



**SUDBURY CATHOLIC DISTRICT SCHOOL
BOARD**

**2009-2010 ACCOMMODATION
REVIEW COMMITTEE**

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area:

EAST

School:

St. Paul the Apostle

SCHOOL MEMBERSHIP:

Sharon Oliver

NAME

SIGNATURE

Anne-Marie Savage

NAME

SIGNATURE

Jennifer Rocca

NAME

SIGNATURE

Natasha Folino

NAME

SIGNATURE

"SCHOOLS TO BELIEVE IN"

1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

1. How is the love of your neighbour as yourself (social justice) promoted?

The love of neighbour as yourself, or social justice is rooted in Gospel values, and at St. Paul the Apostle Catholic School, Gospel values are modeled, valued and promoted every day and are the foundation upon which all of our actions, programs and activities are based. From administration, to staff and students, everyone does his or her part to be a living sign of God's presence among us. We are often told by visitors, parents, supply teachers and community partners that St. Paul School is a very warm place, that there is something special, a feeling of peace and serenity when one walks into our school. That peace does not happen by accident, but is the result of our conviction that indeed, we are God's children, each and every one of us, and that as God's children, we treat each other and every person who walks through our doors with reverence and respect. We welcome visitors as we would like to be welcomed. We do whatever we can to help those in need, working with friends, parish and community partners to provide assistance to those less fortunate than we. As Principal, I try to model "servant leadership", by doing whatever I can to support the work of our teachers, our parents and our parish.

Students are encouraged to participate in activities which reach out to those in need, such as our Peace Walk, food drives, Christmas baskets and this year, shoe boxes, Terry Fox run, Jump Rope for Heart, Holy Childhood Association and other individual classroom efforts. Students are supported in their efforts to be "stewards of creation", by being encouraged to join our "Green Teams", by recycling, reusing and reducing, by conserving energy and by doing regular yard clean-ups.

Love of neighbour is encouraged especially in our "Bully Buster" program, and our "Yard Angels". The Bully Buster Program teaches about bullying, teaches how to recognize it, what to do about it and how to help both the bullied and the bullies. Our yard angels are students who patrol the yards at recess, looking for students who might need help in any way, and then giving that help. They are trained and coached by one of our very dedicated teachers. Our Roots of Empathy program, which is running due to the selfless dedication of one of our very busy parent volunteers, teaches our children many values by exposing them to direct teaching about empathy, by watching first hand the growth and development of a baby from 2 months of age to a year. This is the third year we have the ROE program, and we keep praying for more babies so we can keep offering the program!

At St. Paul the Apostle Catholic School, we live "love of neighbour". In our morning prayers, hardly a day goes by without one of our students asking us to pray for a sick relative or friend. And yes, we even pray for sick pets. When someone dies, we pray again, asking God to bring peace and comfort to their families. And yes, we even pray when pets die, because what family isn't sad when they lose a pet? One of the things that brought me most comfort when my mother passed away a few years ago was the book of prayers and words of condolence which all of the children in the school wrote and signed and drew pictures in, and the hugs I received when I returned after my bereavement days, carried me through many months of sorrow.

Parents and staff members often arrive at our door with bags of clothing, skates, books or other necessities for us to give to those in need. Parents and community partners often ask if they can buy pizza and milk for those children whose parents cannot afford to buy it. We celebrate good deeds in our monthly awards ceremonies by giving certificates and prizes to those students who display kindness, forgiveness, thoughtfulness, respectfulness, friendliness and caring, and when someone does something extra special, like cutting their hair for cancer patients or asking their friends to donate to the food bank instead of bring birthday gifts to their birthday party, we celebrate that too!

Every day we pray for peace, we pray for our Canadian soldiers and for those children living in war-torn countries. We send letters to veterans and soldiers, and we have even shared a Remembrance Day ceremony with our Canadian troops in Afghanistan, live, via web camera, and then later on that same year, sang Christmas carols for our troops via web-camera again. We have raised over \$50000 over the last four years for the Heart and Stroke Foundation, through Jump Rope for Heart, and over \$12000 for cancer through a Terry Fox Run.

At St. Paul School, we are all about promoting love of neighbour.

2. How are the catholic graduate's expectations and the monthly virtues reflected in your programs and in your school?

The Catholic Graduate Expectations are reflected in many ways throughout our programs and in the daily life of our school.

As *discerning believers*, we participate in the sacramental life of the church by attending Mass regularly at St. Paul the Apostle Church, and by supporting the parish in the sacramental preparation of our children for First Reconciliation, First Communion and Confirmation. We also celebrate the liturgical seasons of Advent, Christmas, Lent and Easter, by having prayer services as a school community, inviting parents to celebrate with us. We celebrate our Catholic traditions by observing special days such as All Saints', All Souls', feasts of Mary, and we teach and encourage our children to pray the Rosary by conducting "Living Rosary" prayers in October and May. Our classrooms have prayer corners, and the teachers follow the religion program and the Fully Alive program which have been recommended by and approved by our Ontario Bishops. Forgiveness is not only talked about, but is modeled and encouraged.

As *effective communicators*, our students and teachers listen to each other respectfully, actively and critically, in light of Gospel values. Our Tribes program, in which all of our teachers are trained, is an effective vehicle for promoting respectful listening.

Our teachers strive for excellence in teaching, and believe that all children can learn, given the teaching and support that they need. Students are learning to become effective communicators who can read, understand and use written materials effectively, who can present information and ideas clearly and honestly and with sensitivity to others. We encourage our students to participate in public speaking contests both at the board level and with the Royal Canadian Legion. Our students are learning to write effectively in both English and French, and are experiencing the arts, media, technology and information systems in their daily activities. Our students enjoy many opportunities to explore the arts through musical, dramatic and artistic experiences, (a large scale school play which involves a cast of many), technology through the laptop program and our 5 Smart-boards, and the media through the use of the many digital and movie cameras we have here.

We are helping our students to become *creative, reflective and holistic thinkers*, who can evaluate situations and solve problems, and who can make decisions in light of Gospel values with informed moral consciences.

We encourage our students to be *self-directed, responsible, lifelong learners* by modeling the values of respect, leadership, and goal setting. Our guidance programs, and the Goals for Growth lessons teach our children all about setting goals and making commitments. We encourage leadership development with our Student Parliament, where students from all grade levels come together to help make our school a better place for learning. We encourage all of our students to strive to be their best and we offer them support to reach their goals, such as classroom tutors and homework clubs.

Our students and staff are *collaborative contributors*, working together in their classrooms and throughout the school in order to reach their goals and to promote school improvement. Our Tribes program is one way that students learn to work cooperatively, showing respect for others and contributing to the common good.

Through the Fully Alive Program, our students learn all about what it means to be *caring family members*, valuing the roles of families in society and helping others through service. This is reflected in the charitable activities students support, such as the food drives, and the other charitable activities previously mentioned. Through frequent church visits, our students are learning about the importance of participating in parish life.

At St. Paul School, we are working hard to create *responsible citizens*, and we are doing a good job! Our students are constantly learning and practicing the art of behaving in morally acceptable ways. Yes, they sometimes make mistakes, and there are consequences for those choices, but they are dealt with in a way that teaches them to be accountable, that enables them to keep their dignity and in a way that teaches them about seeking, granting and receiving forgiveness. We promote Catholic social teaching by encouraging all of our students to think of others first, to be compassionate and caring in a world where not everyone shows those virtues, We teach our students to respect the earth, using resources wisely and caring for all God's creation.

To support the development of the Catholic Graduate Expectations, at St. Paul School we celebrate monthly virtues and values. Each month, we highlight one of the Theological virtues of faith, hope and charity, the Cardinal Virtues of temperance, justice, fortitude and prudence, and a few solid values, such as respect, responsibility, patience and forgiveness. Starting with the morning announcements, we remind students of the particular virtue or value, we include prayers which are based on that virtue, we listen to quotes about that virtue and teachers are given a package of materials which connect the virtue to several areas of the curriculum, particularly literacy. Virtue bulletin boards, virtue posters and virtue books all support the teaching and learning around each virtue. The parish is sent a bulletin announcement and the school newsletter contains information about the particular virtue being learned about each month. Teachers' daily plans reflect the virtues and the graduate expectations, and they are both part of our School Improvement Plan. Virtues form the basis of our TLLPs, (Teaching Learning Critical Pathways), giving high moral meaning to the learning of various skills in literacy and numeracy. The virtues are also part of our school Masses and prayer services, and often the readings will be selected based on the particular virtue we are studying that month.

The NOCCC, (Northern Ontario catholic Curriculum Cooperative) and the other 2 Catholic cooperatives in the province have many wonderful resources to support the CGEs and the virtues, especially the Frameworks posters and manuals.. At St. Paul School we regularly use these resources, and as Chairperson of the Board of Directors of NOCCC, I usually receive the resources first and enthusiastically promote their use.

Each month at our awards ceremony, an award is given to a student in each grade who most exemplified the particular virtue for that month.

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?

Staff, as opposed to staff and students, pray together before every staff meeting, at the beginning and end of every PD day, workshop or other gathering, and we pray together in times of sorrow, such as when someone is very sick or has passed away, in times of joy, such as at luncheons, gatherings for celebrations such as when a staff member has had a new baby, or when we have something to celebrate and be thankful for, such as when one of our members is retiring or moving on to something new. Prayer is something that we do naturally and often, both with our students and as a staff.

4. How is prayer part of the school life?

At St. Paul the Apostle Catholic School, prayer is an integral part of every school day. From our morning prayers during announcements, when we pray for the intentions of our students, for peace in the world, in our school and in our homes, and reflect on the church’s teachings on the virtues, to prayers during class, before lunch and at the end of the day, our students have become accustomed to prayer being a central part of their day. We gather in the gym as a school community often, to pray for various reasons, such as beginning and end of year prayers, Advent prayer services, thanksgiving prayer services, Remembrance Day prayer services, Ash Wednesday prayers, Lenten prayer services, Living Rosary prayer services, Stations of the Cross, special feast days such as All Saints and All Souls days and during Catholic Education Week, as we reflect upon the importance of Catholic education, and the treasure that is ours . Prayer happens in the classrooms during religion lessons as students pray and reflect on the Scriptures, and at the prayer centers that are set up in each classroom. We pray together when we celebrate the Eucharist at St. Paul’s Parish, or when they come to us when inclement weather makes it impossible to walk. There is nothing as sweet as listening to a 4 or 5 year old leading the entire school in a Hail Mary, an Our Father, or a Morning Offering on the morning announcements. Sometimes a parent might drop in to hear their child lead prayers when it’s their turn. The children love leading the prayers, from the youngest JK students to the grade 8s. It’s amazing how many lost things have been found because the entire school has prayed to St. Anthony, and how many sick people have gotten better, because of the prayers of our children. When children come to us on a daily basis, asking us to pray for something, you can be sure that they are asking because they have faith that God listens to our prayers. It is not difficult to figure out why Jesus said, *“Let the little children come to me; do not stop them; for it is to such as these that the Kingdom of God belongs.”*Mark 10:14

1.2 Physical Space to Support Student Learning

A. Elementary and Secondary:

1. Number of classrooms in the school:	16
2. Is there currently sufficient permanent space to accommodate all students?	Yes X No <input type="checkbox"/>
3. Does the school have:	
a. a Library?	Yes X No <input type="checkbox"/>

b. a Gymnasium?	Yes X No <input type="checkbox"/>
c. Change Rooms?	Yes X No <input type="checkbox"/>
d. Storage and Equipment Room?	Yes X No <input type="checkbox"/>
e. a Staff Work Room?	Yes X No <input type="checkbox"/>
f. a Room for French Language Instruction?	Yes X No <input type="checkbox"/>
g. an Art Room?	Yes <input type="checkbox"/> No X
h. an Instrumental Music Room?	Yes <input type="checkbox"/> No X
i. a Special Education Room?	Yes X No <input type="checkbox"/>
j. a Quiet Room/Chapel?	Yes <input type="checkbox"/> No X
k. Suitable washrooms?	Yes X No <input type="checkbox"/>
l. a Cafeteria?	Yes <input type="checkbox"/> No X
m. Lockers/Cloak Room area?	Yes X No <input type="checkbox"/>
n. a Book Room?	Yes X No <input type="checkbox"/>
o. Native Studies Room?	Yes <input type="checkbox"/> No X
p. Theatre Arts Facilities/Stage?	Yes X No <input type="checkbox"/>
q. a Computer Lab?	Yes <input type="checkbox"/> No X
r. a Family Studies Room?	Yes <input type="checkbox"/> No X
s. an Auditorium?	Yes <input type="checkbox"/> No X
t. a Kitchen?	Yes X No <input type="checkbox"/>
u. Staff/Visitor/Student Parking?	Yes X No <input type="checkbox"/>
v. Student Drop-off and Pick-up areas?	Yes X No <input type="checkbox"/>
w. a Bus Loading Zone?	Yes X No <input type="checkbox"/>
x. property to accommodate development or additions?	Yes X No <input type="checkbox"/>
y. a Staff Room?	Yes X No <input type="checkbox"/>
z. a Math Room?	Yes X No <input type="checkbox"/>
aa. a Divisible gymnasium?	Yes <input type="checkbox"/> No X
bb. a workout/Exercise room?	Yes <input type="checkbox"/> No X
cc. Science prep rooms?	Yes <input type="checkbox"/> No X
dd. a patio area?	Yes X No <input type="checkbox"/>
ee. Kindergarten rooms with en-suite small toilets?	Yes X No <input type="checkbox"/>
ff. a food preparation areas/servery?	Yes <input type="checkbox"/> No X
gg. Adjustable space rooms?	Yes <input type="checkbox"/> No X
hh. Other: Daycare	Yes X No <input type="checkbox"/>

B. Secondary:

1. Does the school have:	
a. Chapel ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
b. Science Labs?	Yes <input type="checkbox"/> No <input type="checkbox"/>
c. Technology Facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
d. Student Success Rooms ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
e. Student Council Room?	Yes <input type="checkbox"/> No <input type="checkbox"/>
f. Business Studies Facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>

2. Additional Comments:

At St. Paul School we are working in our library to create a multi-media centre for our students and teachers. Since we dismantled our PC computer lab in order to have a set of PCs in each classroom for students with special need for assistive technology, we ended up with a few extra PCs which we have set up in our library, along with several sets of extra books related to various curriculum areas, as well as the

regular library books, both in French and English. We have internet access in the library, and classes are taking advantage of the materials in the library and are coming down to use it not just as a place to exchange books, but as a place to do research, work on projects and find resources to support their learning.

We are fortunate that at this time, we have an extra room for French instruction. It is a much more efficient educational practice for the French teacher to have a room where he or she can teach, rather than be pushing a cart from class to class. Students have the opportunity to learn from solid teaching strategies such as using anchor charts, mentor texts, displaying their work and having a room dedicated to the language of instruction during Core French class.

Our gym is a good size for our students, and we are really blessed to have a stage, upon which our students present plays, concerts and talent shows.

The patio area outside the primary doors is a place where our students like to skip or play with toys. We have a bench for sitting, and adjacent to the patio, there are a few very nice shade trees.

Some of our space is used by Teddy Bear Daycare, and although they do not have a direct role in the education of our students during their day programs, I do believe that our students benefit from the experience of having babies, toddlers and pre-schoolers down the hall from them.

1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:	
a. hard surfaced outdoor play area(s)?	Yes X No <input type="checkbox"/>
b. a soccer field?	Yes <input type="checkbox"/> No X
c. a football field?	Yes <input type="checkbox"/> No X
d. a baseball field?	Yes <input type="checkbox"/> No X
e. a track?	Yes <input type="checkbox"/> No X
f. a basketball court?	Yes X No <input type="checkbox"/>
g. play equipment?	Yes X No <input type="checkbox"/>
h. a shaded area?	Yes X No <input type="checkbox"/>
i. a green space?	Yes X No <input type="checkbox"/>
j. Other	
2. Does the school have access to nearby recreational facilities?	
a. Please list: Arena, baseball fields, outdoor rink, soccer field, tennis courts, curling club, bocce court, golf course and town park and playground	
3. Has the school participated in an environmental project (nature areas, courtyards, etc.)? Community Clean up, Ugliest School Yard contest, Dearness conservation, Earth Days, and The Green Team activities.	
	Yes X No <input type="checkbox"/>

4. Describe the conditions of school grounds

There is some grass, several trees which were planted a few years ago and are now beginning to mature, a lock-stone patio, beautiful gardens and trees in the front yard, a raised garden and a cruciform garden in the back, a checkerboard square stone area surrounded by grass in the back. We have had continuing problems with drainage in our yard, which prevented us from moving forward with yard improvement plans, but this problem is currently being addressed by installing French drains underground to divert some of the ground water from surfacing, thus giving us a drier yard. Plans for a soccer field and a track should be able to come to fruition in the spring. The gravel in the rest of the yard could use an additional layer and some grading to level it.

5. Additional Comments:

Over the past few years we have purchased benches and placed them in various areas of the yard. We have also purchased triple hoop nets for the primary yard. Our paved areas are in need of repair as they are uneven, however, students still use them to play hopscotch, skipping, basketball, 4 square and other games. We would love to have our pavement resurfaced! Part of our intermediate yard had to be given up for the use of the daycare, so now we have even less pavement for our intermediate basketball area. The outside stairs in two of our entrance areas are being repaired this fall.

1.4 Range of Courses or Program Offerings

A. Elementary	
1. Does the school provide large uninterrupted blocks of literacy and math instruction?	Yes X No <input type="checkbox"/>
2. Does each class have a Daily Physical Activity (DPA) Plan in place?	Yes X No <input type="checkbox"/>
3. Does each class have access to the gym for the required amounts of time?	Yes X No <input type="checkbox"/>
4. Does the school have a dedicated teacher for:	
a. music?	Yes <input type="checkbox"/> No X
b. physical education?	Yes <input type="checkbox"/> No X
c. computers?	Yes <input type="checkbox"/> No X
d. library?	Yes <input type="checkbox"/> No X
e. French?	Yes X No <input type="checkbox"/>
f. resource?	Yes X No <input type="checkbox"/>
g. literacy coach?	Yes X No <input type="checkbox"/>
h. early reading intervention?	Yes X No <input type="checkbox"/>
i. Native language?	Yes <input type="checkbox"/> No X
j. Teacher of the blind?	Yes <input type="checkbox"/> No X
k. Learning strategies?	Yes X No <input type="checkbox"/>
l. Other:	
5. What is the 'Average Class Size' for the school?	22
6. Does the school have:	
a. triple grades?	Yes <input type="checkbox"/> No X
B. Elementary and Secondary:	
1. Does the school offer:	
a. guidance and career education programs?	Yes X No <input type="checkbox"/>
b. culturally inclusive programs?	Yes <input type="checkbox"/> No X

c. reach ahead programs?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
d. technology programs?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
e. programs and supports for students at risk?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
f. an instrumental music program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
g. a vocal music program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
h. Religious Education & Family Life?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
i. Communication class (re: autism)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
j. DH/Multi-sensory room	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
k. Special Education	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
l. Care and Development	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
m. Life Skills	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
n. French Immersion	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
o. Other:	
2. Where is the nearest access to similar programs?	
St. John's, Northeastern Elementary School	
3. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.	
<p>We have a snack program for children who don't have snacks, however, we provide breakfast and lunch for students who come to us because they haven't had breakfast or have no lunch. Our snack program is funded by Better Beginnings Better Futures and Childhood Enfance. Our cupboard is stocked with healthy snacks such as nutri-grain granola bars, fruit cups, apple sauces and other types of fruit. We keep yogurt tubes, cheese strings, juice and fruit in the fridge. Every Tuesday is "Tasty Tuesday", and every Friday is "Fruity Friday". On these days, a staff member picks up fruit or veggies from the local Valu Mart in Coniston, parent volunteers come in, wash and cut up the food and distribute it to every classroom for a mid morning snack. When a child doesn't have a lunch, we usually let them make, (or we make if the student is too young) a sandwich, (usually cheese or jam), and give them a drink and a few snacks. Our secretary or sometimes a parent volunteer usually picks up the food for our lunch and snack program.</p>	
C. Secondary	
1. List the compulsory courses in grades 9-12:	
2. List the optional courses in grades 9-12:	
3. What optional programs cannot be offered currently that are offered in other SCDSB schools?	
4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Which courses have companion co-op credits?	
6. Which multi-level courses are offered?	
7. Which multi-grade courses are offered?	
8. Which courses were cancelled this year? (List course code and title)	

a. Why?	
9. What courses are bundled to offer specialized programs?	
10. List partnerships which enhance and support student success:	
11. Which second language programs does the school offer?	
12. Does the school offer:	
a. business studies programs?	Yes <input type="checkbox"/> No <input type="checkbox"/>
b. a theatre arts program?	Yes <input type="checkbox"/> No <input type="checkbox"/>
c. outdoor education?	Yes <input type="checkbox"/> No <input type="checkbox"/>
d. Dual credit courses ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
e. Correspondence courses ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
13. Does the school provide co-operative education opportunities for students?	Yes <input type="checkbox"/> No <input type="checkbox"/>
14. Does the school offer after school remedial programs onsite?	Yes <input type="checkbox"/> No <input type="checkbox"/>
15. Does the school have access to these programs in nearby facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
16. Other:	
<p>17. How many parent/family/community volunteers does the school attract? We are truly blessed with the numbers and the level of commitment of our volunteers.</p> <p>At the beginning of the year, we usually send out a volunteer interest form, with several areas of need outlined, and parents sign up for whichever volunteer opportunities they can. Our volunteers offer their precious time for school council meetings, book fair coordinating, drama initiatives, (helping with costumes), serving and preparing for our annual Advent Tea, pancake day, class meals, planning and helping with playdays, open house, field trip supervisors, yard improvement teams, gardeners, coaching, roots of Empathy, office help, preparing fruit and veggies every week, cooking hot dogs for our monthly hot dog day, and sitting on this ARC committee, and I'm sure there are some that I have missed. If we counted every parent who volunteered, including field trip chaperones, then we would have about 140 volunteers. With 283 students, that is nearly 50%, which considering today's demands on parents' time, I think is absolutely amazing!</p>	
<p>18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio? 1:35</p>	
19. Where is the nearest access to similar programs	
20. Additional Comments:	

Range of Extracurricular Activities

1. Is this school a designated Best Start hub?	Yes <input type="checkbox"/> No X
2. Are Child Care services available before school?	Yes X No <input type="checkbox"/>
3. Are Child Care services available after school?	Yes X No <input type="checkbox"/>
4. Are Child Care services available during the school day?	Yes X No <input type="checkbox"/>
5. Is this school a site for kindercentre?	Yes <input type="checkbox"/> No X
6. Is an Alternate Day Program available at the school?	Yes X No <input type="checkbox"/>
7. List boys' intramural sports:	
8. List girls' intramural sports:	
9. List co-ed intramural sports: Handball, Soccer, Basketball, Curling	
10. List boys' interschool sports: Volleyball, Basketball, Soccer	
11. List girls' interschool sports: Volleyball, Basketball, Soccer	
12. List co-ed interschool sports: Volleyball, Basketball, Curling, Softball, Track	
13. List non-athletic school clubs: Chess, School Parliament, Yard Angels, School choir, Math Challenge teams, Library club, Dearness Conservation, Yearbook, Bully Busters, Homework Club Green team Pep squad Knights of Columbus free throw competition Skating at Coniston Arena Coniston Curling Club donates ice time for curling club K of C Drug abuse poster contest Royal Canadian Legion Poetry and Poster contest Spelling Bee Public Speaking Battle of the Books Heritage Fair Science Fair Drama Club	
14. Additional Comments: We are fortunate that our students have the opportunity to skate free of charge at the Coniston Arena, and that it is within walking distance of our school. The Coniston Curling Club, also within walking distance, also gives us free ice time once a week so that we can support a few curling teams at our school. These activities, as well as a number of other sports opportunities, such as basketball, volleyball, handball, baseball, soccer are possible because of the dedication and generosity of our wonderful staff, and supported by some equally wonderful parents.	

We hold various special events here, such as Literacy Day, Retreat Days, Valentines' Day and Hallowe'en events, Fun Days (such as spring and winter play days), Earth Day celebrations, Bully Buster Day, Student Parliament elections and campaign days. We have had various dignitaries come to St. Paul to read to our children on days such as "Munsch Day", "Seuss Day" or other literacy themed days...our Supervisory officers, our Mayor, Police chief and fire chief, local radio personalities, our pastor and deacon, Sudbury Wolves players. We participate in the Healthy Schools Healthy Kids program with the SDHU.

1.6 Student Outcomes at the School

	Rolling average for: SCORES			Results
	04-05-06	05-06-07	06-07-08	08-09
1. EQAO -- Primary Reading	42	43	45	50
2. EQAO -- Primary Writing	43	48	54	68
3. EQAO -- Primary Mathematics	42	41	37	50
4. EQAO -- Junior Reading	73	78	75	80
5. EQAO -- Junior Writing	62	66	62	74
6. EQAO -- Junior Mathematics	71	67	59	54
7. EQAO -- Grade 9 academic mathematics				
8. EQAO -- Grade 9 applied mathematics				
9. OSSLT -- Grade 10 eligible				
10. OSSLT -- Grade 10 previously eligible				

11. Additional Comments:

EQAO scores have been steadily improving each year, especially in the areas we have been targeting. This year, primary math and reading are our target areas. Staff has been working hard to put best practices into place which will help all students to succeed. One thing that may have affected our primary scores is the constant change in primary staff over the past few years, due to retirements, other job opportunities, transfers and long term occasional postings in the grade 3 classrooms. Sometimes these factors are out of our control, however, we still try to do the best we can for all of our students, no matter what the circumstances. We firmly believe that all children can achieve success, given support and the opportunity. EQAO scores are shared with all stakeholders, and staff, parents and support personnel from Academic Services work together to fine tune our School Improvement Plan in ways which will support student achievement. We use data to inform our decision making for setting goals and for deciding which effective teaching strategies need to be a focus for learning. Our staff take the time to attend workshops, read professional material and learn all they can to ensure that they are using the most effective teaching strategies for their students. Our Teaching Learning Critical Pathways guide us as we strive to pinpoint the curriculum expectations upon which we need to focus in order to facilitate student learning in literacy and numeracy. Some of our teachers are on curriculum committees, and share their expertise with other teachers in the board. A few of our former teachers are now consultants at the board office, and as much as we miss them, it is a tribute to our school community that we are able to produce such wonderful leaders for our system.

1.7 School Accessibility for Individuals with Physical Disabilities

1. Is the school accessible for individuals with disabilities?	Yes X No <input type="checkbox"/>
2. Does the school have:	
a. accessible washrooms?	Yes X No <input type="checkbox"/>
b. elevator(s)?	Yes <input type="checkbox"/> No X
c. approved ramps?	Yes <input type="checkbox"/> No X
d. automated doors?	Yes X No <input type="checkbox"/>
e. accessible playgrounds?	Yes X No <input type="checkbox"/>
f. dedicated handicapped parking spaces?	Yes <input type="checkbox"/> No X
g. appropriate signage?	Yes X No <input type="checkbox"/>
3. Is the entrance to the school barrier-free?	Yes X No <input type="checkbox"/>
4. Additional Comments:	

1.8 Accommodation for Other Disabilities

1. Visual	Yes <input type="checkbox"/> No X
2. Hearing	Yes <input type="checkbox"/> No X
3. Other	Yes <input type="checkbox"/> No X

1.9 Security

1. Does the school have a security system e.g., controlled entrances, video surveillance?	Yes X No <input type="checkbox"/>
2. Does the school have magnetic door openers on hallway doors?	Yes X No <input type="checkbox"/>
3. Does the school have a sprinkler system?	Yes <input type="checkbox"/> No X
4. Does the school have gates?	Yes X No <input type="checkbox"/>
5. Does the school have fences?	Yes X No <input type="checkbox"/>
6. Additional Comments:	

1.10 Proximity of the School to Students / Length of Bus Ride to School

	In boundary	out of boundary
1. What percentage of students walk to school?	20.86	
2. What percentage of students attend from outside the school boundary?	1%	
3. What percentage of students are bused to school?	79.14	
4. What is the average distance to school for students?	5.2 km	
5. What is the average bus ride duration for students?	25 min	
6. Additional Comments:		

1.11 Supports

1. Does the school have:	
a. a full-time Principal?	Yes X No <input type="checkbox"/>
b. a Vice Principal?	Yes X No <input type="checkbox"/>
c. a full-time Secretary?	Yes X No <input type="checkbox"/>
d. an onsite Teacher Librarian?	Yes <input type="checkbox"/> No X
e. a full-time Chaplain?	Yes <input type="checkbox"/> No X
f. Hallway Monitors?	Yes <input type="checkbox"/> No X
g. a Library Clerk/Technician?	Yes <input type="checkbox"/> No X
h. a full-time Special Education Teacher?	Yes X No <input type="checkbox"/>
i. full-time custodial staff?	Yes X No <input type="checkbox"/>
j. Parent volunteers?	Yes X No <input type="checkbox"/>
k. Other:	
2. How many Educational Assistants does the school have?	1
<p>3. Additional Comments:</p> <p>All of our staff work together as a team to support each other and student achievement. Our resource teacher works with administration and with the staff to help support the students with special needs, sharing her expertise and her passion for student achievement. She and the LST teacher offer invaluable support to our former multi-grade students and to all struggling students, whether identified through an IPRC process or not. Our resource teacher takes the time to talk to parents on a regular basis, keeping them informed about their child's progress and has a wonderful relationship with the intermediate students in our school, helping them with their problems, supporting them in their academic endeavours and celebrating their successes with them. Our LST teacher is an expert in assistive technology, working with students to provide them with whatever technological assistance they might need in order to be successful. We try to make full use of placement students from Cambrian College and from St. Charles College Co-op program, as well as tutor in the classroom programs from Laurentian University. These students always enrich our lives and add an extra dimension of support to our students. They are most appreciated!</p> <p>We have a part-time EA at our school, and I am hoping to increase that to full time, so that he can support a few students in a few different classrooms on a regular basis.</p> <p>We have additional support for our students from St. Charles Co-op students, Laurentian University and Cambrian students, many volunteers, Tutors in the Classroom and after school homework clubs. Social services help support our students as well, ie: CFC, CAS, CCAC, SDHU, Sud. Reg. Police (VIP program, bullying prevention programs).</p>	

1.12 Funds

1. Funds raised over the past 3 years (details)

Weekly Pizza sales, Scholastic Book Fairs, Christmas Basket Draw, Hot Dog Days, Sub Days, Walk-a-thon for Peace , Canadian Tire Money Challenge

2. Corporate donations over the past 3 years (details)

Toppers Pizza- Wolves Tickets
Husky Gas Rebate Program
Lopes – Science North Membership
Garson Pipe Fitters
Staples – School Supplies
Northern Credit Union - \$ for agendas
Caisse Populaire (Coniston) - \$ for Open House
TD Bank- Books for primary students
Coniston Lions – re-greening money and graduation awards
Vale Inco – graduation award
Catholic Women’s League – graduation award

3. Contributions to the community (details)

Food Drive, Toonies for Tuition, Knights of Columbus, Jump Rope for Heart, Lions Club, Letters and cards for troops in Afghanistan, cards for veterans, poppy sales.

4. Additional Comments:

School funds have been used to pay for yard improvements, to purchase the smart board, several literacy kits, teachers’ guides, library books, cd players, fans for classrooms, prizes for awards. We also host school celebrations such as pancake day, advent tea, sacramental celebrations. Funds are also used to pay tournament entry fees and to purchase special art supplies.

1.13 Parish Connection

1. What does the Parish Connection with the school entail?

St. Paul the Apostle Parish is an extension of our school. We go there regularly for school Masses, and Msgr. Dave and Deacon Brian come here for Masses as well. They also join us for other activities such as our Advent tea and pancake day. We are within walking distance of the church, however, during the coldest winter months, Msgr. comes to us for Mass, which we celebrate in the gym. Many of our children receive their sacraments of First Reconciliation, Eucharist and Confirmation at St. Paul’s Parish, and although the parish delivers the formal sacramental preparation program, we support that program by teaching about the sacraments and by getting letters and other information to the parents on a regular basis.

We send school news to the parish on a regular basis and we also insert parish information items in our newsletters. A few of our students are altar servers at St. Paul’s Parish, and are usually on the altar when we celebrate Eucharist together.

2. Does your school participate in sacramental preparation? Specify.

We send notes home from the parish for sacrament preparation. We offer space to do sacrament preparation if needed. We have a reception with a cake and gifts for students after they have received their sacraments.

We also support the parish in their sacramental preparation programs by using the sacramental preparation booklets supplied by the board, for First Eucharist, First Reconciliation and Confirmation, at the same time that sacramental preparation at the parish level is happening.

3. Additional Comments:

1.14 Summary

1. What is the value of this school to the students?

St. Paul the Apostle Catholic School is a place where children from many different places come together as one, where the communities of Wahnapiatae, Coniston and Minnow Lake converge and become one community. It is the only English, Catholic, Dual-track Elementary school in the area, serving children and parents with dedication, care and commitment. This school is of course, a place of learning for the students who come here. But more than that, it is a place filled with the Spirit of God, where students feel safe, cherished, at home and comfortable. We have a strong focus on student achievement, along with a firm commitment to provide a balance of opportunities for our students to excel in the areas of the arts, music and drama, athletics, technology, student government, the environment and of course, grow spiritually as children of God. Students with special needs and their parents know that their needs will be met in the most efficacious manner possible, whether it's from their classroom teacher, the Resource Teacher, The Learning Strategies Teacher, an E.A., the Principal or the Vice-Principal or any one of a number of volunteers or placement students we have here at St. Paul Catholic School. Our in-school and out of school support teams work well together, to ensure that our children's needs are being met and that not one student falls through the cracks. Having a daycare on-site makes a seamless day possible for many of our students, who start off in Teddy Bear Daycare's before -school program, move into the school day, and end their day at Teddy Bear again until they are picked up by their parents. Another great thing about having the daycare is that our half time daycare students are able to come to school on the alternative days, by attending the daycare pre-school program for 3 and 4 year olds. The relationship between the school and the daycare is a good one, and students and teachers alike benefit from that interaction.

When asked what they liked about St. Paul the Apostle Catholic School, students gave hundreds of reasons, some of which are quoted here:

"I like the praying we do together every day on the announcements." (Lisa)

"I like when we have our parents at open house. It's fun to show them around." (Michaela)

"I like all the activities we do together." (Jessa)

"St. Paul School is special because of the wonderful teachers who work here."(Brianna)

"I like St. Paul School because of all the fundraising for charity."(Gavin)

"I think that St. Paul is a special school because of all the nice students. We all care about each other.(Kendra)

"I like spirit days."(Haley)

"St. Paul School is special because you get to worship and respect God."(Joshua)

"St. Paul School is special because of so many reasons. One is cause of all the exciting stuff we get to do and cause you can find a lot of nice people and we have a great principal and vice principal and great teachers. And if you think that St. Paul is not special, you are so wrong!" (Mia)

"We learn English and French and all the peace that is in our school and all the love. I love our St. Paul School and I love to worship God in church." (James)
 "St. Paul School is number one and it will never be number two!" (Brittany)
 "It's a place where you can be safe." (Scotty)
 "I like skating at the arena." (Kendra and Lily)
 "We don't litter." (Trinity)
 "We get awards every month." (Tessa)
 "Our school is safe. We practice fire drills and lock-down drills."(Stephanie)
 "When we hurt someone, we say sorry and we forgive." (Mackenzie)
 "The kids get to say announcements."(Brynn)
 "We say prayers for our soldiers and our country."(Riley)
 "We celebrate birthdays." (Caress)
 "Teachers help you, our spirit, laptops are so awesome, others feel welcome, we work together to help each other."(Grade 7/8 Eng.)
 "The school community is welcoming."(a teacher)
 "Every child is a shining star and every child has a voice." (A teacher)
 "It's peaceful." (Jonathan)
 "our cool assemblies"(Keenan)
 "There are a lot of amazing people who are caring, thoughtful and friendly."(Gr. 7/8 FI)
 "We have our very own student parliament." (Gr. 7/8 FI)
 "We have a green day and a bully buster day." (Gr. 7/8 FI)
 "We learn and have fun at the same time." (Gr. 7/8 FI)
 "We have a wonderful, kind, hard working, trustworthy principal." (Gr. 7/8 FI)
 "We have a great, fun-loving vice-principal." (Gr. 7/8 FI)
 "We have teachers who love their jobs." (Gr. 7/8 FI)
 "And best of all, we are a Catholic School, we learn about God and go to church." (Gr. 7/8 FI)
 "Aidan likes Tammy, the secretary and thinks that she is very helpful." (Gr. ½ supply teacher)
 "Nolan loves learning math at St. Paul's."(Gr. ½ supply teacher)
 "Mr. Snoff(supply teacher) likes coming to St. Paul's because everyone makes him feel at home."(Gr. ½ supply teacher)
 "As a parent, I have never seen a school that has so many people work together as a school family. My child attends here and loves the atmosphere. I have total respect for the staff and I know that the children at the school have that as well."(Mrs. C. Smith, a parent)
 "I always feel such a special warmth whenever I come into St. Paul's School." (Sister Noreen Muldoon)

2. What is unique about this school?

I think that everything mentioned thus far clearly indicates what is unique about St. Paul the Apostle Catholic School, but just to be clear, the most unique thing about our school is the spirit, the way that God's presence is felt the moment you enter under our roof. The feeling of welcome, the belonging, the warmth of many smiles and the generosity of helping hands and gentle hearts....that's what is unique about St. Paul School. All of the other "uniqueness" flows from that spirit. All of our teachers are Tribes trained, so we live the agreements of attentive listening, mutual respect, no put-downs and right to pass. Every child knows that he/she is cherished and is an important part of our community. We can walk to church, to the arena and to the curling club. We have a close relationship with our day care and also with our local Catholic Secondary School, St. Charles College. By the time our grade eights get there, they already feel at home, because they have visited so many times and have been welcomed there on many occasions. Our retention rate for grade 8s going on to our Catholic Secondary School for grade 9 is over 90%. We have a sense of history here....many of the parents and even some grandparents of our students came to St. Paul School.

Yes, we have food drives, a Terry Fox run, peace walks, Thanksgiving meals, Advent teas, pancake days,

student parliament, bully busters, green teams, yard angels, school plays, concerts and talent shows, awards days, spirit days and yard improvement initiatives....and these are all wonderful things....but it is the spirit from which all these activities flow that is what makes us unique. Just ask anyone who comes into our school...they'll tell you!

3. Additional Comments:

St. Paul school is a vibrant, warm, thriving community school. It has served the community for many years and has the potential to continue to do so.

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

A. Elementary and Secondary:

1. Number of classrooms in the school:	16
2. Is there currently sufficient permanent space to accommodate all students?	Yes X No <input type="checkbox"/>
3. Does the school have:	
a. a Library?	Yes X No <input type="checkbox"/>
b. a Gymnasium?	Yes X No <input type="checkbox"/>
c. Change Rooms?	Yes X No <input type="checkbox"/>
d. Storage and Equipment Room?	Yes X No <input type="checkbox"/>
e. a Staff Work Room?	Yes X No <input type="checkbox"/>
f. a Room for French Language Instruction?	Yes X No <input type="checkbox"/>
g. an Art Room?	Yes <input type="checkbox"/> No X
h. an Instrumental Music Room?	Yes <input type="checkbox"/> No X
i. a Special Education Room?	Yes X No <input type="checkbox"/>
j. a Quiet Room/Chapel?	Yes <input type="checkbox"/> No X
k. Suitable washrooms?	Yes X No <input type="checkbox"/>
l. a Cafeteria?	Yes <input type="checkbox"/> No X
m. Lockers/Cloak Room area?	Yes X No <input type="checkbox"/>
n. a Book Room?	Yes X No <input type="checkbox"/>
o. Native Studies Room?	Yes <input type="checkbox"/> No X
p. Theatre Arts Facilities/Stage?	Yes X No <input type="checkbox"/>
q. a Computer Lab?	Yes <input type="checkbox"/> No X
r. a Family Studies Room?	Yes <input type="checkbox"/> No X
s. an Auditorium?	Yes <input type="checkbox"/> No X
t. a Kitchen?	Yes <input type="checkbox"/> No X
u. Staff/Visitor/Student Parking?	Yes X No <input type="checkbox"/>
v. Student Drop-off and Pick-up areas?	Yes X No <input type="checkbox"/>
w. a Bus Loading Zone?	Yes X No <input type="checkbox"/>
x. property to accommodate development or additions?	Yes X No <input type="checkbox"/>
y. a Staff Room?	Yes X No <input type="checkbox"/>
z. Other:	

B. Secondary:

1. Does the school have:

a. Chapel ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
b. Science Labs?	Yes <input type="checkbox"/> No <input type="checkbox"/>
c. Technology Facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
d. Student Success Rooms ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
e. Student Council Room?	Yes <input type="checkbox"/> No <input type="checkbox"/>
f. Business Studies Facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
g. Bleachers?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Additional Comments:	
C. Elementary and Secondary Child Care:	
1. Are there spaces at this school designated for Best Start hub?	Yes <input type="checkbox"/> No X
2. Are Child Care spaces available before school?	Yes X No <input type="checkbox"/>
3. Are Child Care spaces available after school?	Yes X No <input type="checkbox"/>
4. Are Child Care spaces available during the school day?	Yes X No <input type="checkbox"/>
5. Are there spaces at this school for a Kindercentre?	Yes <input type="checkbox"/> No X
6. Is an Alternate Day Program available at the school?	Yes X No <input type="checkbox"/>
7. Additional Comments: Teddy Bear Daycare is a most welcomed partner in education at St. Paul School. They provide before and after school programs, daycare for infants to pre-schoolers, with an alternate day program for JK aged students. They participate in many of our activities, such as open house, concerts and celebrations. Our students are taught to respect the fact that there are wee ones in that end of the school, (the intermediate wing), and to try to maintain quieter voices, refrain from banging lockers or making too much noise, so that sleeping children won't be disturbed. One of the values of having Teddy Bear Daycare is that once parents bring their children for daycare, and see what a great place St. Paul's is, they usually leave them here.	

2.2 Range of Courses or Program Offerings

A. Elementary	
1. Does the school provide large uninterrupted blocks of literacy and math instruction?	Yes X No <input type="checkbox"/>
2. Does the school offer daily physical activity?	Yes X No <input type="checkbox"/>
3. Does the school have a dedicated teacher for:	
a. music?	Yes <input type="checkbox"/> No X
b. physical education?	Yes <input type="checkbox"/> No X
c. computers?	Yes <input type="checkbox"/> No X
d. library?	Yes <input type="checkbox"/> No X
e. French?	Yes X No <input type="checkbox"/>
f. resource?	Yes X No <input type="checkbox"/>
g. literacy resource?	Yes X No <input type="checkbox"/>
h. early reading intervention?	Yes X No <input type="checkbox"/>
i. Other:	
4. Does the school have:	
a. combined grades?	Yes X No <input type="checkbox"/>
b. straight grades?	Yes X No <input type="checkbox"/>

B. Elementary and Secondary:	
1. Does the school offer:	
a. guidance and career education programs?	Yes X No <input type="checkbox"/>
b. culturally inclusive programs?	Yes X No <input type="checkbox"/>
c. reach ahead programs?	Yes <input type="checkbox"/> No X
d. technology programs?	Yes X No <input type="checkbox"/>
e. programs and supports for students at risk?	Yes X No <input type="checkbox"/>
f. an Instrumental music Program?	Yes <input type="checkbox"/> No X
g. a vocal music program?	Yes <input type="checkbox"/> No X
h. Special Education?	Yes <input type="checkbox"/> No X
i. Care and Development?	Yes <input type="checkbox"/> No X
j. Life Skills?	Yes <input type="checkbox"/> No X
k. French Immersion?	Yes X No <input type="checkbox"/>
l. Dual-credit courses?	Yes <input type="checkbox"/> No X
m. Correspondence courses ?	Yes <input type="checkbox"/> No X
n. Other? We have 5 Smart-boards in our school, and students enjoy working with them. Staff enthusiastically embrace technology, looking for opportunities for training and further learning about these wonderful learning tools. Three of our Smart Boards are in the intermediate classrooms, and the other 2 are upstairs so that the junior students can use them as well. One of our Smart Boards is a portable, so it can be used for gym or library presentations when necessary.	
2. Where is the nearest access to similar programs? St. John's , Northeastern Elementary School	
3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)?	Yes <input type="checkbox"/> No X
4. Identify the specialized programming offered.	
5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe. Yes, we offer a Breakfast, Snack and Lunch program as needed. See section 1.4B #3	
C. Secondary	
1. List the compulsory courses in grades 9-12:	
2. List the optional courses in grades 9-12:	
3. What optional programs cannot be offered currently that are offered in other SCDSB schools?	

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Which courses have companion co-op credits?	
6. Which multi-level courses are offered?	
7. Which multi-grade courses are offered?	
8. Which courses were cancelled this year? (List course code and title)	
a. Why?	
9. What courses are bundled to offer specialized programs?	
10. List partnerships which enhance and support students:	
11. Which second language programs does the school offer?	
12. Does the school offer:	
a. business studies programs?	Yes <input type="checkbox"/> No <input type="checkbox"/>
b. a theatre arts program?	Yes <input type="checkbox"/> No <input type="checkbox"/>
c. outdoor education?	Yes <input type="checkbox"/> No <input type="checkbox"/>
d. E-Learning Courses?	Yes <input type="checkbox"/> No <input type="checkbox"/>
e. Other:	
13. Does the school provide co-operative education opportunities for students?	Yes <input type="checkbox"/> No <input type="checkbox"/>
14. Does the school offer after school remedial programs onsite?	Yes <input type="checkbox"/> No <input type="checkbox"/>
15. Does the school have access to these programs in nearby facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
16. How many parent/family/community volunteers does the school attract?	
17. Where is the nearest access to similar programs?	
18. Additional Comments:	

2.3 Student Outcomes at the School

	Rolling average for:			Results	Cohort size
	04-05-06	05-06-07	06-07-08	08-09	05-06
1. EQAO -- Primary Reading	42	43	45	50	
2. EQAO -- Primary Writing	43	48	54	68	
3. EQAO -- Primary Mathematics	42	41	37	50	
4. EQAO -- Junior Reading	73	78	75	80	
5. EQAO -- Junior Writing	62	66	62	74	
6. EQAO -- Junior Mathematics	71	67	59	54	
7. EQAO -- Grade 9 academic mathematics					
8. EQAO -- Grade 9 applied mathematics					
9. OSSLT – Grade 10 eligible					
10. OSSLT -- Grade 10 previously eligible					
11. Additional Comments: See section 1.6 #11					

2.4 Condition of School

1. When was the original school built?	1968
2. How many sections have been added since the original ?	none
3. Year latest section built?	n/a
4. What is the current Facility Condition Index (FCI)?	52.3%
5. What will the FCI be in 5 years?	88.5%
6. What are the current renewal costs?	\$3,154,891
7. What will the renewal costs be in 5 years?	\$5,338,750
8. Describe the conditions of school grounds	average
9. Additional Comments: School grounds renewal is underway. Surveillance system recently installed. Renovations over the last three years include office areas, front entrance, library, windows, boiler , daycare, yard work including a new drainage system, new stairways and sodding.	

2.5 Location of School

1. What percentage of students are bused to school?	79.14%
2. What is the average distance to school for students?	5.2 km
3. What is the average bus ride duration for students?	25 min
4. What is the proximity of the school to a Catholic Church?	walking
5. What is the proximity of a comparable school from a co-terminus Board?	6 km
6. Additional Comments:	

2.6 Enrolment vs. Available Space

1. Does enrolment at the school exceed the surplus space in adjacent schools?	Yes X No <input type="checkbox"/>
2. What is the current enrolment of the school?	285
3. What is the projected enrolment in 5 years?	324
4. What is the projected enrolment in 10 years?	334
5. What is the capacity of the school?	386
6. What is the current utilization rate of the school?	69.4%
7. What is the projected utilization rate in 5 years?	83.9%
8. What is the projected utilization rate in 10 years?	86.5%
9. Additional Comments:	

2.7 Cost to Operate the School

1. What are the costs for utilities? (electricity, gas, oil, water)	\$53,735
2. What are the maintenance costs for the facility?	\$45,826.26
3. What are the maintenance costs for the grounds?	\$19,206.65
4. What are the maintenance costs for security?	\$999.15
5. Additional Comments:	

2.8 Supports

1. Does the school have:	
a. a full-time Principal?	Yes X No <input type="checkbox"/>
b. a Vice Principal?	Yes X No <input type="checkbox"/>
c. a full-time Secretary?	Yes X No <input type="checkbox"/>
d. a full-time Chaplain ?	Yes <input type="checkbox"/> No X
e. Hallway Monitors?	Yes <input type="checkbox"/> No X
f. Lunchtime Supervisors?	Yes X No <input type="checkbox"/>
g. a Teacher Librarian?	Yes <input type="checkbox"/> No X
h. a Library Clerk/Technician?	Yes <input type="checkbox"/> No X
i. a full-time Special Education Teacher?	Yes X No <input type="checkbox"/>
j. full-time custodial staff?	Yes X No <input type="checkbox"/>
k. Other:	
2. How many Educational Assistants does the school have?	.5
3. Additional Comments: Parent volunteers help with coaching, community events; co-op students' from Cambrian, SCC, LU and Nipissing support classroom teachers and students.	

2.9 Summary

1. What is the value of the school to the school board?

St. Paul the Apostle School is the only English Catholic School serving children from the Wahnapiatae/Coniston area, and the only dual track Catholic school for Wahnapiatae/Coniston and Minnow Lake, as well as for children from as far away as Markstay/Warren and St. Charles. If we were not here, students would most likely go to Wanup Public or Northeastern Public, both schools from the Rainbow Board, and at a time of declining enrollment the last thing we need is for students to transfer to another board because of proximity. Furthermore, if we lost these students to the Rainbow board at the elementary level, they would probably be gone for good, deleteriously affecting the enrollment of our Catholic Secondary School in the area.

Our school is a model of what Catholic education should be and is. We strive to be the voice of God in a world which has a difficult time hearing that voice. If we lose our Catholic identity, we stand to lose a lot more. At a time when we need to be heard, St. Paul the Apostle School is a voice that not only cries out in the wilderness, but is heard by many. Our value to the school board is that we model Catholic education at its best. We are living proof that Catholic Schools are not only places of education, but places where the Spirit of God dwells in a most special way. And when we live with that faith, with that belief that God walks with us during our daily activities, that each one of us, from staff members to students and parents is made in God's image and likeness, then we must acknowledge that what we are doing is indeed sacred, that where we walk and where we stand is indeed holy ground. And that is true value!

2. Additional Comments:

a) Through our participation in the Royal Canadian Legion poster, prose and poetry contests, and their public speaking contests, we bring honour to our board, as many of our students are awarded first and second place prizes. The same is true of the Knights of Columbus Drug Abuse Poster contest and their Free Throw competitions. We always participate and always do well.

b) St. Paul School would be well able to support one of our board's full day JK programs. We have space in our primary wing, and it would provide one more reason for parents to keep their children in our system. Notre Dame de la Merci, right across the street is a full French school and already has full day JK. Many Coniston parents who would normally choose French Immersion for their children, go to N.D. because of the full day JK. If we offered it here, we would be able to attract more students from Coniston who are walkers, thus even eliminating the need to provide transportation for them.

3. VALUE TO THE COMMUNITY

3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

	# of hours:	Fees paid:
a. School		Yes <input type="checkbox"/> No X
Indoor Soccer	9 hrs/week	
Girls Basketball	1 hr/week	
Ladies Exercise	2 hrs/week	
Dance-er-size		
Coniston Community Access Group		

Elections Canada Coniston Senior and Golden Age Club Knights of Columbus Senior Mens' Basketball		
b. School grounds		Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Does use of the school by community groups cause any conflicts with school programming? No, we approve community use agreements first. If we do need to use the school their events are usually cancelled.		
3. What other facilities/playing fields in the vicinity are used by community groups? Arena, Churches, tennis courts, Colonial Inn, Soccer Field, Baseball field and park.		
4. Additional Comments:		

3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:	
a. a designated Best Start hub?	Yes <input type="checkbox"/> No X
b. a site for Kindercenter?	Yes <input type="checkbox"/> No X
c. a site for a Daycare provider?	Yes X No <input type="checkbox"/>
d. a site for a Summer Camp provider?	Yes <input type="checkbox"/> No X
2. List programs that serve both students and community members? Daycare, Before and After School Program, LU and Nip. U student teachers, Cambrian placement students', risk watch program, SCC co-op students	
3. Additional Comments:	

3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List) -Coniston Community Access Network (CAN) -Voting Site – Elections Canada Better Beginnings Better Futures Childhood enfance Science North Membership Healthy Schools/Healthy Kids Partnerships with faculties of education	Yes X No <input type="checkbox"/>
2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)	Yes <input type="checkbox"/> No X
3. List any significant upgrades to the school in the past five years completed in partnership with the community: A few years ago we were the first “winners” of the “Ugliest Schoolyard Contest”. We were supported by various community partners in upgrading our school grounds, and as a result of that contest, we saw several improvements in our outdoor play areas. Several shade areas were created with the planting of	

trees. Students were delighted with the new play areas, which included a number of giant painted tires sunk into the ground, several benches set in strategic places around the yard, a beautiful raised garden area, a garden in the shape of a cross, (cruciform garden), a checkerboard patio area, surrounded by grass and a beautiful garden at the front entrance of the school. We are continuing to improve our yard, with the addition of some new sodded areas, a few basketball triple hoop games, and the digging of several "French drains" to eliminate the pooling of water in our yard, and facilitate proper drainage. Our next step is to build a track and soccer field. Hopefully that will happen in the spring.

4. List adult learning programs offered at the school:

5. Does the community have programs and supports for students at risk? Yes No

6. Additional Comments:

CAS, CCAC, CFC, Sudbury Regional Police, SDHU

3.4 Contributions to the Community (details)

1. What are the school's contributions to the Community?

We have contributed to the community in many ways by our charitable initiatives, like food drives, our street clean-up days a few times a year, our sponsorship of families at Christmas, Toonies for Tuition, our Share Lent collections, the Holy Childhood Association, and our Jump Rope for Heart initiative. We have collected over \$50,000 for the Heart and Stroke Foundation over the past 4 years.

We do our banking with Northern Credit Union in Coniston, and have a school membership with Science North. Our school is available to members of the community for various activities throughout the year, both on a regular basis, (weekly) and for special events like elections. The community is always welcome to participate in our school Masses, prayer services, or other special celebrations such as our Remembrance Day service. Our school supports local businesses such as Topper's Pizza and the Coniston Valu-Mart. Our school is available to the community for various activities. We hold various evening events ie. Star parties, literacy and numeracy evenings, tribe evenings for parents. Our students participate in recycling, tree planting, and re-greening initiatives.

3.5 Summary

1. What is the value of the school to the community?

Catholic families in the community value the school as a place where their children can be immersed in not only academic learning, but also in the teachings of our Catholic Church. They appreciate the support that they receive in preparing their children for the sacraments, and the fact that their children are in a milieu which honours their faith, their traditions and instills in them a reverence for God, for each other and for the earth. I believe that the school/parish partnership is one which is life-giving, not only for the school, but also for the parishioners. There are a few parishioners who knit hats, mittens and scarves for us, and others who generously offer to pay for milk and pizza for children who cannot afford to have those treats.

There are a few community groups who use our building for meetings and/or other activities, groups like the seniors exercise group, sports groups, concerned citizens and dancercize groups. These groups would miss us if we were not here.

We support community businesses when we shop for food for our snack programs, and we have established a relationship with both Northern Credit Union and the Caisse Populaire in Coniston.

Without our presence in the community, Catholic parents would have no Catholic school for their children, the community would lose a valuable meeting place, the parish would miss a life-giving partnership and we would all miss out on a wonderful experience of Catholic education at its best.

We provide an excellent learning environment for student teachers from many faculties of education, such as Laurentian University, Nipissing University, Lakehead University, and others such as D'Youville in Michigan, as well as providing placement opportunities for students from the ECE, nursing or DSW programs at Cambrian College and College Boreal. Coop students from St. Charles are also placed here regularly, and always enjoy their experiences.

2. What would be the impact on the community if this school were to be closed?

If St. Paul the Apostle School ever closed, parents might possibly send their children to a school which was closest in proximity, such as Northeastern or Wanup Public, and we would lose a considerable number of students. Many children would lose the luxury of being able to walk to school, to Church and to community recreation facilities. Families who purchased properties here because their children could walk to school would feel disappointed and betrayed if that school were no longer there. Catholic education would be jeopardized, as fewer students would be attending Catholic schools. The partnership triad of school, Parish and home would be destroyed with no chance of recovery. The community use of the building would end, including the daycare, which is such a bonus to all of us.

3. Additional Comments:

4. VALUE TO THE LOCAL ECONOMY

4.1 Local Employer

1. Who are the employers in the community?

Lopes, Teddy Bear Daycare, Northern Credit Union, Caisse Populaire, LCBO, Beer Store, Post Office, Library, Arena, Gas Station, Golf Course, Northern Heat Treat, Retail Stores, Beauty Salons, Restaurants, Grocery Store, Dentist

4.2 Local Development

1. Is the school an asset to the local housing development?

Yes, a school encourages people to move into a community.

4.3 Availability of Cooperative Education

1. List the Co-operative Education employers available in the community for students:

Elementary students do not participate in co-op education but we do welcome co-op students from secondary schools and post secondary institutions.

2. Is there public transportation available to the work site?

Yes No

4.4 Availability of Training Opportunities or Partnerships with Business

1. List the training opportunities or partnerships with business in the community: n/a

2. Is there public transportation available to the training site?

Yes No

4.5 Growth/Reduction

1. List plans for further commercial/industrial growth/reduction?

There are no known plans for commercial growth or reduction.

4.6 Summary

1. What is the value of the school to the local economy?

The local grocery store benefits from our weekly shopping for our snack program, for our hot dog days and from the staff members who do their regular shopping there and at the local drug store, even though they don't reside in the community. We do our banking with the local Credit Union, and we visit the public library on a regular basis. We use the local post office for our mailing needs, order subs for sub day from the nearest Subway shop, purchase gas from the Husky on Highway 17 or in Wahnapiatae, regularly purchase coffee and treats from the Tim Horton's on Levesque St. The local economy would miss us if we were not here!

2. Additional Comments: