



Western School District

Annual Report
2010-11

**WESTERN SCHOOL BOARD
ANNUAL REPORT
2010-11**

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Chairperson's Message

October 31, 2011

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

Dear Minister Jackman:

On behalf of the trustees of the Western School Board, I am pleased to present the 2010-11 Annual Report marking the completion of our sixth year as a School District. The submission of this Annual Report is in accordance with the requirements of the *Transparency and Accountability Act*. This Annual Report covers the period July 1, 2010, to June 30, 2011.

The Western School District covers a vast geographical area from Norman Bay on the South Coast of Labrador to Francois on the South Coast of Newfoundland. The Board has a central office in Corner Brook, with regional offices in Lower Cove and Stephenville. During the 2010-11 school year, the Board was responsible for the administration of 65 schools, 12,046 students, and a permanent staff of 1,579 teaching and support staff.

At the beginning of the 2010-11 school year, the Board continued its work toward the following three major issues as identified in the 2008-11 Strategic Plan:

- Student Learning;
- Organizational Effectiveness; and
- School Organization and Infrastructure.

The Board wishes to thank the administration, all staff, and all stakeholders for their contributions to providing student-centered learning opportunities for our students. We would also like to thank you and the Department officials for your continued support.

The outcomes reported reflect the goals and objectives of the Western School Board and are indicative of the Board's accountability for the actual results reported.

Sincerely,



Donald I. Brown
Chair

Overview

The Western School District was officially established on September 1, 2004, and is a “category one” Government entity under the *Transparency and Accountability Act*. The Western School Board is responsible for K-12 educational services of students situated within the boundaries of the district. Programs and services are provided through three divisions within the organizational structure: Programs, Human Resources, and Finance and Administration.

Vision

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

Mission

By 2011, the Western School Board will have improved student learning, enhanced organizational effectiveness, and enriched the learning environment.

Mandate

The mandate of the Western School Board is established under Sections 75 and 76 of the *Schools Act, 1997*. It can best be summarized that the Board has responsibility for the organization and administration of primary, elementary and secondary education within the District. Please refer to the Western School Board’s 2008-11 Strategic Plan which provides detailed information on the complete mandate of the Board.

Lines of Business

The Board’s lines of business relate to the provision of maximum learning opportunities for all students. This mandate includes the delivery of the K-12 provincial program, other programs supported by the Board, and a broad range of services and programs designed to support a safe and caring environment for students.

The pursuit of the Board’s lines of business related to student learning requires organizational effectiveness, continuous learning of all employees, and the acquisition, distribution, and wise use of appropriate resources.

The Board’s lines of business fall into two major categories:

1. Services to Students

The Board has the responsibility to provide quality teaching and positive, productive learning experiences for students. Subsumed under these are responsibilities for the provision of curriculum materials, recruitment and retention of qualified staff, provision of curriculum

support, professional development for staff, support for students with special needs, and the provision of safe and healthy learning environments for optimal education. The Board also undertakes a wide range of extra-curricular activities for students.

2. Organizational Support Services

The Board has responsibility to provide safe transportation to and from school for students who qualify for transportation. This responsibility is achieved through a Board-owned transportation system, as well as contracted services.

The Board is responsible for the provision of janitorial services in all of its facilities. This responsibility is achieved through a Board-operated janitorial system.

The Board is responsible for the provision of maintenance services for all its facilities. This responsibility is achieved through a Board-operated maintenance system as well as selected contracted services.

The Board is responsible for the acquisition and wise use of resources. This responsibility is achieved through a Board-operated financial and operations system, capital planning processes, and partnerships with the Department of Education and other funding agencies.

Demographics

The following information shows the demographics of the Western School District during the 2010-11 school year.

- 15 trustees (3 female, 11 male) – one vacancy (See Appendix A)
- 65 schools
- 12,046 students (5,919 female, 6,127 male)

During the 2010-11 school year, schools in the Western School District ranged in size from seven students (Douglas Academy) to 882 students (Corner Brook Regional High). The average school size was 185 students. There were 25 schools with a student population below 100; 14 between 100 and 200; 20 between 200 and 400; and five schools over 400. Thirty schools were K-12 facilities.

Staffing June 2011

	Female	Male	Total
Professional Staff – permanent	815	365	1180
Professional Staff – substitute	296	117	413
Student Assistants – permanent	124	1	125
Student Assistants - substitute	106	2	108
Support Staff – permanent	145	129	274
Support Staff - substitute	102	63	165

Physical Location

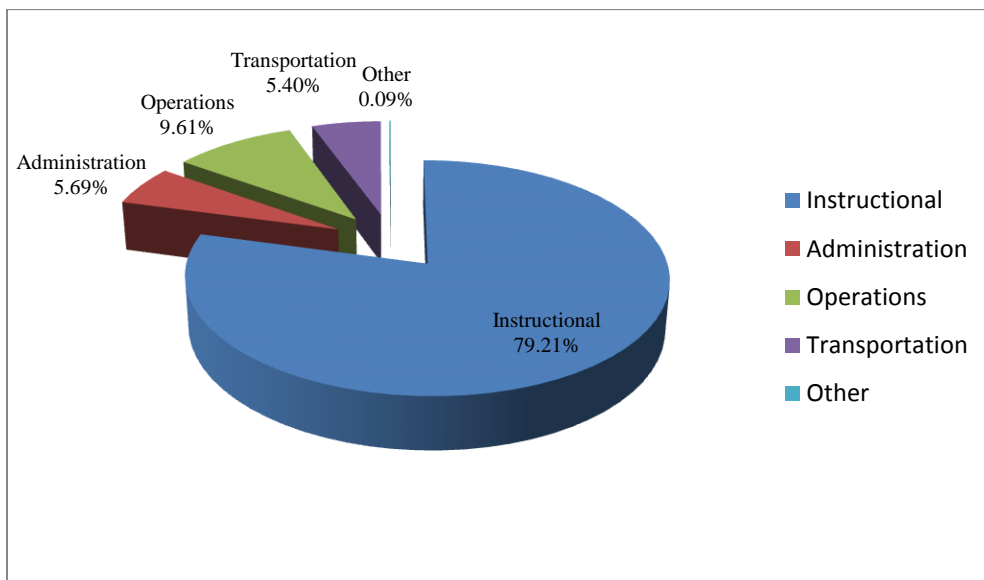
The Western School District is located in the western portion of Newfoundland and the south eastern portion of Labrador. The District includes southeastern Labrador, all of the Northern Peninsula, Deer Lake, Corner Brook, and Stephenville, south to Port aux Basques, and Francois on the south coast.

The boundaries of the Western School District were set by order of the Lieutenant Governor in Council in 2004 and are described as follows:

“The Western Newfoundland District shall include the area bounded by a line commencing at Norman Bay, inclusive, and extending in a southerly direction around the coast to Chateau Bay, and then across the Strait of Belle Isle to Big Brook, and then in an easterly direction around the coast of the Northern Peninsula to Harbour Deep, and then in a southerly direction to the southwest tip of Red Indian Lake, and then in a southerly direction to Francois, inclusive, and then in a westerly and northerly direction around the coast to Pond Cove, and then across the Strait of Belle Isle to L’Anse au Clair, inclusive, and then in a northeasterly direction along the boundary of the Labrador School District to the point of commencement.”

Budget

The Board’s audited expenditures for the fiscal year 2010-11 totaled \$161,186,562. The chart below informs of expenditures by nearest percentage.



Shared Commitments

The Western School Board operates within the legislated parameters of the *Schools Act, 1997*, and as such shares educational commitments with several Government departments, in particular the Department of Education.

The Western School Board is mandated to deliver the provincial curriculum for the Province of Newfoundland and Labrador, and works in conjunction with the Department of Education to deliver regular programs, special education services, and other student support services in support of Government's strategic direction of "improved educational programs and environments respond[ing] to constantly evolving demographics." These initiatives are funded by the Provincial Government through funding formulae which provide personnel, learning resources, and facilities.

The Western School Board works with other community partners who support education in the Western District. Some of these partners include all divisions of the Department of Education; the Newfoundland & Labrador School Boards' Association (NLSBA); the Departments of Health & Community Services, Human Resources, Labour & Employment, Natural Resources, Transportation & Works, and Justice; the Newfoundland and Labrador Teachers' Association (NLTA); the Newfoundland and Labrador Association of Public and Private Employees (NAPE); the Canadian Union of Public Employees (CUPE); Parks Canada; the Provincial Information and Library Resources Board (PILRB); Community Mental Health Initiative; Communities in Schools: Rural Secretariat; Economic Development boards; Western Health; International Grenfell Association; Community Education Network; College of the North Atlantic; Grenfell and St. John's campuses of Memorial University of Newfoundland, and other private and corporate entities.

Parents and communities are also stakeholders in education. As such, the Western School Board, through its various schools and divisions, communicates regularly with parents on matters related to student learning. The annual school reports, which are shared with parents and communities, represent one example of this communication.

School councils are established as per Section 25 of the *Schools Act, 1997*, and include teachers, parents, students, and community representatives. As per Section 26 of the Act, councils represent the educational interests of the school, advise on the quality of teaching and learning, facilitate community involvement in teaching and learning, and advise the Board on matters of interest to the school and community.

Highlights and Accomplishments

The Board of Trustees experienced success with all of its strategic issues as highlighted below. Readers will note that many of the documented actions relate directly to the strategic directions communicated by the Minister of Education. Specifically, much of the progress reported relates directly to the following direction: “improved educational programs and environments respond to constantly evolving demographics.” The strategic issues of the Board were developed in consideration of this strategic direction, and its various components.

- **High School Graduation Rates**

The Western School District has placed significant emphasis on increasing high school graduation rates. Specifically, efforts have focused on ensuring students are appropriately placed and supported in programs. Our aim is to increase the percentage of students graduating with academic and/or advanced status and to reduce the percentage of students graduating with general status, while improving the percentage of students graduating overall.

During 2010-11, school administrators and staff reviewed each student’s program at Level I and intervened as necessary through appropriate placement, provision of supports, and continuous monitoring to ensure student success.

- **K-12 Student Assessment, Evaluation and Grading Policy**

The Western School District had a strong focus on the development and implementation of a new K-12 student assessment, evaluation and grading policy aligned with governance policy. During 2010-11, leadership meetings focused on revising policy to reflect feedback from administrators and teaching staff, and inservice with administrators and teaching staff were conducted several times during the year. The purpose of this policy is to improve student achievement by improving assessment and feedback practices.

- **21st Century Technology Integration**

During 2010-11, the Western School District expanded on its 21st Century Technology Integration Initiative, Learning in Technological Environments (LITE). This initiative is now entering its third year at Western District. Originally funded through a generous grant from Hewlett-Packard, the project is now continuing with further investment from the District. Originally, two schools were involved: Stephenville Middle School and French Shore Academy, Port Saunders. In September 2010, G.C. Rowe Junior High, Corner Brook, was included in the project through funding from the district. Each school has a mobile computer lab consisting of a laptop cart with approximately twenty-five netbooks in each cart. Wireless access to the schools’ LAN and to the Internet is provided by an enterprise class system ensuring that access is available from every teaching space in each of the three schools.

Teachers involved in the project have been provided with laptops and professional development opportunities to help improve their ability to undertake meaningful technology integration. This project has helped position the district for the time when mobile computing

devices, wireless access, and cloud computing are common place in the educational environment.

- **Professional Growth**

The Western School District has placed significant focus on employee growth and performance during 2010-11, through continued professional development, and through individual professional learning plans. The program for Aspiring Leaders has continued through in-person and on-line sessions. Leadership meetings focused on performance coaching and the employee growth and appraisal process was reviewed and enhanced.

- **School Infrastructure**

Western School District continued with its implementation of the infrastructure plan for the District. Details of this plan are outlined in the Long-Term Educational Proposal (Capital and Organizational) which was adopted by the Board in 2006. New K-12 schools were opened in Port Saunders and L'Anse au Loup in the 2010/11 school year, and work was completed on the redevelopment of the school in Flower's Cove into a modern K-12 facility. As well, work was nearing completion on the new K-12 school located in Port Hope Simpson, Labrador, and planning and initial work proceeded for the K-12 school in St. Anthony. These initiatives were related to infrastructure improvements as identified by Government in its strategic directions for education.

- **Organizational Improvements in Finance**

A strong focus continued on the evaluation and refinement of financial systems for District operations. A new accounting system was developed and implemented in all schools complete with common software, a standard chart of accounts, remote access, financial policies and internal controls. Training was provided to principals, vice-principals and secretaries in the use of the new accounting system.

[Reporting on Mission 2006 - 2011](#)

Mission

The Western School Board, in partnership with its various stakeholders, has been committed to providing student learning opportunities in safe, nurturing environments. This commitment was focused on empowering students to achieve their full potential and enabling them to become lifelong learners. These commitments have been expressed within the broad goals of student learning, organizational learning, and the acquisition and wise use of resources. The Board's Mission spanned the 2006-08 and 2008-11 periods and was aligned with Government's strategic direction "Improved educational programs and environments responding to constantly evolving demographics." The components addressed by the mission were student achievement,

curriculum, technology, learning supports, safety and tolerance, and infrastructure. Specifically, the mission addressed student learning, through a targeted focus on improving student learning, and school processes and practices that enhance student achievement. Organizational effectiveness was addressed through policy development, advanced technology and capital project management. Finally, the mission addressed enriched learning environments through enhanced programs and services, and ensuring that professional development opportunities were available to staff to support implementation and delivery of educational programs and services.

By 2011, the Western School Board will have improved student learning, enhanced organizational effectiveness, and enriched the learning environment.

Western School Board is pleased to report that we have been successful in achieving our mission as outlined in the Board's 2006-08 and 2008-11 Strategic Plans.

Measure 1: Improved student learning

Indicators:

- Increased the number of students performing at or above level three in criterion-referenced testing in areas of under-achievement in Mathematics and Language Arts.

During 2006-2011, Western School District was successful in increasing the number of students performing at or above level three in criterion-referenced testing in areas of under-achievement in Mathematics and Language Arts. To demonstrate a few examples from the data, the percentage of students achieving level three or higher in the area of Connections and Representations in Primary Math rose from 36.0% in 2006-07 to 69.9% in 2009-10 (as of June 30, 2011 student achievement data was only available for the 2009-10 school year); the percentage of students achieving level three or higher in the area of Reasoning in Elementary Math rose from 37.7% in 2006-07 to 59.6% in 2009-10; and finally, the percentage of students achieving level three or higher in the overall mark in Intermediate Math rose from 59.5% in 2006-07 to 72.4% in 2009-10. There were also significant increases in the number of students achieving level three in criterion-referenced testing in areas of under-achievement in Language Arts in the K-9 system. One example from Primary Language Arts is the growth experienced in the Poetic Reading component, where the percentage of students at level 3 or higher increased from 55.6% in 2005-06 to 72.9% in 2009-10. A similar trend exists for Intermediate Poetic Reading, with the percentage of students at level 3 or higher increasing from 44.3% in 2005-06 to 80.1% in 2009-10. One final example is the growth experienced in Intermediate Informational Reading, where the percentage of students at level 3 or above increased from 52.2% in 2005-06 to 77.5% in 2009-10.

- Implemented an extensive School Development Process aimed at maintaining areas of achievement that are at or above level 3 in criterion-referenced testing and increasing student achievement in areas below level 3 in criterion-referenced testing.

During 2006-2011, Western School District was successful in implementing an extensive School Development Process, with a strong focus on student achievement. All schools within the district embarked on a strategic educational planning process similar to strategic planning for School Boards. School staffs engaged in an internal review/audit, in which data pertaining to all components of School Organization, School Leadership, Teaching and Learning, and School Climate and Culture, were collated, analyzed and responded to, in the development of three-year strategic plans. These guiding documents contained goals, objectives, strategies, and action plans to address challenges identified in the above areas (e.g., student achievement, stakeholder satisfaction, culture, leadership.) As a part of school's Academic Goal (a requirement of School Development Planning), schools were required to complete an extensive analysis of their internal assessment data and external data from criterion-referenced tests, and to use that information in determining SMART (strategic, measureable, attainable, relevant and time-bound) action plans. Schools checked and analyzed data with the goal of maintaining areas of achievement that were at or above level three in criterion-referenced testing, and increasing student achievement in areas below level three in criterion-referenced testing.

- Implemented an extensive School Development Process aimed at increasing the level of student satisfaction as indicated in the School Climate and Culture Data of the School Development Process.

Western School District implemented an extensive process to increase the level of student satisfaction in schools throughout the district. In preparation for the completion of the school development plan, each school conducted a student survey in May or June at the beginning of their four year planning cycle to gauge the level of student satisfaction. These surveys were completed in all schools and the information gathered was used to develop goals in the school development plan aimed at increasing the level of student satisfaction. The Department of Education, through the School Development Process, assists individual schools with surveying stakeholder satisfaction on a rotational basis. Once every three to four years (School Development Planning Cycle), surveys are administered by the schools, scored by the Department, and results communicated back to school stakeholder groups. Each school, on an individual basis, then examines these data and responds by writing goals, objectives, strategies and actions to address areas of identified student dissatisfaction. The district role is to ensure schools do indeed carry out this process, that they respond appropriately within their strategic educational plan (School Development Plan), and that they monitor the level of success of strategies and actions in raising student satisfaction.

- Increased the percentage of students graduating at academic and advanced levels.

During 2006-2011, the Western School District was successful in increasing the percentage of students who graduated with academic and honour levels. In 2005, 39.9% and 18.1% of students graduated at academic and advanced levels respectively, while 42.1% were in general programs. In 2010, 35.4% graduated at the academic level, with 23.3% at the advanced level, while 41.4% were in general programs.

In 2009-10, the Western School District implemented a process whereby the academic program became the expected program for all students deemed capable of achieving in that program. The purpose of this initiative was to further increase the percentage of students graduating at academic and advanced levels. As a result, the data shows an increase in the percentage of students enrolled in academic courses in Levels 1 and 2 for the years 2009-2011. Graduation statistics in June 2012 will give an indication of the district's success in this initiative.

- Increased access to and enrolment in programs in the Arts, Skilled Trades, Citizenship, and other areas of interest to students throughout the district.

Western School District was successful in increasing access to and enrollment in Skilled Trades courses, music, and drama. Due to the implementation of new courses by the Department of Education, enrolment has increased in Skilled Trades courses. One example of increased enrolment in one course area is in the specific courses of Skilled Trades 1211 and the new course of Skilled Trades 1201. In 2006-2007 there were 148 students enrolled in Skilled Trades 1211, with 441 students enrolled in Skilled Trades 1201 in 2010-11. Despite the initiatives of the Western School Board in increasing opportunity for access, there was no mechanism in place to measure enrolment and student choices in such a broad range of program initiatives encompassed by this indicator such as art, music, drama and citizenship. However, the Provincial Cultural Connections program has provided increased resources and opportunities in drama, music, and the visual arts. As well, good citizenship has been promoted in many schools through the implementation of the Positive Behavioral Supports (PBS) Model throughout the District, through student sessions on diversity, acceptance, and inclusion.

Measure 2: Enhanced organizational effectiveness

Indicators:

- Implemented policies that are up-to-date and reflective of the needs of the district.

Western School District was successful in implementing policies that were up-to-date and reflective of the needs of the district. The Policy Committee reviewed many policies and revised as necessary to reflect current practice and research standards, and to meet the operational needs of the district to advance student learning. Some of these policies included Nutrition, Diversity and Employment Equity, Graduation Ceremonies, Volunteers, K-12 Student Assessment and Evaluation, Bullying, Supervision of Students, and School Lockdown.

- Implemented technological solutions in order to achieve better communication, professional development, and organizational effectiveness.

Western School District implemented technological solutions to achieve better communication, professional development and organizational effectiveness. Communication tools and applications such as First Class, Polycom, Bridgit and Moodle have enhanced our ability to communicate, collaborate, and share knowledge within regions and across the entire district. Technology specialists worked with Programs staff to develop skills to integrate remote collaborative techniques into meetings and professional development activities. With support,

Programs staff then modelled remote collaborative techniques with teachers during school and district professional development. Teachers have incorporated these collaborative technologies into their classrooms, such as using Moodle for a virtual document and class communication platform, using video conferencing for a wider range of career presentations than what is available in their community, and using FirstClass to share learning resources with other teachers. These improved technological programs were used to achieve better communication, to share resources among students, teachers and schools in learning communities, and to eliminate challenges that distance and geography have presented in the past.

- Completed capital projects within the time-frames established by the Board and Government.

Western School District was successful in completing a number of major capital projects under the infrastructure program developed by the Board and approved by Government. These capital projects included new school construction in the communities of Port Saunders, Port Hope Simpson and L'Anse au Loup, and the redevelopment of Canon Richards Memorial Academy in Flowers Cove. A number of skilled trades suites were constructed in existing facilities to provide for the implementation of a skilled trades program at the high school level. In an effort to enhance learning environments for students, the Board engaged in a program of roof repairs and window replacements, as well as fire and life safety upgrades.

- Included in decision-making processes, relating to school consolidation and other areas identified by the Board, consideration of stakeholder input.

In any of the decision-making processes, stakeholder input was considered by the Board. This was accomplished through public consultations in the relevant communities where school consolidation was scheduled to take place, the invitation to the public to submit letters or make presentations, and meetings with school councils and school staffs. During 2006-11 a total of seven public consultation processes were completed. Consistent with legal precedent, the process for public consultation was at least one month in length, and in many cases, with more complex consolidations, the process took considerably longer. Careful notes and minutes reflecting the views of the school community were recorded from meetings with school councils, school staffs, and the general public. At public meetings, all those wishing to present or speak were afforded the opportunity. All minutes and feedback from all of these meetings or submissions were then collected and analyzed by the Board in study sessions designed for that purpose. Stakeholder input was a very significant factor in Board decisions relating to school consolidation.

Measure 3: Enriched learning environment

Indicators:

- Enhanced programming and services to support the relevant needs of the regions within the District.

During 2006-11, Western School Board engaged in several initiatives to enhance programming and services to support the relevant needs of the regions within the district. These included the acquisition and strategic installation of Polycom systems throughout the district to minimize staff

travel, hence allowing for much more affordable professional learning opportunities for staff through regular video conferencing sessions; more active promotion of the Centre for Distance Learning and Innovation (CDLI) in more schools as a viable option to optimize programming choices for students; expanding the availability of a computer-managed learning system, called Nautikos, designed to enable at-risk students to work in a self-paced learning environment geared to meet their specific learning needs; the establishment of school-based literacy and numeracy support teachers in all regions of the district to help ensure an intense focus on high quality teaching in the areas of literacy and numeracy; the provision of the necessary financial, material, and human resources to support the school development processes aimed at addressing the priority learning needs in select schools; and the careful and considered deployment of teachers to ensure substantial alignment between the curriculum being taught and the teachers' training, experiences and overall expertise. These and other initiatives helped the board to better meet the unique and diverse learning needs throughout the district.

- Ensured professional development opportunities to meet the needs of all employees and of the organization.

During 2006-2011, Western School District ensured professional development opportunities to meet the needs of all employees and of the organization. Employee input was sought on individual learning needs and feedback utilized to develop professional development sessions. Session evaluations provided the opportunity for staff to identify further training needs, which assisted the design of further professional development sessions.

Throughout this period, professional development was provided to teachers, administrators, student assistants, secretaries, custodians, bus drivers/caretakers and maintenance staff. Some examples included leadership meetings for district school administrators, full district conferences for teachers, as well as individual or small group professional development with district office staff, training in school-based accounting procedures for secretaries, bus driver training in safety, and crisis intervention training for student assistants. All professional development was based on a variety of needs assessments, relevant to the different aspects of the organization.

In summary, the Board was successful in achieving its mission to have improved student learning, enhanced organizational effectiveness, and an enriched the learning environment. Student learning improved as evidenced by indicators that reflect higher achievement in criterion-referenced testing in areas of under achievement in Mathematics and Language Arts, the introduction of a comprehensive school development process in all schools, and improved graduation rates at the academic and advanced levels. Organizational effectiveness was enhanced through policy review and development, enhanced technology and capital project management. Finally, learning environments were enriched through enhanced programming and services, and the provision of human, teaching, and financial resources to support the delivery of programs and services.

Outcomes of Objectives and Goals

STRATEGIC ISSUE 1: *Student Learning*

The Board's geographical jurisdiction, combined with a diverse student population in a wide array of school configurations and sizes, required that the district develop a strong culture dedicated to improving instruction and assessment techniques that promoted learning for all. It was critical that the district gather accurate information that allowed it to align programs and services with the immediate needs of its diverse student population. Detailed, accurate information from a comprehensive data management system, combined with preliminary action, enabled the district to achieve its goals and objectives.

Many of the actions in this section relate directly to Government's strategic direction which states, "Improved educational programs and environments respond to constantly evolving demographics." The district's overall accomplishments in student learning under the objective of further increasing the implementation of additional select programs and services to address priority needs in relation to student learning, were directly related to Government's strategic direction through a focus on the following components: curriculum, technology, learning supports, and student achievement as discussed in this section.

Objective: **By June 30, 2011, the Western School Board will have further increased the implementation of additional select programs and services to address priority needs in relation to student learning.**

Measure: **Further increased the implementation of additional select programs and services.**

The following details the work undertaken by the Western School Board during the 2010-11 period.

Indicator 1: Continued support of Literacy and Numeracy services in all schools in Western School District.

During 2010-11, Western School District continued support of Literacy and Numeracy services in all schools. As part of an initiative by the Department of Education, the district appointed a Literacy/Numeracy Support Itinerant teacher to work with a cohort of teachers in four select schools. A specific objective of this position was to provide opportunity for professional learning by teachers. The range of supports included: modeling best practices in the classroom; providing support regarding the clarification of outcomes; researching and developing supplementary resources for teachers; and promoting the use of technology as a resource to enhance instruction. The district also offered literacy and numeracy supports to teachers in

schools through its Programs Division. These included preparing and delivering professional development opportunities at the school level and during district close-out days; working with cohorts to develop common assessments in various grade levels in both Mathematics and Language Arts; and others as noted above.

Indicator 2: Increased emphasis on the implementation of revisions to the delivery of Student Support Services, with a strong focus on differentiated instruction and inclusive education.

The Western School District was successful in increasing emphasis on the implementation of revisions to the delivery of Student Support Services. The long term objective of supporting professional learning around inclusive practices, differentiated instruction, and co-teaching models remained a priority for our district. The Itinerant for Inclusive Education worked directly with schools involved in the implementation plan to build capacity and a shared vision for inclusive practices.

An example of the emphasis placed on Student Support Services during the 2010-2011 school year has been the professional development provided within the district. The district provided inservice to a further four schools regarding inclusion and differentiated instruction, increasing the number of schools to sixteen. Staff in these schools received both inservice and mentoring within their schools and selected teachers, with the support of the Department of Education, received more detailed inservice from experts in these fields. This year the district also provided a one day or one-half day inservice to all district programs staff, Student Support Services Itinerants, Guidance Counsellors, administrators, and lead Instructional Resources teachers. Program specialists and Program Itinerants, after appropriate training, included the concepts of inclusion and differentiated instruction in their work with school staffs.

Indicator 3: Continued to implement and refine processes to support areas of high student needs as determined by data management and other monitoring systems.

During 2010-2011, Western School District refined processes to support areas of high student need. Our Program Specialist for School Development attended meetings with provincial counterparts to revise the provincial School Development process during July, 2010 so that these data collection and monitoring systems were more supportive of student needs. We also refined our data collection processes last year so that stand-alone bullying information was collected in all of our schools for the first time. Based on data gathered in a variety of areas, (e.g., specific subject areas, individual school development plans, students with learning and behavioral challenges, internal and external data, etc.), the district was able to identify areas of high student needs and offer supports to schools. These supports included professional development during school close-out days, concentrated work with individual teachers and close monitoring of the school development plan to ensure that action plans were in-line with student needs.

Indicator 4: Ensured that all schools are engaged in effective implementation and monitoring of school development goals, objectives and strategies.

Western School District was successful in ensuring that all schools were engaged in effective implementation and monitoring of school development goals, objectives and strategies. All schools were required to submit Annual School Development Reports to the District Office by October of each year. These reports detail the progress to date of the school development plans. The Program Specialist for School Development met with all school leadership teams and provided professional development for effective implementation and monitoring of the school development plan. During 2010-11, Education Officers monitored and ensured implementation of school development plans through regular visits to schools and meetings with administrative teams. Program staff persons were able to access these documents as well, to prioritize their work with schools throughout the year. Specifically, program staff assisted schools with strategic actions related to the goals and objectives of their school plan.

Indicator 5: Continued implementation of strategies relating to the holistic development of the child (e.g., safe and caring schools, nutrition, active living).

During 2010-11, Western School District continued with the implementation of strategies relating to the holistic development of the child. There was a continued focus on the implementation of policies related to safe and caring schools. In March 2011, the district completed a comprehensive bullying survey in all schools in which students, teachers and parents were invited to participate. Once completed, a summary report was generated and the results were returned to schools, which enabled them to develop proactive strategies responsive to identified needs. Nutrition and active living continued to be a major focus in all schools. As well, the Daily Physical Activity initiative, which has been ongoing for the past two years, was implemented in fifteen more schools in the district, bringing the total to thirty-five.

Indicator 6: Improved career development processes for students through guidance, career counseling and course offerings.

During 2010-11, Western School District improved career development processes by providing training (in person and through webinars) for guidance counsellors and career education teachers for the use of Career Cruising. The district also created positive collaboration to foster better utilization of the Career Development Liaison officers to provide support to schools. Finally, Student Services personnel from provincial post-secondary educational institutions were utilized at district guidance meetings to allow time for presentations and questions on career issues that would benefit all guidance counsellors within our district. These accomplishments resulted in career development processes that were improved through enhanced use of career technology for students and greater access to the expertise of career counsellors with the Department of Human Resources, Labour and Employment.

Goal One: *By June 30, 2011, the Western School Board will have addressed priority needs in the area of student learning.*

Over the 2008-11 period, Western School District has been successful in addressing priority needs in the area of student learning. Some efforts have included a consistent focus on improving student achievement, analysis of achievement data to set priorities for schools, provision of professional development related to student assessment and student achievement, the implementation of school development plans in all schools, development of key policies to support student learning, implementation of a process to support areas of high student needs, and ensuring consistent delivery practices in the area of student support services.

Measure: **Implemented policies, plans, and services.**

The following details the work of the Board toward the successful achievement of this goal over the 2008-11 period.

Indicator 1: Continued to refine and implement a comprehensive data management system designed to efficiently monitor student achievement at the district and school levels. This system will assist with the monitoring of external, internal, and gender specific data.

During 2008-11, Western School District refined our comprehensive data management system designed to monitor student achievement at the district and school levels. A Programs Secretary was hired for data analysis and statistical analysis. New software packages were purchased to allow for internal analysis and to create data reports. The Department of Education provided professional development training for district personnel on this software. These refined processes allowed us to generate new data from our common exams written by students in all schools. Data collected from external sources (Provincial Criterion-Referenced Tests in Grades 3, 6 and 9 and public examination results) and internal sources (district common assessments in various subject areas and grade levels) were analyzed and posted on the district Intranet. These data were available to the Programs Division at the district level and also to relevant school administrative teams. Schools were required to use the results of all data collected to set directions for school development plans, particularly as they relate to student achievement. District level staff used these data to identify emerging priorities and to provide necessary supports.

Indicator 2: Ensured that most schools have developed and begun implementation of a School Development Plan focused on increasing student achievement.

In the 2008-11 period, Western School District ensured that all schools developed and began implementation of a School Development Plan. Some schools have fully completed a school development planning cycle and have begun implementation of their second school development plan which is implemented over a three year period. This process was guided by the Program Specialist for School Development and monitored for effective implementation by Education

Officers. This was accomplished through regular visits to schools and meetings with administrative teams. The analysis of external and internal data related to student achievement, as well as other important factors around student learning, formed a significant component of the school development plans.

Indicator 3: Continued to assess and monitor the implementation of key policies designed to support student learning including, but not exclusive to, a comprehensive student evaluation policy.

During the 2008-11 period, Western School District was able to assess and monitor the implementation of key policies designed to support student learning including, but not exclusive to, a comprehensive student evaluation policy. The implementation of the draft revised K-12 Student Assessment and Evaluation Policy was monitored by administrators at the school level and the Programs Division at the district level. Other key policies that were implemented to support student learning included those related to safe and caring schools, notably policies on Bullying, Supervision of Students, and School Lockdown, as well as Nutrition and Healthy Living for Students.

The policy development, assessment and monitoring process required all draft policies to be shared through the school administration for review by staff and school councils (where appropriate). Feedback received through this process provided the opportunity to revise policy where necessary prior to approval/full implementation. The Board also sought survey feedback on policy effectiveness from school administration on specific policies such as the Nutrition and Health Living policy. Feedback received on implementation successes and challenges allowed the Board to develop a strategy to address identified areas of need in the upcoming school year.

Indicator 4: Further implemented and refined a process to support areas of high student need (e.g., specific subject areas, individual school development plans, students with learning and behavioral challenges, etc.) as determined by data management and other monitoring systems.

Western School District continued to implement and refine a process designed to identify and support areas of high student needs throughout the 2008-11 period. Various criteria were used to identify areas of high student needs, including school population, a review of external and internal data for individual schools, individual school development plans, availability of extra supports in the school (guidance, literacy/numeracy), professional development requests, and student support services concerns. When areas of high student needs were identified, the district engaged in a process to support these students which included professional development for teachers; allocation of extra resources, where appropriate and possible; an assessment of the allocation of student support services within the school; and extensive conversations between school administration and education officers to address relevant concerns.

Indicator 5: Implemented practices, in all schools, that support the holistic growth of the student (e.g., safe and caring schools, nutrition, active living, and inclusion).

During 2008-11, Western School District implemented practices to support the holistic growth and development of students. These included the development and implementation of policy and practice in several key areas, and the allocation of financial and human resources in these areas. The development of policies to address issues of bullying, weapons, school lockdown, and bomb threats was important in providing a safe and caring school environment. Another key focus was in relation to nutrition and active living in schools. Funding in excess of \$400,000 was secured to upgrade school kitchens in an effort to provide more nutritious meals for students. Strict adherence to the Provincial School Food Guidelines was also implemented. An initiative around daily physical activity was implemented in many K-6 schools throughout the district, and active school playgrounds were also promoted. In conjunction with the Department of Education, Western School District implemented an inclusive education initiative that highlights differentiated instruction and collaborative teaching models. The process began with four pilot schools in 2008-09 and expanded to twelve in 2010-11.

Indicator 6: Ensured appropriate literacy and numeracy supports for students and schools in the district.

Western School District was successful in ensuring appropriate literacy and numeracy supports for students and schools. This included a combination of resources allocated at the district level that enabled supports on a district-wide basis, and resources derived from the availability in staffing allocations in select schools. Supports offered to schools through numeracy/literacy initiatives included professional development opportunities, one-on-one sessions and school close-out days, working with cohorts to develop common assessments, researching and developing supplementary resources, and having the district's numeracy/literacy itinerant teachers working in classrooms with select teachers for extended blocks of time.

Indicator 7: Implemented improvements in intermediate education consistent with Department of Education initiatives.

Over the 2008-11 period, Western School District implemented several improvements in intermediate education consistent with Department of Education initiatives. The Department recently completed major programming revisions at the intermediate level in Math, Science and Language Arts. District staff supported these initiatives by providing professional development during program implementation and constant monitoring throughout the implementation phase. Exam construction committees at the intermediate level developed common assessments in the core subject areas. In Language Arts at the intermediate level, all teachers received training using the reading/viewing rubric, and Department Heads and Lead Teachers met to discuss common mistakes made by students on the Grade 9 end-of-level assessment. Another initiative at the intermediate level was department head meetings in Science, with district representation. These meetings served to clarify roles and act as a forum to discuss important issues in intermediate Science. As well, select intermediate schools focused on student achievement concerns through their school growth and development processes, with an improvement in student achievement in these schools.

Indicator 8: Developed and implemented consistent delivery practices for student support services in the district.

During 2008-11, Western School District was successful in implementing practices to bring consistency to the delivery of student support services. District staff, with school teams, conducted school profiling sessions in all schools throughout the district to identify priority needs and develop responsive strategies. The district also established a central referral committee to screen and prioritize requests for assessments, which are then assigned to Educational Psychologists or Speech Language Pathologists. A provincial initiative on inclusive education, which began in the fall of 2008, is also being implemented in the district. The process began with four pilot schools in 2008-09 and expanded to twelve in 2010-11.

Indicator 9: Provided school programs (i.e., skilled trades and technology) which enhance the development of a skilled and qualified workforce.

Western School District was successful in providing school programs which enhanced the development of a skilled and qualified workforce during the 2008-11 period. In total, sixteen schools required renovations or major reconstruction to establish skilled trades and technology suites to deliver these programs. New courses offered as a result of this initiative included Design and Fabrication, Skilled Trades, Residential Construction, Power and Energy, and Robotic Engineering.

Indicator 10: Improved career development processes for students through guidance, career counseling and course offerings.

During 2008-11, Western School District improved career development processes for students through guidance, career counseling and course offerings. As part of each comprehensive guidance plan, schools were required to articulate how they would plan to create awareness of careers within their school through the efforts of all staff members. In the fall of 2008, the district implemented the use of an online career guidance and planning system entitled Career Cruising, in which guidance counsellors and career education teachers received training. Personnel from provincial Student Support Services and other post-secondary educational institutions met with district guidance counsellors as a forum for discussions and presentations.

Indicator 11: Provided professional development relating to the assessment of student achievement, both internal and external.

Western School District was successful in providing professional development relating to the assessment of student achievement, both internal and external. During October, in both 2009 and 2010, the district organized a major conference for all professional staff in the district that was directly related to the assessment of student achievement. World renowned guest speakers and facilitators were present the conferences, which were well received by participants. Other examples of professional development relating to the assessment of student achievement included sessions by programs staff with teachers and administrators on how to analyze and use assessment results to improve student achievement, professional development on item analysis in

criterion-referenced tests and public exams, the development of exam construction committees to set and implement common assessments in various subject areas in elementary, intermediate and high school courses; professional development sessions for administrators at leadership meetings; and school-based professional development in which teachers examined school data, and developed school-wide plans and individual professional learning plans designed to improve student achievement.

STRATEGIC ISSUE 2: *Organizational Effectiveness*

Professional growth is one key area that improved organizational effectiveness. The training level and continued professional learning of the academic staff has had significant impact on student learning. It was critical that the organization be engaged in continuous learning to be responsive to the diverse and changing needs of students. It was important to have growth and development plans for individuals in the organization, with these plans focused on identified needs. Individual professional development plans continue to be a key component of school and district development practices.

A second key area for improving organizational effectiveness was policy development. Effective policies ensured that decisions were consistently made and applied in a fair manner, supported decision-making practices at every level of the organization, increased understanding of decision-making processes, and supported a more transparent process.

A third area for improving organizational effectiveness was better communication and professional development through the enhanced use of technology. The Board was committed to improving its technology functions to strengthen communications and professional development for staff.

A fourth area for improving organizational effectiveness was the adjustment of staffing levels to reflect the organizational needs of the district.

Much of the progress reported related directly to Government's strategic direction of "Improved educational programs and environments responding to constantly evolving demographics" and specifically to the components of curriculum, technology, learning supports, and student achievement.

Objective: **By June 30, 2011, the Western School Board will have further improved organizational effectiveness in support of student learning.**

Measure: **Further Improved Organizational Effectiveness**

The following details the work undertaken during 2010-11 to successfully achieve this objective.

Indicator 1: Provided continued professional development for new programs and priority needs.

During 2010-11, Western School District was successful in providing continued professional development for new programs and priority needs. In conjunction with the Department of Education, a variety of professional development opportunities were offered to teachers in the district. These opportunities addressed both new programs and priority needs. New programs included Mathematics in Grades 3, 6 and 9; Language Arts in Grade 7; Français in Grade 7; Arts Plastiques in Grades 1-5; Social Studies in Grade 4; Religious Education and Health in Grade 1; and Physical Education and Health in Kindergarten. Some priority areas included inclusive teaching practices, differentiated instruction, and assessment practices. These were offered through district inservice, close-out professional development days at the school and district levels, and through professional development days allocated to individual schools and programs staff.

Indicator 2: Monitored individual learning plans to ensure a strong connection to school development plans and the learning needs of students.

Throughout 2010-11, Western School District monitored individual learning plans to ensure strong connection to school development plans and learning needs of students. School development plans are derived as a result of a thorough examination of the strengths and needs of a school. Addressing the learning needs of students, both individually and collectively, plays an important role in setting school goals, and the individual learning plans would be an important strategy in achieving this. School administrators collected and approved teacher individual learning plans and conferenced with teachers to ensure that the individual learning plans reflected the goals of the school development plan and the learning needs of students.

Indicator 3: Further developed and implemented policies in several areas.

During 2010-11, there was further development and implementation of policies in several areas. The Policy and Programs Committee of the district met regularly to examine and discuss new draft policies and to further merge existing policies from the three previous school boards. Policies that were further developed or implemented included Diversity and Employment Equity, Video Security, Certificate of Conduct, and Driver Abstracts.

Indicator 4: Monitored the implementation of a revised draft Student Assessment, Evaluation and Grading policy for all schools in Western School District.

During 2010-11, Western School District monitored the implementation of a revised draft Student Assessment, Evaluation and Grading policy for all schools in Western School District. Although in draft format, this policy was operational for all schools in the district. Administrators were provided inservice during the district-wide leadership meeting in September 2010 and were required to monitor the implementation of the policy in their schools during the year. District staff were also mandated to monitor the implementation of the policy through school visits, observations, and conversations with teachers and administrators.

Indicator 5: Monitored the continued implementation of policies related to *Access to Information and Protection of Privacy Act*.

During 2010-11, the Western School District monitored the continued implementation of policies related to *Access to Information and Protection of Privacy Act (ATIPPA)*. Standard forms were developed for the collection of personal information from students and parents. New initiatives involving the collection of personal information underwent Privacy Impact Assessment. As well, policy development included the application of *ATIPPA* requirements in relation to the collection, storage, usage and disclosure of personal information under the care and control of the Western School District.

Indicator 6: Promoted at the intermediate level scheduling strategies to provide a more student-centered learning experience for students (e.g., advisories/common planning time/teaming, etc.).

During 2010-2011, Western School District promoted that schools with intermediate grade levels provide a more student-centered learning experience for students by allocating significant time at two leadership meetings in 2010-2011 for this focus. Administrators with intermediate grade levels were encouraged to implement strategic scheduling strategies. Strategic scheduling allowed for teachers to have common planning time, to have an opportunity to team-teach with another teacher, to hold advisory sessions with groups of students, and to hold grade-level or subject-based collaboration sessions. The advisory program involved a group of students being assigned to an advisor for scheduled interaction related to academic guidance and support. Advisory programs provided students with opportunities to display leadership skills, participate in problem-solving, practice appropriate social skills, disclose personal issues, and much more. Teacher Teaming, Common Planning and Collaborative Sessions involved organizational structures that enabled teachers to consult with each other about students and/or the curriculum, to plan together and to learn together. Teachers cooperated with each other in the planning, delivery and evaluation of programs and activities. These organizational and networking structures encouraged teachers to try new approaches and to take risks, modeled cooperation for students, and resulted in increased sharing, and greater in-depth knowledge of student needs.

Goal 2: By June 30, 2011, the Western School Board will have improved organizational effectiveness in support of student learning.

Over the 2008-11 period, Western School District has been successful in improving organizational effectiveness in support of student learning. Some of the accomplishments that have helped the Board achieve this goal include implementing technological solutions that have improved communication and the providing of professional development, ensuring learning plans are in place for all professional groups, adjusting staffing levels and defining staffing roles to meet strategic needs, developing policies that are responsive to the changing needs of the

organization, and improving procedures for the collection and protection of confidential information.

Measure: Enhanced organizational effectiveness

Indicator 1: Provided professional development for priority learning areas, as indicated by achievement and School Climate and Culture Data and program needs.

During 2008-11, Western School District was successful in providing professional development for priority learning areas, as indicated by achievement and School Climate and Culture Data and program needs. This was accomplished through extensive analysis of internal and external student achievement data, and surveys to parents, students, and staff, which assisted schools in identifying goals for school development plans. Meetings between district staff and school administrative teams were also utilized as a strategy to address program needs in schools. The district engaged in various forms of professional development to address priority learning areas that were identified. This included the district's fall conferences in October of 2009 and 2010; school-based professional development; and ongoing professional development in priority areas such as new programs, and safe and caring schools.

Indicator 2: Ensured that individual learning plans are in place for all professional groups, and are adapted to address continuous learning needs.

Throughout 2008-11, Western School District has ensured that all professional employees developed individual learning plans with learning goals that linked directly to the goals of the organization. School administrators and Education Officers worked with individual professionals to ensure individual learning plans were in place and that identified goals were aligned with organizational goals and student learning needs.

Indicator 3: Identified and developed new policy as required.

During 2008-11, Western School District was successful in identifying and developing new policies as required. The Policy and Programs Committee of the Board met regularly to examine and draft new policies and to further merge existing policies from the three previous boards. A number of policies were developed in the areas of Curriculum and Instruction, Human Resources, Finance and Administration, Safe and Caring Schools, School-Community Relations and Student Affairs. In total, Western School District developed/implemented (and/or revised) approximately thirty policies.

Indicator 4: Reviewed policies on a regular basis to ensure that they are responsive to the changing needs of the system and responsive to human rights issues such as gender, race, religion, sexual orientation, etc.

During 2008-11, Western School District was successful in creating a strong focus on policy development, review and implementation that ensured appropriate response to the changing needs of the system, and human rights issues such as gender, race, religion and sexual

orientation. The policy committee met on a regular basis to review and adopt new policies as needed. Several important policies were drafted to respond to human rights issues such as gender, race, religion and sexual orientation including Diversity and Employment Equity and Certificates of Conduct.

Indicator 5: Further implemented technological solutions for communication, professional development, and delivery of curriculum outcomes.

Western School District was successful in further implementing technological solutions for communication, professional development, and delivery of curriculum outcomes during 2008-11. FirstClass has been established as the email, online conferencing, and bulletin-board system for all staff in the district. The Polycom video conferencing system has also been utilized as a communicative tool between different sites, and has been extremely effective in communicating to the more remote regions of the district. Computer software programs designed to achieve better communication, sharing of resources among students, teachers and schools, and to eliminate challenges that geography had presented in the past were utilized. Programs such as Moodle, Bridgit and Elluminate Live were used to inservice teachers, to assist in the construction of district common assessments, to enable remote schools to participate in senior high math league competitions, and to hold meetings and planning sessions with administrators and teachers.

Indicator 6: Continued to adjust staffing levels and define staffing roles at the District Office to meet strategic organizational needs.

Western School District has continued to adjust staffing levels and define staffing roles at the District Office to meet strategic organizational needs throughout the 2008-11 period. An ongoing analysis of all three divisions within the Western School District (Human Resources, Programs, and Finance and Administration) has resulted in an adjustment to staffing levels and roles within the organization. Specifically, all three divisions have added staffing units and/or reallocated resources to enhance organizational efficiency and effectiveness. Position roles have been redefined and coordination and collaboration among divisions has increased. These changes have been designed to promote positive, productive behaviour which leads to greater performance efficiency.

Indicator 7: Revised and refined the Professional Development Model to address individual and organizational needs using on-line technology.

During 2008-11, Western School District was successful in using on-line technology to revise and refine the Professional Development Model to address individual and organizational needs. Schools were given more autonomy and flexibility in the usage of professional development time to better reflect the realities and priorities at the local school level, which included allowances for approved half-day sessions and early closures to address specific needs within schools. Through the professional development model, schools and clusters of schools had the ability to plan around common and emergent learning trends. On-line technology was used as a means to address individual and organizational professional development needs. The use of videoconferencing, using Polycom, enabled individuals to connect for professional development

sessions or to set up face-to-face meetings. This was certainly advantageous to more remote locations in the district. Other forms of on-line technology used for professional development included Moodle, Elluminate Live, and Bridgit.

Indicator 8: Promoted at the intermediate level scheduling strategies to provide a more student-centered learning experience for students. (e.g., advisories, common planning time, teaming, etc.).

At the intermediate level, Western School District promoted scheduling strategies to provide a more student-centered learning experience for students. This allowed for teachers to have common planning time, the opportunity to team-teach with another teacher, advisory sessions with groups of students, and grade-level or subject based collaboration sessions. These strategies were designed to form the basis for strong professional learning communities within school settings. During the summer of 2009, the district hosted a Leadership in Learning Summer Institute for school administrators. One session highlighted the advantages of common planning time for teachers. The district also allocated significant time at two leadership meetings during 2010-2011 to focus on scheduling strategies. A collaborative structures survey was developed and administered by the district to help guide school administrators in an increased adoption of these scheduling strategies.

Indicator 9: Improved protection of confidential information.

During 2008-11, Western School District was very proactive and improved the protection of confidential information in three areas: administrative, technical, and physical. In the administrative area, policies were developed to address the protection of student records, digital information was collected and stored on electronic equipment, and forms used to collect personal information from the public were revised. All electronic hardware used to collect and store information, as part of the business of the Western School District, is encrypted with password protection and all laptops must be securely fastened with locking mechanisms. Confidential information that is required to be in paper form must be secured in locked cabinets and accessible only to the appropriate individuals.

STRATEGIC ISSUE 3: *School Organization and Infrastructure*

The Western School District, with the support of the Government of Newfoundland and Labrador, continued work towards improved school and district organization and infrastructure. An example of this is the completed construction of new K-12 schools in L'Anse au Loup and Port Saunders, and the redevelopment of the school in Flower's Cove into a modern K-12 facility for the area. As well, a new school at Port Hope Simpson, Labrador opened in September 2011.

The infrastructure of the Board is of paramount importance in the delivery of quality education

and was developed under the strategic direction of Government for “Improved educational programs and environments respond[ing] to constantly evolving demographics” inclusive of the components related to infrastructure and safety. In April 2006, the Board developed and presented its *Long-Term Educational Proposal (Capital and Organizational)*. This proposal outlined a plan for possible reorganization within the District and the infrastructure needs associated with the reorganizations. During this planning cycle, processes and planning occurred for implementation of the proposal.

Objective: **By June 30, 2011, the Western School Board will have taken further action designed to improve school and district organization and school infrastructure.**

Measure: **Further action to improve organization and infrastructure.**

The following details the work of the Western School District in support of its objective for 2010-11.

Indicator 1: Continued planning related to selected approved capital projects.

During 2010-11, Western School District continued planning related to selected approved capital projects. The planning process for all projects involved determining construction needs and educational project specifications, and working with the Department of Education, Department of Transportation and Works and Project Consultants to create a concept design for consideration and approval by the Board. Planning continued for a modern K-12 facility in St. Anthony. French Shore Academy in Port Saunders and Labrador Straits Academy were new K-12 schools that opened in the fall of 2010. The new K-12 school for Port Hope Simpson was under construction and near completion. It is scheduled to open in September 2011. As well, Canon Richards Memorial Academy in Flower’s Cove was redeveloped into a modern school facility.

Indicator 2: Continued assessing priority needs in relation to fire and life safety in district schools/properties.

Western School District continued the process of assessing priority needs in relation to fire and life safety for selected schools during the 2010-11 school year. Information was gathered through regular school inspections by district staff, as well as from reports compiled from inspections carried out by various agencies or government departments. For example, all of the reports from the Fire Commissioner's Office and Government Service Center were reviewed during the project assessment phase. Identified projects were discussed with officials from the Department of Education and then ranked by district staff in order of priority. Examples of projects completed during the period under review were electrical upgrades at Presentation Junior High School in Corner Brook, and Xavier Junior High in Deer Lake. As well, a Hazmat Study was completed on all schools in the district and a report produced for each school.

Indicator 3: Continued with ongoing construction/renovations for program improvements in select schools.

In 2010-11, Western School District continued with construction/renovations for program improvements in various schools. Upgrades to skilled trades suites occurred in Piccadilly High, Elwood High, Main River Academy, Gros Morne Academy, Viking Trail Academy and Cloud River Academy. A modern resource centre and computer lab were completed at Elwood High and became operational in the fall of 2010. Also, a large number of interactive white boards were installed in schools throughout the district.

Indicator 4: Continued property disposals as established by the Board and approved by the Minister.

In 2010-11, Western School District sought and received Ministerial approval to dispose of Pistolet Bay School, Raleigh; Mountain Field Academy, Forteau; Torrent River, Hawkes Bay; Straits Elementary, Flower's Cove; and Williams Harbour School. These five properties were listed for sale as a result of school consolidation processes; however, no disposals have occurred within the year.

Indicator 5: Continued to provide government with information respecting capital projects prioritized by the Board.

During 2010-11, Western School District continued to provide government with information respecting capital projects prioritized by the Board. The Board is pleased that funding was provided in the last provincial budget for planning of the redevelopment and extension of the former Regina building as an intermediate school for all students in the Corner Brook school system. The district provided information to Government for the reorganization of the K-9 school system in Corner Brook. The District also provided information to Government in 2011 on capital projects prioritized by the Board and for major projects that come under the headings of Indoor Air Quality and Fire and Life Safety issues. These projects would include roof replacements and exterior building envelope upgrades.

Goal 3: By June 30, 2011, the Western School Board will have continued to improve school and district organization and school infrastructure.

During the past three years, the Western School Board continued to improve school and district organization and school infrastructure. A significant amount of funds were allocated towards the completion of capital construction, as well as renovations for program and life safety improvements. Public consultations were held in areas throughout the district, where necessary, especially in advance of any school closings.

Measure: Initiated actions in organization and infrastructure.

Indicator 1: Completed planning related to approved capital projects.

During 2008-11, Western School District completed planning related to approved capital projects. The planning process for all projects involved determining construction needs and educational project specifications, and working with the Department of Education, Department of Transportation and Works and Project Consultants to create a concept design for consideration and approval by the Board. School construction occurred in several areas throughout the district. New school construction included: Labrador Straits Academy in L'Anse au Loup, French Shore Academy in Port Saunders, Corner Brook Regional High in Corner Brook, and Bayside Academy in Port Hope Simpson. Canon Richards Memorial Academy in Flower's Cove was also redeveloped as a K-12 school for the region.

Indicator 2: Completed public consultations according to timelines identified by the Board.

Western School District was proactive in completing public consultations in advance of school closures in Williams Harbour in June 2010 and in Croque in March 2009. The public consultations consisted of meetings with staffs, school councils, the general public and/or invitation for written submissions to the Board. As part of the Long-Term Educational Proposal for the district, public consultations were also held in Corner Brook. These consultations focused on the reorganization of the entire K-9 system in Corner Brook.

Indicator 3: Completed construction/renovations for program improvements in schools.

Western School District was successful in completing construction/renovations for program improvements in schools throughout 2008-11. To accommodate the courses for the Futures in Skilled Trades and Technology Program, major renovations and new construction such as roof replacements, window replacements, and electrical upgrading, were required and carried out in a number of schools throughout the district. Renovations to computer labs also occurred in some schools. The district undertook a major initiative to install interactive whiteboards in all schools in the district. A total of 447 interactive whiteboards were placed in schools based on school size and enrollment.

Indicator 4: Completed life safety improvements in facilities.

During 2008-11, the Western School District addressed life safety improvements in approximately twelve schools. In select schools, this work included emergency lighting, fire alarm and electrical upgrades, stairwell reconstruction to meet specific codes, and fire door installations. A Hazardous Materials Study was completed for every school in the district and a data base for fire drills, lockdowns, and other life and safety procedures was created and maintained at the district central office.

Indicator 5: Completed property disposals according to time-lines established by the Board and as approved by the Minister.

Throughout the 2008-11 period, Western School District completed property disposals according to time-lines established by the Board and as approved by the Minister. As a result of school closures, a number of school buildings and properties have been sold: St. Joseph's, Croque; St.

Michael's, Rose Blanche; Cassidy Memorial, St. Fintan's; Hollands Memorial, Norris Point; St. James Junior High, Port aux Basques; Templeton Academy, Gillams; and the Tibbo Building, Corner Brook. Other properties that will not be utilized by the board in the future have been listed for sale.

Indicator 6: Continued to provide Government with information respecting capital projects prioritized by the Board.

The Western School District continued to provide Government with information respecting capital projects prioritized by the Board throughout 2008-11 through the annual budgetary process and other meetings with Government officials. These capital projects included planning of new school construction and major capital projects in the areas of programming, indoor air quality, and fire and life safety issues.

Opportunities and Challenges Ahead

The Western School Board Strategic Plan 2008-11 has resulted in significant success in our district in each of the identified goals. Over the next three years, we will continue to build on this success through a continued focus on student learning and achievement, embracing opportunities and accepting all challenges to achieve our vision. The opportunities and challenges include the following:

- Improving student achievement for all students continues to be our greatest opportunity and our greatest challenge. This goal must remain the unrelenting focus at every level of the organization. This focus on student learning and achievement requires persistence, strategy, collaboration, and the continued professional learning of all staff.
- The implementation of K-12 Student Assessment, Evaluation and Grading policy will support new initiatives over the next three years designed to motivate and engage students in their own learning success. If we are to truly maximize learning opportunities for all students in all schools, then a collaborative and holistic approach to student learning interventions will be required. These interventions must be literacy and numeracy based but must also incorporate learning strands from all curriculum areas.
- Continued use of school development planning as a *vehicle* to drive student learning is essential. From our largest schools to those with our smallest enrolments, school development will need to guide good teaching and successful learning. This success can only occur in the context of a safe, caring and respectful environment in all of our schools.
- The schools of Western School District need to continue to promote the principles of inclusion and differentiated teaching, learning and assessment. These enhanced successes in learning have occurred, and will continue to occur, through the effective implementation of a guided professional learning agenda. A continued investment in teacher professional learning

will reap rewards in enhanced student learning and achievement. A focus on collaboration and professional growth is essential to our collective learning.

- Policy refinement and renewal, especially as they apply to safe, caring and respectful school environments, will need additional attention in the coming years.
- Effective and successful staff recruitment and retention will require a continued focus on human resources. A challenge also includes ensuring procedures are effective in ensuring accountability for effective job performance.
- The integration of 21st century technology in the classroom provides both an opportunity and challenge. Maximizing the benefits of student learning through enhanced technology usage is a wonderful opportunity to advance student achievement. However, there is also a challenge in the integration process due to demands on human and financial resources.

Conclusion

The Western School Board has achieved significant success over the past three years with each of the strategic issues identified in the 2008-11 Strategic Plan. The Board remains committed to improving student learning, organizational growth, and the provision of safe, modern learning environments as we enter a new three-year strategic plan. The Board has developed a strategic plan for 2011-2014 which provides direction and strategy consistent with these key areas.

Western School Board Trustees
(June 30, 2011)

NAME	AREA / ZONE
1. ALTEEN, June	Bay of Islands/Humber (5)
2. AUBERT, Christopher	Gros Morne/Deer Lake/White Bay South (4)
3. BARRETT, Carl	Bay of Islands/Humber (5)
4. BARRETT, Robert J.	Bay of Islands/Humber (5)
5. BORDEN, Nada	Bay of Islands/Humber (5)
6. BROWN, Donald	Straits/St. Barbe (3)
7. BURDEN, Scott	Vinland/White Bay Central (2)
8. FIANDER, Samuel	Southwest Coast (7)
9. FOLEY, Brian	Appalachia (6)
10. LEE, Wayne	Appalachia (6)
11. MUSHROW, Lloyd	Southwest Coast (7)
12. NOLAN, Valentina (Appointed June 30, 2011)	Appalachia (6)
13. NORMORE, Dennis	Labrador South (1)
14. WILSON, Paul	Bay of Islands/Humber (5)
15. Vacancy	Gros Morne/Deer Lake/White Bay South (4)

Financial Statements
of the
Western School Board
for fiscal year ending June 30, 2011

Western School District
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June 30, 2011

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Auditors' Report

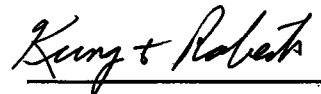
To The Members of Western School District

We have audited the balance sheet of the current and capital funds of Western School District as at June 30, 2011, and the related statements of current revenues, expenditures and district equity, and statement of changes in capital fund position for the year then ended. These financial statements are the responsibility of the District's management. 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 plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

As required by Section 66 (2) of the Schools Act, we report that the employees whose duties include collecting, receiving or depositing of money are bonded in amounts considered to be sufficient.

In our opinion, these financial statements present fairly, in all materials respects, the financial position of the District as at June 30, 2011 and the results of its operations and changes in its capital financial position for the year ended, in accordance with Canadian generally accepted accounting principles and as explained in Note 1 to the financial statements, and are in compliance with reporting requirements established for School Districts in the Province of Newfoundland and Labrador by the Department of Education



Chartered Accountants

Stephenville, NL
August/31/2011

Western School District

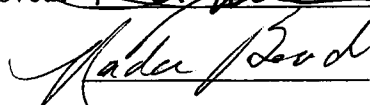
BALANCE SHEET

June 30, 2011

	<u>Assets</u>	
	<u>2011</u>	<u>2010</u>
Current Assets		
Cash (Supp.Info.1)	\$ 2,863,144	\$ 4,284,998
Short Term Investments (Supp.Info.2)	137,755	158,124
Accounts Receivable (Note 2)	14,608,347	13,284,818
Prepaid Expenses	<u>221,473</u>	<u>240,290</u>
Total Current Assets	<u>17,830,719</u>	<u>17,968,230</u>
Property and Equipment (schedule 8)	<u>99,149,600</u>	<u>82,542,695</u>
	<u>\$ 116,980,319</u>	<u>\$ 100,510,925</u>
 <u>Liabilities and District Equity</u>		
Current Liabilities		
Bank Indebtedness (Note 3)	\$ --	\$ --
Accounts Payable and Accrued (Note 4)	3,959,151	4,552,423
Vacation Pay Accrued	13,992,292	13,758,875
Current Maturities (schedule 9b)	<u>359,742</u>	<u>352,917</u>
Total Current Liabilities	<u>18,311,185</u>	<u>18,664,215</u>
Severance Pay Accrual	<u>23,835,139</u>	<u>22,642,287</u>
Long-Term Debt (schedule 9)	<u>1,381,299</u>	<u>1,326,616</u>
District Equity		
Investment in Capital Assets	97,461,033	80,915,637
Reserve Account	200,987	200,987
District Equity	<u>(24,209,324)</u>	<u>(23,238,817)</u>
Total District Equity	<u>73,452,696</u>	<u>57,877,807</u>
	<u>\$ 116,980,319</u>	<u>\$ 100,510,925</u>

Contingencies (Note 8)

Approved:  Chairman

 Secretary

Western School District

STATEMENT OF CURRENT REVENUES, EXPENDITURES AND DISTRICT EQUITY

For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
Current Revenue (Schedule 1)		
Provincial Government Grants	\$ 154,784,922	\$ 149,982,113
Donations	--	--
Ancillary Services	101,549	110,689
Miscellaneous	<u>176,574</u>	<u>103,401</u>
	<u>155,063,045</u>	<u>150,196,203</u>
Current Expenditures		
Administration (Schedule 2)	9,171,657	9,043,857
Instruction (Schedule 3)	127,671,021	124,654,150
Operations and Maintenance (Schedule 4)	15,487,216	14,583,181
Pupil Transportation (Schedule 5)	8,709,694	8,400,091
Ancillary Services (Schedule 6)	35,240	45,646
Interest Expense (Schedule 9C)	234	--
Miscellaneous (Schedule 7)	<u>111,500</u>	<u>58,258</u>
	<u>161,186,562</u>	<u>156,785,183</u>
23 111 Excess of Revenue over Expenditures	(6,123,517)	(6,588,980)
Transfer to/from Capital	<u>5,153,010</u>	<u>4,736,303</u>
Net Increase/Decrease in District Equity	(970,507)	(1,852,677)
District Equity, Beginning of Year	<u>(23,238,817)</u>	<u>(21,386,140)</u>
District Equity, End of Year	<u>\$ (24,209,324)</u>	<u>\$ (23,238,817)</u>

See Accompanying Notes

Western School District
STATEMENT OF CHANGES IN FINANCIAL POSITION
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
60		
<u>Operating Activities</u>		
011 Excess of Revenue over Expenditures	\$ (6,123,517)	\$ (6,588,980)
012 Changes in Non-Cash Working Capital		
013 - Short-Term Investments	20,369	(1,858)
014 - Accounts Receivable	(1,323,529)	275,035
015 - Prepaid Expenses	18,817	(19,144)
014 - Accounts Payable, Accruals & Vacation Payable	(359,855)	874,267
015 - Current Maturities	6,825	(8,204)
016 Other (Specify)		
- Principal Payments	374,092	361,122
- Increase (Decrease) in Severance Pay Accrual	1,192,852	1,266,453
017 Amortization of Capital Assets	<u>5,151,383</u>	<u>4,478,988</u>
	<u>(1,042,563)</u>	<u>637,679</u>
61		
<u>Financing Activities</u>		
011 Proceeds from Bank Loans	435,600	--
012 Grants – Deficit Retirement	--	--
013 Other Capital Revenues- Buses	--	--
014 Changes in Long-Term Debt	(380,918)	(352,918)
15 Other (Specify) - Capital Grant		
- Service Vehicle	--	37,632
- Capital Grant – Buildings	--	--
- Donations – Playground Equipment	<u>--</u>	<u>26,962</u>
	<u>54,682</u>	<u>(288,324)</u>
62		
<u>Investing Activities</u>		
011 Proceeds on Sale of Capital Assets	1,627	257,315
012 Additions to Property and Equipment	(435,600)	(64,594)
013 Other (Specify)	<u>--</u>	<u>--</u>
	<u>(433,973)</u>	<u>192,721</u>
63	<u>(1,421,854)</u>	<u>542,076</u>
64	<u>4,284,998</u>	<u>3,742,922</u>
65	<u>\$ 2,863,144</u>	<u>\$ 4,284,998</u>

See Accompanying Notes

Western School District
STATEMENT OF CHANGES IN CAPITAL FUND
For the Year Ended June 30, 2011

		<u>2011</u>	<u>2010</u>
70	<u>Capital Receipts</u>		
71	Proceeds from Bank Loans		
011	- School Construction	\$ --	\$ --
012	- Equipment	--	--
013	- Service Vehicles	--	--
014	- Pupil Transportation	435,600	--
015	- Other (Specify)	--	--
		<u>435,600</u>	<u>--</u>
72	<u>EIC Grants</u>		
011	School Construction and Equipment	--	--
012	Other – Transportation – Government	--	--
		<u>--</u>	<u>--</u>
73	<u>Donations</u>		
011	- Cash Receipts	--	--
012	- Non-Cash Receipts	--	--
013	- Playground Equipment	--	26,962
		<u>--</u>	<u>26,962</u>
74	<u>Sale of Capital Assets – Proceeds</u>		
011	- Land	--	--
012	- Buildings	1,627	257,315
013	- Equipment	--	--
014	- Service Vehicles	--	--
015	- Pupil Transportation Vehicles	--	--
016	- Other (Specify)	--	--
	- Accounts Receivable – Capital	--	--
		<u>1,627</u>	<u>257,315</u>
75	<u>Other Capital Revenues</u>		
011	- Interest on Capital Fund Investments	--	--
012	- Premiums on Debentures	--	--
013	- Recoveries of Expenditures	--	--
015	- Insurance Proceeds	--	--
016	- Native Peoples Grants	--	--
017	- Miscellaneous – Funds for		
	Debt servicing – Bussing	374,092	361,122
018	- Provincial grants – Buses	--	--
	– Service Vehicle	--	37,632
	– Buildings	--	--
		<u>374,092</u>	<u>398,754</u>
Total Capital Receipts		<u>811,319</u>	<u>683,031</u>

Cont'd

See Accompanying Notes

Cont'd

Western School District
STATEMENT OF CHANGES IN CAPITAL FUND (Cont'd)
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
77	Transfer from Reserve Account	--
78	Transfer to/from Current Fund	(4,736,303)
	Add: Amortization of Capital Assets – Non cash items	(4,736,303)
	<u>5,151,383</u>	<u>4,478,988</u>
Total	<u>\$ 809,692</u>	<u>\$ 425,716</u>
80	<u>Capital Disbursements</u>	
81	Additions to Property & Equipment	
011	- Land and Sites	--
012	- Building	--
013	- Furniture & Equipment – School	26,962
014	- Furniture & Equipment – Other	--
015	- Service Vehicles	37,632
016	- Pupil Transportation	--
017	- Other (Specify)	--
	<u>435,600</u>	<u>64,594</u>
82	Principal Repayment of Long-Term Debt	
011	- School construction	--
012	- Equipment	--
013	- Service Vehicles	--
014	- Other (Specify)	--
	- Office	--
	- Pupil transportation	361,122
	<u>374,092</u>	<u>361,122</u>
83	Miscellaneous Disbursements	
013	- Other (Specify)	--
	- Accounts payable	--
	<u>--</u>	<u>--</u>
	<u>--</u>	<u>--</u>
Total Capital Disbursements	<u>\$ 809,692</u>	<u>\$ 425,716</u>

See Accompanying Notes

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

Nature of Operation

The Western School District is responsible for maintenance and operation of all schools in the Western, Southern and Northern portion of the Province of Newfoundland and Labrador. It also includes schools in the Southern portion of Labrador.

1. Significant Accounting Policies

(a) Fund Accounting

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. These financial statements include both the current and capital funds on a combined basis.

(b) Revenue

The District's main source of funding is derived from the Government of Newfoundland and Labrador, Department of Education. The Department provides funding for operations, transportation, capital expenditures and teacher salaries and severance pay. Funding designated for specific purposes is deferred and included in revenue when the related expenditures have been incurred.

(c) Capital Assets

Capital assets are recorded at cost derived from the combining of the predecessor school boards. Amortization of capital assets is recorded by use of the straight-line method over the estimated useful life of the assets using the following rates:

Building	40 Years
Furniture and Equipment	10 Years
Service Vehicle	5 Years
Buses	12 Years

(d) Use of Accounting Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenditures during the reporting periods. Actual results could differ from those estimates.

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

2. Accounts Receivable

	<u>2011</u>	<u>2010</u>
<u>Current</u>		
11 131 Provincial Government	\$ 13,695,733	\$ 12,404,954
132 Transportation	57,412	28,085
133 Federal Government	--	--
134 Projects	148,555	170,765
135 HST Receivable	345,197	183,669
136 Bus Rentals	14,704	34,640
137 Water Program-Provincial	6,902	--
138 Interest	--	--
139 Travel Advances and Miscellaneous	156,066	164,225
<u>Capital</u>		
11 231 Construction Grants	183,778	298,480
233 Local Contributions	--	--
234 Other School Districts	--	--
235 Other (Specify) – City of Corner Brook	--	--
	<u>\$ 14,608,347</u>	<u>\$ 13,284,818</u>

3. Bank Indebtedness

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

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

4. Accounts Payable and Accrued

		<u>2011</u>		<u>2010</u>
	<u>Current</u>			
21 109	Scholarship	\$ 94,879		\$ 115,312
110	Accounts payable-Trade	975,665		1,088,644
111	Accrued Liabilities	323,108		620,895
112	Wages Payable	209,190		138,844
113	- Deferred Grants	2,280,878		2,500,123
114	- Wages	--		--
115	Payroll Deductions	75,431		88,605
118	Other	--		--
119	Payroll Tax	--		--
		<u>\$ 3,959,151</u>		<u>\$ 4,552,423</u>
	<u>Capital</u>			
21 211	Trade Payable	\$ --		\$ --
212	Accrued – Liabilities	--		--
213	- Interest	--		--
217	Deferred Grants	--		--
218	Other (Specify)	--		--
		<u>\$ --</u>		<u>\$ --</u>

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

5. Reserve Account

Description:

	<u>2011</u>	<u>2010</u>
Balance, Beginning of Year	\$ 200,987	\$ 200,987
Less Transfer from Reserve	<u> --</u>	<u> --</u>
Add Transfer to Reserve	<u> --</u>	<u> --</u>
Balance, End of Year	<u>\$ 200,987</u>	<u>\$ 200,987</u>

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
6. Investment in Capital Assets,		
Beginning of Year	\$ 80,915,637	\$ 50,817,343
Add:		
Transfer To (From) Capital Fund	(5,151,383)	(4,736,303)
Grants - EIC - Contribution for Capital Const.	--	--
- Provincial grants-debt retirement.	--	--
Capital projects funded by Department of Education but paid directly to other sources on behalf of District.	21,358,222	34,766,954
Donations (Specify) – Playground Equipment	27,290	26,962
Proceeds from Sale of Capital Assets		
- Land	--	--
- Building		257,315
- Equipment	--	--
- Vehicle	--	--
- Other	--	--
Interest on Capital Fund Investments		
Recoveries of Expenditures – Prior	--	--
Provincial Grant – Busses	--	--
Provincial Capital Grant – Buildings	--	--
Provincial Capital Grant – Service Vehicle	--	37,632
Insurance Proceeds – Capital	--	--
Native Peoples Grants – Capital	--	--
Excess of Revenue over Expenditures		
- Capital Fund		
Principal - Bussing loan	374,092	361,122
- Other	--	--
Accumulated amortization on assets disposed	430,070	3,129,055
Capital asset valuation adjustment	--	--
	<u>97,953,928</u>	<u>84,660,080</u>
Deduct Adjustments:		
Cost of assets sold		
- Land	--	--
- Building	381,506	3,744,443
- Equipment	--	--
- Vehicles	44,211	--
- Other	67,178	--
	<u>492,895</u>	<u>3,744,443</u>
Other	--	--
23 221 Investment in Capital Assets, End of Year	<u>\$ 97,461,033</u>	<u>\$ 80,915,637</u>

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2011

7. Commitments

At balance sheet date the District had the following commitments:

8. Contingencies

As of statement date, the following material contingencies are pending:

- (a) A former vendor of a predecessor School Board has a claim of approximately \$30,000 plus HST. The amount has not been recorded in the accounts. The likelihood of loss to the District cannot be determined.
- (b) The District has a potential liability for site restoration and remediation costs associated with a school property sold to a purchaser in 2004. The property had an oil leak from its underground storage tank prior to the sale of this property. As of audit report date, a claim has been filed in court but the likelihood of loss or an estimate of this loss cannot be determined.
- (c) A former school teacher has filed a statement of claim in 2006 for wrongful dismissal. Discovery examination was conducted in September 2007, but no damages have been estimated. The likelihood of loss or an estimate of this loss cannot be determined.

9. District Equity (Deficit)

The School District has an accumulated operating deficit of \$(24,209,324). A material amount of this operating deficit is contributed by a recorded teacher's severance pay accrual, non-teacher's severance pay accrual and executive paid leave accrual of \$21,559,663, \$2,275,475 and 629,914 respectively, as required by the Provincial Government.

Accumulated operating deficit per Financial statement	\$ (24,209,324)
Less: teacher's severance pay accrual	21,559,663
: non-teacher's severance pay accrual	2,275,475
: executive paid leave accrual	<u>629,914</u>
Accumulated operating deficit less Severance pay and executive paid leave accrued	<u>\$ 255,728</u>

10. Bond Coverage

As at June 30, 2011, the Insurance Division of the Department of Finance has provided \$300,000 fidelity bond coverage for all District employees.

11. Comparative Figures

Certain 2010 figures have been reclassified to conform to 2011 financial statement presentation.

Western School District
CURRENT REVENUES
For the Year Ended June 30, 2011

		<u>2011</u>	<u>2010</u>
32 010	Provincial Government Grants		
011	Regular	\$ 23,555,544	\$ 22,609,845
016	Special Grants (Details on bottom of Schedule 1)	2,961,767	2,787,290
Salaries and Benefits			
017	- Directors and Asst. Directors	1,381,764	1,256,711
021	- Regular Teachers	111,962,937	108,494,295
022	- Substitute Teachers	3,931,139	4,064,476
023	- Student Assistants	2,522,338	2,401,687
030	Pupil Transportation		
031	- Board Owned	3,496,180	3,230,026
032	- Contracted	4,335,007	4,427,983
033	- Handicapped	<u>638,246</u>	<u>709,800</u>
		<u>\$ 154,784,922</u>	<u>\$ 149,982,113</u>
33 010	Donations		
012	Cash Receipts	--	--
011	Heritage Fair	--	--
013	Non-Cash Receipts	--	--
014	Restricted Use	<u> --</u>	<u> --</u>
		<u> --</u>	<u> --</u>

Schedule 1 (Cont'd)

Western School District
CURRENT REVENUES
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
34 010	Ancillary Services	
011	Revenues from Rental of Residences	\$ 10,300
021	Revenues from Rental of Schools and Facilities (Net)	\$ 15,215
		60,000
031	Cafeterias	60,000
032	Other – (Specify)	31,249
		35,474
		--
		--
	<u>101,549</u>	<u>110,689</u>
35 010	Miscellaneous	
011	Interest on Investments	55,691
012	Bus Charters	17,127
021	Recoveries of Expenditures	48,020
031	Revenues from Other Agencies	50,642
041	Federal Rebates	22,388
051	Insurance Proceeds	--
061	Bilingual Education Revenue	--
071	Operating Rev. from Native Peoples Grant	6,117
081	Miscellaneous Federal Grants	--
091	Textbooks	--
092	Sundry	22,221
094	Scholarship Funds	15,805
		--
		--
	<u>176,574</u>	<u>103,401</u>
	Total Current Revenues	\$ 155,063,045
		\$ 150,196,203
	Special Grants	
	Fuel Adjustment	\$ 74,891
	Learning Disabilities	\$ (50,634)
	Debt Servicing	--
	Student Assistant Salaries	--
	Textbook Credit Allocation	--
	Pay Equity	--
	Administration – Textbook	--
	Payroll Tax	--
	Utilities	--
	Maintenance	--
	French Monitor	47,172
	French Immersion	20,302
	Peer Tutoring	62,761
	Bottle Water	24,098
	Administrative Pay adjustment	--
	Computers	--

Schedule 1 (Cont'd)

Western School District
CURRENT REVENUES
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
Special Grants (Cont'd)		
Surplus – Substitutes	\$ --	\$ --
Kinder – Start	--	--
Tutoring Work Experience	--	--
Other (Specify)		
-Miscellaneous grants	1,121,544	718,191
- Redundancy grant	--	--
- Maintenance reclassification	--	--
- Drama Festival	--	--
- Furniture	--	--
- Other Projects	751,678	1,527,137
- IGA Projects	41,775	72,999
- HRDC Grants	339,146	389,584
- School Board Elections	--	85,613
- Special Incentive	<u>522,800</u>	<u>--</u>
	<u>\$ 2,961,767</u>	<u>\$ 2,787,290</u>

Western School District
ADMINISTRATION EXPENDITURES
For the Year Ended June 30, 2011

		<u>2011</u>	<u>2010</u>
51	Salaries and Benefits		
011	- Directors and Asst. Directors	\$ 1,368,737	\$ 1,899,652
012	- District Office Personnel	1,481,720	1,451,616
013	Office Supplies	66,955	81,232
014	Replacement Furniture and Equipment	16,122	32,552
015	Postage	72,840	64,776
016	Telephone	146,549	170,217
017	Office Equipment Rentals and Repairs	39,347	67,781
018	Bank Charges	2,527	2,817
019	Electricity	16,006	15,993
021	Fuel	36,565	30,611
022	Insurance	15,698	15,566
023	Repairs and Maintenance (Office Building)	24,363	30,716
024	Travel	259,373	222,518
025	Board Meeting Expenses	12,774	18,141
026	Election Expenses	--	77,040
027	Professional Fees	197,921	125,268
028	Advertising	184,810	180,586
029	Membership Dues	50,532	49,009
031	Municipal Service Fees	16,497	13,163
032	Rental of Office Space	--	--
033	Janitor Salaries/Supplies	7,630	5,568
034	Miscellaneous	2,560	10,047
035	Relocation Expenses	747	--
036	Redundancy	--	--
037	Capital Plan-Department	--	--
038	Amortization of Capital Assets	<u>5,151,384</u>	<u>4,478,988</u>
	<u>Total Administration Expenditures</u>	<u>\$ 9,171,657</u>	<u>\$ 9,043,857</u>

Western School District
INSTRUCTION EXPENDITURES
 For the Year Ended June 30, 2011

		<u>2011</u>	<u>2010</u>
52 010	Instructional Salaries (Gross)		
011	Teachers' Salaries – Regular	\$ 113,183,795	\$ 109,744,365
012	- Substitute	3,995,983	4,064,476
013	- District Paid	153,065	216,317
014	Student Assistants	2,492,127	2,401,687
015	Employee Benefits	--	--
016	School Secretaries – Secretaries & Benefits	2,898,481	2,758,743
017	Employee Benefits	--	--
018	Other – French Monitor	--	--
		<u>122,723,451</u>	<u>119,185,588</u>
52 040	Instructional Materials		
041	General Supplies	1,534,365	1,598,461
042	Library Resource Materials	--	--
043	Teaching Aids	209,802	213,830
044	Textbooks	--	--
		<u>1,744,167</u>	<u>1,812,291</u>
52 060	Instructional Furniture and Equipment		
061	Replacement	266,861	189,673
062	Rentals and Repair	7,221	887
063	Copier Cost	127,520	188,905
064	Replacement – Computer Equipment	496,193	353,854
065	Computer Repairs	58,989	51,705
		<u>956,784</u>	<u>785,024</u>
52 080	Instructional Staff Travel		
081	Program Coordinators	652,747	389,858
082	Teachers' Travel	349,816	401,520
083	Teacher Travel	--	--
084	Student Travel	30,826	28,160
		<u>1,033,389</u>	<u>819,538</u>
52 090	Other Instructional Costs		
091	Postage and Stationery	--	--
092	Miscellaneous	11,360	10,805
097	Other District Projects	821,372	1,568,700
098	IGA Projects	41,925	73,340
099	HRDC Projects	338,573	398,864
		<u>1,213,230</u>	<u>2,051,709</u>
	Total Instruction Expenditures	<u>\$ 127,671,021</u>	<u>\$ 124,654,150</u>

Western School District
OPERATIONS AND MAINTENANCE EXPENDITURES - SCHOOLS
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
53 011 Salaries & Benefits - Janitorial	\$ 4,940,487	\$ 5,065,888
012 - Maintenance	1,527,250	1,648,991
013 - IT Support	893,309	792,230
014 Electricity	3,056,198	2,903,273
015 Fuel	1,097,518	916,018
016 Municipal Service Fee	681,383	503,456
017 Telephone	486,380	474,870
018 Vehicle Operating and Travel	296,627	282,587
019 Janitorial Supplies	222,770	320,848
021 Janitorial Equipment	43,018	5,487
022 Repairs and Maintenance - Buildings	1,390,217	1,203,585
023 - Equipment	24,068	14,370
024 Protective Clothing	11,372	16,327
025 Snow Clearing	816,619	435,251
026 Rentals	--	--
027 Other (Specify) - Repairs Covered By Insurance	--	--
	<hr/>	<hr/>
Total Operations and Maintenance	<u>\$ 15,487,216</u>	<u>\$ 14,583,181</u>

Western School District
PUPIL TRANSPORTATION EXPENDITURE
For the Year Ended June 30, 2011

	<u>2011</u>	<u>2010</u>
54 010	Operation and Maintenance of Board	
	Owned Fleet	
011	\$ 200,240	\$ 212,445
012	1,964,568	1,862,030
013	--	--
014	51,729	42,317
015	374,093	361,212
016	--	--
017	389,138	349,222
018	44,113	39,436
019	38,221	38,100
021	248,824	204,254
022	173,948	2,009
023	37,964	31,095
024	33,182	23,943
025	4,893	2,385
026	11,051	13,224
027	6,598	7,865
028	--	--
029	2,640	3,015
030	119	--
031	--	1,300
032	46,152	68,195
033	33,743	29,198
034	334	--
035	--	--
	<u>3,661,550</u>	<u>3,291,245</u>
54 040	Contracted Services	
041	4,335,007	4,400,484
042	638,246	709,800
043	--	49,196
044	74,891	(50,634)
	<u>5,048,144</u>	<u>5,108,846</u>
	<u>\$ 8,709,694</u>	<u>\$ 8,400,091</u>
	Pupil Transportation Expenditures	

Western School District
PUPIL TRANSPORTATION EXPENDITURE
For the Year Ended June 30, 2011

Ancillary Services

This District owns and operates the following ancillary services:

	<u>2011</u>	<u>2010</u>
55 Ancillary Services		
011 Operation of Teachers' Residences	\$ 5,249	\$ 7,881
031 Cafeterias	29,991	37,765
032 Other (Specify)	<u>--</u>	<u>--</u>
	<u>\$ 35,240</u>	<u>\$ 45,646</u>

Miscellaneous Expenses (Specify)

The District has incurred the following miscellaneous expenses:

	<u>2011</u>	<u>2010</u>
57 011 Miscellaneous Expenses		
- Human Resources Expenses	\$ 108,822	\$ 58,247
- Other	<u>2,678</u>	<u>11</u>
	<u>\$ 111,500</u>	<u>\$ 58,258</u>

Western School District
Details of Property and Equipment
For The Year Ended June 30, 2011

	Cost 30-Jun-10	Additions	Adjustment and Disposals	Cost 30-Jun-11	Accumulated Amortization 30-Jun-10	Amortization Adjustment	Accumulated Amortization 30-Jun-11	Net Book Value
12211 Land and Sites	\$ 1,977,719	\$ -	\$ -	\$ 1,977,719	\$ -	\$ -	\$ -	\$ 1,977,719
Buildings								
12221 Schools	\$ 184,123,323	\$ 21,358,222	\$ 381,506	\$ 205,100,039	\$ 106,007,653	\$ (324,280)	\$ 110,368,624	\$ 94,731,415
12222 Administration	2,145,867	-	-	2,145,867	1,903,534	-	1,925,439	220,428
12223 Residential	168,021	-	-	168,021	157,520	-	159,620	8,401
	<u>\$ 186,437,211</u>	<u>\$ 21,358,222</u>	<u>\$ 381,506</u>	<u>\$ 207,413,927</u>	<u>\$ 108,068,707</u>	<u>\$ (324,280)</u>	<u>\$ 112,453,683</u>	<u>\$ 94,960,244</u>
Furniture and Equipment								
12231 Schools	\$ 11,555,278	\$ 27,290	\$ -	\$ 11,582,568	\$ 11,528,316	\$ -	\$ 11,533,741	\$ 48,827
12232 Administration	970,429	-	-	970,429	970,429	-	970,429	-
12233 Residential	1,534	-	-	1,534	1,534	-	1,534	-
12234 Recreation	87,005	-	-	87,005	87,005	-	87,005	-
12235 Other	5,450	-	-	5,450	5,450	-	5,450	-
	<u>\$ 12,619,696</u>	<u>\$ 27,290</u>	<u>\$ -</u>	<u>\$ 12,646,986</u>	<u>\$ 12,592,734</u>	<u>\$ -</u>	<u>\$ 12,598,159</u>	<u>\$ 48,827</u>
12241 Service Vehicles	\$ 416,811	\$ -	\$ 44,211	\$ 372,600	\$ 270,193	\$ (44,212)	\$ 274,576	\$ 98,024
Public Transportation								
12253 Buses	\$ 4,833,755	\$ 435,600	\$ 67,178	\$ 5,202,177	\$ 2,810,863	\$ (61,579)	\$ 3,137,391	\$ 2,064,786
Total	<u>\$ 206,285,192</u>	<u>\$ 21,821,112</u>	<u>\$ 492,895</u>	<u>\$ 227,613,409</u>	<u>\$ 123,742,497</u>	<u>\$ (430,071)</u>	<u>\$ 128,463,809</u>	<u>\$ 99,149,600</u>

Western School District
DETAILS OF LONG-TERM DEBT
For the Year Ended June 30, 2011

Bank loans, mortgage and debentures,
approved by the District and the Government
of Newfoundland and Labrador

	<u>2011</u>	<u>2010</u>
22 210 Loans Other than Pupil Transportation		
<u>Ref. #</u>		
211 Bank Loans		
____ Repayable \$ _____ monthly, maturing _____	\$ --	\$ --
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
Total 211	--	--
212 Mortgages		
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
Total 212	--	--
213 Debentures		
____ Repayable \$ _____ monthly, maturing _____	--	--
____ Repayable \$ _____ monthly, maturing _____	--	--
Total 213	--	--
214 Other (Please Specify)	--	--
Subtotal	--	--
215 Less Current Maturities	--	--
Total Loans Other Than Pupil Transportation	<u>\$ --</u>	<u>\$ --</u>

Western School District
DETAILS OF LONG-TERM DEBT
For the Year Ended June 30, 2011

22 220 Loans – Pupil Transportation

<u>Ref. #</u>	<u>2011</u>	<u>2010</u>
221 Vehicle Bank Loans		
Prime Repayable \$ <u>516</u> monthly, maturing <u>2011</u>	\$ --	\$ 6,194
Prime Repayable \$ <u>523</u> monthly, maturing <u>2011</u>	1,046	7,320
Prime Repayable \$ <u>521</u> monthly, maturing <u>2011</u>	6,253	12,506
Prime Repayable \$ <u>523</u> monthly, maturing <u>2012</u>	12,028	18,305
Prime Repayable \$ <u>542</u> monthly, maturing <u>2017</u>	33,603	40,107
Prime Repayable \$ <u>548</u> monthly, maturing <u>2014</u>	19,712	26,283
Prime Repayable \$ <u>960</u> monthly, maturing <u>2011</u>	--	3,316
Prime Repayable \$ <u>2,456</u> monthly, maturing <u>2012</u>	14,736	44,208
Prime Repayable \$ <u>4,954</u> monthly, maturing <u>2012</u>	59,445	118,891
Prime Repayable \$ <u>3,662</u> monthly, maturing <u>2013</u>	87,879	131,818
Prime Repayable \$ <u>1,095</u> monthly, maturing <u>2015</u>	40,521	53,663
Prime Repayable \$ <u>1,117</u> monthly, maturing <u>2016</u>	58,095	71,502
Prime Repayable \$ <u>1,675</u> monthly, maturing <u>2016</u>	87,075	107,170
Prime Repayable \$ <u>542</u> monthly, maturing <u>2017</u>	34,145	40,649
Prime Repayable \$ <u>4,530</u> monthly, maturing <u>2018</u>	344,279	398,638
Prime Repayable \$ <u>5,930</u> monthly, maturing <u>2019</u>	527,799	598,963
Prime Repayable \$ <u>3,025</u> monthly, maturing <u>2022</u>	414,425	--
Total 221	<u>\$ 1,741,041</u>	<u>\$ 1,679,533</u>
222 Land, Building and Equipment Bank Loans		
Repayable \$ _____ monthly, maturing _____	--	--
Repayable \$ _____ monthly, maturing _____	--	--
Repayable \$ _____ monthly, maturing _____	--	--
Repayable \$ _____ monthly, maturing _____	--	--
Repayable \$ _____ monthly, maturing _____	--	--
Total 222	--	--
Subtotal	<u>1,741,041</u>	<u>1,679,533</u>
223 Less Current Maturities	<u>359,742</u>	<u>352,917</u>
Total Loans – Pupil Transportation	<u>1,381,299</u>	<u>1,326,616</u>
Total Long Term Debt	<u>\$ 1,381,299</u>	<u>\$ 1,326,616</u>

Western School District
SUMMARY OF LONG-TERM DEBT
For the Year Ended June 30, 2011

<u>Description</u>	<u>Ref. #</u>	<u>Rate</u>	<u>Balance Beginning Of Year</u>	<u>Loans Obtained During Year</u>	<u>Principal Repayment For Year</u>	<u>Balance End of Year</u>
A) School Construction			\$ --	\$ --	\$ --	\$ --
B) Equipment			--	--	--	--
C) Service Vehicle		Prime	--	--	--	--
D) Other – Office			--	--	--	--
E) Pupil Transportation		Prime	<u>1,679,533</u>	<u>435,600</u>	<u>374,092</u>	<u>1,741,041</u>
Total Loans			<u>\$ 1,679,533</u>	<u>\$ 435,600</u>	<u>\$ 374,092</u>	<u>\$ 1,741,041</u>

Western School District
DETAILS OF CURRENT MATURITIES
For the Year Ended June 30, 2011

<u>Description</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
A) School Construction	\$ --	\$ --	\$ --	\$ --	\$ --
B) Equipment	--	--	--	--	--
C) Service Vehicles	--	--	--	--	--
D) Other – Office	--	--	--	--	--
E) Pupil Transportation	<u>359,742</u>	<u>277,737</u>	<u>228,045</u>	<u>209,428</u>	<u>180,578</u>
Total	<u>\$ 359,742</u>	<u>\$ 277,737</u>	<u>\$ 228,045</u>	<u>\$ 209,428</u>	<u>\$ 180,578</u>

56 010

Western School District
SCHEDULE OF INTEREST EXPENSE
For the Year Ended June 30, 2011

<u>Description</u>	<u>2011</u>	<u>2010</u>
012 Capital		
School Construction	\$ --	\$ --
Equipment	--	--
Service Vehicles	--	--
Other – Office	--	--
Total Capital	<u>--</u>	<u>--</u>
013 Current - Operating Loans	--	--
014 - Supplier Interest Charges	<u>234</u>	<u>--</u>
Total Current	<u>234</u>	<u>--</u>
Total Interest Expense	<u>\$ 234</u>	<u>\$ --</u>

Western School District
SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2011

1.	<u>Cash</u>	<u>2011</u>	<u>2010</u>
	<u>Current</u>		
11 110	Cash on Hand and in Bank		
111	Cash on Hand	\$ 585	\$ 585
112	Bank - Current	2,862,559	4,284,413
113	- Savings	--	--
115	- Non-Teachers; Payroll	--	--
116	- Coupon (Debenture)	--	--
117	- Other (Specify)	--	--
	<u>Capital</u>		
11 210	Cash on Hand and in Bank	--	--
211	Cash on Hand	--	--
212	Bank - Current	--	--
213	- Savings	--	--
214	- Other (Specify)	--	--
	Total Cash on Hand & in Bank	<u>\$ 2,863,144</u>	<u>\$ 4,284,998</u>
	<u>Short Term Investments</u>		
11 121	Term Deposits – Scholarships	\$ 94,879	\$ 115,312
122	Term Deposits – Other	42,876	42,812
123	Other (Specify)	--	--
	<u>Capital</u>		
11 221	Term Deposits	--	--
222	Canada Savings Bonds	--	--
223	Other (Specify)	--	--
	Total Short Term Investments	<u>\$ 137,755</u>	<u>\$ 158,124</u>

Western School District
SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2011

3.	<u>Prepaid Expenses</u>		<u>2011</u>	<u>2010</u>
		Current		
11	141	Insurance	\$ --	\$ --
	142	Municipal Service Fees	--	--
	143	Work, Health Safety and Commissions	219,473	238,290
	144	Other (Specify) --Travel Advances	2,000	2,000
		-- Supplies	--	--
		-- Legal Fees	--	--
		Capital		
11	241	Other (Specify)	-----	-----
			<u>\$ 221,473</u>	<u>\$ 240,290</u>