



## Message from the Director

I am pleased to present the 2018 Director's Annual Report for the Toronto District School Board.

This report is a summary of the work happening across our system in support of achievement, equity and well-being. The Board is proud to have a [Multi-Year Strategic Plan](#) in place with five high-level goals and detailed action plans aimed at improved support and engagement for everyone – students, staff, parents and our community. With this coordinated and strategic approach, we expect to close the achievement and well-being gaps while keeping expectations high for all; transform student learning to ensure students improve in literacy, math and all essential skills; and increase engagement with students, staff, parents and communities.

There is much work underway across the Board and in our schools in support of the Multi-Year Strategic Plan and we are making progress. I have taken steps to [communicate broadly across the system](#), not only to share information but to learn more about the initiatives and actions happening locally in schools and to see first-hand how we are all working together to ensure success for our students. Whether it is schools making great strides [to promote and create an environment where racism and homophobia will not be tolerated](#), how our schools are [embracing global competencies](#) or the power of [parent and community engagement](#) within schools, I invite you to learn more about how [schools](#) are helping to bring our strategic plan to life in the classroom and see the examples of the incredible work of our students across the system.

John Malloy  
Director of Education



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# Director's Annual Report 2018



## Enrolment and Other Snapshots

### Enrolment\*

- Elementary: 173,578
- Secondary: 72,994
- Total: 246,572

\*As of October 31, 2018

### Class Size

- 90% of primary classes (JK - Grade 3) had 20 or fewer students
- No primary classes (JK - Grade 3) had more than 23 students
- The system average class size of Kindergarten classes was 24.4 students
- 98% of Kindergarten classes had 29 or fewer students
- No Kindergarten classes had more than 32 students
- The system average class size in Grade 4-8 classes was 23.23 students

### Languages

- 46% of TDSB students use English as their primary language
- 54% speak a language other than English at home
- More than 120 languages are spoken by TDSB students

\*As of October 31, 2018

### Ethno-Racial Background\*

- 29% of students identify as White
- 22% of students identify as South Asian
- 14% of students identify as East Asian
- 12% of students identify as Mixed
- 11% of students identify as Black
- 6% 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 Indigenous

\*Source: 2017 Student Census



For more information, please visit:  
[www.tdsb.on.ca/research](http://www.tdsb.on.ca/research)

## Equity, Achievement and Well-Being

Our commitment to equity and human rights remains at the core of all our efforts to support the achievement and well-being of each and every student. We are focused on ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to enhanced learning outcomes.

Over the past two years, the TDSB's Integrated Equity Framework (IEF) has established consistent policy direction and provided tools, resources and supports to create equitable, inclusive learning cultures in every TDSB classroom, school and workplace. The transformative equity work will now move forward under the TDSB's [Multi-Year Strategic Plan](#) (MYSP), which was finalized in May 2018 following a public consultation. The MYSP is an overarching statement that identifies broad system goals and drives all other planning in the Board (including Leadership Capacity and [Service Excellence](#)).

The Multi-Year Strategic Plan and its action plans outline how we will meet our five overarching goals to:

- [Transform Student Learning](#)
- [Create a Culture for Student and Staff Well-Being](#)
- [Provide Equity of Access to Learning Opportunities for All Students](#)
- [Allocate Human and Financial Resources Strategically to Support Student Needs](#)
- [Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being](#)

With the MYSP as the foundation of our work, we expect to:

- Close the achievement and well-being gaps by providing access to programs, resources and learning opportunities, while removing systemic barriers
- See students improve in literacy and math and strengthen their global competencies because they are engaged in learning experiences that promote service, social justice and sustainability
- Increase engagement of students, staff, parents and communities because we are honouring voice, experience, identity and expertise and we are willing to adjust our directions and plans because of this engagement

Our expectation is that everyone improves. We will continue to provide a high standard of education for students and challenge any structure, process and practice that does not allow all students to achieve success.



## Other Highlights

### EQAO

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

Results for 2017-18 show that the percentage of [Grade 3 students](#) who performed at or above the provincial standard stayed the same in Reading (75%), decreased by 1 percentage point in Writing (75% to 74%), and decreased by 3 percentage points in Mathematics (65% to 62%) compared to 2016-17.

Results for 2017-18 show that the percentage of [Grade 6 students](#) who performed at or above the provincial standard stayed the same in Reading (81%), stayed the same in Writing (81%), and decreased by 2 percentage points in Mathematics (54% to 52%) compared to 2016-17.

Results for 2017-18 indicate that the percentage of [Grade 9 students](#) who performed at or above the provincial standard stayed the same in Applied Mathematics (28%) and decreased by 1 percentage point in Academic Mathematics (80% to 79%), compared to 2016-17.

Results from the [Ontario Secondary School Literacy Test \(OSSLT\)](#) for 2017-18, stayed the same at 81%, compared to 2016-17. At the same time, the proportion of successful first-time eligible students in the province declined 2 percentage points (81% to 79%).

### Service Excellence

The Toronto District School Board launched a Service Excellence initiative aimed at improving everything we do. The program engages both management and front line staff so that services can be improved at all levels of the organization, impacting students, parents and stakeholders. In 2018, training tools, resources and a new website were created to support staff and Business and School Operations' departments created service improvement teams to lead the planning and implementation of service excellence.

### Census Results – Students, Parents and Staff

This year, we shared the data from our [2017 Student and Parent Census](#) which provides comprehensive look at who TDSB students are and about their school experiences, relationships at school, physical health and emotional well-being. This rich data allows the TDSB to respond directly to student and parent voices to develop strategies and adjust supports to better help students' achievement and well-being. We also conducted our third Staff Census and our first Staff Well-Being Survey and are using the results to create action plans to further support staff well-being.

### Financial Stability and Accountability

In April 2018, the TDSB approved a balanced operating budget of \$3.4 billion for the 2018-19 fiscal year. As a result of enrolment stability over the past three years and difficult decisions made in previous years to balance the Board's budget, the TDSB is in a financially stable operating position, and cuts were not required to balance the budget.

#### 2017-18 Expenses by Category

