



Annual Report 2011 2012

YORK CATHOLIC DISTRICT SCHOOL BOARD

YORK CATHOLIC DISTRICT SCHOOL BOARD

The 2011-2012 school year was one of consistent and continued progress towards achieving York Catholic Board priorities. Key to the success of our Catholic school system is the home-school-parish relationship that reinforces the belief that all of our students can achieve their God-given potential. Through learning in a distinctly Catholic environment that takes a holistic approach to education, York Catholic focuses on developing the spiritual, intellectual, physical, and social aspects of a child. Guided by our Shared Vision, York Catholic strives to graduate not only great students who consistently out-perform their peers in provincial assessment tests, but also great citizens who live the Gospel values and positively contribute to their communities.

Shared Vision

“ We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all, with Jesus as our inspiration. ”



- ✚ Guides us as we collaboratively prepare students for their future
- ✚ Sets high expectations and focusses on continuous improvement
- ✚ Promotes learning opportunities for all students
- ✚ Reflects our values as a Catholic Learning Community

” **BELIEVE** in God’s unending love for us

” **BELONG** to a community marked by common commitment and mutual service

” **BECOME** one community that is blessed and blesses us with our intellectual, moral and spiritual gifts





Annual Report 2011-2012

YORK CATHOLIC DISTRICT SCHOOL BOARD

DIRECTOR/CHAIR MESSAGE

Director's Message



I am pleased and proud to share the 2011-2012 Director's Annual Report.

At the York Catholic District School Board we embody our Shared Vision: "We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all, with Jesus as our inspiration."

Our Shared Vision is reflected in all of our successes as a Catholic Learning Community in the 2011-2012 school year which has been very rewarding. Our Board has progressed in our commitment to meeting key objectives of our multi-year strategic direction priorities: *Quality Learning by All, Catholic Faith, Community and Culture, Safe and Caring Schools, Leveraged Use of Resources and Facility Excellence.*

By continuing to focus on targeted goals outlined in our 2011-2012 Board Improvement Plan for Student Achievement – Kindergarten to Grade 12, our EQAO scores once again reaffirmed that York Catholic remains one of the top performing boards in Ontario, year after year.

Beyond the emphasis on academic achievement, developing the whole child, not only in mind, but in body and spirit as well is our top priority. Grounded in our Gospel values, our social justice initiatives, environmental stewardship programs, charitable fundraising efforts and spiritual development opportunities demonstrate our commitment to helping all of our students become holistic critical thinkers, life-long learners, and socially responsible citizens who will lead us into the future.

As a Catholic school board, we are grounded in our faith which calls us to serve one another to ensure quality education for all. By working together with our staff, students, parents, Catholic School Councils, parishes and community partners, over 56,000 students are learning, growing and praying together. The bonds between home, school and parish provide the very foundation for student success and it is those strong, collaborative partnerships that makes our board successful.

After 15 years as Director of Education with the York Catholic District School Board, I announced my retirement in September 2012 so this will be my last Director's Annual Report for the Board.

I feel blessed to have had the opportunity to work in York Catholic as Director of Education for over 15 years. I had the good fortune to live my vocation with so many talented colleagues with whom I share a common passion and dedication to excellence in Catholic education. It has been a privilege to collaborate with the many partners in education and it has been my honour to have served the York Catholic District School Board.

Thank you.
Yours in Catholic education,

Susan LaRosa
Director of Education





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YORK CATHOLIC DISTRICT SCHOOL BOARD

DIRECTOR/CHAIR MESSAGE

Chair's Message



Each year, I am impressed by the steadfast dedication of our teaching and non-teaching staff. They are consummate professionals who answer their vocational call to help ensure the success of our students so that they receive a quality Catholic education in a safe, inclusive and caring environment that reflects the teachings of Jesus Christ. It is their hard work, in partnership with our parishes, parents and our students that has helped the York Catholic District School Board remain as one of the top performing boards in the province.

Over the past year, the Board of Trustees, along with staff, has struggled with finding ways to ensure that our programs and services continue to meet the unique needs and challenges of 21st century learners while balancing our commitment to responsible fiscal management of our resources. In the New Year we will be developing a new strategic plan that will be a roadmap for the future and we will be encouraging all of our partners to participate in the process.

On behalf of our Board of Trustees, I would like to thank all of our partners in Catholic education, who continue to play a vital role in developing and nurturing our students into faith-filled, well-rounded individuals who contribute positively to society. We appreciate your support, and the trust you place in the York Catholic District School Board. We welcome your contributions to our school system.

A very special thank-you goes to Director of Education, Susan LaRosa, who has successfully led the board through a period of rapid growth over the past 15 years. I cannot even begin to express the full extent of our appreciation to Ms. LaRosa for giving so completely of herself, her energy, and her personal commitment to her vocation as an educator and her vision for York Catholic. I have had the privilege of working with a Director of Education that always listened to the concerns of trustees, parents and students and worked with all employee groups to ensure that our schools were welcoming and that students achieved to their fullest potential. She always stressed that we are all created in the image of God with talents that need to be respected and utilized so that together we make a positive difference in the lives of those around us.

On behalf of the entire board, I wish her all the best in her retirement and thank her for her wisdom, expertise, and dedication to the York Catholic District School Board.

Sincerely,

Elizabeth Crowe
Chair of the Board
York Catholic District School Board





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YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD OF TRUSTEES



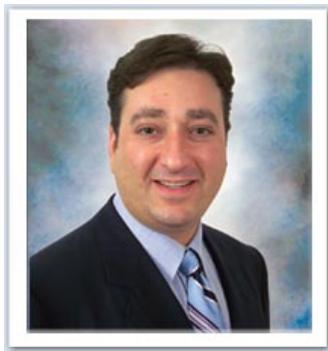
Elizabeth Crowe
Chair

Aurora/King/
Whitchurch-Stouffville



Teresa Ciaravella
Vice-Chair

Vaughan
(Maple/Kleinburg)



Dino Giuliani
Trustee

Vaughan (Woodbridge,
Area 2, Ward 2)



Maria Carnovale
Trustee

Vaughan (Woodbridge,
Area, Ward 3)



Cathy Ferlisi
Trustee

Vaughan (Thornhill/
Concord)



Marlene Mogado
Trustee

Markham (Milliken/
Markham/Unionville)



Carol Cotton
Trustee

Markham (Thornhill/
Unionville)



Ann Stong
Trustee

Richmond Hill



Dominic Mazzotta
Trustee

Richmond Hill



Theresa McNicol
Trustee

East Gwillimbury/
Georgina/Newmarket





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YORK CATHOLIC DISTRICT SCHOOL BOARD

STRATEGIC PRIORITIES

York Catholic priorities have remained constant for the last five years:



1. Quality Learning by All

Strategy: *Each year we will reach and exceed our targets in literacy, numeracy, Programs & Pathways*



2. Catholic Faith Community and Culture

Strategy: *Each school is a respectful, and an inclusive Catholic learning community*



3. Safe and Caring Schools

Strategy: *Each school is a safe and compassionate learning environment*



4. Stewardship of Resources

Strategy: *Each dollar is leveraged to achieve our learning targets*



5. Facility Excellence

Strategy: *Each school is a secure, clean, and optimally functional learning community*





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QUALITY LEARNING BY ALL

Throughout 2011-2012, the York Catholic District School Board's commitment to creating interactive, safe, caring and inclusive environments, where both staff and students have the opportunity to reach their full potential continued. From the strategic board and school plans to improve student achievement, to careful consideration of the many Programs and Pathways the board offers, it was evident progress was made in areas such as literacy and numeracy, as demonstrated through provincial EQAO results. Staff also benefited from this strategic direction, which provided them with many professional development and learning opportunities, which in turn enabled staff to better connect with students to help them learn and grow.

LITERACY

The Literacy pillar focuses on enhancing the opportunities provided for students to improve their reading, writing, listening, speaking, viewing and representing skills across all curriculum and subject areas.

At the end of the 2011-2012 school year, there were noted improvements in credit accumulation and the 5-year graduation rate, as well as high student performance on the primary and junior division assessment of reading, writing, and the Ontario Secondary School Literacy Test (OSSLT).

NUMERACY

Our Board's Numeracy pillar focuses on enhancing the opportunities provided for students to improve their problem-solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing and communicating across all curriculum and subject areas. Successful application of the mathematics skills and achievement of the related curriculum expectations will empower all learners to be successful in the workplace and in daily life as effective communicators and collaborative contributors.

For the 2011-2012 school year, we saw improvement in Mathematic skills for our Grade 9 Applied and Academic students, and noted consistent performance above the provincial standard in primary and junior grades. Students with Special Education needs demonstrated improvement from the previous years in all three assessments of mathematics. The performance of the students continue to reflect their hard work, and the tremendous support of their parents, as well as the dedication of staff and the effectiveness of the strategies implemented. Mathematics will continue to be the key focus of the 2012-2013 Board Improvement Plan for student achievement.





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YORK CATHOLIC DISTRICT SCHOOL BOARD

QUALITY LEARNING BY ALL

PROGRAMS AND PATHWAYS

The Programs and Pathways pillar focuses on enhancing the opportunities provided for students to improve their ability to make successful transitions from grade to grade and to life after school. Successful implementation of the Programs and Pathways pillar will foster self-directed, responsible, life-long learners who demonstrate their God-given potential and who find meaning, dignity and vocation in work that respects the rights of all and contributes to the common good.

Programs

- **Full Day Kindergarten**

The 2011-2012 school year was the second year of implementation of the Full Day Kindergarten Program in York Catholic. The program expanded from 14 to 19 schools with a total of 53 full day kindergarten classes across the region. A series of principal meetings were held to ensure a smooth transition into the program. Year 1 principals shared their successes and challenges with Year 2 principals and offered viable solutions to assist in the implementation process. Educator teams, consisting of a certified teacher and a registered early childhood educator continued to work together to provide the best possible start to our youngest learners on their path to a lifetime of learning.



- **French Immersion**

The French Immersion program is now into its third year of implementation and expansion continues as three more sites were added in September 2012. York Catholic now has a total of 8 sites running 43 classes.

- **First Nations, Metis and Inuit (FNMI)**

The York Catholic District School Board's First Nations, Metis and Inuit (FNMI) Committee continues to lead the areas of focus for the FNMI initiatives each year. Our membership has grown to include First Nation and Metis students to ensure their voices are heard when discussing initiatives that the Board undertakes. Resources that profile the FNMI perspective, with accompanying lessons have been added to each elementary school library and over 30 workshops featuring FNMI native artwork, continues to broaden the perspective of all students and enhance their appreciation for aboriginal culture throughout our community. At the secondary level, our Board offers Native Studies courses in four of our high schools. One course offers a March Break trip to Peru highlighting the global aboriginal perspective. In addition, self-identified secondary students participated in a collaborative lesson at Seneca College highlighting an appreciation for aboriginal stories and post-secondary pathways.





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QUALITY LEARNING BY ALL

PROGRAMS AND PATHWAYS (Cont'd.)

Pathways

Our work in the area of Pathways focuses on enabling successful transitions from grade-to-grade and to life after high school. We do this by helping our students to discover and develop their God-given gifts and their sense of vocation.

As early as the primary grades, our resource entitled “All in a Day’s Work” uses picture books to examine notions of work and “gifts”. Through a series of lessons, students are encouraged to:

- Identify and explore the importance of contributing their God-given gifts
- Appreciate and validate God-given gifts in others
- Examine and challenge gender stereotypes in the work place
- Validate and value all forms of work and career choices
- Examine why maintaining a balance between work and personal life is important



In the intermediate grades, students complete career and interest inventories and explore a wide range of education and career options. They take part in a variety of experiential learning activities like career fairs and listening to guest speakers. They use online tools like Career Cruising to learn more about themselves, about the opportunities that exist in high school and beyond, and they select their high school courses.

As part of our Student Success strategy, we provide time for teachers in grade 8 to meet with their secondary school colleagues to exchange information and facilitate successful transitions to high school. Together, they complete a “Student Strengths and Needs Profile” for students who need individualized programming and plan accordingly. As a result of this and other supports, 88.4% of our grade nine students in 2011-2012 earned 8 out of eight credits. By the end of grade 10, 84.9% of students earned 16 out of 16 credits – amongst the highest averages in the province.

In our high schools, Education and Career/Life Planning becomes more focused. Our goal is to enable students to apply knowledge of their gifts, interests and abilities, and make appropriate decisions about educational possibilities and career opportunities. In grade 10, every student must take a compulsory “Career Studies” course. In grades 11 and/or 12, students can enroll in co-operative education or in a variety of specialized programs at their schools and in the community:





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QUALITY LEARNING BY ALL

- **Specialist High Skills Major (SHSM)**

Specialist High Skills Major (SHSM) are Ministry-approved specialized programs that help Grades 11 and 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also helps in their transition after graduation to post-secondary study, apprenticeship training, or the workplace. In 2010-2011, we offered six SHSM programs at five secondary schools. In 2011-2012, we offered 17 programs in sectors ranging from Health and Wellness to Information and Communication Technology.



- **Dual Credit Courses**

In 2011-2012, we expanded our Dual Credit courses to 23 in total, which are offered at Humber College, Centennial College and Seneca College. Through these continued partnerships, our Dual Credit courses provide an opportunity for students to enroll in a first year college course while still enrolled in high school. Upon successful completion, students earn an elective credit towards their high school diploma and a credit towards a college degree, diploma or certificate.

- **Ontario Youth Apprenticeship Program (OYAP)**

The Ontario Youth Apprenticeship Program (OYAP) opens the door for students to explore and work in apprenticeship occupations starting in grade 11 or grade 12. Through the Cooperative Education program, students have the opportunity to become registered apprentices and work towards becoming certified journey persons in a skilled trade while completing their secondary school diploma requirements. Our “Accelerated” OYAP programs also enable students to complete their Level 1 training while still in high school.

- **12/12 Re-Engagement Initiative**

In cases where students planned on earning a diploma but left our schools without an OSSD, we make attempts to re-connect and re-engage them on their graduation journey. As part of our Board’s 12/12+ Re-Engagement Initiative, we identify and contact students who left our high schools without earning their OSSD, in an effort to engage them in further career and education planning through our School Within a College (SWAC) program. In its inaugural year (2011-2012), our SWAC program re-engaged and re-connected 57 students. In total, 34 students earned their OSSD and the others returned for another semester in pursuit of their high school diploma.





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QUALITY LEARNING BY ALL

LEARNING OPPORTUNITIES FOR STAFF

Professional Development is a key priority at our Board. As a Catholic Learning Community, we continually strive to provide opportunities to staff to enhance their commitment to be life-long learners.

First Nations, Metis & Inuit (FNMI)

In 2011-2012, all Board Guidance teachers were offered the opportunity to gain a deeper appreciation of the FNMI perspective by attending spirituality sessions led by FNMI elders. In addition, teachers are encouraged to access library resources for JK to grade 12 students which profile aboriginal culture and perspectives. York Catholic teachers continue to participate in the Barrie Regional FNMI Parent Learning Circles and regularly access the human resources material and lessons that are shared at the learning circles. At the 2011-2012 'When Faith Meets Pedagogy' conference, the lessons created by York Catholic employees were shared with teachers from across the province highlighting the progress we have made as a board to implement the FNMI policy framework.

Professional Development Days

During the 2011-12 school year, we held several Professional Development days for elementary and secondary school teachers. Many of these PD sessions dedicated to local planning and issues management. Held near the beginning and end of the school year, these days provide an opportunity for staff to identify and resolve any challenges early on, as well as review and evaluate successes throughout the year. On these days staff also worked on items such as the School Improvement Plan for Student Achievement (SIPSA), which helps guide staff in its journey towards the board's vision, where innovation and improvement can be built into daily activities.

In addition, in October, school staff gathered within their Family of Schools to participate in a faith development PD Day event. It included discussions and presentations about the special role, or 'calling' of a Catholic teacher. The life roles, knowledge, skills and attitudes outlined in the Catholic Graduate Expectations is woven throughout the curriculum in York Catholic schools. Teachers in YCDSB schools use these expectations to make curriculum decisions concerning program planning, instructional strategies, evaluation and assessment. Staff faith development continues to play a key role the success of the York Catholic District School Board.





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QUALITY LEARNING BY ALL

LEARNING OPPORTUNITIES FOR STAFF (Cont'd.)

Elementary teaching staff also participated in PD sessions focusing on best practices for parent-teacher interview. They also had the opportunity to develop a deeper understanding of YCDSB's 2011 Guidelines and Procedures for Assessment, Evaluation and Reporting. These guidelines help teachers better determine where students are, where they need to go, and how best to get them there by identifying learning goals, success criteria, and providing feedback to students to help them successfully meet curriculum expectations. Secondary teachers also attended a subject-specific PA Day centered around Engaging the 21st Century Learner, which addressed the learning needs of both students and teachers, while focusing on assessing and improving current instructional practices within that subject area.



BIPSA/SIPSA

The Board Plan to Improve Student Achievement (BIPSA) is a multi-year plan that provides guidance to elementary and secondary schools on the process of improving student learning, achievement and well-being, as well as the refinement of school improvement plans in the context of collaborative Catholic Learning Communities and instructional and transformational leadership.

The Board's plan builds on successes from previous years and provides future direction and resource support to schools in the context of the board's strategic themes – Quality Learning by All, Catholic Communities of Faith, and Safe and Caring Schools – and the four pillars that support improvements in student learning and achievement from Kindergarten to Grade 12.





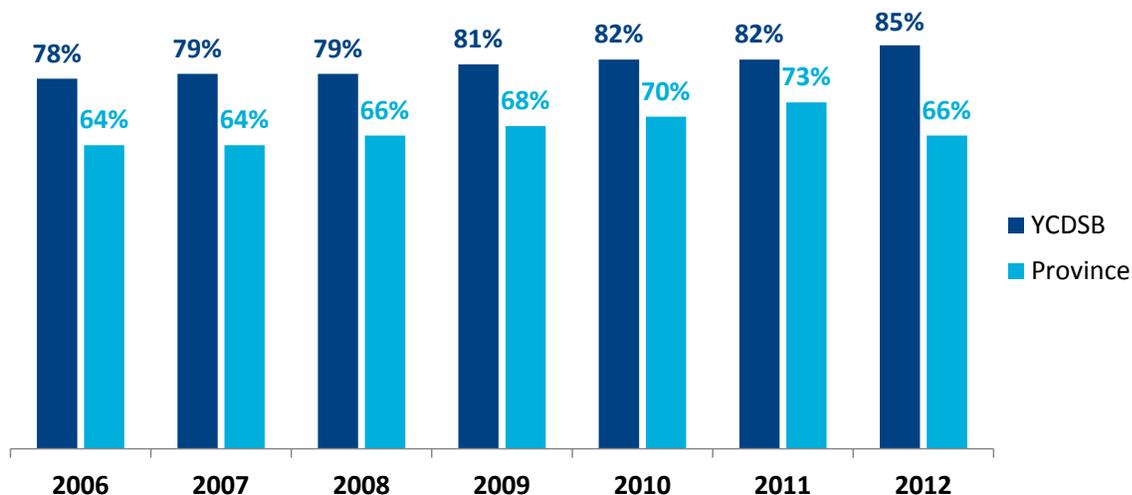
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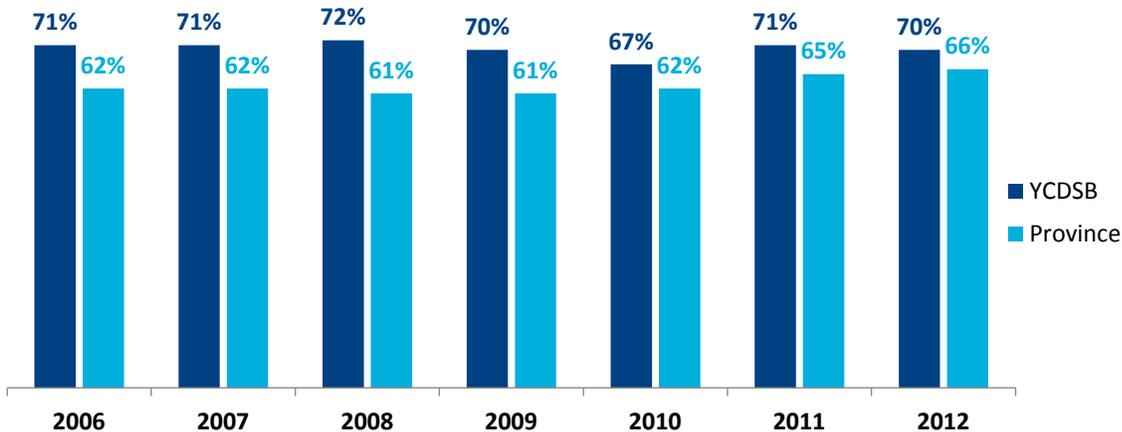
QUALITY LEARNING BY ALL

EQAO RESULTS

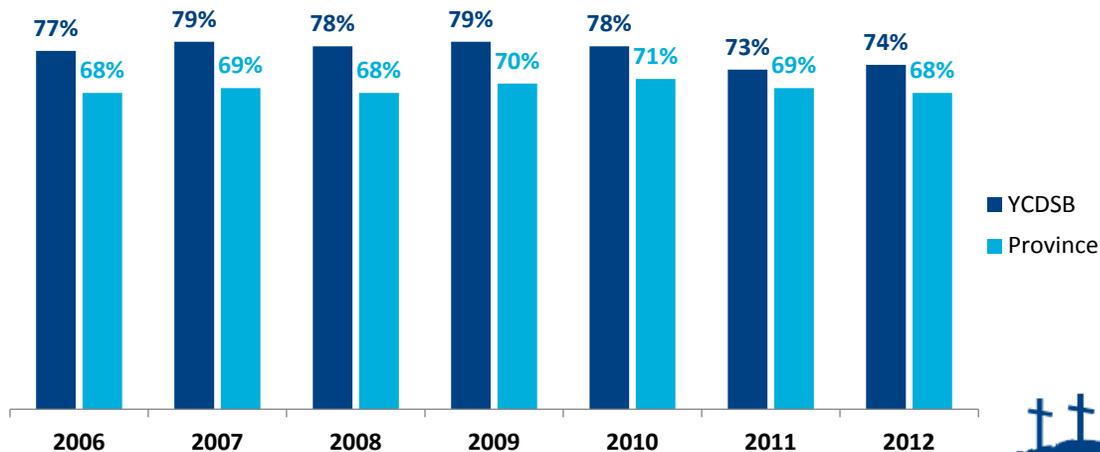
Grade 3 Assessment of Writing
% of Students at Levels 3 and 4



Grade 3 Assessment of Reading
% of Students at Levels 3 and 4



Grade 3 Assessment of Mathematics
% of Students at Levels 3 and 4





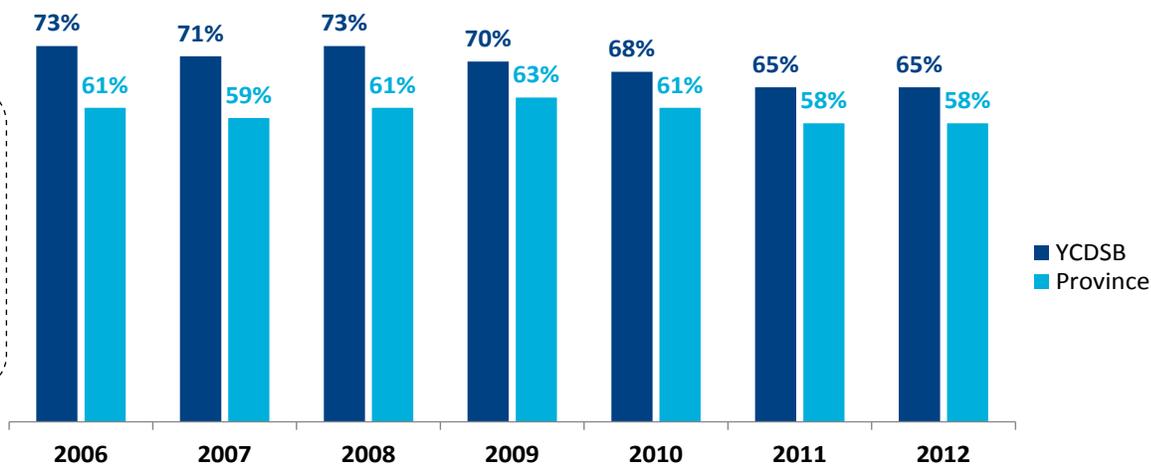
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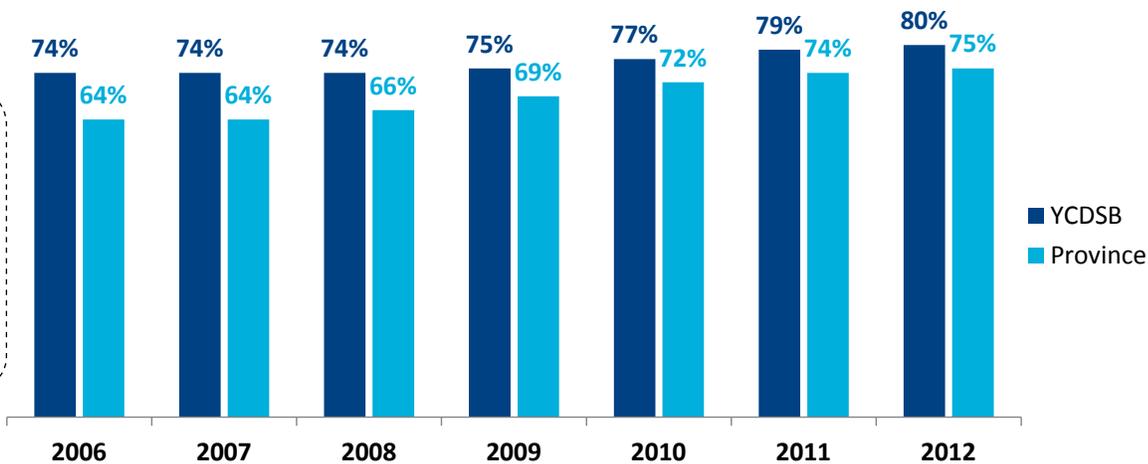
QUALITY LEARNING BY ALL

EQAO RESULTS

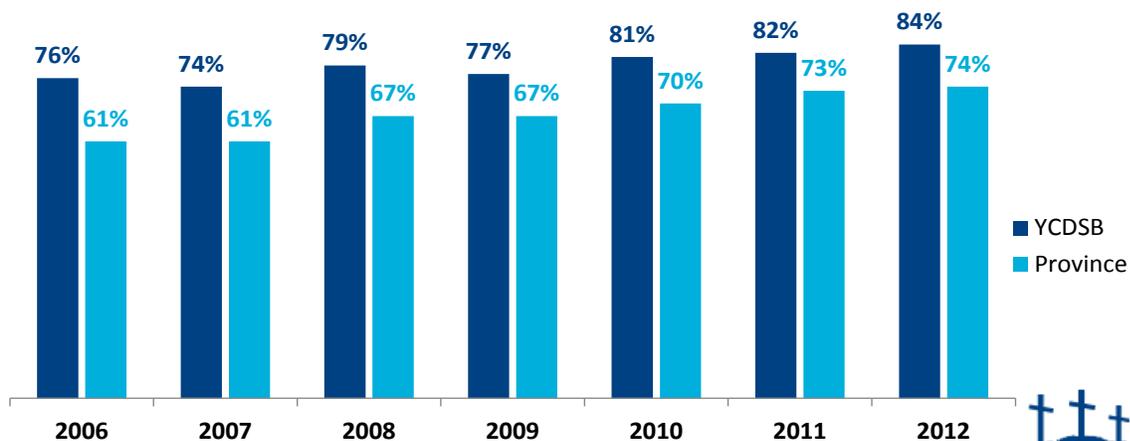
Grade 6 Assessment of Mathematics
% of Students at Levels 3 and 4



Grade 6 Assessment of Reading
% of Students at Levels 3 and 4



Grade 3 Assessment of Writing
% of Students at Levels 3 and 4





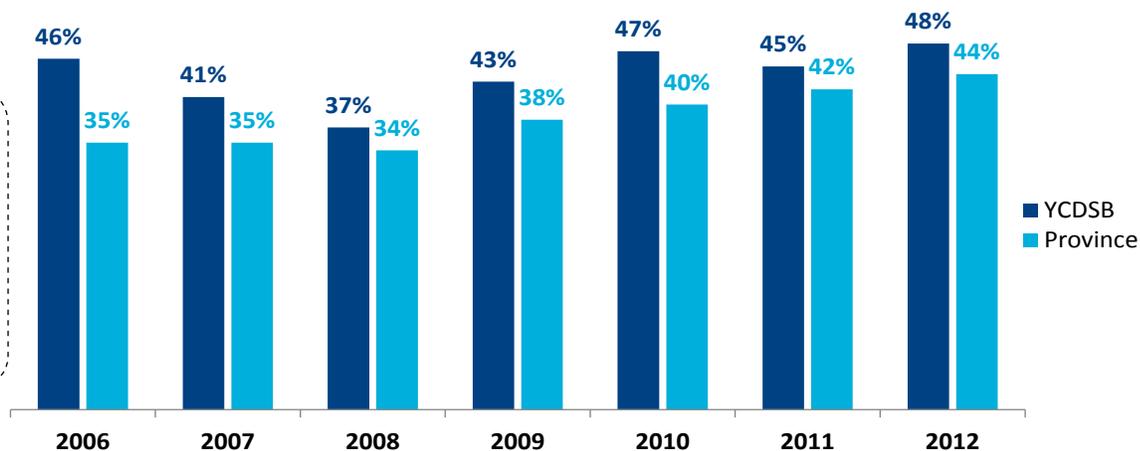
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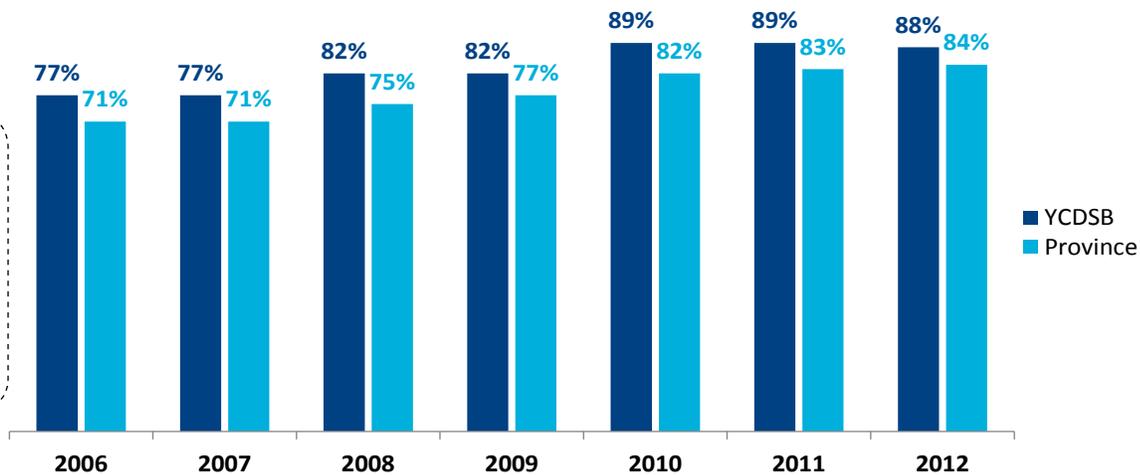
QUALITY LEARNING BY ALL

EQAO RESULTS (Cont'd.)

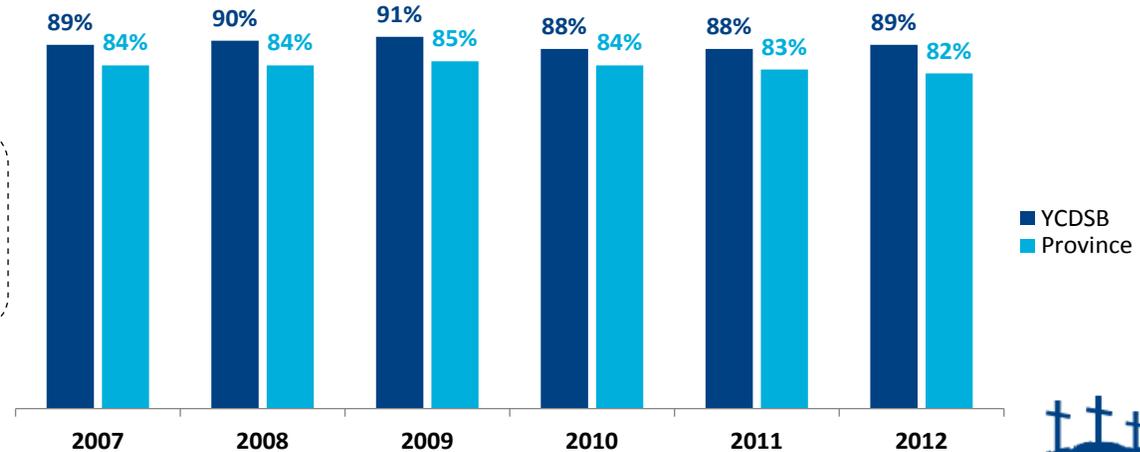
Grade 9 Assessment of Mathematics Applied
 % of Students at Levels 3 and 4



Grade 9 Assessment of Mathematics Academic
 % of Students at Levels 3 and 4



Grade 10 OSSLT
 First Time Eligible





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CATHOLIC FAITH, COMMUNITY AND CULTURE

The Catholic Faith, Community and Culture pillar focuses on enhancing opportunities provided for students to exemplify Catholic virtues, attitudes and actions, celebrate our Catholic faith, and demonstrate respect for human dignity and the environment within safe and inclusive learning communities. Successful implementation of the Catholic Faith, Community and Culture pillar will foster discerning, respectful and caring believers who are collaborative contributors and citizens.

Vocations Awareness Day

In 2011-2012, the Board held its first-ever Vocations Awareness Day. The event featured vocation directors from various religious orders and diocesan priests, including His Eminence Thomas Cardinal Collins, who met and interacted with the approximately 150 York Catholic students from high schools across York Region. The students participated in a series of presentations and workshops about religious life as a pathway for those who are called to ministry in the Church.



Generous Outreach

York Catholic staff and students are devoted to the service of others. In 2011-2012, York Catholic schools collectively raised almost \$60,000 for African famine relief through ShareLife and Free the Children, in addition to other school fundraising efforts. Sacred Heart CHS made history when it became the first school in Canada to raise over \$150,000 through its Relay for Life event supporting the Canadian Cancer Society. A number of York Catholic schools were also named to the Terry Fox Foundation's annual 'Top 50' fundraisers for Ontario secondary schools.





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CATHOLIC FAITH, COMMUNITY AND CULTURE

Parental Engagement

The York Catholic District School Board recognizes that parents play a vital role in their child's education. Engagement between all partners involved in a student's education – parents, teachers, school, church and community – increases student achievement. When these partners work together to support a child's education, everyone benefits and schools become increasingly rich and positive places to teach, learn and grow.

Formed in 2008 and made up mostly of parents, the York Catholic Parent Involvement Committee (YCPIC) acts as an advisory body to the Board to support, encourage and enhance parent engagement, in order to improve student achievement.



Throughout 2011-2012, the Board worked with YCPIC to better understand some of the challenges and opportunities for parent engagement between school staff and families. The Board worked with YCPIC to develop and produce brochures containing tips for parents on enhancing their child's achievement. This brochure was distributed to all families at the elementary and secondary level. There was also a workshop for Catholic School Council chairs where CSC best practices were discussed, as well as, information about developing a constitution for schools, and Ministry of Education guidelines.





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SAFE AND CARING SCHOOLS

The York Catholic District School Board believes that all members of its learning community have the right to a safe learning and teaching environment and that each person is responsible for creating and sustaining that environment. Respect for self and others, accepting accountability and responsibility for one's own actions, acting as a person formed in the Catholic traditions, and the promotion of self-discipline are cornerstones of this belief.

Student Engagement and Well Being

In support of York Catholic's Safe Schools Policy and the Equity and Inclusive Education Policy, climate surveys for parents and school staffs were administered during the 2011-2012 school year. The surveys were created to obtain feedback from staff and parents of students from Kindergarten to Grade 12 regarding the factors that support a safe, caring and inclusive school environment. Parents of students in both elementary and secondary schools expressed a wish to be more involved in supporting their children's learning at home and in school decisions that affect their children. At the end of the 2011-2012 school year, there were improvements in learning skills and attendance for students from Kindergarten to Grade 12.



Elementary students in Grades, 4, 6 and 7, as well as all secondary students, will have an opportunity in the 2012-2013 school year to have their voices heard through another climate survey to assess their perceptions around respect from other students, and a sense of belonging, inclusion and community – areas identified for improvement by students in 2010 and school staff in 2011.

The 2012 student survey data, along with other school contextual information, will be used to help in the development and refinement of the Catholic Faith, Community and Culture pillar and the improvement planning process as schools continue to promote peace, justice and the sacredness of human life.





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SAFE AND CARING SCHOOLS

Student Voice

In 2011-2012, Andre Rebeiz who was a Grade 12 student at St. Brother Andre CHS, and Kara Waites who was a Grade 11 student at St. Maximilian Kolbe CHS served as the student trustees for the York Catholic District School Board. As student trustees, they were chosen by their peers to represent the student voice at board meetings. They also helped to lead the York Secondary Catholic Presidents' Council (YSCPC).

The YSCPC is comprised of student council leaders from each York Catholic secondary school. It meets regularly to discuss topics of concern among high school students and allows students from all high schools to send representatives to meetings at the CEC to discuss items of interest to the students and to share feedback with superintendents.



Over the course of the year, YSCPC members, with the help of other secondary school leaders, also helped to plan the Horizons conference for secondary students and the 6th annual Leadership Links conference, which is a student-led initiative that aims to inspire intermediate aged-students to get involved with their school and community.





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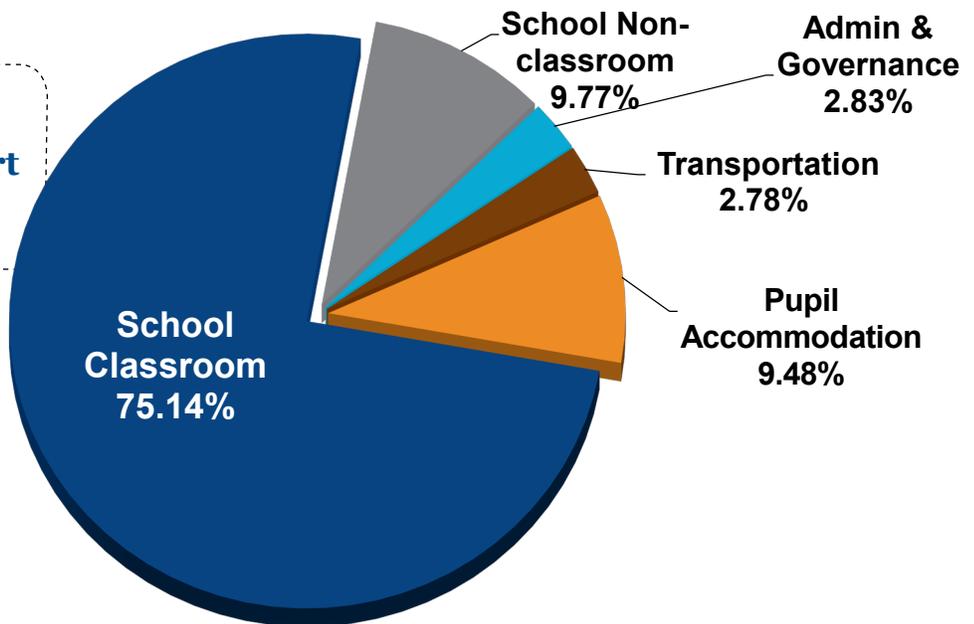
YORK CATHOLIC DISTRICT SCHOOL BOARD

STEWARDSHIP OF RESOURCES

With a focus on student learning and achievement, York Catholic's 2011-2012 balanced budget, once again demonstrated the Board's commitment to maintaining and supporting excellent learning environments that lead to success for all our students while maintaining fiscal responsibility.

Budget Profile

**Operating Expenditures
2011-2012 Year End Report
Expenditures by Function**



School Classroom:	410,708,085	75.14%
School Non-classroom:	53,423,115	9.77%
Admin & Governance:	15,441,965	2.83%
Pupil Transportation:	15,177,193	2.78%
Pupil Accommodation:	51,819,119	9.48%
TOTAL:	546,569,477	100.00%

Note: The above does not include new pupil places, facility renewal, debt charges, or other Ministry year end reporting requirements (eg:PSAB, school finances, etc.)





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FACILITY EXCELLENCE

Facility Maintenance

York Catholic continually works to ensure that schools are optimally maintained and functional in support of our Catholic Learning Communities.

During the 2011-2012 school year, the Board launched its Service Quality Facilitator (SQF) pilot project involving 20 schools. The pilot project allowed for the hiring of two Service Quality Facilitators to work with the selected schools. The project goals included:

- Developing a Quality Service Program and Quality Assurance Surveys
- Looking for overall efficiencies and cost effectiveness in daily school maintenance
- Enhancing the services that custodial staff provide to schools
- Building staff capacity, increasing support, communication between the Facilities and Maintenance Service Department and the schools
- Increasing training and sharing of best practices between custodians



The pilot was a success and received positive feedback and resulted in improved service and communication between schools and the Facility and Maintenance Department. Use of the Quality Assurance Surveys provided a better understanding of school needs and facility standards in a timely manner. In addition, increased opportunities for training resulted in better use of equipment and materials which directly translated into better quality of cleaning in our schools.





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FACILITY EXCELLENCE

Energy Management

York Catholic has been recognized as a leader among school boards in Ontario in the areas of energy management and conservation, waste management and recycling. Its Environmental and Office Services Department strives to promote environmental stewardship, sustainability principles and ecological literacy among all staff and students by introducing and implementing innovative programs.

At York Catholic, every employee and student is expected to contribute to the Board's efforts to conserve energy and natural resources. At York Catholic, we are all "Energy Savers and Energy Consumers." As a result of this cooperative approach, to date, the board has reduced its energy intensity over 36 per cent since 2000. This is the equivalent to not paying for any energy at 36 elementary schools.

- **Green Initiatives**

During the 2011-2012 school year, the Board continued to move forward on green projects with a focus on solar energy. Eight schools now have solar PV systems, one school has a solar domestic hot water system and a wind turbine, and another school has a grey/rain water recovery system. All of these projects help to promote green energy to students by introducing the technology through curriculum lesson plans.

- **EcoSchools**

In 2011-2012, 59 York Catholic schools received their EcoSchools certification. This is an increase from the 39 schools the previous year. Of the 59 schools that received the certification, 20 are newly certified schools, 22 achieved gold status, 29 received silver status and eight received bronze certification. Ontario EcoSchools is an environmental education program for Grades 1-12 that helps students develop ecological literacy while engaging in practices and activities to become environmentally responsible citizens.



At York Catholic, every employee and student is expected to contribute to the Board's efforts to conserve energy and natural resources. At York Catholic, we are all "Energy Savers and Energy Consumers." As a result of this cooperative approach, to date, the board has reduced its energy intensity over 36 per cent since 2000. This is the equivalent to not paying for any energy at 36 elementary schools.

