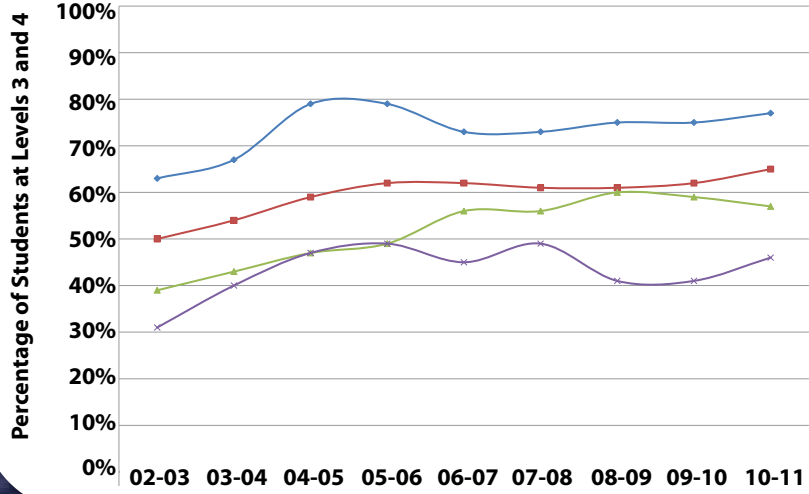
Since 2009, Student Senate's focus has been two-fold: promoting established student leadership and trying to reach the disengaged students in schools. Recent SPEAKUP leadership events included secondary student leaders participating in 2009 leadership courses at the Ontario Educational Leadership Centre in Orillia and in 2010, the Live Lightly, Lead Often student leadership event in Sundridge. Student Senate has promoted their message of the importance of student voice to other students using radio campaigns and a popular Facebook page.

Alongside the equity and inclusion issues that arose with extracurricular activities, Student Senate has been working on aligning a more cohesive and equitable voice for Student Councils in their schools. Working with representatives from the Ministry of Education and providing input provincially for Student Councils, Student Senate has been instrumental in refocusing students to vote for a platform not a person and to try and engage the disengaged into school-sponsored activities.

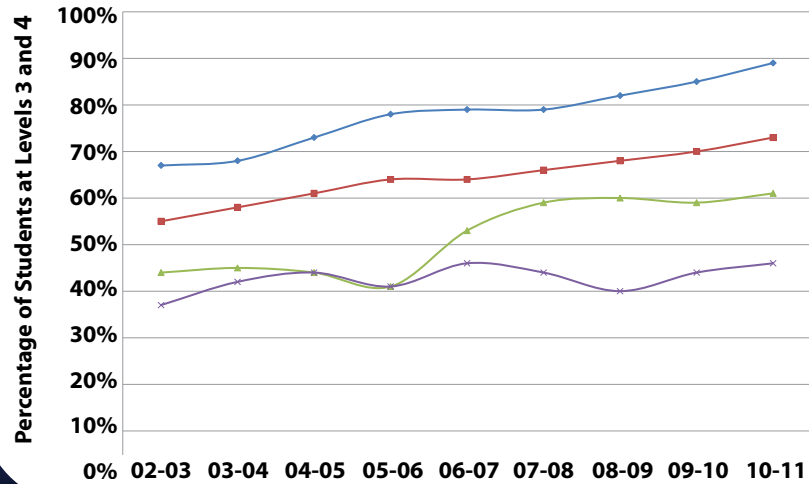
# EQAO Results

- ◆ Highest Provincial Board
- Provincial Average
- ▲ Near North DSB
- ✕ Lowest Provincial Board

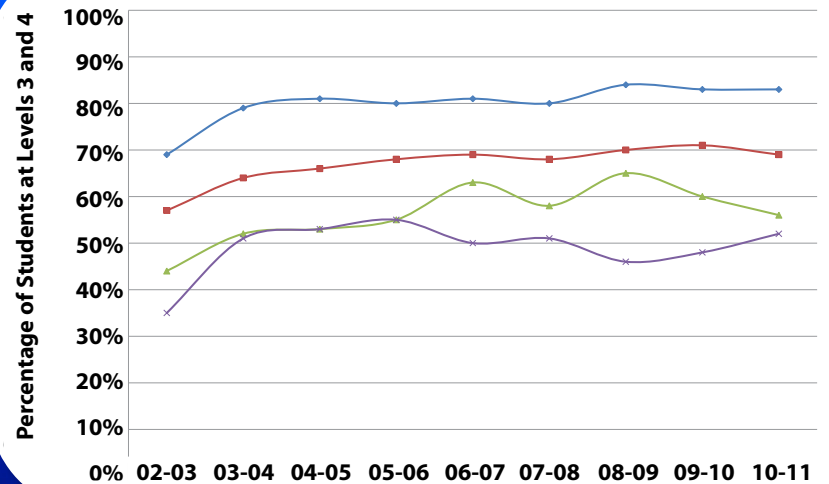
EQAO Grade 3 Reading Results (2002-03 to 2010-11)



EQAO Grade 3 Writing Results (2002-03 to 2010-11)

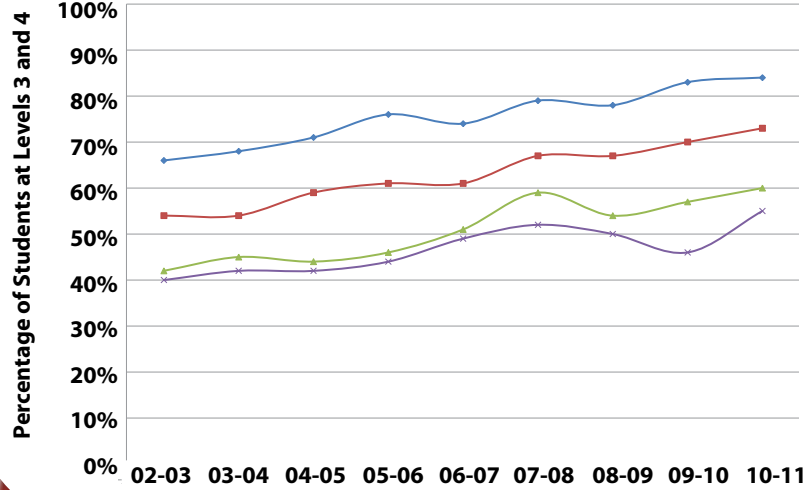


EQAO Grade 3 Mathematics Results (2002-03 to 2010-11)

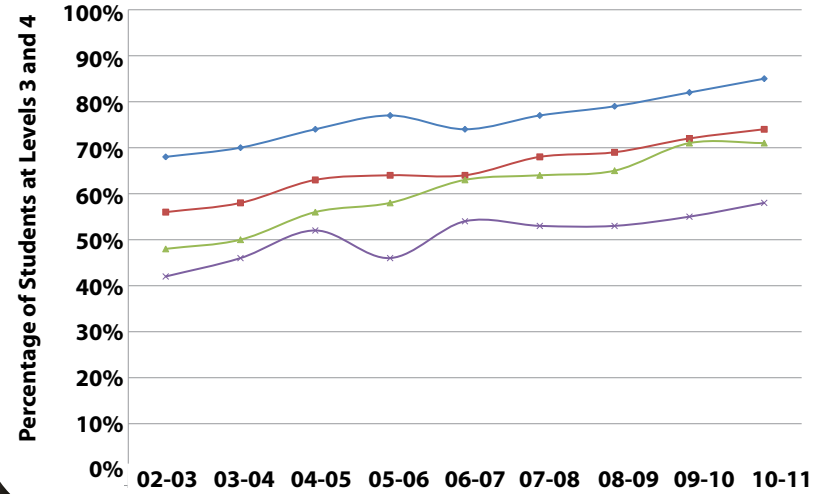


# EQAO Results

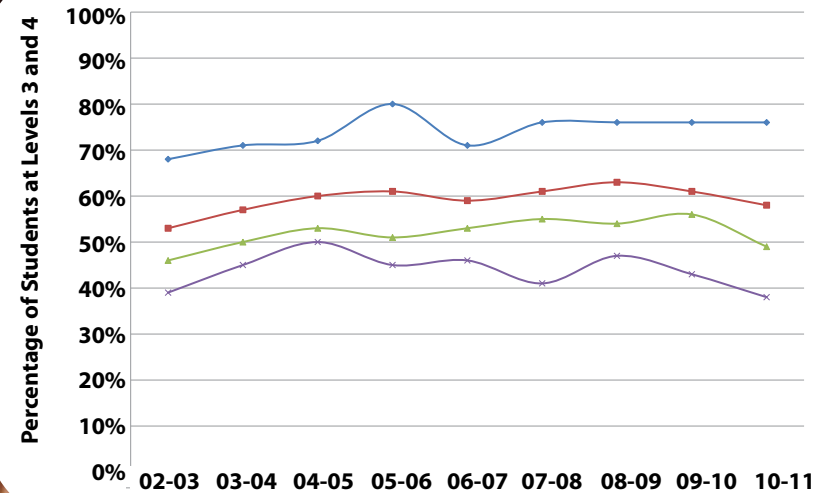
EQAO Grade 6 Writing Results (2002-03 to 2010-11)



EQAO Grade 6 Reading Results (2002-03 to 2010-11)



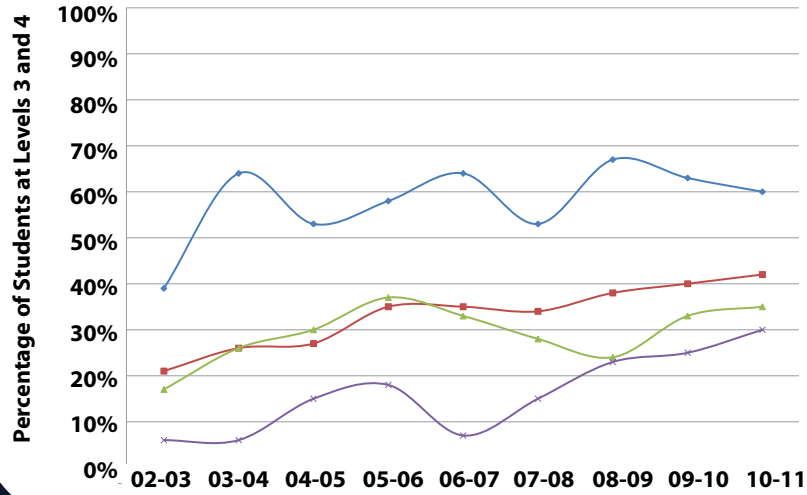
EQAO Grade 6 Mathematics Results (2002-03 to 2010-11)



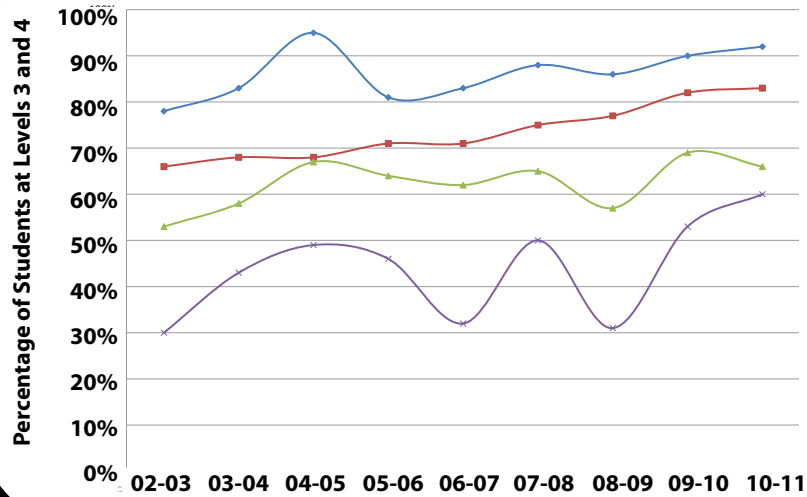
- ◆ Highest Provincial Board
- Provincial Average
- ▲ Near North DSB
- × Lowest Provincial Board

# EQAO Results

EQAO Grade 9 Applied Mathematics Results (2002-03 to 2010-11)



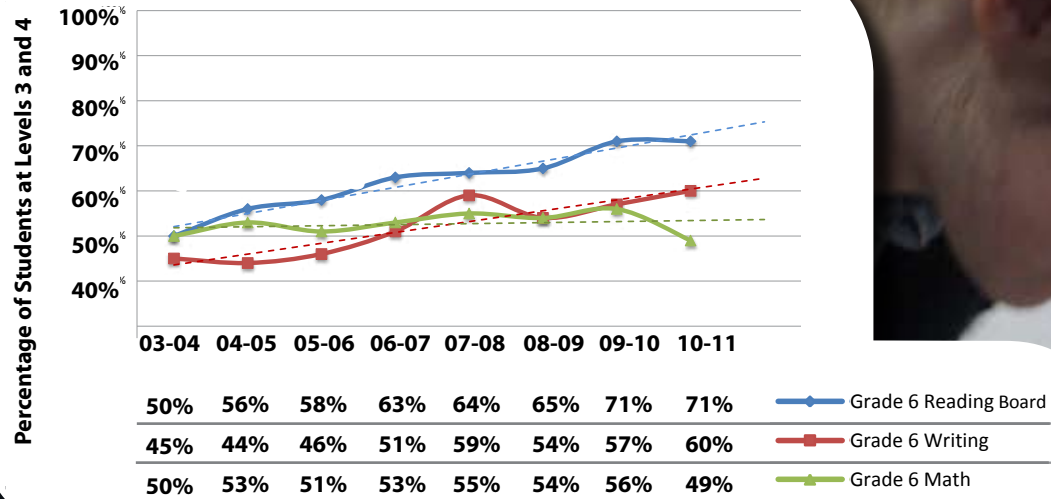
EQAO Grade 9 Academic Mathematics Results (2002-03 to 2010-11)



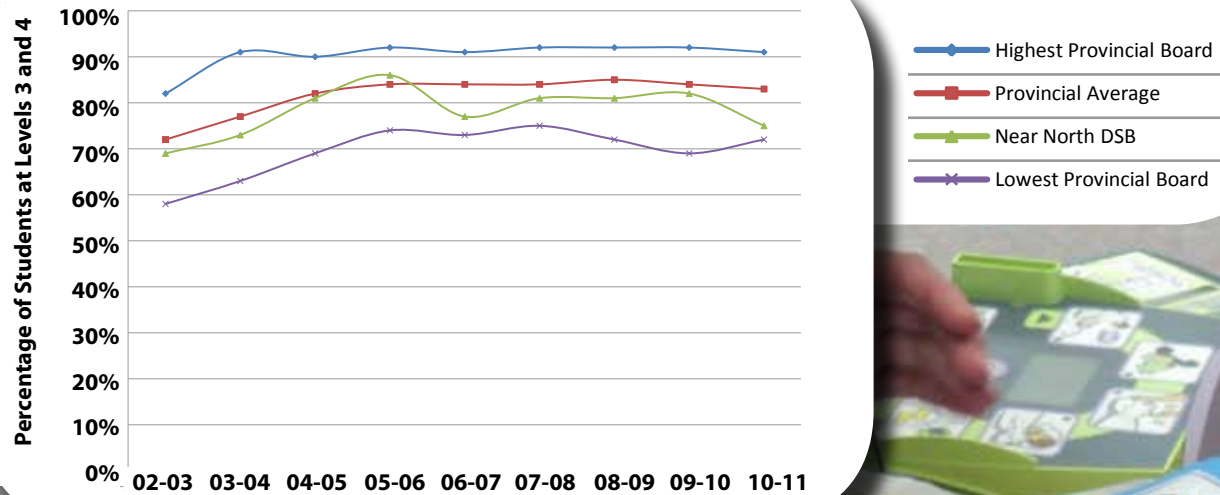
- ◆ Highest Provincial Board
- Provincial Average
- ▲ Near North DSB
- × Lowest Provincial Board

# EQAO Results

EQAO Grade 6 Trend (2003/2004 to 2011/2012)

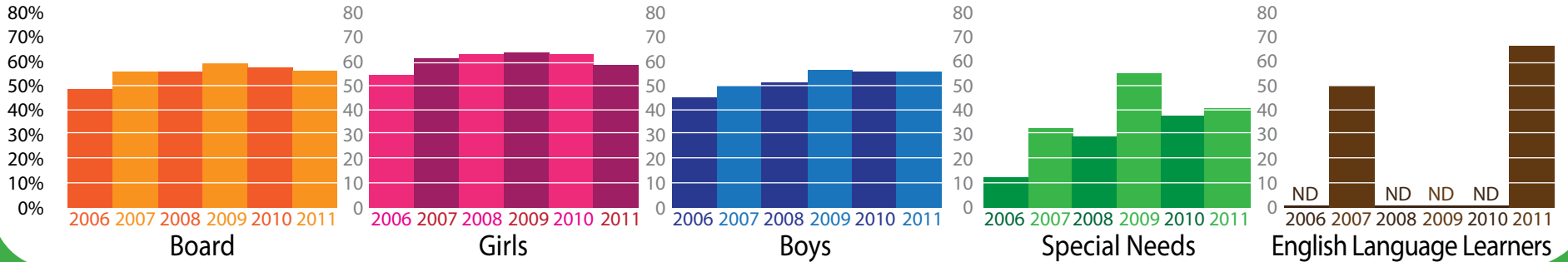


EQAO Grade 10 OSSLT (First Time Eligible - 2002-03 to 2010-11)

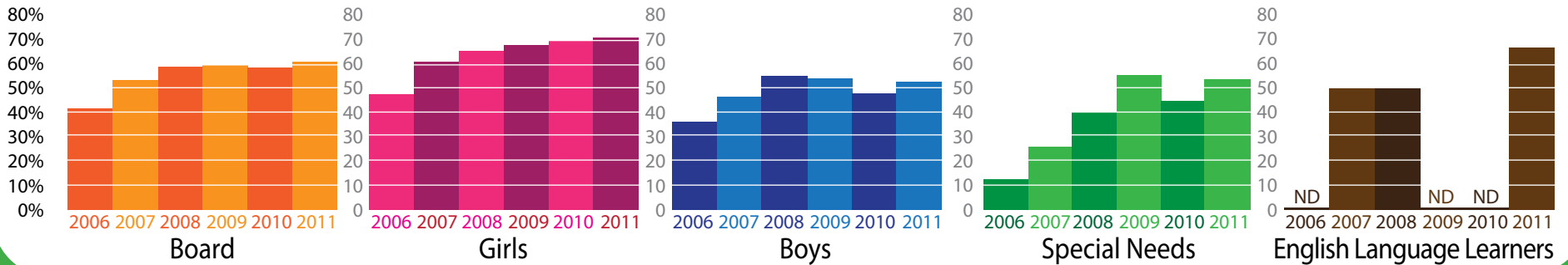


# Grade 3 EQAO Results

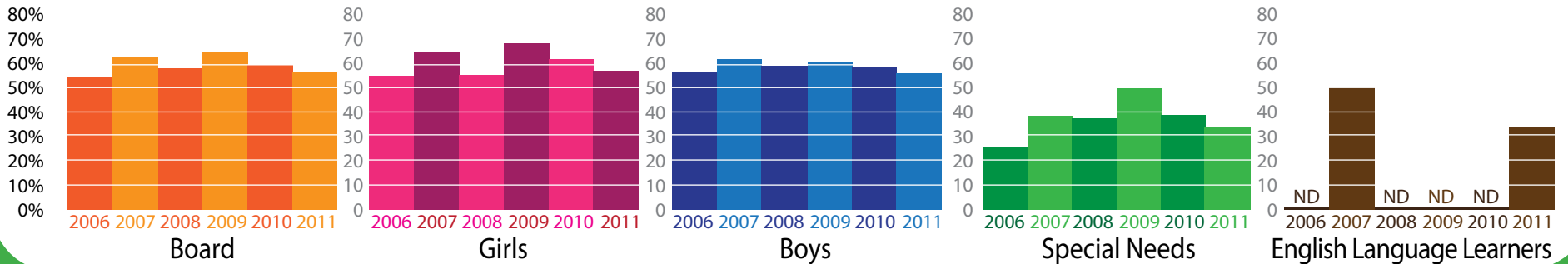
## Grade 3 Reading



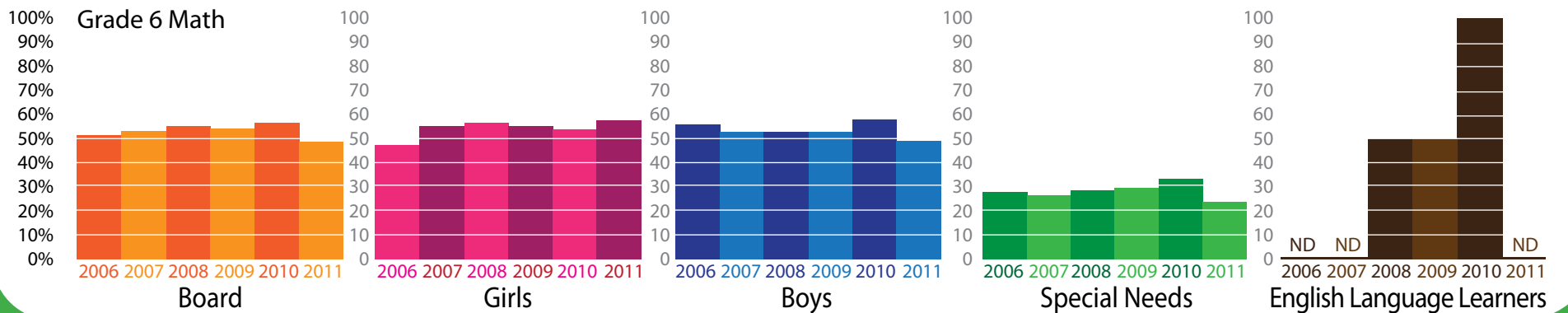
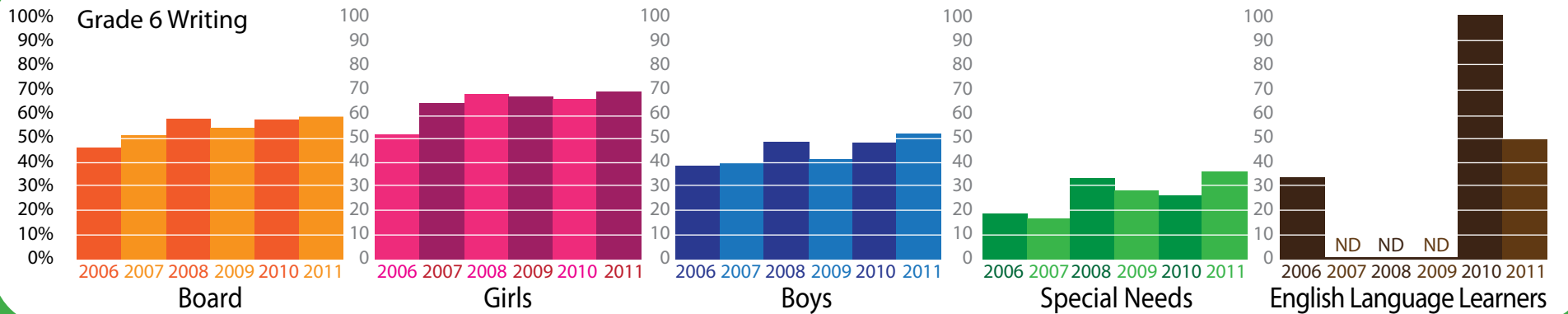
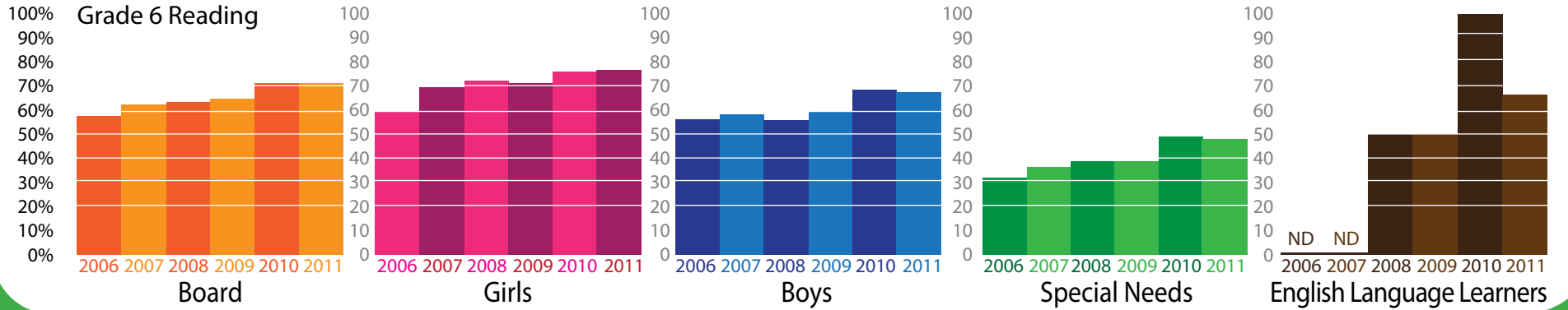
## Grade 3 Writing



## Grade 3 Math



# Grade 6 EQAO Results



## Secondary EQAO Results

