

*Learning together.
Striving for excellence.
In service to God and
each other.*



**Northeastern
Catholic District
SCHOOL BOARD**

DIRECTOR'S ANNUAL REPORT 2024

DIRECTOR'S MESSAGE

It is with great pride that we share the 2024 Director's Annual Report on behalf of Northeastern Catholic District School Board. This report highlights many new, enhanced and expanded initiatives, programs, events, and longstanding traditions within the NCDSB.

The theme of our Pastoral Plan has allowed us to create inclusive, joyful, and faithful places of belonging. We remain focused on increasing student achievement, ensuring equity, promoting well-being and enhancing public confidence in Catholic Education. This annual report also reflects the goals and progress we made towards the priorities of our multi-year strategic plan while advancing the legislative goals of improved achievement outcomes in core academic skills, preparing our students for future success, and improving student engagement and well-being.

We extend our sincere gratitude to our students, staff members, and stakeholders who have helped us create and sustain safe places to teach, learn, and grow. We remain committed to learning together, striving for excellence, and being in service to God and each other.

The Northeastern Catholic District School Board is a place where we all belong.

Tricia Stefanic Weltz
Director of Education

*Faithful and thoughtful
learners,
working together to transform
the world*



ACHIEVEMENT

COMMUNITY

FAITH

INCLUSIVITY

RESPECT

A PLACE WHERE WE ALL BELONG



Celebrating Indigenous Education

We are so proud of the many opportunities and events that the NCDSB community experienced this year. We celebrated the opening of our outdoor cultural space in Timmins, and welcomed our students, staff, Trustees, and community partners to share in this special event. Our students continue to engage in land-based activities or share their talents in the creation of murals that help to ensure Indigenous representation in our schools. We acknowledge the amazing work that is being done in our schools as well as the connections we are making with our students, staff and external agency members that continue to help us on our journey for Reconciliation. We are working together to build places of respect, inclusion, and belonging.

Accessibility Barriers Eliminated

As part of our commitment to ensure that our facilities are safe and accessible, we completed a major capital project this year. All main entrances to NCDSB schools have been redesigned and have functioning accessible electronic door openers. This important project eliminates an accessibility barrier and it ensures that our schools are places where we all belong.

Pastoral Plan - *I Belong*

The theme of *I Belong* has been lived out in many meaningful ways throughout this year. We focused on the idea of loving oneself and understanding the God-given gifts and talents we have been given as individuals. Our focus is on knowing who we are as individuals and finding our place in our schools and Catholic school system. We are called to let our light shine. Knowing and loving oneself is the first step in building a place where we all belong.



PREPARING STUDENTS FOR FUTURE SUCCESS

Pathway Planning

O’Gorman High School prides itself on ensuring students are well prepared for their futures beyond high school and this preparation begins even before the first day of Grade 9. Each year OHS hosts multiple events to ensure future and current Knights get a good sense of what learning opportunities are available to them and to help them along their personal pathway to future employment. With a strong focus on promoting the benefits of a future in the skilled trades, NCDSB students in grades 7-12 participated in the Level UP Career Fair and experienced a taste of post-secondary life at Northern College and College Boreal. Future Knights learned all about the pathway programs available during the annual open-house, including the new Specialist High Skills Major program in Hospitality and Tourism that launched in September 2024. Our cooperative education program supports students in test-driving future careers and their bi-annual career fair demonstrates the benefits of community partnership and collaboration. We are proud of our accomplishments and are confident that our OHS Knights will complete secondary school with a strong foundation to support a prosperous future in apprenticeship, post-secondary education, and within the workforce.



Enrolment in Senior Math and Science

As part of Student Achievement Planning initiatives, a more direct focus is being placed on the timetable and course selection options for OHS students. With a goal of increasing student enrolment in grade 11 and 12 math, science, and tech courses, the guidance team has been reviewing specific student learning interests and existing course options to propose new elective options for future course selection processes. This includes a specific focus on students with special education needs who are typically not enrolled in these subject areas beyond compulsory credit requirements.



Graduation Rates

We are proud that our graduation rates have been on an increasing trendline for the past 8 years. Although year-to-year cohort outcomes still vary noticeably, the overall trend demonstrates that more students are graduating within both the 4-year and 5-year program. We have successfully ensured that the compulsory graduation requirements of successful OSSLT outcomes and Community Service hours have not been barriers for our students to earn an OSSD. We are currently exploring credit-accumulation trends of students in specific grades as the main lever to increase graduation rates and are reviewing timetabling practices for students in grade 11 to identify opportunities to enhance overall credit accumulation.

ACHIEVEMENT OF LEARNING OUTCOMES IN CORE ACADEMIC SKILLS

Mathematics

We are working very hard at creating a culture of excellence in mathematics and setting conditions for success at the system, school, and classroom level. We have invested in a new math program that is helping our educators provide explicit instruction that is scaffolded to meet the needs of a variety of learners. It is also designed to facilitate learning of basic math skills that are required for future success. We are also investing in different professional learning opportunities with mathematics experts to help our educators develop the confidence and understanding they need to plan, implement and assess mathematics tasks, interventions, and supports that are responsive to student needs.



Literacy

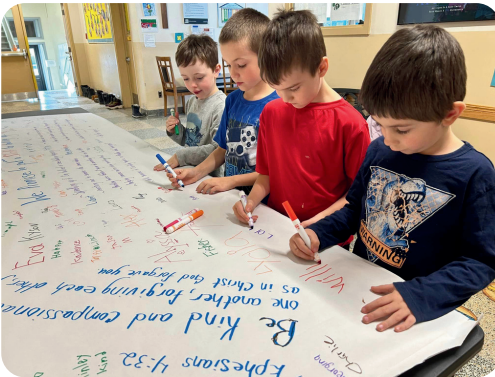
We continue to make changes to literacy instruction based on the recommendations made by the Ontario Human Rights' Commissions Right to Read Inquiry Report. Investments in literacy programs that are based on research-based practices and professional development to improve literacy instruction and student learning is a focus from Kindergarten to Grade 8. This year we are shifting more emphasis to writing and we hope that with dedicated time and practice, our students will become more fluent and effective writers. We are working diligently to provide at-risk students with timely intervention opportunities to help them develop essential literacy skills and competencies as learners.



EQAO

Student achievement outcomes in the Primary and Junior assessments remain consistent over time, still falling below the provincial standards. Outcomes in Grade 9 math are also slow to progress, while OSSLT results remain relatively consistent year over year. We remain hopeful that our achievement outcomes will improve over time, with a continued focus on instructional strategies that respond to the needs of our students.

STUDENT ENGAGEMENT



Student Mental Health and Well-Being

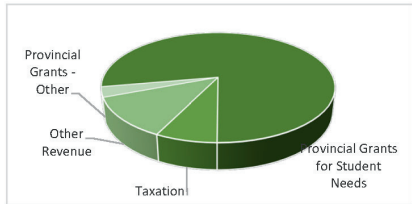
We are strongly committed to this important area of student life and believe that mental health matters. We have aligned our work with PPM 169: Student Mental Health, and our educators are engaging students in meaningful learning opportunities. We effectively adopted the Ministry of Education modules which align with the existing curriculum expectations in the Grades 7 and 8 Health and Physical Education curriculum. Our students are learning about mental health and mental illness, and they are building awareness about strategies to promote positive mental health and know when, where and how to seek support or how to help a friend. This is a team effort and we are thankful for all the school staff working together with families and community partners, to support student mental health.

Student Attendance and Engagement

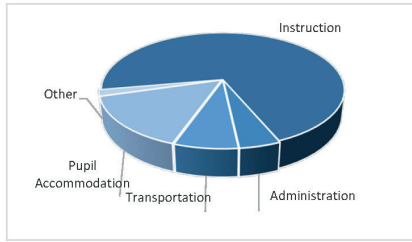
During the 2023-2024 school year, student attendance and engagement emerged as a central focus across our schools. Several initiatives were in place to help foster student connection and engagement our school communities, including Family Fun Engagement Activities, O’Gorman Intermediate Catholic School Engagement Group and special lunch activities at O’Gorman High School, supporting multi-school sporting events and land-based activities. Through these activities, students were provided with opportunities to interact in fun and meaningful ways, fostering the development of essential life and social skills. These are only a few examples from the many ways NCDSB schools help build a sense of belonging and community for every student.



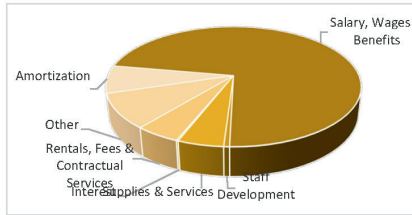
FINANCIALS



Category	Amount	Percentage
Provincial Grants for Student Needs	\$ 42,341,520	78%
Taxation	\$ 3,925,467	7%
Other Revenue	\$ 6,460,892	12%
Provincial Grants - Other	\$ 1,637,247	3%
Total	\$ 54,365,126	100%



Category	Amount	Percentage
Instruction	\$ 38,084,592	71%
Administration	\$ 2,488,664	5%
Transportation	\$ 3,812,110	7%
Pupil Accommodation	\$ 8,025,360	15%
Other	\$ 938,538	2%
Total	\$ 53,349,264	100%



Object	Amount	Percentage
Salary, Wages & Benefits	\$ 38,750,742	72%
Staff Development	\$ 326,032	1%
Supplies & Services	\$ 2,620,982	5%
Interest	\$ 109,766	0%
Rentals, Fees & Contractual Services	\$ 2,579,739	5%
Other	\$ 4,952,439	9%
Amortization	\$ 4,009,564	8%
Total	\$ 53,349,264	100%

BOARD PROFILE

The NCDSB operates 12 elementary schools, 1 secondary school, and 1 alternative learning center. We proudly serve approximately 2,500 students across our district and employ 370 permanent staff members. We are a dedicated team of faithful and thoughtful learners, working together to transform the world.

TRUSTEES



Front Row (L to R): Sahayma Omenye (Student Trustee), Colleen Landers, Elizabeth King, Paula Del Guidice, Elena Lionello (Student Trustee)
 Back Row (L to R): Glenn Sheculski, Denis Lincez, Steve Malciw, Stan Skalecki, Martin Drainville, Fred Salvador Jr.

NCDSB EXECUTIVE TEAM



Tricia Stefanic Weltz, Director of Education
 Daphne Brumwell, Superintendent of Education
 Jennifer Dunkley, Superintendent of Education
 Keld Scott, Superintendent of Business

Northeastern Catholic District School Board Strategic Priorities



MULTI-YEAR STRATEGIC PLAN

Our MYSP remains integral to all work of the Board. Over this past year, we have actively engaged in the development and monitoring of action plans that are directly aligned with the strategic priorities of the multi-year plan. Regular accountability reports have been shared with the Board of Trustees, the NCDSB community, and stakeholders. This process strengthens accountability and transparency, while demonstrating our true commitment to being stewards of resources and improving student achievement outcomes.