



Hastings and Prince Edward District School Board

2017



DIRECTOR'S



ANNUAL



Possibilities
TODAY & TOMORROW

REPORT

Learning and leading together for student achievement and well-being.

At Hastings and Prince Edward District School Board, the journey to realizing our vision of **All students prepared and empowered for the possibilities of today and tomorrow** is guided by our 2015-2020 Strategic Plan: Possibilities Today & Tomorrow. Through the four priorities of Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being, the Board of Trustees has set high expectations for student achievement and well-being.

This past year, we have intentionally gathered evidence of the implementation of the priorities and the goals outlined within them. This report is an opportunity to share the progress made and to celebrate the work of students and employees throughout the board. Graduates of HPEDSB are globally minded learners and leaders who see themselves as connected citizens of the world and who apply relevant knowledge and skills to make a difference in local, national and global contexts.

We are committed to creating dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities. That means that we are constantly learning together and as an organization and that based on research, data and the expertise of our employees, we make changes to ensure that our vision is achieved. With change comes opportunity and improvement.

It is an exciting time at HPEDSB. The 2015-2020 Strategic Plan provides us with clear direction, high expectations and ambitious goals. We are proud to be in public education and thankful for the support of our families and communities. Learning and leading together will ensure that our students reach all their possibilities.

OUR GRADUATES

Globally Minded Learners and Leaders



*Mandy Savery-Whiteway,
Director of Education*

*Lucille Kyle,
Chair of the Board*

The year in numbers

15,000

Number of students



Percentage by which the number of graduates increased in five years

1.5

and in four years by

4.6



202,809

number of rental hours used by the community for schools/facilities

115

international students

TOP 3 USES

Childcare programs

Sports and recreation (e.g. basketball, yoga)

Child/youth leadership programs (scouts, guides)

9,800

number of **students** transported by bus each day

7,221

square kilometres = the school board geographic area, Maynooth to the north, Deseronto to the east, Athol/South Marysburgh to the south and Trenton to the west

HPEDSB collaborates with

21

townships, municipalities, cities and organizations



1,650

number of **employees**



1,259

 adults took eLearning courses

15,553

adult/eLearning lessons completed

2017 - 2018 School Board members

School board trustees are elected every four years through municipal elections. Their governance role involves establishing the school board vision, mission and strategic plan; setting policy; and ensuring effective stewardship of the board's resources. Two student trustees are elected each year by the Student Senate to serve a one-year term on the Board.



*Dave Patterson,
Belleville/Thurlow and
Vice-chair of the Board and
Lucille Kyle, North Hastings and
Chair of the Board.*



*Tom Biniaris, Trenton
& CFB Trenton*



*Mike Brant, Mohawks
of the Bay of Quinte*



*Justin Bray,
Southeast Hastings*



*Jennifer Cobb, North
Prince Edward County*



*Bonnie Danes,
Centre Hastings*



*Dwayne Inch, South
Prince Edward County*



*Mary Hall,
Belleville Thurlow*



*Jim Williams,
Frankford & Sidney*

Student trustees

Meera Moorthy, Moira Secondary School and Morgan Beatty, Centennial Secondary School.



2017 - 2018 Supervisory officers and department leads

These organizational leaders are responsible for leading student achievement and well-being.



*Nick Pfeiffer, Superintendent of
Business Services; Laina Andrews,
Superintendent of Education; Ken
Dostaler, System Principal, Equity and
Inclusive Education; Cathy Portt,
Superintendent of Education; Marg
Thompson, Student Success Lead. (L to
R, front row): Colleen DeMille,
Superintendent of Education; Tina
Jones, System Principal, School
Effectiveness; Heather McMaster, Early
Years Lead; Mandy Savery-Whiteway,
Director of Education; Tina Elliott,
System Principal, Student Services;
Kelvin MacQuarrie, Senior
Information and Technology Services
Officer.*

2015-2020 Strategic Plan: Possibilities Today & Tomorrow

Vision

All students prepared and **EMPOWERED** for the **POSSIBILITIES** of today and tomorrow.

Mission

We create **DYNAMIC**, inclusive educational experiences that develop **CAPABLE**, confident, curious **LEARNERS** who thrive and **CONTRIBUTE** to their **COMMUNITIES**.

»» Goals

Achieving Excellence & Equity

- Increase graduation rates and reduce achievement gaps for students not yet at the provincial standard
- Provide programs and services to help each student achieve success
- Support all students to be globally minded learners and leaders

»» Goals

Learning & Leadership

- Involve students, cultivate student leadership and voice
- Collaborate as a learning organization to engage all employees in developing their growth plans
- Implement a renewed succession planning process for school and system leaders

»» Goals

Public Confidence

- Ensure effective management of all resources (e.g. human, financial, environmental)
- Operate through good governance
- Be leaders in public education

»» Goals

Well-Being

- Develop the elements of well-being for students and employees collaboratively
- Create welcoming, inclusive and safe learning environments that optimize students' potential
- Build the capacity of employees to deliver positive social and emotional learning experiences



Achieving Excellence & Equity

We took actions to increase graduation rates and reduce achievement gaps for students not yet at the provincial standard; provided programs and services to help each student achieve success; and supported all students to be globally minded learners and leaders.

Progress made

Improved the five-year rate for students who graduated in June 2016 to 76.2%, an increase of 1.5 percentage points from 2015. The four-year rate was 70.1%, an increase of 4.6 percentage points.

Created the Board Improvement Plan for Student Achievement and Well-Being. It outlined goals and actions related to literacy; numeracy; globally minded learners and leaders; and well-being. The BIPSAW included evaluation and measurement factors, best practices, strengths and challenges. From there, schools created school improvement plans based on their specific areas of focus.

Expanded French Immersion, starting in Grade 4, to Madoc Public School and Prince Charles Public School (Trenton) in September 2017.

Conducted an Indigenous collaborative inquiry in Kindergarten at five North Hastings elementary schools. The purpose was to determine how to facilitate, measure and extend student learning by promoting natural curiosity while using the holistic approach of the Indigenous learning model. That model uses the elements of body, spirit, emotion and mind, for doing, visioning, feeling and understanding.

Participated in a three-year Ministry of Education pilot project to support students who had specific needs in the early development of reading skills. Empower Reading, a remediation program for struggling readers developed by Learning Disabilities Research Program (LDRP) at the Hospital for Sick Children (SickKids), taught word identification skills and decoding

strategies, and included components to address spelling, comprehension and vocabulary.

Hosted the Applied Behaviour Analysis (ABA) After School Program for children with an autism spectrum disorder (ASD) diagnosis and who had been affected by the changes to the Ontario Autism Program (OAP). They attended a 90-minute social skills group after school twice a week for five weeks. Nineteen students from Grades 1 to 6 participated in groups based on their age, functioning level and targeted goals. Areas of focus included: getting to know the group, responding when greeted, listening when the teacher talks, respecting personal space, playing by the rules, initiating conversations, how to join friends during play, identifying feelings and knowing when to take a break.



Quinte Adult Education provided opportunities for adult students to complete credits towards graduation. A total of 116 graduated in June 2017. They studied online or through Contact North distance education. Many overcame the demands of everyday lives, jobs and families to find the time and energy to complete the requirements for their Grade 12 diploma.

The International Student Program welcomed 115 students from around the world to Belleville/area. It provided engaging educational and cultural experiences and offered opportunities for HPEDSB students, employees and the community to learn about and develop an appreciation of other cultures. HPEDSB students developed leadership and citizenship skills by assisting in planning welcome activities and fun, interactive events. In



Students in the Community Integration Program (CIP) went to a local grocery store to practice their math skills. They chose items totaling as close to \$20 as possible. Then they chose one item to keep and were given \$5 to purchase it after determining the tax and the amount of change they would receive. The CIP was for students with developmental disabilities and who pursued an Ontario Secondary School Certificate and pathway to workplace or college. The CIP focused on developing skills in communication, literacy, numeracy, problem solving, critical thinking, technology use, social interaction and independence.

addition, culture clubs, coffee clubs and cooking for different classes offered an insight into diverse cultures. ISP students develop friendships and

experience Ontario through trips to baseball and hockey games, theatres/festivals, maple sugar bushes, and the Mohawk Harvest Festival.



Worked in collaboration with The Hastings and Prince Edward Learning Foundation, the school board charity, to offer programs and services to help students succeed in school. Programs that were accessible to all students included Food for Learning which provided daily access to nutritious food at school; Good Backpack which provided backpacks with school supplies to students through a confidential application process; Student Emergency Fund which provided immediate financial or gift-in-kind assistance to students/families for items such as eyeglasses, medical supplies, food and clothing, transportation, to subsidize field trips, or to assist with additional financial needs that result from family crises (fire, flood, layoffs, illness); and Prom Project which provided gently-used formal wear to elementary and secondary school students to enable them to attend graduation and celebratory events in style. The Learning Foundation continued to be the lead agency for the Ministry of Child and Youth Services in South East Ontario, having responsibility to administer and coordinate fundraising for student nutrition programs.

www.hpelearningfoundation.com

"I love eating at school because when I am hungry I can't learn. I know I can focus on learning when I have breakfast. Many students in our school use Food for Learning and they feel the same." - Grade 8 Student

361,998 Breakfasts served to students
82,611 Lunches served to students
191,989 Snacks served to students

Learning & Leadership

We involved students, cultivated student leadership and voice; collaborated as a learning organization to engage all employees in developing their growth plans; and implemented a renewed succession planning process for school and system leaders.

Progress made

- Hosted Learning & Leadership meetings in February and August with school, Education Centre and Board leaders; employee group representatives and community partners to review progress on the strategic plan.
- Supported the Board Leadership Development Team, including a Growth Plan Work Group and iLead Promotion Work Group, to continue collaborating on providing opportunities for mentorship, succession planning and growth for employees.
- Provided numerous professional learning opportunities for all employee groups in many areas, including assessment, health and safety, literacy, numeracy, and supporting students with special education needs.

Race and Racism: Igniting Student Voice leadership event for students

Race and Racism: Igniting Student Voice was a multi-day event to empower students to become leaders and advocates for change. Facilitated by an organization called Harmony Movement, secondary school students participated in workshops to learn how to enhance their understanding of race and racism, and improve supports for students who feel marginalized. Participation in knowledge and skill building activities led to the final day when students created strategies and recommendations to improve supports in their school communities.



Participation in the global New Pedagogies for Deep Learning project

New Pedagogies for Deep Learning was a global partnership and research based approach to sharing leading edge practices that foster digital-accelerated learning. Deep learning was measured through student development and growth in six areas: character, citizenship, creativity, critical thinking, collaboration and communication. Teachers worked to improve their instructional design through enhanced learning partnerships and learning environments, and by incorporating digital practices to maximize learning opportunities. Trends documented through the Board Improvement Plan for Student Achievement and Well-being monitoring process indicated an increase in student ownership, empowerment and engagement in learning. The project involved 1,000 schools in 10 countries.

Development of Water Cycle Inquiry - impact of oil on water. Development of Citizenship: Genuine interest in human environmental sustainability.



Students developed collaboration and communication skills building a large puzzle as they worked to make connections between the various outcomes of World War I on Canadian society and identity.



Staff at Centennial Secondary School collaborated to develop success criteria to support student learning and achievement.

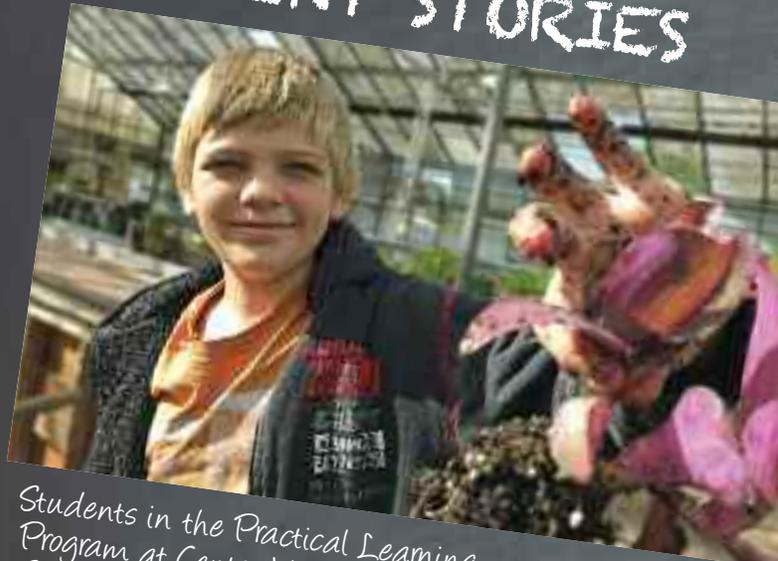
Learning coding through robotics

Educators learned the ins and outs of coding through hands-on experience with robotics kits. This knowledge was transferred to the classroom where students learned to kinesthetically practice problem solving, numeracy, and literacy skills, as well as to learn practical applications to science, geography, and social science. Robotics kits included LittleCodr and Robot Turtles for practical (game based) coding, Codepillar and Lego WeDo for Primary and Junior students, Dash and Dot for Junior students, and Lego EV3 for Intermediate students. Teachers had access to Scratch, an online/iOS coding app. Teachers also accessed an online course for additional guidance, to book resources and training, and collaborate with others.



Educators participated in self-paced online professional learning through the Geneva Centre for Autism. Courses included Introduction to Autism, Applied Behaviour Analysis, Supporting ASD in a Play-based Environment, and Practical Applications of Reinforcement and Prompting in the Classroom.

STUDENT STORIES



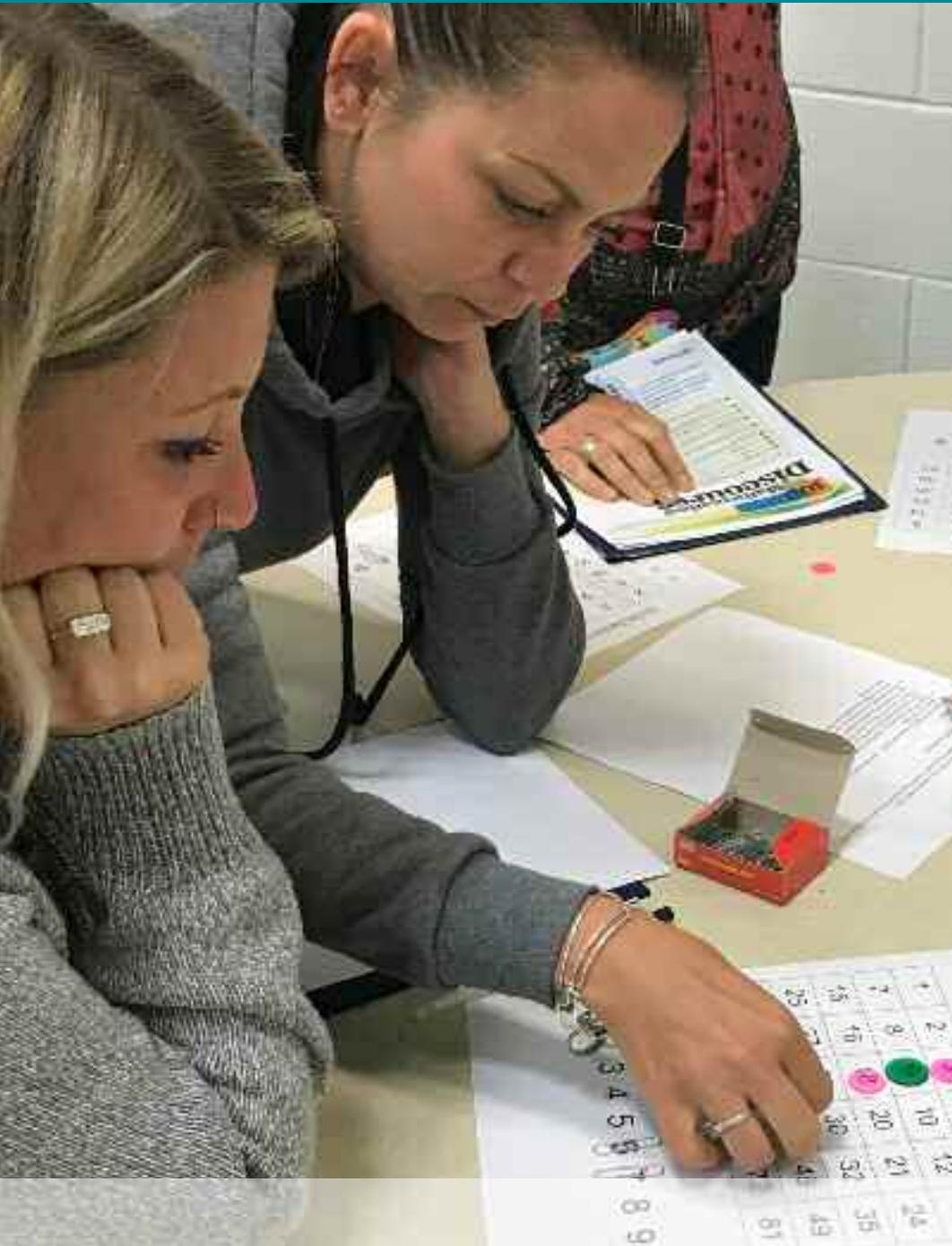
Students in the Practical Learning Program at Centre Hastings Secondary School used the greenhouse to enhance classroom experiences. They prepared, planted, grew and sold flowers. Their flowers were displayed in planters in the local community.



Learning outside at Frankford Public School. Students found and examined leaves, recorded their findings, compiled results and discussed what they learned.



Strategies for learning math



Two math-related initiatives supported educator and student learning. The first, Number Talks, was a teaching strategy used in Kindergarten to Grade 8 classes. It strengthened accuracy, efficiency, fluency and flexibility with mental math and computation strategies through dialogue and explanation. The second involved teachers and students working on non-permanent vertical learning spaces, such as wipe boards, to build thinking classrooms through a problem solving approach.

Enhancing curriculum connections through outdoor learning

In August, 27 educators from Kindergarten to Grade 6 spent two days together exploring how outdoor learning experiences can enhance curriculum connections. The educators modelled a wide range of outdoor experiences to use with their classes. This approach enhances knowledge-building practices and assessment opportunities to support student learning.



2nd Google Summit for educators in August



We hosted a second Eastern Ontario Summit in August featuring Google for Education in partnership with EdTech Team. Over 400 educators from 12 different school boards/organizations gathered for professional learning to support the development of students as globally minded learners and leaders. Sessions included how to integrate technology into the classroom, and current practices to support the diverse needs and interests of all students. Educators were empowered to incorporate digital tools into their instructional and assessment practices, while also being encouraged to connect their classrooms globally.

"This event was the first time I not only understood that teachers need to embrace a changing world in their classrooms, but I felt that I was given about a hundred tools to do so. Thank you for empowering me!"

– Teacher.

Google Summit topics included:

- Technology integration
- 21st century learning skills
- Student motivation and engagement
- Student-focused differentiation and personalization
- Design thinking and rapid prototyping
- Inquiry, problem-based learning
- 20% time

Public Confidence

We ensured effective management of human, financial and environmental resources; operated through good governance; and were leaders in public education.

Progress made

- Completed accommodation reviews for schools in Belleville, Centre Hastings and Prince Edward County.
- Opened the new Trent River Public School (refer to the back cover for more).
- Launched a new public website with a new look, navigation, functionality, search ability and content. **www.HPEschools.ca**
- Enabled electronic submission of tenders. This new approach allowed for cost analyses within seconds of bids closing, detection of non-compliant bids and a streamlined approach to award tenders.
- Automated the process to allocate substitute employee costs to the appropriate general ledger accounts through payroll processing. This led to financial efficiencies and accuracies, and the creation of automated reports for central office review and approval.



Began construction on a renovation and addition at Marmora Senior Public School to consolidate it with Earl Prentice Public School in March 2018.



Hosted community closing ceremonies for Hillcrest School and Pinecrest Memorial Elementary School which closed at the end of June 2017.

Approved and began work on building renewal projects totalling \$25.8 million

- Building and infrastructure \$13,812,500
- Roofing \$4,512,000
- Learning environments \$3,925,000
- Designated substance abatement \$1,170,000
- Operational efficiencies \$835,000
- School requests \$786,000
- Accessibility and Special Education \$420,000
- Inspections \$200,000
- Miscellaneous \$145,000

ONTARIO ecoschools

Four schools received EcoSchools certification: Deseronto Public School, Madoc Public School, Stirling Public School and York River Public School. Ontario EcoSchools was an environmental education and certification program for K-12 that nurtures environmental leaders, reduces the ecological impact of schools, and builds environmentally responsible school communities.



- Installed new public address and telephone systems at Marmora Senior Public School, Prince Charles School (Belleville), Prince Charles Public School (Trenton), Prince Edward Collegiate Institute, Sir John A. Macdonald Public School and York River Public School.
- Began installation of a new disaster recovery room at Prince Edward Collegiate Institute with cooling capability and a generator.
- Completed an upgrade of wireless technology at secondary schools and began similar work at elementary schools.
- Supported a technology pilot project with over 500 Chromebooks deployed to various schools.
- Received provincial funding to create a broadband Internet innovation centre located at the W.R. Kirk building in Belleville.
- Upgraded computers in secondary schools for equity in technology and deployed more mobile technology.
- Developed new custom applications within the internal Student Success Portal to include a psychological services database and expansion of the Student Services database.
- Enhanced the online work order system to increase productivity, communication and accountability. The system is used to initiate, allocate and track work orders for preventative maintenance, community use of schools, keys and inspections.



Renovated Learning Commons at Centre Hastings Secondary School

Learning Commons is the new term for a school library. It is a modern, flexible-space and accessible learning environment, and a hub for participatory and collaborative learning for all students. Learners access an intentionally curated collection of print and online resources, develop multiple literacies, embrace innovative technologies, create, inquire, connect and communicate.

Well-Being

We developed the elements of well-being for students and employees; created welcoming, inclusive and safe learning environments that optimize students' potential; and built the capacity of employees to deliver positive social and emotional learning experiences.

Progress made

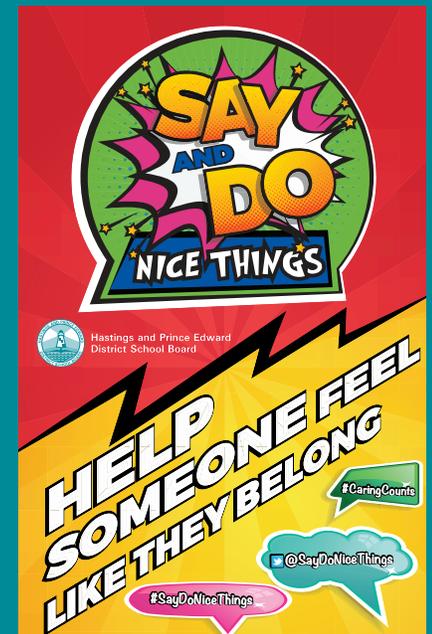
- Supported students through various social/emotional learning activities and programs to address anxiety prevention, resiliency, stress management, healthy relationships, conflict resolution, positive mental health.
- Created a well-being video featuring students and employees, and illustrating the engaging and inclusive learning environments in our schools.
<https://www.youtube.com/user/HPEschools>
- Provided therapeutic crisis intervention training to school administrators and educators. They acquired the skill, knowledge and confidence to respond to young people in crisis.
- Collaboratively developed the elements of well-being for students and employees as another step in contributing to welcoming, inclusive and safe learning and working environments.

Showcased a new Growing with Character song written by Lucille Kyle, Chair of the Board and performed by students from York River Public School.

STUDENT STORIES



Learning together was a focus at Tyendinaga Public School. Sitting together in a group circle was a way for everyone to be involved in classroom activities.



Launched Say and Do Nice Things

This was an extension of the successful Say One Nice Thing promotion that began in 2013. Say and Do Nice Things featured an updated design and the tag lines "Help someone feel included" and "Help someone feel like they belong."

- Students, staff, and families from Park Dale School participated in a 1-kilometre Mayor's Bike Ride to school. It was a community-based event intended to encourage students to get active and safely ride their bikes. The ride was supported by Belleville on Bikes, the City's Green Task Force and Belleville Police Services who acted as route marshals.
- Schools participated in the Healthy Kids Community Challenge sponsored by Hastings Prince Edward Public Health. Students learned about the benefits of vegetables and fruit to overall health and well being. Public health generously provided students with reusable lunch bags and a fresh healthy snack item.

Two schools, Park Dale School and Quinte Secondary School, received Healthy Schools certification from OPHEA (Ontario Physical and Health Education Association). This certification acknowledged school communities which promoted and enhanced the health and well-being of children, youth, school staff and the broader community. The focus at Quinte Secondary School was on physical activity and healthy eating. Grants were accessed to purchase body pump equipment, yoga mats, pedometers, fitness balls, kettle bells and cardiovascular equipment.

Teachers provided opportunities for students to be active in the classroom through student led Fit2Learn activities. Students and staff also used two fitness areas in the school and accessed local facilities such as the Quinte Sports and Wellness Centre, the Frink Centre, and resources from Hastings Prince Edward Public Health.

The focus at Park Dale School was on school climate. Specifically they developed social/emotional and mental health strategies for students and staff, and supported all to eat

better, move more, sleep well and think clearly. They also partnered with local community organizations, including Hastings Prince Edward Public Health, the Hastings Prince Edward branch of the Canadian Cancer Society and QHC Children's Treatment Centre. They organized a variety of events including the Terry Fox Run, fun runs, Yogathon, Relay for Life, Walk Across Canada Pedometer Challenge, Dodgeball for Change, Movember Fundraiser, Primary/Junior play days and outdoor dances.

Ophea's Healthy Schools Certification



STUDENT STORIES

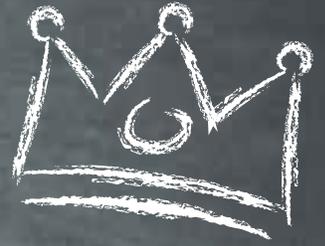


Reading is a passion for Tweed Elementary School students. They read 150 books and celebrated their accomplishment.



STUDENT STORIES

Secondary school students participated in a skills competition hosted at Loyalist College. Competitions were in the areas of architectural technology and design, automotive, baking, character animation, electrical, esthetics, individual carpentry, photography, precision machining, two-person carpentry and welding.



Grade 1 and 2 students at Prince of Wales Public School learned to use mixed media with warm and cool colours on canvas to create beautiful artwork with local artist Emebet Belete. Their works will be assembled as one large canvas in a main hallway in the school to inspire future students to express themselves through art. This project was possible through an Ontario Arts Council Education Grant.



Six months of research, learning and work on the project **tetewatate:ken: we are connected as one** culminated in the unveiling of a colourful interactive, Indigenous inspired mural at Moira Secondary School. It started as a request from a student and evolved to the vision of school staff recognizing the deep cultural backgrounds of the school community. More than 40 students were actively involved in designing and painting the mural with local artist Maureen Walton.

STUDENT STORIES

Park Dale School reading buddies from SK and Grade 7 learned together. The older buddy read a story to the younger buddy to help develop literacy skills. This time was used to integrate the Say and Do Nice Things campaign. Grade 7 students wrote a card for their buddy and brought them a treat before starting to read with them.



Students from Bird's Creek Public School planted and harvested a bountiful vegetable garden of potatoes and carrots. From there they made Harvest Soup and also served potatoes and carrots at the holiday lunch. This project was possible through grants and local community donations.



Grade 4 French Immersion students from Prince Charles Public School (Trenton) translated Say and Do Nice Things into French and created posters.



At Bayside Secondary School, students used creative and critical thinking skills to research, design and build moving carts in Physics class.



2017

GREAT PLACE AWARD RECIPIENTS

Learners and Leaders



Great Place Awards are the highest recognition within Hastings and Prince Edward District School Board. They are awarded to people who go above and beyond their normal duties to support student achievement and well-being, and emphasize the commitment to Growing with Character. Up to 10 awards are presented each year in the spring.

Natalie Brownell, a parent volunteer at Bird's Creek Public School, was recognized for her trustworthy, dependable and respectful involvement in Breakfast Club, School Council and Fun Fair.

Eric Caley, a maintenance mechanic at Prince Edward Collegiate Institute, was recognized for his caring, welcoming personality and gentle disposition in making PECL a better place for all students.

Keith Dickey, a school bus driver with R&L Bus Lines in Bancroft, was recognized for the caring approach to his work, demonstrating respect, responsibility and trustworthiness, along with a keen sense of humour.

Robyn Elson and Reece Monk, Grade 8 students at Tyendinaga Public School, were recognized as being hard-working, motivated and committed student leaders who were role models for other students and adults alike.

Sherry Harrison, secretary at Queen Elizabeth School in Picton, was recognized as being the heartbeat of the school community where she genuinely cares about each student and their family.

Saud Haseeb, a Grade 11 student, student senator and student trustee from Moira Secondary School, was recognized for being kind, respectful, intelligent, curious, receptive to feedback, always prepared and mature.

Debbie Stott, an educational assistant at Bayside Secondary School, was recognized for inspiring students to be their best and to reach their full potential through her positive attitude and genuine compassion.

Heather Taylor, a teacher at North Hastings High School, was recognized for her positivity and inclusivity in the classroom and in the community, and for her sense of humour when she connects with students.

Sue Tripp, a teacher, coach and Student Council staff advisor at Trenton High School, was recognized for her commitment to helping students feel welcome at school and for going the extra mile to help them be successful in their studies.

Anne Anderson, Rachel Bush, Marilyn Callahan, Nadia Clark, Carrie Dutton, Deneice Hunter, Tracey Locke, Debbie Royle, Angela Schaefer, Lynn Ulrich and Mike Brown, employees from Best Buy Belleville were recognized for being caring volunteers in the Breakfast Club at Harry J. Clarke Public School.

Congratulations



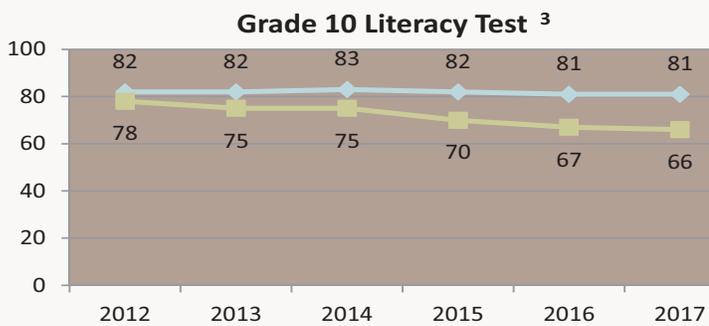
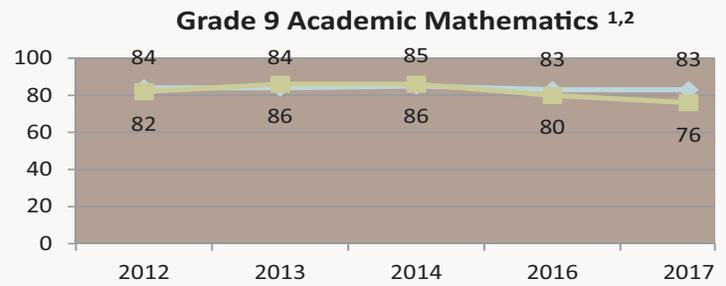
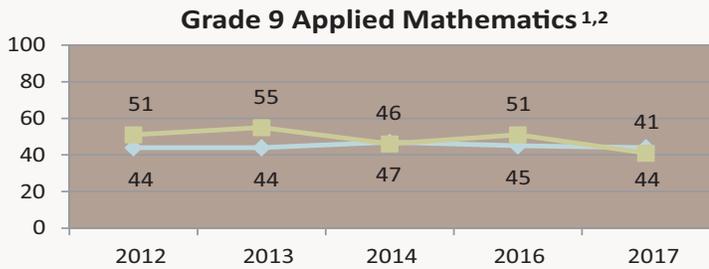
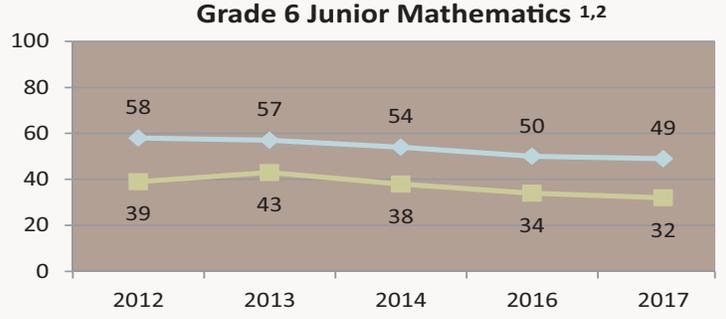
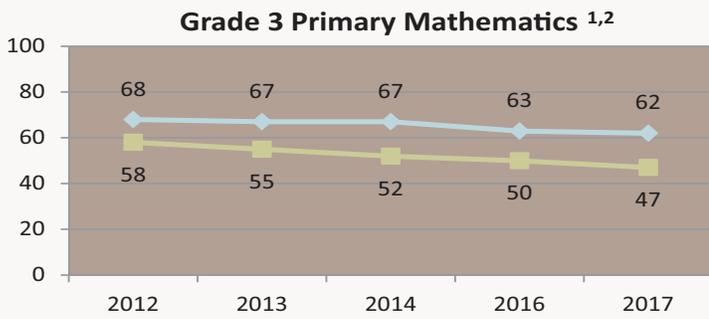
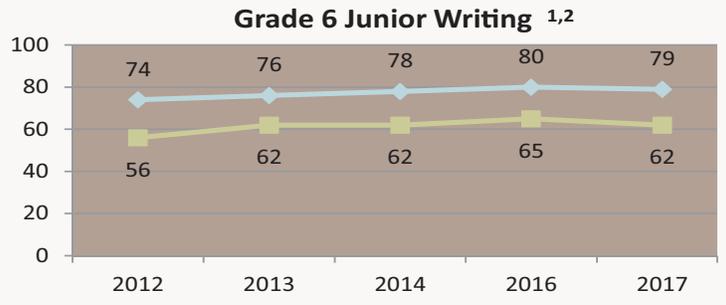
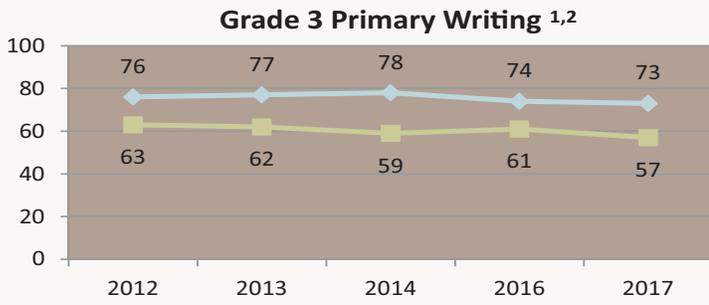
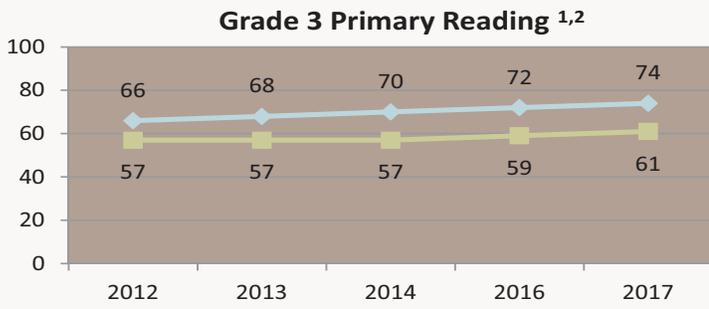
Photo credit: Ashley Sperling

Congratulations to Dianne Winmill, teacher at North Hastings High School, winner of the 2017 MusiCounts Canadian Teacher of the Year Award. As an award recipient, Dianne received \$10,000 and the school received \$10,000 for the Music program. Dianne was presented with a solid crystal statuette based on a JUNO Award by members of Blue Rodeo and attended a fully-paid JUNO Awards weekend.



Congratulations to Sheryl Parker and Susie Sewell-Charles, teachers at Queen Victoria School in Belleville, awarded a Certificate of Achievement through the Prime Minister's Awards for Teaching Excellence. These awards have honoured elementary and secondary school teachers since 1993. Recipients are recognized for their commitment to preparing their students for a digital and innovation-based economy. Up to 25 Certificates of Achievement are awarded annually, each including a \$1,000 financial award.

Education Quality and Accountability

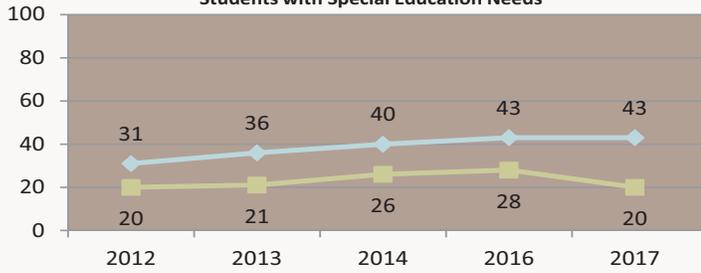


◆ PROVINCE ■ HPEDSB

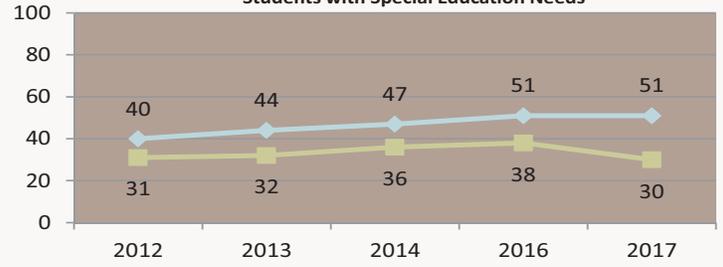
¹ Results indicate the percentage of students who achieved the provincial standard of Level 3 or 4.
² The assessment was not conducted at all Ontario school boards during the 2014-2015 school year due to labour action.
³ Results indicate the percentage of students who were successful on the assessment.
⁴ As per Ministry of Education guidelines, results for gifted students are not included. To protect against disclosure of individual student personal information, results for English Language Learners are not included.

Office (EQAQO) Provincial Assessments

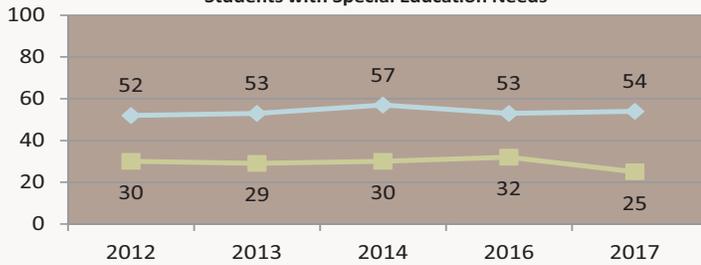
Grade 3 Primary Reading ^{1,2,4}
Students with Special Education Needs



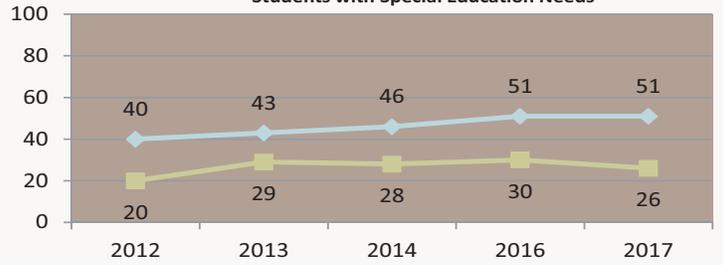
Grade 6 Junior Reading ^{1,2,4}
Students with Special Education Needs



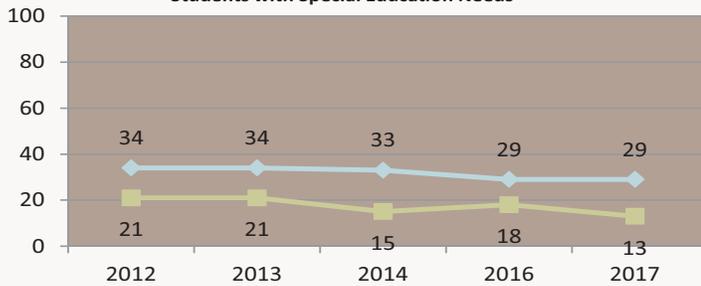
Grade 3 Primary Writing ^{1,2,4}
Students with Special Education Needs



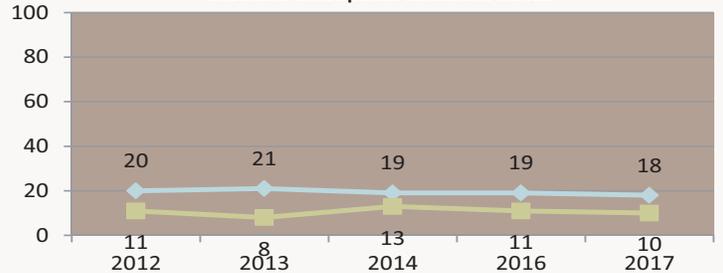
Grade 6 Junior Writing ^{1,2,4}
Students with Special Education Needs



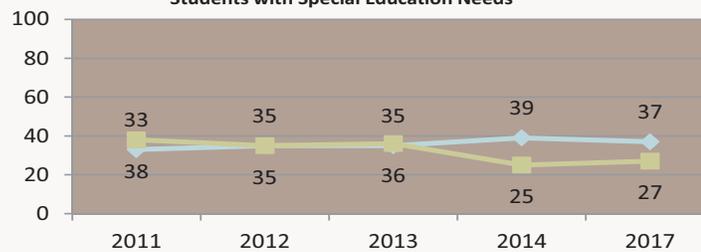
Grade 3 Primary Mathematics ^{1,2,4}
Students with Special Education Needs



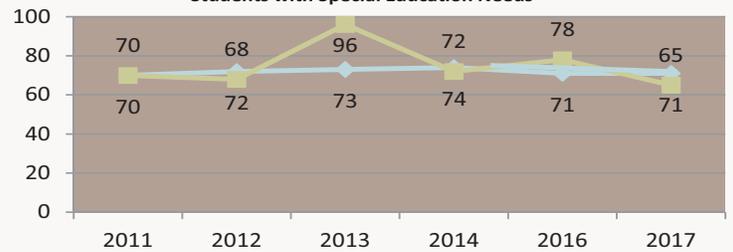
Grade 6 Junior Mathematics ^{1,2,4}
Students with Special Education Needs



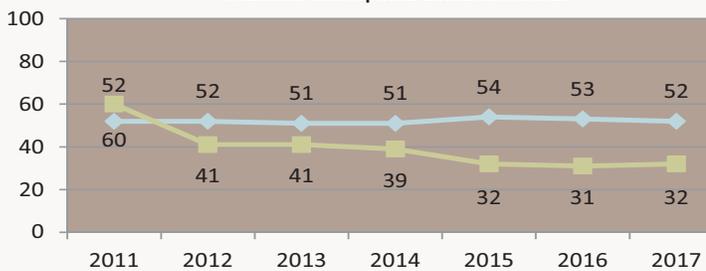
Grade 9 Applied Mathematics ^{1,2,4}
Students with Special Education Needs



Grade 9 Academic Mathematics ^{1,2,4}
Students with Special Education Needs



Grade 10 Literacy Test ^{3,4}
Students with Special Education Needs

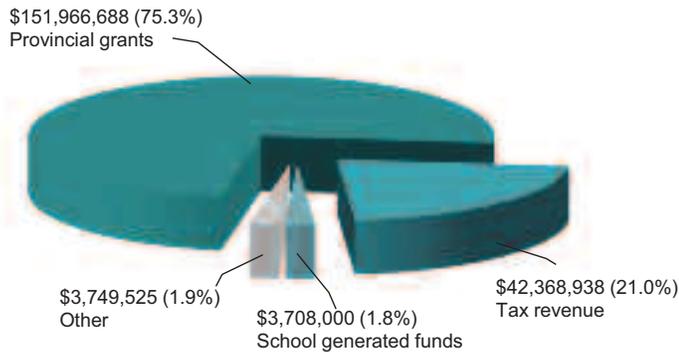


—◆— PROVINCE —■— HPEDSB

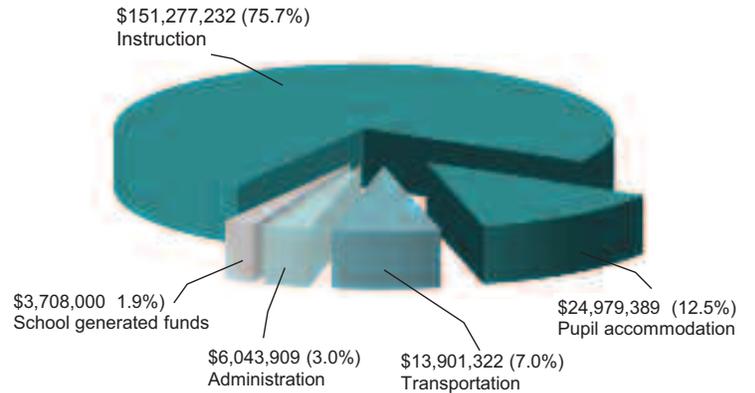
Budget and financials

The full budget is available online at www.HPEschools.ca or by contacting the Education Centre.

Sources of Revenue Based on the 2017-2018 Budget of \$201,793,151



Operating Expenses Based on the 2017-2018 Budget of \$199,909,852



199.9 million

operating budget 2017

23.4 MILLION
capital budget

Elementary schools

Athol-South Marysburgh Public School
 Bayside Public School
 Bird's Creek Public School
 C.M.L. Snider School
 Coe Hill School
 Deseronto Public School
 Earl Prentice Public School
 Foxboro Public School
 Frankford Public School
 Harmony Public School
 Harry J. Clarke Public School
 Hermon Public School
 Kente Public School
 Madoc Public School
 Madoc Township Public School
 Marmorata Public School
 Massassaga-Rednersville Public School
 Maynooth Public School
 North Trenton Public School
 Park Dale School
 Prince Charles School (Belleville)
 Prince Charles Public School (Trenton)

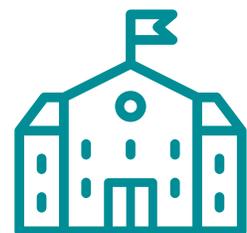
Prince of Wales Public School
 Queen Elizabeth School (Belleville)
 Queen Elizabeth School (Picton)
 Queen Victoria School
 Sir John A. Macdonald School
 Sophiasburgh Central School
 Stirling Public School
 Susanna Moodie Elementary School
 Trent River Public School
 Tweed Elementary School
 Tyendinaga Public School
 V.P. Carswell Elementary School
 York River Public School

Secondary schools

Bayside Secondary School
 Centennial Secondary School
 Centre Hastings Secondary School
 Moira Secondary School
 North Hastings High School
 Prince Edward Collegiate Institute
 Quinte Secondary School
 Trenton High School

25.8 million

Began work on
\$25.8 million in
building renewal
projects



STUDENT STORIES



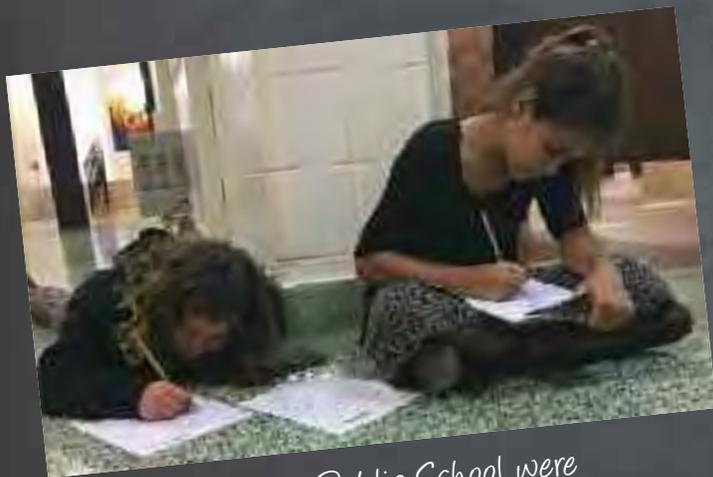
Grade 7 and 8 students from Sophiasburgh Central School learned about Canadian colonial history and residential schools through Indigenous perspectives. They wrote, professionally recorded and performed songs to become engaged in the arts. The culmination of their work was motivation for the creation of the first legacy room in Canada through the Downie-Wenjack Foundation, attracting local and national attention.



Students from Maynooth Public school participated in outdoor learning with help from the Métis Association of Ontario.



Putting globally minded learners and leaders knowledge into practise. Students at Centennial Secondary School collaborated and were creative thinkers about what makes a successful scene in Dramatic Arts class.



Students at Kente Public School were encouraged to use flexible spaces for learning, such as working together in the hallway to research and document findings.



All schools were invited to organize events through the Dance Your Heart Out campaign to support the Student Emergency Fund of The HPE Learning Foundation.



Hastings and Prince Edward District School Board



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Possibilities
TODAY & TOMORROW

The new Trent River Public School in Trenton opened to 510 students on Tuesday, February 7, 2017. It consolidated students from Breadner Elementary School, College Street Public School and Queen Elizabeth Public School on the Queen Elizabeth site. The new Kindergarten – Grade 8 school provided a modern, bright learning and working environment for students, families, employees and community partners.

This report is available online at www.HPEschools.ca

Additional printed copies of this report can be obtained through Communications Services.