



# LABRADOR SCHOOL BOARD

## Annual Performance Report

for

2006 – 2007



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## CHAIRPERSON'S MESSAGE

I am pleased to submit this annual report on the progress of the Labrador School Board's Strategic Plan 2006-2008. During the past year the Labrador School Board focused on the objectives that had been determined for the 2006-2007 school year. The progress of strategic planning was originally developed in 2002-2003 by a working group that engaged in a comprehensive strategic planning process that is in line with the accountability model promoted by the Provincial Government. The working group consisted of Board Trustees, District Office personnel, and School Administrators, and was facilitated, upon invitation, by two government employees responsible for promoting accountability work among public bodies, including School Boards. The 2006-2007 school year began with the appointment of a new Director of Education. Meanwhile, the focus of the Board did not change and the Board was still able to accomplish most of its objectives, as noted in the attached report. The process of developing a new two year strategic plan was extremely beneficial to all trustees in adjusting to their roles in school board governance. I trust that this annual performance report on the Board's strategic issues is of benefit to our many public stakeholders. On behalf of the Labrador School Board Trustees, its District Administration and staff, I thank you for your interest in education. My signature below is on behalf of the Board and is indicative of the Board's accountability for the actual results reported.

Sincerely,

A handwritten signature in black ink, appearing to read "Guy Elliott". The signature is fluid and cursive, with the first name "Guy" being more prominent and the last name "Elliott" following in a similar style.

Guy Elliott, Chairperson  
LABRADOR SCHOOL BOARD

# Labrador School Board Overview

## Vision

The Labrador School Board is a learning organization which graduates all students from a safe and supportive environment enabling them to maximize their potential.

## Mission

By 2011, the Labrador School Board engages teachers, support staff, parents/guardians and achieves a two percent improvement in the results in English Language Arts, Mathematics and Science and a two percent improvement in graduation rates.

## Mandate

As per the Schools Act, the Labrador School Board is mandated to organize and administer primary, elementary and secondary education within the school district.

## Lines of Business

The Labrador School Board's lines of business can be best described under two major headings as follows:

1. Curriculum: Kindergarten to Grade 12 school programs which include the delivery of:  
the prescribed Department of Education curriculum;  
board sanctioned programs/curriculum;  
programming to support safe schools.
2. Related services including:  
board sanctioned special events which support the curriculum outcomes;  
identification of and support for students with exceptionalities;  
career counseling;  
personal counseling where qualified personnel exist;  
student transportation;  
employee programming to support safe schools where resources permit.

## Number of Employees

The Labrador School Board has more than 800 full and part-time employees, of which 373 are full-time teachers and another 150 are substitute teachers to varying degrees on an annual basis. The remaining employees are support staff including native education teachers, student assistants, secretaries, janitors, maintenance personnel, technicians, bus drivers and central office personnel; all of whom provide an important role in ensuring that teacher-student interactions in the learning process are maximized.

## Physical Location

The Labrador School Board is both a culturally and geographically diverse district that encompasses a land mass of approximately 280,000 km<sup>2</sup>, an area that is more than three times the size of the island portion of the province. The board provides educational services to approximately 4249 students in 18 schools which are located in three distinct regions:

- (1) Coastal Labrador - which has nine schools in eight communities spanning from Nain in the north to Black Tickle in the south. These communities are small, isolated, mostly aboriginal settlements with a total student population of 1100;
- (2) Western Labrador - which has three schools in two communities with a total student enrolment of 1500; and
- (3) Central Labrador - which has six schools in four communities with a total student enrolment of 2100.

Of the 14 communities under the board's jurisdiction, seven have a native/aboriginal designation and three others have a significant population of native people as well. As such, the vast majority of the province's First Nations children are educated by the Labrador School Board. In fact, nearly 40 percent of the District's students are of native ancestry.



## Other Key Statistics

### Student Population

The student population for the district continued to decrease this year. The school-reported enrolment at the beginning of the school year September 2006 indicated a decrease of 129 students as compared with the previous September's enrolment. By the end of the school year June 2007 the student population fell by an additional 162 students. The June 2007 district return reported a total of 4,249 students in the district.

It is important for the board to monitor changes in student population in order to plan for its future requirements for educational resources, appropriate organization of school systems, and infrastructure.

CHANGE IN STUDENT POPULATION																			
	K	Gd. 1	Gd. 2	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Gd. 8	Gd. 9	L. I	L. II	L. III	L. IV	Total Sept. 2006	Total Sept. 2005	Change	Total June 2007	Change Sept. 06 June 07
JHMS	18	27	17	18	19	19	19	32	15	37	36	24	16	6	303	331	-28	281	-22
MINS	14	26	21	19	26	20	23	8	12	14	14				197	216	-19	194	-3
ACMS	12	11	12	10	11	18	13	19	12	9	20	7	12	3	169	170	-1	159	-10
BLMS	6	1	6	4	4	2	4	5	5	5	6	5	5	1	59	58	+1	56	-3
JCEMS	2	7	3	8	5	2	6	4	10	8	13	10	11		89	101	-12	85	-4
NLA	3	5	10	3	3	1	3	3	1	2	15	3	5	2	59	64	-5	51	-8
HGA	4	7	8	5	2	7	9	13	13	10	9	7	10		104	106	-2	94	-10
SPS	4	1	5	2	2	3	2	2	4	4	2	5	7		43	43		42	-1
LMS	6	10	10	6	7	8	12	10	6	13	8	10	11	1	118	109	+9	120	+2
MLS						1		2	1						4	7	-3	4	
PMKS	39	39	29	25	27	33	27	23	21	34	36	13	5		351	362	-11	313	-38
PPS	85	90	113	106											394	427	-33	397	+3
QPMS					102	111	104	108							425	452	-27	418	-7
MMC									111	134	111	125	97	19	597	629	-32	572	-25
APLPS	90	94	110	119											413	400	+13	415	+2
JRSMS					117	111	123	98							449	430	+19	450	+1
MHS									105	122	161	120	114	15	637	635	+2	598	-39
<b>Totals</b>	<b>283</b>	<b>318</b>	<b>344</b>	<b>325</b>	<b>325</b>	<b>336</b>	<b>345</b>	<b>327</b>	<b>316</b>	<b>392</b>	<b>431</b>	<b>329</b>	<b>293</b>	<b>47</b>	<b>4411</b>	<b>4540</b>	<b>-129</b>	<b>4249</b>	<b>-162</b>

## Teacher Retention

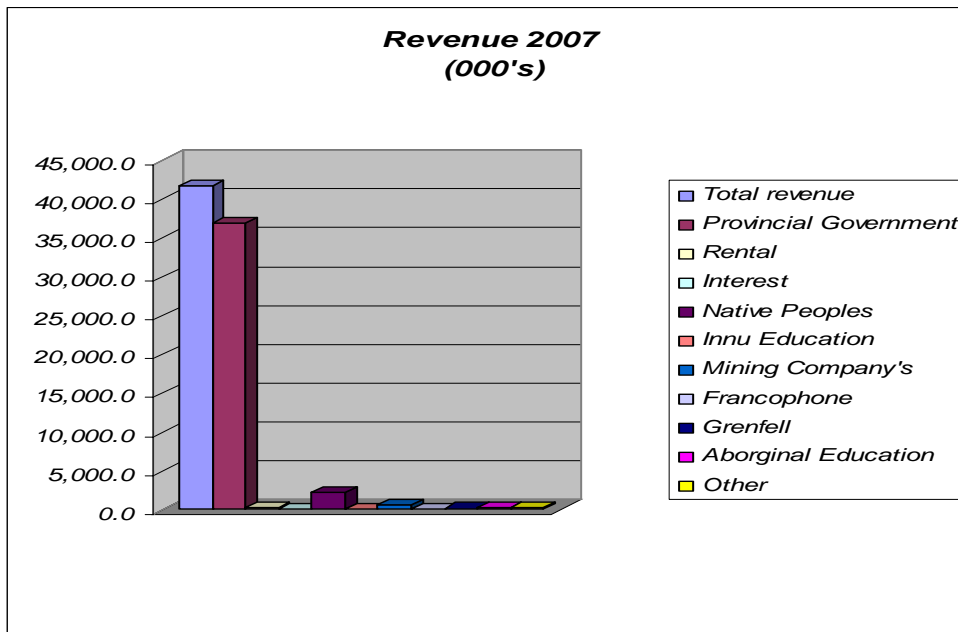
The following table shows the number of teacher resignations from the period June 2001 to June 2007. While the data suggests that the number of resignations have declined from June 2001 to June 2007, the board is challenged to recruit qualified teachers in specialty areas such as guidance and student support services. Depending on the availability of teachers, there are years when the board is unable to recruit teachers in specialty areas.

<b>Number of Resignations in June</b>							
School	2001	2002	2003	2004	2005	2006	2007
JHM	11	11	4	5	3	3	5
MINS	8	3	3	10	6	8	9
ACM	7	5	5	3	4	7	0
BLM	3	2	1	0	0	1	1
JCE	2	2	4	1	3	0	1
NLA	0	2	1	0	1	0	0
HGA	2	2	1	0	2	0	1
STP	1	3	0	1	2	0	1
Total	34 (27%)	30 (25%)	19 (15%)	20 (17%)	21 (17%)	19 (15%)	18 (14%)

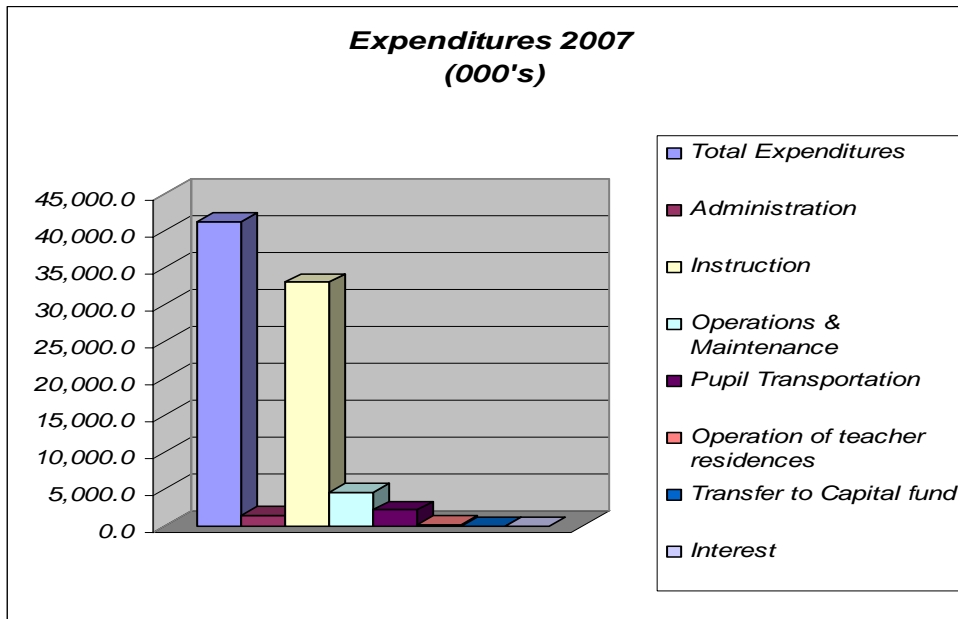


Revenues and Expenditures

The graphs below for revenues and expenditures for fiscal 2006-07 have been prepared based on the information contained in the audited financial statements as at June 30, 2007.







## Shared Commitments

### Collaboration with Stakeholders

In providing educational services to schools operated under the jurisdiction of the Labrador School Board, the board collaborates with a number of stakeholders on a local, provincial and federal level. The Labrador School Board works co-operatively with Nunatsiavut government and its respective agencies including Torngat Housing Authority and officials within the Nunatsiavut's Department of Education and Economic Development. Other stakeholders include the Mushuau Innu Band Council, Sheshatshiu Innu Band Council and federal representatives from Indian and Northern Affairs.

The Labrador West Mining Companies (Iron Ore Company of Canada and Wabush Mines) continue to support the educational services to the schools in the Labrador West region of the board.

In addition, the board does work closely with provincial officials at the Department of Education in all aspects of the delivery of educational services in an effort to meet the strategic directions of government as articulated by the Minister of Education.

## Core Values

The core values explain the character of the organization we promote in the Labrador School Board. The strategic values were designed after the completion of our environmental scan. To ensure our core values are visible throughout the organization, and recognizing that the definitions will change in the next strategic plan, it was decided that the actions which needed to be enhanced during the subsequent three

years could be described as follows:

<b>Balance</b>	Each person identifies inequities, prioritizes by the greatest need, and identifies and plans for the utilization of available resources to meet all needs.
<b>Consistency</b>	Each person shall adhere to the constitution, by-laws and policies of the Board.
<b>Reflection</b>	Each person probes for clarity on issue of concern related to governance and operations, and offers options for consideration.
<b>Respect</b>	Each person is given equal opportunity to voice his/her opinion in a supportive environment.
<b>Teamwork</b>	Each person ensures that he/she works with others on common goals.

## **Highlights and Accomplishments**

The Labrador School Board trustees and the district administration have invested significant time and energy into the completion of the board's Constitution, By-Laws and Governance Policies. Although considerable progress has been made with respect to this initiative during the 2005-2006 school year, further work continued on this initiative during 2006-2007. During the spring of 2007, a final copy of the Board's constitution and By-Laws was completed and forwarded to the Department of Education for approval. The board did receive feedback from the Department of Education on the Constitution and By-Laws and the suggested amendments was reflected in the documents and changes made where it was deemed necessary. The board is committed to the completion of this initiative during the 2007-2008 school year.

### Infrastructure and School Maintenance

One strategic issue that has created stress on the education system in Labrador has been the board's ability to address maintenance issues without incurring or contributing to the board's deficit. During the 2006-2007 school year, the board received significant funding from government to address the long standing maintenance requests. This significant investment enabled the board to address maintenance concerns in all schools throughout the district. It is the first time in the history of the board that maintenance requests for schools were fully addressed without creating undue stress on the financial status of the board.

An infrastructure project that received considerable attention during 2006-2007 school year was the work completed at Peacock Primary. This school is not a modern facility and is in a poor location when one considers the current population that it serves and the means of student transportation that exist today. The student drop-off and pick-up situation for parents and school bus drivers is not acceptable, given the poor water drainage and lack of asphalt in the front of the school. As well, space for accommodating school buses, parents' vehicles, and staff parking is inadequate.

The board felt it was necessary to provide a significant upgrade to this school and address the long standing issues that stem from water infiltration and air quality related issues due to leaks in the roof and siding. Although significant upgrades were made to the facility during the 2006-2007 school year, the board has submitted a request to the Department of Education to have a new school constructed to replace Peacock Primary School in Happy Valley-Goose Bay.

## Management Policies

Initial work regarding the development of management policies for the operation of the district had begun earlier in the year, but because of the vacancies that existed in the two educational assistant directorships, one from October 2005 and a second vacancy from February 2006, the work was not completed as was targeted. The staff turnover at the senior management level during the 2005-2006 and 2006-2007 school years has delayed the completion of management policies during the 2006-2007 school year.

## Henry Gordon Academy Gymnasium

The board has not been successful in acquiring desirable gymnasium space for Henry Gordon Academy in Cartwright. Although there is a community gymnasium very close to the school building, the gymnasium has not been deemed acceptable for board ownership until the necessary renovations are made to the facility. The students of the community would be best served if the community gymnasium were brought up to an acceptable standard and became school board property. This would eliminate the need for students to use a multi-purpose room in the school and would give them an opportunity to use a full-size gymnasium for physical education and fitness purposes.

## Aboriginal Education

### **Inuit Schools**

The school district participated in a review and revision of Memorial University of Newfoundland's Native and Northern Teacher Education Program (NNTEP) with a view to re-designing the training program for Inuit teachers so that they are able to access a teacher program that has high, credible standards and has at least two years of its program deliverable in Central Labrador.

With the establishment of the Nunatsiavut Government, the Labrador School Board has agreed to continue delivery of educational services to Inuit coastal communities, as per the previous arrangement under the Native Peoples' Funding arrangement. The budget for the 2006-2007 school year has been set and the board anticipates that it will be positioned to continue its delivery of services at a level equal to past years. The greatest challenges for the board in the delivery of Inuit education still remain the recruitment and retention of teachers for coastal communities and the provision of appropriate housing for teachers. Highlights of cultural and curriculum initiatives are addressed in the program section of this report.

### **Innu Schools**

Delivery of educational services to the school in Natuashish, a federal reserve, continued in the past year. A second assessment of Innu youth who attend school was undertaken and the district anticipates that the results will indicate favourable progress in literacy in the primary grades, with some progress in the elementary grades. Initiatives and strategies to increase student academic achievement, as recommended in the Philpott Report, and others undertaken by the district and schools were implemented in the school year 2006-2007. Some of the initiatives included professional development sessions for Innu teachers and teacher assistants on the teaching of Innu-Aimun language. Teachers and teacher assistants had the opportunity to travel to Sept-Îles and participated in an Innu language workshop with the Innu of Quebec. In addition, the Board partnered with Memorial University's CURA's project to work with Innu teachers on developing a common Innu speller to be used in the schools in Natuashish and Sheshitshiu.

Available funding to support the education in the community provides greater opportunities for teacher professional development, the provision of appropriate resources, increased cultural activities, and opportunities for students to enhance their learning. The recruitment and retention of teachers continues to be a factor that impacts the provision of educational services to the community and new teachers to Natuashish and Sheshatshiu participated in the ASSIST program that was co-sponsored by the Labrador School Board, the Newfoundland and Labrador Teachers' Association and the Faculty of Education, Memorial University of Newfoundland and Labrador.

During the 2006-2007 school year, Sheshatshiu was officially designated reserve status. However, the Labrador School Board will continue to be responsible for delivery of educational services to Peenamin Mckenzie School until such time the transition of educational authority is given to the Sheshatshiu Band Council.

In the meantime, in consultation with the provincial and federal government, the board continued to implement a number of initiatives to improve the delivery of education in Sheshatshiu. These initiatives included culturally relevant training for Innu teachers and assistants.

### Student Population

The Labrador School District continues to be challenged by a declining student population. The Annual General Return for September 2006 reports an enrolment of 4411 students. However, a loss of approximately 200 students occurred during the 2006-2007 school year. The total student population reported in June 2007 was 4249 students.

While all schools reported a loss of student population in September 2006, Labrador West experienced an increase in the number of students throughout the school year. With the employment of new personnel in the mining industry in Labrador West it is anticipated that this population will sustain, if not increase, its current student population. Opportunities for economic developments in the Upper lake Melville area of the school district will hopefully stem the decline of the school population there as well.



## Outcomes of Objectives

### *Strategic Issue #1- Financial Deficit*

In accordance with government policy, the Board is not permitted to commit or expend funds greater than those allocated to the Board. Given the Board's accumulated deficit since the consolidation of School Boards in 1997, the Labrador School Board identified deficit reduction as a strategic priority for the period 2006-2008. The effective fiscal management of the Board's financial resources and deficit reduction does enable the Board to increase programming initiatives and services to benefit students throughout the school district.

**Goal:** By June 30, 2008 the Labrador School Board's accumulated deficit will be reduced by ten percent to increase benefits for students.

**Measure:** Deficit Reduction

**Indicators:**

- Debt to equity ratio
- Working Capital

**Objective:**

1. By June 30, 2007 the Labrador School Board has reduced its deficit by five percent.

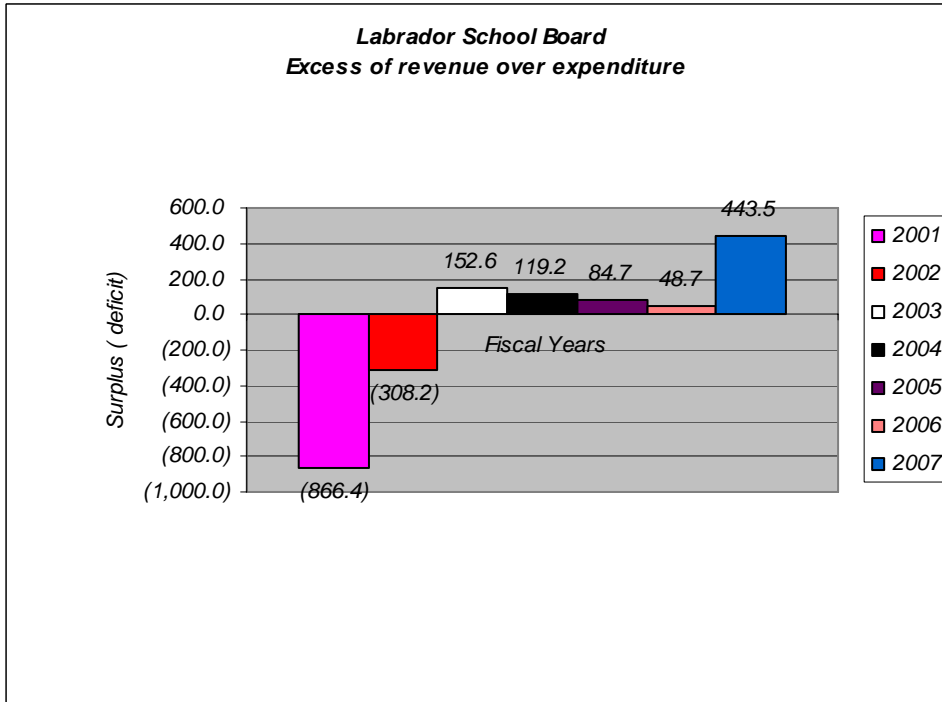
**Measure:** Reduced by five percent

**Indicators:**

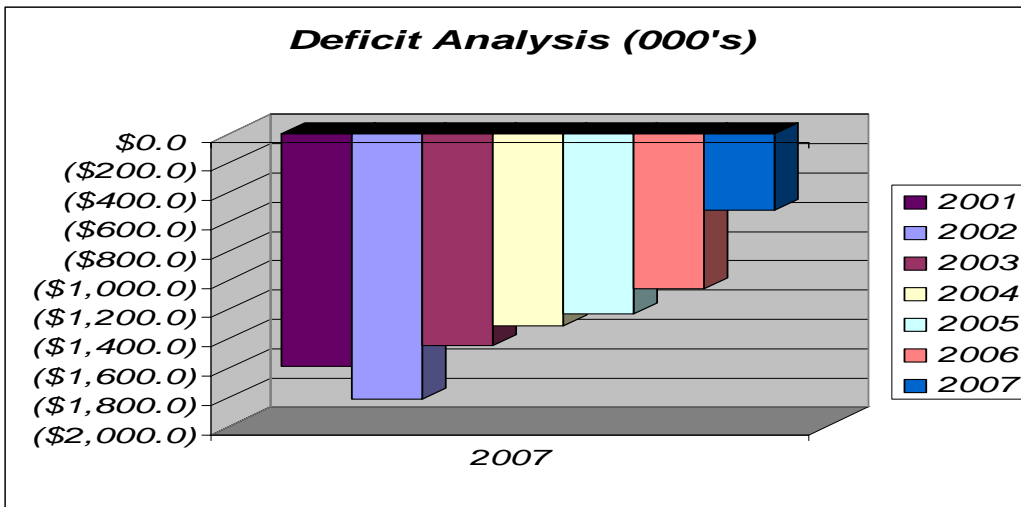
- Debt to equity ratio
- Working Capital

In compliance with the objective above, the Labrador School Board's (LSB) goal of reducing its accumulated deficit as at June 30, 2006 by 5 percent by June 30, 2007 has been exceeded. The targeted reduction of 5% would have resulted in a deficit reduction of \$52,829 as at June 30, 2007. The actual deficit reduction was \$534,270 or 51%.

The excess deficit reduction of \$481,441 is directly attributed to 1) provision of one time funding by the Department of Education to assist with repairs and maintenance costs; 2) lower than anticipated salary costs reduced sick leave usage and unavailability of replacement workers; and 3) additional aboriginal funding provided for professional development. This was unanticipated funding, and enabled the Labrador School Board to exceed the expected 5 percent debt reduction.



The following Deficit Analysis chart reflects the cumulative reduction in the accumulated deficit since 2001.



In summary the LSB's goal of a 5% reduction in its accumulated deficit by June 30, 2007, was exceeded by 46%. The deficit baseline as of June 30, 2006 was \$1,056,600. Due to unanticipated substantial increase in funding, the Labrador School Board was able to achieve a deficit reduction of fifty-one percent. For the 2007-2008 year, the Labrador School Board will work towards a further 5 percent reduction on the remaining deficit.

2. By June 2008, the Labrador School Board has reduced its accumulated deficit by ten percent from base year 2006 (\$1,056,600.00)

**Measure:** Reduced by ten percent

**Indicators:**

- Debt to equity ratio ( 5 percent reduction in deficit on baseline of 2007)
- Working Capital

***Strategic Issue #2 - Student Academic Achievement***

The student specific issue is in accordance with the strategic directions of government which states that “over the next two years it is important for school boards to implement measures which focus on improved student achievement and develop a plan to enable more students to meet provincial standards in language arts and math by age 12.” In terms of compliance with government’s strategic directions on improving student achievement in mathematic and language arts, some of the actions taken during the 2006-2007 school year included:

- The Labrador School Board provided 293 days of professional development for teachers to enable students to meet provincial standards in mathematics.
- The Labrador School Board provided 548 days of professional development days for teachers to enable students to meet provincial standard in language arts.
- School administrators were provided copies of the Board’s Strategic Plan.
- School administrators were required to include student achievement as a strategic goal in their school development plan.

Therefore, reliable baseline data will be acquired through a comparison of school-based results in provincial CRTs, public examinations and district criterion referenced tests from 2006-2008.

**Goal:** By June 30, 2008 the Labrador School Board has increased student achievement by one percent in the areas of Math, Science and English Language Arts.

**Measure:** Increased Academic Achievement

**Indicators:** Facts obtained by comparison of school-based results on Provincial CRTs from 2002-2008.  
Facts obtained by comparison of school-based results on District developed CRTs from 2000-2008.  
Comparison in results in provincial CRTs from 2006-2008.  
Comparison in results in school/districts and public exams.  
Comparison in results in common district examinations in Math 1204  
Increase in attendance by school from 2006 to 2008  
Increased percentage of students enrolled in academic and honors courses compared to the percentage enrolled in 2006-2008.

**Objectives:**

1. By 2007, the Labrador School Board will have strategies needed to improve student academic achievement in targeted areas that have been identified.

**Measure:** Identification

**Indicators:**

- Number of professional development days
- Number of initiatives undertaken to improve academic achievement
- Number of schools with implemented school growth and development plans
- Number of professional growth plans implemented

The Programs Division carried out and monitored the delivery requirements in each of the provincial and district initiatives. As well, in keeping with the board's strategic plan, the District continued to support programming by delivering professional development in the following core subject areas of English language arts, science, and mathematics. During the 2006-2007 school year, the Labrador School Board provided 1202.5 days of professional development to teachers in the core learning areas. As compared to 2005-2006 school year, teachers were given 1173 days of professional development. This is an increase of 29.5 additional professional development days for teachers during the 2006-2007.

<b>Primary/Elementary English Language Arts</b>	
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**Strategies:**

Guided Reading  
 Interactive Reading and Writing  
 District Report Card  
 Rubrics Training  
 Selection of Quality Children's Literature  
 Review and analysis of CRT results  
 Multi-Age  
 First Steps  
 Early Success  
 Consistency in Assessment  
 Visuals Across the Curriculum

**Grade Level****Hours of Professional Development**

Primary

1747

Elementary

1598



## Intermediate/Senior High English Language Arts

**Strategies:**

District Evaluation Guidelines with Rubrics  
 Construction of Quality Questions  
 Development of Resource Materials  
 Script Writing Inservice  
 Mock Marking Panels  
 Common Weakness in Reading & Writing  
 Review District Evaluation Guidelines  
 Review Exam Exemplars  
 Promote: Visual Literacy/Poetry/Media Awareness  
 Table of Specifications Developed for English 1201, 2201, 3201  
 Individual School midterm exams reviewed and feedback given

Grade Level	Hours of Professional Development
Intermediate	538
High School	400

## K-12 Science

K-3 Science Program Implementation  
 Assessment – Timelines/Core Labs  
 Intermediate Science – Issue/Labs  
 Laboratory Safety (Gr. 7-12)  
 Robotics (Gr. 7-9)  
 Item Banks in Biology 3201  
 Science Olympics  
 Individual School midterm exams reviewed and feedback given

Grade Level	Hours of Professional Development
Primary	92
Elementary	40
Intermediate	115
Senior High	309

## K-12 Mathematics

### **Strategies:**

Kindergarten Program Inserviced  
 Grade One Program Inserviced  
 Grade Five Program Inserviced  
 Chisanbop Finger Math Inserviced  
 Review of common exams with staff in Grade 7, 8 and 1204  
 Common exam in Math 2204 developed and implemented  
 Numeracy support program extended to Grades K-6  
 Numeracy support personnel inserviced in schools with identified concerns  
 Grades 7-12 teachers inserviced in Assessment Practices  
 Individual school midterm exams 7-12 reviewed and feedback given  
 Rubrics training in K-6 Math

Grade Level	Hours of Professional Development
Primary	410
Elementary	353
Intermediate	150
Senior High	260

### **Program Highlights**

In addition to implementing new curriculum and addressing the identified actions required to address the issues in strategic plan, the program staff initiated and completed numerous other curricular and co-curricular activities and events. While the Labrador School Board continues to support excellence in teaching and learning, such a focus is held within the parameters of educating the whole child. Listed below are the areas of uniqueness that are combined within the present system.

### **District Assessments**

- 1) Grade four and seven ELA District Criterion Tests
  - Marking boards in Labrador West, Upper Lake Melville, Nain
  - Grade five ELA Criterion Test in certain schools
  
- 2) Common Math Exam - Grade seven  
 Common Math Exam - Grade eight  
 Common Math Exam - 1204 Academic Math  
 Common Math Exam - 2204  
 Partnership with Western School District in developing assessment tools
  
- 3) Common Science Exam - Grade seven  
 Common Science Exam - Grade eight

### **Sports**

Coastal Sports Meet Fall - Hopedale  
 Coastal Sports Meet Winter – Makkovik (Sheshatshiu attends Meet)  
 Junior Sports Meet – Happy Valley-Goose Bay  
 Sport Newfoundland & Labrador participation

### **Fine Arts/ Culture/Heritage**

Creative Arts Festival - 13 schools participated from coastal Labrador and Upper Lake Melville  
Regional High School Drama Festival - 11 schools participated  
High School Drama Festival  
Lake Melville Music Festival – Coastal schools attended  
Labrador West Music Festival  
Heritage Fairs - Coastal, Labrador East, Labrador West  
Natuashish Heritage Fair  
Makkovik Fiddle Group attend Kiwanis Music Festival in St. John's  
Arts Consultant hired to inservice all K-6 teachers in coastal schools  
Expansion of Illusivut/Innu Eimun (Life Skills)

### **Stay-in-School Initiatives**

Homework Haven - Jens Haven Memorial School  
Library nights - Jens Haven Memorial School  
Girls club/after school program – Mushuau Innu Natuashish School  
Kids Eat Smart – all K-9 schools with all coastal schools  
Tutoring for Tuition programs – Mealy Mountain Collegiate & Menihek High School  
Attendance Incentives – Mushuau Innu Natuashish School & Peenamin McKenzie School

### **Curriculum Expansion**

Universal Innu Eimun language development supported  
Senior Math Competition Teams travel (to St. John's)  
Skills Canada Team – traveled to Newfoundland  
Science Environmental team traveled to competition in Newfoundland

### **In-school Social Worker**

Jens Haven Memorial School  
Peenamin Mckenzie School

### **Home – School Contact/Liaison Worker**

Peenamin McKenzie School  
Mushuau Innu Natuashish School

### **Administer Inservice**

Covey Training provided to all Principals

### **Policy Development**

Interim Policies Developed and Released on:

- 1) Student Assessment – Guidelines and Practices
- 2) Student Program Placement
- 3) Safe and Caring Schools

### **School Growth and Development Plans**

Number of Schools having School Growth and Development Plans  
- Developing and implementing a one year plan

Number of teachers implementing professional growth plans

- Sixty teachers have submitted professional growth plans

Developing and implementing a one-year school development plan (objectives, strategies and indicators of success)

- seven schools at this stage

Implementing a two-year plan which will be completed in June 2008

- one school at this stage

Implementing a one-year school development plan and beginning or refining the 3-5 year plan

- five schools at this stage

Schools ready for external review

- three schools at this stage

This summary indicates the level of support that is provided to students and schools by the Programs Division. The challenge in providing such a high level of support is to set an appropriate balance between curricular/co-curricular, and extra-curricular initiatives. To develop as well-rounded individuals, students need to experience a broad spectrum of opportunities which support the skills they need for lifelong learning and personal development.

2. By 2008, the Labrador School Board has improved student academic achievement by one per cent in Math, English Language Arts and Science.

**Measure:** Increased student achievement

**Indicators:**

- Increased results on provincial CRTs from 2006-2008
- Increased results on District criterion referenced tests from 2006-2008
- Increased results on provincial public examinations

### ***Strategic Issue # 3 - Communications***

In consultation with stakeholders, the board members identified difficulties in communication as a significant issue. The five reasons for the issue are: inability of the board to meet more than four times per year to conduct business because of fiscal constraints; inability to guarantee that board meetings will be held throughout the district because of inclement weather; the size of the district; the physical distances between schools; and the insufficient technological supports at the central office.

**Goal:** By June 30, 2008 the Labrador School Board has implemented its communication plan in an effort to better inform stakeholders.

**Measure:** Implemented

**Indicators:**

- Stakeholder feedback to Board communications
- Number of complaints in 2006 compared with the number in 2008

- Number of presentations to the Board in 2006 compared with the number in 2008
- Number of focus groups in 2006 compared with the number in 2008
- Number of school council meetings attended by trustees in 2006 compared with the number in 2008
- Number of sub-regional committee meetings per year chaired by Board members
- Number of media releases in 2006 compared with number in 2008
- Number of senior administration/parent meetings in 2006 compared with the number in 2008

**Objectives:**

1. By 2007, the Labrador School Board will have developed the communication plan.

*Measure:* Developed Plan

*Indicators:*

- Board approval of plan
- Communication plan

To date, no revisions have been made to the plan. In the previous year, the communications practices of the Labrador School Board were thoroughly analyzed from a governance perspective with the view to ensuring that all communications activities were clearly formalized into a draft communications plan.

A communications plan was developed which identifies the Labrador School Board's key monthly messages/communiqués to its various stakeholders and provides specific details around each communication, including who is responsible, the intended audience, the mode(s) of delivery and other important/relevant notes.

The board's district administration is also working on improving communications from an operational perspective. Its goal is to establish an Operational Communications Plan similar in design to the board's Governance Communications Plan.

Ultimately, the Labrador School Board intends to have clearly defined and thoroughly documented communications plans for all governance and operational facets of its organization to ensure that the needs of all stakeholders from a communications perspective are being met.

2. By 2008, the Labrador School Board will have implemented its communication plan.

*Measure:* Implemented Communications Plan

*Indicators:*

- Publicly released plan
- Monitored stakeholder feedback to board communications
- Tracked the number of complaints in 2006 compared with the number in 2008
- Monitored and track stakeholder's usage of the Board's website

## ***Strategic Issue # 4 - Fully implemented by-laws, constitution and policies***

The board identified that it was not in compliance with *The Schools Act (1997)* because it did not have a constitution and by-laws. It was also recognized that the governance policies would need to be revised when the constitution and by-laws were approved.

**Goal:** By June 30, 2008 the Labrador School Board has full implementation of by-laws, constitution, and policies to achieve consistency of services to stakeholders.

**Measure:** Implementation

### **Indicators:**

- Minutes of the board meeting conditionally approving the constitution and by-laws
- Ministerial approval of the constitution and by-laws
- Minutes of the board meeting approving the governance policies
- Analysis to demonstrate that all board decisions reflect the application of the constitution, by-laws and policies

### **Objectives:**

1. By 2007, the Labrador School Board has an approved constitution, by-laws and policies

**Measure:** Approved constitution, by-laws and policies

### **Indicators:**

- Conditional approval by the board
- Letter of approval of constitution and by-laws from the Minister
- Board minutes approving policies

Since its inception in 1997 the Labrador School Board has operated using a blend of governance policies from the four predecessor boards that had responsibilities in the jurisdiction that the Labrador School Board now operates. During the Strategic Planning process, there was unanimous agreement that a strategic issue for the Labrador School Board was the development of governance policies that gave clear and concise direction to the board trustees and its district administration.



During the 2003-04 school year, a policy development working group was formed consisting of three Labrador School Board trustees and its four district administrators. After several working days under the facilitation of Ms. Brenda Kelleher-Flight from the Provincial Government Treasury Board Secretariat, the Labrador School Board was able to achieve its year one objective. Given the magnitude of this initiative, and the need for further editing and refinement of the

documents, work continued on the Board’s constitution by-laws and governance policies during the 2006-2007 school year. In early 2007, the board passed a motion to accept the constitution, by-laws, and governance policies. Copies of the constitution and by-laws were forwarded to the Department of Education for approval. The Board received notification from the Department of Education in the spring of 2007 that further changes were recommended to the constitution and by-laws before approval would be granted. By the end of June 2007, the Board did re-submit the revised copies of the constitution and by-laws for ministerial approval, however, some were not received by the end of the reporting period. The board’s district administration team will continue with its work to develop “operational” policies that are in compliance with the board’s “governance” policies.

2. By 2008, the Labrador School Board has implemented the constitution, by-laws and policies.

**Measure:** Implementation of constitution, by-laws and policies

**Indicators:**

- Constitution, by-laws and policies approved by Minister of Education
- Copies of Constitution, by-laws and policies forwarded to respective schools
- Released publicly

## **Opportunities and Challenges Ahead**

### Innu Education

There continues to be considerable progress and development in the area of Innu Education. During the 2006-2007 school year, work continued on the implementation of the Philpott recommendations including the appointment of an Innu Transition Facilitator to help guide stakeholders through the process of self governance. The Labrador School Board continues to work cooperatively with the respective Band Councils in Sheshatshiu and Natuashish as each community moves closer towards Innu self-governance.

### Funding for Infrastructure and Maintenance

The Labrador School Board received significant funding from government during the 2006-2007 school year to address the outstanding infrastructure and maintenance requests from schools. Every school received funding to address outstanding maintenance issues. The board spent in excess of one million dollars on maintenance projects in the 18 schools operated by the Labrador School Board.

One area that remains a challenge is the board's ability to hire skilled workers to complete the necessary maintenance projects in the respective schools. The salaries offered in the current collective agreements are not at a competitive level to attract and retain skilled workers. This challenge is further exacerbated in Labrador with the level of employment opportunities in such work sites at Voiseys Bay and in Labrador West. This is a significant challenge since the board's ability to attract and hire qualified staff will impact the overall operations of schools if the employment and recruitment issues are not addressed.



## FINANCIAL STATEMENTS

A copy of the financial summary for the period ending June 30, 2007 is included.

### LABRADOR SCHOOL BOARD

#### Balance Sheet

June 30, 2007

2007

2006

#### Assets

##### Current assets:

Cash (Supp. Info. 1)	\$ 100,408	113,470
Short term investments (Supp. Info. 2)	1,680,000	750,000
Accounts receivable (Note 2)	5,363,244	4,888,644
Prepaid expenses (Supp. Info 3)	<u>66,733</u>	<u>64,137</u>

Total current assets	7,210,385	5,816,251
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Property, plant and equipment (Schedule 8)	<u>43,031,692</u>	42,545,682
	<u>\$ 50,242,077</u>	<u>48,361,933</u>

#### Liabilities and Board Equity

##### Current liabilities:

Bank indebtedness (Note 3)	\$ 169,303	-
Accounts payable and accruals (Note 4)	5,170,751	4,837,605
Current maturities (Schedules 9B)	<u>202,943</u>	<u>163,028</u>

Total current liabilities	5,542,997	5,000,633
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Long-term debt (Schedule 9)	1,095,138	852,159
Accrued support staff severance	805,844	781,072
Accrued teacher severance	5,347,266	5,402,273

##### Board equity:

Investment in capital assets (Note 6)	43,041,013	42,514,146
Board deficiency (Note 7)	( 5,869,585)	( 6,458,862)
Restricted fund - Labrador West School Committee (Note 5)	<u>279,404</u>	<u>270,512</u>

Total board equity	<u>37,450,832</u>	<u>36,325,796</u>
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Commitments (Note 8)

Contingent liabilities (Note 10)

<u>\$ 50,242,077</u>	<u>48,361,933</u>
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#### Approved:

\_\_\_\_\_ Director

\_\_\_\_\_ Director

See accompanying notes

**LABRADOR SCHOOL BOARD**

**Statement of Current Revenues, Expenditures and Board Deficiency**

<b>Year ended June 30, 2007</b>	<b>2007</b>	<b>2006</b>
<hr/>		
Current revenues (Schedule 1):		
Local taxation	\$ -	-
Provincial Government grants	<b>36,920,545</b>	36,459,652
Donations	-	-
Ancillary services	<b>192,817</b>	197,333
Miscellaneous	<b>4,613,866</b>	3,307,302
	<u><b>41,727,228</b></u>	<u>39,964,287</u>
Current expenditures:		
Administration (Schedule 2)	<b>1,369,938</b>	1,451,581
Instruction (Schedule 3)	<b>33,070,876</b>	32,042,445
Operations and maintenance (Schedule 4)	<b>4,527,775</b>	3,912,846
Pupil transportation (Schedule 5)	<b>2,146,378</b>	2,144,938
Ancillary services (Schedule 6)	<b>180,533</b>	187,942
Interest expenses (Schedule 9C)	<b>6,910</b>	9,110
Miscellaneous expenses (Schedule 7)	-	-
	<u><b>41,302,410</b></u>	<u>39,748,862</u>
 23 111		
Excess (deficiency) of revenue over expenditure before teacher severance, summer pay and transfer to capital	<b>424,818</b>	215,425
Teacher severance	<b>55,007</b>	( 25,865)
Teacher summer pay	<b>28,042</b>	159,745
Non-teaching severance	-	-
Transfer to Capital Fund	<u>( 9,388)</u>	<u>( 326,517)</u>
Net increase (decrease) in board equity	<b>498,479</b>	22,788
Board deficit, beginning of period	<b>( 6,458,862)</b>	( 6,614,623)
Adjustments (Note 7)	<u><b>90,798</b></u>	<u>132,973</u>
Board deficit, ending	<u><b>\$( 5,869,585)</b></u>	<u>( 6,458,862)</u>

The financial information was extracted (with permission from the Labrador School Board's (LSB) auditors, Walters Hoffe & Co.) from the audited financial statements of the LSB for the year ended June 30, 2007. The LSB's auditors expressed an unqualified opinion in their auditor's report dated July 27, 2007. Copies of auditor's report and financial statements are available upon request by telephone (709) 896-2431.

## FINANCIAL SUMMARY

### **LABRADOR SCHOOL BOARD**

AS AT JUNE 30, 2007

(extracted from the Labrador School Board's June 30, 2007 audited financial statements)

	<u>2007</u>	<u>2006</u>
Assets	<u>\$ 50,242,077</u>	<u>\$ 48,361,933</u>
Liabilities and Board Equity		
Liabilities	\$ 12,791,245	\$ 12,036,137
Board Equity	<u>\$ 37,450,832</u>	<u>\$ 36,325,796</u>
Total Liabilities and Board Equity	<u>\$ 50,242,077</u>	<u>\$ 48,361,933</u>
Board deficit	<u>\$ 5,869,585</u>	<u>\$ 6,458,862</u>
Board Deficit Composition		
Board Deficit	\$ 5,869,585	\$ 6,458,862
Less: Teacher Severance Pay	<u>5,347,266</u>	<u>5,402,273</u>
Board Deficit less Teacher Severance Pay	522,319	1,056,589
Less: Deficit upon Consolidation (Jan. 1/97)	<u>504,281</u>	<u>504,281</u>
Net Board Deficit since Consolidation	<u>\$ 18,038</u>	<u>\$ 552,308</u>

The teacher severance pay, although included as part of the overall deficit of the Labrador School Board, is not the financial responsibility of the Labrador School Board. It is the financial responsibility of the Department of Education and is included in the Labrador School Board financial statements as per government reporting policy. Consequently, the portion of the Board deficit that is the responsibility of the Labrador School Board is and \$ 522,319 for 2007 and \$1,056,589 for 2006

These figures include an opening deficit upon consolidation of the former school boards of \$504,281, which became the responsibility of the new board plus any deficit(s) since consolidation. Adhering to its Deficit Reduction Plan and its Strategic Plan, the Board managed to reduce its accumulated deficit by 51% while maintaining a focus on programs. The net deficit since consolidation (1997) is \$18,038 for 2007 and \$552,308 for 2006.

October 15, 2007

Labrador School Board  
P.O. Box 1810, Station B  
Happy Valley-Goose Bay, NL  
A0P 1E0

**Attention: Mr. Guy Elliott, Chairperson**

Dear Mr. Elliott:

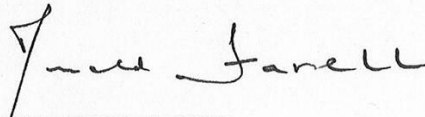
**Re: Annual Report**

At the request of the Board, we have reviewed the draft of the Annual Performance Report for 2005-2006 that was presented to us on September 15, 2007.

According to our review, nothing has come to our attention that would lead us to believe that the financial information contained therein is not in accordance with the audited financial statements of the Labrador School Board for the fiscal year ended June 30, 2007.

Should you require any additional information or have any questions regarding the foregoing, please do not hesitate to contact us.

Yours truly,



**WALTERS HOFFE**

