



# Annual Report 2012-2013



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EXC/13/12/1922

December 20, 2013

Ms. Sandra Barnes  
Clerk of the House of Assembly

Dear Ms. Barnes:

I wish to table the 2012-13 Annual Report for the former Western School Board. Further to section 16(b) of the *Transparency and Accountability Act*, I would like to advise that the report is being tabled without audited financial statements.

During the 2012-13 reporting period the former board adopted Public Sector Accounting Board financial reporting standards which delayed the completion of the financial statements. The report will be retabled once the audited financial statements are available. I trust this is satisfactory.

Sincerely,



**CLYDE JACKMAN, MHA**  
Burin – Placentia West  
Minister

November 1, 2013

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



Dear Minister Jackman:

Effective September 1, 2013 the four English Language School Boards were consolidated into the Newfoundland and Labrador English School Board. The respective Chairpersons for the former boards were: Goronwy Price (Labrador), Don Brown (Western), John George (Nova Central) and Milton Peach (Eastern). The annual report for each school district was prepared in accordance with the Board's requirements as a category one entity under the Transparency and Accountability Act and was finalized after September 1, 2013. Therefore, it is my pleasure to present the Annual Report for 2012-2013 on behalf of the former Western School Board.

This report provides a balanced summary of the efforts and accomplishments of the Western School Board in respect to the goals that are articulated in its strategic plan 2011-2014, which included three areas: Student learning, organizational learning, and school organization and infrastructure.

The Western School Board's commitment to students and to learning is affirmed by the contents of the Annual Report.

I want to thank our trustees and staff who have served the former school board and our students since 2005. My signature below is indicative of the accountability of the Newfoundland and Labrador English School Board for the actual results reported.

Sincerely



**MILTON PEACH, Chair**

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# Overview

## Vision

*The vision of the Western School Board is of a learning organization in which all students achieve their maximum potential.*

## Mission

*By June 30, 2017, the Western School Board will have enhanced educational opportunities and supports for student achievement.*

## Mandate

The mandate of the Western School Board is established under Sections 75 and 76 of the *Schools Act, 1997*. The Board has legislative authority for the administration of primary, elementary and secondary education within the District which encompasses, but is not limited to, programming and policy, human resource management, finances, and operations such as facilities maintenance and student transportation.

## Educational Services

The Board's educational services include the delivery of the K-12 provincial curriculum, District programs and initiatives, and a broad range of services and programs to support a safe and caring learning environment for all students. Educational services in support of student learning require a strong focus on excellence in instruction and curriculum delivery, organizational efficiency and effectiveness, life-long learning of all employees, and safe and caring learning environments inclusive of all students.

The Board's educational services fall into two main categories:

### 1. Services to Students

The Western School Board is committed to providing the best possible learning opportunities for all students. This includes responsibilities for provision of curriculum materials and delivery, recruitment and retention of highly qualified staff positioned within their field of study, provision of curriculum delivery and support, a broad range of learning opportunities for student, professional development for staff, focused support for students with unique learning needs, and the provision of safe and caring inclusive learning environments. The Board also has a responsibility to provide safe transportation to and from school for students who meet the established provincial criteria for student transportation.

## 2. Organizational Services

The Western School Board is committed to ensuring organizational efficiency and effectiveness in support of student learning. This includes responsibilities for sound financial management and accountability, capital planning, facility maintenance, and technology infrastructure and support. The Western School District works closely with the Department of Education and Transportation and Works, and other government and community agencies to ensure we meet these responsibilities.

### Operational Information

In 2012-13 year, the Western School Board of Trustees had 13 members (11 males, two females) with two vacancies (Appendix A). The District operated 65 schools with a total student population of 11,331, one Central District Office, two Regional Education Offices (Lower Cove and Stephenville), a Student Support Services site and a Bus Depot. The staffing complement is noted in Table 1 which indicates the Western School District employed a total number of 1422 permanent staff and 663 substitute/call in staff.

Table 1. Staffing Complement, August 31, 2013

Employee Group	Permanent		Substitute/Call in		Total
	Male	Female	Male	Female	
Teaching Staff	307	697	127	308	1439
Student Assistants	1	134	1	90	226
District/School Support Staff	125	158	51	86	420
Total	433	989	179	484	2085

Source: Human Resources Department, Western School District

The Western School District encompasses Southeastern Labrador, the Northern Peninsula, Deer Lake-White Bay, Stephenville-Bay St. George, to Port aux Basques and Francois on the south coast. Table 2 shows the six main geographical areas, the number of schools in each area, and the student population. The largest student population is within the Corner Brook-Bay of Islands area at 33.4 % of the total District student population.

Table 2. Student Enrollment by District Area, September 2012

Area	Number of Schools	Number of Students	Percentage of Student Population
Southeast Labrador	7	431	3.8%
Northern Peninsula	12	1420	12.5%
Deer Lake- Gros Morne- White Bay	12	2076	18.3%
Corner Brook – Bay of Islands	11	3786	33.4%
Stephenville – Bay St. George	12	2258	19.9%
Port aux Basques – South Coast	11	1360	12%
<b>Total</b>	<b>65</b>	<b>11331</b>	<b>100%</b>

Source: Western School District Directory

Thirty schools in the district are K-12 configurations, with the remaining 35 schools reflecting various grade configurations. The smallest school for the 2012-13 school year was Douglas Academy in LaPoile with a student population of five. The largest school was Corner Brook Regional High with a student population of 919. Table 3 provides data on school sizes, school student population, and the percentage of the student population in each school population category.

Table 3. Student Enrolment by School Size, September, 2012

School Size	Number of Schools	Average Student Population	Total Number of Students	Percentage of District Student Population
50 <	15	23	398	3.5%
51-100	10	70	704	6.2%
101-200	18	157	2819	24.9%
201-300	11	242	2667	23.5%
301-400	6	342	2049	18.1%
400-500	4	443	1775	15.7%
500+	1	919	919	8.1%
<b>Total</b>	<b>65</b>	<b>–</b>	<b>11331</b>	<b>100%</b>

Source: Western School District Directory

## **Financial Information**

During the 2012-2013 reporting period, the former Western School District adopted Public Sector Accounting Board financial reporting standards which delayed the completion of the financial statements. The 2012-2013 Annual Report will be re-tabled with the House of Assembly once the audited financial statements are available.



## Shared Commitments

The Western School District is committed to partnerships with key stakeholders in the delivery of education to maximize student achievement. It is through sustained partnerships we are able to optimize student opportunities both within and outside the classroom, improve student achievement, and support students in developing life-long learning skills to position them for success.

The District works very closely with parents and caregivers, with school councils, the unions representing our diverse employee groups, the Department of Education, and other Government agencies and community groups to ensure students have a high quality experience in their K-12 formative years. We are also a supportive partner of the Canadian Mental Health Initiative along with Western Health, Sexual Abuse Community Services in Stephenville, Family Resource Centres, and Community Youth Networks. The relationships we have developed have been maintained over time and have contributed significantly to the success of our students.

## Highlights and Accomplishments

The Board of Trustees experienced success in areas relating to all three strategic issues laid out in the Strategic Plan 2011-14 towards our mission. Specifically the Board was able to complete the following work in key areas in support of the strategic directions identified by the Minister of Education in relation to “Academic/Learning Foundation”, specifically the curriculum component, and “Infrastructure”:

- ❖ The Western School District led the province this year with the percentage of students graduating at 92.4% and the highest percentage of students graduating with Honours status at 33.62%.
- ❖ The Western School District had the highest percentage of students graduating with Honours or Academic standing since the District was formed in 2004, with a combined total of 70.9%. As a result, the percentage of students graduating with general standing has decreased to 29.1%.
- ❖ Corner Brook Regional High School, the largest school in the district, fully implemented the PowerSchool student information management system.
- ❖ The District held two leadership meetings this year with a strong focus on K-6 Literacy Planning and the Student Assessment and Evaluation policy.
- ❖ The District developed a draft literacy plan and moved it to a pilot implementation phase throughout the year.
- ❖ The Team-Focused Intervention Program for Schools and Students (TIPSS) Initiative was expanded into three schools this year, for a total of four schools now working with this model.
- ❖ The District completed annual building inspections on all 65 schools within the district and responded to any identified fire safety, air quality, and maintenance issues.
- ❖ The District updated the on-line Career Portal this year, enhancing the on-line application process for teaching positions with the District. The District also launched an on-line application process for substitute teachers.
- ❖ Full implementation of the new teacher growth and appraisal process was completed this year.
- ❖ In July, the District purchased nine new school busses for student transportation services. These new busses have advanced exhaust systems that use diesel emission fluids which significantly reduce emissions.



## Performance Report

This section provides information on the Western School Board's strategic issues as outlined in the Strategic Plan 2011-14. The Board has identified three strategic issues as priority for 2011-14 that are aligned with Government's strategic directions of "Academic/Learning Foundation" and "Infrastructure". This section reports on the District's performance in relation to the goals and objectives established under our strategic issues of Student Learning, Organizational Learning and Effectiveness, and School Organization and Infrastructure for the second year of the 2011-2014 Strategic Plan and on the work completed by the District under the objectives for year three completed during July and August 2013. No indicators are noted for the third year objectives as effective September 1, 2013 the entity will cease to exist. Future strategic planning and annual reporting for the former Western school district will then fall under the mandate of the Newfoundland and Labrador English School District.

### Strategic Issue 1: *Student Learning*

Student learning and achievement continued to be a primary focus for the Western School District during 2012-13. This strategic issue is derived from the strategic direction established by Government for "Academic/Learning Foundation", specifically the component of academic achievement and student supports especially for struggling learners. The District's Strategic Plan 2011-14 focuses on improving student achievement through enhanced instructional and assessment practices, and appropriate interventions to address the needs of all students. The primary goal was to improve opportunities for student achievement at all grade levels within the K-12 education system.

The District focused on five key indicators for the objective identified for 2012-13.

**GOAL 1:** By June 30, 2014 the Western School District will have improved opportunities for student achievement.

**Objective 2:** By June 30, 2013 the Western School District will have increased the implementation of select practices and procedures to address priority needs in relation to student achievement opportunities.

**Measure:** Increased implementation of select practices and procedures.

During 2012-13, the Western School District increased the implementation of select practices and procedures to address priority needs in relation to student achievement opportunities. The five indicators below detail the work completed and measures utilized by the District that indicate we were successful in achieving this objective.

**Indicator 1:** Monitored student placement in appropriate programs to increase student achievement in academic programs.

During 2012-13, Western School District, through its Senior Education Officers, continued to monitor student placement and student achievement in appropriate programs. The Senior Education Officers worked with school administrators to ensure students were appropriately placed in programming. This contributed to the improvement of student achievement outcomes over the past year. The percentage of students graduating with Honours status improved from 28.1% in 2011-12 to 33.6% this year for an increase of 5.5%. The percentage of students graduating with General status decreased to 29.1% this year as compared to 33.4% in 2011-12. The percentage of students graduating with Academic status decreased to 37.3% this year as compared to 38.5% in 2011-12. The reduction in General status and Academic status is mostly attributed to gains in student achievement in Academic and Honours standing with a combined total of 70.9% in 2012-13 as opposed to 66.6% in 2011-12.

**Indicator 2:** Begun implementation of K-6 Literacy Framework in select schools.

During 2012-13 the Western School District began implementation of a K-6 Literacy Framework in select schools. A K-6 Literacy Plan Committee developed the plan and Program Specialists provided professional development on both the plan and implementation at two leadership meetings, which were held in September, 2012 and March, 2013. School Administrators then began introducing the plan to staff for classroom implementation as part of a pilot implementation phase. Program Specialists provided additional in-service on the plan with classroom teachers in several schools within the district as well. Specifically, in-service was provided to staff at J.J. Curling Elementary and C.C. Loughlin Elementary, Corner Brook, and in Elwood Elementary, Deer Lake.

**Indicator 3:** Reviewed student placement and student learning in select small rural schools.

During 2012-13 the Western School District reviewed student placement and student learning in select small rural schools. The District increased the use of technology and optimized human resources to strengthen programming and support for students in small rural schools.

The District offered program/course delivery via Polycom technology to connect students and classrooms. For example, music and guidance services were delivered using Polycom in Burgeo, Ramea, Grey River, and Francois. The District expanded the Nautikos Learning System (computer educational software) into small rural schools, providing further course options for all learners. The District, with the support of the Centre for Distance Learning and Innovation (CDLI), expanded course offerings providing more choice for rural students to meet learning interests and graduation requirements. CDLI also offers an on-line tutoring program. In unique situations, the District also provided independent study opportunities for students, which enabled them to graduate on time with required credits.

The District implemented a Professional Learning Communities Initiative in small schools. There are currently seven small schools involved from Labrador, the Northern Peninsula, and the South Coast of the district.

The District optimized human resources for program offerings through enhanced use of technology and collaborative structures. For example, the use of the Microsoft Lync

communication software in the classroom enabled programs staff and classroom teacher team/co-teaching modeling of effective instruction and assessment. As well, technology enabled team/co-teaching in multi-grade environments in schools such as Bonne Bay Academy. The District also funded career awareness excursions for students from the Labrador, Northern Peninsula, and South Coast small schools to travel to larger centers for career exploration.

**Indicator 4:** Enhanced implementation of existing school development plans in select schools.

During 2012-13, the Western School District enhanced school development plans in select schools. The District completed 11 internal reviews with schools engaged in renewing their school development plan, two modified internal reviews with schools scheduled to consolidate in September 2013, and 12 external reviews that examined the strength of school development to meet the identified challenges of the school community participating in the review. The District initiated the school development planning cycle in 13 schools scheduled to renew their plans in 2013-14.

District staff reviewed the Annual School Development Report of all schools and provided the necessary support to school administrators to ensure reports were in compliance with the guidelines established by the Department of Education. District staff also maintained a School Development Conference in the internal First Class communication system for all staff. The District also expanded the Team – Focused Intervention Program for Schools and Students (TIPSS) Initiative into three schools this year, for a total of four schools working on this model. This model focuses on supporting schools to action their plans to achieve expected and desired outcomes at the school level in student achievement and quality of school life.

**Indicator 5:** Enhanced the implementation of the K-12 Student Assessment and Evaluation policy for compliance.

During 2012-13, the Western School District enhanced the implementation of the K-12 Student Assessment and Evaluation policy for compliance. The District formed a committee in Fall 2012 to review specific policy components to bring clarity to implementation in areas such as averaging, intervention levels, assessment do-overs, and missing grades. The District created policy addendums for these subject areas and presented them at a leadership meeting in February 2013 for feedback. At the meeting, the District provided school administrators with a tool for assessing implementation at the school level. In Spring 2013, the official policy addendums were sent to schools for classroom implementation.

**Objective 3:** By June 30, 2014 the Western School District will have continued to implement practices to maximize student achievement opportunities.

**Measure:** Continued to implement practices to maximize student achievement opportunities.

In July-August, 2013 Western School District planned and delivered two staff orientation sessions, one for new teachers and one for new administrators, as part of our efforts to maximize student achievement opportunities through staff development. The District also continued to review student placements upon entry into high school to ensure students were placed in appropriate programming to better position them to achieve their maximum potential.

### Discussion of results

Western School District has been able to achieve its objective under the strategic issue of student learning for 2012-13 and began work on the objective for 2013-14 over July and August. We completed this work through a targeted focus on student programming, literacy planning, school development, enhanced use of technology as an instructional tool to capitalize on resources and modern modes of learning (especially in small rural schools), and policy implementation support in the area of student assessment and evaluation. Our continued efforts to support professional development and collaborative teaching relationships further enhanced our success under our strategic issue of student learning.



## Strategic Issue 2: *Organizational Learning and Effectiveness*

The Western School District is committed to the strategic issue of organizational learning and effectiveness. The Western School District subscribes to the philosophy that professional life-long learning is necessary to optimize educational service delivery and effectiveness. Staff professional development, personal independent learning, and continued development through collaborative learning communities are vital to the success of the organization in achieving its vision for student achievement. The objective for this past year has been achieved as evidenced through five key indicators discussed in this section.

**GOAL 2:** By June 30, 2014 the Western School District will have improved organizational learning and effectiveness in support of student learning.

**Objective 2:** By June 30, 2013 the Western School District will have continued to implement practices and procedures to improve organizational learning and effectiveness.

**Measure:** Continued implementation of select practices and procedures.

The following details the work of the Western School District in support of its objective to have continued to implement practices and procedures to improve organizational learning and effectiveness.

**Indicator 1:** Increased professional development opportunities in K-6 literacy for K-6 school administrators and select K-6 teachers.

During 2012-13, Western School District increased the professional development opportunities in K-6 literacy for K-6 school administrators and select K-6 teachers. As noted under student learning, the District developed and introduced a K-6 Literacy Plan to School Administrators at

the Fall leadership inservice. School Administrators worked with the plan at the school level and provided feedback to District staff. The plan was revised and reintroduced for implementation in schools at the Spring leadership meeting.

Additionally, inservice on the K-6 Literacy Plan was provided to all teachers in three select schools: J.J. Curling Elementary and C.C. Loughlin Elementary, Corner Brook , and Elwood Elementary, Deer Lake.

**Indicator 2:** Begun implementation of PowerSchool.

During 2012-13, Western School District began implementation of PowerSchool, a web-based Student Information System (SIS). In September 2012 the District hired a School Information Facilitator to begin the implementation of PowerSchool. PowerSchool helps educators to make timely decisions that impact student performance and helps create a collaborative environment for parents, students, and teachers. PowerSchool features include attendance management and tracking, faculty management, co-teaching management, centralized enrolment, assessment reporting and scheduling tools. The District fully implemented PowerSchool in Corner Brook Regional High School this year and began utilizing components of the program in several other schools. For example, G.C. Rowe Junior High, Corner Brook and Xavier Junior High School, Deer Lake utilized the attendance management component of PowerSchool. Presentation Junior High School, Corner Brook entered all student personal information in preparation for full implementation in September 2013.

**Indicator 3:** Implemented Protocol Agreements with select school councils

During 2012-2013, the Western School District focused on developing protocols with school councils, as required by the *Schools Act, 1997*. The District implemented new Protocol Agreements with school councils from Presentation Junior High and Humber Elementary, both in Corner Brook, and planned to implement new protocols with other schools across the District. They are intended to serve as a guide and reference for school council operations and to promote positive communications between school councils, schools and the Board.

**Indicator 4:** Increased Professional Learning Plan implementation.

During 2012-13, Western School District increased Professional Learning Plan implementation by introducing a new process for growth and evaluation with select support staff. The process included an opportunity for staff and management to discuss work expectations and to identify specific objectives for further staff development. It was intended that the process would be expanded to include additional support staff in the following year.

**Indicator 5:** Further developed Growth and Appraisal processes.

During 2012-13, Western School District further developed Growth and Appraisal processes. These processes are intended to facilitate feedback on an employee's performance and to identify areas for support and professional development. The District updated the Professional Learning Plan template for teachers to add a strengths component, with goals based on four domains of teaching. The District refined the support mechanisms available for teachers who are

experiencing challenges and streamlined the improvement process with supporting documentation.

**Objective 3:** By June 30, 2014 the Western School District will have further implemented practices and procedures to improve organizational learning and effectiveness and identified future needs.

**Measure:** Further implemented practices and procedures to improve organizational learning and effectiveness and identified future needs.

During July-August, 2013, Western School District began work towards our objective of further implementing practices and procedures to improve organizational learning and effectiveness and identify future needs. The District completed recruitment processes for a total of 154 administrative and teaching positions. The District completed pool interviews this year with applicants for equivalent positions. Pool interviews enabled a candidate to be interviewed once for all positions for which they applied if duties were equivalent versus having to participate in multiple interviews, enhancing organizational efficiency in the area of recruitment. The District also completed recruitment processes for 15 support staff, five student assistants and 10 bus driver/caretakers.

In August, the District offered a two-day First Aid training session to facilities and maintenance staff for those who needed upgrading in First Aid to perform their duties. As well, the District offered a one-day session on operational issues to support facilities and transportation staff in fulfilling their duties and responsibilities.

### **Discussion of Results**

Western School District achieved the 2012-13 objective under the strategic issue of organizational learning and effectiveness and began work on the 2013-14 objective during July and August. The district achieved its 2012-13 objective as evidenced by the success reported in each of the five indicators. The activity report for July-August reflects the district's work towards the objective established for the 2013-14 school year in the area of organizational learning and effectiveness.



## Strategic Issue 3: *School Organization and Infrastructure*

School organization and infrastructure continued to be a priority focus area for the Western School District during 2012-13. This strategic issue is derived from the strategic direction established by the Government for “Infrastructure.” The work outlined below supports this strategic direction, specifically the components of K-12 school infrastructure, repairs and maintenance, facility upgrades, and air quality, fire and life safety issues. The Board has been proactive in identifying priority infrastructure projects throughout the District to ensure safe and healthy environments for our students. In 2012-13 the District achieved its objective of improving educational environments as evidenced by success in the four indicators discussed below.



**GOAL 3:** By June 30, 2014 the Western School District will have improved educational environments.

**Objective 2:** By June 30, 2013, the Western School District will have taken further action to improve educational environments.

**Measure:** Taken further action to improve educational environments.

The following details the work of the Western School District in support of its objective to improve educational environments for 2012-13.

**Indicator 1:** Continued planning and development of approved capital projects.

During 2012-13, Western School District continued planning and development of approved capital projects. Specifically, the District participated in the pre-planning work undertaken by the Department of Education for the re-development of G.C. Rowe Junior High School into a K-6 school and the extension and re-development of JJ Curling Elementary. The District also worked closely with the Department of Transportation and Works and the Department of Education on the planning and development of William Gillett Academy, Charlottetown, currently under construction. The District also participated in the redevelopment planning of the former Regina High School, Corner Brook, to become a junior high school and work on this project has commenced.

**Indicator 2:** Completed major maintenance upgrades in select schools.

During 2012-13, Western School District completed major maintenance upgrades in select schools. Work valued at \$1.6 M was tendered for 26 projects in 2012-13 for major maintenance upgrades throughout the District addressing facility operational issues, school site improvements, and school building improvements. For example, roof replacements were completed at Basque Memorial, Red Bay; Bonne Bay Academy, Woody Point; St. Boniface All Grade, Ramea; and St. Simon & St. Jude Academy, Francois. The gymnasium floor was replaced in Grandy's River Collegiate and paving completed at the school site for Pasadena Academy.

**Indicator 3:** Provided Government with information regarding capital projects and major maintenance projects prioritized by the Board.

During 2012-13, Western School District provided Government with information regarding capital projects and major maintenance projects prioritized by the Board. The Board approved a capital projects priority list based on the Long-Term Educational Proposal (2006) for the district, which was submitted by District staff to the Department of Education. The District submitted further information to Government in the 2013 pre-budget consultation process informing Government that the Board's priority was the K-9 Corner Brook education system. Specific priorities were the official planning and design for the redevelopment of the current G.C. Rowe Junior High School into a K-6 school, the official planning and design for the extension and redevelopment of J.J. Curling Elementary, and the preliminary planning for a new K-6 school to replace C.C. Loughlin Elementary.

The Board approved a priority list for major maintenance projects, prepared by region and the priorities within each of the District's three regions. The District staff submitted the list to the Department of Education for consideration.

**Indicator 4:** Completed annual building inspections and responded to any identified fire safety, air quality, and maintenance issues.

During 2012-13, Western School District completed annual building inspections and responded to any identified fire safety, air quality, and maintenance issues. The District developed a School Inspection Checklist and completed detailed inspections for all 65 schools in the district. A representative from fire and Emergency Services NL provided training to facilities and maintenance staff to complete Fire and Life Safety Inspection Reports and the District completed reports on all of its 65 schools. All fire and life safety reports were assessed by District staff and actions were taken to respond to identified needs.

**Objective 3:** By June 30, 2014 the Western School District will have made further improvements to educational environments and identified further areas for development.

**Measure:** Further improved educational environments and identified further areas for development.

During July and August 2013, the Western School District began work towards further improvements to educational environments and identifying further areas for development. The District continued major maintenance projects approved by the Department of Education. The

Department approved approximately \$790,000 in funding for fiscal year 2013-14 for projects at Elwood Elementary, Deer Lake; Bonne Bay Academy, Woody Point; Humber Elementary, Corner Brook; and J.J. Curling Elementary, Corner Brook. The District completed roofing projects during July-August for Basque Memorial, Red Bay; St. Lewis Academy, St. Lewis; St. Mary's All Grade, Mary's Harbour; Bonne Bay Academy, Woody Point; and Sacred Heart All Grade, Conche. The District also completed exterior upgrades such as window replacements at Mary Simms All Grade, Main Brook and Basque Memorial, Red Bay.

### **Discussion of results**

Western School District has been able to achieve its objective under the strategic issue of school organization and infrastructure for 2012-13 and began work on the objective for 2013-14 over July and August. The four indicators for 2012-13 reflect significant work in the area of infrastructure and maintenance of facilities through comprehensive planning, infrastructure assessment reports and responsiveness to priority needs.

## Summary

Effective September 1, 2013, the Western School District, Labrador School District, Nova Central School District, and Eastern School District, were consolidated into one English Language school board for the Province. This section therefore, reports on the overall progress of the District towards achieving its mission and goals outlined in our Strategic Plan 2011-2014 for the period of July 2011 – August 2013.

**Mission:** By June 30, 2017, the Western School Board will have enhanced educational opportunities and supports for student achievement.

During 2011-13, Western School Board was very successful in our efforts to improve opportunities for student achievement. Our decision-making has been centered on improving opportunities for student achievement in all aspects of our organization, whether it has been in programming, human resources or finance and administration. Details of our work over the past 26 months are noted under the overall goals discussed below.

### *Strategic Issue One: Student Learning*

**Goal 1:** By June 30, 2014 the Western School District will have improved opportunities for student achievement.

Measure: Improved opportunities for student achievement.

Indicators:

- Enhanced appropriate educational programming for students, and monitored and intervened as necessary.
- Fostered practices and procedures to enhance student engagement in learning.
- Enhanced opportunities to improve student achievement and student learning in literacy and numeracy.
- Continued the school development process in all schools as a method for the identification and response to student learning needs.
- Improved practices and procedures to address specific learning needs in small rural schools.
- Enhanced safe and caring learning environments.

During 2011-2013, Western School District improved opportunities for student achievement. The District expanded its 21<sup>st</sup> Century Learning Initiatives through technology infrastructure in all classrooms such as interactive whiteboards, funded by the Department of Education. The District increased the number of iPads available in Student Support Services and began using software to enhance the learning opportunities for students with exceptionalities. The District also improved upon course offerings in small rural schools through the use of technology for curriculum delivery in areas such as music and for the provision of services such as speech language pathology. We also expanded the focus of our Learning in Technological Environment (LITE) project to begin integration of technology into instruction as a normal practice in all schools.

The District employed multiple strategies to improve opportunities for student achievement. Strategies included differentiated instruction and evaluation, policy implementation for student assessment and evaluation, and enhanced use of technology as noted. We also continued to offer a broad range of extra-curricular activities in the majority of schools to support student engagement and achievement. We continued to focus on school development and ensuring safe and caring learning environments through select infrastructure initiatives such as entrance buzzer systems and video security use. As well, professional development focused on inclusion of all students such as Lesbian, Gay, Bisexual Transgendered, and Questioning (LGBTQ) and in school services such as My Gay Straight Alliance.

These, in addition to other actions, have resulted in improved student achievement. The percentage of students graduating with Honours or Academic standing has increased from 63% in 2011 to 70.9% in 2013. The percentage of students graduating with general standing has decreased as a result, dropping from 37.1% in 2011 to 29.1% in 2013. The District actually leads the province in 2012-2013 in the percentage of students graduating with Honours standing at 33.6% and with the highest percentage of students graduating at 92.4%.

### *Strategic Issue Two: Organizational Learning and Effectiveness*

**Goal 2:** By June 30, 2014 the Western School District will have improved organizational learning and effectiveness in support of student learning.

Measure: Improved organizational learning and effectiveness.

#### **Indicators:**

- Increased professional development opportunities for employees to enhance organizational learning in support of student learning.
- Improved collaborative structures in schools to maximize organizational effectiveness to support student learning.
- Increased opportunities to account for greater employee performance.
- Ensured ongoing and appropriate communication to enhance organizational effectiveness.
- Enhanced policy development consistent with legislative requirements and district goals.
- Improved and refined technological solutions to support communication, organizational effectiveness, and organizational learning.

During 2011-13, Western School District improved organizational learning and effectiveness in support of student learning. The District enhanced its processes in the areas of employee growth and appraisal and in the implementation and monitoring of Professional Learning Plans with select employee groups. These processes and plans are now in place for programs staff such as teachers, school administrators, program specialists and education officers. We have also begun implementation within other Divisions of the organization such as Human Resources.

The District increased professional development opportunities in the areas of literacy for school leadership, and improved collaborative structures in schools to maximize organizational effectiveness to support learning. Two leadership meetings this year had a strong focus on

literacy, and student assessment and evaluation. Approximately 85% of our schools have formal divisional grade level meetings, during which student data is thoroughly analyzed to inform instructional plans for individualized student needs.

### *Strategic Issue Three: School Organization and Infrastructure*

**Goal 3:** By June 30, 2014 the Western School District will have improved educational environments.

Measure: Improved educational environments.

#### **Indicators:**

- Developed plans for approved capital projects as related to improved educational environments.
- Completed public consultations as necessary relating to capital projects.
- Provided Government with information regarding capital projects and major maintenance projects prioritized by the Board.
- Completed construction/renovations for identified priority program improvements.
- Monitored and, as necessary, addressed air quality, fire safety, general building maintenance, and cleaning issues.

During 2011-13, Western School District improved educational environments. The District participated in planning meetings with the Department of Education and the Department of Transportation Works on capital projects such as the re-development of the former Regina High School in Corner Brook into a modern junior high school, the redevelopment of G.C. Rowe into a modern K-6 school, and capital projects for St. Michael's Elementary, Stephenville Crossing and William Gillett Academy, Charlottetown.

The District also engaged in public consultations as necessary relating to capital projects. For example, the District met with the school council and held a public consultation regarding a capital project in St. Michael's Elementary, Stephenville Crossing. We met with the school council regarding a new school for Charlottetown, and consulted with school councils in Jakeman All Grade, Trout River and Bonne Bay Academy, Woody Point, regarding educational needs and options.

The District completed many construction and renovation projects in support of student learning. Pasadena Elementary, Pasadena and Humber Elementary, Corner Brook, were renovated to provide a secure locked entrance aligned with safe and caring school practices. The Department of Education approved approximately \$4.6M for 64 projects at schools throughout the district over this period, including exterior envelope work, site upgrades and heating system upgrades.

The District completed inspections in all schools over this time period, assessed cleaning levels and provided enhanced product and training where necessary to create efficiencies in cleaning. We completed assessments on all buildings in relation to life safety issues, air quality and fire safety issues and responded appropriately. For example, students were removed from William Gillett Academy and placed in a short-term alternate school setting due to air quality issues until such time as a new school is ready for occupancy.

## Conclusion

The Western School District made significant progress during 2012-13 in the achievement of the objectives established for the school year 2012-2013, and in July-August, 2013 towards achieving objectives identified for the 2013-14 school year. It is through our collective efforts within the education system, through the support of key stakeholders, and most importantly, through the hard work of our students and staff, that our goals and objectives have been realized.

As part of the new Newfoundland and Labrador English School Board, we look forward to a continued provincial focus on student learning and to continuing the efforts of each former school district in achieving excellence in the delivery of education for all students.

### Appendix A: Western School Board Trustees as of August 31, 2013

Trustee	Zone	Geographical Area
Alteen, June	5	Bay of Islands/Humber
Aubert, Christopher	4	Gros Morne/Deer Lake/White Bay South
Barrett, Carl	5	Bay of Islands/Humber
Barrett, Robert	5	Bay of Islands/Humber
Borden, Nada	5	Bay of Islands/Humber
Brown, Donald	3	Straits/St. Barbe
Burden, Scott	2	Vinland/White Bay Central
Fiander, Samuel	7	Southwest Coast
Foley, Brian	6	Appalachia
Lee, Wayne	6	Appalachia
Mushrow, Lloyd	7	Southwest Coast
Normore, Dennis	1	Labrador South
Wilson, Paul	5	Bay of Islands/Humber
<i>Vacancy</i>	4	Gros Morne/Deer Lake/White Bay South
<i>Vacancy</i>	6	Appalachia



## **Appendix B: Financial Statements**

During the 2012-2013 reporting period, the former Western School District adopted Public Sector Accounting Board financial reporting standards which delayed the completion of the financial statements. The 2012-2013 Annual Report will be re-tabled with the House of Assembly once the audited financial statements are available.