

Huron-Perth Catholic District School Board

Director's Annual Report: 2024-2025

On Fire with the Spirit

Awaken // Illuminate // Rejoice



Message from the Director of Education

As we reflect on the 2024-2025 school year, we are delighted to celebrate how we have embraced our new Strategic Plan and Spiritual Theme: On Fire with the Spirit: Awaken. Illuminate. Rejoice. There is a very high degree of commitment, collaboration, and consistency on the part of our staff and students to celebrate and give thanks for.

When we began the year in September, we launched our new spiritual theme with a particular focus on “Awaken”. This was an invitation to notice, amplify and shine a light on our needs and our strengths. Guided by our plan, staff infused their efforts with the joy of the Gospel as they stoked the fire of faith, hope and love within themselves and in our students. The theme anchors and guides our multi-year strategic plan goals and reminds everyone that all we are, have and do comes from God. We are continually lifted up by the Holy Spirit, in good times and in challenging ones. We are invited to share and show the fire of God’s love in our schools, offices and communities. This inspires our efforts in faith formation, student achievement and student wellbeing.

It is evident that staff across our district worked hard to embrace the three pillars of Awaken (Faith Formation), Illuminate (Student Achievement), and Rejoice (Student Success: Pathways & Attendance). We see this in their wholehearted engagement with the plan. It was evidenced by their leadership of interesting, informative and innovative faith, learning and improvement experiences in our schools. We see this in the positive response of staff and students to our invitation for increased consistency across programs and resources in literacy and mathematics. Working together, we have seen an incredible response to recommendations in the Ontario Human Rights Commission’s Right to Read Report and to our Board’s Math Achievement Action Plan. Renewed and refocused attention toward student attendance on the part of staff, parents, caregivers and students has resulted in increased awareness and participation in various supports aimed at regular school attendance. Working together, we embrace a multi-tiered system of support approach. We see one another through an asset-based lens with deep empathy. We relentlessly seek to achieve our greatest potential. We see the implementation of consistent processes and practices shaping our classrooms and schools for the improvement and achievement of all.

Moving forward, we remain steadfast in our commitment to our 2024-2027 Strategic Plan goals: we intend for our students to be in the top 15% on EQAO assessments, for our graduation rate to be at least 95% and we aim for a 20% improvement in attendance.

Counting on the accompaniment of the Holy Spirit, and working as a team, the staff of the Huron-Perth Catholic District School Board will continue to “set the world on fire” as Saint Catherine of Siena encourages. We will collaboratively pursue excellence in all our endeavors and permeate joy in our actions and words each and every day.

We call on Saint André Bessette, our Board’s Patron Saint, to continue to pray for us.

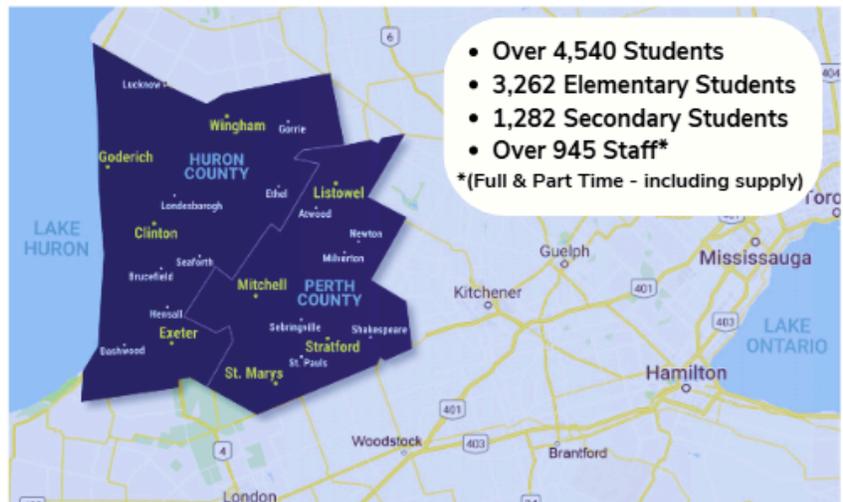
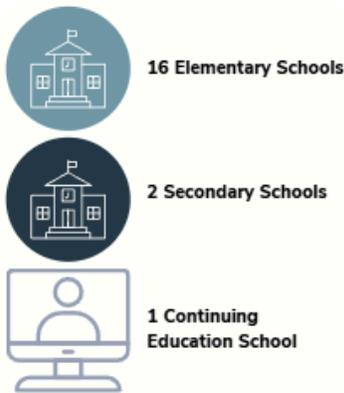
Karen Tigani, Director of Education



Who We Are

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- Nurture a Christ-centred environment
- Provide student-focused learning opportunities
- Support the growth of the whole person



- Located in mid-western Ontario covering all of Huron and Perth Counties;
- 3 Elementary and 2 Secondary French Immersion Programs;
- 2 Secondary Programs offering e-Learning, Dual Credit, OYAP, SHSM, Apprenticeship and Co-op Education;
- 1 Continuing Education School and;
- 4 Families of Parishes, as part of the Roman Catholic Diocese of London under Most Rev. Ronald P. Fabbro.

Board of Trustees



From left to right:
Trustee Sue Muller
Trustee Amy Cronin
Trustee Jim McDade
Chair Mary Helen Van Loon
Vice-Chair Tina Doherty

Board Senior Administration



From left to right:
Angela Hodgson, Executive Manager of Employee Relations;
Mary-Ellen Ducharme, Superintendent of Business and Treasurer;
Karen Tigani, Director of Education;
Tara Boreham, Superintendent of Education;
Sean McDade, Superintendent of Education

A Year in Review - Meeting our Strategic Plan Goals



The Huron-Perth Catholic District School Board's 2024–2027 Strategic Plan, guided by the spiritual theme *On Fire with the Spirit - Awaken, Illuminate, Rejoice*, has completed its first year with significant progress in faith formation, literacy, mathematics, student well-being, and pathways planning.

In Catholic faith formation, schools expanded experiential opportunities such as retreats and visits to holy places, service learning and outreach rooted in discipleship, and sustainability initiatives linked to *Laudato Si'*. Resources supporting Catholic Social Teaching principles, Catholic virtues, and the Ontario Catholic School Graduate Expectations were widely shared and emphasized sparking renewed enthusiasm and engagement with our faith and one another. Staff and students engaged in a variety of retreat experiences, professional development, catechesis, and sacramental preparation, with each school implementing a Pastoral Plan.

In Literacy, a Multi-Tiered System of Support (MTSS) was implemented across K–8, with universal screening, targeted interventions, and programs such as Empower, Corrective Reading, and Lexia. Teachers received coaching and resources to build effective literacy blocks. System-wide assessment practices improved data-driven decision-making. Provincial assessment preparation was strengthened, particularly for EQAO and OSSLT. Our school and system educators worked collaboratively, striving for consistency and improvement.

In Mathematics, the Board implemented its Scope and Sequence lessons, supported fidelity to the Effective Math Block, and introduced MTSS. Students received targeted EQAO practice, and teachers accessed

extensive coaching and professional development. Efforts emphasized mathematical reasoning, equity, and consistency across Grades 1–9.

Pathways and attendance initiatives included expanded skilled trades, Specialist High Skills Major (SHSM), co-op, and dual credit programs, with strong industry partnerships and exceptional completion rates. Attendance support followed a three-tiered framework, working toward a 2027 goal of 70% of students maintaining 90% attendance. STEM opportunities also grew through fairs, coding, robotics, and community partnerships.

The Board remains committed to awakening faith, illuminating learning, and rejoicing in the Spirit.

EQAO Target of Achievement, Results & Data

The 2024–2025 EQAO results mark a milestone year for the Huron-Perth Catholic District School Board, defined by historic highs in literacy and a breakthrough in mathematics. In the Junior Division, the percentage of students achieving the provincial standard (Level 3 or 4) reached our highest recorded levels in a decade, securing 91% in Reading and 92% in Writing. Concurrently, our strategic focus on mathematics is yielding tangible results: Junior Math surged 9 percentage points to 55%, officially crossing the majority threshold and surpassing provincial results, while Primary Math successfully sustained its post-pandemic gains at 68%. Although we have identified Primary Reading (76%) as a priority for targeted intervention to reverse recent trends, the broader data confirms that our pedagogical strategies are effective, resulting in a highly successful academic year with significant growth in our most critical areas. Secondary trends further reflect this progress. Students continue to adapt well to the destreamed Grade 9 Math curriculum and the 2025 results show consistent performance (52% of students achieved a level 3 or 4). OSSLT performance remains strong, with an 81% success rate in 2025, showing that students are carrying their foundational reading and writing skills confidently into secondary school.

Our leadership team embraced a philosophy of teamwork and coaching which was evident in the amount and types of support offered throughout the year in Literacy and Mathematics. Working with teachers and educators from Kindergarten to Grade 12, Literacy Resource Teachers and Math Facilitators provided professional learning, resources, co-planning opportunities, co-teaching experiences, and coaching conversations. System leaders in Literacy and Mathematics including the Superintendents of Education and the Learning Coordinators provided regular professional development for school principals and vice-principals to support their efforts in leading the school improvement goals.

Strategic Pillar - Catholic Faith Formation

Several events highlighted a strong focus on faith development and spiritual renewal across the school board's community. The year kicked off with a System Faith Day which brought all employees of the Board together. The guest speaker for staff was also featured at each secondary school, thereby spreading a similar message of hope and joy to all secondary students as the year began.



Further professional development was offered through the When Faith Meets Pedagogy Catholic education conference, where sixteen staff members received valuable training and faith formation. Some were new workshop leaders, with three

presentations led by staff from the Huron-Perth Catholic District School Board. This emphasis on formation extended to the students with a Secondary Student Retreat at Camp Kintail, where 40 attendees spent two days reflecting on their inherent worthiness in God's eyes. School and system leaders came together with the priests, deacons and lay ecclesial ministers of the Families of Parishes for a day of Synodal listening and prayer.

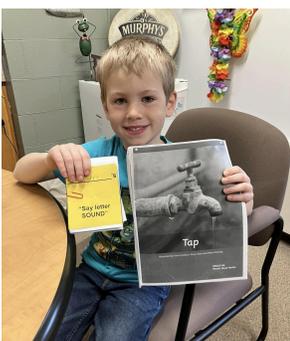
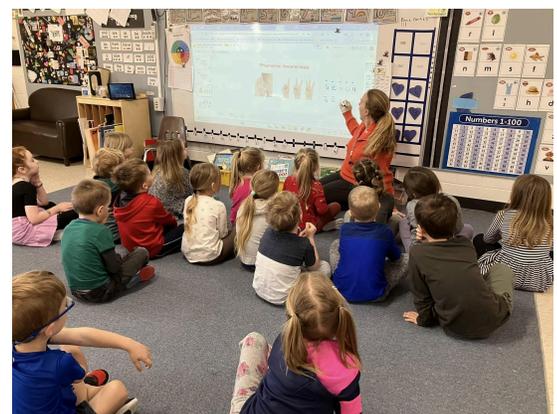


The commitment to spiritual nourishment continued throughout the year, offering staff multiple opportunities for deep reflection and community building. In May, 24 staff members took part in a Pilgrimage to the Martyr's Shrine in Midland, engaging in Mass, a presentation on the Canadian Martyrs, the Sacrament of Reconciliation, and a garden rosary. In June, the senior executive team, managers, learning coordinators, principals and vice-principals shared in a retreat led by theologian Dr Josephine Lombardi with a focus on the Lord's Prayer, the Jubilee Year and synodal listening. Bishop Fabbro joined the group to celebrate Mass. Finally, the year concluded with a powerful Summer Staff Retreat hosted by the Board. The retreat allowed participants to pause, reconnect with their faith, and build community while focusing on their calling to be instruments of peace and bring Christ's light into their work within the schools for the coming academic year.



Strategic Pillar - Student Achievement Literacy

The System Literacy team's achievements in 2024/2025 directly supported the Strategic Plan's mission to "Awaken, Illuminate, and Rejoice" by fostering excellence in student learning and Catholic leadership. Our primary success centered on implementing a robust, data-driven approach to foundational reading. We successfully completed beginning, middle, and end-of-year early reading screening with all students in Senior Kindergarten, Grade 1, and Grade 2. This process allowed us to continuously monitor student progress and provide actionable data to school teams.



Collaboration was central to our strategy. The system team met with every school team individually to analyze student data, discuss specific areas of need, and collaboratively determine necessary Tier Two and Three interventions. These teams were comprised of the school principal, classroom teachers, literacy leaders, special education teachers, and the literacy and special education learning coordinators. In alignment with a structured approach to student success, we delivered two intensive rounds of intervention in five targeted schools throughout the year. This intervention

was a mix of whole class, small group, and one to one support.

Furthermore, the team boosted instructional capacity by providing targeted coaching to support the implementation of the effective literacy block in classrooms across the board. To ensure that our academic work remains anchored in our faith, we developed a suite of ready-made literacy lessons for all grades, intentionally connecting curriculum expectations to the Ontario Catholic Graduate Expectations. These achievements and more lay a strong foundation for future student success and spiritual growth, fulfilling the goals set forth in the Strategic Plan.

Strategic Pillar - Student Achievement Mathematics

We made strong advancements in mathematics during the first year of our 2024–2027 Strategic Plan. The work and leadership in math emphasized building teacher capacity, supporting student achievement, and ensuring consistency across schools.

Preparation for provincial assessments was prioritized. Grade 3, 6, and 9 teachers, principals, and Special Education staff participated in training to strengthen our individual and collective understanding of EQAO mathematics requirements. Students engaged in targeted practice using released items, supported by the Math Team through modelling, feedback, and resources. Fidelity to the Scope and Sequence lessons remained a key focus, with 596 lessons created to ensure consistent curriculum delivery across Grades 1–8. Combined grade lessons, number talks, and aligned report card comments were also developed to maintain coherence in assessment and instruction.



The Effective Math Block was implemented to provide structured two-day cycles of collaborative problem-solving, consolidation, formative assessment, and differentiated small group instruction. Principals received training to monitor its use, and math facilitators provided job-embedded coaching through co-planning, co-teaching, and modelling.

The Board advanced its Multi-Tiered System of Support (MTSS) for Mathematics, supporting universal instruction (Tier 1), targeted intervention (Tier 2), and intensive support (Tier 3). Initiatives included the use of manipulatives, universal design for learning, differentiated instruction, and exploring the use of an Early Math Screener.

Professional development was a cornerstone of this work. Teachers and administrators deepened content knowledge through release time, workshops, and conference participation, while collaboration across Grades 7–10 promoted consistency. Collectively, these efforts positioned mathematics instruction for sustained growth and equity across the system.



Strategic Pillar - Student Success: Pathways and Attendance

Pathways Focus

Our staff made a concerted effort to ensure students are exposed to a wide variety of experiential learning opportunities. An Experiential Learning Advisory Team came together to coordinate and support programs throughout the year. While these programs primarily take place in our secondary schools, there are learning experiences designed specifically for our elementary students and schools. We seek to nurture an increased awareness among students, families and staff that pathways and options within each student's learning journey actually begin long before high school. We seek to support students as they pursue their passions, interests and goals. Significant investments are made into supporting students as they explore various pathways-oriented events and activities.

We are pleased to highlight some of the successes we have had as we seek to strengthen and support all pathway options for our students:

Specialist High Skills Major (SHSM)

Both secondary schools offer a variety of certifications, guest speakers, awareness events, and training. Each secondary school has a teacher who provides leadership and coordinated information regarding SHSM programs. The teacher leader(s) at each school in the various SHSM areas work together where possible to coordinate transportation and budgets, attend regional and provincial meetings, and participate in symposiums and conferences designed to enhance student learning and staff development.

Ontario Youth Apprenticeship Program (OYAP)

Staff promoted skilled trades pathways in elementary and secondary schools, offering hands-on experiences and Grade 9 and 10 exposure. Coordinated Level 1 apprenticeship opportunities were pursued at local colleges and with the Technical Training Group (TTG) which involved supervising students during nine-week placements, and arranging for safety equipment and transportation. Efforts were ongoing to engage parents, teachers, and students as well as providing follow-up support post-graduation.

Dual Credit

Students had opportunities in partnership with three local colleges and TTG. Dual Credit opportunities were promoted as a pathway to post-secondary and into skilled trades. We had coordinated courses hosted in schools and colleges, supplied necessary equipment, and our staff leads attended weekly provincial and regional planning sessions, symposiums, and conferences.

Cooperative Education (Co-op)

Co-op teachers worked hard to secure a wide range of student placements. In keeping with our strategic plan, there was an increased emphasis on co-op placements and opportunities with charitable, faith-based and community organizations. Some examples of where those placements occurred include: Catholic elementary schools, Big Brothers and Sisters, United Way Perth-Huron, Community Living, Bethel Church Youth Group, Salvation Army, The Local Community Food Co-op and Stratford Children's Services.

Depending on the needs of the student and their placement, co-op teachers also provided students with support by supplying required safety gear, arranging student transportation, ensuring workforce readiness by coordinating certifications such as fall protection, and arranging for training in First Aid and CPR.

Our Co-op program aims to support the Board's mission of nurturing faith formation, service, and community involvement through experiential learning. Placements directly support the strategic plan by:

- Encouraging students to live out Gospel values through service-oriented experiences in their workplace, organization or industry.
- Building partnerships with Catholic, Christ-centred and community-based organizations that model faith in action.

- Providing pathways for students interested in pursuing a career in Catholic education, social work, and other community service careers.

Technology

The Board invested in up-to-date equipment and safety resources for Tech classrooms. System staff partnered with our secondary school technology departments to ensure alignment with industry standards, enhancing student readiness for workplace experiences and Level 1 OYAP training. Staff attended conferences and professional learning to bring back resources and innovations for staff and students.

St. Michael Catholic SS received an exciting donation of a CNC machinery that was received from the Canadian Tooling and Machining Association (CTMA), the Ontario Council for Technology Education (OCTE) and was also funded in part by the Ontario's Ministry of Labour, Immigration, Training and Skills Development (MLITSD) through the Skills Development Fund. The new industry-standard CNC industrial milling machine and five desktop training units will allow students to gain hands-on experience before using the larger CNC mill. This represents a significant investment of approximately \$90,000 in the school's manufacturing facilities. These pieces of equipment will provide amazing educational opportunities for students in the manufacturing sector with up-to-date programming software available in-house at St. Michael CSS.



Attendance Focus

Rooted in our Catholic mission to nurture the whole child, we recognize that consistent school attendance is foundational to student well-being, learning, and belonging. The Attendance Counsellor supported 27 students with prolonged absence referrals and 31 persistent absence referrals. Each referral is more than a number: It represents a child, a family, and an opportunity to respond with compassion. Our approach is relational and restorative. We host school meetings, make home visits, offer caregiver guidance, and provide tailored interventions. All of these are part of a trauma-informed, equity-centered response. We walk alongside families, offering structure, routine, and hope.

This school year marked the first time our Attendance Counsellor facilitated some new Tier One initiatives such as their presence at "Calling All Three-Year-Olds" events, co-presenting a caregiver webinar about student attendance with the Huron-Perth Children's Aid Society and the Avon Maitland District School Board, and initiating October's Attendance Awareness Month.

Through our Multi-Tiered System of Support, we continue to build a culture of care, collaboration, and accountability. In our view, attendance is not just a metric, it is seen as a ministry. Together, we are “On Fire with the Spirit”, awakening faith and fostering belonging, so that every student is seen, supported, and set up to flourish.

Issue No. 1

OACAS Guardian Support

Every School Day Counts

Importance of Regular School Attendance.

- Academic Success and preparation for the future.
- Fosters social and emotional development.
- Establishes positive habits and routines.



Let's Start Here

There are three things you can do as a parent to give your child the best opportunity for success.

Diet- There is a direct correlation between proper nutrition and academic performance in school. Start the morning off right, with a healthy breakfast.

Sleep- One reason students miss school is because they do not get an adequate amount of sleep. Getting the recommended amount of sleep improves concentration, focus, and overall academic success.

Exercise- Did you know that exercise stimulates the brain? Exercise also improves cognitive performance, reduces stress and anxiety, and improves sleep.

Need Support?

If you would like support to get your child back into school, please ask your school for the contact information for the Attendance Counsellor. They can reach out and offer support to you and your child.

Parent Feedback



Please click the QR code to answer a few short questions.

"Parents are the ultimate role models for children. Every word, movement and action has an effect. No other person or outside force has a greater influence on a child than the parent."
— Bob Keeshan

Attendance Hacks

- Establish a daily routine**
 - Set morning and nighttime routines to ensure your child gets enough sleep and is ready for school each day.
- Create a positive environment**
 - Foster a supportive environment at home so your child feels comfortable discussing any concerns about attending school.
- Monitor your child's attendance**
 - Prioritize school by keeping track of your child's attendance and address re-occurring patterns.
- Communicate with the school**
 - Communicate any planned absences with your school ahead of time to keep the lines of communication open.
- Address the barriers**
 - Identify and address any obstacles that may be hindering your child from attending school regularly.
- Encourage Involvement**
 - Support your child to participate in extracurricular activities which will foster a sense of belonging while in school.
- Celebrate Milestones**
 - Recognize and celebrate both big and small achievements to motivate and reinforce positive behaviour.
- Ask for help if needed**
 - ASK - Is your child still struggling with attending school? Reach out and ask about supports in the school and community.

Please visit our website at www.oacas.ca or contact us at president@oacas.ca

Issue No. 1

Funding provided in part by Ontario

Highlights and Achievements (Cross-Functional Areas)

Equity, Diversity, Inclusion, and Anti-Racism (EDIAR)

The Board's Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee works together to ensure that policies and practices reflect our Catholic mission, align with legislation, and uphold the dignity of every person. Grounded in Catholic Teachings, the committee sets measurable equity goals through the EDIAR Action Plan, monitors progress, provides regular updates to ensure accountability. This work supports our shared commitment to fostering safe, inclusive, and faith-filled communities where all feel a sense belonging. In 2024-2025, our EDIAR Committee work plan included creating a subcommittee to revise the EDIAR Action Plan ensuring that the plan is firmly rooted in our Catholic Teachings.

Since January of 2025, members of the Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Action Plan Review Subcommittee have engaged in a series of reflective and meaningful revision sessions. The group has been deeply committed to grounding the EDIAR Action Plan in Catholic Teachings and scripture to foster a more inclusive and equitable environment for all members of our community. Rooted in



core values such as human dignity, solidarity, and the preferential option for the poor and vulnerable, the plan continues to evolve with a focus on justice, compassion, and unity.

This alignment strengthens the Board's commitment to equity while integrating the spiritual and moral dimensions of Catholic education into actionable steps that promote social justice. The revised action plan reflects a holistic and faith-filled approach to equity work, emphasizing the sacred worth of every person and inspiring transformative practices that bring faith and inclusion together.

All School Improvement Plans (SIPs) in the Board continue to integrate an Equity, Diversity, Inclusion, Anti-Racism (EDIAR) goal. The 2024-2025 SIPs clearly showed a commitment to involving and reflecting multiple perspectives (staff, parents, students, and community). This engagement is evidenced by:

- The wide variety of action and monitoring items presented
- Excellent use of on-site and community resources
- A strong focus on student engagement and leadership in EDIAR initiatives, from needs assessment to implementation



St. Anne's Catholic SS - Racism Hurts Us All Video Contest Winners



Students in Ms. Brennan-Yeo's Drama and Religion classes completed a video for the [LUSO Community Services](#) "Racism Hurts Us All" contest. The participants were excited to be invited to the awards ceremony as a finalist. Messages about the harm of microaggressions and recognizing our own bias were prevalent throughout their work. Gr. 9 student, Alexa, was honoured to be invited to play the harp for the celebration.

Click the link to view St. Anne's entry: https://youtu.be/Fs-WWrxZwRY?si=7GMdjBptU5elt_ak
[Huron-Perth Catholic District School Board](#)

Throughout the school year many classes from the district were able to visit and experience the Tipi of Huron Perth and learn about the culture and listen to stories from Knowledge Keeper Christin Dennis.



Physical Education students have been learning and developing skills in bagataway lacrosse from Josh, our Indigenous Student Support Advisor. Josh is a member of the Chippewas of Rama First Nation. He has been sharing his cultural teachings about the sport and expert knowledge of the game. This learning and development will continue to grow with our students.

Mental Health & Wellness

The Huron-Perth Catholic District School Board continues to walk faithfully with students, families, and staff, nurturing mental health and well-being rooted in dignity, compassion, and the light of Christ. This year, over 285 students received individualized support from our Social Workers, with our schools receiving weekly service through our Family of Schools service model. This approach promotes equitable access and

strengthens relationships through our Multi-Tiered System of Support (MTSS).

School staff deepened their understanding of trauma-informed practices through book studies, consultations and learning practical Tier 1 strategies from their School-Based Social Worker. Over 570 students participated in Social Emotional Learning (SEL) sessions that integrated the Ontario Catholic School Graduate Expectations fostering resilience, empathy and belonging into our spiritually grounded learning environments.

Faith and wellness activities like *Stop, Pause, Pray* helped students regulate emotions and connect more deeply with mindful prayer, awakening their spirits and fostering calm, clarity, and faith.

Innovative programs such as the Perfectionism Group, ACT training, and RESET curriculum responded to emerging student needs with grace and evidence-informed care. Caregiver engagement through various learning and outreach opportunities empowered families to understand trauma and support youth with compassion—serving as proactive supports aligned with PPM 128.

The image contains three posters. The left poster is a flowchart titled 'In the event of an emergency, call 911' and 'Huron Perth Mental Health & Suicide Crisis Response Protocol'. It asks 'Individual Presents In Crisis' and provides decision paths for 'NO' and 'YES' based on whether the person is harming themselves or others, and if they have a plan. It includes contact information for the Huron Perth Helpline & Crisis Response Team (1-888-829-7484) and Kids Help Phone (1-800-668-6868). The middle poster is for a 'FREE CAREGIVER WORKSHOP' titled 'MY CHILD DOES NOT WANT TO ATTEND SCHOOL' on February 12th, 6:30PM - 7:30PM, virtual. It includes a QR code to register and contact information for Mckayla (226) 921-6166. The right poster is a prayer poster titled 'Stop, Pause, Pray' with the text 'Stop what you are doing', 'Pause Feel your feet on the floor', and 'Pray Come Holy Spirit Come'. It features the Huron-Perth Catholic District School Board logo and a circular image of a religious scene.

Supporting and Serving Catholic Charities and Partners

The Board maintains a strong commitment to serving and supporting our Catholic partners throughout the academic year. Schools consistently demonstrate this partnership through direct collaboration with the Society of St. Vincent de Paul locations in Stratford and Goderich. This involves schools actively reaching out to understand the organization’s mission and specific needs, which leads to the regular collection of provisions via food drives. Furthermore, several schools and their staff went beyond donations by organizing and stocking the food pantries at these locations and volunteering their time to serve at community meals.



Beyond direct service, our schools are active participants in fundraising and awareness campaigns to support a diverse range of Catholic charities. The funds raised have been instrumental in supporting international aid organizations such as the Save a Family Plan and Chalice, in addition to contributing to the broader Share Lent campaign. School representatives also actively engaged in Development and Peace (D&P) Schools activities, notably by raising awareness through the Major Mustard Seed Challenge during the Lenten season, which powerfully aligned with our spiritual theme of being “On Fire with the Spirit”.

Special Education

In Special Education we focused on capacity building, transition planning, and advancing inclusive education, rooted in Catholic Teachings and the Ontario Catholic School Graduate Expectations.



Professional development in universal supports was expanded through the launch of the Educational Assistant (EA) Google Classroom, now a central hub for training, communication, and resources. Universal Supports, as a core component of a Multi-Tiered System of Support (MTSS), were emphasized through online modules and professional learning for Special Education Resource Teachers, Principals, and staff across elementary and secondary panels.

Transition planning reflected a focus on pathways. The Board continued its partnership with Facile and co-hosted three post-secondary transition events with our coterminous school board for families and

students with developmental disabilities. ODEN's JobPath training strengthened staff and community supports for students as they prepared for workplace and post-secondary opportunities.

Collaboration with Literacy and Math teams advanced data-informed interventions and next steps and strengthened our MTSS. This work was supported through monthly Special Education Resource Teacher (SERT) meetings, book studies, school-based data meetings, and professional learning.

The return of the Coaching to Inclusion Conference reaffirmed the Board's leadership in inclusive Catholic education, with the Champion of Inclusion Awards recognizing board staff who demonstrated exemplary dedication to advancing inclusion. Additional professional development to strengthen our inclusive education model was provided by guest speakers and system team members to a variety of employee groups across the district. Staff and students also engaged in neurodiversity training, peer-support initiatives, and student voice projects, ensuring that the perspectives and gifts of all learners are recognized and nurtured in alignment with our faith-based, inclusive approach.



Additional highlights included the Infinite Horizons program for gifted learners, which focused on science, the arts, and wellbeing. Summer programming was designed to strengthen literacy, transitions, and social skills development.

Collectively, these initiatives demonstrate the Board's commitment to preparing every learner for meaningful pathways rooted in faith.

Secondary Programming - Destreaming, e-Learning, Literacy

Secondary curriculum programming in our secondary schools focused on enhancing student learning and expanding opportunities through several key initiatives.

The implementation of new destreamed Grade 9 curricula continued, with business, technology, and geography being introduced this year. Our teachers worked diligently to develop new resources and adapt their instructional strategies to meet the needs of all learners in these diverse classrooms, with a key priority on providing targeted support for various student sub-groups.

Literacy remains a system-wide priority, with work supporting both the OSSLT and general literacy achievement. This goal was advanced through the dedicated efforts of our teachers, who came together in cross-panel groups to collaboratively explore and implement high-impact strategies, such as diagnostic assessments and effective methods for supporting student writing.

Furthermore, our eLearning program successfully expanded student choice and flexibility. We offered 13 courses to 300 of our own students and welcomed over 80 from other Catholic boards, granting them access to a wider variety of courses that might not be available due to scheduling issues.

To support all of these initiatives, a foundational component of our work involved collaborating with department heads to build their leadership capacity, ensuring consistent, high-quality instruction across the Board.

French (FSL and FI)

French as a Second Language (FSL) experienced substantial growth and pedagogical advancement during the last year, signifying a shift toward evidence-based instruction. The success of this initiative was directly attributable to the collaborative efforts of the System Team, led by our Languages Learning Coordinator and supported by our FSL system support teacher.

The core focus of professional learning centered on critical, current trends in language acquisition: the Common European Framework of Reference for Languages (CEFR) and the essential principles of Structured Literacy. To enhance teacher expertise, valuable collaborations were established with prominent French language education leaders from across the province. Furthermore, we provided invaluable one-on-one coaching and direct mentorship to newly appointed French teachers, assisting them with the effective implementation of these refined pedagogical approaches.



Finally, the second year of commitment to the Diplôme d'Études en Langue Française (DELFF) certification was successfully completed. Over 25 Grade 12 students proudly elected to challenge the official French language proficiency exam this year, with students testing at the A2, B1, and B2 levels. These achievements stand as a powerful testament to the measurable, system-wide impact of the enhanced French programming.

Science and Technology

This year, Science and STEM learning continued to grow across our board, supported by innovative tools, partnerships, and hands-on opportunities that connect students to authentic inquiry. The use of Edwin has deepened classroom engagement in Science, offering interactive, curriculum-aligned resources that support

critical thinking and differentiated instruction. Teachers have leveraged its digital features to bring complex concepts to life and foster student-led exploration.

Partnerships have played a key role in enriching learning. Through in-class workshops with the STEAM Centre, students explored coding, design, and renewable energy projects, applying creativity and collaboration to solve real-world challenges. Virtual workshops with Scientists in Schools extended these opportunities, giving students equitable access to experts across scientific fields.

We also saw remarkable growth in participation in Skills Ontario STEM competitions, with students competing in areas such as robotics, construction, green energy, and mechanical engineering. These experiences nurture problem-solving, teamwork, and perseverance, while building pathways toward future studies and careers in skilled trades and technology. The enthusiasm and success of our students highlight a strong and growing culture of innovation in our schools.



Together, these initiatives reflect our commitment to engaging learners in meaningful Science and STEM experiences that inspire curiosity, deepen understanding, and prepare students for the future.

Summer School

Summer School 2025 was very successful. There were 260 students who participated and achieved credits this summer. This included the following breakdown of students:

146 students completed the Grade 10 Civics course,
150 students completed the Grade 10 Careers course,
29 students completed the Grade 11 University English course,
53 students completed the Grade 12 University English course, and
28 students completed two credit Summer Co-operative Education courses.

The pass rate for students this summer was an amazing 99.98 % and a total of 286 credits were earned by students. There were a total of 26 students from outside of the board who were enrolled from thirteen different school boards across the province which represents a significant increase from previous years.

International Education

The Huron-Perth Catholic District School Board welcomed its first group of international students to St. Michael CSS and St. Anne's CSS in September 2024. Two students from Spain arrived at that time and five Brazilian students arrived in February 2025.

The Board launched its International Student Program (ISP) during the 2023-24 school year with the goal of fostering a globally-minded community and providing these students with an enriching Canadian Educational experience. Huron-Perth Catholic DSB has agreements with twenty eight agents in thirteen different countries recruiting students on its behalf to attend our schools for a minimum of a 12 week stay to a maximum length stay of an entire school year.

Continuing Education - Blessed Carlo Acutis School

We offered an after hours Cooperative Education Program for students to gain valuable work experience in a workplace that may or may not be connected to the student's future plans. It allowed them to earn credits necessary to earn an Ontario secondary school diploma. A total of seven students completed this program which started in February 2025 and finished the last week of June 2025.

Athletics (Elementary and Secondary)

Our Elementary Sports Council provided students across the district with opportunities to participate in a variety of athletic events that foster teamwork, wellness, and school spirit. Senior and junior tournaments in soccer, cross country, and other sports brought together students from all schools, creating a sense of connection and community. These events not only promoted physical activity but also celebrated inclusion, ensuring that students of all skill levels could engage and represent their schools with pride.

At the secondary level, our student-athletes demonstrated outstanding dedication and achievement across a range of sports. Our teams achieved regional and provincial titles, with several athletes advancing to OFSAA. They represented our board with integrity and excellence, earning strong finishes, particularly in golf and basketball. The St. Michael Catholic SS Girl's ice hockey team won gold at OFSAA in Sudbury, in March, which is a huge accomplishment for our small Board. Many graduates have continued their athletic journeys at the post-secondary level, reflecting the strength of our programs in developing skill, discipline, and leadership.

Together, these achievements highlight a thriving culture of sport that promotes inclusion, resilience, and pride across our Catholic learning community.



Parent Engagement

The Catholic Parent Involvement Committee (CPIC) serves as an essential link for consultation and communication between our local Catholic School Advisory Councils (CSACs) and the Huron-Perth Catholic District School Board. This year, CPIC's work was deeply strategic, moving beyond administrative tasks to actively support our multi-year strategic plan, "On Fire With the Spirit: Awaken ~ Illuminate ~ Rejoice." The committee ensures that parent perspectives are integrated into core priorities, from budget planning to the review of the School Climate Survey. Through this partnership, CPIC reinforces the goals of student achievement and Catholic Faith Formation as outlined in our strategic plan.

A critical function of CPIC is to empower parent/caregiver leaders through targeted information sessions on district programs. Throughout the year, CPIC hosted comprehensive sessions focusing on student success and well-being as follows:

- **Special Education:** Provided parents with an overview of programming to support effective advocacy for students with diverse needs.
- **Understanding Student Progress (EQAO):** Clarified provincial testing outcomes and highlighted the Board's concentrated efforts to improve reading, writing, and math skills.
- **Mental Health & Well-being:** Hosted the Mental Health Lead for an overview of crucial support services for families and students.
- **Substance Misuse & Balanced Device Use:** Based on CPIC consultation, the Board contracted a professional speaker to deliver six sessions on nervous system regulation as a preventative measure to substance misuse and overuse of devices. These sessions attracted 155 caregivers.



THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD PRESENTS

EMPATHY IN ACTION

Join us **IN PERSON** for a three-part series on how trauma shapes our lives, and the relationship between tension-reducing behaviours and addictions.

Facilitated By:

Rami Shami

TOPICS AND DATES

SESSION 1
From Trauma to Addictions: The Impact of Tension Reducing Behaviours
APRIL 10TH - STRATFORD ROTARY COMPLEX
APRIL 23RD - CLINTON LIBRO HALL

SESSION 2
Applying a Trauma-Informed Approach Within Our Classrooms and Homes
APRIL 30TH - STRATFORD ROTARY COMPLEX
MAY 13TH - CLINTON LIBRO HALL

SESSION 3
The Entering: Utilizing a Culturally Humble Approach to Understand Our Children's Needs to Develop Personal Culture
MAY 14TH - STRATFORD ROTARY COMPLEX
MAY 21ST - CLINTON LIBRO HALL

All sessions begin at 6pm and end at 8pm
Further event details are provided upon registration

[REGISTER HERE](#)



CPIC also functions as a vital networking hub, connecting local school successes to system-wide goals. The parent updates shared at meetings often highlight school initiatives, many of which are supported by the Parents Reaching Out (PRO) Grant. This grant funding is strategically used to support diverse parent needs through an equity and inclusion lens, financing projects such as developing mental health or anti-racism resources, hosting parent information sessions, and organizing community events like Open Houses and Curriculum Nights to enhance parent engagement. By actively linking local dedication to our strategic goals and fostering a unified approach, CPIC successfully ensures that the parent/caregiver voice remains central to the overall mission of the Huron-Perth Catholic District School Board.



Corporate Highlights

Human Resources

We support and work with more than 1,000 employees with a total annual payroll of \$60.65M (\$60,645,710) and approximately 800 pays processed each payroll. The people we employ are represented by OECTA (Catholic teachers) and CUPE (education workers) unions, the CPCO (principals and vice-principals) association, and we have non-union employees as well. The people we serve based on September 1, 2025 data are as follows:

Position	# of Employees	Position	# of Employees
Teachers	323	Educational Assistants	98
Administration	36	Custodians	49
Office Assistants	31	Principals/Vice Principals	21
Library Technicians	11	Hall Monitors	6
Designated Early Childhood Educators	25	Occasional Teachers/Casuals	478

Recruitment and Onboarding

Throughout the 2024-2025 school year, our Human Resources team supported over 257 hiring experiences that included the onboarding of 12.8% permanent employees in the positions of administrators, teachers, educational assistants, custodians, and office administration.

Technology Utilization

Our Human Resources department continues prioritization of the implementation of technology to support our recruitment, training records, employment documentation, and maintenance of employee documentation. One initiative in 2024/2025 was the implementation of technology for our external recruitment applications. We are continuing to leverage technology and automated processes for staffing and future efficiencies.

Wellness Initiatives

In partnership with our union partners and associations, employee wellness initiatives have been enhanced to provide individualized support for absenteeism, short term absences with gradual return to work, and returns from other extended leaves of absences.

Financial Stewardship

2025-2026 Budget Developments

The 2025-2026 budget development process was driven by the Board's strategic plan to create an environment for success for all our students and staff. Budget preparation involved thorough discussion by administration, presentations by budget managers, and reports to the Board of Trustees leading to budget development. The approved budget was balanced for compliance with \$85.89M of expenses and revenue. The budget was compliant with enveloping provisions and Ministry of Education class size requirements.

2024-2025 Financial Results

This year, the Board successfully managed regular operating expenses and utilized special purpose funding for student learning and well-being. We met all financial reporting deadlines, finishing the 2024-2025 year with a \$353,099 annual surplus, less than 1% of revenue. Total revenue was \$81,861,913 and total operating expenses were \$81,508,814. The Board educated 4,562 average daily enrolment (ADE) students.

2024-2025 Fiscal Year

The finance department continued to support schools and budget managers across the district with all finance related processes including budgeting, procurement, School Generated Funds, and financial reporting. Close monitoring of year-to-date expenditures throughout the year allowed the Board to end the year with a small surplus.

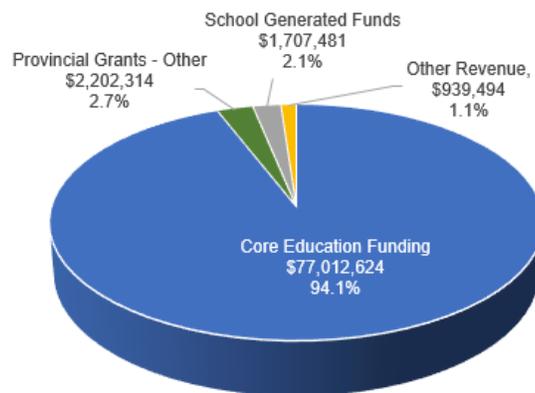
Notable events in the 2024-2025 fiscal year included a significant accounting software upgrade over a six-month period as well as ongoing success utilizing School Cash Online to minimize cash in schools. The Board also implemented procurement changes due to Broader Public Sector Procurement Directive updates and the Provincial Procurement Restriction Policy.

Facilities and Capital Projects

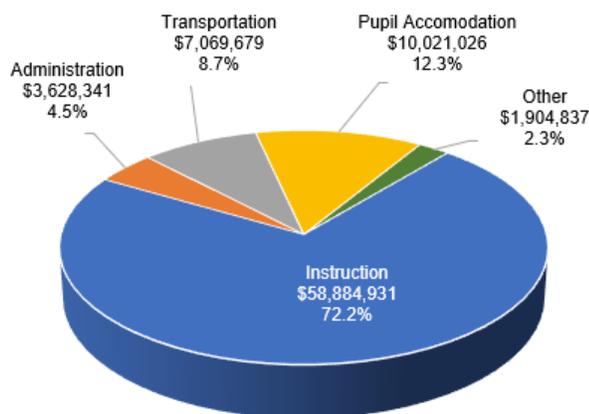
The Board completed various capital projects this summer with Ministry of Education funding totaling \$3.5 million. Projects included the following:

- HVAC upgrades – St. Mary's, Goderich
- Roofing – St. Anne's CSS, Clinton; St. James, Seaforth; St. Joseph's, Stratford, & Jeanne Sauvé, Stratford
- Asphalt and Drainage work – St. Anne's CSS, Clinton
- Gym Flooring Refinishing – St. Michael CSS, Stratford
- Flooring replacement – Our Lady of Mount Carmel, Mount Carmel
- Masonry work – St. Ambrose, Stratford

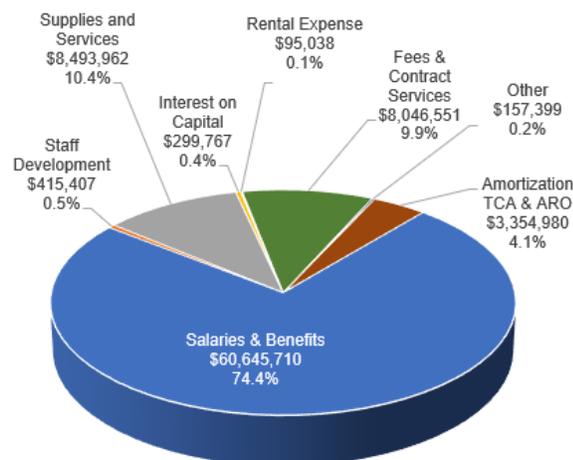
2024-25 Revenue by Category



2024-25 Expenditures by Category



2024-25 Expenditures by Type



Of the total investment, \$400,000 was allocated to improving ventilation systems across the district, while \$2.2 million was dedicated to roof replacements. Capital projects are prioritized based on Ministry Condition Assessment Reports, reviews by engineers and architects, staff input, and available capital funding. A notable project includes the \$350,000 Reinforced Autoclaved Aerated Concrete (RAAC) roof replacement at St. Aloysius, which completed Phase 1 of a multi-phase RAAC roof replacement plan.



HVAC upgrades at St. Mary's School, Goderich



St. Anne's Catholic Secondary School track replacement



St. Michael Catholic Secondary School - gym floor refinishing

Information, Communications & Technology (ICT)

The ICT Department advanced important initiatives this year that strengthened learning, improved efficiency, and reflected our Catholic mission of stewardship and care for all.

Supporting Student Success

Technology rollouts ensured a smooth start to the school year, with Grade 9, returning Grade 12, and international students ready to learn with a personalized device in hand from day one. Elementary Classrooms were modernized with 65 new All-in-One computers, while Special Education Resource Teachers received new laptops and tablets to better support students with diverse learning needs. Tablets were also prepared for early reading assessments, directly helping teachers identify and address literacy needs.

Empowering Staff & Schools

Staff benefited from improved training and resources. Mandatory health and safety learning is now easier to access through a new online platform, while administrators and office staff completed privacy foundations training, reinforcing our commitment to protecting personal information. Staff service remained strong throughout system changes, with very positive feedback on responsiveness and care.

Responsible Stewardship

ICT continued to model fiscal and environmental responsibility. Over 800 aging student devices were retired and replaced where needed, and a new partnership for e-waste recycling ensures technology is disposed of securely and sustainably.

Everyday Reliability

Alongside major projects, the ICT team continues vital behind-the-scenes work that keeps schools running each day. From maintaining networks and phones, to updating software and supporting staff through the helpdesk, this ongoing commitment ensures stable and reliable technology across the district.

Through these initiatives, ICT provided not just reliable tools, but meaningful supports that allow staff to focus

on what matters most - nurturing students in faith, learning, and community as together we Awaken, Illuminate, and Rejoice.



*St. Anne's CSS
new Plotter*



*1:1 devices
Gr 4 to Gr 12*



*St. Michael CSS
Computer lab*



*Responsible Stewardship
e-waste recycling*

Student Transportation

Huron Perth Student Transportation Services (HPSTS) is a transportation consortium of the Huron-Perth Catholic District School Board and the Avon Maitland District School Board. HPSTS provides transportation to students in both boards. Boards actively work with HPSTS to provide the best service possible for students.

As we wrap up another successful year at HPSTS, it's the perfect time to reflect on what makes this team truly special. One of the greatest strengths is the strong sense of connection and camaraderie this team shares. Whether it's the beloved "Soup or Salad" days - where they take turns bringing in lunch and enjoying time together - or the everyday moments of support and laughter, this team's spirit shines through in everything they do in service of our students.

A highlight of the year was attending the Bus Planner Conference as a full team - the first group event since before the pandemic. It was a meaningful opportunity to reconnect not only with each other, but also with consortia from across the province. The conference offered valuable professional development, fresh insights, and a renewed sense of purpose as we continue to grow and serve our communities.

Conclusion and Future Outlook

We are incredibly proud of the collective effort and enthusiasm of our community and all that has been accomplished in year one of our multi-year Strategic Plan: On Fire with the Spirit: Awaken. Illuminate. Rejoice.

As we build upon and shift our focus on "awaken" to "illuminate" in year two, we will continue to shine a light on the myriad of ways in which the Holy Spirit is visible and vibrant in our system. As individuals and as a community we will continue to embrace learning and explore new and emerging ideas, challenges and opportunities. We are committed to high levels of achievement for our students. We commit to ongoing learning, improvement and formation for students and staff.

Inspired by the experience of a Jubilee Year, impacted by the ever-changing landscape presented by new technology such as artificial intelligence, walking together in a synodal manner marked by deep listening, we seek to live out the joy of the Gospel and achieve new heights together.

Like fire, the Spirit will shape, sustain and support the momentum we are stoking every step along our journey together. We thank God for the opportunity to serve, grow and learn as members of the Huron-Perth Catholic District School Board. Let us collectively move forward seeking to achieve the full scope of our goals and our mission.