

# **PERFORMANCE-BASED ANNUAL REPORT 2010-11**

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## MESSAGE FROM THE CHAIR

St. John's, December 12, 2011

Honourable Clyde Jackman, MHA  
Minister of Education  
Department of Education  
P.O. Box 8700  
St. John's, NL A1B 4J6

**Subject: Performance-based Annual Report 2010-11**

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Dear Minister:

In compliance with the *Transparency and Accountability Act* requirements for "Category 1" entities, I am pleased to present the 2010-2011 Annual Performance Report of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP). The report also presents the progress on the 2008-2011 strategic plan and the achievement of our mission.

CSFP's mandate is defined by sections 97 and 98 of the *Schools Act, 1997*, which gives CSFP the powers and duties set out in sections 75 and 76 of that Act with certain amendments and additions (Appendix 1). In short, CSFP is responsible for all aspects of French first-language education from kindergarten to Grade 12 for the children of right-holders in Newfoundland and Labrador.

Throughout the 2010-2011 school year, CSFP, working with the district office, supported the strategic directions of Government and communicated by the Minister of Education. CSFP's three areas of development were set out in the strategic plan tabled in the House of Assembly. These three areas of development are 1) drafting the constitution, by-laws and governance policies; 2) improving the quality of, and access to, educational services in French; and 3) developing and implementing a communications plan.

The annual performance report summarizes CSFP's achievements from July 1, 2010 to June 30, 2011, and presents the achievement of the mission and the 2008-2011 strategic plan. My signature below is on behalf of CSFP and indicates its accountability for the results reported in 2010-2011.

Sincerely,

Ali Chaisson  
Chair

**Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador**

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# PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

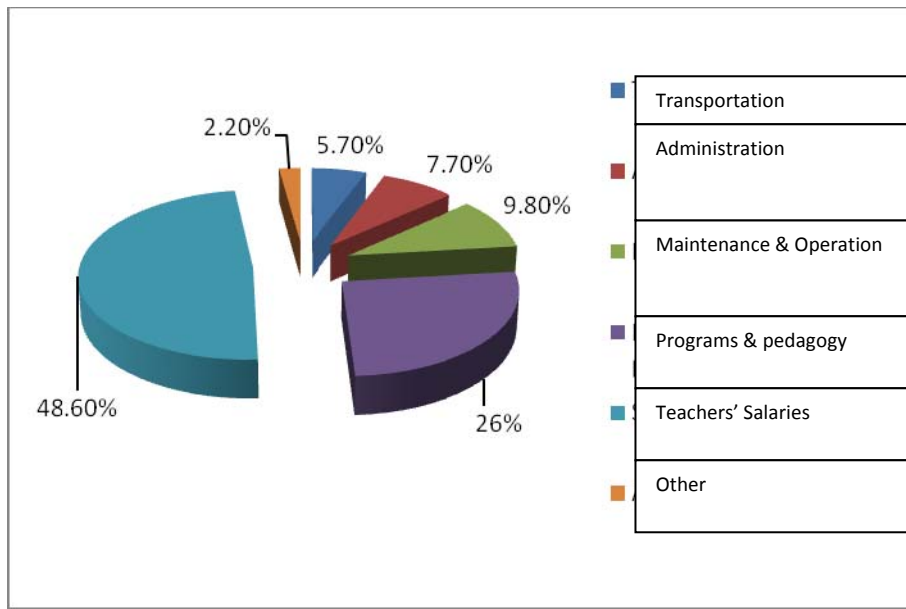
CSFP administration offices are located in the Centre scolaire et communautaire des Grands-Vents at 65 Ridge Road, St. John's, NL.

As of September 30, 2010, the Conseil scolaire francophone provincial had an enrolment of 266 pupils (123 boys and 143 girls). In addition, CSFP has negotiated an agreement with the Commission scolaire du Québec to provide French-language education for eleven (11) Francophone students from L'Anse-au-Clair.

The Board governs five schools all of which are categorized as small by the Department of Education, with a student population ranging from 15 (Happy Valley-Goose Bay) to 95 (St. John's). The schools are located in St. John's, Mainland, Cape St. George, Happy Valley-Goose Bay and Labrador City. The distance between the district office and the schools, with the exception of St. John's, is considerable.

The Board had a budget of \$7,166,500 in 2010-2011. Additional information can be found in the Audited Financial Statements (Appendix 2).

## BUDGET 2010-11



In 2010-11, CSFP had 83 employees (60 women and 23 men), 32 of which are in rural areas and 51 of which are in more urban centres. Of the 83 employees, 23 are in Labrador and 60 are on the island of Newfoundland.

### Distribution of Conseil scolaire francophone provincial Employees

Category	Female	Male	Total
District Office	4	6	10
Teachers	32	6	38
Principals	3	2	5
Other	21	9	30
<b>Total</b>	<b>60</b>	<b>23</b>	<b>83</b>

Ten (10) members sit on CSFP Board, six women and four men.

Brenda LeFrançois	St. John's
Ali Chaisson	St. John's
Edna Hall	West Coast
June Rouzes	West Coast
Marc Cormier	West Coast
Sylvia Oliver	West Coast
Dinah Pitre-Payne	Labrador East
Andy Turnbull	Labrador East
Yves Bastien	Labrador West
Chantal Lecavalier	Labrador West

## **Vision**

*The vision of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) is that of a French-language education system designed to help every student succeed, achieve his or her potential and develop an open mind.*

## **Mission**

By June 30, 2011, the Conseil scolaire francophone provincial will have offered a French-language education system focused on the quality of outcomes and the development of language and culture.

## **MANDATE**

CSFP's mandate is established as required by sections 97 and 98 of the *Schools Act, 1997*, which gives CSFP the powers and duties set out in sections 75 and 76 of that Act with certain amendments and additions. In short, CSFP is responsible for all aspects of French first-language education from kindergarten to Grade 12 for children whose parents have a right under Article 23 of the Canadian Charter of Rights and Freedoms, to have their child educated in the official linguistic minority of their choice (right-holders) in Newfoundland and Labrador.

# LINES OF BUSINESS

The Conseil scolaire francophone provincial has two lines of business.

## **1. PROGRAMS AND SERVICES (PRE-SCHOOL TO GRADE 12)**

French schools provide children with the opportunity to enter the KinderStart (Bon départ) program the year before they begin kindergarten as a means of preparing them for the kindergarten program.

Furthermore, in communities where right-holders speak English at home, French schools provide children with an opportunity to follow a French pre-school program. The program's goal is to prepare the children for French kindergarten.

French schools offer programs and courses prescribed or approved by the Department of Education.

As well, depending on the capacity of the school, after-school activities are also provided.

## **2. TRANSPORTATION**

The Conseil scolaire francophone provincial is responsible for providing return transportation for students between their home and the school in accordance with Department of Education regulations.

## PARTNERS' CONTRIBUTIONS

To achieve the goals in its strategic plan, CSFP works with the following partners:

**a) Newfoundland and Labrador Department of Education**

The Department of Education is responsible for ensuring compliance with the *Schools Act, 1997*, which defines the roles and duties of school boards. The Department of Education determines the learning programs and develops the administrative and educational regulations that apply to the school boards. The boards are accountable to the Department of Education for management of programs and services and management and administration of human and financial resources. About 77% of CSFP's total budget comes from the Department of Education.

With support from the Department of Education, CSFP invested \$92,000 in the purchase of new computers and interactive boards for its schools and purchased a school management system. The computerized management system will be used to create databases of students' marks, absences, discipline, and budget exercises. The system will also eventually give parents access to their children's marks. It will also make it easier for the administration to collect data necessary for decision making. Improvements in technology support Government's strategic direction of "improved educational programs and environments respond to constantly evolving demographics," specifically the component of technology.

**b) Canadian Heritage**

Canadian Heritage is the federal department responsible for negotiating the federal-provincial agreement for Official Languages in Education (OLE) programs with the Province of Newfoundland and Labrador. This agreement ensures funding for the additional services and programs needed for minority-language education and the promotion of the French language and culture. About 21% of CSFP's total budget comes from these agreements negotiated with Canadian Heritage.

**c) Francophone organizations**

At the provincial level, agreements with the Fédération des parents francophones de Terre Neuve et Labrador (FPFTNL) remain in force for the delivery of community francization programs, with the Association communautaire francophone de Saint-Jean (ACFSJ) for the operation of the Centre scolaire et communautaire des Grands-Vents, with the Association régionale de la Côte-Ouest (ARCO) for the operation of the Centre scolaire et communautaire Sainte-Anne and with the Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador (RDÉE TNL) for the Bilingual Postsecondary and Career Fair.

**d) Canadian Parents for French**

This agency supported CSFP by inviting its students to participate in its public speaking competition.



**e) Department of Innovation, Business and Rural Development**

This department contributed financially to the training of young female students in workshops designed to inform them of the opportunities for professions and careers in science and technology. This work supports Government's strategic direction of "improved educational programs and environments respond to constantly evolving demographics," specifically the component of technology.

**f) Other agencies**

The agreement with the Labrador School Board for sharing educational services and school transportation in Happy Valley–Goose Bay and Labrador City remains in force. Further, an agreement with the Commission scolaire du Littoral is maintained for Francophone students from the L'Anse-au-Clair area to attend Mgr-Scheffer School in Lourdes-de-Blanc-Sablon, Quebec.

# HIGHLIGHTS

## **Policy manual**

CSFP adopted its new policy manual, including the revised constitution, revised by-laws and revised governance policies. This reference manual will help CSFP better manage its decision-making process.

## **A new governance model**

CSFP adopted a new governance model, which promotes the development of result-based policies as the primary role of the Conseil scolaire. The model distinguishes between the responsibilities of the trustees and those of the Director of Education. The Conseil scolaire is more concerned about the final results, while the Director is concerned with how to achieve these results.

## **2011-2014 strategic planning**

Over the course of the year, CSFP developed a strategic plan to direct its activities and guide the allocation of its resources over the next three years.

## **Increased enrolment**

CSFP is pleased to announce that enrolment in its schools has been rising since 2003, except for 2009 where it lost four students. In September 2009 the student population was 256 compared to 266 in September 2010, an increase of 4%.

## **Celebrating the 50th anniversary of French-language instruction**

In 2010-2011, CSFP celebrated the 50th anniversary of French-language education in Newfoundland and Labrador. The anniversary was marked by a cultural event in Labrador City and a series of talks at International Rotary Clubs in the three regions serviced by CSFP.

## **Bilingual Postsecondary and Career Fair**

In collaboration with the Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador (RDÉE TNL), CSFP organized the first Bilingual Postsecondary and Career Fair. The fair gave employers who need bilingual workers the opportunity to present career opportunities for bilingual individuals in the province to intermediate and high school students.

## **Synervoice automated call-back system**

CSFP had a recorded call-back system installed in its schools. The system enables school administrators to send parents recorded messages to notify them of their child's absence, upcoming school events, and other important information. This supports Government's strategic direction of "improved educational programs and environments respond to constantly evolving demographics," specifically the component of technology.

## REPORT ON THE ACHIEVEMENT OF THE MISSION

As part of the development of the 2006-2008 strategic plan and following consultations with interested publics, CSFP established its mission for 2006-2011, which supports its mandate, as defined by the Department of Education and based on the *Schools Act, 1997*. The purpose of CSFP is to provide educational services within a Francophone cultural context. The CSFP's mission supported the strategic direction of Government in that it continued to deliver the provincially-approved curriculum in an enriched learning environment by integrating the francophone culture in its teaching. The Cultural Activities Specialist's job description was redesigned in 2007 to ensure the cultural activities were aligned with the Department of Education's curriculum outcome; which was integral in CSFP achieving a significant portion of its mission. Such a focused approach ensured the students were given the opportunity to develop their cultural identity and sense of belonging to the francophone community and, therefore, maintain their self-esteem. The CSFP believed that this emphasis contributed to improving student retention and academic achievement.

Its mission is the following:

*“By June 30, 2011, the Conseil scolaire francophone provincial will have offered a French-language education system focused on the quality of outcomes and the development of language and culture.”*

CSFP used measures to observe the progress of the achievement of its mission. It also identified indicators to quantify the desired changes and/or qualify the progress achieved.

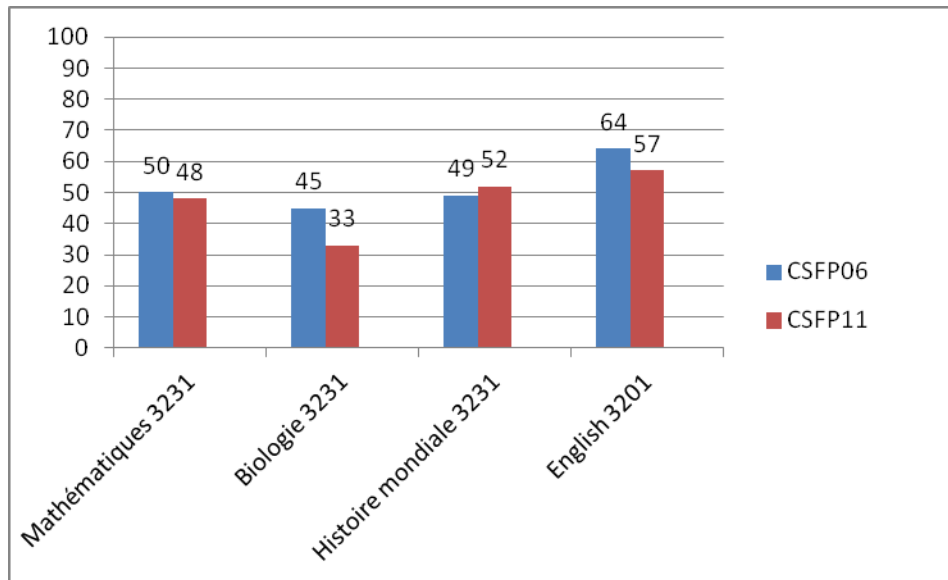
**Measure 1:** Educational program focused on learning outcomes

**Measure 2:** Integration of language and culture into day-to-day school activities

**Indicator: Improved results on provincial tests and examinations compared to 2005-2006 results**

CSFP has worked hard over the mission period to increase the student's accessibility to High School programming via the Centre for Distance Learning & Innovation (CDLI), improve student's accessibility to technology (student registered at CDLI courses were loaned a portable computer) and increase teacher training. CSFP also developed a communication plan to increase student population so as to increase its level of educational services (additional teaching units). Despite success in this area – student population increased by 50% from 2006 to 2011 – the number of students has not yet reached the critical mass, especially at the High School levels, to enable CSFP to provide an enhanced level of service. With the exception of the scores in Histoire mondiale 3231, in which there was modest improvement, scores on other exams were not improved compared to June 2006 results.

### Comparison of June 2006 and June 2011 public examination results



The reader should note that the low number of registered students impedes the identification of statistically significant trends. Consequently, the reported averages may not present a true picture as some exam average can represent as little as two students. The table below compares the number of students registered for the different exams in 2006 and 2011.

EXAM	2006	2011
	Number of students	Number of students
Mathématiques 3231	2	6
Biologie 3231	6	7
Histoire mondiale 3231	4	11
English 3201	2	5

Regardless of how these results are interpreted, student performance on the Department's exams must be improved. CSFP must introduce more aggressive strategies to remedy the situation.

The mitigating factors that significantly reduced CSFP's effort to impact positively on High School Student achievement have remained over the years. High School student retention has remained a challenge for CSFP. The low population of students negatively affected the number and types of courses which were offered to High School students. The limited choice of courses for students does not encourage them to continue their education in French. In addition, the small number of students considerably reduced the opportunities for socializing, an important element for this age group. CSFP, in collaboration with the Department of Education and the communities, must continue to innovate in developing strategies to increase high school enrolment.

CSFP provided additional training to teachers over the mission period. Despite this, the continued challenge of providing French speaking High School specialists to schools and retaining them, especially

in the area of Math and Science, has continued to frustrate CSFP 's best efforts to provide the level of expertise needed to improve student achievement. In 2009, CSFP worked with CDLI to improve the level of expertise by targeting courses to be offered on line by specialists in the area of High School Science. As of yet this initiative has had a limited impact. The compounding effect of the lack of housing opportunities, especially in the rural regions, further reduces teacher's willingness to move to the province.

**Indicator: Increased promotion of activities by the Cultural Activities Specialist**

The intent of this indicator was to increase the number and reach of activities undertaken by the Cultural Activities Specialist. As noted in the discussion below, CFSP has been successful in this endeavor.

In comparison to 2005-06, when the focus was on bigger scale cultural events - *Les Francoralies*, a gathering of all CSFP students to show case their talents in Choral, and *Rendez-vous de la francophonie*, a rally to celebrate the cultural heritage of francophone students – post 2006 cultural events were more integrated with the curriculum and more regionalized. Availing of similar funding as in 2006, CSFP increased the number of cultural events that were available to the student population. The only major event occurring yearly to this day is *Concours d'art oratoire* (Oratorical contest).

The **Cultural Activities Specialist** facilitated a number of in class and extracurricular activities to help teachers better integrate the cultural component into the curriculum. The specialist introduced an activity validation grid to help school administrators and teachers evaluate whether the proposed activities complemented the curriculum. Financial support was approved when certain criteria were met. For instance, the public speaking competition was designed so that the writing process for the speeches complied with the writing process established in the curriculum.

For example, under the Cultural Activity Specialist's leadership a number of culture based activities were realized:

- Students from three schools participated in the Department of Education's new traditional music programs (violins and accordions).
- High school students from two schools participated in a leadership program organized by *Franco-Jeunes*, a Francophone community based organization.
- Students from one school participated in a school trip to St. Pierre and Miquelon.
- Fifty (50) students from three schools benefited from the Department of Education's Artist in residence program.
- As part of CSFP's 10th anniversary celebration, the students, with help from a well-known author, wrote texts for a commemorative album for the event titled *Si le CSFP m'était conté*.

The coordinator ensured full participation of the students in the production of a video showcasing the Francophone schools and communities in the province. The video can be downloaded directly from our Internet site. The numerous activities managed by the individuals in the Cultural Activity Specialist position made a considerable contribution to encouraging the students' sense of belonging to their cultural heritage.

In 2010, changes to the functions of the individual responsible for the cultural component allowed the students to become more aware of their leadership role in the promotion and building of their identity. A cultural identity agent now coordinates projects that develop leadership among the students. The activities must forge a stronger partnership with the Francophone community sector. For example, in 2010-2011, the cultural identity agent coordinated the participation of CSFP students in the Acadian Games, promoted the launch of the Young Entrepreneurs program and facilitated student participation in *Deux jours en vert*, workshops designed to build awareness of the social and environmental dynamics of the communities on a global scale. In 2009-2010 and 2010-2011, the agent facilitated the participation of young female students in *Les trois M*, workshops encouraging them to pursue careers in engineering and science.

# REPORT ON 2008-2011 STRATEGIC PLAN ISSUES

## ISSUE 1 | ONE

### Constitution, by-laws and governance policies

Analysis of CSFP's existing constitution, by-laws and policies indicated a need for modifications and a re-write of its policies, in particular, those on governance. To ensure CSFP met its legal requirements – in accordance with the *Schools Act, 1997* – and that it governed effectively and efficiently, governance policies were developed and implemented. Furthermore, trustees were provided training to ensure productive CSFP meetings for the development of quality policies.

#### Goal one | 1

By June 30, 2011, CSFP will have governed more efficiently and effectively with its adopted constitution, by-laws and governance policies.

**Measure:** Governed more effectively and efficiently

Revised constitution, revised by-laws and revised governance policies.

#### **Indicators:**

- Board approved constitution
- Board approved by-laws
- Board approved governance policies

On June 11 2011, at a regular meeting of the Board, CSFP approved the modifications to the constitution, by-laws and governance policies recommended by the Departments of Education and Justice and resubmitted it to the Department of Education. Together, the constitution, by-laws and governance policies make up the policy manual.

During 2008-09, a revised constitution, governance by-laws and policies were drafted. Staff did some review of existing policy manuals in other districts and a governance policy committee was mandated to review the policies. Members of this committee met with Dr. Brenda Kelleher Flight (specialist in Governance Policy development) and were provided with guidelines. The committee met five times during the year to make adjustments to the policy. CSFP received from the committee a draft at its 56th regular meeting on June 4, 2009. During the 2009-2010 year, a draft revised constitution, by-laws and governance policies were approved by CSFP and submitted to the Minister of Education for consideration. The Department of Education recommended some changes to the document. Those changes were integrated and the document was resubmitted to the department and CSFP is awaiting final approval as per *Schools Act, 1997*.

**Indicator:**

- Increased trustee training

Throughout 2008-11 CSFP provided trustees with training. CSFP provided training to its members to ensure they had greater knowledge of the legal framework of their responsibilities and could better distinguish between their roles and that of the Director of Education. Dr. Brenda Kelleher Flight facilitated two training sessions. Also, in March 2011, Mr. Marc Godbout, a specialist in governance structure provided additional training in French.

Equipped with its new policy manual and skills acquired through training, CSFP will ensure governance in accordance with the laws of the various levels of government and regulatory proceedings, as well as ensure a more effective decision making process.

Ultimately, through its new policy manual, CSFP will ensure that its decisions are more focused on providing quality educational services to students and that student programs comply with CSFP's mandate and are in line with Government's strategic direction: "Improved educational programs and environments respond to constantly evolving demographics."

**Objective set for 2010-2011**

By June 30, 2011, CSFP will have adopted its revised constitution, by-laws and governance policies.

**Measure:** Adopted revised constitution, by-laws and governance policies

**Indicators:**

- Adopted constitution
- Adopted by-laws
- Adopted governance policies

Together, the constitution, by-laws and governance policies make up the policy manual. The policy manual was translated into English and sent to the Department of Education. The Department of Education and the Department of Justice reviewed the manual and recommended amendments. The policy committee made all of the recommended amendments to the manual and received approval by the Board on June 11, 2011 to send it for final consideration in accordance with the *Schools Act, 1997*.

In 2010-2011, CSFP trustees adapted the Western School District's performance evaluation mechanism for their collective and self-evaluation.

In March 2011, the trustees participated in training on an outcome based governance model. The training also helped provide CSFP with more information on its role in designing senior management's accountability framework.

In addition to this training CSFP provided training to the Conseil d'école, which helped members of the Conseil d'école better distinguish between their roles and that the trustee's role. Consequently, CSFP reduced potential conflicts of interest during its deliberations.



## ISSUE 2 | TWO

### Improving the quality of, and access to, educational services in French

During the consultation sessions held as part of the development of the 2008-2011 strategic plan, participants discussed the lack of key educational services and programs. In particular, they expressed concern over (i) the lack of key services in French (special education, speech therapy, and guidance); (ii) the limited choice of senior high school courses thereby limiting access to courses which would enable students to enrol in postsecondary programs of their choosing; and (iii) the importance of having appropriate spaces in which to deliver programs and services effectively. These factors were cited as major reasons why Section 23 right-holders hesitate to enrol their children in a French first-language school and why students often leave the French first-language school at the end of the intermediate level. This has a major impact on enrolment in French first-language schools, particularly at the senior high school level.

The small number of enrolments in French first-language schools and the shortage of specialized staff placed considerable limitations on access to high school courses and key services.

An analysis of senior high school registrations and courses taken by students in French schools confirms that many students leave French first-language schools at the end of the intermediate level.

In September 2007, a total of 251 students were enrolled in the five French first-language schools across the province. Consequently, multi-age teaching is the norm in all schools. Since few teachers receive university training in multi-age teaching, teachers expressed concerns about their ability to teach effectively in such situations. While the Department of Education provides in-service training sessions to support the implementation of new programs, teachers needed additional teaching strategies to help them be more effective. In this regard, CSFP's second goal was to offer a broader curriculum and more learning supports to facilitate higher student achievement.

CSFP considered government's strategic directions in developing the second goal in its 2008-2011 strategic planning. CSFP is able to report that, in general, its activities were designed to improve educational programs and environments to better respond to the new requirements of constantly evolving demographics.

#### **Goal two | 2**

By June 30, 2011, CSFP will have improved the quality and quantity of educational services.

**Measure:** Quantity and quality of educational services in French

**Indicator:** Improved access to senior high school courses

During the 2008-2011 period, CSFP made a concerted effort to offer high school students greater access to school programs. In total, six additional courses were made available to students through CDLI over the planning cycle. CSFP was able to achieve its objective mainly through collaboration with the Department of Education to deliver distance education courses. In 2008-2009, three courses were offered through CDLI: Biologie 3231, Physique 2234 and Informatiques 2130/2131. In 2009-2010, Chimie 2239 and Sciences intégrées 1236 were offered online. To encourage student participation in distance courses, CSFP provided them with laptops. CSFP also expanded the tutorial hours in the distance education room and provided training to a school principal on distance programs.

Over the same period, CSFP offered guidance services to help students choose high school courses.

In 2010-2011, CSFP continued to support the delivery of distance courses through the introduction of one additional course, as discussed in the reporting for the 2010-11 objective.

**Indicator:** Improved access to key services in French

Key services help students: 1) appreciate their cultural heritage; 2) choose high school courses and career paths; and 3) access professional services for students with learning difficulties.

Over the 2008-2011 period, access to key services improved through a variety of new initiatives in student services and identity building, such as:

#### Student services

1. Over the three-year strategic plan implementation period, francization services continued to be available to students whose command of the language was not at a level that would allow them to be successful in the classroom. This was done by hiring a teacher assistant who would help the students comprehend the concepts presented in class. In 2009-2010 and 2010-11, a teacher was dedicated to assisting students at the primary grades. The teacher would take the students out of the regular class. Highly visual activities were planned for these students to help them acquire the basic French communication skills needed to better integrate into the classroom learning environment.
2. French speaking speech therapist and French educational psychologist delivered services to students with learning difficulties. Prior to this strategic plan period these services were mostly delivered in English.
3. Guidance services in 2009-2011 helped students make their three-year plans and get advice on advancing toward professions and careers. The first French Postsecondary and Career Fair for high school students was introduced in 2010-2011. Two days are planned for the 2011-12 school year.

#### Identity building

The following activities were newly introduced during the 2008-11 period:

1. Students from all five schools participated in an ecology training session called *Deux jours en vert* (2009-2011).

2. Students from three schools participated in accordion, violin and guitar workshops.
3. Students from all five schools participated in a variety of cultural events, including francophone, which showcased linguistic duality.
4. Students from one school created a radio show.
5. A number of high school students participated in the Acadian Games over the 2009-2011 period.
6. Le Gaboteur, the province's French-language newspaper was in the classroom in 2009-2010.

**Indicator:** Improved scores on achievement tests and examinations

Over the 2008-11 period, CSFP made a concerted effort to increase scores on provincial achievement tests and examinations by providing additional training for teachers, providing additional access to high school courses through CDLI, procuring additional pedagogical resources, and by allowing teachers to contribute to the development of CRTs and public exams. There was a general improvement in CRT results over the planning period. However, scores on public examinations were not improved despite the CSFP's best efforts.

Criterion referenced tests (CRT) results

CRTs were administered for the first time by the Department of Education in May 2008. Overall, there has been a general improvement in the results over the reporting period, with the exception of three areas, which will require additional attention in the coming school years.

**Français**

	<b>Reading</b>		
	<b>2008</b>	<b>2011</b>	<b>Change</b>
<b>Literary texts Multiple choice</b>	73	75	Improvement
<b>*Literary texts Essay questions</b>	83	69	Decline
<b>Common usage texts Multiple choice</b>	60	73	Improvement
<b>*Common usage texts Essay questions</b>	50	59	Improvement

	<b>Directed writing</b>		
	<b>2008</b>	<b>2011</b>	<b>Change</b>
<b>*Content</b>	75	91	Improvement
<b>*Organization</b>	67	89	Improvement
<b>*Sentence structure</b>	67	52	Decline

### Directed writing

	2008	2011	Change
*Voice	58	93	Improvement
*Word/expression choice	58	64	Improvement
*Conventions	50	56	Improvement

### On-demand writing

	2008	2011	Change
*Common usage	50	54	Improvement
*Literary	42	54	Improvement

\*Percentage of students who achieved a satisfactory or higher level.

Overall, the changes indicate that CSFP attained its objective to improve achievement test scores in Français. Sustained effort by teachers, additional resources in French and professional development contributed to this success.

Two areas will require special attention by CSFP in the new year:

1. Reading: Essay questions (literary texts)
2. Writing: Sentence structure

### Mathematics

Multiple choice	2009	2011	Change
Concept of numbers	53	82	Improvement
Operations on numbers	68	73	Improvement
Figures and spaces	55	80	Improvement

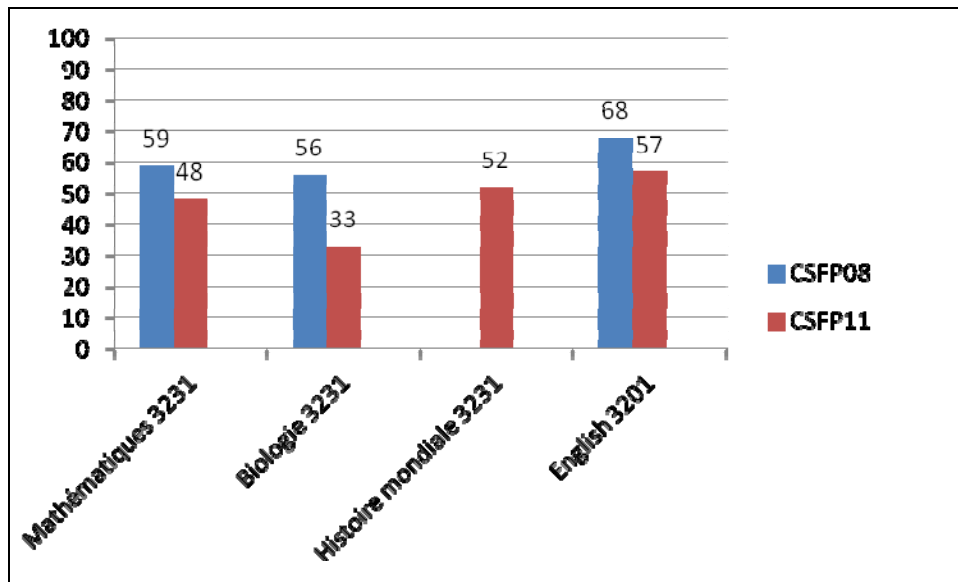
Essay questions	2009	2011	Change
Concept of numbers	47	63	Improvement
Figures and spaces	77	54	Decline

Skills	2009	2011	Change
Reasoning	33	54	Improvement
Communication	13	46	Improvement
Connections and representations	27	39	Improvement
Problem solving	33	69	Improvement

Overall, the changes indicate that CSFP achieved its objective to improve the achievement test scores in mathematics. The cumulative effect of a sustained effort by teachers, the procurement of additional pedagogical resources, participation by teachers in validating Department of Education achievement tests and support from teachers in numeracy are all factors that ensured improved scores on achievement tests. Based on these results, the area of Figures and Spaces will require additional attention in the coming year.

Department of Education exams

**Comparison of June 2008 and June 2011 Department of Education Exam Scores**



*Note: There were no students enrolled in Histoire mondiale 3231 in 2008 so results cannot be compared.*

Despite CSFP’s continued best efforts to increase the student’s accessibility to High School programming via CDLI, improve student’s accessibility to technology and increase teacher training, results on public examinations did not improve over the reporting period.

Over the last three years, significant factors have mitigated against CSFP's efforts toward improving student achievement in the specialty areas of High School Mathematics and Biology:

- CSFP had to cope with a shortage of qualified teachers specialized in mathematics and science.
- During this period, students were just starting the distance courses offered by CDLI.
- A major turnover in teaching staff disrupted stability and continuity and had a negative impact on teaching and student engagement.
- The lack of housing continued to discourage teachers settling in the rural communities
- A continued small student registration in High School programs had a negative impact on course offerings compared to the bigger High School, reducing the opportunities for socializing, an important element for this age group. Student retention remained a major challenge over the reporting period, 2008-11

**Indicator:** Improved teacher professional development

During 2008-11 teachers benefited greatly from various training courses, which met the needs of teachers working in an educational environment with constantly evolving demographics.

CSFP collaborated with the Department of Education to offer teachers a variety of professional development sessions, including the following:

- An orientation to prescribed curriculum was provided to new CSFP teachers by the Department of Education;
- New training sessions on supporting students with autism;
- Workshop on differentiated learning (Jay McTighe) offered by the Department of Education.
- Session on supporting students enrolled in courses offered by CDLI;
- Training sessions on the new inclusion model;
- Training sessions were on the new Grade 2, Grade 5 and Grade 8 math programs;
- Crisis Prevention Interventions training; and
- Awareness session on sexual orientation.

CSFP coordinated additional new training sessions including the following:

- A training session on learners, social networks and Web 2.0;
- The use of interactive boards and interactive support software for students with learning difficulties;
- Teachers from two schools were introduced to the concept of professional learning communities;
- Staff from three schools were introduced to the school development plan process;
- Teachers from one school received training to help students produce radio vignettes and put them on the Internet;
- All five principals participated in a training session on cultural outreach called *Le passeur culturel*. The purpose of the session was to inform them of their responsibilities in supporting students in identity building; and
- Ten teachers participated in the Association des groupes responsables de l'éducation en français (AGREP) conference. The topic was cultural identity and pedagogy in a minority language environment.

The work accomplished by CSFP in 2010-2011 contributed significantly to the achievements cited above. The following is an overview of the achievements in strategic planning over the last year of the strategic plan 2008-11.

## **Objective set for 2010-2011**

By June 30, 2011, CSFP will have improved the quality and quantity of educational services, as demonstrated by improved scores on provincial tests and examinations as compared to 2007-2008.

**Measure:** Improved the quality and quantity of educational services in French.

**Indicator:** Improved access to senior high school courses

In 2010-2011, CSFP continued to collaborate with CDLI by offering online courses. Biologie 2231 was offered by the CDLI for the first time, bringing the total number of courses offered through CDLI to six. This year, students were able to work on lab activities with the support of a CDLI teacher. To facilitate online learning, CSFP provided students, newly enrolled in online courses, with laptops for the second consecutive year.

**Indicator:** Improved access to key services

During 2010-11, CSFP improved access to key services in French through the following:

- CSFP, in collaboration with the Réseau de développement d'employabilité et économique (RDÉE) undertook an experimental project by launching the first Bilingual Career Fair. Students visited kiosks showcasing bilingual employment opportunities. A session was offered via teleconference for students outside St. John's.
- With support from the Department of Education, CSFP distributed 10 Word Q software licences. This software is an integrated word prediction and speech recognition tool available to students who struggle with reading and writing.
- Additional speech therapy and educational psychology services were provided to students.

**Indicator:** Improved scores on achievement tests and public examinations compared to 2007-2008

In 2010-11, CSFP made a concerted effort to increase scores on provincial achievement tests and examinations by providing additional training for teachers, providing additional access to high school courses through CDLI, procuring additional pedagogical resources, and allowing teachers to participate in the development of CRTs and provincial exams<sup>1</sup>. There was a general improvement in CRT results over the planning period. However, scores on public examinations were not improved despite the CSFP's best efforts.

## Achievement tests

The Department of Education administered achievement tests (CRTs) in Français to Grade 6 students over the 2008-2011 period and in mathematics to Grade 6 students over the 2009-2011 period. Overall, CSFP reports overall improvements in both Français and mathematics. Please note, further detail was presented above in the reporting on the achievement of Goal 2.

### Français

Overall, there were improvements in results from 2008 to 2011 in the areas of reading, directed writing, and on-demand writing. Areas for improvement include literary texts essay questions and sentence structure.

### Mathematics

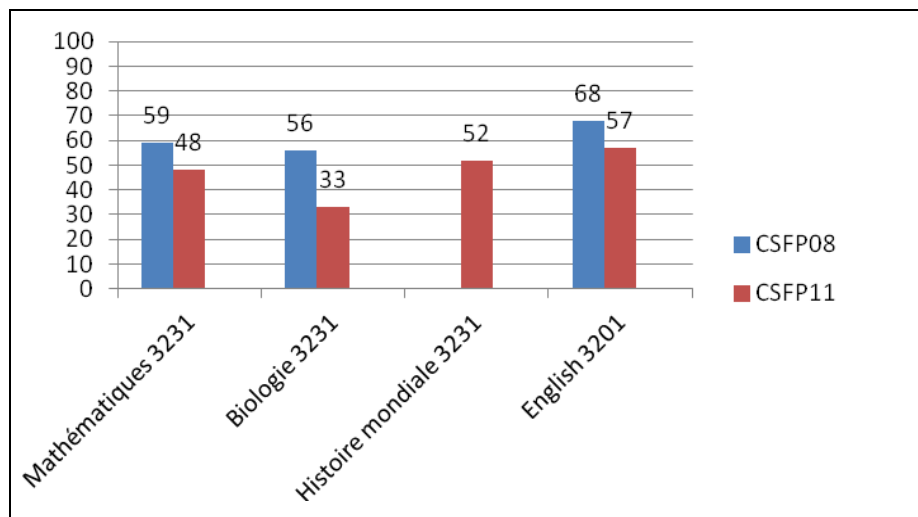
Overall, there were improvements in results from 2008 to 2011 in all areas of the multiple choice, long answer questions (with the exception of figures and spaces) and skills portions of the test.

### Department of Education exams

Comparison of June 2008 and June 2011 test scores

N=Number of students	2008	2011
Mathématiques 3231	9	6
Biologie 3231	9	7
Histoire mondiale 3231	*11 (2009)	10
English 3201	9	6

\*There were no students enrolled in Histoire Mondiale 3231 in 2008. The data is from 2009.





The graph on the previous page shows a decline in all the Department of Education exam scores. This has occurred despite CSFP's best efforts in providing support to improve student achievement. For instance throughout the year a CDLI qualified Biology teachers provided assistance, in person, with laboratory experiments. The mathematics teacher was involved in writing the exam. Also the parents were contacted by mail asking their support in ensuring the students remained on task during the revision for public exams.

The following factors negatively impacted on student achievement on the exams:

- For the year 2010-11 teacher turnover has hindered stability at the high school level, particularly in science and mathematics.
  
- During 2010-2011 students were either in their second year or had just started the online courses offered by CDLI.

In his or her interpretation, the reader should note that the number of students registered for the exams are not high enough to allow the identification of a statistically relevant trends.

**Indicator:** Improved teacher professional development

In 2010-2011, CSFP not only broke new ground in the training offered to teachers, it also increased its support of the training needs of student and teacher aides. The following initiatives showcase this innovative training.

- A summer institute was offered to all thirty five CSFP teachers. Many themes were covered at the institute:
  - Student motivation and engagement (*Roch Chouinard*)
  - Assistive technology - WordQ and SpeakQ
  - Interactive SMARTboard

The improvement of teachers' skill at enabling special needs students to use assistive technology contributed to these students' school achievement.

- The program coordinator attended the Professional Learning Communities (PLC) Summit: New Insights for Improving Schools, held in Ottawa from November 15 to 18, 2010. This coordinator became the lead teacher for the District in the area of PLC
  
- Teachers' aides were trained on the REGARD resource management system. Teacher aides were introduced to this software for the first time.
  
- Student assistants were trained on supporting students with learning difficulties. This is the first time CSFP provided training to student assistants.
  
- The numeracy resource teacher participated in the Gestion du Réseaux informatiques des Commission Scolaires (GRICS) conference. One area the teacher learned about was the pedagogical applications of interactive boards. This teacher became the lead teacher for the District. The intent is for him to used these newly acquired skills to train other teachers

- Staff from three schools participated in an initial training session on school growth planning and professional learning communities. This will improve teachers abilities to focus on the agreed upon goals for the school.
- The numeracy resource teacher participated in the APTICA conference (social networks and learners in the 21st century). This teacher will be the lead teacher for providing PD in the area of the use of technology in the classroom with a particular focus on 21<sup>st</sup> century learning.
- The student services coordinator participated in a sexual orientation awareness workshop. This coordinator's increased awareness will help him in providing teachers with an enhanced sensitivity to this issue.
- The student services coordinator and a school principal participated in an information session on Phase 3 of inclusive education organized by the Department of Education.

**Indicator:** Increased promotion of activities by the Cultural Activities Specialist

The intent of this indicator was to increase the number and reach of activities undertaken by the Cultural Activities Specialist. As noted in the discussion below, CFSP has been successful in this endeavour.

CSFP hired a new Cultural Activities Specialist for 2010-2011 period. The role and title of the position were redefined to better target the coordination of cultural activities that foster student leadership. The cultural identify agent now coordinates activities that promote the development of student leadership and the promotion of cultural heritage. This leadership among learners may take the form of volunteering or participating actively in Francophone cultural events.

The following are examples of some of the activities held in 2010-2011, which demonstrate CSFP's efforts to develop leadership among students in order to encourage them to take initiatives that will contribute to the development of their cultural heritage:

- Participation by one student in the ACELF Youth Forum.
- Le Gaboteur newspaper was made available to students.
- The *Changer le monde* event was held January 27-29, 2011. The purpose of the event, which brought together students and administrators from all five schools, was to encourage students to take on a leadership role in the protection of the environment, social justice and the preservation of democracy.
- Four schools participated in a musical instrument workshop.
- The *Faut que ça bouge* project (entrepreneurship and leadership) - Two students from the West Coast attended the forum in Prince Edward Island on February 18 and 19, 2011. Young people from the four Atlantic provinces made presentations on their entrepreneurship programs.
- The 2M camp (Mesdemoiselles et mers) was held from March 3 to 6, 2011, in St. John's. Fifteen female students from four of our five schools participated in this event
- The *Entre Emploi jeunesse* project: Mentoring of three students in the development of a company (babysitting and recycling projects).

- Two students from the West Coast, along with one teacher, participated in the Forum for Young Canadians. The students were introduced to parliamentary system in Ottawa.
- CSFP had all students participate in the public speaking competition.

## **ISSUE 3 | THREE**

### **Communication**

Participants in the consultation sessions indicated that many children of right-holders do not attend schools under the jurisdiction of CSFP. In addition, participants reported that, when Francophone families move from another province to Newfoundland and Labrador, they often have difficulty finding information on the availability of French first-language education in the province. Consequently, parents enrol their children in an English school when they would have preferred to send them to a French first-language school. These factors, which significantly influence enrolment in French schools, have an impact on the number of multi-grade classes and limit the programs and services the schools can offer.

Similarly, during the consultation sessions participants indicated a lack of communication between CSFP and community partners such as parents and community groups. Timely and frequent communication on matters of interest for parents and community groups encourage these partners to assist CSFP in fulfilling its mandate and garner support for key policies such as the policy on Safe and Caring schools.

During the consultations, participants also expressed a need for improved communication between the district office and its schools and students.

The development and implementation of a communications plan was essential to ensure the effective and efficient distribution of information of interest to its primary clients and increase enrolment in French first-language schools. This, in turn, will enhance the programs and services CSFP can offer to French first-language students. CSFP's communication plan is thus strategic and aligned with Government strategic direction of "improved educational programs and environments respond to constantly evolving demographics" as it seeks to improve the accessibility and delivery of educational programs to its students

### **Goal three | 3**

By June 30, 2011, CSFP will have improved communication with its primary clients.

**Measure:** Communication with the primary clients

Over the 2008-2011 strategic plan implementation period, CSFP improved communication with its primary clients by developing and implementing a strategic communications plan. The main purpose was to increase enrolment in French schools. CSFP is proud to announce that enrolment is up from 251 students in September 2007 to 308 students in September 2011, an increase of 23%.

In order to achieve its primary goal, CSFP sponsored extracurricular and community activities in an effort to make a greater contribution to the growth of the five school communities in general. The indicators below present the types of activities successfully completed over 2008-11 to reach its primary clients (right-holders).

**Indicator:** Compared the frequency with which district personnel participate in school council meetings

During 2008-11, the District office developed and implemented a plan to train members of the Conseils d'école (school councils). The Director of Education and a program coordinator made a presentation to four of the five Conseils d'école on the role of a Conseil d'école. In addition District office had direct communication with the Conseils d'école to validate the protocol between the Conseils d'école and the School Board. Prior to 2008 there was participation of district school personnel to school council meetings but with a focus limited to observation. Post 2008 participation was focused on school council training. Despite the work undertaken to increase participation in school council meetings through training, there was no mechanism in place to track these results.

**Indicator:** Compared the frequency of district office participation in community activities

In compliance with what was established in the communications plan, the district office increased its participation in community activities. During 2006-08, a new Director of Education was appointed. During that transition phase, District office's participation in community activities were mostly limited to school-based events such as Armistice Day celebration and High School Graduation ceremonies. During 2008-11, District office continued to participate in school based events but was also directed, by its communication plan, to participating in events organised by other Francophone communities such as Annual General Meetings of the Federation of Francophone, the Federation of Francophone Parents and the newspaper *Le Gaboteur*. District Office also participated in events organised by other community group such as *Sharing Our Culture and Day of Solidarity for Haiti*. Overall, the District Office's participation in community activities was more frequent compared to 2006-08. Despite all the work undertaken, there was no mechanism in place to track the frequency of participation in community events.

**Indicator:** Compared district office initiatives intended to create closer ties with the community

During 2006-08, four major initiatives were undertaken by the District Office to create closer ties with the community. In comparison, during 2008-11 an estimate of 15 major initiatives were undertaken by district office to towards creating closer ties with the community, including:

- Delivered speeches to the NLTA Biannual Congress and to three Rotarian International club in the province;
- Organized two high visibility events: LA PETITE MOSQUÉE DANS LA FRANCOPHONIE DE SAINT-JEAN was organized as part of the International Day for the Elimination of Racial Discrimination and DES LIVRES FRANÇAIS DANS UN OCÉAN ANGLOPHONE was organized as part of World Book and Copyright Day. Both events received major English and French media coverage in collaboration with our partners;

- Distributed a survey to parents on the quality of CSFP services and distribution of survey results to them with proposed solution to identified challenges;
- Developed and distributed an information kit on procedures for electing Conseil scolaire members in the community network;
- Established in collaboration with the Federation of Francophone Parents the Emile Benoit Foundation ;
- Collaborated with the *Réseau de développement économique et d'employabilité* to evaluate potential candidates for teaching positions and to organise a Career Fair for students;
- Invited the community at large to participate in the 50th anniversary of French education on the province; and
- Consulted the stakeholders in the development of its strategic plan 2011-14.

**Indicator:** Compared the number of communications with the general public

Throughout the implementation of the 2008-2011 strategic plan and in compliance with the communications plan, CSFP undertook initiatives to improve the effectiveness of its communication with right-holders and the general public. To accomplish this goal, CSFP carried out the following activities:

- Creation of *Le Lien*, an information bulletin to establish closer ties among school communities by sharing articles about student and teacher successes in different areas of school life;
- Drafted of one news release a month describing or announcing French school activities;
- Improved CSFP and school Web sites; and
- Provided bilingual news bulletin to parents.

Despite achieving its intended objective of improving the effectiveness of its communication with right-holders and the general public, there were no mechanisms in place to track of the number of communications with the general public. Therefore, an adequate comparison between the years of interest cannot be provided.

## **Objective set for 2010-2011**

By June 30, 2011, the Conseil scolaire francophone provincial will have finalized and evaluated its communications plan.

Over the course of this year, CSFP continued implementing the activities on the schedule of the communications plan approved in June 2009.

**Measure:** Finalized and evaluated communications plan

By June 30, 2011 CSFP had finalized its communication plan and implemented the scheduled activities for that year but had not evaluated it. The plan is strategic in nature and is stretched over a three year period. Given that its development was done during the first year of the three year strategic plan, another year is needed for its full implementation. The valuation of the plan will be done in September 2012.

**Indicator:** Finalized the plan

In 2010-11, CSFP finalized its communications plan. The plan has three main objectives:

- **Prevent students exodus and teacher turnover**  
Decrease the number of students leaving our school for English school or immersion and decrease the teacher turnover.
- **Student population growth**  
Maintain our student population growth with an average increase of 5% per year or an additional 51 students on September 30th 2012 compared to September 30th 2009.
- **Widespread Awareness of French First Language Education**  
In September 2012, the families who have the right, as per article 23 of the Charter of Rights and Freedoms, to register their children in French First Language Schools, social and community groups, the majority of the population and the medias will be aware of the existence of the French First Language schools and the quality of education it can offer.

The plan was finalized in June 2011.

**Indicator:** Evaluated and adjusted plan as necessary

In 2010-11, CSFP did not evaluate its communications plan and no major adjustments were made. The development of the three-year plan was begun during 2008-09. Therefore, an evaluation will be completed at the end of its third year in September 2012. Once the evaluation is complete, adjustments will be made as required. The successful implementation of the plan is already evident in at least two objectives:

Student population growth: CSFP has already met the objective for total student population growth set for September 2012. An additional 5% growth is expected for September 2012.

Teacher turnover: It is anticipated that teacher turnover rate will have stabilized compared to three years ago.

**Sub-Indicators:**

*Compared frequency with which head office personnel participate in Conseil d'école meetings to 2009-2010 data.*

In 2009-10, district office did not participate in any meetings of the Conseil d'école. In 2010-11 the Director of Education participated in the meetings of three Conseil d'école as part of the training tour for these authorities (December 2010 and January 2011).

*Compared frequency of head office participation in community activities to 2009-2010 data.*

In 2009-10 District Office participated in six community events (See Annual Report 2009-10). The number of activities District office participated in 2010-11 totalled nine. During this past year CSFP further diversified its participation in community activities compared with 2009-2010. By participating in the types of events listed below, CSFP was able to achieve its objective to increase the frequency with which it participates.

- **The Réseau de développement économique et d'employabilité (RDÉE):** The Director of Education attended a meeting on the recruitment of employees from France, Belgium and Tunisia. The meeting was organized by the Office of Immigration and Multiculturalism and the Department of Human Resources, Labour and Employment.
- **FFTNL, FPTNL, Gaboteur:** The Director of Education was represented at the annual general meetings of the Fédération des francophones de Terre-Neuve-et-Labrador (FFTNL), the Fédération des parents francophone de Terre-Neuve-et-Labrador (FPTNL) and *Le Gaboteur* in late October.
- **Bilingual Postsecondary and Career Fair:** CSFP and RDÉE co-organized the Postsecondary and Career Fair event, held February 24, 2011.

*Compared head office initiatives intended to create closer ties with the community to 2009-2010 data.*

In order to increase visibility, CSFP continued to innovate in its initiatives to create closer ties with the community. To accomplish this it coordinated events that entailed greater involvement by members of the community:

- CSFP organized events at L'ENVOL for the 50th anniversary of French education in the province (December 15, 2010). Members of the Francophone and Anglophone community participated.
- CSFP's Director of Education delivered three talks at Rotary Clubs (Labrador City-Wabush, Mount Pearl and Corner Brook) as part of the 50th anniversary of French education in Newfoundland and Labrador.
- CSFP developed the CUISINER-SANTÉ project in collaboration with three Francophone associations.
- CSFP had a monthly column published in *Le Gaboteur*, including *L'inclusion scolaire ça vous dit de quoi?* (November 19) and *Un système éducatif axé sur la collaboration* (January 14).
- CBC recorded five hours of radio shows with the students from the West Coast (Allô and Ado Hebdo), as well as a forum on cultural identity. The shows were broadcast across the country.
- CSFP consulted various interested publics to inform its 2011-2014 strategic planning.

In spite of best efforts, CSFP participated in nine events compared to eleven in 2009-10. The coming on board of a new staff (executive secretary) responsible for coordinating events partly explains the decrease in initiatives.

*Compared number of communications with general public to 2009-2010 data.*

CSFP did not increase communications in 2010-11. In 2009-10 communications to general public numbered 9 compared to 8 in 2010-11. As opposed to increasing its communications, District office focused on new communication mechanisms to improve effectiveness:

- Synervoice, the electronic call-back system is functional in all the schools. The systems allowed schools to communicate more easily and quickly with parents.
- The first bilingual CSFP bulletin was distributed to parents.
- CSFP facilitated a recruitment campaign for students from the West Coast that included the production of promotional flyers for the two schools.



# CHALLENGES AND OPPORTUNITIES

## **Executive personnel recruitment**

CSFP has more funding available for executive personnel; however, despite ongoing efforts, CSFP has not been able to hire a Director of Educational Services (the equivalent of a Senior Educational Officer). The challenge is the recruitment of French First Language educators who also master the English language. Francophone districts from across the country all experience difficulties in recruiting such executives. CSFP is competing with the larger Francophone Boards and the four Anglophone districts of our province for qualified bilingual executives. CSFP must review its recruitment strategies for qualified executive personnel.

## **Improved academic achievement**

A review of scores on Department of Education exams indicates a downward trend. CSFP will have to offer more support to teachers to help students improve their performance on these exams. CSFP students benefit from the distance courses offered by CDLI because it enables them to access a wider range of high school courses. CSFP, in collaboration with the Department of Education, will have to review its support to students to improve their academic achievements at the High School level.

## **Efficiency of CSFP operations**

After 12 years in operation, CSFP must evaluate its way of doing things to ensure that its policies and administration continue to be relevant and focused on the success of its students. To accomplish this, an external auditor will analyse CSFP's educational services delivery model. The auditor will also examine the Human Resources requirements so as to better position CSFP to meet its mandate of delivery of quality education to its students and will provide support and guidance to evaluate the performance of the leadership at the operational level.

## **Student population growth**

CSFP has registered an additional 40 students this past year. The school in St. John's experienced an unprecedented growth in 2010-11 and is expected to add another 30 students by September 2012. The CSFP schools are well positioned to offer French First Language instructions to children whose parents are moving into the province from French speaking countries and other Canadian provinces. Students from different cultural background are registered at École des Grand Vents. In grade 4, for instance, some students speak Arabic, others Spanish, Russian or German. The underlying challenge however for the CSFP remains its school's space requirement. CSFP will work with the Department of Education to determine the additional space needed in the short and in the long term.

### **New model of governance**

CSFP will be adopting a new model of governance to better focus on its students' academic achievement. Additional training will be provided to trustees. The implementation of this model will improve the level of the Director of Education's accountability by producing reports that addresses underlying issues related to governance policies.

### **Housing for teachers in Labrador**

Teacher housing remains a major obstacle to recruitment. In Labrador City and Happy Valley-Goose Bay, an exhaustive search for lodging results in very limited offerings and exorbitant prices. CSFP, in collaboration with the Department of Education and other stakeholders, must develop a long term plan to address this issue.

## **APPENDIX 1: *Schools Act, 1997***

### *Schools Act, 1997 – School Board Related Sections*

#### **Duties of conseil scolaire**

97.

- (1) The conseil scolaire has, with respect to a French first language school, the same duties as a board under section 75 except for those referred to in paragraph 75(v).
- (2) The conseil scolaire shall consult with the voting members of a Conseil d'école on the operation of a school for which the Conseil d'école is responsible, including the assignment of teachers and other staff.

#### **Powers of conseil scolaire**

98.

- (1) The conseil scolaire has, with respect to a French first language school, the same powers as a board under section 76 and in addition, may make recommendations under subsection 95(3), section 100, and subsections 102(2), 102(8), 102(10) and 114(3).
- (2) The conseil scolaire may, subject to the approval of the minister, establish procedures for and conduct elections to the conseil scolaire and the Conseils d'école.

#### **Duties of boards**

75.

(1) A board shall

- (a) organize and administer primary, elementary and secondary education within the district;
- (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada;
- (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
- (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;

- (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
- (f) develop a policy on employment equity and a plan for implementing the policy;
- (g) appoint and dismiss employees;
- (h) appoint and assign duties of teachers;
- (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;
- (j) formulate policies for evaluating employees;
- (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
- (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
- (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
- (n) ensure that each school within its district maintains adequate program and performance standards;
- (o) establish policies for student evaluation and student promotion;
- (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
- (q) make known to the public and enlist the support of the public for board policies and programs;
- (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
- (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
- (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are
  - (i) in good mechanical condition,

- (ii) have adequate liability insurance, and
  - (iii) that an appropriate bus safety program is offered to students who are transported by bus;
  - (u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;
  - (v) Not Applicable to CSFP
  - (w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;
  - (x) organize and administer a school in an institution, where directed to do so by the minister;
  - (y) comply with a policy directive of the minister; and
  - (z) immediately inform the minister in writing of a vacancy in the position of director or assistant director.
- (2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.
- (3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.

### **Powers of boards**

76.

(1) A board may

- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
- (b) enter into agreements for the purpose of carrying out its functions under this Act;
- (c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;
- (d) assess a person or group a fee for use of a school under paragraph (c);

- (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
- (f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the *Psychologists Act* and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;
- (g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;
- (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;
- (i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;
- (j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;
- (k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;
- (l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;
- (m) levy a fee for the transportation of students; and

- (n) become a member of a provincial association of school boards and pay a required membership fee.
- (2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.

### **Composition of conseil scolaire**

95.

- (3) The number of trustees to be elected by each Conseil d'école shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

### **Building funds**

- 100. The minister shall pay out money voted by the Legislature for the construction, extension and equipment of French first language schools in accordance with the recommendations of the conseil scolaire.

### **Conseil d'école - voting members**

102.

- (2) The number of elected members comprising a Conseil d'école, not exceeding 9, and each school for which the Conseil d'école is responsible, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.
- (8) Where fewer members are elected to a Conseil d'école than the number set by order of the minister, the minister shall on the recommendation of the conseil scolaire or the interim conseil scolaire established under section 114 appoint the number necessary to satisfy the order.
- (10) The election of members to a Conseil d'école shall be held at the same time as board elections are held under section 53 or at the time the minister directs on the recommendation of the conseil scolaire and the term of office of a member elected to a Conseil d'école shall be the same as that of a trustee.

### **Interim conseil scolaire**

114.

- (1) The interim conseil scolaire is continued.
  
- (2) Appointments to the interim conseil scolaire shall be made on the recommendation of the Fédération des Parents Francophones de Terre-Neuve et du Labrador in accordance with the requirements of subsection 95(4).
  
- (3) The interim conseil scolaire shall be dissolved upon the order of the minister on the recommendation of the conseil scolaire first elected under section 95.



**APPENDIX 2: AUDITED FINANCIAL STATEMENTS**

**Conseil scolaire francophone  
provincial de Terre-Neuve-et-  
Labrador**

**FINANCIAL STATEMENTS/  
INDEPENDENT AUDITORS' REPORT**

**June 30, 2011**

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

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## INDEPENDENT AUDITORS' REPORT

To Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

We have audited the accompanying financial statements of Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, which comprise the statement of financial position as at June 30, 2011, the statements of current revenues, expenditures and Board equity (deficit), cash flows, and changes in capital fund for the year then ended, and a summary of significant accounting policies and other explanatory information.

### *The Board's Responsibility for the Financial Statements*

The Board is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Board as at June 30, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

*Noseworthy Chapman*

Chartered Accountants  
St. John's, Newfoundland & Labrador  
November 4, 2011

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**STATEMENT OF FINANCIAL POSITION**

June 30, 2011

	<u>2011</u>	<u>2010</u>
<b><u>Assets</u></b>		
<b>Current Assets</b>		
Cash (Supp. Info. 1)	\$ -	\$ 84,020
Short Term Investments (Supp. Info. 2)	307,500	206,000
Accounts Receivable (Note 4)	570,877	458,713
HST Receivable	26,279	30,254
Prepaid Expenses (Supp. Info. 3)	14,120	21,191
<b>Total Current Assets</b>	<u>918,776</u>	<u>800,178</u>
Long Term Investments	-	-
Capital Assets (Sch. 8)	9,295,498	9,550,794
	<u>\$ 10,214,274</u>	<u>\$ 10,350,972</u>
<b><u>Liabilities and Board Equity</u></b>		
<b>Current Liabilities</b>		
Due to Bank (Supp. Info.1)	\$ 29,044	\$ -
Due to the Government of Newfoundland & Labrador	176,140	118,899
Accounts Payable and Accruals (Note 5)	63,219	67,800
Current Maturities	3,596	7,500
<b>Total Current Liabilities</b>	<u>271,999</u>	<u>194,199</u>
Long Term Debt	-	-
Severance Pay Benefits - Teaching staff (Note 7)	305,680	335,438
Severance Pay Benefits - Non-teaching staff (Note 7)	59,305	59,767
Other Employee Benefits - Vacation pay	12,878	12,266
Executive Staff Paid Leave (Note 8)	67,702	53,129
Summer Pay Liability	434,118	404,409
Deferred Revenue	68,355	32,962
<b>Total Long Term Liabilities</b>	<u>948,038</u>	<u>897,971</u>
<b>Board Equity</b>		
Investment in Capital Assets (Note 6)	9,286,823	9,539,352
Reserve (Note 9)	51,000	51,000
Board Equity (Deficit)	(343,586)	(331,550)
<b>Total Board Equity</b>	<u>8,994,237</u>	<u>9,258,802</u>
	<u>\$ 10,214,274</u>	<u>\$ 10,350,972</u>

Contingent Liability (Note 10)  
Approved:

Chairperson

Director of Education

See accompanying notes to the financial statements

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Statement of Current Revenues, Expenditures and Board Equity (Deficiency)**

**Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
<b>Current Revenue (Schedule 1)</b>			
Federal Government Grants	\$ 974,180	\$ 977,927	\$ 1,146,895
Provincial Government Grants	6,500,620	6,057,936	6,067,015
Donations	-	-	-
Ancillary Services	133,680	130,000	129,888
Miscellaneous	1,049	659	406
	<hr/>	<hr/>	<hr/>
	7,609,529	7,166,522	7,344,204
<b>Current Expenditures</b>			
Administration (Schedule 2)	653,307	551,500	600,094
Instruction (Schedule 3)	4,203,941	4,019,250	3,885,084
Operations and Maintenance (Schedule 4)	731,434	704,345	641,623
Pupil Transportation (Schedule 5)	425,528	407,000	413,556
Ancillary Services (Schedule 6)	151,712	160,000	161,198
Miscellaneous Expense (Schedule 7)	30,794	-	33,500
Pupil Services - Federal grant (Schedule 10)	802,039	799,300	949,709
Community Programs - Federal grant (Schedule 11)	171,000	178,627	175,900
Amortization of Capital Assets	418,325	387,500	385,717
	<hr/>	<hr/>	<hr/>
	7,588,080	7,207,522	7,246,381
<b>Excess of Revenue over Expenditure before</b>			
Undernoted Item	21,449	(41,000)	97,823
<b>Transfer to Capital Fund</b>			
	<hr/>	<hr/>	<hr/>
	48,669	-	71,856
<b>Excess of (Expenditure over Revenue) Revenue</b>			
over Expenditure for the Period	(27,220)	(41,000)	25,967
Executive Staff Paid Leave (Note 8)	(14,573)	-	(12,056)
Teacher Severance Pay Accrual (Note 7)	29,757	-	(96,744)
	<hr/>	<hr/>	<hr/>
Adjusted Excess of Expenditure over Revenue	(12,036)	(41,000)	(82,833)
Board Deficiency, Beginning of Year	(331,550)	-	(233,717)
<b>Transfer to Reserve</b>			
	<hr/>	<hr/>	<hr/>
	-	-	(15,000)
Board Deficiency, End of the Year	<hr/>	<hr/>	<hr/>
	\$ (343,586)	\$ (41,000)	\$ (331,550)

See accompanying notes to the financial statements

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Statement of Cash Flows  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>Operating Activities</b>		
Excess of Expenditure over Revenue	\$ (12,036)	\$ (82,833)
Item not affecting Cash		
- Amortization of Capital Assets and Related Deferred Funding	2,767	2,855
Changes in Non Cash Working Capital Items		
- Short Term Investments	(101,500)	100,000
- Accounts Receivable	(108,189)	32,791
- Prepaid Expenses	7,071	10,611
- Due to Government of Newfoundland & Labrador	57,241	(33,834)
- Accounts Payable & Accruals	(4,581)	14,184
- Current Maturities	(3,904)	7,500
- Summer Pay Liability	29,709	31,663
- Severance Pay Accrual	(30,220)	105,813
- Other Employee Benefits	15,184	14,084
- Deferred Revenue	35,394	(55,609)
	<u>(113,064)</u>	<u>147,225</u>
<b>Financing Activities</b>		
Proceeds from Bank Loans	-	-
Grants - Capital	163,029	2,276,040
Other Capital Revenue	-	-
Changes in Long Term Debt	-	-
Other - Reserve	-	-
	<u>163,029</u>	<u>2,276,040</u>
<b>Investing Activities</b>		
Proceeds from Sale of Capital Assets	-	-
Additions to Capital Assets	(163,029)	(2,276,040)
Other	-	-
	<u>(163,029)</u>	<u>(2,276,040)</u>
<b>(Decrease) Increase in Cash</b>	(113,064)	147,225
<b>Cash (Due to Bank), Beginning of the Year</b>	<u>84,020</u>	<u>(63,205)</u>
<b>(Due to Bank) Cash, End of the Year</b>	<u><u>\$ (29,044)</u></u>	<u><u>\$ 84,020</u></u>

See accompanying notes to the financial statements

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Statement of Changes in Capital Fund  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>Capital Receipts</b>		
<b>Proceeds from Bank Loans</b>		
- School Construction	\$ -	\$ -
- Equipment	-	-
- Service Vehicles	-	-
- Pupil Transportation	-	-
	<hr/>	<hr/>
	-	-
<b>Federal Grants</b>		
- School Construction and Equipment	-	-
- Other	-	-
	<hr/>	<hr/>
	-	-
<b>Donations</b>		
- Cash Receipts	-	-
- Non-Cash Receipts	-	-
- Restricted Use	-	-
	<hr/>	<hr/>
	-	-
<b>Sale of Capital Assets - Proceeds</b>		
- Land & Buildings	-	-
- Equipment	-	-
- Service Vehicles	-	-
- Pupil Transportation Vehicles	-	-
	<hr/>	<hr/>
	-	-
<b>Other Capital Revenues</b>		
- Interest on Capital Fund Investments	-	-
- Premiums on Debentures	-	-
- Recoveries of Expenditures	-	-
- Insurance Proceeds	-	-
- Native Peoples Grants	-	-
- Miscellaneous		
- Capital Grants - Province of NL	114,360	2,374,184
- Disposal of School in Happy Valley - Goose Bay	-	(170,000)
- Cost Sharing for Info Technology Grants	-	-
	<hr/>	<hr/>
	-	-
<b>Total Capital Receipts</b>	<hr/> <b>114,360</b>	<hr/> <b>2,204,184</b>
<b>Transfer from Reserve Account</b>	<hr/> -	<hr/> -
<b>Transfer from Current Fund</b>	<hr/> 48,669	<hr/> 71,856
<b>Total</b>	<hr/> <b>\$ 163,029</b>	<hr/> <b>\$ 2,276,040</b>

See accompanying notes to the financial statements



**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Statement of Changes in Capital Fund (Cont'd)  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b><u>Capital Disbursements</u></b>		
<b>Additions to Capital Assets</b>		
- Land and Sites	\$ -	\$ -
- Buildings (net)	111,078	2,165,128
- Furniture & Equipment - Schools	35,525	98,995
- Furniture & Equipment - Other	7,313	10,767
- Service Vehicles	-	-
- Pupil Transportation	-	-
- Other - Centre des Grands-Vents	9,113	1,150
	163,029	2,276,040
 <b>Principal Repayment of Long Term Debt</b>		
- School Construction	-	-
- Equipment	-	-
- Service Vehicles	-	-
- Other	-	-
	-	-
 <b>Miscellaneous Disbursements</b>		
- Other	-	-
	-	-
 Total Capital Disbursements	 \$ 163,029	 \$ 2,276,040

See accompanying notes to the financial statements

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Notes to the Financial Statements  
Year Ended June 30, 2011**

**1. Significant Accounting Policies**

The accompanying financial statements have been prepared on a fund accounting basis which is generally accepted for School Districts. Fund accounting can be defined as "accounting procedures in which a self balancing group of accounts is provided for each fund." It is customary for School Districts to account separately for the current and capital funds.

A summary of significant accounting policies adopted by the District, relating to their use of fund accounting, is as follows:

- a) Grants received by the District are recorded in either the current or capital funds depending on their source. Grants from the Department of Education are treated as current revenues while those from the Province in regard to capital projects are recorded as capital revenues.
- b) Capital asset additions are recorded at full cost in the capital fund and are amortized over their useful lives
- c) Capital assets are amortized using the straight line method based on the following number of years  

School buildings - 40 years
Furniture - 10 years
Equipment - 10 years
Computers - 4 years
- d) Funding relating to capital assets is deferred and amortized according to the same method used for the asset to which it relates.
- e) The School Board has acquired, in certain cases, land for its buildings without cost. In other cases, the Board obtained authorization to use the land without ownership, as long as the properties are used for educational purposes. In the case where the land is Board property, value determinations were not possible, meaning that the fair market value was not recorded.
- f) The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Such estimates include providing for amortization of capital assets. Actual results could differ from these estimates.

**2. Financial Instruments**

**Fair Value**

The Board's carrying value of short term investments, accounts receivable, HST receivable, due to bank, due to the Government of Newfoundland & Labrador and accounts payable and accruals approximates its fair value due to the immediate or short term maturity of these instruments.

The fair value of severance pay benefits, other employee benefits, executive staff paid leave and summer pay is less than the carrying value because the amounts are non-interest bearing. However, because these amounts have no fixed repayment terms, the fair value and the exposure to related risk cannot be determined with any degree of certainty, and the amounts are therefore reported at their carrying value.

**3. Capital Management**

The Board's objective when managing capital is to ensure its ability to meet operating commitments as they become due. This is achieved primarily by continuously monitoring its actual and projected cash flows and making adjustments to capital as necessary.

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Notes to the Financial Statements  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>4. <u>Accounts Receivable</u></b>		
<u>Current</u>		
Provincial Government	\$ 506,772	\$ 413,052
Transportation	6,129	-
Federal Government	30,187	18,063
Other Government Agencies	-	-
Rent	20,801	24,733
Interest	274	13
Travel Advances and Miscellaneous	2,544	2,311
<u>Capital</u>		
Provincial Government Construction Grants	4,170	541
Local Contributions	-	-
Other School Districts	-	-
Other	-	-
	\$ 570,877	\$ 458,713
	\$ 570,877	\$ 458,713

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Notes to the Financial Statements  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>5. <u>Accounts Payable and Accruals</u></b>		
<u>Current</u>		
Trade Payable	\$ 29,213	\$ 28,240
Accrued		
- Liabilities	24,280	39,560
- Interest	-	-
- Wages	9,726	-
Payroll Deductions	-	-
Retail Sales Tax	-	-
Deferred Grants	-	-
Other	-	-
<u>Capital</u>		
Trade Payable	-	-
Accrued		
- Liabilities	-	-
- Interest	-	-
Deferred Grants	-	-
Other	-	-
	<u>\$ 63,219</u>	<u>\$ 67,800</u>
	<u>\$ 63,219</u>	<u>\$ 67,800</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Notes to the Financial Statements  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>6. Investment in Capital Assets -</b>		
<b>Beginning of Year</b>	<u>\$ 9,539,352</u>	<u>\$ 7,646,175</u>
Add:		
Transfer of Operating Funds to Capital Fund	48,669	71,856
Grants		
- Province - Contribution for Capital Construction	-	-
- Other	-	-
Capital Projects funded by the province but paid directly to other sources on behalf of the District	114,360	2,374,183
Donations		
Proceeds From the Sale of Capital Assets		
- Land	-	-
- Buildings	-	-
- Equipment	-	-
- Vehicles	-	-
- Other	-	-
Interest on Capital Fund Investments	-	-
Recoveries of Expenditures	-	-
Insurance Proceeds - Capital	-	-
Miscellaneous	-	-
	<u>163,029</u>	<u>2,446,039</u>
Deduct Adjustments		
Amortization of Investment in Capital Assets	415,558	382,862
Cost of Assets Sold		
- Land		
- Buildings	-	170,000
- Equipment		
- Vehicles		
- Other	-	-
	<u>415,558</u>	<u>552,862</u>
Other	-	-
<b>Investment in Capital Assets</b>	<u><u>\$ 9,286,823</u></u>	<u><u>\$ 9,539,352</u></u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Notes to the Financial Statements  
Year Ended June 30, 2011**

**7. Accrued Severance Leave**

The amount of \$29,757 for teachers' severance costs and the amount of \$462 for non-teaching staff severance costs are included in expenses. The amount of \$305,680 for teachers' severance costs and the amount of \$59,305 for non-teaching staff severance costs for a total of \$364,985 are included in the liabilities.

The adjustment for teachers' severance pay is required by the Department of Education of the Government of Newfoundland and Labrador and has no impact on the operation of the School Board. No account receivable is included in the accounts to offset this liability.

The accrued severance leave for non-teaching personnel is funded out of the Board's regular operating grants.

**8. Executive Staff Paid Leave**

The amount of \$14,573 for executive staff paid leave has been included in current year expenses. The amount of \$67,702 for executive staff paid leave related to June 30, 2010 has been reflected appropriately in that period. No account receivable is included in the accounts to offset this liability.

**9. Reserve**

In accordance with leases with the tenants of the Centre scolaire et communautaire des Grand-Vents in St. John's, this reserve constitutes funds that management has designated as restricted funds to allow for the future purchase of computer equipment and major renovations of the building.

**10. Contingent Liability**

The organization was served a statement of claim for an unspecified dollar amount by an individual for wrongful dismissal from a position within Conseil scolaire francophone provincial de Terre-Neuve et Labrador. Subsequently, a defense to the statement of claim has been filed by the organization. To date this issue has yet to be resolved and the amount and likelihood of any settlement is not determinable at this time.

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Current Revenues  
Year Ended June 30, 2011**

<u>Current Revenues</u>	<u>2011</u>	<u>Budget</u>	<u>2010</u>
<b>Federal Government Grants</b>			
Regular Operating Grants	\$ 974,180	\$ 977,927	\$ 1,146,895
<b>Provincial Government Grants</b>			
Regular Operating Grants	1,503,477	1,492,336	1,446,743
Amortization of Deferred Revenue for Capital Assets	415,558	385,000	382,862
Special Grants			
- Traditional Music	-	-	-
- Official Language Monitor	42,187	30,000	30,063
- French Language Recuperation	-	-	-
- Textbook Credit Allocation	-	-	-
- Communication Tech	-	-	-
- Other	272,760	34,000	223,193
Salaries and Benefits			
- Superintendent and Assistant Superintendents	238,781	255,000	228,500
- Regular Teachers	3,337,912	3,300,000	3,082,757
- Substitute Teachers	135,339	71,100	103,325
- Student Assistants	135,810	90,500	166,182
- Senior Educational Officer	-	-	7,187
Pupil Transportation			
- Board Owned	-	-	-
- Contracted	418,796	400,000	396,203
- Handicapped	-	-	-
	<u>6,500,620</u>	<u>6,057,936</u>	<u>6,067,015</u>
<b>Donations</b>			
Cash Receipts	-	-	-
Non-Cash Receipts	-	-	-
Restricted Use	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Ancillary Services</b>			
Revenues from Rental of Residences	-	-	-
Revenues from Rental of Schools and Facilities	108,680	105,000	104,888
Cafeterias	-	-	-
Other - ARCO	25,000	25,000	25,000
	<u>133,680</u>	<u>130,000</u>	<u>129,888</u>
	<u>7,608,480</u>	<u>7,165,863</u>	<u>7,343,798</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Current Revenues  
Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
<b>Miscellaneous</b>			
Interest on Investments	1,049	450	406
Bus Charters	-	-	-
Recoveries of Expenditures	-	-	-
Revenues from Other School Boards	-	-	-
Insurance Proceeds	-	-	-
Bilingual Education Revenue	-	-	-
Operating Revenue from Native Peoples Grant	-	-	-
Miscellaneous Federal Grants	-	-	-
Textbooks	-	-	-
Other			
- Tutoring for Tuition	-	-	-
- Sundry	-	209	-
	<hr/> 1,049	<hr/> 659	<hr/> 406
<b>Total Current Revenues</b>	<hr/> <u>\$ 7,609,529</u>	<hr/> <u>\$ 7,166,522</u>	<hr/> <u>\$ 7,344,204</u>



**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Administration Expenditures  
Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
<b>Salaries and Benefits</b>			
Superintendents and Assistant Superintendents	\$ 238,781	\$ 255,000	\$ 228,538
Board Office Personnel	115,143	115,000	117,549
Office Supplies	6,876	7,500	6,073
Replacement Furniture and Equipment	2,634	4,000	3,078
Postage	5,486	7,000	7,152
Telephone	19,708	19,000	21,863
Office Equipment Rentals and Repairs	11,192	8,500	10,024
Bank Charges	3,542	3,500	4,052
Electricity	-	-	-
Fuel	-	-	-
Insurance	-	-	-
Repairs and Maintenance - Office Building	3,257	3,000	3,151
Travel	21,634	15,000	30,249
Board Meeting Expenses	55,760	51,000	54,474
Election Expenses	-	-	-
Professional Fees	128,223	27,500	63,921
Advertising - Recruitment	19,990	4,000	10,568
Membership Dues	17,914	21,500	24,344
Municipal Service Fees	1,150	1,000	1,090
Rental of Office Space	-	-	-
Relocation Expenses	55	-	-
Miscellaneous	896	1,500	786
Payroll Tax	-	-	-
Training	1,066	7,500	13,182
	<hr/>	<hr/>	<hr/>
Total Administration Expenditures	\$ 653,307	\$ 551,500	\$ 600,094

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Instruction Expenditures  
Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
<b>Instructional Salaries (Gross)</b>			
Teachers' Salaries - Regular	\$ 2,824,961	\$ 2,777,500	\$ 2,619,187
- Substitute	129,552	66,100	89,966
- Board Paid	91,061	50,000	64,525
Augmentation	-	-	-
Employee Benefits	480,966	460,000	442,737
School Secretaries - Salaries & Benefits	158,015	158,500	150,346
Payroll Tax	65,575	62,500	61,174
Other - Salaries & Benefits - Program Co-ordinators	119,630	115,000	57,629
Other - Salaries & Benefits - Student Assistant	120,230	90,500	139,793
Other - Salaries & Benefits - Labrador	-	-	-
	<hr/> 3,989,990	<hr/> 3,780,100	<hr/> 3,625,357
<b>Instructional Materials</b>			
General Supplies	16,910	23,500	21,972
Library Resource Materials	1,920	2,500	554
Teaching Aids	35,236	25,000	30,220
Textbooks	107	500	-
	<hr/> 54,173	<hr/> 51,500	<hr/> 52,746
<b>Instructional Furniture and Equipment</b>			
Replacement	22,533	50,000	21,518
Rentals and Repairs	7,750	8,500	7,680
	<hr/> 30,283	<hr/> 58,500	<hr/> 29,198
<b>Instructional Staff Travel</b>			
Program Co-ordinators	27,099	27,500	6,371
Teachers' Travel	11,784	17,500	12,625
Inservice and Conferences	2,700	5,000	4,108
	<hr/> 41,583	<hr/> 50,000	<hr/> 23,104
<b>Other Instructional Costs</b>			
French Monitor Program	46,265	35,000	32,881
Inclusion - Support Services	35,294	30,000	75,960
Secretaries - Training	232	6,500	170
Secretaries - Travels	1,994	1,650	2,042
Secretaries - Equipment	944	2,000	-
Math Project - West Coast	301	-	-
Kinderstart	2,882	4,000	4,477
Extra Curricular Projects	-	-	9,516
Healthy Meals Projects	-	-	4,725
Principals Discretionary Budget	-	-	3,608
Arts Workshop	-	-	21,300
	<hr/> 87,912	<hr/> 79,150	<hr/> 154,679
<b>Total Instruction Expenditures</b>	<hr/> <b>\$ 4,203,941</b>	<hr/> <b>\$ 4,019,250</b>	<hr/> <b>\$ 3,885,084</b>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Operations and Maintenance Expenditures - Schools  
Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
Salaries - Janitorial	\$ 224,611	\$ 223,400	\$ 211,723
Salaries - Maintenance	89,174	89,900	61,673
Payroll Tax	-	-	-
Electricity	136,229	140,000	131,114
Fuel	-	-	-
Municipal Service Fees/Garbage Removal	25,360	13,000	7,169
Telephone	26,323	25,000	26,590
Vehicle Operating and Travel	15,463	18,500	16,427
Janitorial Supplies	19,350	20,000	19,967
Janitorial Equipment	908	2,500	1,522
Repairs and Maintenance - Buildings	110,258	70,500	92,608
Repairs and Maintenance - Equipment	12,704	23,545	3,985
Contracted Services - Janitorial	1,279	3,000	1,125
Snow Clearing	67,812	65,000	63,316
Rentals	-	-	-
Other (Training)	-	6,500	1,149
Other (Security Systems)	1,963	3,500	3,255
Total Operations and Maintenance	<u>\$ 731,434</u>	<u>\$ 704,345</u>	<u>\$ 641,623</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Pupil Transportation Expenditure  
Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
Operation and Maintenance of Board- Owned Fleet	\$ -	\$ -	\$ -
Contracted Services			
Regular Transportation	425,528	407,000	413,556
Handicapped	-	-	-
	<u>425,528</u>	<u>407,000</u>	<u>413,556</u>
Pupil Transportation Expenditures	<u>\$ 425,528</u>	<u>\$ 407,000</u>	<u>\$ 413,556</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Ancillary Services and Miscellaneous Expenses  
Year Ended June 30, 2011**

**Schedule 6**

**Ancillary Services**

The Board owns and operates the following ancillary services:

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
Operation of Teachers' Residences	\$ -	\$ -	\$ 1,100
Cafeterias	-	-	-
Other - Community Centre Operations	151,712	160,000	160,098
Other - Environmental Centre	-	-	-
Total Ancillary Services	<u>\$ 151,712</u>	<u>\$ 160,000</u>	<u>\$ 161,198</u>

**Schedule 7**

**Miscellaneous Expenses**

The Board has incurred the following miscellaneous expenses:

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
GPS Project	\$ 13,774	\$ -	\$ 25,000
Green Environment Project	8,500	-	8,500
JMADL Project	1,800	-	-
Career Day	6,720	-	-
Total Miscellaneous Expenses	<u>\$ 30,794</u>	<u>\$ -</u>	<u>\$ 33,500</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Details of Capital Assets  
Year Ended June 30, 2011**

	Cost 2010	Additions 2011	Cost 2011	Accumulated Amortization 2011	Net book value 2011	Net book value 2010
<b>Land and Sites</b>						
Land and Sites	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ 125,000	\$ 125,000
<b>Buildings</b>						
Schools	13,334,257	111,078	13,445,335	4,649,523	8,795,812	9,004,839
Administration	-	-	-	-	-	-
Residential	-	-	-	-	-	-
Recreational	-	-	-	-	-	-
Other	-	-	-	-	-	-
	<u>13,334,257</u>	<u>111,078</u>	<u>13,445,335</u>	<u>4,649,523</u>	<u>8,795,812</u>	<u>9,004,839</u>
<b>Furniture and Equipment</b>						
Schools	963,210	35,525	998,735	689,573	309,162	347,139
Administration	334,341	7,313	341,654	303,127	38,527	50,754
Residential	-	-	-	-	-	-
Recreation	-	-	-	-	-	-
Other - CGV	42,671	9,113	51,784	24,787	26,997	23,062
	<u>1,340,222</u>	<u>51,951</u>	<u>1,392,173</u>	<u>1,017,487</u>	<u>374,686</u>	<u>420,955</u>
<b>Total Capital Assets</b>	<u>\$ 14,799,479</u>	<u>\$ 163,029</u>	<u>\$ 14,962,508</u>	<u>\$ 5,667,010</u>	<u>\$ 9,295,498</u>	<u>\$ 9,550,794</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Details of Long Term Debt  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
Loans Other than Pupil Transportation	\$ -	\$ -
 <b>Bank Loans</b>		
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
Total	-	-
 <b>Mortgages</b>		
___ Repayable \$ _____ annually, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
Total	-	-
 <b>Debentures</b>		
___ Repayable \$ _____ annually, maturing _____	-	-
___ Repayable \$ _____ monthly, maturing _____	-	-
Total	-	-
Subtotal	-	-
Less Current Maturities	-	-
	-	-





**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Summary of Long Term Debt  
Year Ended June 30, 2011**

Description	Loans			Balance End of Period
	Balance Beginning of Period	Obtained During Period	Principal Repayment for Period	
A) School Construction	\$ -	\$ -	\$ -	\$ -
B) Equipment	-	-	-	-
C) Service Vehicles	-	-	-	-
D) Other	-	-	-	-
E) Pupil Transportation	-	-	-	-
<b>Total Loans</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Schedule of Current Maturities  
Year Ended June 30, 2011**

Description	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
A) School Construction	\$ -	\$ -	\$ -	\$ -	\$ -
B) Equipment	-	-	-	-	-
C) Service Vehicles	-	-	-	-	-
D) Other	-	-	-	-	-
E) Pupil Transportation	-	-	-	-	-
Total	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Schedule of Interest Expense  
Year Ended June 30, 2011**

<u>Description</u>	<u>2011</u>	<u>2010</u>
<b>Capital</b>		
School Construction	\$ -	\$ -
IEC	-	-
 Equipment	 -	 -
 Service Vehicles	 -	 -
 Other		
Energy Management	-	-
<b>Total Capital</b>	<u>-</u>	<u>-</u>
<b>Current - Operating Loans</b>	-	-
- Supplier Interest	-	-
- Charges	-	-
<b>Total Current</b>	<u>-</u>	<u>-</u>
 <b>Total Interest Expense</b>	 <u>\$ -</u>	 <u>\$ -</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Pupil Services - Federal Funding**

**Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
Language Recovery	\$ 269,167	\$ 270,000	\$ 229,797
Student Support Services	105,774	97,125	177,012
Artists in Residence / Art & Cultural Programming	87,746	108,990	151,532
Teacher Recruitment and Retention	44,900	40,000	75,938
Promotion / Student Recruitment	81,769	77,500	87,578
Principal & Teacher Training	59,950	51,885	67,512
Technology Support Services	45,600	45,600	45,600
Federal Project Administration	39,424	42,500	38,400
School Programs Coordination	15,446	16,200	34,409
French Professional Services	32,150	30,000	31,340
Distance Education	-	-	180
Educational Resource Centre	10,147	7,500	10,411
Strategic Planning	9,966	12,000	-
<b>Total - Pupil Services - Federal Funding</b>	<b>\$ 802,039</b>	<b>\$ 799,300</b>	<b>\$ 949,709</b>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Community Programs - Federal Funding  
Year Ended June 30, 2011**

	<u>2011</u>	<u>Budget</u>	<u>2010</u>
Family Resource Centers	\$ 83,790	\$ 85,000	\$ 85,500
After School Programs	50,790	50,000	53,900
Family Literacy - Port-Au-Port Peninsula	30,180	30,000	30,500
Saturday School Program	6,240	6,000	6,000
Summer Project	-	7,627	-
Total Community Programs	<u>\$ 171,000</u>	<u>\$ 178,627</u>	<u>\$ 175,900</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Supplementary Information  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>1. <u>Cash</u></b>		
<u>Current</u>		
Cash on Hand and in Bank	\$ -	\$ -
Cash on Hand	-	-
Bank - Current	(29,044)	84,020
- Savings	-	-
- Teachers' Payroll	-	-
- Non Teachers' Payroll	-	-
- Coupon (Debenture)	-	-
- Other (Petty Cash)	-	-
	<u>(29,044)</u>	<u>84,020</u>
<u>Capital</u>		
Cash on Hand and in Bank	-	-
Cash on Hand	-	-
Bank - Current	-	-
- Savings	-	-
- Other	-	-
	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>
Total Cash on Hand and in Bank	<u>\$ (29,044)</u>	<u>\$ 84,020</u>
<b>2. <u>Short Term Investments</u></b>		
<u>Current</u>		
Term Deposits	\$ 307,500	\$ 206,000
Canada Savings Bonds	-	-
Other		
- Canada Treasury Bills	-	-
- Mutual Funds	-	-
- Balance in Broker Account	-	-
- Guaranteed Investment Certificate	-	-
<u>Capital</u>		
Term Deposits	-	-
Canada Savings Bonds	-	-
Other	-	-
	<u>-</u>	<u>-</u>
Total Short Term Investments	<u>\$ 307,500</u>	<u>\$ 206,000</u>

**Conseil scolaire francophone provincial  
de Terre-Neuve-et-Labrador**

**Supplementary Information  
Year Ended June 30, 2011**

	<u>2011</u>	<u>2010</u>
<b>3. <u>Prepaid Expenses</u></b>		
<u>Current</u>		
<u>Insurance</u>		
Municipal Service Fees	\$ -	\$ -
Supplies	-	-
Other		
- Workers' Compensation Commission	12,005	13,753
- Salaries		
- Teachers In-Service - Advance	1,192	-
- Airplane Tickets	-	-
- Student Transportation Contracts	-	2,010
- Board Meetings - Advance	-	2,368
- Rental - Damage Deposit	-	-
- Travel Advances	-	2,507
- Other	923	553
<u>Capital</u>		
Other	-	-
	-	-
<b>Total Prepaid Expenses</b>	<b>\$ 14,120</b>	<b>\$ 21,191</b>