





## ***A Message from the Director of Education***

In the fall of 2008, the Board began the exciting faith formation initiative entitled “Our Journey to Holiness” which will be implemented throughout our entire Catholic school system. This project reflects our desire to provide the best in Catholic education to every student entrusted to our care by loving parents from Junior Kindergarten to Grade Twelve.

“Our Journey to Holiness” is rooted in the gift of our faith and the gospel teachings of our Lord, Jesus Christ and it provides a foundation for us to reflect on our mission of working together as family, school and Church to serve our young people.

Student achievement goals remain a priority and our strategies are aligned with the Ministry of Education in working toward the goal of increased student achievement, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education.

We are blessed with the support of our Bishops and Clergy, dedicated Trustees, excellent Administrators, Teachers and Support Staff and of course, Parents and School Councils.

These words from Micah 6:8 provide light for our Journey.

“What does God ask of you but to do justice and to love tenderly, and to walk humbly with your God?”

May God continue to bless all of us as we work together with the gift of Catholic education.

God Bless.

Joseph Berthiaume  
Director of Education

### ***About our Board:***

Number of Elementary Schools: 41  
Elementary enrollment: 16399 nominal enrolment  
Percentage of Primary Classes at 20 students or fewer: 90%  
Proportion of Elementary Learners whose First Language is not the Language of Instruction: 9%

Number of Secondary Schools: 9  
Secondary Enrollment: 8931 nominal enrolment  
Proportion of Secondary Learners whose First Language is not the Language of Instruction: 13%

Number of Teachers: 911 elementary and 568 Secondary = 1479  
Number of Support Staff: 766  
Number of Principals and Vice-Principals: 41 elementary principals; 13 elementary vice principals; 9 secondary principals and 17 secondary vice principals for a total of: 80



## **Board Initiatives - 2008**

### **Catholic Character Development Initiative**

The Windsor-Essex Catholic District School Board's Catholic Character Development initiative has been infused into every aspect of school life. Through the development of the theme "Our Journey to Holiness," teachers are focusing on their grade level virtue to provide classrooms that recognize the strong connections between academic excellence and faith formation. As students journey from year to year, we strive, as a partnership of school, family and parish, to provide a quality Catholic Education rooted in gospel teachings that encourage our students to actively live out these virtues and to grow to their full potential. The Board's Catholic Character Development initiative has been shared with all employees. This was also shared with parents, as part of Board's Annual Commissioning Ceremony of School Council Chairpersons.



### **Together in Faith Day**

The Board's Annual Together in Faith Day, on November 28th, provided the opportunity for all Windsor-Essex Catholic District School Board employees to come together as a community of believers to celebrate our Catholic faith. The theme for the day, "Our Journey to Holiness" reminded all present that our faith journey is a lifelong journey one we do not travel alone; a journey we undertake with the love and support of our God and each other. The University of Windsor St. Denis Centre offered the perfect venue for Most Reverend R. Anthony Daniels, Auxiliary Bishop of London and several other clergy to celebrate the Eucharist. The day began with a warm welcome from the University of Windsor President and Vice-Chancellor, Dr. Alan Wildeman and concluded with the inspiring words of guest speaker, John McAuley of the Muskoka Woods Foundation. John graciously reminded everyone present of the value of a Christ-centered Catholic Education.



### **Student Senate Faith Development Day**

Student Trustees Chynna Resendes and Nils Lau along with members of the Student Senate organized a powerful day for all members of our secondary school Student Councils. The day began with a powerful celebration of the Eucharist. The theme of the day was "We Are Called to Serve"; promoting a social conscious for humanity.

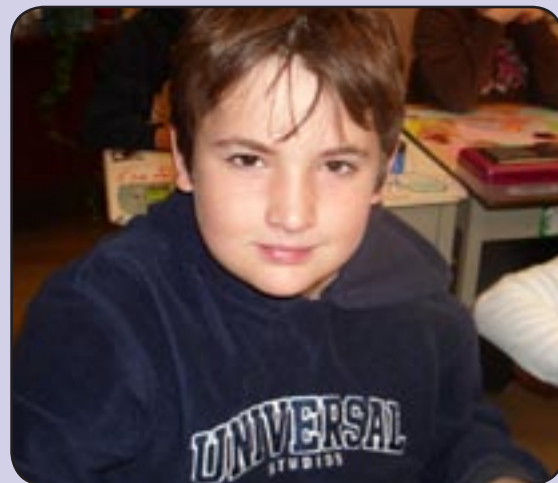
### **Windsor-Essex Catholic District School Board Newcomer Reception Centre**

On October 1, 2008 the Windsor-Essex Catholic District School Board in partnership with the New Canadian Centre of Excellence officially opened its Newcomer Reception Centre located at 1214 Ottawa Street.

The Newcomer Reception Centre offers a variety of settlement services. At the Centre students new to Canada take part in an initial English as a Second Language assessment, conducted by one of the Board's ESL teachers. Parents are provided assistance in the form of an interpreter, if needed, to assist in the filling out the necessary school registration forms.

Through the Board's partnership with the New Canadian Centre of Excellence School Settlement Workers are available to assist with language and cultural interpretation at parent-teacher interviews and other school meetings. Settlement workers also play a key role in assisting families in accessing services available to them in the community.

Through the board's partnership with the New Canadian Centre of Excellence and support from Citizenship and Immigration Canada, students and families new to Canada are provided a smooth and welcoming transition to both the Windsor-Essex County area and the Windsor-Essex Catholic District School Board.



## Board Initiatives - 2008

### “RACHEL’S CHALLENGE”

The Windsor-Essex Catholic District School Board hosted Brandie Orozco from the “Rachel’s Challenge”, thus continuing a partnership which began last year and which is an integral part of our board’s Safe Schools and Catholic Character Development program. “Rachel’s Challenge”, founded in honour of Rachel Scott, the first victim in the Columbine High School, is an international organization dedicated to creating safer schools and communities based on kindness and compassion. Ms. Orozco delivered this message in eight high school presentations to over 8000 students, seven presentations at the high schools to over 3500 grade 6 and 7 students, and a further 3 evening presentations to parents, staff and adult members of the community. The school presentations were immensely successful. Audience attention and conduct was exemplary and Ms. Orozco was most impressed by our students and our schools.



### Alternative to Suspension Program (Elementary) - Crossroads

The WECDSB have developed an Alternative to Suspension Program for elementary school age children entitled, “Crossroads”. The program is meant to provide students with a supervised alternative setting to serve suspensions while providing them with assistance in developing an understanding and awareness of their behaviour and the consequences for their actions. While in the program, the students are provided with the assistance of a teacher and Behaviour Specialist, as well as the opportunity for social work intervention. The goal of the program is to develop or improve on the student’s self-esteem, social skills, problem solving and coping skills, peer and teacher relationships while continuing with the daily curriculum expectations.



### Summer Institute 2008

Over 900 teachers participated in Summer Institute 2008. The focus once again was on Literacy and Numeracy sessions sponsored by the Literacy Numeracy Secretariat (LNS). These voluntary workshops were developed to support the ongoing professional learning of administrators and teachers.

Sessions that were offered included: Faith Development (In God’s Image), Combined Grades, Literacy Block (Pr and Jr), Science (1-8), Numeracy: An Effective Math Program (1-8), Literature Circles (7-10), Assessment for Learning (Pr and Jr), Differentiated Instruction (4-8), Effective Reading and Writing Strategies (1-8), Technology using a SMART board, Classroom Management, Media Literacy (4-8), Special Education: Peer PALS and Assistive Technology.

Our educational assistants, teachers and administrators also had the opportunity to hear from internationally renowned keynote speakers such as: Dr. Jean (Totally Reading), Kathleen Lundy (Engaging the Reluctant Learner), Ron Morrish (Classroom Management) and Will Richardson (Technology and the Information Age).

### New Teacher Induction Program (NTIP)

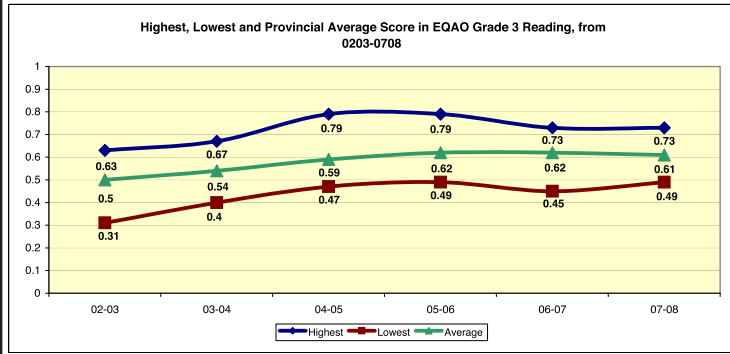
New teachers with the Windsor-Essex Catholic District School Board once again participated in the Ministry initiative entitled, “New Teacher Induction Program”. Each new teacher selected a mentor and attended a variety of professional development sessions. Such sessions included: Classroom Management, Literacy/Numeracy, Assessment and Evaluation, Special Education, Differentiated Instruction and Safe Schools. As a culminating activity, a spring Retreat took place for all NTIP teachers and their mentors. NTIP professional resources were also purchased for each school (ie. First 100 Days of School, Marzano’s handbook for Classroom Management, etc.)



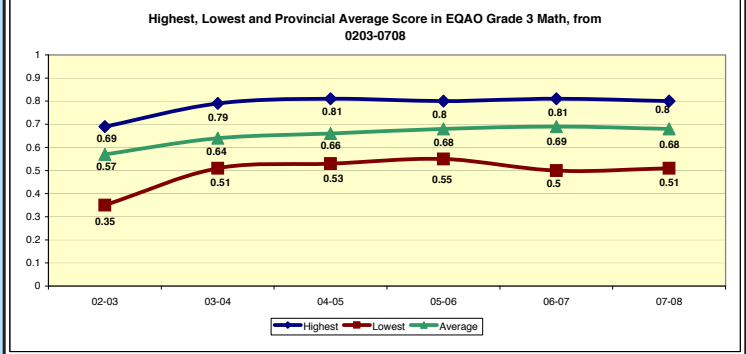
# EQAO Assessment Grades 3 and 6: Provincial English-Language Board Level Results

Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2002-03 to 2007-08

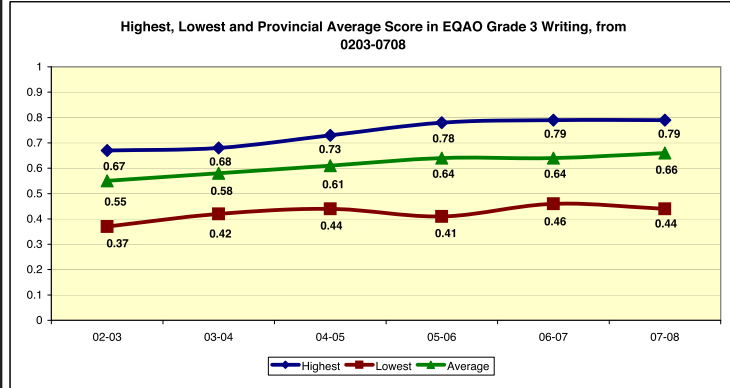
Grade 3 Reading	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	63%	67%	79%	79%	73%	73%
Provincial Average	50%	54%	59%	62%	62%	61%
Lowest	31%	40%	47%	49%	45%	49%



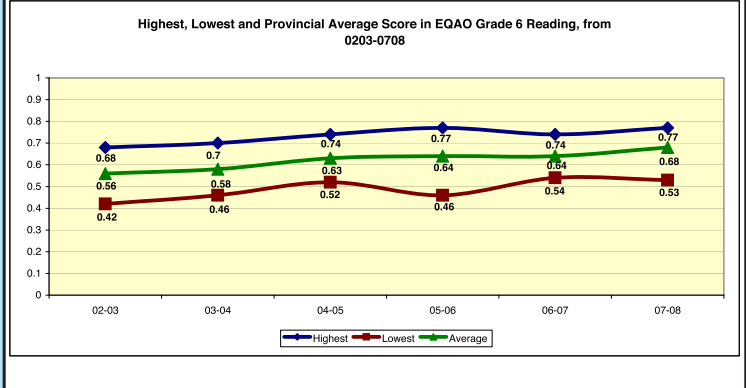
Grade 3 Math	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	69%	79%	81%	80%	81%	80%
Provincial Average	57%	64%	68%	68%	69%	68%
Lowest	35%	51%	53%	55%	50%	51%



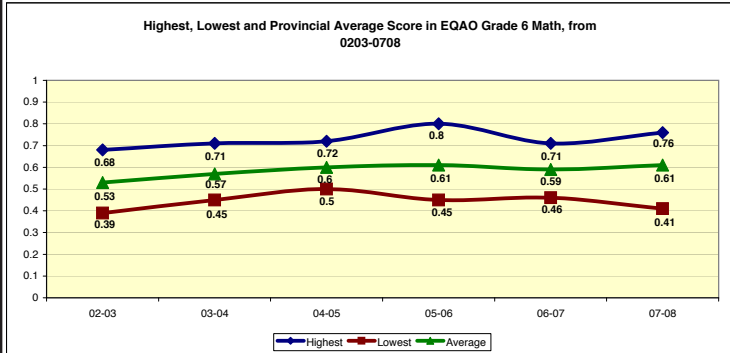
Grade 3 Writing	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	67%	68%	73%	78%	79%	79%
Provincial Average	55%	58%	61%	64%	64%	66%
Lowest	37%	42%	44%	41%	46%	44%



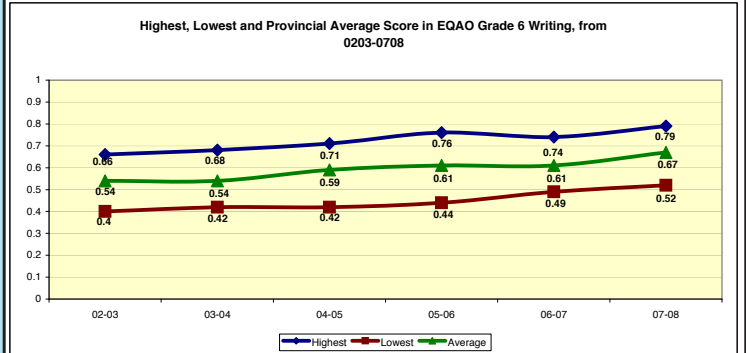
Grade 6 Reading	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	68%	70%	74%	77%	74%	77%
Provincial Average	56%	58%	63%	64%	64%	68%
Lowest	42%	46%	52%	46%	54%	53%



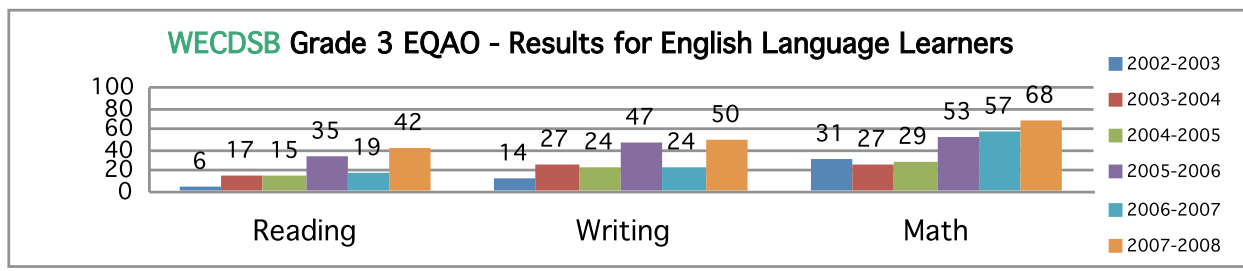
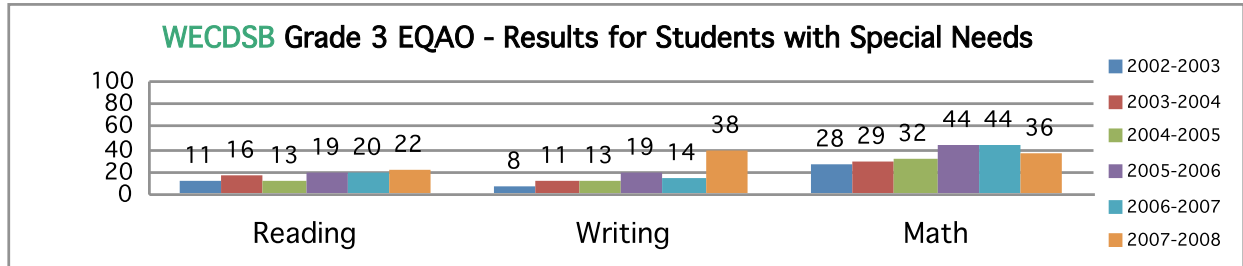
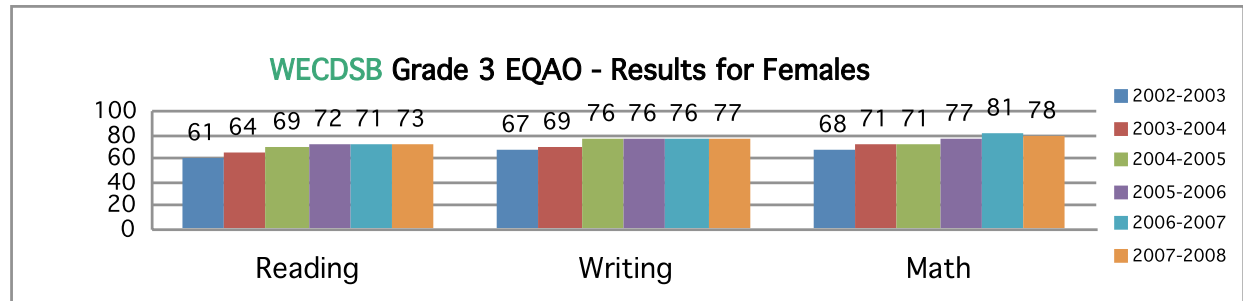
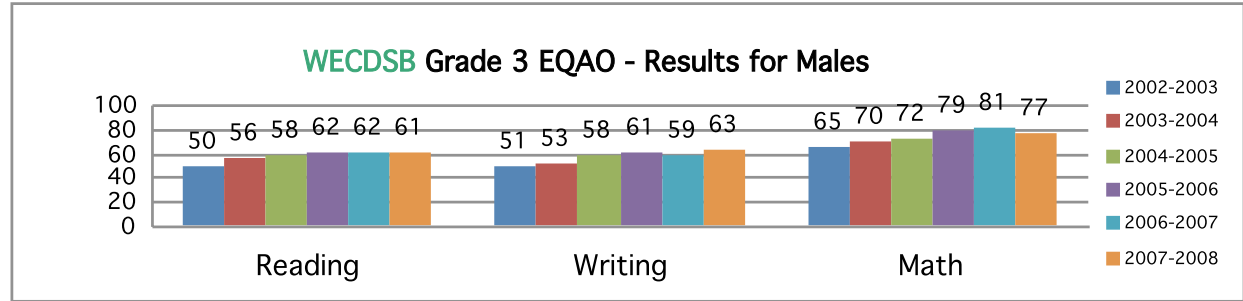
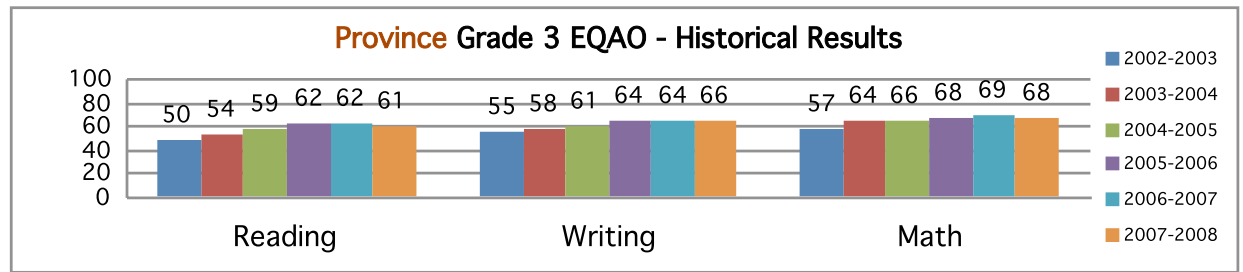
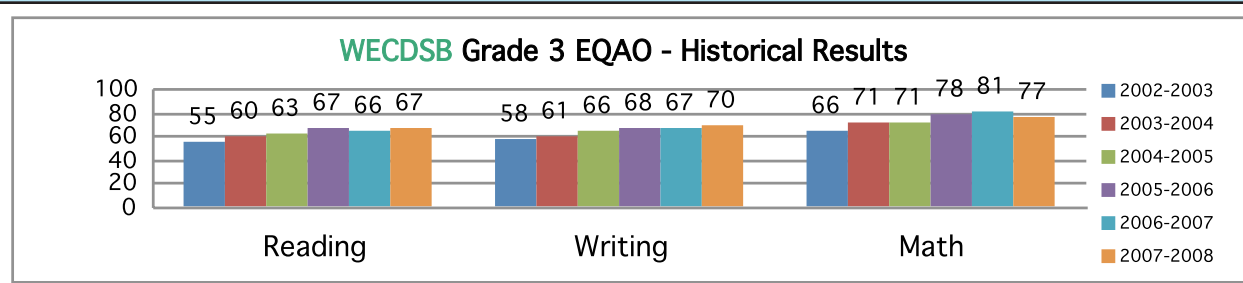
Grade 6 Math	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	68%	71%	72%	80%	71%	76%
Provincial Average	53%	57%	60%	61%	59%	61%
Lowest	39%	45%	50%	45%	46%	41%



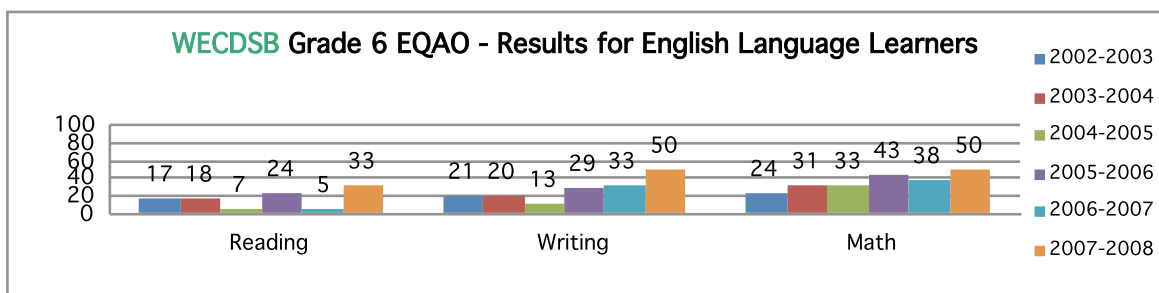
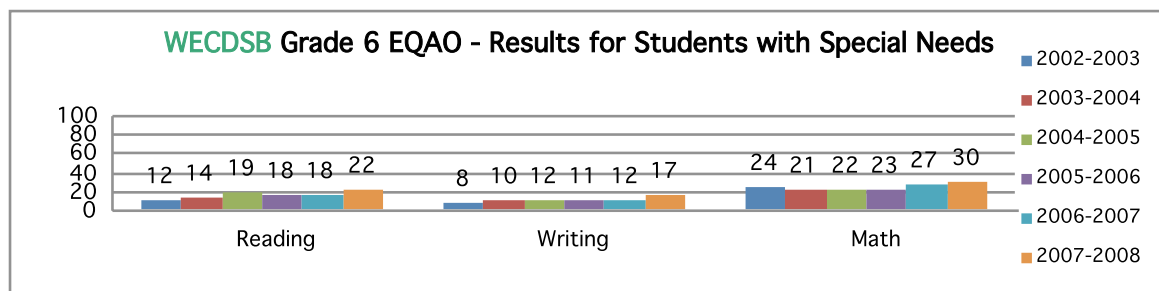
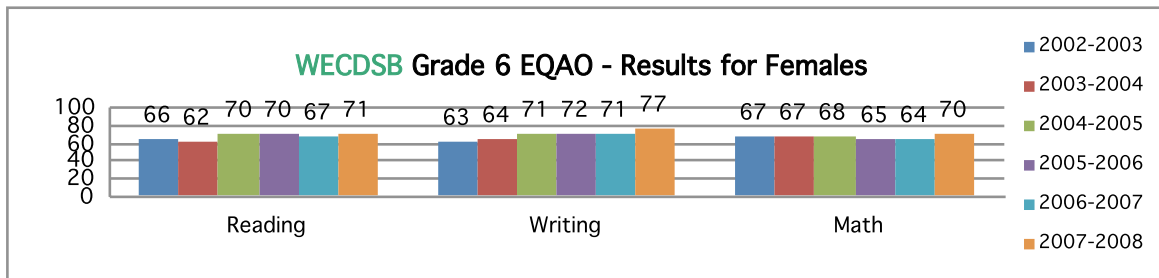
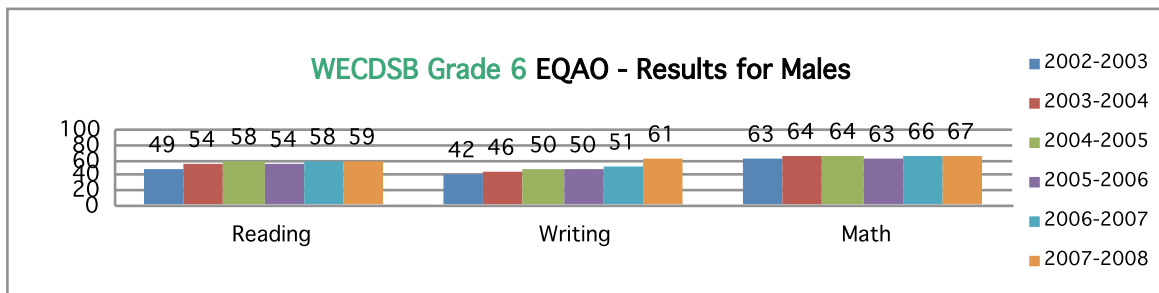
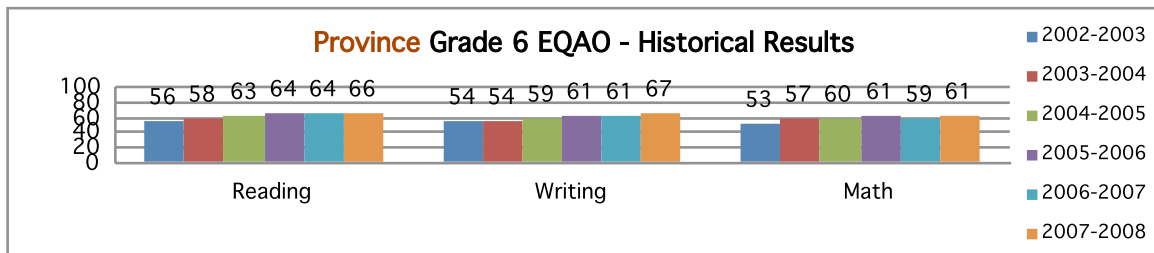
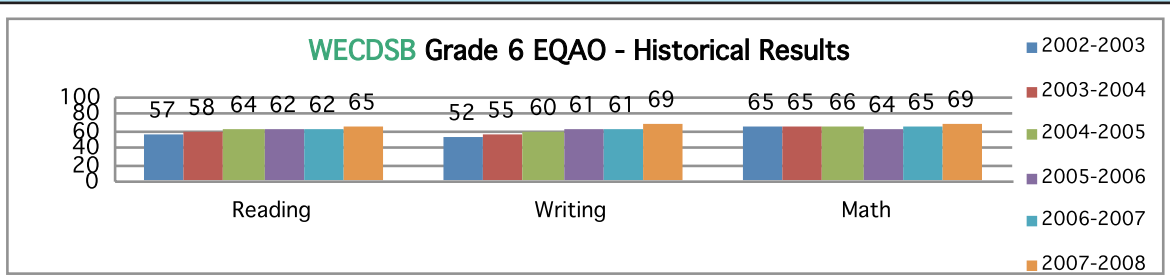
Grade 6 Writing	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	66%	68%	71%	76%	74%	79%
Provincial Average	54%	54%	59%	61%	61%	67%
Lowest	40%	42%	42%	44%	49%	52%



# EQAO Assessment – Grade 3: Windsor-Essex Catholic District School Board and Provincial Results



# EQAO Assessment – Grade 6: Windsor-Essex Catholic District School Board and Provincial Results



# **School Effectiveness Framework (Grades JK to 6)**

## **Innovative Programs**

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Throughout the year principals and teachers were engaged in on going school improvement dialogue. Principals and teachers conducted a comprehensive needs assessment, a high yield strategies inventories as well as a thorough investigation of individual school data allowing them to identify the challenges faced as well as the areas of strength to be sustained in their individual school communities. School Achievement Teams were established and sessions designed to build the team capacity to internally measure and monitor their own school improvement. School Achievement Teams were encouraged to align School Improvement goals with the goals identified in the Board Improvement Plan. To address the needs identified in our Board Improvement Plan, after school sessions were held on a monthly basis for teachers.

### **Leadership Capacity Building**

Principal “Lunch and Learn” opportunities with a curriculum focus were held four times a year, focusing on “high yield strategies” and best practices. Superintendent visits to Principals on a consistent basis also occurred and dialogue around student achievement and the school improvement planning process were incorporated in to the format of these visits.

### **Priority Schools**

Throughout our system, schools have been designated as priority schools requiring additional support and attention. The designation was put in place after analysis of provincial, board and school data, as well as, School Improvement Plans. Once identified, school needs were assessed and support was strategically placed. Board Strategy Team members worked collaboratively with Principals to design effective professional learning community meetings and with teachers to embed effective classroom strategies. This was accomplished through regularly scheduled Professional Learning Communities, classroom demonstrations and coaching. The intent of this intervention is to focus on capacity building, instructional practices, assessment & monitoring of student progress as well as home-school connections.

### **C.O.D.E. Project**

Over the past two years schools have been involved in a C.O.D.E. Project designed to build the capacity of teachers to recognize the divergent needs and adopt classrooms instruction techniques which increase engagement and performance of students with diverse learning needs. With the assistance of a Board Strategy Team member as well as a Special Assignment Teacher Program Planner for Special Education, teachers engaged in professional development sessions and classroom coaching. The emphasis of this project included supporting the use of effective literacy strategies in inclusive junior classrooms, a focus on learning environments for students with learning disabilities and increasing the use of technology for all students. Sessions were also hosted in the Summer Institute.

### **Immaculate Conception “Turnaround” Process**

Throughout the past three years the teachers of Immaculate Conception have been involved a “Turnaround” process in the primary division. This has since been expanded to build the capacity of the junior and senior division teachers in order to “grow” the success and sustain the achievement levels of the ICS students.

### **Parent Nights**

“Parent Nights” were hosted in the schools that had participated in the CODE project. Students and their parents attended an evening session in which the student demonstrated to their parent the newly acquired skills that they had learned in accessing technology. These sessions were very well received.

In response to community interest and concern with “Combined Grade” instruction, an evening session was hosted for parents. Thirty parents attended this session, which was very well received by those in attendance.





# School Effectiveness Framework (Grades JK to 6)

## Innovative Programs

### S.T.A.R. Tutoring Program (Student Tutoring Achieving Results)

An evening tutoring initiative was implemented in collaboration with the Windsor-Essex Chapter of the Learning Disabilities of Ontario. The S.T.A. R. Tutoring project involved grade four, five & six students who attended two hours of tutoring two nights per week in four different locations throughout Windsor and Essex County.

Students received direct explicit literacy instruction according to their individual needs for one hour and the second hour was spent doing group activities and games that reinforced foundational literacy skills as well as activities which support reading, writing and oral language skill acquisition. There was also an Adaptive Technology Facilitator at each site, who worked with two students on providing direct instruction on how to effectively apply adaptive software in a learning environment. Pre and post assessment data indicated an increase in literacy proficiency for a majority of the students enrolled in this program.

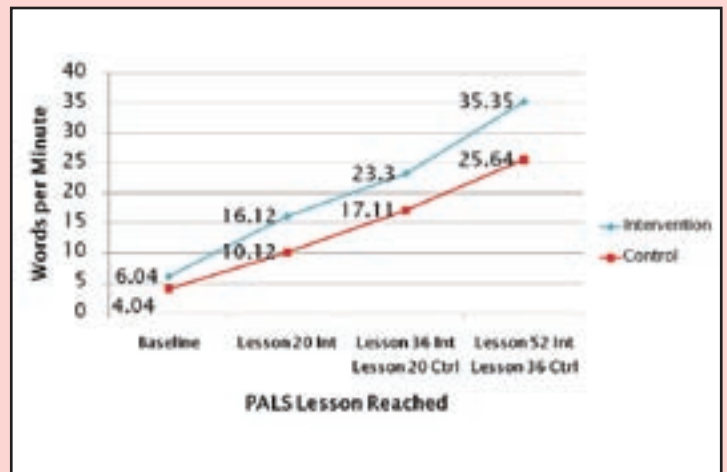
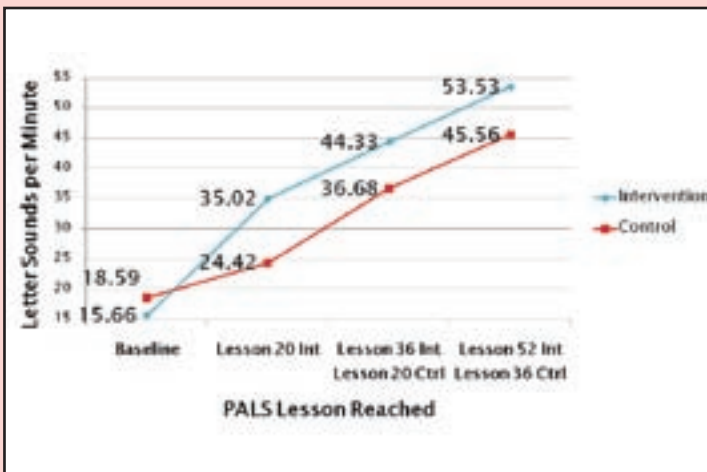


### Summer Success Literacy Camp

Throughout the month of July, 80 students from Senior Kindergarten to Grade Six participated in a Literacy Camp designed to provide them with extra literacy instruction. Nine teachers diligently prepared excellent literacy opportunities to promote success for our students enrolled in this program. Pre and post assessment data clearly indicated that the Literacy Camp had a positive impact on student literacy skill development as well as the self-confidence and attitudes toward reading.

### Ontario Psychological Association Project: Peer Assisted Learning Strategies (P.A.L.S.)

The emphasis of the WECD SB OPA project has been to implement and evaluate the success of a pilot reading intervention/prevention program as the means by which to reduce numbers on our wait-list. Reading was specifically targeted, as reading problems are the primary presenting reason for referral to psychological assessment. Since implementation of the project, improvements have been noted in students' phonemic awareness, sound symbol correspondence and decoding skills, fluency and comprehension. Rates of early reading problems are being reduced by at least 50%. Students have developed high yield strategies for comprehension, including paragraph shrinking and prediction relay. Furthermore, these students have had to internalize and discuss what these strategies are because they alternate as coaches and readers. There has been a reduction in behaviour outbursts and an improvement in students' self-esteem, efficacy, and confidence. The WECD SB's belief is that Curriculum and Special Education are united in promoting the success of all learners.

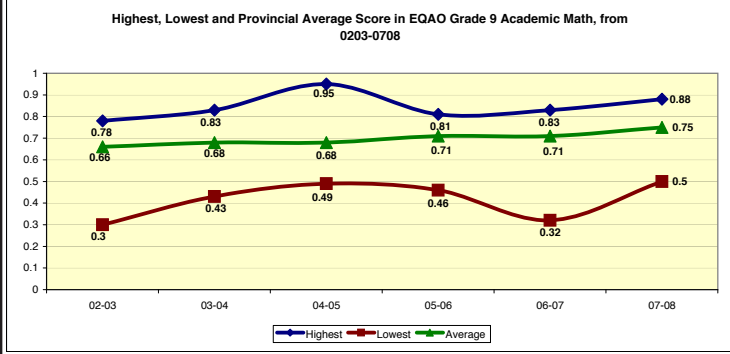


Throughout the past year we have conducted a thorough comprehensive needs assessment which included identifying students' strengths and weaknesses in academic achievement in every elementary school in our system. We have collaborated with school achievement teams to identify their unique challenges and help them determine two to three goals and areas of focus, that they as a team will address in order to increase student learning and achievement. We have determined three goals for improvement on our board improvement plan, which includes organizing content in writing, making connections and reading proficiency. With intense, focussed intervention we believe we will accomplish the target set for 2011.

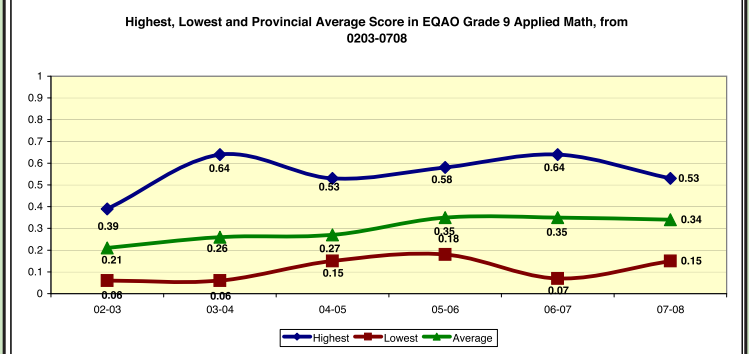
# EQAO Assessment Grades 9 and 10: Provincial English-Language Board Level Results

## Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2002-03 to 2007-08

Grade 9 Academic Math	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	78%	83%	95%	81%	83%	88%
Provincial Average	66%	68%	68%	71%	71%	75%
Lowest	30%	43%	49%	46%	32%	50%



Grade 9 Applied Math	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	39%	64%	53%	58%	64%	53%
Provincial Average	21%	26%	27%	35%	35%	34%
Lowest	6%	6%	15%	18%	7%	15%



Source: Data is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data, Method 1 (All Students). \* Percentages are represented as a percent of all students (method 1) within the context as per EQAO with suppression rules applied.

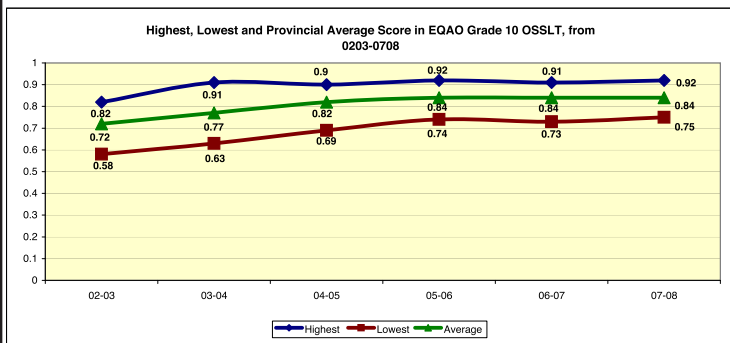
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## Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2002-03 to 2007-08

Grade 10 OSSLT (First-Time Eligible)	02-03	03-04	04-05	05-06	06-07	07-08
	Result	Result	Result	Result	Result	Result
Highest	82%	91%	90%	92%	91%	92%
Provincial Average	72%	77%	82%	84%	84%	84%
Lowest	58%	63%	69%	74%	73%	75%



Source: Data is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data, Method 2 (All Participating Students).

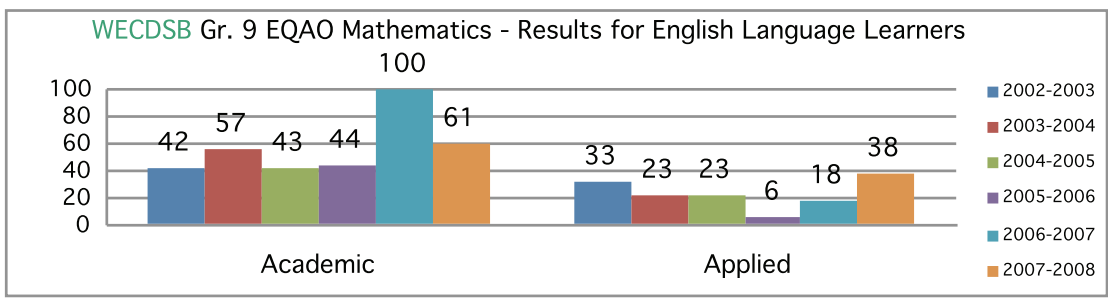
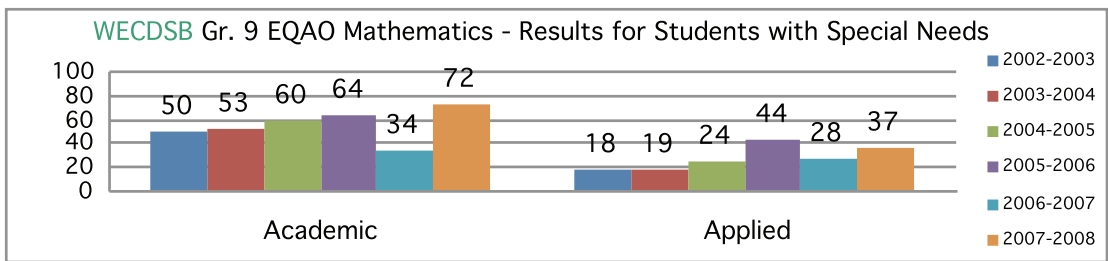
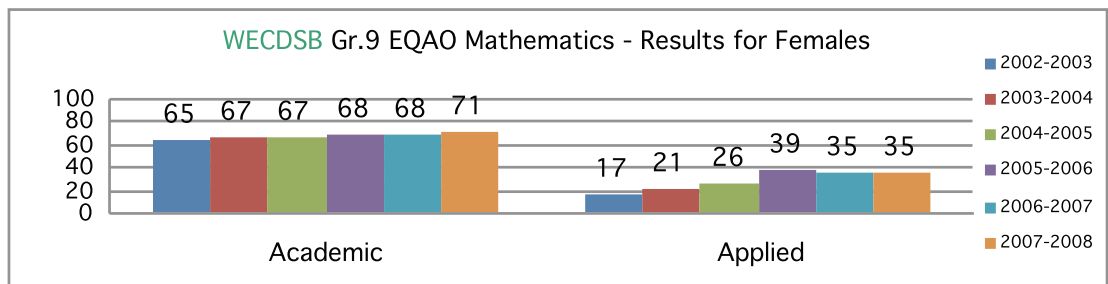
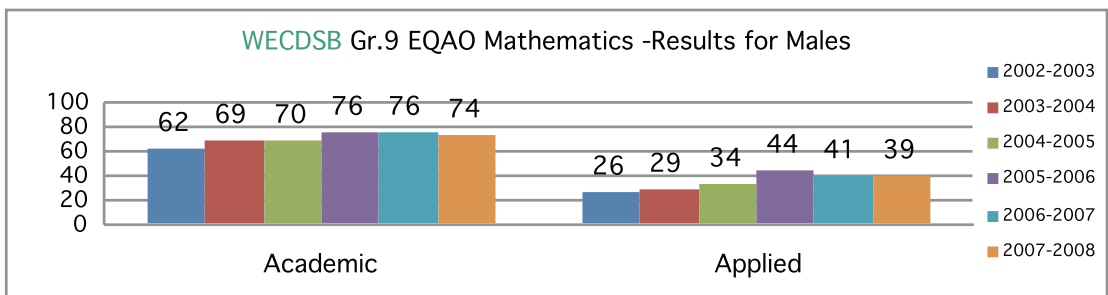
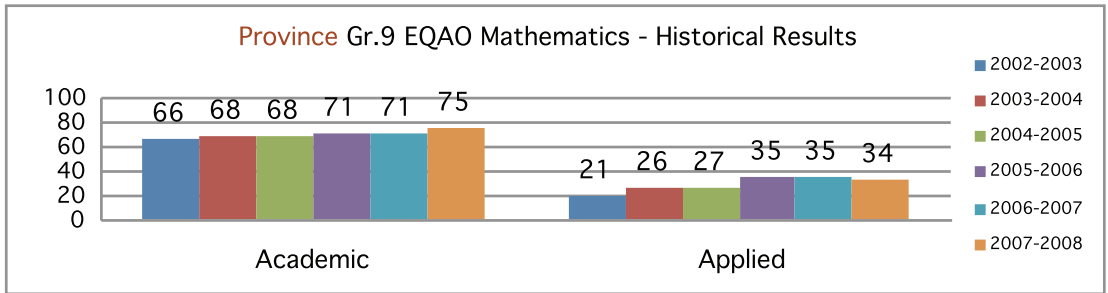
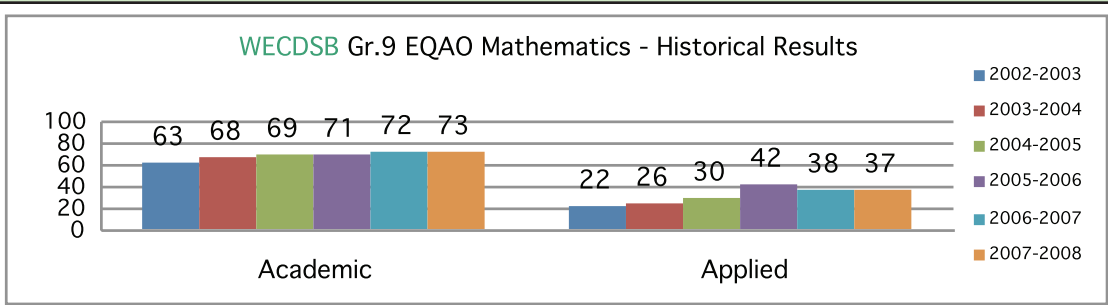
\* Percentages are represented as a percent of all participating students (method 2) within the context as per EQAO with suppression rules applied.

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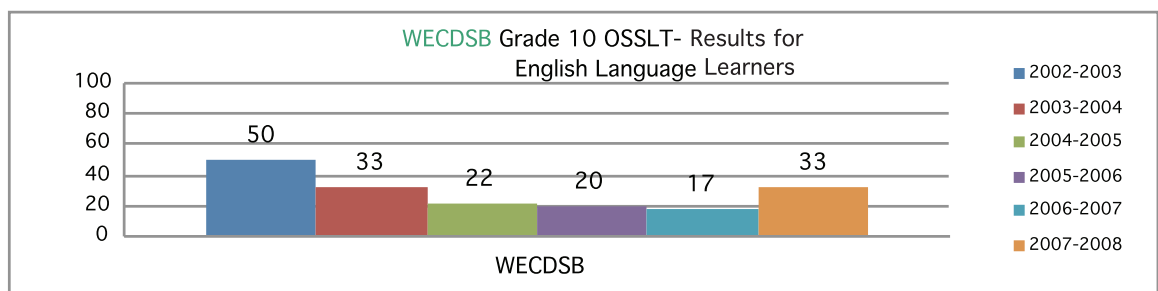
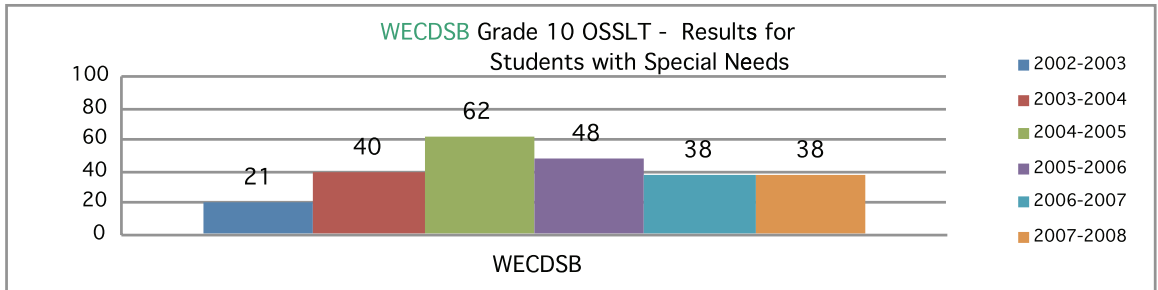
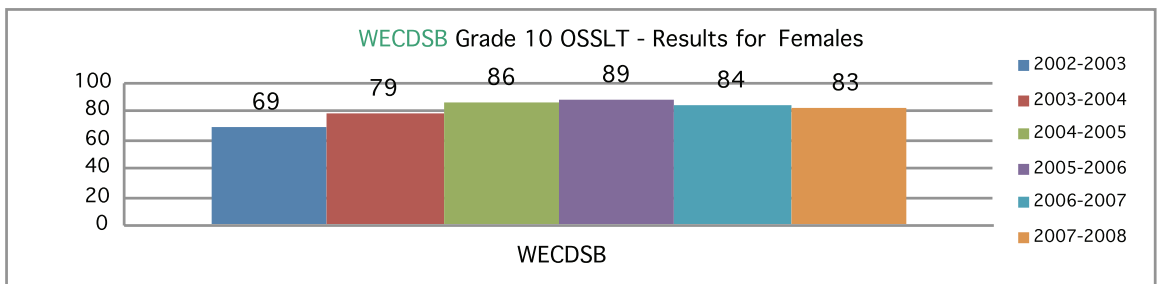
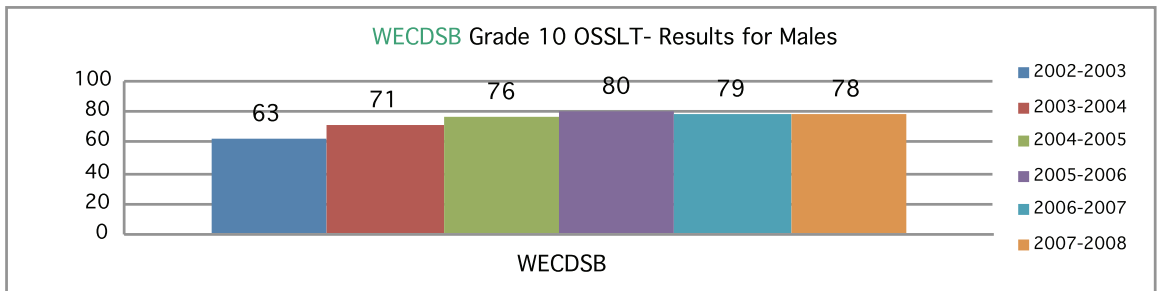
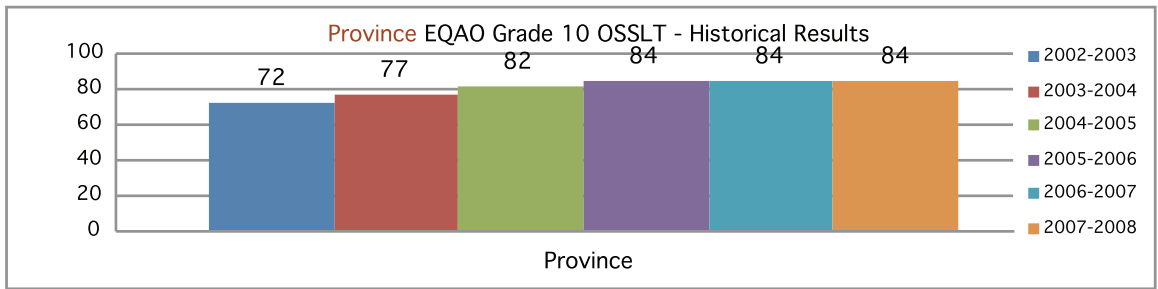
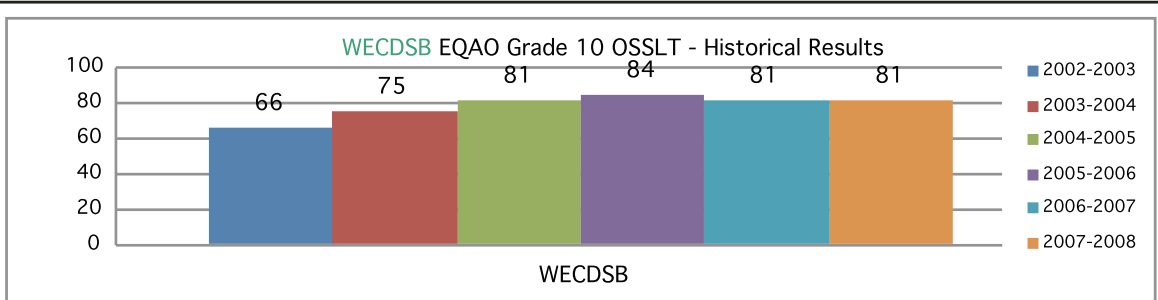
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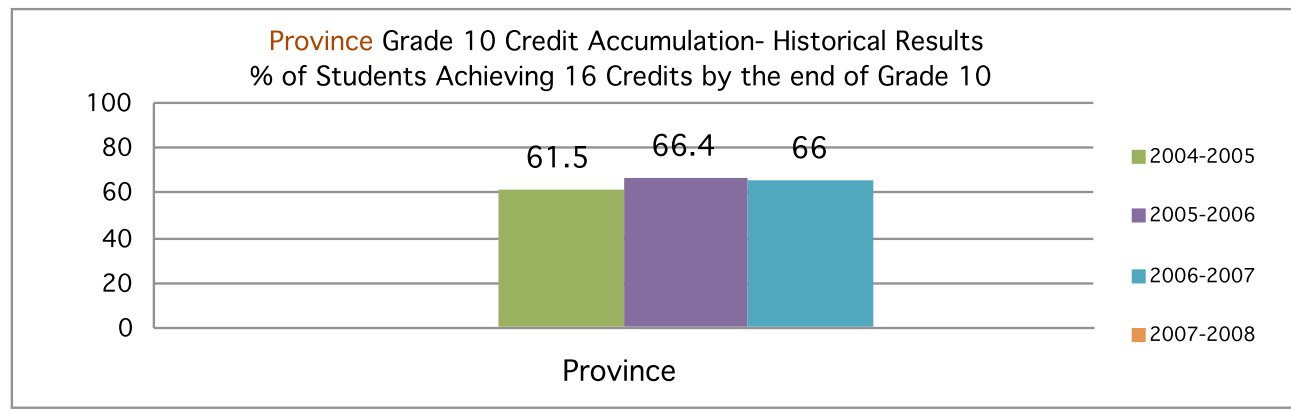
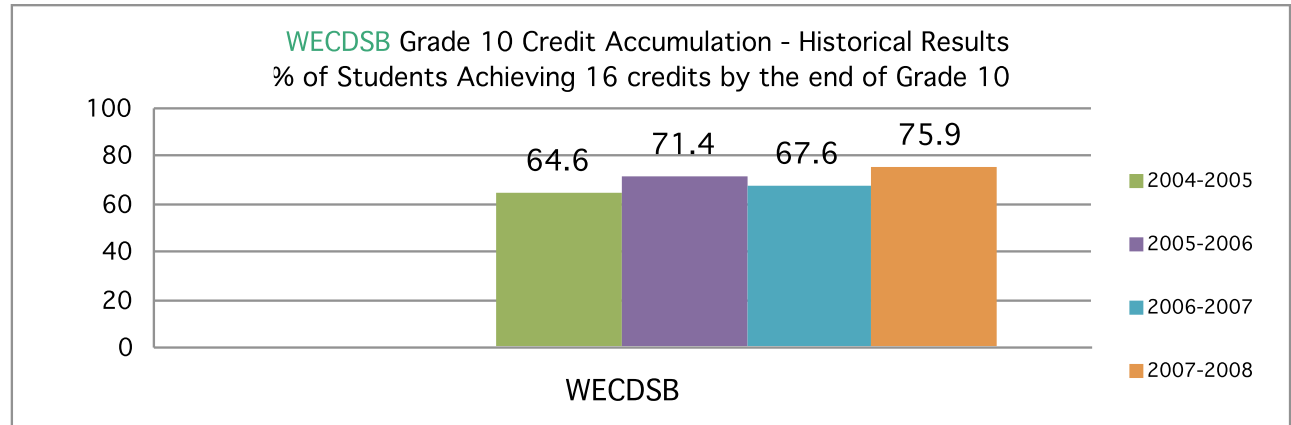
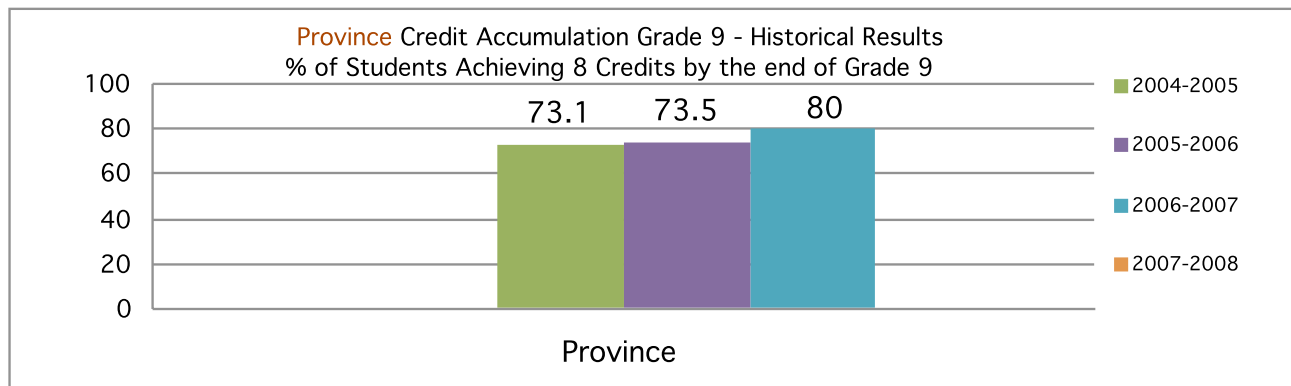
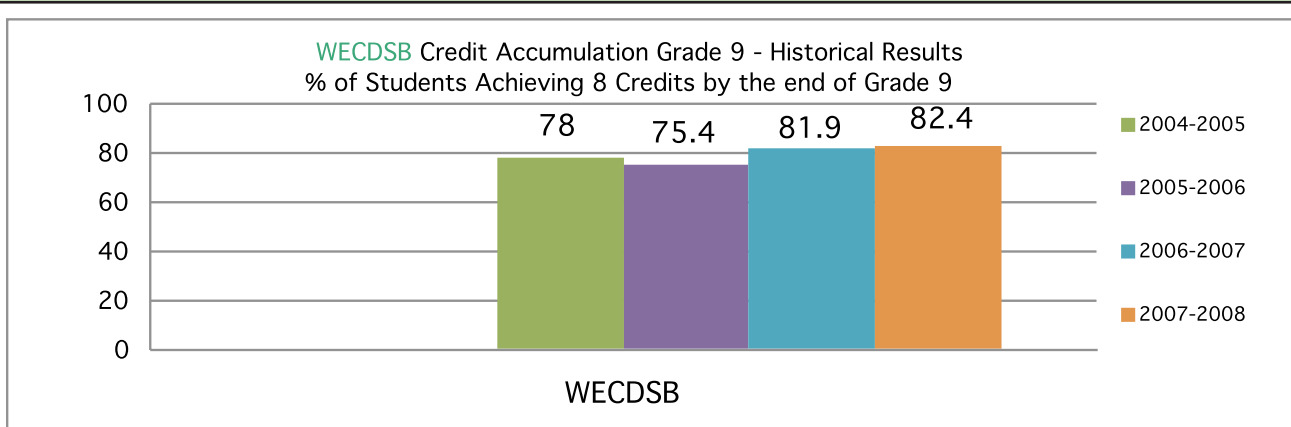
# EQAO Assessment – Grade 9: Windsor-Essex Catholic District School Board and Provincial Results



# EQAO Assessment – Grade 10: Windsor-Essex Catholic District School Board and Provincial Results



# Credit Accumulation Grade 9 and 10: Windsor-Essex Catholic District School Board and Provincial Results



## **Student Success (Grades 7 to 12)**

### **Innovative Programs**

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The Ministry of Education and Windsor-Essex Catholic District School Board have identified key goals with respect to Student Success. These goals include:

- Ensuring every student has a good outcome
- Providing students new and relevant learning opportunities
- Building on students' interests and strengths
- Supporting an effective transition from elementary to secondary and from secondary to post-secondary
- Increasing graduation and reducing drop-out rates

School improvement teams in each of the board's high schools have identified key goals and specific strategies in each of the four pillars of Student Success: Literacy, Numeracy, Pathways and Community, Culture and Caring.



#### **Opportunity Diploma Program: Early Leaver Project**

Over the past four years the Board's Early Leaver Rate has decreased from 5.1% to 2.7%. Two board Student Success teachers have been assigned to track and personally invite students who have left school without a Secondary Diploma to return. Since September of 2007 approximately 150 students in Windsor and Essex County who left school have accepted our invitation and have returned to school to pursue a Secondary School Diploma. Approximately one third of these students have already graduated with a Ontario Secondary School Diploma.

#### **Specialist High Skills Majors**

Specialist High Skills Majors are an important component of the Ministry of Education's and the Board's Student Success Initiative. These specialized programs allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma. Specialist High Skills Majors let students focus on a career path that matches their skills and interests. Students gain important skills on the job with actual employers.

The Board is pleased to have in place the following Ministry Approved Specialist High Skills Majors:

- Agriculture: Cardinal Carter Catholic Secondary School
- Arts and Culture: F.J. Brennan Catholic High School
- Environment: St. Anne Catholic High School
- Health & Wellness: St. Joseph's Catholic High School



#### **Differentiated Instruction**

Gr. 7 & 8: As part of the Ministry and WECDSD Student Success initiative, all of our grade 7 & 8 teachers and intermediate special education teachers participated in a professional development session on Differentiated Instruction (DI) - Structures. The following structures were of focus: RAFTS, Tiering, Choice Boards, Cubing, Literature Circles and Literacy Stations. Visual, Auditory and Kinesthetic learning styles were also modeled.

Gr. 9 – 12: In continuation of the Ministry and Board initiatives, eleven teachers from each of the eight high schools were selected from the various subject disciplines to participate in professional development in "Differentiated Instruction" from October 2008 - February 2009. The culminating professional development activity in February will involve the WECDSD's DI Team along with the high schools' DI Teams in the delivery of Differentiated Instruction and Assessment for Learning and how it pertains to all subject areas. The DI teams will model DI structures to further enhance best teaching practices to encourage success for all learners.

## **Student Success (Grades 7 to 12)**

### **Innovative Programs**

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#### **Grade 9 Mathematics: Critical Pathway Professional Development**

A “Professional Learning Community” comprised of Grade 9 Math teachers, participated in three professional development sessions regarding high yield instructional strategies focusing on the problem solving process, group work, differentiated instruction and the use of manipulatives/tools. The teachers also participated in question development, teacher moderated marking, tracking of individual student achievement throughout the process (pre-assessment, ongoing and post-assessment) as well as conducting a detailed analysis of each open response question on the EQAO. The Professional Development sessions also included “learning strategies” and “test taking strategies” and sharing of best practices to further engage our students in preparation for the EQAO assessment.

#### **Leadership Experience for Academic Directions (LEAD)**

The Windsor-Essex Catholic District Board is pleased to be partnering with the University of Windsor Faculties of Education and Human Kinetics to offer a LEAD (Leadership Experience for Academic Directions) Program. This innovative and multifaceted program allows teacher candidates at the University of Windsor to be mentored by the Board’s Student Success Teacher and a discipline specific Associate Teacher. Teacher Candidates take part in a Muskoka Woods Outdoor Education and Leadership Program. In addition, ongoing monthly professional development takes place in Student Success and leadership activities involving an outdoor education or environmental stewardship component with the same group of students to maintain a consistent relationship and build leadership skills. Students within the Board are directly benefiting from the leadership and support provided by these University of Windsor students.

#### **Strategies to Support English Language Learners**

Catholic Central High School is the board’s site for secondary programming for English Language Learners (ELL). At Catholic Central an English Language Learner Support Centre has been created. Two ELL Support Teachers provide students mini-lessons and assistance with specialized subject specific vocabulary. Through the use of key instructional and assessment strategies, ELL Support Teachers also assist classroom teachers in successfully integrating ELL students into mainstream courses. Professors from the Faculty of Education, University of Windsor assist in providing professional development to teachers of English Language Learners and have undertaken ongoing research to evaluate the effectiveness of the supports put in place to assist ELLs.

#### **M<sup>2</sup>: Mediation and Mentoring Program**

“Learning through a mentoring relationship helps kids get better together” is the theme of this project, presently underway in the Windsor Essex Catholic School Board. Communication and conflict resolution training through a cross-age mentoring approach is a process in which students help each other learn and learn by teaching.

University of Windsor Law students, specially trained in mediation, provide training in conflict resolution skills to our high school students as part of a secondary course curriculum. In turn, these secondary students provide training and modeling of positive relationship skills to our grade 7 students.

Through their direct instruction and mentoring, high school students provide an opportunity for grade 7 students to improve their ability to relate positively to others through the teaching of strong communication skills, appropriate management of emotions, and dispute resolution strategies.



M<sup>2</sup> is a model for empowering all students as it proposes that the positive strategies of mentoring, communication and dispute resolution skills training embedded into the curriculum can lead to a culture of tolerance, acceptance, and belonging.

# CATHOLIC GRADUATE EXPECTATIONS

## A Discerning Believer Formed in the Catholic Faith Community

- illustrates a basic understanding of the saving story of our Christian faith;
- participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
- respects the faith traditions, world religions and the life-journeys of all people of good will;
- integrates faith with life;
- recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

## An Effective Communicator

- listens actively and critically to understand and learn in light of gospel values;
- reads, understands and uses written materials effectively;
- presents information and ideas clearly and honestly and with sensitivity to others;
- writes and speaks fluently one or both of Canada's official languages
- uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## A Collaborative Contributor

- works effectively as an interdependent team member;
- thinks critically about the meaning and purpose of work;
- develops one's God-given potential and makes a meaningful contribution to society;
- finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- respects the rights, responsibilities and contributions of self and others;
- exercises Christian leadership in the achievement of individual and group goals;
- achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

## A Reflective and Creative Thinker

- recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- creates, adapts, evaluates new ideas in light of the common good;
- thinks reflectively and creatively to evaluate situations and solve problems;
- makes decisions in light of gospel values with an informed moral conscience;
- adopts a holistic approach to life by integrating learning from various subject areas and experience;
- examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

## A Caring Family Member

- relates to family members in a loving, compassionate and respectful manner;
- recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- values and honours the important role of the family in society;
- values and nurtures opportunities for family prayer;
- ministers to the family, school, parish, and wider community.

## A Self-Directed, Responsible, Life Long Learner

- demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- demonstrates flexibility and adaptability;
- takes initiative and demonstrates Christian leadership;
- responds to, manages and constructively influences change in a discerning manner;
- sets appropriate goals and priorities in school, work and personal life;
- applies effective communication, decision-making, problem-solving, time and resource management skills;
- examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- participates in leisure and fitness activities for a balanced and healthy lifestyle.

## A Responsible Citizen

- accepts accountability for one's own actions;
- seeks and grants forgiveness;
- promotes the sacredness of life;
- witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
- respects and affirms the diversity and interdependence of the world's peoples and cultures
- respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- exercises the rights and responsibilities of Canadian citizenship;
- respects the environment and uses resources wisely;
- contributes to the common good.

