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Vice Principal
Brian Diogo

Head Secretary
Maureen Romer

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Helena Cassano

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**Regional Secondary
Schools**
St. Joseph S. S.

Director of Education
John Kostoff

Board Chairperson
Mario Pascucci



Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Dunstan School
1525 Cuthbert Avenue
Mississauga, Ontario

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



Faith, Discipline and Wisdom

Mission Statement

Our mission as a community of learners at St Dunstan School is to inspire all members:

- to acquire self- worth, dignity and integrity through knowledge and the practice of Catholic, Christian values***
- to support each other in acquiring communicative competency through the development of literacy***
- to utilize the learned skills, attitudes and knowledge as contributing members of our changing global society***

We are committed to our belief that each individual is a unique creation of God. Together, as partners, we provide the support and security that enable us to focus on faith, discipline and wisdom in our lives, as we become self directed, multi-skilled, life long- learners.

Our School Profile

St. Dunstan School is an elementary school of approximately 420 students, of diverse social and ethnic backgrounds, from Junior Kindergarten to Grade 8. The surrounding community consists of single family homes situated in Mississauga. Our student population over the past 4 years has seen an increase in English as a Second Language Students (ESL).

St. Dunstan was established to support Catholic parents in their responsibility for the spiritual, religious, moral, academic, and physical needs of their children in accordance with the teachings of the Church. The school community at St. Dunstan is committed to the search for excellence, the uniqueness of the individual and the education of the whole person.

St. Dunstan School 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, teachings and beliefs are an integral part of the daily life of our school. Our motto, "Faith, Discipline, Wisdom" was chosen through the process of community consultation and reflects a holistic philosophy where religion and daily life are intertwined. All activities at St. Dunstan, academic and pastoral work, extracurricular and intra-curricular, prayer and worship, administration and management help to prepare our students for their lives as Catholics in the community.

Our students come to us with a variety of strengths and needs, with their Catholic faith as their common bond. Our prayer life, liturgical celebrations, the sacraments, and our faith and value system form the foundation of our school program. We offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. 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 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

SAMPLE: School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading and mathematics have exceeded the results from the previous year. Our writing results show some improvement from the previous year but suggest that there is room for improvement.

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	84%	82%	90%
Board	65%	71%	68%
Province	61%	66%	68%
Grade 6 ('07-'08)			
School	84%	84%	82%
Board	70%	72%	62%
Province	66%	67%	61%

School Plan for Sustained and Continuous Improvement 2008 - 2010
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><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. • 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 programs and targets and an integrated curriculum approach that will assist all in our community in working towards greener schools. 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community • Encourage Faith Leadership in the students through our Outreach programs • Encourage Faith Leadership through our Virtues Program • Promote successful parish relationships through our Pastoral plans, information sharing and liturgical events • School community will actively develop an appreciation, understanding and knowledge of the Mass. • Virtues Instruction 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • Implementation of Outreach Programs: Food Drives, Terry Fox Campaign, Angel on the Tree, Foster Child • Parent and pastoral staff involvement and attendance at Virtues celebrations • Class instruction and practice will better prepare the students for Mass responses/participation • Participation in assemblies and classroom activities 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Feedback from Pastoral Team / amount of participation during all Masses throughout the year at St. Joseph Parish 	<ul style="list-style-type: none"> • Ongoing feedback will inform the school's planning for next steps • Ongoing feedback will inform the school's planning for next steps • Ongoing feedback will inform the school's planning for next steps • Ongoing feedback will inform the school's planning for next steps <p style="text-align: center;">Nov. 2008 March 2009 June 2009</p>

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<ul style="list-style-type: none"> • 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. • 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. • Continue to nurture relationships between school and parish teams, and school and home. 	<ul style="list-style-type: none"> • Reflect daily on scripture that is read during morning prayers • Expand Literacy collections and provide guest presentations to illustrate diversity and acceptance 			
<p style="text-align: center;">Community Development</p> <p style="text-align: center;"><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> <ul style="list-style-type: none"> • Continue to focus on Catholic professional learning communities. • Enhance opportunities for communication and collaboration with all community partners. • 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. 	<ul style="list-style-type: none"> ▪ Continue with the anti-bullying programs/presentations ▪ Continue with programs that intentionally articulate and promote respectful inclusiveness for all members and affirmation of human dignity ▪ Partner closely with St. Joseph Parish ▪ Curriculum evenings for parents to enable them to become active participants in their children’s education ▪ Partner with Parent Advisory Council ▪ Embrace community partnerships: artists in the school, Peel Health 	<ul style="list-style-type: none"> • Reduced number of conflicts • Increased student sense of safety • Collaborative approaches in the playground • Align resource staff with students at risk 	<ul style="list-style-type: none"> • Informal feedback • Suspension data / incident tracking data • Parent, Teacher and Student Survey 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

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	nurse, Peel Police <ul style="list-style-type: none"> ▪ Assemblies with positive reinforcement recognition (per term) 			
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**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;">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> <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. • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated 	<p>Through Professional Learning Teams:</p> <ul style="list-style-type: none"> • Develop critical literacy skills across the curriculum in all grades • Develop open responses in reading by specifically focusing on thinking (identifying a point of view and how the author chose a point of view) • Ongoing professional development via Board in services as well as Learning Team and ELSAT in services • Implementation more fully of differentiated instruction at all levels • Bridge literacy strategies to all areas of the curriculum 	<ul style="list-style-type: none"> • A focus on critical literacy in school and classroom planning • Evidence of informed, shared instructional leadership that targets elemental improvement across grade levels • Evidence of use of PAR to inform appropriate instructional responses with the aim of improving student learning 	<ul style="list-style-type: none"> • Improved critical literacy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> ○ CASI (questions 2, 6 & 8) ○ Student work samples ○ Teacher observation ○ EQAO • Use of Skopus data warehouse to monitor student achievement data • Teachers craft is enhanced through the training, practice and feedback as well as individual reflection and group inquiry practice • Ongoing Professional Learning Team dialogue 	<ul style="list-style-type: none"> • December 2008 • April 2009 • June 2009

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<p>instructional strategies, and planning for assessment and reporting.</p> <ul style="list-style-type: none"> • Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, 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, Safe Schools) -Special Education -Literacy / Numeracy Secretariat <ul style="list-style-type: none"> ▪ ensuring the distinctiveness of Catholic education is explicitly infused. 	<ul style="list-style-type: none"> • Implementation of high yield strategies • Ensure that all elements of balance literacy exist in all grades: Read aloud, shared reading, guided reading, independent reading, modeled / shared and guided writing and independent writing • Continue divisional based learning teams with focus on evidence-informed inquiry into improving student achievement and supporting students at risk • Technology to embrace differentiated learning such as: LD Suite and Alpha Smart • Team meetings to access expertise of Special Ed. Personnel • Moderated marking at grade and divisional level meetings 			
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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</i></p>	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement • Continue to make 	<ul style="list-style-type: none"> ▪ Budget allocation will align with school priorities for student achievement • Balanced Capital Budget 	<ul style="list-style-type: none"> ▪ Use i-Ren reports to monitor and track school budgets 	<p>:</p> <ul style="list-style-type: none"> • September 2008 • May 2009
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<p><i>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. 	<p>decisions based on the needs of the school, division, grade level and classroom</p> <ul style="list-style-type: none"> • Include staff input in budget allocation • Support staff in all extra endeavours e.g. sports, clubs, field trips etc. • Support Parent Advisory Council in fundraising expenditures with staff and administration input 	<ul style="list-style-type: none"> • Reporting of School Generated Funds under GAP Procedure 704.2 • Balanced Parent Advisory Council Budget • Implementation of newly established procedures for allocation of Parent Advisory Council Funds 		
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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"> • 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 in electronic registers align with Ministry guidelines 	<ul style="list-style-type: none"> • Monthly
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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
To develop open responses in reading	Focus on: <ul style="list-style-type: none"> • Thinking • Identifying a point of view • Identifying how the author chose that particular point of view 	Success in CASI questions 2, 6 & 8	Data Collection: Cycle 1 Cycle 2 Cycle 3	Review through each data collection process and address needs as they arise

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