



## Catholic School Council Annual Survey

### MISSION STATEMENT

*THE MISSION OF THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD, IN PARTNERSHIP WITH THE FAMILY AND CHURCH, IS TO PROVIDE, IN A RESPONSIBLE MANNER, A CATHOLIC EDUCATION WHICH DEVELOPS SPIRITUAL, INTELLECTUAL, AESTHETIC, EMOTIONAL, SOCIAL, AND PHYSICAL CAPABILITIES OF EACH INDIVIDUAL TO LIVE FULLY TODAY AND TO MEET THE CHALLENGES OF THE FUTURE, THUS ENRICHING THE COMMUNITY.*

Effective educational governance requires various groups within the Dufferin-Peel Catholic District School Board educational community to share their perspectives on the evolution and maintenance of the school. Catholic School Councils are a significant vehicle for sharing a perspective on the local school situation.

The Dufferin-Peel Catholic District School Board *Catholic School Council Annual Survey* document is a formal means of soliciting information from the Catholic School Council on a variety of items relating to the local school community. This document along with other organizational documents and organizational functions helps portray the school community.<sup>1</sup>

Each school year the Dufferin-Peel Catholic District School Board *Catholic School Council Annual Survey* document will be sent to each Catholic School Council Chair with the request that the document be developed, reviewed or revised by the Catholic School Council, in accordance with the approved template for comment. All members of the Catholic School Council should have the opportunity to review the document and have input into the creation of it. The information provided by each Catholic School Council through the completion of this document will assist the board and its educational officers in a number of ways. This includes goal setting by the principal, identification of budget concerns and school improvement plans. The information provides a means of better understanding each unique school community. The survey outlines key competencies in an effective school administrator. While all qualities are essential, the last question asks councils to select and highlight one or two major leadership attributes that are needed in your school administrator. Administrative changes can occur as a result of retirement but can also be made after a number of years in a school community. School councils can also list other qualities that they would like to see in a new school Principal or Vice Principal.

Please take time to develop, review or revise the *Catholic School Council Annual Survey* document and forward the completed document to the Superintendent of your Family of Schools, by **January 30, 2009**.

<sup>1</sup>

- a) Ontario Regulation 612/00
- b) DPCDSB, "Policy & Regulation" for School Councils
- c) The Catholic School Principal in the DPCDSB.

# SCHOOL COUNCIL ANNUAL SURVEY

Name of School: Sts. Martha and Mary Catholic School

You are invited to develop responses to each of the key areas outlined below as it relates to your school. To assist you in the development of these responses, there are a variety of suggested focuses/themes listed under each key area which you may wish to address, comment on, or expand upon.

## 1. Catholicity and Spiritual Leadership

- Home, school and parish all have a part in the educational process
  - Parish supports leads in sacramental preparation. Grade eight students attend bi-weekly preparatory classes at the church.
  - Pastoral plan is posted on our website and shared with the school community
- Collaborative relationships with the local parish and diocese
  - School liturgies and mass are celebrated with our parish priest, Father Edwin D'Souza
  - Link to parish web-site on school web-site
  - Sts. Martha and Mary School community mass.
- School climate exemplifies the teachings of Christ and the Catholic church
  - Student Leadership participates in Me to We Conference
  - Youth Ambassador Commissioning
- Opportunities for the school community to gather as a faith community
  - Each month has a focus on seasonal liturgies and virtue celebrations
  - Prayer is imbedded in all celebrations and gatherings
- Catholic religious instruction across the spectrum of the curriculum
  - Students are instructed on all aspects of our shared faith
  - Mass responses are practiced daily
  - Virtues are posted and taught in classrooms
  - Visible signs of our faith are throughout the school
  - Virtuous behaviour is imbedded in school communications
  - Sacramental preparation is a shared responsibility with the parish.

## 2. Program Development and Academic Progress

- *Communicate school implementation plans to staff, parents and the school community*
- *Involve staff, school council and the community in the development of a shared vision*
- *Community is aware of curriculum program requirements*
- *Professional Development opportunities are provided to staff to help meet the learning needs of all students*
- *Curriculum needs are supported by human, financial and material resources*
- *All partners feel that their school is providing the best possible education to the students*
  - School goals are shared at October council meetings and input is sought.
  - Updates are provided at subsequent meetings
  - EQAO results are shared and explained
  - Council has allocated funds to support school goals
  - School goals are posted on the school web-site
  - Staff and parents participate in presentations related to student success
  - Pro-grant funds and Council funds support workshops for staff and parents
  - EQAO results show high levels of achievement as does report card data
  - Parent volunteers support school programs such as All Star reading
  - Parents are involved in coaching of extra-curricular sports

### 3. **Positive Relationships and Effective Student Discipline**

- *A safe, orderly environment is established for students to learn and work*
- *Policies/expectations about discipline/behaviour are clear, fair and equitably applied*
- *Problem solving is collaborative and conflict resolution involves all stakeholders*
- *Solutions are consistent with the values/beliefs/goals of the school*
- *Teachers model good citizenship and positive behaviour for students*
  - Parent support positive school climate
  - Positive interactions between all partners within the community
  - Newsletters include virtuous behaviour
  - Bullying survey data is gathered and addressed
  - The school takes a proactive stand to developed tolerant and respectful behavior
  - Opportunities for wholesome healthy play are provided
  - PALs program supports grade one students in co-operative play
  - Grade 7 and 8 students partner with JK / SK students to teach social skills through the Lion's Quest Program
  - Anaphylactic policy is adhered to
  - Newsletters support healthy behaviour and inclusivity, especially in regard to anaphylactic policy
  - Parent support book club has been initiated to share positive/ proactive parenting strategies
  - Virtues t-shirts will be purchased for all students
  - Parent volunteers manage Kiss and Ride program

### 4. **School Communication and Public Relations**

- *Communication is open between all stakeholders*
- *Community is part of the development and integration of goals which focus on student achievement*
- *Communication takes place regarding Ministry/Board/Family/School goals*
- *Involve the community in all facets of the school program, extra-curricular and social elements*
- *Community is involved in school and faith based activities*
  - A school council recruitment brochure provides all parents with information about council initiatives
  - A Parent's Corner is included in monthly newsletters
  - Our "Welcome to Sts. Martha and Mary" booklet shares valuable information with parents new to the school
  - Council minutes are posted on the school website
  - Staff and parents participate in presentations related to student success
  - Pro-grant funds and Council funds support workshops for staff and parents
  - EQAO results show high levels of achievement as does report card data
  - Parent volunteers support school programs such as All Star reading
  - Parents are involved in coaching of extra-curricular sports
  - A climate of mutual respect and open communication exists between parents and school staff
  - School goals are shared at October council meetings and input is sought.
  - Updates are provided at subsequent meetings
  - Parents support sacramental preparation
  - School liturgies and masses are attended by a small group of parents

5. **Fiscal Management and Allocation of Resources**

- *School Council is aware of the budgetary issues and allocation of resources within the school.*
- *Budgetary matters are reported to the community on an annual basis*
  - The school meets the protocol as established by the Board
  - The annual report is posted on the school website, in the school and is shared with council members

6. **Organizational Management**

- *Timelines, schedules and school planning is organized in an efficient, effective manner*
- *Unforeseen incidents at the school level are managed while at the same time maintaining efficiency and a controlled environment*
  - Strong commitment between school and parish
  - Open door policy, respectful attitude to all matters
  - Spirituality is strongly evident within the school
  - Children are, for the most part, well behaved and matters of discipline are dealt with in a clear, compassionate and fair manner
  - Parents are included in disciplinary matters and are kept informed
  - Parents are very supportive of a positive school climate and ensure that their children contribute to this climate.

7. **Administrative Competencies List. Administrative changes can be made at various points in a Principal or Vice Principal tenure, throughout the school year. On behalf of the school council, please identify one or two major leadership qualities that are most needed at your school if there is to be an administrative change. (Please indicate these with an \*) Senior administration, in conjunction with the Director and trustees will take this information under advisement as they look to place school administrators.**

- *School Administrator creates a school climate that models gospel teachings in their interactions with students, staff and parents.*
- *School Administrator follows Ministry and Board initiatives and is committed to increasing student achievement, inclusive education in an effort to meet the diverse learners in the school community.*
- *School Administrator creates a safe learning environment both physically and emotionally for all students. Students are treated in a fair and consistent manner and high expectations are set for all.*
- *School Administrator is a strong communicator who is also an effective listener who is willing to listen to all the concerns of the many stakeholders in the community.*
- *School Administrator is transparent with respect to school budget and resources. Budget is deployed with consultation in a prudent and equitable manner using a pre-established consistent process.*

- *School Administrator is able to demonstrate and run the school effectively and has processes in place to maintain an orderly environment.*
- *Please add any additional criteria that you would like to see included...*

*School Administrator upholds high academic standards.*

*School Administrator shares a mutual respect with parents.*

*School Administrator makes every child feel important.*

*School Administrator has a “Hand’s On” attitude and is visible within the school.*

*School Administrator is accessible and will stop and talk to parents and students.*

*School Administrator is accessible to teachers and sees themselves as a part of a team.*

*School Administrator sees nothing as too minor, will always listen.*

## **SIGNATURES REQUIRED:**

School Council Chair: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_