

Nova Central School District

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Annual Report 2010 - 2011



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Chairperson's Message

October 31, 2011

The Honourable Clyde Jackman
Minister of Education
Department of Education
Government of Newfoundland and Labrador
P.O. Box 8700, St. John's, NL A1B 4J6



Dear Minister Jackman:

On behalf of the Nova Central School Board of Trustees, I am pleased to submit our third and final Annual Report for our Strategic Plan 2008-2011, which covers the period of July 1, 2010 to June 30, 2011. This report has been prepared in accordance with our Board's requirements as a category one entity under the *Transparency and Accountability Act*.

Our Board has supported improvements in student academic achievement through our four key goals:

1. Improving student achievement at the intermediate level;
2. Enhancing professional development to support student academic achievement, district leadership and employee growth;
3. Improving the use of instructional time for all students; and,
4. Increasing the number of skilled trades programs in district high schools.

We are satisfied that we have met our goals for 2008-2011. We will continue to build on the work accomplished in this strategic plan, through the implementation of our new strategic plan for 2011-2014.

My signature below indicates our Board's accountability for the results reported for 2010-2011.

Sincerely,

A handwritten signature in black ink that reads "John George". The signature is written in a cursive, flowing style.

John George, Chair



District Overview

District Overview

Mandate

The Nova Central School Board is responsible for the implementation of primary, elementary, intermediate and secondary educational services as prescribed by the Department of Education, primarily through the *Schools Act, 1997*. The district offers pre-Kindergarten programs and Kindergarten to Grade 12 school programs to students within its boundaries.

The district extends from the Baie Verte Peninsula in the Northwest of Newfoundland, to the Connaigre Peninsula, to Fogo Island in the Northeast and to the Eastport Peninsula in the East, with a total geographic area of 45,500 kilometres. Schools which are located at the extreme points in the district are separated by distances in excess of 400 kilometres by road.

As of September 2010, Nova Central School District was operating 66 schools in 50 communities, and providing educational programming and services to over 12,000 students. The district has diverse school populations, with school sizes ranging from four students to over 900. There are 14 schools that have a projected enrolment for September 2011 of fewer than 50 students. Eight of our schools are located in communities only accessible by ferry. There are 26 all-grade (K-12) schools in the district.

Please see **Appendix A** for a more complete description of the mandate of Newfoundland and Labrador school boards.



Vision

The vision of the Nova Central School Board is of a community of learners achieving their highest potential in a safe and caring environment.

Mission

By June 30, 2011, the Nova Central School Board has increased the number of students graduating with academic/honours certificates by five percent in order to improve students' access to potential post-secondary opportunities requiring a high school academic certificate.

Location

- Nova Central School District has a head office located at 203 Elizabeth Drive, Gander, NL A1V 1H6.
- A regional office is located at 28 Price's Avenue, Grand Falls-Windsor, NL A2A 2J3.
- The district also had 66 schools located throughout Central Newfoundland, as well as five bus/maintenance depots in local areas.

Lines of Business

The Nova Central School District has two lines of business:

1. Programs and Services (Pre-Kindergarten to Grade 12)

One year prior to school entry children are offered an opportunity to become oriented to the Kindergarten environment via the KinderStart Program. The itinerant teacher for the deaf and hard of hearing and the itinerant teacher for the blind and visually impaired provide pre-school intervention to qualified children.

Department of Education prescribed programs are offered based on the core requirements within the Pathways framework. The Board offers other Department of Education approved programs based on management criteria and the resource capacity of the district. Pathway Four courses are approved by the school administrator.

Personal and career guidance and counselling are available in all schools.

Extra and/or co-curricular programs and activities are available to varying degrees in all schools.

2. Transportation

The Nova Central School Board is responsible for transporting students to and from schools in compliance with the *Schools Act, 1997* and Department of Education policies.

Board of Trustees

The Nova Central School District is governed by a Board of Trustees. The Board consists of fifteen (15) members, elected or appointed in accordance with the provisions of the *Schools Act, 1997* and pursuant to related election regulations.

As of June 30, 2011, there were four vacancies on the Nova Central School Board.

For a list of the Trustees for the school year 2010-2011, please see **Appendix B**.

Divisions

Nova Central School Board is managed by a Director of Education and has three operational divisions:

1. Programs (including student support services)
2. Human Resources
3. Finance and Administration (including financial management, maintenance and facilities, technology and student transportation).

Each division is managed by an Assistant Director of Education.

Schools

At the beginning of the 2010-2011 school year, Nova Central School Board was operating 66 schools throughout the central region. Construction on a new school for the Baie Verte area was underway, and the school opened for the school year 2011-2012. The new school replaced two schools, Baie Verte Academy and Baie Verte Collegiate. For a more complete breakdown of schools and student populations, please see **Appendix C**.

Students

In 2010-2011, 12,331 students from 170 different communities attended the district's schools. Student populations ranged from four (4) at H.L. Strong in Little Bay Islands to 920 K-6 students at Gander Academy.

Number of Male Students 2010—2011	Number of Female Students 2010-2011	Total Number of Students 2010-2011
6323 (51.3%)	6008 (48.7%)	12,331

The total student population showed a decline in September of 2010 of 162 (1.3%) students over September 2009, when the school population was 12,493.

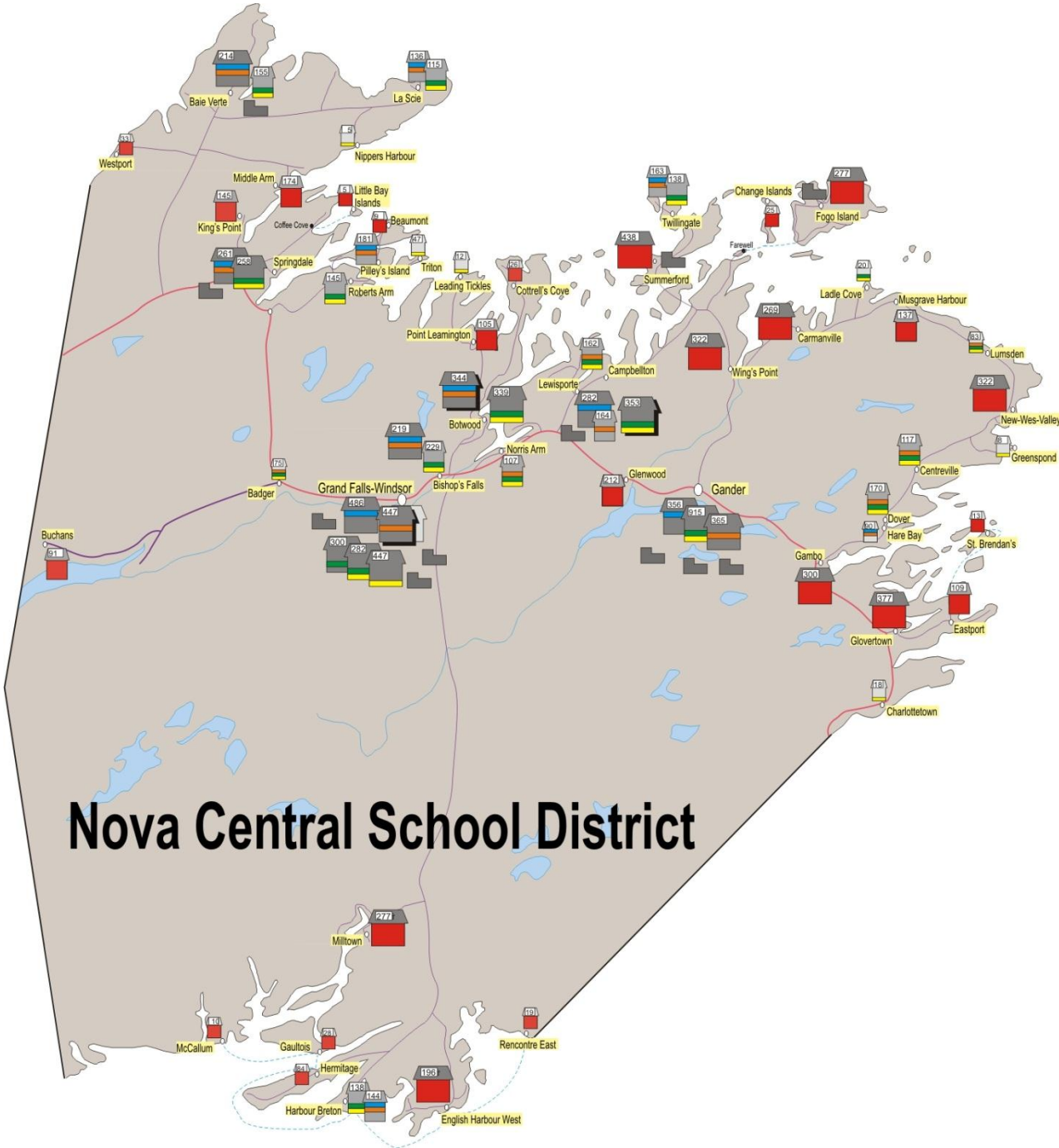
Staff

As of June 30, 2011, Nova Central School District had 2410 full-time, part-time and casual employees:

TEACHING STAFF	NUMBER OF MALES	NUMBER OF FEMALES	TOTAL NUMBER OF EMPLOYEES
Teachers	523	1012	1535
Student Assistants	4	224	228
Sub-total	527	1236	1763
SUPPORT STAFF	NUMBER OF MALES	NUMBER OF FEMALES	TOTAL NUMBER OF EMPLOYEES
Managers-District Office	13	9	22
Office Support	9	18	27
Secretaries	0	116	116
Maintenance, Custodial and Cleaning	136	57	193
Bus Drivers/Mechanics	149	43	192
Combined Bus Drivers/ Custodial/ Maintenance	79	18	97
Sub-total	386	261	647
TOTAL STAFF	913	1497	2410

The overall number of staff reflects a decline in 2010-2011 over the previous school year (2490), primarily due to a review and update of the casual support staff list.

School District Map 2010-2011





Shared Commitments

Shared Commitments

The Nova Central School Board aligns its operations with the directions set by the provincial government, as communicated by the Minister of Education. Key partnerships help the Board to support those strategic directions, which include:

- Improved educational programs and environments respond to constantly evolving demographics; and,
- A qualified and skilled workforce meets the province's skilled labour demands.

Department of Education

Nova Central School Board's most significant partnership is with the Department of Education. It provides funds for infrastructure, personnel and learning resources to enable the Board to carry out its mandate. This work supports the strategic direction of government of improved educational programs and environments respond to constantly changing demographics. Employees of Nova Central School District work collaboratively with departmental staff for many different purposes, including:

- Delivery of training and professional development for all staff;
- Development of resources for curriculum delivery;
- Implementation of projects; and,
- Construction and renovation of schools.

SCHOOL COUNCILS

School councils are a critical link between schools and parents and play a key role in reaching out to the broader community. They are established in accordance with the *Schools Act, 1997*. The councils serve in an advisory role to principals regarding school development and student achievement, and contribute to the development of school-based policies.

The Director of Education and local school board trustees have established a process to meet annually with school council chairs. In 2010-2011, the school council consultations were focused on the new strategic plan for 2011-2014. School councils were also provided with a working document to facilitate their input to the new strategic plan. Over March and April of 2011, meetings were held in seven locations with school council representatives.

Centre for Distance Learning and Innovation (CDLI)

CDLI enables students attending small, rural schools to enroll in courses such as Chemistry and Advanced Mathematics. The CDLI classroom provides a variety of ways for students to interact with teachers and each other. Students continued to access courses through CDLI in 2010-2011. CDLI reported **459** course registrations for **284** different students in **35** schools throughout Nova Central School District. This number is up from 2009-2010 when there were **408** registrations.

The CDLI Program supports government's strategic direction regarding primary, elementary and secondary education, and the component of technology.

Computers for Schools Program (CFS)

Computers for Schools refurbishes computers and related equipment donated by governments and businesses and distributes them to schools, libraries and non-profit learning organizations across Canada. In 2010-2011 district technology staff prepared and distributed approximately 471 computer systems to district schools. This also supports the technology component of the provincial government's strategic direction for primary, elementary and secondary education.

Central Regional Integrated Health Authority (Central Health)

The School Health Promotion Liaison Consultant, a shared position between the school district and regional health authority, is based at the district office and oversees the *Healthy Students Healthy Schools* Initiative for the district.

Canadian Heritage

Through the Canada-Newfoundland and Labrador Agreement for Minority Language Education and Second Official Language Instruction, Nova Central School Board is able to support quality French language instruction in our schools. Early French Immersion, Intensive Core French, Senior High Core French and Expanded Core French programs are offered in various schools throughout the district, and the number of French second language programs continues to grow. The district receives funds to facilitate special student activities and class trips, support a French program specialist position, hire French Immersion teacher aides and provide a variety of resources for the delivery of French Second Language programs.

Department of Advanced Education and Skills (AES)

The Career Information Liaison Officer, a shared position between the school district and the provincial Department of AES, is based at the regional office in Grand Falls-Windsor and supports schools with career development initiatives.

Kids Eat Smart Foundation (KES)

The majority of schools in the district partner with KES to support healthy breakfasts for students. Forty-four schools offer breakfast or snack programs from one to five days per week. Schools receive start-up, sustaining and matching grants from KES to run the clubs, and receive support from the district's KES coordinator for the volunteers and staff who run the programs.



Outcome of Mission

Outcome of Mission

Through an environmental scan and data review carried out for the 2006-2008 Strategic Plan, it was determined that too many students in our district were graduating with a general certificate. While it is appropriate for a number of students to be placed in a general program, the research indicated that more students should be completing an academic/honours program in our district. The Mission Statement, intended to be implemented over two strategic planning cycles (2006-2008 and 2008-2011), focused on increasing the percentage of students graduating with an academic/honours certificate and thereby increasing their post-secondary options. This is in line with the provincial government's strategic direction of "improved educational programs and environments respond to constantly evolving demographics", and the specific interventions of curriculum, learning supports and achievement.

By June 30, 2011, the Nova Central School Board has increased the number of students graduating with academic/honours certificates by five percent in order to improve students' access to potential post-secondary opportunities requiring a high school academic certificate.

Measure: *Increase in percentage of certificates to improve access*

Indicator: *Comparison of the percentage of June 2006 academic/honours graduates to the June 2011 percentage of academic/honours graduates.*

Results and Benefits

Over the course of two strategic planning cycles, Nova Central School District has improved student academic achievement, and increased the percentage of students graduating with an academic/honours certificate.

The Board, through its Programs Division, developed and implemented a plan to improve student academic achievement over 2006-2008, which included:

- Increasing the number of students enrolled in an academic/honours program in Level I;
- Providing additional tutoring supports for students at risk of failing senior high Math and English Language Arts courses;
- Improving communications with parents/guardians of senior high students regarding student choices at the high school level; and,
- Establishing a student attendance protocol.

Student academic achievement continued to be a priority for the Board over 2008-2011 with the development of specific strategies that targeted the intermediate student, professional development, use of instructional time and expansion of the Skilled Trades program.

The Board's Mission Statement also led to improved review of student achievement data for each school, so that schools could incorporate the information into their school development plans.

The external results indicate that the work undertaken by the district over 2006-2011 in support of the Mission led to positive improvements in the school-leaving outcomes for our students:

- By June 30, 2008, when public exam results and final marks were analyzed, the district reported an increase of 2.3% over 2006, surpassing its 2% target.
- By June 30, 2009, the district had maintained its increase in academic/honours graduates over 2006, although statistics remained at par or slightly below the percentages for June 2008.
- By June 30, 2010, the results reflected a significant increase in the number of students graduating with an academic/honours certificate, almost 8% higher than in 2006.

Overall, between June 2006 and June 2011, Nova Central School District showed an increase of 9.03% in the percentage of students graduating with an academic/honours certificate, almost double the targeted increase.

The trend of an increasing number of students graduating with an academic/honours certificate is evident.

Graduation Statistics	June 2006	June 2007	June 2008	June 2009	June 2010	June 2011
Students eligible to graduate	1,107	1,179	1,114	1,026	950	909
Students graduated	995 (89%)	1,071 (90.8%)	1,028 (92.3%)	928 (90.4%)	881 (92.7%)	828 (91.1%)
Students graduated with honours	173 (17.4%)	197 (18.4%)	226 (21.8%)	189 (20.4%)	203 (23%)	243 (24.3%)
Students graduated with academic status	362 (36.4%)	375 (35%)	345 (33.6%)	308 (33.2%)	334 (37.9%)	323 (39%)
Students graduated with general status	460 (46.2%)	499 (46.6%)	459 (44%)	431 (46.4%)	344 (39%)	304 (36.7%)



Outcome of Strategic Plan Goals and Objectives

Strategic Plan Goals and Objectives

STRATEGIC ISSUES

This is the third and final year of our 2008-2011 Strategic Plan. The four governance issues identified in the plan are:

1. Student Academic Achievement
2. Professional Development
3. Effective Use of Instructional Time
4. Enhanced Supports for Skilled Trades Programming

Issue One: Student Academic Achievement

Through our Strategic Plan for 2008-2011, the Board focused on improving the intermediate learning environment and student academic achievement in grades 7-8-9. This goal also supports the strategic direction of government of “improved educational programs and environments respond to constantly changing demographics,” and the component of achievement.

Students’ choices and performance at the intermediate level have a direct impact on their ability to complete an academic program in high school. The need to focus on the intermediate level was identified through an environmental scan conducted for the Strategic Plan.

The intermediate action plan outlined for 2008-2011 was intended to improve student outcomes at the intermediate level, so that outcomes will subsequently be improved for those students when they move to the senior high level. The plan was to:

- Establish an intermediate programs working group
- Establish baseline data
- Develop a plan to improve student academic achievement at the intermediate level
- Implement the board-approved plan on a pilot basis
- Implement the plan at schools throughout the district
- Increase resources and supports for students in grades 7-8-9
- Increase training and teaching strategies for teachers at the intermediate level
- Improve CRT results for grade 9 students between June 2008 and June 2011.

Goal 1

By June 30, 2011, Nova Central School Board will have improved student achievement at the intermediate level.

Measure: Implementation of Plan

Indicators:

- Improved Criterion Reference Testing (CRT) results for Grade 9 students between June 2008 and June 2011.
- Increased resources and supports for students in Grades 7-9.
- Increased training in teaching strategies for teachers at the intermediate level.

A plan, called “Fostering Ownership of Students, Learning and Environment”, was developed to improve student academic achievement at the intermediate level. This plan was approved by way of motion at the June 23, 2009 regular meeting of the Board. The Program Specialist (Intermediate) led the development and implementation of the plan. An *intermediate student academic achievement working group* was also established, consisting of programs staff, school administrators and teachers with intermediate level responsibilities. The working group provided input to the development of the plan and supported its implementation.

In 2009-2010, implementation of the plan began in 15 pilot schools. These schools serve 60% of our intermediate student population. The plan increased resources and supports for students and teachers. It was intended to:

- Assist teaching staff to better understand the intermediate learner and to enhance relationships between students and teachers.
- Support schools in implementing instructional practices and programs to create meaningful learning experiences and respond to the different developmental needs of the intermediate student.
- Support students and their parents/guardians during the transition from elementary to intermediate grades.
- Promote academic achievement at the intermediate level.

Various strategies were introduced to support these objectives, which were reported on in our Annual Report for 2009-2010.

In 2010-2011, implementation of the plan continued with the 15 pilot schools, and some activities were also introduced with all intermediate students and teachers in the district. However, it was identified that the plan needed to be evaluated and revised, prior to full, long-term implementation in the district.

Results and Benefits

Improved Criterion Reference Testing (CRT) results for Grade 9 students between June 2008 and June 2011

It was determined that the baseline data for assessing improvement in student performance would be the CRT results at the intermediate level.

The CRT results demonstrate improvement for the district's grade 9 students in June 2011 over June 2008, and also demonstrate that the district is closing the gap with provincial results for grade 9 CRTs. However, it is expected that it will be several years before significant changes resulting from the interventions at the intermediate level will be evident in the CRT results. The long-term goal of the Board is to achieve parity with, or exceed, provincial CRT results for grade 9.

ENGLISH LANGUAGE ARTS

The grade 9 CRT results demonstrate growth in one area over 2008-2011 and slight declines in the other two areas. However, the district results showed consistent improvement in all three areas when compared with the overall provincial results.

- From 2008-2011, the percentage of grade 9 students in the district who were performing at Level 3 or above on the Demand Writing Rubric improved from 82% to 84% , while the overall provincial percentage declined from 86% to 83%.
- From 2008-2011, the percentage of grade 9 students in the district who were performing at Level 3 or above in the area of Poetic Reading declined from 66%, to 58%. Although showing a slight decline, the results indicate that we are closing the gap with the provincial results. In 2011, the difference with the province was only 3%, compared with 7% in 2008.
- From 2008-2011, the percentage of grade 9 students in the district who were performing at Level 3 or above in the area of Informational Reading declined slightly from 68% to 65%. However, the district continues to close the gap with provincial results as well in this area. In 2011, the difference was only 5%, compared with 10% in 2008.

MATHEMATICS

The overall Math CRT test score for Nova Central School District grade 9 students improved by 4.8% between 2008 and 2011.

- From 2008-2011, the percentage of grade 9 students in the district who were performing at Level 3 or above on the Number strand showed a slight decline of less than 1%, while the overall provincial percentage reflected a decline of 1.2%.
- From 2008-2011, the percentage of grade 9 students in the district performing at Level 3 or above on Patterns and Relations increased by 3.5%, and the overall provincial percentage also increased by 3.5%

- From 2008-2011, the percentage of grade 9 students in the district who were performing at Level 3 or above on Shape and Space increased by 8.6%, while the overall provincial percentage increased by 12.1%.
- From 2008-2011, the percentage of grade 9 students in the district who were performing at Level 3 or above on Statistics and Probability, increased by 16.6%, while the overall provincial percentage increased by 16.2%.

Increased resources and supports for students in Grades 7-9

Over the past three years, resources and supports for students in grades 7-9 in the 15 pilot schools were increased significantly in our district. The following new resources and supports were based on research about the intermediate learner and included activities designed to improve learning and engage students:

- A survey was conducted with students on various aspects of school life, to assist schools to improve programs and activities for students.
- A 'home room' concept was established at the intermediate level.
- Interactive white boards were provided to pilot schools.
- *Real Game* kits were provided at the grade 7 level to strengthen career education. [The *Real Game* is a career exploration program that helps students to match their expectations and career interests with the realities of working in that career, and the choices they must make as an intermediate student to ensure that they are successful in high school and beyond.]
- *Active Schools*, or Quality Daily Physical Activity (QDPA) was implemented in pilot schools with grades 7 and 8. [*Active Schools* is a program designed to promote daily physical activity and active learning. Physical activities are incorporated into the curriculum where possible.]
- A district career session was offered for grade 8 students.
- Two district student summits on healthy living were delivered for intermediate students.
- Activities to support students in the transition from elementary to intermediate were introduced at pilot schools.

Increased training in teaching strategies for teachers at the intermediate level.

Over the past three years, there has been significant professional development, including increased training in teaching strategies, provided for teachers in pilot schools at the intermediate level:

- A pilot project steering committee and working group were established and met several times over the three years, to support implementation of the student achievement plan for intermediate students.
- An intermediate instructional strategies team was established and trained.
- Instructional strategy sessions were developed and targeted specifically for intermediate teachers, including sessions on inclusion, differentiated instruction and evaluation, and curriculum-related topics.

- New teaching materials and student resources were made available through the district's instructional materials centre.
- Research related to the intermediate learner was shared during sessions with school administrators and teachings staff from pilot schools.
- *Real Game* training was provided for intermediate teachers.
- *Active schools* training was provided for intermediate teachers, and QDPA kits were provided to schools.
- A presentation was developed and used with teaching staff to increase awareness about the intermediate learner.

Program specialists and itinerant teachers worked directly with teachers and students in the pilot schools to support the implementation of instructional strategies.



Objective 2010-2011

Objective	Measure	Indicator
<p>By June 30, 2011, Nova Central School Board will have implemented a plan to improve student achievement at the intermediate level throughout the district.</p>	<p>Plan Implemented</p>	<ul style="list-style-type: none"> • Improved CRT results for the cohort of students in grade 9 (2011) over their CRT results in grade 6 (2008) • Improved CRT results for students in grade 9 (2011) over the CRT results for students in grade 9 the previous year (2010) • Increased resources and supports for students in grades 7-9 • Increased training in teaching strategies for teachers at the intermediate level.

Results and Benefits

Over 2010-2011 the district continued to implement a plan to support student academic achievement at the intermediate level in 15 pilot schools. The plan was reviewed and revised for long-term implementation at the intermediate level, but was not fully implemented in all schools in this school year.

The CRT results are the key indicators which demonstrate if our efforts are having an impact. While there has been some decline in specific components of the English Language Arts and Math CRTs when comparisons are made within the district, it is important to look at the progress when compared with the provincial results.

In general, there has been some improvement for the cohort of students in the pilot schools from 2008-2011. It is also encouraging to see more consistent improvement in student achievement, when comparing the grade 9 CRT results for all students from 2009-2010 to 2010-2011. The district showed improvement in the English Language Arts CRT, and although results were down slightly for the Math CRT, there was growth overall when compared to provincial results.

It is expected that it will take at least another three years to see significant improvement in the CRT results at the intermediate level in our district.

Improved CRT results for the cohort of students in grade 9 (2010-2011) over their CRT results in grade 6.

While Nova Central School District was unable to improve CRT results in all areas, there were a number of areas where improvements were demonstrated.

ENGLISH LANGUAGE ARTS

Nova Central School District has demonstrated some improvement in CRT results for the cohort of students in grade 9 (2010-2011) in the intermediate pilot schools, over their CRT results in grade 6.

- Eight out of 15 (53%) of schools improved on the percentage of students at Level 3 or above on the Demand Writing Rubric from Grade 6 - Grade 9.
- Four out of 15 (27%) of schools improved on the percentage of students at Level 3 or above on the Informational Text Rubric from Grade 6 - Grade 9.
- Seven out of 15 (47%) of schools improved on the percentage of students at Level 3 or above on the Poetic Reading Rubric.
- Overall, the 15 pilot schools improved the percentage of students performing at level 3 or above on the Demand Writing Rubric (ELA) by 3.1%, while the province declined by 2.9%.
- The 15 pilot schools demonstrated a decline in the percentage of students performing at level 3 or above on the Poetic Reading Rubric by 14.1%, compared with the province which demonstrated a decline of 11.6%.
- The 15 pilot schools demonstrated a decline in the percentage of students performing at level 3 or above on the Informational Test Rubric by 19.2%, while the province declined by 8.3%.

In general, the district has been closing the gap between district and provincial results for the grade 9 CRT.

MATHEMATICS

The school year 2010-2011 was the first year of the new grade 6 Mathematics program, which led to changes in the CRT construction and scoring, and there was also a new grade 9 CRT. There are difficulties in comparing the elementary and intermediate Mathematics CRT results for the cohort of students, from grade 6 to grade 9, due to differences in the format of the CRTs and the fact that all aspects of them are not comparable. In the areas which can be compared, Nova Central School District has demonstrated limited improvement.

The Math categories which can be compared on the grade 6 CRT and the grade 9 CRT for this cohort of students are number (with limitations), shape and space.

- Overall, 3 out of 15 (20%) of the pilot schools improved their scores in the number, shape and space strands.

Improved CRT results for students in grade 9 (2010-2011) over the CRT results for students in grade 9 the previous year (2009-2010)

While Nova Central School District was unable to improve CRT results in all areas, the district did demonstrate significant improvements in CRT results for grade 9 in 2010-2011, over the CRT results for grade 9 students in the previous year (2009-2010).

ENGLISH LANGUAGE ARTS

The district demonstrated improvement in the English Language Arts grade 9 CRT results in 2010-2011, over 2009-2010.

- In the Demand Writing rubric, the district demonstrated an improvement of 3.3% in the percentage of students performing at Level 3 or above. The district's grade 9 CRT results demonstrated a 0.2% difference with the province in 2010-2011, compared with a -5.2% difference in 2009-2010.
- In the Informational Text rubric, the district demonstrated an improvement of 0.6%. The district's grade 9 CRT results demonstrated a -4.6% difference with the province in 2010-2011, compared with a -6.1% difference in 2009-2010.
- In the Poetic Reading rubric, the district demonstrated a decline of 5.4%. The district's grade 9 CRT results demonstrated a -3.0% difference with the province in 2010-2011, compared with a -9.3% difference in 2009-2010.

MATHEMATICS

The district demonstrated relative stability on the Mathematics grade 9 CRT results in 2010-2011, over 2009-2010.

- In the Number strand, the district improved by 1.9%.
- In Patterns and Relations strand, the district declined by 1.1%.
- In Shape and Space strand, the district declined by 1.5%.
- In Statistics and Probability strand, the district improved by 15.9%.

The overall average for Nova Central School District on the grade 9 Math CRT in 2010-2011 was 60.4%, down slightly from 2009-2010 by 0.4%. However, we are moving closer to the provincial mean. In 2009-2010, we were 5.6% below the provincial mean, but were below by only 3.5% in 2010-2011.

Increased resources and supports for students in grades 7-9

Resources and supports for students were increased in the school year 2010-2011 at the intermediate level in grades 7-8-9. The activities introduced were intended to support group work and provide multiple ways to demonstrate learning. They incorporate physical movement throughout and more actively engage students in the learning process. The focus on career exploration assists intermediate students to explore career options, set educational goals and to better plan for high school and beyond.

- The Active Schools Model (quality daily physical activity) was expanded in this school year. In 2009-2010, the model was introduced in grade 7 and QDPA kits were provided to support the physical activities. This year, training and resources were provided to pilot schools to support implementation with grade 8 students. An additional 29 QDPA kits were provided to pilot schools.
- Five hundred seventy-one (571) grade 8 students from the 15 Intermediate pilot schools attended a career session in March 2011, funded through the province's *Youth Retention*

and Attraction Strategy. This was the first such session offered for intermediate students, and it was delivered in Gander and Grand Falls-Windsor. Representatives from three career clusters (health, skilled trades, and oil and gas) facilitated sessions. Prior to attending the session, students completed a career exploration program called 'Smart Options'.

Increased training in teaching strategies for teachers at the intermediate level.

Professional development for teachers in the intermediate pilot schools was increased in the school year 2010-2011. The primary purpose of the training was to help teachers to improve instructional strategies and to incorporate a variety of activities into each class or topic, depending on the needs and learning styles of the students.

- In 2009-2010, a group of intermediate teachers were trained to deliver Active Schools/QDPA to grade 7 students. In 2010-2011 an additional twenty-nine teachers from pilot schools participated in an Active Schools/QDPA in-service in the Fall, designed to promote daily physical activity and to incorporate physical activity into the delivery of curriculum for grade 8 students.
- A new instructional strategies team was established, consisting of 19 teachers from schools across the district.
- A group of 8 teachers were provided with four days of training to increase their skills in differentiated instruction, and to enable them to facilitate skills development with other teachers.
- There were 15 sessions offered by the Program Specialist (Intermediate) during the Professional Development Conference in the Fall, aimed at teachers in the pilot schools. On-site sessions regarding instructional strategies, differentiated instruction and the Real Game were offered at various pilot schools.
- The Programs Specialist (Intermediate) facilitated/co-facilitated the following in-services for Intermediate teachers during the third quarter:
 - Real Game training session (increasing the number of teachers trained to use this career development tool with students)
 - Session on higher level thinking skills
 - Two sessions on Career Cruising
 - Self-assessment in English Language Arts.
- Additional in-services offered for teachers at the Intermediate level included:
 - Visual arts
 - Sessions on Science common final exam (grade 9)
 - English Language Arts and Mathematics sessions on various topics including instructional strategies and curriculum planning
 - Inclusive education and co-teaching.

Comments

The plan to improve student academic achievement at the intermediate level was implemented in 2010-2011 in 15 pilot schools, with 60% of the intermediate student population. It provided increased resources and activities for students and professional development for teachers. The instructional strategies working group continued to meet and the Program Specialist (Intermediate) continued to work with the pilot schools to implement the plan.

As a result of a comprehensive review, the intermediate plan to improve student academic achievement was adjusted for long-term implementation. This is now being considered as one of the priorities for the new strategic plan, to ensure continued improvement in student academic achievement at the intermediate level.

Issue Two: Professional Development

Professional development and training for staff can support student academic achievement, improve the leadership capacity in the district and contribute to employee growth and satisfaction. Through its 2008-2011 Strategic Plan, the Nova Central School Board committed to providing quality professional development and training for all employees. Over the past three years, a professional development plan was developed and approved and resources were increased to address professional development priorities for both teaching and support staff. This goal also supports the strategic direction of government of “improved educational programs and environments respond to constantly changing demographics,” and the component of learning supports.

Goal 2

By June 30, 2011, Nova Central School Board will have enhanced professional development to support student academic achievement, district leadership and employee growth.

Measure: Enhanced Professional Development

Indicators:

- Developed professional development plan for teaching staff, support staff and managers/administrators.
- Board approved plan.
- Increased professional development resources

Results and Benefits

Developed professional development plan for teaching staff, support staff and managers/administrators

Board approved plan.

In 2008-2009, a professional development plan for all teaching and support staff, including managers/administrators, was developed. It included a review of professional development practices and needs within respective divisions, and evaluations from district training sessions and conferences. Surveys were also conducted with both teaching and support staff.

The professional development plan for Nova Central School District employees was approved by way of motion at the regular meeting of the Board in June of 2009.

Professional development priorities are now based on district and provincial priorities, school development plans and divisional work plans, and include sessions offered in support of the district’s strategic goals. Priorities also include:

- Training and orientation for new employees
- Mandatory training (e.g. new curriculum, first aid training)
- Training in a variety of teaching strategies and behavior management for all levels,
- Workshops addressing specific technology topics and policy implementation.

Over the course of 2008-2011, the professional development priorities for teaching staff were:

- Assessment and evaluation
- Differentiated learning
- Instructional strategies
- Inclusionary practices
- Positive behaviour interventions
- Curriculum implementation (including new curriculum)
- Curriculum integration (including integration of technology)
- Public exam and CRT preparation
- Pathways implementation
- Implementation of school development plans
- Classroom management
- Behaviour management.
- Respectful Workplace/Harassment - review of policy [all staff]

Over the course of 2008-2011, the professional development priorities for support staff were:

- Respectful Workplace/Harassment - review of policy [all staff]
- Human resources general information [all staff]
- Financial protocols, purchase orders, school cash [school secretaries]
- Health & Wellness [all employees]
- First Aid [drivers]
- Emergency preparedness [drivers]
- Fire extinguishers and evacuations [drivers]
- Quality Assurance program [janitorial staff]
- Behaviour management [student assistants]

All full and part-time teaching and support personnel were able to participate in training opportunities as approved by managers or school administrators. Casual employees were accommodated where possible.

Employees trained include:

Teaching Staff	Support Staff
<ul style="list-style-type: none"> ● school administrators ● teachers ● senior education officers ● program specialists ● itinerant teachers. 	<ul style="list-style-type: none"> ● Managers ● School secretaries ● District administrative staff ● Bus drivers ● Mechanics ● Custodians ● Maintenance staff ● Student assistants

Increased professional development resources

Professional development resources were increased over 2008-2011. In some cases, resources were enhanced. For example, annual professional learning conferences were planned around key themes such as differentiated instruction and respectful workplace policy. The numbers of sessions also increased. For example, the five Senior Education Officers began facilitating principals meetings and professional development sessions on a regional basis, and orientation for new school administrators and teachers will be offered on a regular basis. In addition to these methods, professional development was offered in a variety of ways, including through district in-services, school professional development days, mentoring, and other forms of delivery. A leadership development institute was also piloted in 2010-2011 for aspiring school administrators.

The number of in-services for support staff has increased significantly over the past three years. For example, support staff are now included in all school professional development days, and a full slate of mandatory and requested training is offered for support staff during the annual conference.

Objective 2010-2011

Objective	Measure	Indicator
By June 30, 2011, Nova Central School Board will have implemented a professional development plan for all employees in the district.	Implemented professional development plan for all employees	<ul style="list-style-type: none"> ■ Implemented professional development plan for all employees

Results and Benefits

Implemented professional development plan for all employees.

The district fully implemented the approved professional development plan for teaching and support staff in the school year 2010-2011. The plan outlined the philosophy, principles, stakeholder responsibilities, employee groups to be trained, and general priority areas for training:

- Mandatory/required training
- Curriculum integration
- Instructional strategies
- Leadership
- Policies and Procedures
- Occupational Health & Safety
- Use of Technology.

The district's professional development plan outlined the general methods of training delivery. In accordance with the plan the following methods were used to facilitate information delivery and skills development for teaching and support staff:

- A two-day conference for new school administrators was held in August 2010 for people who were assuming school administrator (principal and vice-principal) positions in September.
- A two-day session was offered for new teachers in August 2010.
- Principals' conferences were held in September 2010, January 2011 and June 2011. Meetings with principals were also held in five regions in both the Fall and Winter to cover human resource, policy and other matters related to school development and student achievement.
- An 'aspiring leaders' professional development program, comprised of four two-day sessions, was offered on a trial basis. The participants were selected through an application process facilitated by the Human Resources Division. The group of 15 teacher participants completed the pilot program in the final quarter of the school year.
- A professional learning conference was held in the district in October of 2010 (October 7-8, Gander and October 14-15, Grand Falls-Windsor). The conference was used to deliver a broad spectrum of training to all district staff. The theme of the conference was LEARN – DISCOVER – ACHIEVE. Approximately **1700** full-time and part time teaching and support staff participated in **284** sessions covering a broad array of topics related to the delivery of curriculum in the classroom and the operation of schools. The majority of these sessions were delivered by our own teachers, program specialists and other employees.
- Planning also commenced for the 2011 NCS D Professional Development Conference.
- School system professional development days were offered in the second quarter of the school year. Schools in a particular area are closed for students and relevant training is provided to the teaching and support staff in that cluster of schools.
- Programs staff offered district in-services based on the identified needs of schools and teachers, and in line with priorities related to student academic achievement. Most sessions were held at the district office in Gander or at the regional office in GFW.
- Programs staff also continued to conduct school visits and to offer one-one and group training for teaching staff on-site.
- Employees were mentored in various ways, including through one-one sessions with programs specialists, committee meetings and job shadowing. For example, the Department of Education approved five numeracy support teaching positions for the school year. These were mentored by the Program Specialist (Mathematics) who organized four sessions for the teachers.
- There were two summer institutes offered on Inclusion and Autism in August 2010.
- School-based and district staff participated in provincial and national training initiatives related to their scope of work. For example, student support services staff from schools and the district and regional offices attended an autism institute in St. John's in the Fall and program specialists attended a provincial meeting of program specialists.
- A bus foreman attended a student transportation conference and three mechanics attended training in March on diagnostics for new buses.

- Two teleconferences, facilitated by the ADE (Programs) and ADE (Human Resources) were held to share information with school administrators regarding programming and human resource policies.
- Programs staff delivered **145** training sessions for district teaching staff over 2010-2011 on a wide variety of topics.
- There was also a professional development day offered for support staff in the Gander system. Participants received Crisis Prevention and Intervention Training (CPI), technology training and information about autism.
- A two-day First Aid course was offered, to assist schools to meet their requirements in having the appropriate number of people trained, as per Occupational Health and Safety requirements.

On-line training and video conferencing were used where appropriate.

Comments

There was an overall enhancement of professional development for Nova Central School District during 2008-2011. The amount of training offered to teaching and support staff was increased, and it was offered in accordance with the general priorities set out in the district's professional development plan. A significant amount of training was offered to district staff during the 2010-2011 school year. This training supports our priorities related to student academic achievement and the operations of the district. Where possible, technology was used to deliver or enhance the training.

Issue Three: Effective Use of Instructional Time

There are incredible demands placed on instructional time during the school year, from many different sources. While most of the activities may be beneficial for students and schools when considered on an individual basis, collectively they impede the ability of schools to cover the required curriculum. The Nova Central School Board recognized the importance of providing a holistic learning environment for all students. However, the Board also recognized that it needed to improve practices in the system in order to ensure that curriculum outcomes get covered and instructional time is maximized. The Board's Strategic Plan 2008-2011 focused on the improved use of instructional time in goal three. This goal supports the strategic direction of government of "improved educational programs and environments respond to constantly changing demographics," and the components of curriculum and achievement.

Goal 3:

By June 30, 2011, the Nova Central School Board will have improved the use of instructional time for all students.

Measure: Enhanced use of instructional time

Indicators:

- Completed background report on district practices and best practices
- Improved guidelines for district schools on instructional time
- Implemented strategy for effective use of instructional time in Grades 7-12
- Implemented strategy for effective use of instructional time in Grades Kindergarten to 6.

Results and Benefits

Completed background report on district practices and best practices

In 2008-2009, a background report was prepared on the effective use of instructional time. The background report included a brief overview of research on factors affecting the use of instructional time, and a short scan of district data, practices and issues. This report was used to facilitate discussion with school administrators and teaching staff, regarding the issues identified and ways to protect and maximize instructional time. A 'use of instructional time' survey was also completed by school administrators.

Improved guidelines for district schools addressing factors impacting instructional time.

Improved guidelines helped to clarify expected expectations and reduce the amount of instructional time spent on specific activities. For example, an initial memo was sent to school administrators in September of 2009 regarding the management of external presenters during instructional time. Over the strategic planning cycle, correspondence was sent to school administrators regarding other factors impacting instructional time, ranging from mid-term and public exam schedules to reporting protocols for teaching staff when they were out of the school.

Implemented strategy for effective use of instructional time in Grades 7-12

Implemented strategy for effective use of instructional time in Grades Kindergarten to 6.

An *Effective Use of Instructional Time* policy was developed and piloted, and then approved in April of 2011. This resulted in the following strategy being implemented for all Nova Central School District Schools and K-12 students:

1. Implementation of a district *Student Attendance Protocol*.
2. Reporting protocols for administrative and teaching staff for time away from their schools.
3. A limited number of days when teaching staff could be out of the classroom for committee work.
4. Reduced use of instructional time by external agencies and individuals.
5. Established criteria for research that is to be conducted in school settings.
6. Reduced instructional disruptions resulting from the scheduling of mid-term and public exams.
7. An overall reduction in office referrals in some schools, due to the delivery of *Positive Behavioural Intervention Supports* (PBIS).
8. Reduction in instructional disruptions due to the prioritization of technology support requests.
9. Schools regularly updating Senior Education Officers on the opening and closing of schools.
10. The incorporation of 'effective use of instructional time' into school development plans.

This strategy helped to ensure that the time spent on teaching and learning was being maximized.

Objective 2010-2011

Objective	Measure	Indicator
By June 30, 2011, Nova Central School Board will have implemented a strategy to ensure effective use of instructional time for students in grades Kindergarten to 6.	Implemented strategy	<ul style="list-style-type: none"> • Implemented strategy • Analysed actions taken.

Results and Benefits

Implemented strategy

In 2010-2011, the district implemented its strategy to minimize the loss of instructional time and to ensure effective use of instructional time in all schools, including K-6 schools. This topic was introduced in school development plans, and schools continued to implement the student attendance protocol and other procedures to protect and enhance instructional time. Awareness of the correlation between instructional time and student achievement continued to be promoted with parents/guardians, students and staff.

Analysed actions taken

The Programs Division and school staff members continued to monitor the impact of various factors on instructional time, and to monitor implementation of the new *Effective Use of Instructional Time* policy, which was finalized in the third quarter of the school year. For example, data was tracked on the number of external presenters accessing schools. This led to changes at the school level which reduced the amount of instructional time lost to non-curriculum related presentations and activities by outside bodies.

Comments

The district continued to promote the protection of instructional time and its effective use, through the implementation of the *Effective Use of Instructional Time* policy, procedures and guidelines as well as through continued discussions with school staff. Over the past three years, the district has introduced a variety of activities to protect instructional time and improve instructional strategies.



Issue Four: Enhanced Supports for Skilled Trades Programming

The Department of Education committed to providing the equipment to pilot and implement a Skilled Trades program in high schools across the province. Nova Central School Board worked to ensure that the opportunities for implementation of the Skilled Trades programs in the district are maximized and that the required infrastructure is established where possible. Skilled Trades programs introduce students to the technological design process and production using computer hardware and software, as well as practical application of construction design methods. This goal supports the strategic direction of government to “support a qualified and skilled workforce to meet the province’s skilled labour demands,” including the component of youth participation.

Goal Four

By June 30, 2011, the Nova Central School Board will have increased the number of Skilled Trades programs available in high schools.

Measure: Increased number of skilled trades programs.

Indicators:

- Increased number of skilled trades programs in June 2011 compared with the number in June 2008.
- Increased teacher training and resources for skilled trades.

Increased number of Skilled Trades programs in June 2011 compared with the number in June 2008.

Nova Central School District demonstrated an increased number of Skilled Trades programs in June 2011 compared with the number in June 2008. There were nine Skilled Trades programs offered in Nova Central School District during the 2007-08 school year. The district targeted the establishment of 22 Skilled Trades programs for the end of the strategic planning cycle. As of June 2011, there were 24 schools in Nova Central School District which were offering Skilled Trades programming.

Increased teacher training and resources for Skilled Trades.

Nova Central School District increased teacher training and resources to support the increased number of skilled trades programs in the district. Additional in-services were offered through the Department of Education and district office for teachers of the Skilled Trades curriculum over 2008-2011. This included orientation and training for new teachers of the curriculum, training in First Aid, and training in Occupational Health and Safety.

Objective 2010-2011

Objective	Measure	Indicator
By June 30, 2011, Nova Central School Board will have established two additional new skilled trades programs in district high schools.	Increased skilled trades programs in high schools.	<ul style="list-style-type: none"> • Increased number of skilled trades programs in June 2011, compared with the number in June 2010. • Increased teacher training and resources for skilled trades.

Results and Benefits

Increased number of skilled trades programs in June 2011, compared with the number in June 2010.

The district demonstrated an increased number of Skilled Trades courses in 2010-2011 in our district, compared to the previous school year, 2009-2010. As of June 30, 2010 there were 22 programs offered in the district. As of June 2011, there were 24 schools in Nova Central School District which were offering Skilled Trades programming. Additional courses offered in this school year were:

- Indian River High School [Design and Fabrication course 2202].
- New World Island Academy [Energy and Power course 3201].

Work commenced on a new Skilled Trades suite at New World Island Academy, which opened in September 2011.

Increased teacher training and resources for skilled trades

There were several training sessions offered during the school year to support the expansion and delivery of the Skilled Trades curriculum, in line with the strategic plan. They included:

- Orientation with 2 Skilled Trades/technology teachers during new teacher orientation
- SolidWorks Software Training, Skilled Trades (24 participants)
- Larkin router assembly, set up and demonstration of CNC router for schools adding the course Design and Fabrication 2202 this year. (7 participants)
- MasterCam Software Training, Skilled Trades (24 participants)
- Energy and Power 3201 In-Service, Skilled Trades – course orientation (2 new teachers)
- Intermediate Power and Energy In-service was offered during the third quarter of the school year, to support the expansion and delivery of the Skilled Trades curriculum.

In addition to these sessions, the ICT/e-learning program specialist also visited schools to assist teachers with their delivery of the Skilled Trades curriculum

Comments

The Skilled Trades program continues to be popular with students, parents and staff and significantly enhances educational programming in our district. Both the number of schools offering Skilled Trades courses, and the number of student participants in those courses, continued to increase. Feedback from students and parents regarding the Skilled Trades courses is positive.





Highlights and Accomplishments

Highlights and Accomplishments

Nova Central School District experienced many highlights over the course of 2010-2011. Senior Education Officers continued to support the implementation of school growth and development plans including goal setting, internal/external reviews and data assessment. A school-wide tracking system and process for placement of high school students was also developed.

Teaching staff implemented the following new curriculum in 2010-2011: Kindergarten; Grade 4 Social Studies; Grade 6 English Language Arts; Grade 3, 6 and 9 Mathematics; Core French 1200; and, Grade 7 français (French Immersion Language Arts).

A Multi-Age Resource Handbook was completed, which was distributed for K-6 multi-age teachers and administrators. It included curriculum correlations, suggestions for administrators on grade level configurations and a parent brochure.

A number of schools held special Math days, with the aid of Department of Education grants. The Math days are intended to provide fun and creative ways to encourage students to practice and enhance Mathematical skills.

A protocol was developed through the Student Support Services Sub-Division, for the delivery of speech language pathology, deaf/hard of hearing and blind/visually impaired services. This will assist with the standardization of practices for those specialties. As well, the Student Support Services staff completed the profiling of pervasive needs for the district.

Fine Arts

Students from numerous schools throughout the district participated in the annual Kiwanis Music Festivals, held in Gander and Grand Falls-Windsor. Students participated in categories of choral and instrumental as well as choral speech and the performances were outstanding.

Funding for various Fine Arts initiatives continued, including the cost-share program with schools for equipment, the visiting artists' program, and student travel.

French

Intensive Core French students (280) attended four winter camps at Max Simms Camp again this winter, and again, the response was very positive. Teacher and volunteer support for this initiative is excellent. The district also hosted a provincial Intensive Core French Institute for school administrators and district office personnel.

New Resources Support the Love of Reading



Over the past two years, the Department of Education has provided significant resources to support literacy at the intermediate level. In 2009-2010, the department provided funds which enabled schools to purchase novels, magazines and audio books that better met the interests and needs of the students. The department also updated the reading lists for grades 7-8-9 and provided two books per student at the intermediate level. This has meant an increase of nearly 4000 new books in our district schools. Teaching staff have reported that students are reading more and reading a wider variety of texts, as these new resources better match the interests and needs of our intermediate students.

A new English Language Arts curriculum was adopted for grade 7 in 2010-2011. *Nelson Literacy 7* has high quality resources that feature colourful layouts, high interest topics, magazines for independent reading and audio and visual disks. The resource is also available electronically, which allows students to listen to selections, highlight key ideas, enlarge print and save and bookmark key ideas.

Nova Central School District continued its partnership with the Knights of Columbus to host a public speaking event for students at the intermediate level. The students were well prepared, poised and spoke eloquently on their chosen topics. They also responded very well to the questions that were posed. Topics included social media, oil resources, autism, Egyptian pyramids and stereotyping.

Inclusive Education Continues to Grow



Memorial Academy in Botwood received a provincial award for inclusive education in 2010-2011, through the *Community Inclusion Initiative of the NL Association for Community Living*. This recognition is for the school's positive contribution to inclusive education in Newfoundland and Labrador, and in Canada. Memorial Academy is a K-6 school with 338 students.

Implementation of the Inclusive Education Initiative continued in 2010-2011, through the leadership of the Itinerant Teacher for Inclusive Education. Professional development sessions were offered to schools on inclusive education, co-teaching, differentiated instruction and differentiated assessment.

Sixteen schools were implementing the Inclusive Education Initiative in 2010-2011.

Eight schools were in Phase I and eight schools were in Phase 2 of implementation.

PHASE I Schools:

1. Baie Verte Collegiate
2. Bay d'Espoir Academy
3. Lewisporte Academy
4. Lewisporte Collegiate
5. Memorial Academy (Botwood)
6. Millcrest Academy (Grand Falls-Windsor)
7. St. Paul's Intermediate (Gander)
8. William Mercer Academy (Dover)

PHASE II Schools:

1. Baie Verte Academy
2. Gander Academy
3. Gill Memorial Academy
4. Green Bay South Academy
5. Lakeside Academy
6. Lewisporte Intermediate
7. St. Joseph's Academy (Harbour Breton)
8. Woodland Primary (Grand Falls-Windsor)

Students and Teachers Help Promote Safe and Caring Schools

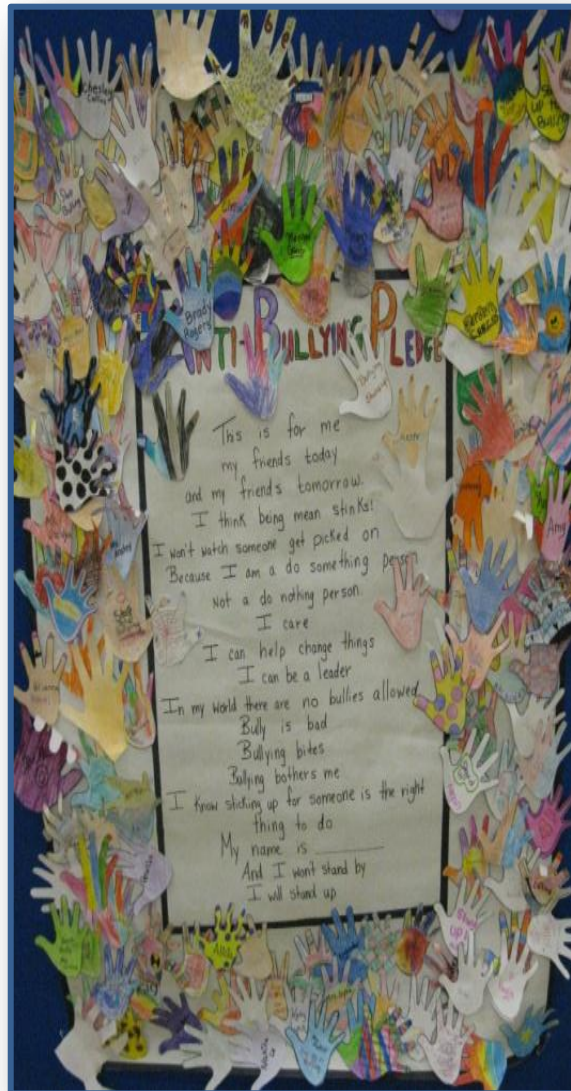
Nova Central School District supports schools and students in their efforts to create safe and caring teaching and learning environments. The district is proactive in making schools safe for our students. In 2010-2011, nine schools in the district received provincial Safe and Caring School awards, to support initiatives for students. This special fund is intended to:

- Increase support for effective approaches to establishing and maintaining safe and caring learning environments;
- Strengthen partnerships and promote effective actions to create positive school climates; and,
- Support and help to sustain safe and caring communities.

A number of schools in the district also introduced or enhanced positive behaviour interventions and supports with the assistance of the PBIS Itinerant Teacher. These schools are adopting a school-wide approach to behavioural expectations, positive behaviour reinforcement and disciplinary procedures. Several schools held PBIS launches and moved ahead with full implementation of the model. This included schools from primary to senior high level.

The district had nine Roots of Empathy programs in eight schools last year, with six more identified for training in 2011-2012. Students and teachers throughout the district also organized “Peace and Respect” days, anti-bullying campaigns, drug and alcohol awareness sessions, and many violence prevention and awareness activities.

The work undertaken by NCSd to improve safety and caring is in line with government’s strategic direction for primary, elementary and secondary education and the component of safety and tolerance.



Enhancing School Infrastructure



Nova Central School District and the Department of Education are partners in significant infrastructure enhancement in the school year 2010-2011. Such infrastructure enhancements help to ensure that our schools are safe, clean and welcoming environments for students, and support modern educational programming and services.

Copper Ridge Academy, the new school under construction in 2010-2011 for the Baie Verte area, was opened in September 2011.

The Department of Education completed several electrical, roof and building envelope upgrades at schools in the district.

Planning and project design commenced for the extensions and renovations at St. Paul's Intermediate [Gander], New World Island Academy [Summerford] and Exploits Valley High School in Grand Falls-Windsor. The tender for work on the Skilled Trades suite and expansion at New World Island Academy in Summerford was awarded and opened in September 2011.

This work is in line with government's strategic direction of improved educational programs and environments respond to constantly evolving demographics, and specifically the component of infrastructure.

Supporting School Success Through Technological Enhancements



Millcrest Academy in Grand Falls-Windsor was awarded a \$20,000 technology innovation grant from the provincial government. The funds were used to buy equipment and to support varied activities to increase students' skills with digital technology.

Exploits Valley High, also in Grand Falls-Windsor, piloted the *Focus on IT*, a two-year high-school course that helps students develop skills they'll need in our new, wired world. Upon graduation, students receive a nationally recognized FIT certificate and are prepared for writing major Information and Communications Technology certification exams. They may also receive advanced standing in certain post-secondary programs.

Programs and technology staff commenced deployment of an electronic student information system, funded primarily by the Department of Education. The system is in line with the long-term priorities of the province for the management of student information. Six NCS D schools are expected to pilot this technology in the Fall 2011.

A pilot project was introduced using a Microsoft technology called MultiPoint, intended to lower the costs of purchasing and maintaining computers; reduce energy consumption and electrical infrastructure demands; and, improve the workspace for students using computers. By the end of the school year, ten pilot schools with approximately 300 computer stations were deployed. The technology division is currently planning an expansion of this project.

As of June 2011, the district was also engaged in a major project to upgrade its Navision Software Package, used to support human resource functions. Two modules of the on-line hiring package were implemented and were being used to fill vacancies in the district. These upgrades enabled the district to improve the job application process; better manage the staff recruitment and hiring process; and, employee demographics and leave requests.

All of these advancements support government's strategic direction for education, and the component of technology.

Summary

Our annual report provides us with an opportunity to look back on the successes and challenges of 2010-2011. Nova Central School Board is pleased with the results from the past year and the progress in the implementation of the Strategic Plan for 2008-2011. We are especially pleased with the progress made in improving student academic achievement.

Our purpose is to support children and youth in Kindergarten to grade 12 to learn and succeed. Through a strong focus on quality educational programming for all students, and in conjunction with our many partners, we have seen significant improvements in school infrastructure, educational services and curriculum delivery. As we take on the initiatives identified in our new 2011-2014 Strategic Plan we look forward to building on the good work completed in the 2008-2011 strategic planning cycle.



Appendix A

School Board Mandate

(Legislation: *Schools Act, 1997*)

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) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;
- (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.

Appendix B

Board of Trustees

The NCSB Board of Trustees consists of fifteen Trustees, elected every four years from eleven zones in the District. As of June 30, 2011 the Board included the following trustees:

	Trustee	Zone
1.	Ms. Rochelle Lane	All communities on the Baie Verte Peninsula
2.	Mr. Hardy Sparkes	All communities from Sheppardville to Rattling Brook to Harry's Harbour to Beachside to Little Bay Islands to Miles Cove to Beaumont to Brighton, inclusive
3.	Mr. Thomas Kendell	All communities from Buchans to Grand Falls-Windsor, inclusive
4.	Ms. Jacqueline Howard*	All communities from Buchans to Grand Falls-Windsor, inclusive
5.	Mr. Michael Thomas	All communities from Bishop's Falls to Peterview to Leading Ticks to Fortune Harbour, inclusive
6.	Mr. Raymond Jenkins*	All communities from Bishop's Falls to Peterview to Leading Ticks to Fortune Harbour, inclusive
7.	Mr. John George (Chair)	All communities on the Connaigre Peninsula from St. Alban's to Morrisville to Rencontre East to Gaultois to McCallum, inclusive
8.	Mr. Hubert Langdon	All communities on the Connaigre Peninsula from St. Alban's to Morrisville to Rencontre East to Gaultois to McCallum, inclusive
9.	Mr. George Tiller	All communities from Norris Arm to Laureceton to Little Burnt Bay to Comfort Cove to Baytona to Birchy Bay, inclusive
10.	Mr. Newman Harris	All communities on Twillingate Island and New World Island, inclusive
11.	Mr. Andre Power*	All communities on Fogo Island and Change Islands to Port Albert to Horwood to Gander Bay South to Frederickton to Aspen Cove to Ladle Cove to Musgrave Harbour, inclusive
12.	VACANT	All communities from Deadman's Bay to Cape Freels to Pool's Island to Greenspond to Hare Bay, inclusive
13.	Mr. David Oxford	All communities from Gambo to Glovertown to Charlottetown, inclusive, and all communities on the Eastport Peninsula, and St. Brendan's Island
14.	Mr. Kerry Noble	All communities from Benton to Glenwood, inclusive
15.	Ms. Kim Cheeks	All communities from Benton to Glenwood, inclusive
*Appointed June 30, 2011.		

Appendix C

Nova Central School District: Enrollment by Grade and School 2010-2011

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	4t h	2010	2009	Diff .
A.R. Scammell Academy	2	2	1	2	1	2	1	2	1	4	1	2	3	0	24	25	-1
Avoca Collegiate	4	8	8	8	8	12	10	7	8	6	0	0	0	0	79	75	4
Baie Verte Academy	20	19	22	22	25	21	28	0	0	0	0	0	0	0	157	155	2
Baie Verte Collegiate	0	0	0	0	0	0	0	25	39	30	43	31	33	2	203	214	-11
Bay d'Espoir Academy	19	16	21	23	13	27	14	28	19	24	19	27	27	0	277	277	0
Bayview Primary	2	1	0	2	0	0	0	0	0	0	0	0	0	0	5	5	0
Botwood Collegiate	0	0	0	0	0	0	0	56	55	57	65	60	54	0	347	344	3
Brian Peckford Elementary	15	14	12	11	0	0	0	0	0	0	0	0	0	0	52	47	5
Cape John Collegiate	0	0	0	0	0	0	0	17	16	20	21	19	27	1	121	136	-15
Centreville Academy	8	17	10	13	14	9	7	16	6	17	0	0	0	0	117	117	0
Charlottesville Elementary	0	6	2	7	0	0	0	0	0	0	0	0	0	0	15	18	-3
Cottrell's Cove Academy	3	1	1	0	1	1	0	1	6	3	5	1	4	1	28	26	2
Dorset Collegiate	0	0	0	0	0	0	0	28	31	32	27	39	27	0	184	181	3
Exploits Valley High	0	0	0	0	0	0	0	0	0	0	155	180	138	21	494	486	8
Exploits Valley Intermediate	0	0	0	0	0	0	0	143	157	143	0	0	0	0	443	447	-4
Fitzgerald Academy	14	11	14	7	13	17	8	13	16	23	16	21	15	0	188	196	-8
Fogo Central Academy	19	25	24	20	16	17	22	18	22	21	18	32	29	1	284	277	7
Gander Academy	128	121	144	137	125	134	131	0	0	0	0	0	0	0	920	915	5
Gander Collegiate	0	0	0	0	0	0	0	0	0	0	116	119	95	6	336	356	-20
Gill Memorial Academy	6	9	10	7	8	15	14	4	17	6	10	8	14	0	128	137	-9
Glovertown Academy	26	14	25	19	28	29	27	27	25	34	45	30	37	2	368	377	-9
Green Bay South Academy	10	8	9	12	33	37	31	0	0	0	0	0	0	0	140	145	-5
Greenwood Academy	16	13	13	10	20	18	17	24	16	17	0	0	0	0	164	162	2
H.L. Strong Academy	0	0	0	0	0	1	0	0	1	0	0	0	2	0	4	5	-1
Helen Tulk Elementary	36	33	31	31	34	30	43	0	0	0	0	0	0	0	238	229	9
Heritage Academy	1	2	2	1	0	0	0	0	0	0	0	0	0	0	6	8	-2

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SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	4t h	2010	2009	Diff .
Hillside Elementary	10	15	14	13	13	20	19	0	0	0	0	0	0	0	104	115	-11
Hillview Academy	7	11	12	14	12	8	12	15	12	13	0	0	0	0	116	107	9
Holy Cross School	8	10	12	7	7	7	6	11	6	3	7	10	16	2	112	109	3
Indian River Academy	32	27	29	51	32	44	40	0	0	0	0	0	0	0	255	258	-3
Indian River High	0	0	0	0	0	0	0	42	36	40	48	50	48	2	266	261	5
J.M. Olds Collegiate	0	0	0	0	0	0	0	25	30	24	28	31	28	2	168	163	5
Jane Collins Academy	0	0	0	0	0	0	0	0	0	0	29	30	25	2	86	90	-4
John Watkins Academy	7	2	7	5	4	7	3	8	8	8	4	4	7	0	74	84	-10
King Academy	0	0	0	0	0	0	0	27	22	21	23	27	27	0	147	144	3
Lakeside Academy	5	4	5	5	7	7	13	7	9	8	10	7	6	2	95	91	4
Lakewood Academy	13	21	14	17	20	21	12	14	11	17	16	17	13	0	206	212	-6
Leading Tickle Elementary	2	3	3	2	0	0	0	0	0	0	0	0	0	0	10	12	-2
Leo Burke Academy	0	0	0	0	0	0	0	35	33	41	39	36	34	1	219	219	0
Lewisporte Academy	52	43	48	49	40	53	60	0	0	0	0	0	0	0	345	353	-8
Lewisporte Collegiate	0	0	0	0	0	0	0	0	0	0	94	91	76	0	261	282	-21
Lewisporte Intermediate	0	0	0	0	0	0	0	61	49	54	0	0	0	0	164	164	0
Long Island Academy	0	0	0	0	0	0	1	0	1	0	2	2	0	0	6	9	-3
Lumsden Academy	5	9	9	13	5	9	9	4	7	6	0	0	0	0	76	83	-7
MSB Regional Academy	4	9	13	10	11	14	13	11	12	14	26	14	9	0	160	174	-14
Memorial Academy, Botwood	48	48	38	55	44	49	56	0	0	0	0	0	0	0	338	339	-1
Millcrest Academy	0	0	0	0	113	100	114	0	0	0	0	0	0	0	327	300	27
New World Island Academy	24	18	32	27	18	28	35	30	33	33	37	43	40	1	399	438	-39
Pearson Academy	26	15	17	17	20	17	30	14	26	19	32	39	41		313	322	-9
Phoenix Academy	10	23	21	14	19	27	10	20	16	17	26	23	23	2	251	269	-18
Point Leamington Academy	6	3	4	6	8	9	12	9	8	13	6	9	15	0	108	105	3
Riverwood Academy	14	22	26	16	24	25	27	35	22	23	25	24	17	5	305	322	-17
Sandstone Academy	2	2	4	1	4	4	1	0	0	0	0	0	0	0	18	20	-2
Smallwood Academy	16	17	16	16	22	14	19	23	23	33	28	26	29	3	285	300	-15
Sprucewood Academy	40	41	26	41	37	38	53	0	0	0	0	0	0	0	276	282	-6
St. Gabriel's All Grade	1	0	0	1	2	1	1	0	2	2	2	2	1	0	15	13	2
St. Joseph's Elementary	22	23	16	13	16	18	24	0	0	0	0	0	0	0	132	138	-6
St. Paul's Intermediate	0	0	0	0	0	0	0	141	126	140	0	0	0	0	407	365	42

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	4t h	2010	2009	Diff .
St. Peter's Academy	6	0	0	4	2	2	5	1	1	4	3	8	1	0	37	10	27
St. Peter's All Grade	0	1	0	0	1	1	0	1	1	1	2	1	0	0	9	33	-24
St. Stephen's All Grade	1	2	0	1	0	1	3	0	2	1	3	3	0	0	17	19	-2
Twillingate Elementary	17	13	14	18	21	18	29	0	0	0	0	0	0	0	130	138	-8
Valmont Academy	1	7	13	8	5	13	8	13	9	13	13	14	17	2	136	145	-9
Victoria Academy	0	2	3	4	4	0	3	4	4	2	0	1	0	0	27	28	-1
William Mercer Academy	20	17	18	17	21	15	19	17	20	10	0	0	0	0	174	170	4
Woodland Primary	100	122	114	99	0	0	0	0	0	0	0	0	0	0	435	447	-12
TOTAL	828	850	877	876	871	940	990	977	964	997	1044	1081	978	58	12331	12493	-162

Appendix D

Audited Statements

NOVA CENTRAL SCHOOL DISTRICT
INDEPENDENT AUDITORS' REPORT
FINANCIAL STATEMENTS - JUNE 30, 2011

NOVA CENTRAL SCHOOL DISTRICT

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June 30, 2011

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INDEPENDENT AUDITORS' REPORT

To the members of the **Nova Central School District**

Report on the Financial Statements

We have audited the balance sheet of the current and capital funds of the **Nova Central School District** as at June 30, 2011, and the related statements of current revenues, expenditures and Board deficiency, and statement of changes in capital fund position for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management 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 determines 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 evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, 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 control 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.

Other

As required by Section 66(2) of the Schools Act, 1997, we report that all employees collecting, receiving and depositing cash are adequately bonded.

Basis for Disclaimer of Opinion

These financial statements, which have not been, were not intended to be, prepared in accordance with Canadian generally accepted accounting principles. They have been prepared in accordance with the basis of accounting and as explained in Note 1 to the financial statements, which is in compliance with reporting requirements established for school boards in the Province of Newfoundland and Labrador by the Department of Education.

(Continued...)

INDEPENDENT AUDITORS' REPORT (continued)

Opinion

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Board as at June 30, 2010, and the results of its operations and the changes in its capital financial position for the year then ended in accordance with the basis of accounting and as explained in Note 1 to the financial statements, which is in compliance with reporting requirements established for school boards in the Province of Newfoundland and Labrador by the Department of Education.

These financial statements, which have not been, were not intended to be, prepared in accordance with Canadian generally accepted accounting principles, are intended for the information and use of the Board and the Province of Newfoundland and Labrador and may not be appropriate for any other purpose.

Walters Hoffe
Chartered Accountants

Gander, Newfoundland

November 23, 2011

Nova Central School District
Balance Sheet
Year ended June 30

	2011	2010
Assets		
Current Assets		
Cash (Supp. Info 1)	\$ 8,243,948	\$ 7,259,977
Accounts Receivable (Note 2)	13,179,293	12,507,300
Inventory, at cost	-	-
Prepaid Expenses (Supp. Info 3)	607,814	652,192
Total Current Assets	<u>22,031,055</u>	<u>20,419,469</u>
Restricted Cash - Scholarship Contributions	721,709	683,123
Property and Equipment (Sch. 8)	<u>213,200,147</u>	<u>197,710,705</u>
	<u>\$ 235,952,911</u>	<u>\$ 218,813,297</u>
Liabilities and Board Equity		
Current Liabilities		
Bank indebtedness (Note 3)	\$ -	\$ -
Accounts Payable and Accruals (Note 4)	17,668,293	17,348,639
Current Maturities (Sch. 9B)	1,243,956	1,218,241
Total Current Liabilities	<u>18,912,249</u>	<u>18,566,880</u>
Scholarship Contributions	721,709	683,123
Long Term Debt (Sch. 9)	5,825,112	5,190,131
Accrued Support Staff Severance	3,042,333	3,089,962
Accrued Teacher Severance	20,081,629	19,191,399
Board Equity		
Investment in Capital Assets (Note 6)	206,131,080	191,302,334
Board Deficiency (Note 8)	<u>(18,761,201)</u>	<u>(19,210,532)</u>
Total Board Equity	<u>187,369,879</u>	<u>172,091,802</u>
Commitments (Note 7)		
	<u>\$ 235,952,911</u>	<u>\$ 218,813,297</u>

Approved: John George Chairperson

[Signature] Treasurer

See accompanying notes.

**Nova Central School District
Statement of Current Revenues, Expenditures and
Board Deficiency**

Year Ended June 30	2011	2010
Current Revenues (Schedule 1)		
Local Taxation		
Provincial Government Grants	\$ 139,023,286	\$ 134,502,460
Donations	-	-
Ancillary Services	36,801	36,000
Miscellaneous	589,869	986,002
	<u>\$ 139,649,956</u>	<u>\$ 135,524,462</u>
Current Expenditures		
Administration (Schedule 2)	\$ 4,028,573	\$ 4,103,365
Instruction (Schedule 3)	108,705,862	105,018,995
Operations and Maintenance (Schedule 4)	13,743,168	13,991,185
Pupil Transportation (Schedule 5)	11,865,250	11,342,883
Ancillary Services (Schedule 6)	2,238	39,398
Interest Expense (Schedule 9C)	3,703	712
Miscellaneous Expenses (Schedule 7)	-	-
	<u>138,348,794</u>	<u>134,496,538</u>
23 111		
Excess of Revenue over Expenditure Before Teacher Severance, Funded Management Leave Accrual and Transfer to Capital	\$ 1,301,162	\$ 1,027,924
Teacher Severance	(890,230)	(1,008,315)
Funded Management Leave Accrual	39,536	(443,392)
Transfer to Capital	<u>(1,137)</u>	<u>33,260</u>
Net Increase (Decrease) in Board Equity	\$ 449,331	\$ (390,523)
Board Deficit, beginning of period	<u>(19,210,532)</u>	<u>(18,820,009)</u>
Board Deficit, end of period	<u>\$ (18,761,201)</u>	<u>\$ (19,210,532)</u>

See accompanying notes.

**Nova Central School District
Statement of Changes in Capital Fund**

Year ended June 30	2011	2010
70 Capital Receipt		
71 Proceeds from Bank Loans		
011 School Construction	\$ -	\$ -
012 Equipment	-	-
013 Service Vehicles	67,115	-
014 Pupil Transportation	1,940,969	-
015 Other - Energy Performance Contracting	-	-
72 Department of Education Grants		
011 School Construction and Equipment	16,332,839	12,455,994
012 Other	119,941	-
73 Donations		
011 Cash Receipts	-	-
012 Non-Cash Receipts	-	-
013 Restricted Use	-	-
74 Sale of Capital Assets Proceeds		
011 Land	-	-
012 Buildings	11,289	20,122
013 Equipment	-	-
014 Service Vehicles	1,010	-
015 Pupil Transportation Vehicles	3,574	-
016 Other	-	-
75 Other Capital Revenues		
011 Interest on Capital Fund Investments	-	-
012 Premiums on Debentures	-	-
013 Recoveries of Expenditures	-	-
015 Insurance Proceeds	-	22,259
017 Miscellaneous-Energy Grant	-	-
Total Capital Receipts		
77 Transfer from Reserve Account	-	-
78 Transfer to/from Current Fund	1,137	(33,260)
	<u>\$ 18,477,874</u>	<u>\$ 12,465,115</u>

See accompanying notes.

**Nova Central School District
Statement of Changes in Capital Fund (cont'd)**

Year ended June 30	2011	2010
80 Capital Disbursements		
81 Additions to Property and Equipment		
011 Land and Sites	\$ 16,188	\$ 44,765
012 Buildings	16,313,466	12,211,143
013 Furniture and Equipment - School	-	105,077
014 Furniture and Equipment - Other	19,373	-
015 Services Vehicles	105,112	95,009
016 Pupil Transportation	2,006,724	-
017 Other	-	-
82 Principal Repayment of Loans		
011 School Construction	-	-
012 Equipment	-	-
013 Services Vehicles	17,011	9,121
014 Other	-	-
83 Miscellaneous Disbursements		
013 Other	-	-
 Total Capital Disbursements	 <u>\$ 18,477,874</u>	 <u>\$ 12,465,115</u>

See accompanying notes.

Nova Central School District Notes to the Financial Statements

June 30, 2011

1. Summary of Significant Accounting Policies

The accompanying financial statements have been prepared on a fund accounting basis which is generally accepted for School Boards. 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 Boards to account separately for the current and capital funds.

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

- a) Grants received by the Board from the Department of Education are recorded in either the current or capital funds depending on the project.
- b) Land, buildings and equipment are recorded in the accounts based on estimated values at January 1, 1997. Additions since that date are recorded at full cost in the capital fund.
- c) The Board does not calculate or record depreciation on any of its fixed assets.
- d) All capital expenditures financed out of current revenue funds are recorded as an expenditure in the current account.
- e) Principal Repayment of Pupil Transportation Loans are recorded as Current Expenditures. All other principal repayment of bank loans are recorded as Capital Expenditures.

Severance Pay

The Board has in effect severance pay policies whereby employees are entitled to a severance payment upon leaving employment with the Board. Under these policies, a permanent employee who has nine (9) or more years of continuous service in the employ of the School Board is entitled to be paid on resignation, retirement, termination by reasons of disability, expiry of recall rights, or in the event of death, to the employee's estate, severance pay equal to the amount obtained by multiplying the number of completed years of continuous employment by his weekly salary to a maximum of twenty (20) weeks pay. This liability for severance pay has been accrued in the accounts for all employees who have a vested right to receive such payments.

Severance pay for teachers is paid through the Department of Education. An amount of \$1,165,900 has been paid during the 2010-11 fiscal period and is included in employee benefits for teachers.

Nova Central School District
Notes to the Financial Statements

June 30, 2011

	<u>2011</u>
2. Accounts Receivable	
<u>Current</u>	
11 131 Provincial Government Grant	\$ 12,225,351
132 Transportation	-
133 Federal Government	673,316
134 School Taxes	-
136 Other School Boards	-
137 Rent	-
138 Interest	-
139 Travel Advances, Schools and Misc.	127,677
<u>Capital</u>	
11 231 Department of Education-Capital Grants	152,949
233 Local Contributions	-
234 Other School Boards	-
235 Other	-
	<u>13,179,293</u>
Less: Allowance for uncollectible Government grants	<u>-</u>
	<u>\$ 13,179,293</u>

3. Bank Indebtedness - Current

21 131 On Operating Credit	-
132 On Current Account	-
	<u>\$ -</u>

**Nova Central School District
Notes to the Financial Statements**

June 30, 2011

4. Accounts Payable and Accruals		2011
<u>Current</u>		
21 111 Trade Payables	\$	934,724
112 Accrued - Liabilities		286,125
113 - Interest		-
114 - Wages		1,213,460
115 Payroll Deductions		282,517
116 Retail Sales Tax		-
117 Deferred Grants		997,363
119 Summer Pay- Teacher		12,139,719
122 Department of Education		229,933
<u>Capital</u>		
21 211 Trade Payables		-
212 Accrued - Liabilities		-
213 - Interest		-
217 Deferred Grants		1,584,452
218 Other		-
	\$	17,668,293

5. Reserve Account - Capital

Description:

Balance, beginning of period	\$	-
Less: Transfer to Capital Fund		-
Add: Transfer from Board Equity		-
Balance, end of period	\$	-

Nova Central School District
Notes to the Financial Statements

June 30, 2011

	<u>2011</u>
5A. Reserve Account - Current	
Description:	
Balance, beginning of period	\$ -
Less: Current Expenditures	<u>-</u>
Add: Transfer from Board Equity	<u>-</u>
Balance, end of period	<u>\$ -</u>

**Nova Central School District
Notes to the Financial Statements**

June 30, 2011

		<u>2011</u>
6. Investment in Capital Assets		
Balance, June 30, 2010		\$ 191,302,334
Transfer of Operating Funds to Capital Fund		1,137
Grants - Department of Education-Capital Projects	16,452,780	
- Other	<u>-</u>	16,452,780
Proceeds from Sale of Capital Assets- Buildings		15,874
Federal Government Energy Grant		-
Insurance Proceeds		<u>-</u>
		207,772,125
Deduct Adjustments:		
Cost of Assets Sold - Land	-	
- Buildings	615,149	
- School Buses	2,394,270	
- Service Vehicles-Mtce.	51,002	
- Service Vehicles-Bussing	<u>11,000</u>	<u>2,971,421</u>
		204,800,704
Add Adjustments:		
Other - Pupil transportation loan payments made by current fund	1,144,945	
Energy Performance loan payments made by current fund	<u>185,431</u>	<u>1,330,376</u>
23 221 Investment in Capital Assets, end of period		<u>\$ 206,131,080</u>

**Nova Central School District
Notes to the Financial Statements**

June 30, 2011

7. Commitments

At the Balance Sheet date, the District had the following commitments:

The District has entered into lease agreements with estimated future payments for the next five years as follows:

2012-\$ 148,539
2013-\$ 138,842
2014-\$ 138,842
2015-\$ 136,003
2016-\$ 134,753

8. Board Deficiency

Opening Board Deficiency, June 30, 2010	\$ (19,210,532)
Net increase(decrease) in Board Equity (Page 4)	<u>449,331</u>
Board Deficiency, June 30, 2011	<u>\$ (18,761,201)</u>

Nova Central School District Notes to the Financial Statements

June 30, 2011

9. Department of Education Receivables and Payables

As at June 30, 2011 the Board has recorded the following receivables from the Province of Newfoundland & Labrador - Department of Education.

Accounts Receivable - Current

Amounts due re: Teacher Summer Pay	\$ 12,139,719
Amounts due re: School Operations	<u>85,632</u>
	<u>\$ 12,225,351</u>

Accounts Receivable - Capital

Amounts due re: Special Incentives	\$ -
Amounts due re: School Construction	<u>152,949</u>
	<u>\$ 152,949</u>

Accounts Payable

Amounts due re: Other	\$ 229,933
Amounts due re: Teachers Payroll	<u>-</u>
	<u>\$ 229,933</u>

**Nova Central School District
Current Revenues**

Schedule 1

Year Ended June 30	2011	2010
Current Revenues		
31 010 Local Taxation		
011 School Taxes	\$ -	-
32 010 Provincial Government Grants		
011 Regular Operating Grants	\$ 22,877,569	\$ 21,980,001
012 Special Grants (Details on bottom of Schedule 1)	1,115,889	1,755,494
013 Payroll Tax	1,748,827	1,687,583
Salaries and Benefits		
017 Directors and Assistant Directors	1,172,122	1,295,202
021 Regular Teachers	93,608,797	90,157,795
021 Student Assistants	2,755,677	2,552,411
022 Substitute Teachers	4,155,442	4,114,444
030 Pupil Transportation		
031 Board Owned	9,825,673	9,314,800
032 Contracted	1,246,433	1,139,603
033 Special Needs	516,857	505,127
	<u>139,023,286</u>	<u>134,502,460</u>
33 010 Donations		
012 Cash Receipts	-	-
013 Non Cash Receipts	-	-
014 Restricted Use	-	-
34 010 Ancillary Services	-	-
011 Revenue from Rental of Residences	-	-
015 Interest on Schools	-	-
021 Revenues from Rental of Schools and Facilities (Net)	801	-
022 Internally Generated Funds - Snow Clearing and Other Incentives	36,000	36,000
031 Cafeterias	-	-
032 Other	-	-
	<u>36,801</u>	<u>36,000</u>

Nova Central School District
Current Revenues

Schedule 1 (cont'd)

Year Ended June 30	2011	2010
<u>Current Revenues</u>		
35 010 Miscellaneous		
011 Interest on Investments	100,016	25,736
012 Bus Charters	294,776	305,658
021 Recoveries of Expenditures	82,602	491,032
051 Insurance Proceeds	1,846	9,058
081 Miscellaneous Federal Grant	53,807	59,648
091 Textbooks	-	-
092 Sundry	56,822	94,870
	<u>589,869</u>	<u>986,002</u>
36 011 Transfer from Capital		
Total Current Revenues	<u>\$ 139,649,956</u>	<u>\$ 135,524,462</u>

**Nova Central School District
Current Revenues**

Schedule 1 (cont'd)

Year Ended June 30	2011	2010
Special Grants		
French Monitor	\$ 31,676	\$ 60,657
French Immersion	4,200	5,409
French Teacher Aide	29,016	36,528
French Supplementary Materials	1,234	46,864
Primary Core French	17,000	-
French - ICF Admin Institute	5,500	-
French - Technology	4,550	-
PISA/PCAP Schools	2,742	-
French - ICF Resources	2,900	5,888
French - Smart Boards	18,595	-
St. Pierre Trips	81,159	62,102
French - Recruitment and Training	8,000	7,911
French Camps	58,865	58,537
Kinderstart	5,988	17,800
Tutoring/Work Experience	43,514	41,947
Tutoring/Work Experience - CDLI	30,639	38,191
CDLI	66,706	105,963
Fine Arts	11,607	6,691
Positive Behaviours	-	14,681
Cultural Connections - PD	-	-
Early Childhood	121	9,415
Teacher Induction	-	-
Math Initiatives	37,966	43,488
Math Leadership	-	-
Math Research	16,532	-
Art Works Conference	6,357	32,772
Numeracy Support	28,148	30,616
Student Information System	76,404	-
Healthy Schools	78,160	78,159
Training Initiatives-Special Education	76,098	87,732
French Intermediate Small Schools	-	2,897
Apprenticeship Scholarships	-	5,000
Multi-Age Handbook	13,457	2,794
International Student Fund	-	5,000
Music Equipment	48,171	128,242
Apprenticeship Program (Salaries)	76,711	88,446
Intermediate Library Initiative	112,021	25,850
Enhanced/School Inspections	27,014	55,110
Whiteboards	-	140,578
Bus Depots - Life Safety Projects	2,093	95,431
School Board Elections	-	29,524
Youth Retention Strategy	12,595	-
Speech Language Pathology	6,786	-
ASD S&C	20,439	-
Miscellaneous Repairs and Maintenance	52,925	385,271
	<u>\$ 1,115,889</u>	<u>\$ 1,755,494</u>

**Nova Central School District
Administration Expenditures**

Schedule 2

Year Ended June 30	2011	2010
51 011 Salaries and Benefits - Director and Assistant Directors	\$ 1,172,123	\$ 1,296,335
012 Salaries and Benefits - Board Office Personnel	1,715,138	1,813,383
013 Office Supplies	62,592	60,159
014 Replacement Furniture and Equipment	35,972	33,060
015 Postage	42,446	45,389
016 Telephone	87,262	93,537
017 Office Equipment Rentals and Repairs	28,707	30,301
018 Bank Charges	566	359
019 Electricity	140,753	143,947
021 Fuel	-	-
022 Insurance	4,204	4,548
023 Repairs and Maintenance (Office Building)	44,080	48,500
024 Travel	116,221	109,651
025 Board Meeting Expenses	77,746	60,679
026 Election Expenses	-	29,524
027 Professional Fees	126,367	84,403
028 Advertising	49,745	59,106
029 Membership Dues	76,008	70,921
031 Municipal Taxes	43,015	41,483
034 Miscellaneous	175,704	49,885
035 Payroll Tax	29,924	28,195
Total Administration Expenditures	\$ 4,028,573	\$ 4,103,365

**Nova Central School District
Instruction Expenditures**

Schedule 3

Year Ended June 30	2011	2010
52 010 Instructional Salaries (Gross)		
011 Teachers' Salaries - Regular	\$ 79,408,779	\$ 76,252,442
012 - Substitute	4,155,442	4,248,234
013 - Board Paid	-	-
013 - Student Assistants	2,731,450	2,478,764
014 Augmentation	-	-
015 Employee Benefits	14,199,140	13,907,090
016 School Secretaries - Salaries and Benefits	2,477,072	2,388,823
017 Payroll Tax	1,791,866	1,729,257
018 IMC Salary	35,299	33,812
	<u>\$ 104,799,048</u>	<u>\$ 101,038,422</u>
52 040 Instructional Materials		
041 General Supplies	\$ 708,819	\$ 818,721
042 Library Resource Materials	76,998	85,204
043 Teaching Aids	526,068	463,848
044 Curriculum Initiatives	-	-
	<u>\$ 1,311,885</u>	<u>\$ 1,367,773</u>
52 060 Instructional Furniture and Equipment		
061 Replacement	\$ 754,170	\$ 782,371
062 Rentals and Repairs	218,472	229,960
	<u>\$ 972,642</u>	<u>\$ 1,012,331</u>
52 080 Instructional Staff Travel		
081 Program Co-ordinators	\$ 59,677	\$ 72,447
082 Teachers' Travel	222,176	286,325
083 Inservice and Conferences	175,795	148,113
	<u>\$ 457,648</u>	<u>\$ 506,885</u>
090 Other Instructional Costs		
52 091 Postage and Stationary	-	-
092 Miscellaneous	\$ 1,164,639	\$ 1,093,584
	<u>\$ 1,164,639</u>	<u>\$ 1,093,584</u>
	<u>\$ 108,705,862</u>	<u>\$ 105,018,995</u>

Nova Central School District
Operations and Maintenance Expenditures - Schools

Schedule 4

Year Ended June 30	2011	2010
53 011 Salaries and Benefits - Janitorial	\$ 3,778,399	\$ 3,825,286
012 Salaries and Benefits - Maintenance	2,285,061	2,167,854
013 Payroll Tax	108,842	78,202
014 Electricity	3,043,129	3,062,981
015 Fuel	757,344	656,601
016 Municipal Service Fees	357,492	282,762
017 Telephone	408,987	385,028
018 Vehicle Operating and Travel	171,860	166,325
019 Janitorial Supplies	273,663	311,411
021 Janitorial Equipment	38,822	88,072
022 Repairs and Maintenance - Building	1,082,007	1,262,331
023 - Equipment	6,565	4,427
024 Contracted Services - Janitorial	303,153	277,565
025 Snow Clearing	673,918	463,639
027 Other	453,926	958,701
Total Operations and Maintenance Expenditures	\$ 13,743,168	\$ 13,991,185

**Nova Central School District
Pupil Transportation Expenditures**

Schedule 5

Year Ended June 30	2011	2010
54 010 Operation and Maintenance of Board Owned Fleet		
011 Salaries and Benefits - Administration	\$ 233,455	\$ 218,780
012 Salaries and Benefits - Drivers and Mechanics	5,985,675	5,861,084
013 Payroll Tax	101,803	98,875
014 Debt Repayment - Interest	127,542	77,609
015 - Principal	1,118,236	1,026,309
016 Bank Charges	-	-
017 Gas and Oil	1,210,197	1,114,323
018 Licences	110,350	107,790
019 Insurance	107,362	106,450
021 Repairs and Maintenance - Fleet	620,148	653,101
022 - Building	84,720	60,088
023 Tires and Tubes	89,084	89,327
024 Heat and Light	89,090	65,290
025 Municipal Services	8,695	8,768
026 Snow Clearing	37,564	31,825
027 Office Supplies	17,210	21,000
029 Travel	12,991	11,877
031 Professional Fees	7,129	7,500
032 Miscellaneous	92,263	85,850
033 Telephone	48,416	52,307
	<u>\$ 10,101,930</u>	<u>\$ 9,698,153</u>
54 040 Contracted Services		
041 Regular Transportation	1,246,433	1,139,603
042 Handicapped	516,887	505,127
	<u>1,763,320</u>	<u>1,644,730</u>
Total Pupil Transportation Expenditures	<u>\$ 11,865,250</u>	<u>\$ 11,342,883</u>

**Nova Central School District
Ancillary Services and Miscellaneous Expenses**

Year Ended June 30	2011	2010
<u>Ancillary Services</u>		<u>Schedule 6</u>
55 Ancillary Services		
011 Operations of Teachers' Residence	\$ -	\$ -
013 Janitorial	-	-
031 Cafeterias	12	39,398
032 Other	<u>2,226</u>	<u>-</u>
	<u>\$ 2,238</u>	<u>\$ 39,398</u>

Miscellaneous Expenses Schedule 7

The Board has incurred the following miscellaneous expenses:

57 001 Miscellaneous	-	-
	<u>-</u>	<u>-</u>
	<u>\$ -</u>	<u>\$ -</u>

**Nova Central School District
Details of Property and Equipment**

Schedule 8

Year Ended June 30, 2011

	Balance June 30, 2010	Adjustment/ Transfer Current Year	Additions 2011	Disposals 2011	Balance June 30, 2011
Land and Sites					
12 210 Land and Sites					
211 Land and Sites	2,762,670	-	16,188	-	2,778,858
12 212 Land Improvements	2,762,670	-	16,188	-	2,778,858
12 220 Buildings					
221 Schools	152,114,998	-	16,033,133	515,149	167,632,982
222 Administration	4,898,931	-	117,252	-	5,016,183
223 Residential	-	-	-	-	-
224 Recreation	-	-	-	-	-
225 Other - Maintenance	136,323	-	-	-	136,323
	157,150,252	-	16,150,385	515,149	172,785,488
12 230 Furniture & Equipment					
231 Schools	20,364,832	-	-	-	20,364,832
232 Administration	2,023,839	-	19,373	-	2,043,212
233 Residential	-	-	-	-	-
234 Recreation	-	-	-	-	-
235 Other - Maintenance	14,728	-	-	-	14,728
	22,403,399	-	19,373	-	22,422,772
12 240 Vehicles					
241 Service Vehicles	275,688	-	105,113	51,002	329,799
12 250 Pupil Transportation					
251 Land	60,817	-	-	-	60,817
252 Building	853,699	-	163,080	-	1,016,779
253 Vehicles - Buses	13,913,452	-	1,940,969	2,394,270	13,460,151
254 - Service	220,888	-	65,755	11,000	275,643
255 Equipment	69,840	-	-	-	69,840
256 Other	-	-	-	-	-
	15,118,696	-	2,169,804	2,405,270	14,883,230
12 260 Miscellaneous Capital Assets					
261 Other	-	-	-	-	-
Total Property & Equipment	\$ 197,710,705	\$ -	\$ 18,460,863	\$ 2,971,421	\$ 213,200,147

Land, buildings and equipment have been recorded in the accounts at estimated values at January 1, 1997. Additions since that date have been recorded at cost. Lands and sites on which some of the buildings are erected are vested in the former school boards or denominational education councils or churches. All real and personal property used for the purpose of education by Nova Central School District will be subject to the terms and conditions contained in Section 84 of the 1997 Schools Act.

**Nova Central School District
Details of Long Term Debt**

Schedule 9

Year Ended June 30, 2011

Bank loans, mortgages and debentures, approved by the Board and the Government of Newfoundland and Labrador

22 210 Loans Other Than Pupil Transportation

Ref.#

211 Bank Loans

___ Repayable \$ <u>15,452</u> monthly, maturing <u>2015</u>	\$ 598,807
___ Repayable \$ _____ monthly, maturing _____	-
___ Repayable \$ _____ monthly, maturing _____	-
___ Repayable \$ _____ monthly, maturing _____	-
___ Repayable \$ _____ monthly, maturing _____	-

Total 211

\$ 598,807

212 Mortgages

___ Repayable \$ _____ monthly, maturing _____	-
___ Repayable \$ _____ monthly, maturing _____	-
___ Repayable \$ _____ monthly, maturing _____	-

Total 212

-

213 Vehicles

___ Repayable \$ <u>539.62</u> monthly, maturing 2013	9,186
___ Repayable \$ <u>731.53</u> monthly, maturing 2013	15,117
___ Repayable \$ <u>552.61</u> monthly, maturing 2013	9,408
___ Repayable \$ <u>730.38</u> monthly, maturing 2013	11,709
___ Repayable \$ <u>619.21</u> monthly, maturing 2013	11,257
___ Repayable \$ <u>555.10</u> monthly, maturing 2011	1,101

Total 213

57,778

Subtotal

656,585

215 Less: Current Maturities

220,956

Total Loans Other Than Pupil Transportation

\$ 435,629

**Nova Central School District
Details of Long Term Debt**

Schedule 9 (cont'd)

Year Ended June 30, 2011

22 220 Loans - Pupil Transportation

Ref.#

221 Vehicle Bank Loans

Prime-1% Repayable \$13,293 monthly, maturing <u>2023</u>	\$ 1,794,619
Prime-1% Repayable \$1,537 monthly, maturing <u>2011</u>	6,148
Prime-1% Repayable \$3,648 monthly, maturing <u>2012</u>	40,124
Prime-1% Repayable \$6,277 monthly, maturing <u>2013</u>	156,928
Prime-1% Repayable \$1,125 monthly, maturing <u>2014</u>	46,133
Prime-1% Repayable \$2,914 monthly, maturing <u>2015</u>	131,230
Prime-1% Repayable \$3,794 monthly, maturing <u>2016</u>	242,827
Prime-1% Repayable \$2,090 monthly, maturing <u>2013</u>	50,167
Prime-1% Repayable \$2,738 monthly, maturing <u>2014</u>	98,551
Prime-1% Repayable \$2,793 monthly, maturing <u>2015</u>	125,699
Prime-1% Repayable \$1,084 monthly, maturing <u>2016</u>	68,295
Prime-1% Repayable \$ 21,563 monthly, maturing <u>2017</u>	1,574,104
Prime-1% Repayable \$ 24,443 monthly, maturing <u>2019</u>	2,077,658

Subtotal	<u>6,412,483</u>
223 Less: Current Maturities	<u>1,023,000</u>
Total Loans - Pupil Transportation	<u>5,389,483</u>
Total Long Term Debt	<u>\$ 5,825,112</u>

**Nova Central School District
Summary of Long Term Debt**

Schedule 9A

June 30, 2011

<u>Description</u>	<u>Ref.#</u>	<u>Rate</u>	<u>Balance June 30 2010</u>	<u>Loans Obtained During Period</u>	<u>Principal Repayment for Period</u>	<u>Balance June 30 2011</u>
A) 1. School Construction		Prime - 1%	\$ -	\$ -	\$ -	\$ -
2. Restructuring		Prime - 1%	-	-	-	-
B) Equipment			-	-	-	-
C) Service Vehicle			7,674	69,197	19,093	57,778
D) Other - Energy Performance Contracting		Prime - 1%	784,238	-	185,431	598,807
E) Pupil Transportation		Prime - 1%	5,616,460	1,940,969	1,144,946	6,412,483
Total Loans			\$ 6,408,372	\$ 2,010,166	\$ 1,349,470	\$ 7,069,068
Less: Current Maturities			1,218,241			1,243,956
Total Loans			\$ 5,190,131	\$ 2,010,166	\$ 1,349,470	\$ 5,825,112

**Nova Central School District
Schedule of Current Maturities**

Schedule 9B

June 30, 2011

Description	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
A) School Construction	\$ 185,424	185,424	185,424	42,535	
B) Equipment					
C) Service Vehicles	35,532	22,246			
D) Other					
E) Pupil Transportation	<u>1,023,000</u>	<u>995,179</u>	<u>901,031</u>	<u>845,680</u>	<u>814,486</u>
Total	<u>\$ 1,243,956</u>	<u>\$ 1,202,849</u>	<u>\$ 1,086,455</u>	<u>\$ 888,215</u>	<u>\$ 814,486</u>

**Nova Central School District
Schedule of Interest Expenses**

Schedule 9C

<u>Year Ended June 30</u>	<u>2011</u>	<u>2010</u>
<u>Description</u>		
012 Capital		
School Construction Restructuring	\$ -	\$ -
Equipment	-	-
Service Vehicles	2,083	411
Other	-	-
Pupil Transportation	-	-
Total Capital	2,083	411
013 Current - Operating Loans		
- Supplier Interest Charges	1,620	301
Total Current	1,620	301
Total Interest Expense	\$ 3,703	\$ 712

**Nova Central School District
Supplementary Information**

Year Ended June 30		2011	2010
1. Cash			
 <u>Current</u>			
11	110	Cash on Hand and in Bank	
	111	Cash on Hand	\$ 900
	112	Bank - Current	\$ 7,357,141
	114	- Teachers' Payroll	8,387
	115	- Support Staff Payroll	237,419
 <u>Capital</u>			
11	210	Cash on Hand and in Bank	-
	211	Cash on Hand	-
	212	Bank - Current	-
	213	- Savings	-
	214	- Other	-
Total Cash on Hand and in Bank			\$ 8,243,948
2. Short Term Investments			
 <u>Current</u>			
11	121	Term Deposits	\$ -
	122	Canada Savings Bonds	-
	123	Other	-
 <u>Capital</u>			
11	221	Term Deposits	-
	222	Canada Savings Bonds	-
	223	Other	-
Total Short Term Investments			\$ -

**Nova Central School District
Supplementary Information (Cont'd)**

Year Ended June 30	2011	2010
3. <u>Prepaid Expenses</u>		
<u>Current</u>		
11 141 Insurance	-	-
142 Municipal Service Fees	\$ 167,470	\$ 158,620
143 Supplies	-	-
144 Other - WHSCC	256,312	359,468
- Travel	-	-
- Miscellaneous	184,032	134,104
<u>Capital</u>		
11 241 Other (School Buses)	-	-
	<u>\$ 607,814</u>	<u>\$ 652,192</u>