



Message from the Director

I am pleased to present the 2016 Director's Annual Report for the Toronto District School Board. This year has been a busy one at the TDSB, and thanks to the collective work of all staff across the system and our [Board of Trustees](#), it has also been incredibly productive. Over the course of 2016, we have made significant progress forward and are a strong, unified group working together for the students we serve.

With the new [Learning Centre](#) structure and the introduction of our [Vision for Learning](#) and [Integrated Equity Framework](#), we have begun very important work aimed at bringing resources closer to schools and students. Through this transition, we have remained focussed on our vision to provide each and every student with the conditions necessary for achievement and well-being.

Looking forward to 2017, some priorities for the TDSB include:

- Moving forward with the [Vision for Learning](#)
- Continuing work on the [Integrated Equity Framework](#)
- Continuing roll out of [Service Excellence](#) initiative

I am privileged to serve as [Director of Education](#) for the TDSB and I look forward to building on the successes of this past year as we continue our work to improve achievement and well-being for all students.

John Malloy
Director of Education



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Director's Annual Report 2016



Enrolment and other snapshots

Enrolment*

- Elementary: 171,710
- Secondary: 73,972
- Total: 245,682

*Head count as of October 31, 2016

Class Size

- 92% of primary classes (JK- Grade 3) had 20 or fewer students
- 100% of primary classes (JK- Grade 3) had 23 or fewer students
- The system average class size in Full-Day Kindergarten classes was 25.1 students
- The system average class size in Grade 4-8 classes was 23.24 students

Languages

- 45% of TDSB students use English as their primary home language
- 55% of TDSB students speak a language other than English at home
- Over 110 languages are spoken by TDSB students

Ethno-Racial Background*

- 29% of students identify as White
- 24% of students identify as South Asian
- 15% of students identify as East Asian
- 12% of students identify as Black
- 9% of students identify as Mixed
- 5% of students identify as Middle Eastern
- 4% of students identify as Southeast Asian
- 2% of students identify as Latin American
- 0.3% of students identify as Aboriginal

* Source: 2011 Student Census



For more information, please visit:
www.tdsb.on.ca/research

Vision for Learning and Service

The TDSB is committed to helping each and every student succeed. This year, we launched the [Vision for Learning](#), which guides our efforts and provides a strategic focus in three key areas: student achievement, well-being and equity.

To create the right conditions for learning inside classrooms where real change happens, a key focus has been on creating the right conditions at the system level.

The introduction of the new [Learning Centre Strategy](#) was a key element of this new strategy. Starting in September, all TDSB schools now feed into one of four Learning Centres, which are hubs where staff can collaborate and share resources. They are closely connected to the schools they support and are better able to serve the needs of school staff, students and parents.

Working to transform the learning culture at the TDSB has been a priority this year. An emphasis on shared leadership, academic optimism, collaborative inquiry and responsiveness is pivotal to our work and meeting the needs of each student. Connecting with staff and having honest conversations about bias and barriers has been an important focus.

The TDSB has a long-standing commitment to equity, and with our new [Integrated Equity Framework](#), launched in October, we have started furthering this work. TDSB is committed to creating an equitable school system where the achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured.

The areas the Equity Framework focuses on, include:

- [Policy](#)
- [Budget](#)
- [Access and Secondary Program Review](#)
- [School Improvement Process](#)
- [Leadership Capacity Plan](#)
- [Inclusion and Special Education](#)
- [Employment Equity](#)

This plan was developed with extensive consultation and we will continue to engage our community in the necessary work over the coming months and years.

The TDSB is also aiming to be at the forefront of an important movement for change in service delivery. The [Service Excellence](#) initiative that began in 2016 will be rolled out in stages and will involve all stakeholders. Enhancing our responsiveness through Service Excellence will support student achievement and well-being for all.



Other Highlights

EQAO

The TDSB continues to maintain strong scores in [reading and writing](#) and is focussed on improving student achievement in mathematics.

Over the past five years (2011-12 to 2015-16), the percentage of Grade 3 students who performed at or above the provincial standard has increased by 9 percentage points in Reading (65% to 74%), remained the same in Writing (77%), and decreased by 3 percentage points in Mathematics (70% to 67%).

Over the same time period, the percentage of Grade 6 students who performed at or above the provincial standard has increased by 6 percentage points in Reading (74% to 80%), 6 percentage points in Writing (75% to 81%), and decreased by 7 percentage points in Mathematics (62% to 55%).

Results for 2015-16 indicate that the percentage of Grade 9 students who performed at or above the provincial standard decreased from 82% to 81% in [Academic Mathematics](#) since 2014-15. The percentage of Grade 9 students who performed at or above the provincial standard decreased from 34% to 32% in [Applied Mathematics](#) since 2014-15.

Results from the [Ontario Secondary School Literacy Test \(OSSLT\)](#) for 2015-16, show a 1% decrease compared to 2014-15 (82% to 81%). The proportion of TDSB students who were successful is now on par with the province.

Transparency

The TDSB is committed to being an open and transparent organization and ensuring that the public has access to its data and research. To align with this commitment, the Board posted extensive data on its website in 2016, including the [Facility Condition Index Information](#) and [Health and Safety Workplace Inspection Reports](#) for all schools. I have also posted my [employment agreement](#) with the TDSB. We will continue this practice to improve transparency and access to information for parents, students and community members.

Financial Stability and Accountability

In May 2016, the TDSB approved a balanced operating budget that aligned resources more closely to schools and programs that have a direct impact on students and reflected the reorganization of central staff to allow for the creation of Learning Centres.

