Report of Senior Administration to the Board of Trustees

June 27, 2011

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This report from members of the Brandon School Division Senior Administration is submitted respectfully for your consideration, action, and information.

Dr. Donna M. Michaels
Superintendent of Schools/
Chief Executive Officer

A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. CHANGE OF MEETING DATE

For Action..... K. Zabowski

At the June 13, 2011 Regular Board Meeting, Trustee Sefton recommended that the Board change the August 22, 2011 Regular Board Meeting to August 29, 2011 as well as changing the August 20, 2012 Regular Board Meeting to August 27, 2012. He noted the purpose of this rescheduling would allow the Board to meet closer to the beginning of school opening. The Board considered this and directed Senior Administration to bring forth a motion recommending the proposed change of dates. A motion has been included in the agenda for the Board's consideration.

2. GIVING OF NOTICE – POLICY AND PROCEDURES 5010

For Action.....G. Barnes

At the Regular Board Meeting on June 13, 2011 a Giving of Notice was presented for the purpose of rescinding Policy and Procedures 5010 – "Posting and Assignment of Professional Teaching Staff" and replacing it with Policy and Procedures 5010 – "Interview, Selection and Assignment of Professional Teaching Staff". The noted Policies and Procedures are attached as Appendix A. A motion to approve the revised Policy and Procedures is included in the agenda for Board consideration.

IV. SUPERINTENDENT OF SCHOOLS

1. ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For Action..... D. Michaels

École Secondaire Neelin High School has submitted an off-site activity request (attached as Appendix B for Trustee consideration) for twenty one (21) high school Social Studies, Canadian History, and English Language Arts students, Grades 10, 11 and 12, from École Secondaire Neelin High School to make a trip to Europe from March 22, 2012 to March 31, 2012.

Mr. Michael Adamski, Principal, École Secondaire Neelin High School, and Dr. Donna M. Michaels, Superintendent of Schools / Chief Executive Officer have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving 21 high school Social Studies, Canadian History, and English Language Arts students from École Secondaire Neelin High School to Europe from March 22, 2012 to March 31, 2012 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. INQUIRY FROM TRUSTEE SEFTON – STREAMING BOARD MEETINGS

For Information ..... K. Zabowski

At the March 28, 2011 Regular Board Meeting, Trustee Sefton made an inquiry requesting Senior Administration investigate the possibility of webcasting Board Meetings and storing the webcasts so that they can be retrieved online at any time. Mr. Brent Ewasiuk, Director of Management & Information Systems Technology (MIST) has investigated the matter and provided a report on the possibility of streaming Board Meetings. A copy of this report has been included as Appendix C. This is provided as information. Should you have any questions, please do not hesitate to contact Mr. Ewasiuk directly.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

II. SECRETARY-TREASURER

1. BUS ACCIDENT

For Information ..... G. Barnes

Correspondence has been received from the Supervisor of Transportation advising of an accident at approximately 3:30 p.m., Monday, April 25, 2011, involving bus 40-10, while being driven on regular route assignment Red 2. The accident occurred while the bus was travelling southbound on 1st Street at Lorne Avenue and was struck by another vehicle from the side. The driver of the other vehicle would be at fault. No apparent injuries were initially sustained by the driver of the bus or its passengers. There were five students on the bus at the time of the accident. Damage to the bus was minimal and damage to both vehicles was in excess of $1,000. The accident was reported to Manitoba Public Insurance and Brandon Police Services. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

SCHOOL VISITS (JUNE 7 TO JUNE 20, 2011)

- Wednesday, June 8, 2011 – Meadows School
- Tuesday, June 14, 2011 – École O'Kelly School

A. QUALITY LEARNING

QUALITY LEARNING AT ST. AUGUSTINE SCHOOL
Report prepared by Ms. Betty Howell, Principal, St. Augustine School

The focus of this report will be the High Ability Learner Enrichment Programming (HALEP) at St. Augustine School. We have a one-quarter time teacher, Eileen Agar, and we have tried to work with each class each year, covering a variety of curriculum topics. At the beginning of the year, the assessment profiles are completed – using the Strengths and Preferences surveys and the Multiple Intelligences profiles. These

assessments then form a class profile that is utilized during the unit planning, as well as helping the students to be more self aware of their learning strengths. The model involves co-planning and co-teaching of the selected unit, and this provides an instructional focus on differentiation, which is subsequently utilized by teachers in planning other units.

In reviewing the program with the HALEP teacher, it is interesting to see the diverse units around which the planning centered. The grade 6 class focused on the Science unit around the Solar system – with the focus being on independent research methods – incorporating research from web sites as well as text sources. The process incorporated modeling on a whole class project, followed by independent application on individual projects. In grade 5, an English Language Arts (ELA) unit focused on Poetry, and incorporated technology. Part of the professional teaming during this project involved incorporating the Regie Routman writing model, with scaffolded instruction to lead to increased independence. In Grade One, the focus was on Math – developing algebraic thinking. The constructivist approach utilized a number of hands-on center activities to develop understanding. In Grade Two the focus was on ELA – developing descriptive language in writing. The theme centered around an author study of Jan Brett stories, and incorporated technology through utilization of the website. Grade Four incorporated Math and ELA. The multiple intelligences were used to choose the type of product they wanted to create, as well as how the children worked in groups. Grade 8 focused on Social Studies with the unit topic being the Romans. The inquiry question centered around the impact of events and discoveries during Roman time on modern day life. As with the grade 6 class, the focus was on building research practices and the focusing the inquiry around an essential question. The final group is the Kindergarten class – where the focus has been on Math – working on the skills of patterning, predicting and measurement. The benefits to the students have included increased engagement with learning tasks, increased differentiation in activities based on learner profile, and the opportunity to challenge themselves in higher order thinking tasks. We have been very pleased with the opportunities offered to enrich the work of each class, and are looking forward to the future development of the program.

The co-planning, co-teaching model is very beneficial and staff comment often on the value of this model in differentiating around the learner profiles and providing opportunities to work based on the multiple intelligences identified. This is job-embedded professional development as the application is immediate. In terms of professional learning, Mrs. Agar has participated in a book study, worked on a planning committee for the HALEP teachers group, with reformatting of the assessments, development of a handbook for the HALEP program, and planning for further development of the program.

In our school next year, we will be implementing the new assessments, which will result in a Total Talent Portfolio for each child in grades 5 to 8. We are also planning to implement enrichment clusters, which takes the enrichment model one step

further, by involving the students in defining what it is they want to learn, and by working in cross grade clusters, based upon the students selecting their interest cluster. We have plans to implement a four week cluster in the fall term with grades 5 to 8, a four week grades 1 to 4 cluster in the winter term, and a six week cluster for grades 5 - 8 in the spring term. This will move our school toward the whole school enrichment model, based on the work of Renzuli.

UNIVERSITY OF TORONTO NATIONAL BIOLOGY COMPETITION RESULTS

The 17th annual University of Toronto Biology competition was written by 4548 eligible contestants at 317 schools on April 28, 2011. Two hundred and ninety four (294) schools from across Canada, and schools in Brunei Darussalam, Malaysia, Germany, Singapore, Slovakia, Switzerland and the United States. Top students receive cash prizes and/or certificates.

Gideon Bookatz, Student, Vincent Massey High School, ranked in the 99th percentile and will be awarded National Biology Scholar with Distinction certificate. Jillian Perreaux ranked in the 97th percentile and will be awarded National Biology Scholar Certificate. Vincent Massey High School ranked 31st out of 272 teams in the competition. Biology teacher, Lindsay Metruk, is proud of her students for accomplishing such impressive scores in this prestigious contest and credits this rigor of the Advanced Placement Program at Massey for such a strong foundation in Biology. The top 50 students receive a cash prize.

Congratulations to Gideon and Jillian on your accomplishments.

B. QUALITY TEACHING

QUALITY TEACHING AT CROCUS PLAINS REGIONAL SECONDARY SCHOOL

Report prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

Crocus Plains Regional Secondary School (CPRSS) has taken several steps down our long journey in the area of student assessment, evaluation, and reporting. The 2010/2011 year was an important year as it was the foundational year in our school's future development in the area of assessment and evaluation.

The CPRSS Assessment Committee has concentrated its efforts on its own professional growth this past year and has used this opportunity to attend valuable assessment and evaluation presentations/workshops by Warren Nickerson, December 2010, and Damian Cooper, February 2011. Both sessions provided the committee with valuable insight into the area of assessment and evaluation; particularly formative assessment.

Under the leadership of Brent Richards, CPRSS School and Staff Development Specialist, and Karen Klassen, CPRSS Career Education Counsellor, a Year II development plan has been created and approved by CPRSS administration for the

2011/2012 school year. The implementation plan for CPRSS was well researched and includes some of the best practices for systemic change that have been implemented in several school divisions and high schools in our province.

The key components of the 2011/2012 CPRSS Student Assessment and Evaluation plan are as follows:

- Expansion of the School Assessment Team – Additional participants were approved to the current team to ensure that all departments are represented and that key staff members are connected to the process to improve the committee's impact and sustainability across the system. Committee will expand from its current eight members to eighteen members. (June 2011)
- School Assessment Team – Book Study – The School Assessment Team has identified "Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning" for study by the CPRSS Assessment Committee. A study/reporting out/discussion of the book's content will form the focus of the committee's first tasks. This will help committee members become more familiar with the use of formative assessment as a teaching tool and rationale for giving it a more prominent role in our school. (September and October 2011)
- Damian Cooper Professional Development – CPRSS staff will attend the Damian Cooper session on October 14, 2011, as its official launch to this initiative with our staff. CPRSS staff was provided an introduction to our work and to Damian Cooper at our May 2011 School Planning Day.
- CPRSS "Grading Guidelines" – CPRSS Assessment Committee will spend several months discussing and developing a one/two page summary of "Grading Guidelines" for use by departments and teachers as they plan their programming. When the committee has finalized its recommended "Grading Guidelines", the CPRSS Assessment Committee will meet with each academic and vocational department to present the guidelines, provide rationale for the guidelines, and begin the important conversations between the committee and our departments in the area of assessment development.

Crocus Plains Regional Secondary School's size and complexity as an academic/vocational learning center creates many challenges when it comes to advancing teaching and learning practices for our students. The CPRSS Assessment Committee and Administration recognize the challenges and have committed to a systemic development process that creates a large professional learning community that will be focused on continuous learning and growth as a school.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT LINDEN LANES SCHOOL

Report prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

Learning Support Services plays a critical role in all school based initiatives and program planning for students at Linden Lanes School. We rely on the expertise, collaboration and support from all areas of Learning Support Services as well as the Superintendent and Associate Superintendent to provide Quality Learning experiences and Quality Teaching in our school.

Examples that occurred during the 2010/2011 school year include:

- Learning Support Services team (program facilitator, psychologist, speech/language pathologist, social worker) in collaboration with the school team (classroom teacher, guidance, resource, principal) plan to meet the diverse learning needs of students and provide appropriate educational programming. This includes the development of Individual Education Plans (IEP), Behaviour Intervention Plans (BIP) and Functional Behaviour Assessment (FBA);
- workshop for Educational Assistants; Working with Challenging Student Behaviour;
- Non-violent Crisis Intervention training;
- Appropriate Educational Programming (AEP) support for specific student programming needs including Autism Spectrum Disorder;
- Learning Assistance Program (LAC); program development, planning and assessment;
- ICT; Assistive Technology Project, professional development for teachers, classroom supports;
- Early Years Literacy Support; leveled literacy project;
- Reading Recovery;
- High Ability Learner Enrichment Programming (HALEP);
- Physical Education teacher, Music teacher, Teacher Librarian;
- Effective Behaviour Support (EBS);
- Literacy and Numeracy Specialist; professional development;
- Aboriginal Education Counsellor, Attendance Counsellor, Medication Follow-up Program, Hard of Hearing specialist, Unified Referral Intake System (URIS); and
- Speech/language intervention for students.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	7	4, 5, 6, 30	Assaultive, Drug and Alcohol, Unacceptable
New Era	1	3	Drug and Alcohol
Vincent Massey	4	5, 13	Assaultive, Unacceptable

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / MAY 31, 2011

The Brandon School Division Currently has 1026 English as an Additional Language (EAL) Students.

- 21 new registrations for the current school year were received in May 2011;
- 2 students have left school.

The number of new EAL registrations received since June 2010, by month, is as follows:

Month of Registration	Number of New EAL Registrations Received
June 2010	24
July 2010	2
August 2010	69
September 2010	112
October 2010	35
November 2010	21
December 2010	7
January 2011	15
February 2011	9
March 2011	6
April 2011	20
May 2011	21
Total	341

The current school totals are as follows:

	Current Total	EAL Discontinued (Stage 5+)
Alexander	0	
Betty Gibson	102	2
Crocus Plains	109	9
Earl Oxford	50	
George Fitton	52	1
Green Acres	21	
Harrison	1	1
J.R. Reid	21	1
King George	79	
Kirkcaldy Heights	24	
Linden Lanes	12	
Meadows	96	1

Neelin	27	3
New Era	122	4
O'Kelly	2	2
Riverheights	43	
Riverview	41	
St. Augustine	34	
Spring Valley	18	
Valleyview Centennial	10	
Vincent Massey	127	9
Waverly Park	35	1
Total	1026	34

The number of students who left Brandon School Division from the beginning of May to the end of May is two (2).

Of the two (2) students that left the Brandon School Division:

- two (2) students moved back to their home country.

Six (6) students changed catchment areas within the Brandon School Division.

2. Divisional Initiatives

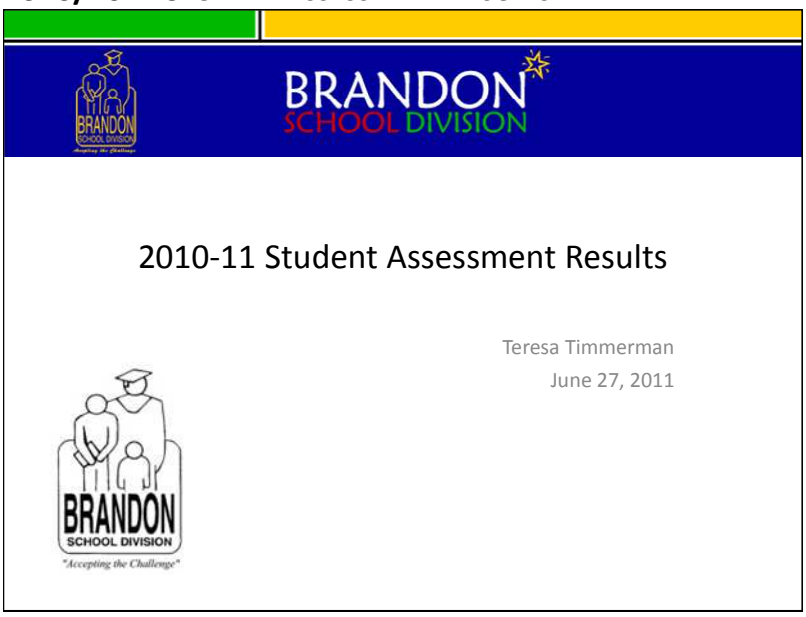
For Information ..... D. Michaels

Year End Report – June 2011

Implementation of the Brandon School Division's Strategic Plan (2010-2012)

Please see Section IV – Our Students' Progress – Appendix D.

2010/2011 Student Assessment Results



	Number of Students	Reflection	Skills & Strategies	Comprehension	Reading Total
AL	10	64.7	64.0	64.8	64.5
BG	35	41.9	42.7	44.5	43.0
EO	20	46.4	44.8	46.5	45.9
GA	17	55.9	53.9	53.4	54.4
GF	43	46.2	46.6	45.7	46.2
HA	25	62.2	60.6	61.4	61.4
JR	20	51.8	55.5	54.0	53.8
KG	18	58.7	54.5	51.6	55.0
KH	45	51.3	50.7	47.6	49.9
LL	32	60.7	54.0	54.0	56.2
ME	47	42.2	44.9	45.5	44.2
NE_E	29	34.2	39.7	40.2	38.1
NE_FI	24	57.5	56.0	57.6	57.1
OK_E	19	56.8	56.1	58.0	57.0
OK_FI	6	61.1	42.7	57.6	53.8
RH	38	49.4	51.1	51.2	50.6
RV	21	39.1	44.7	42.2	42.0
SA	25	49.2	47.8	49.3	48.8
SV	3	50.4	64.0	64.8	59.7
VV	26	47.3	50.9	47.4	48.5
WP	43	53.7	51.6	52.3	52.5
Grand Total	**546**	**50.0**	**50.0**	**50.0**	**50.0**

Grade 3 Reading

•Minimum: 42.0 (RV)

•Maximum: 64.5 (AL)

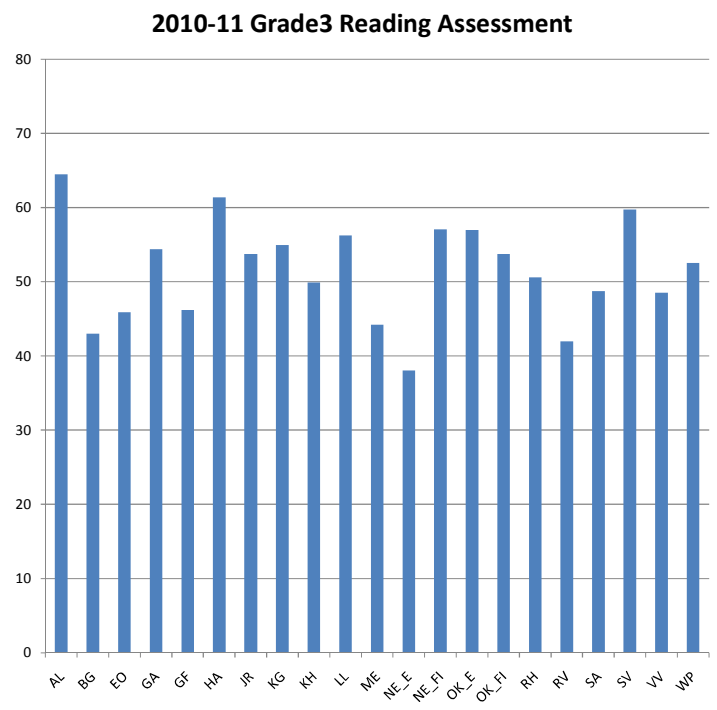
•Range: 22.5

•# of schools above the mean: 12

•Range above the mean: 14.5

•# of schools below the mean: 9

•Range below the mean: 8



Grade 3 Reading

•Minimum: 42.0 (RV)

•Maximum: 64.5 (AL)

•Range: 22.5

•# of schools above the mean: 12

•Range above the mean: 14.5

•# of schools below the mean: 9

•Range below the mean: 8

	Number of Students	Ideas	Organization	Word Choice	Sentence Fluency	Conventions	Writing Total
AL	10	71.6	64.1	74.8	60.0	62.6	66.4
BG	35	38.1	38.7	37.2	36.4	41.7	38.4
EO	20	46.9	46.8	48.5	42.0	43.0	45.4
GA	17	50.9	56.5	57.1	52.3	53.7	54.0
GF	43	45.4	48.1	45.8	48.0	48.5	47.2
HA	25	65.2	67.0	69.8	67.2	64.7	66.8
JR	20	58.1	62.8	61.0	57.6	60.0	59.9
KG	18	63.1	64.3	70.8	60.0	60.8	63.7
KH	45	42.3	43.3	41.9	49.1	52.7	45.9
LL	32	57.9	52.4	58.9	58.5	56.2	56.7
ME	47	45.7	43.5	37.2	42.9	40.5	42.1
NE_E	29	33.2	32.3	28.7	42.2	27.9	33.1
NE_FI	24	53.5	49.3	60.1	52.0	47.8	52.4
OK_E	19	58.5	57.1	64.2	56.9	59.0	59.0
OK_FI	6	53.5	49.3	41.6	60.0	47.8	50.7
RH	38	49.4	50.6	43.8	48.7	50.8	48.7
RV	21	43.5	42.2	40.9	38.9	45.9	42.3
SA	25	56.3	55.2	58.8	55.7	53.2	55.8
SV	3	41.2	41.1	55.4	40.0	43.5	44.0
VV	26	50.4	53.1	48.0	46.2	48.1	49.2
WP	43	54.6	55.6	56.7	54.2	55.8	55.3
Grand Total	**546**	**50.0**	**50.0**	**50.0**	**50.0**	**50.0**	**50.0**

Grade 3 Writing

•Minimum: 33.1 (NE-E)

•Maximum: 66.8 (HA)

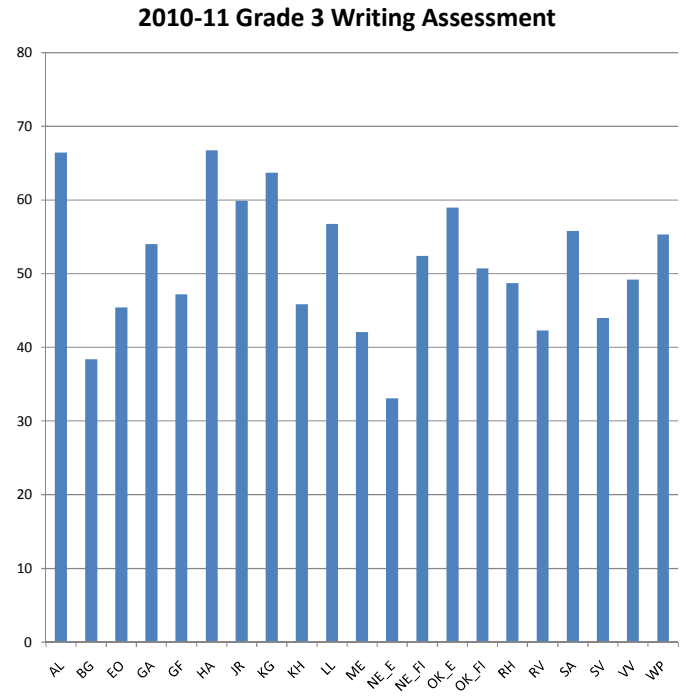
•Range: 33.7

•# of schools above the mean: 11

•Range above the mean: 16.8

•# of schools below the mean: 10

•Range below the mean: 16.9



Grade 3 Writing

•Minimum: 33.1 (NE-E)

•Maximum: 66.8 (HA)

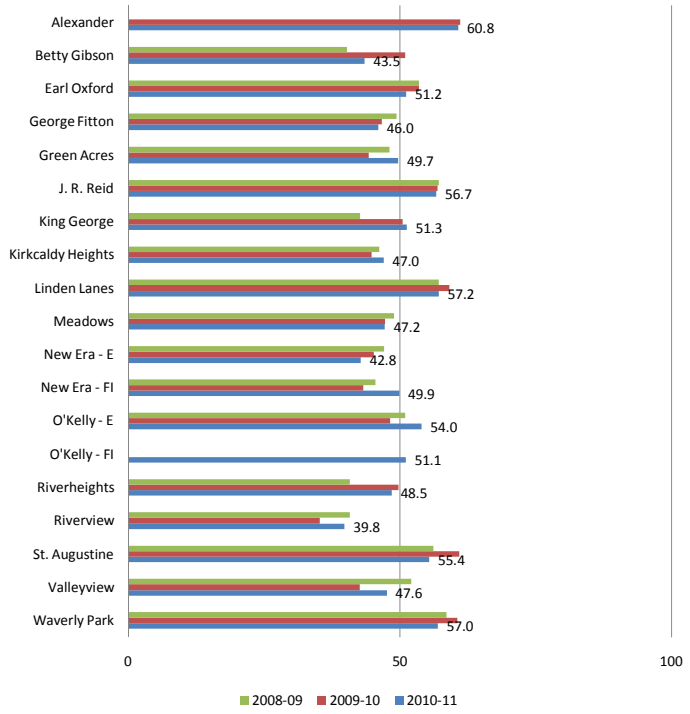
•Range: 33.7

•# of schools above the mean: 11

•Range above the mean: 16.8

•# of schools below the mean: 10

•Range below the mean: 16.9



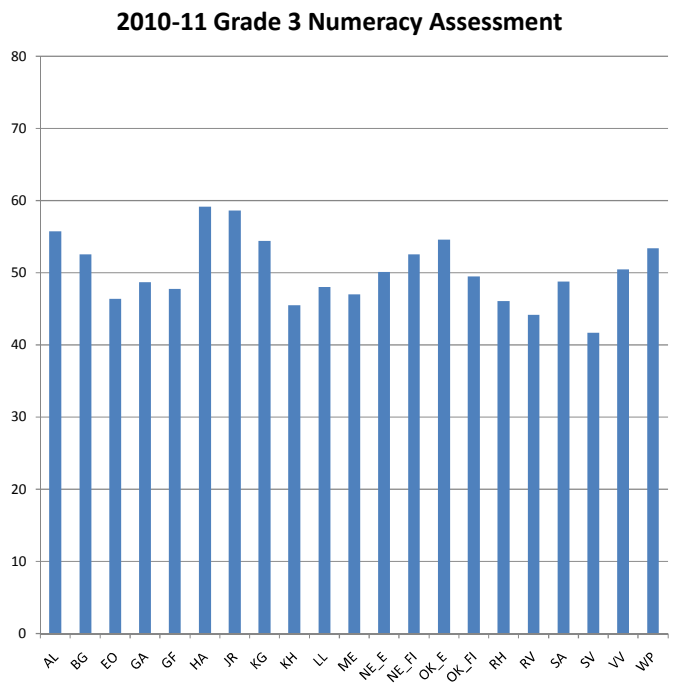
Grade 3 Literacy Three Year Trends

- Increasing scores
  - None
- Decreasing scores
  - George Fitton
  - J.R. Reid
  - Meadows
  - New Era - E

	Number of Students	Algebraic Reasoning A	Algebraic Reasoning B	Number Sense A	Number Sense B	Numeracy Total
AL	10	51.8	57.1	53.7	60.7	55.7
BG	35	52.1	50.9	53.7	53.2	52.5
EO	20	49.7	48.4	45.1	42.3	46.4
GA	17	48.8	51.7	47.4	47.2	48.7
GF	43	48.2	47.5	46.0	49.4	47.7
HA	25	58.0	60.7	56.8	61.5	59.2
JR	20	61.2	60.4	54.7	58.5	58.6
KG	18	56.4	52.5	53.3	55.4	54.4
KH	45	41.9	51.3	42.2	47.2	45.5
LL	32	50.5	39.8	52.2	48.8	48.0
ME	47	54.7	43.0	45.3	44.7	47.0
NE_E	29	45.0	56.8	54.9	43.3	50.1
NE_FI	24	48.4	44.9	55.2	61.4	52.5
OK_E	19	61.1	47.4	51.5	58.2	54.5
OK_FI	6	41.5	65.9	44.8	46.9	49.5
RH	38	47.5	47.4	50.0	38.8	46.0
RV	21	43.4	44.0	46.6	42.3	44.1
SA	25	44.8	50.1	49.1	51.1	48.7
SV	3	34.5	36.6	44.8	50.6	41.7
VV	26	47.0	49.9	56.8	47.5	50.5
WP	43	52.5	55.2	50.0	56.4	53.4
Grand Total	**546**	**50.0**	**50.0**	**50.0**	**50.0**	**50.0**

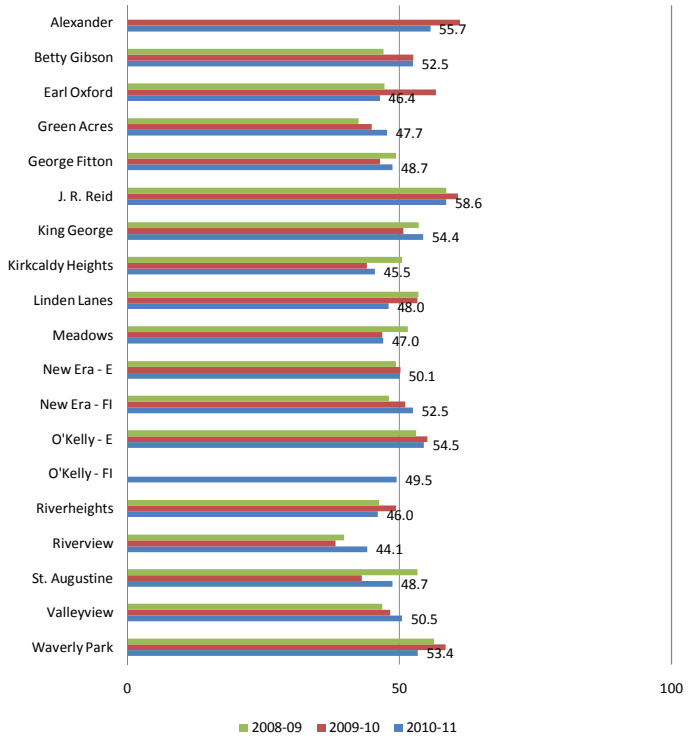
Grade 3 Numeracy

- Minimum: 44.1 (RV)
- Maximum: 59.2 (HA)
- Range: 22.5
- # of schools above the mean: 10
- Range above the mean: 9.2
- # of schools below the mean: 11
- Range below the mean: 6.9



Grade 3 Numeracy

- Minimum: 44.1 (RV)
- Maximum: 59.2 (HA)
- Range: 22.5
- # of schools above the mean: 10
- Range above the mean: 9.2
- # of schools below the mean: 11
- Range below the mean: 6.9



Grade 3 Numeracy Three Year Trends

- Increasing scores
  - Green Acres
  - New Era – FI
  - Valleyview
- Decreasing scores
  - None

	Number of Students	Comprehension	Responds Personally	Fluency & Expression	Total Score
BG	27	45.7	41.3	46.6	44.7
EO	25	51.0	51.4	48.7	50.5
GA	16	51.0	48.7	49.9	50.0
GF	52	55.1	53.9	47.2	52.3
HA	36	58.1	57.9	58.9	58.5
JR	33	50.7	49.1	50.9	50.4
KG	23	49.3	50.4	53.8	51.3
KH	35	51.2	49.3	52.8	51.3
LL	30	50.4	53.3	54.6	52.9
ME	44	45.7	44.0	47.2	45.8
NE_E	20	44.8	44.2	44.1	44.5
NE_FI	11	48.9	51.7	43.9	48.3
OK	18	54.2	50.3	44.3	49.8
RH	33	48.3	46.6	43.3	46.2
RV	24	47.3	49.1	43.7	46.9
SA	25	54.9	55.6	58.8	56.6
SV	2	49.8	52.6	52.5	51.8
VV	16	51.0	56.6	52.5	53.5
WP	48	43.1	48.3	47.2	46.3
Grand Total	**518**	**50**	**50**	**50**	**50**

Grade 5 Reading

•Minimum: 44.5 (NE-E)

•Maximum: 58.5 (HA)

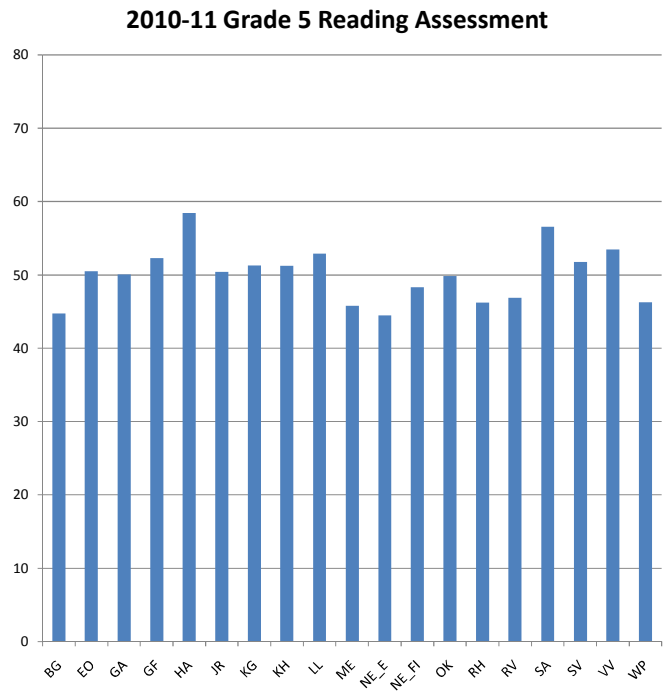
•Range: 14

•# of schools above the mean: 11

•Range above the mean: 8.5

•# of schools below the mean: 8

•Range below the mean: 5.5



Grade 5 Reading

•Minimum: 44.5 (NE-E)

•Maximum: 58.5 (HA)

•Range: 14

•# of schools above the mean: 11

•Range above the mean: 8.5

•# of schools below the mean: 8

•Range below the mean: 5.5

	Number of Students	Achieves Reader Understanding	Word Choice & Sentence Patterns	Spelling, Grammar & Resource Use	Total Score
BG	27	49.2	40.5	45.7	45.2
EO	25	45.1	49.4	41.5	45.3
GA	16	52.6	56.8	53.8	54.3
GF	51	53.8	52.1	53.2	53.0
HA	36	55.3	61.5	58.8	58.5
JR	33	44.9	48.0	43.4	45.4
KG	23	52.9	49.6	51.8	51.5
KH	35	51.2	51.2	52.9	51.8
LL	30	56.8	59.0	55.1	56.9
ME	44	45.3	45.5	47.6	46.1
NE_E	20	47.6	46.6	47.4	47.2
NE_FI	11	52.3	44.5	48.1	48.4
OK	18	48.0	55.6	53.9	52.4
RH	33	46.3	46.6	46.1	46.3
RV	24	39.7	42.7	46.9	43.1
SA	25	57.5	59.6	52.9	56.6
SV	2	55.3	46.6	55.1	52.4
VV	16	60.9	58.2	56.5	58.5
WP	48	46.6	40.8	46.4	44.6
Grand Total	**517**	**50**	**50**	**50**	**50**

Grade 5 Writing

•Minimum: 43.1 (RV)

•Maximum: 58.5 (HA & VV)

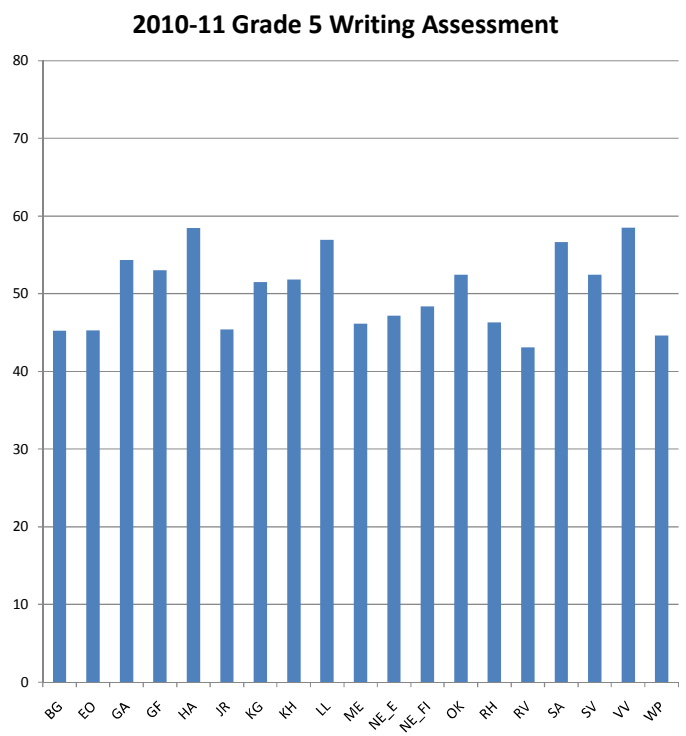
•Range: 15.4

•# of schools above the mean: 10

•Range above the mean: 8.5

•# of schools below the mean: 9

•Range below the mean: 6.9



Grade 5 Writing

•Minimum: 43.1 (RV)

•Maximum: 58.5 (HA & VV)

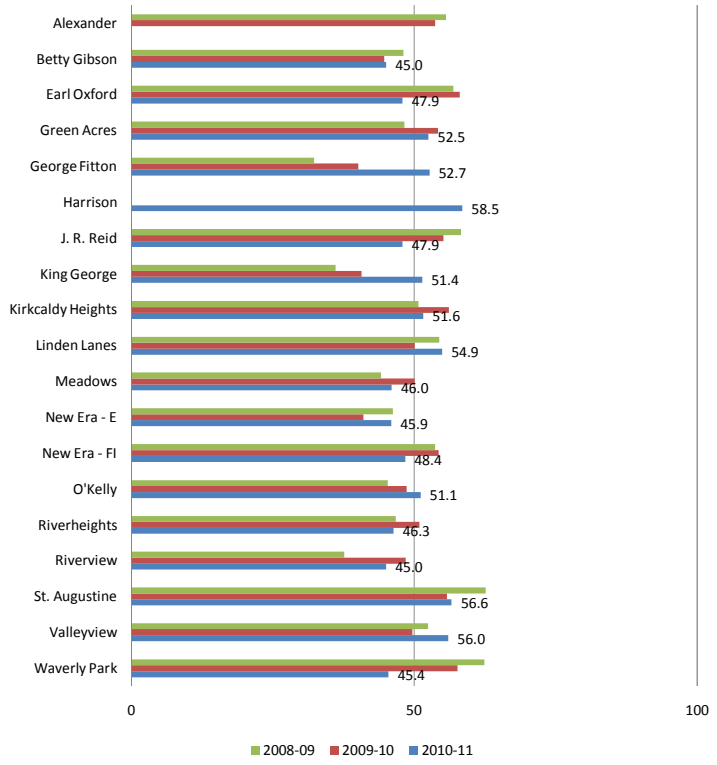
•Range: 15.4

•# of schools above the mean: 10

•Range above the mean: 8.5

•# of schools below the mean: 9

•Range below the mean: 6.9



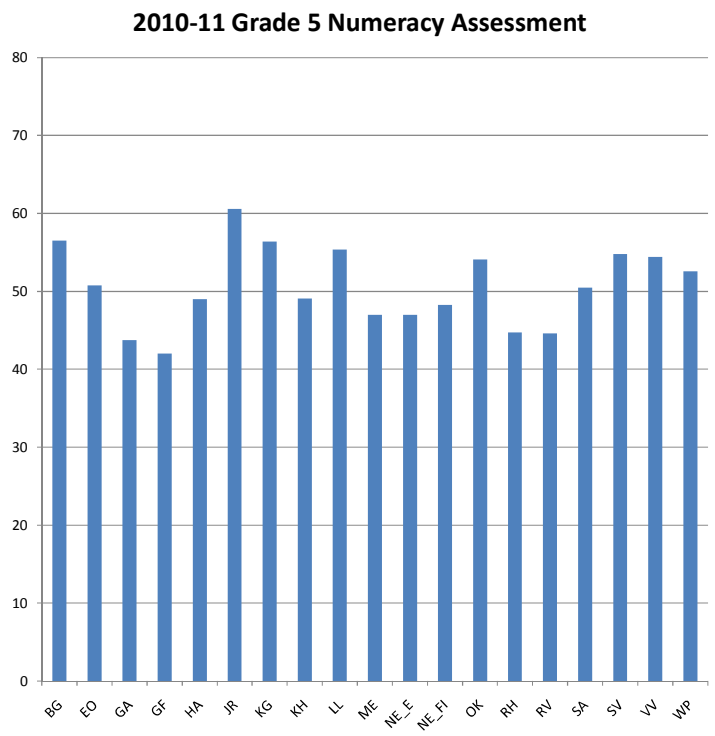
Grade 5 Literacy
Three Year Trends

- Increasing scores
  - George Fitton
  - King George
  - O'Kelly
- Decreasing scores
  - J.R. Reid
  - Waverly Park

	Number of Students	Number	Shape & Space	Patterns & Relations	Statistics & Probability	Total Score
BG	24	55.9	50.1	65.5	56.8	56.5
EO	25	49.3	50.4	49.9	55.5	50.8
GA	17	41.6	51.5	37.6	47.1	43.7
GF	52	40.6	39.4	44.9	45.7	42.0
HA	35	50.5	42.0	47.4	52.5	49.0
JR	33	62.3	61.0	59.6	56.9	60.6
KG	22	56.5	62.9	56.0	50.6	56.4
KH	35	50.0	49.4	45.1	49.5	49.1
LL	30	56.8	50.2	65.1	48.8	55.4
ME	39	47.3	44.4	46.7	48.6	47.0
NE_E	23	48.5	56.0	45.1	36.7	47.0
NE_Fl	11	47.7	52.0	44.9	48.9	48.2
OK	15	53.2	46.8	57.8	59.6	54.1
RH	31	44.3	46.2	48.3	42.0	44.8
RV	24	42.2	49.2	43.2	47.4	44.6
SA	24	47.1	53.4	44.2	61.0	50.5
SV	2	49.9	57.9	64.8	56.3	54.8
VV	14	58.5	59.0	53.8	41.1	54.4
WP	45	53.7	54.1	48.2	51.8	52.6
Grand Total	**501**	**50**	**50**	**50**	**50**	**50**

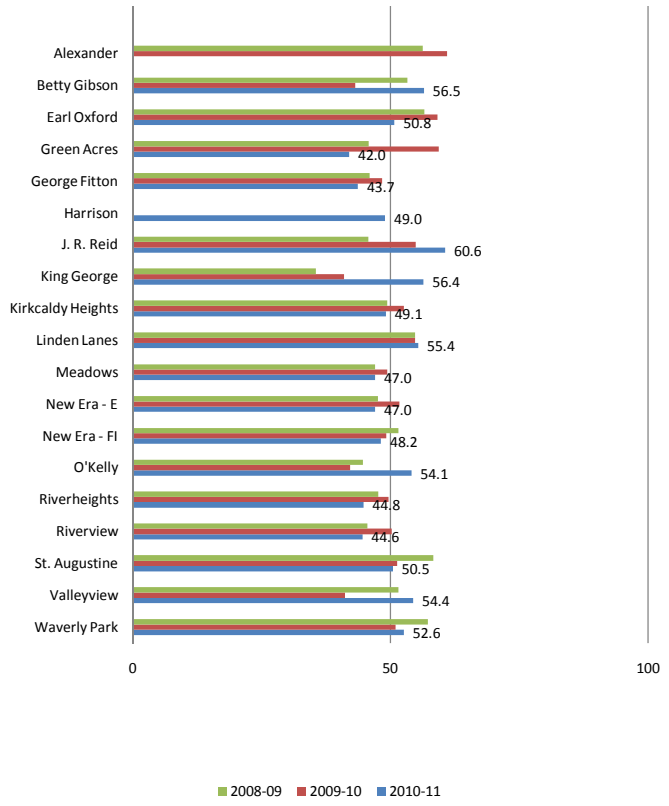
Grade 5 Numeracy

- Minimum: 42 (GF)
- Maximum: 60.6 (JR)
- Range: 18.6
- # of schools above the mean: 10
- Range above the mean: 10.6
- # of schools below the mean: 9
- Range below the mean: 8



Grade 5 Numeracy

- Minimum: 42 (GF)
- Maximum: 60.6 (JR)
- Range: 18.6
- # of schools above the mean: 10
- Range above the mean: 10.6
- # of schools below the mean: 9
- Range below the mean: 8



Grade 5 Numeracy Three Year Trends

- Increasing scores
  - J.R. Reid
  - King George
- Decreasing scores
  - New Era – FI
  - St. Augustine

	Number of Students	Comprehension	Responds Personally	Fluency	Total Reading
AL	14	59.0	61.2	56.1	58.9
EO	66	48.5	49.4	44.1	47.5
GA	9	47.0	48.7	48.2	48.1
GF	54	51.1	46.8	48.6	49.0
HA	34	53.3	54.7	51.0	53.2
JR	21	54.7	57.7	55.1	56.0
KG	43	41.2	43.7	48.5	44.6
KH	37	49.5	42.9	51.9	48.3
LL	36	53.7	55.1	58.0	55.8
ME	59	52.2	49.9	49.4	50.7
NE_E	26	35.6	36.2	33.4	35.2
NE_FI	8	55.4	62.7	59.4	59.3
OK	8	40.3	33.9	36.2	36.9
RH	46	48.6	50.9	46.7	48.9
SA	24	52.9	54.8	55.9	54.7
WP	41	56.5	58.1	55.4	56.8
Grand Total	**526**	**50**	**50**	**50**	**50**

Grade 7 Reading

•Minimum: 35.2 (NE - E)

•Maximum: 59.3 (NE-FI)

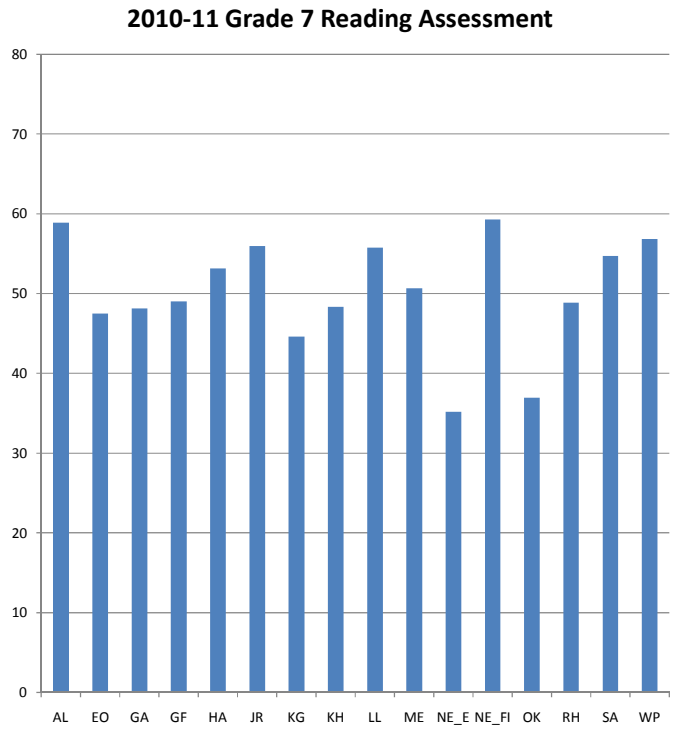
•Range: 24.1

•# of schools above the mean: 8

•Range above the mean: 9.3

•# of schools below the mean: 8

•Range below the mean: 14.8



Grade 7 Reading

•Minimum: 35.2 (NE - E)

•Maximum: 59.3 (NE-FI)

•Range: 24.1

•# of schools above the mean: 8

•Range above the mean: 9.3

•# of schools below the mean: 8

•Range below the mean: 14.8

	Number of Students	Reader Understanding	Word Choice & Sentence Patterns	Spelling & Grammar	Total Writing
AL	14	63.6	61.8	54.7	60.0
EO	66	48.6	45.2	42.1	45.3
GA	9	42.1	50.6	48.7	47.1
GF	52	44.1	45.5	40.4	43.4
HA	34	55.7	50.9	56.7	54.5
JR	21	48.8	52.0	52.1	51.0
KG	43	39.9	42.9	46.3	43.1
KH	37	48.2	51.7	47.3	49.1
LL	36	58.8	59.4	55.3	57.9
ME	59	52.9	49.0	49.0	50.3
NE_E	26	38.6	35.0	36.2	36.6
NE_FI	8	44.5	51.2	60.2	52.1
OK	6	48.3	45.5	40.1	44.6
RH	45	54.4	52.6	59.8	55.7
SA	23	56.2	56.4	55.2	56.0
WP	40	53.5	60.3	63.5	59.1
Grand Total	**519**	**50**	**50**	**50**	**50**

Grade 7 Writing

•Minimum: 36.6 (NE - E)

•Maximum: 60.0 (AL)

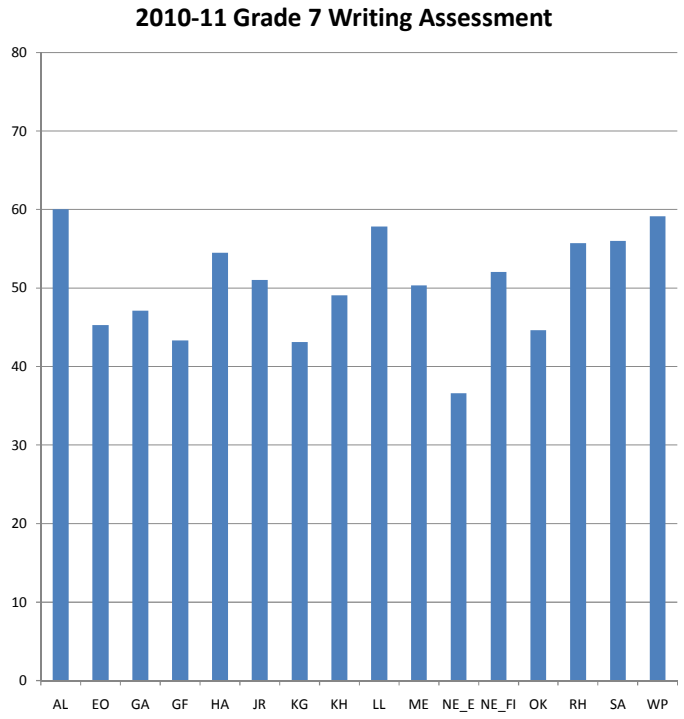
•Range: 23.4

•# of schools above the mean: 9

•Range above the mean: 10.0

•# of schools below the mean: 7

•Range below the mean: 13.4



Grade 7 Writing

•Minimum: 36.6 (NE - E)

•Maximum: 60.0 (AL)

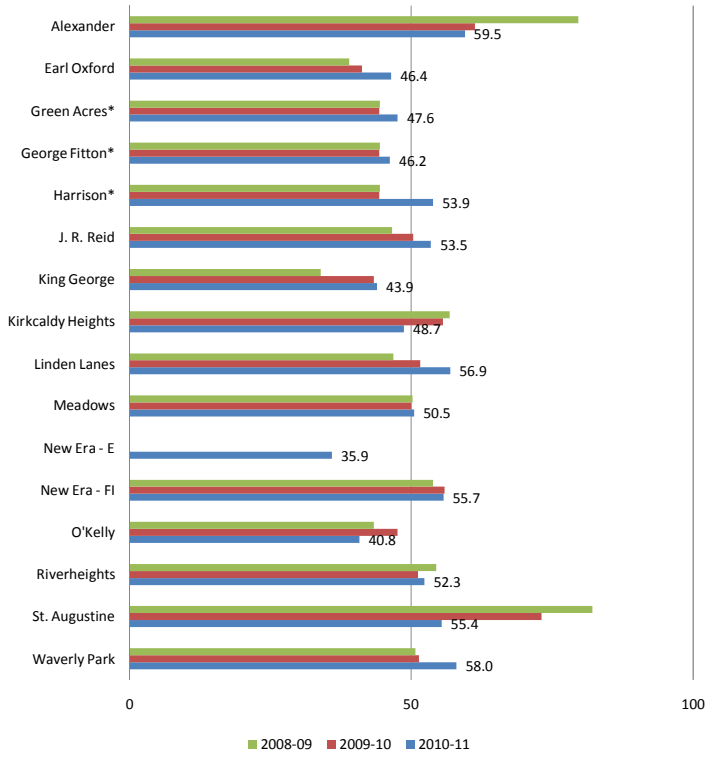
•Range: 23.4

•# of schools above the mean: 9

•Range above the mean: 10.0

•# of schools below the mean: 7

•Range below the mean: 13.4



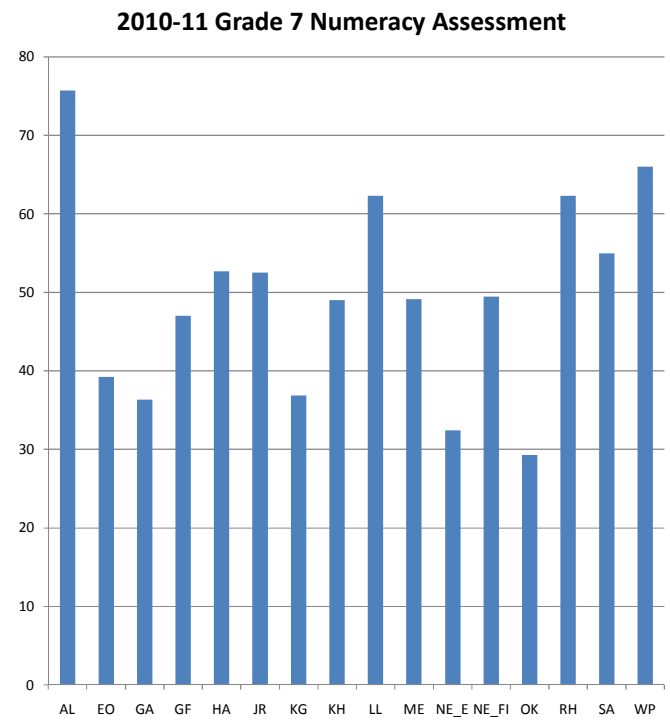
Grade 7 Literacy
Three Year Trends

- Increasing scores
  - Earl Oxford
  - J.R. Reid
  - Linden Lanes
  - Waverly Park
- Decreasing scores
  - Alexander
  - Kirkcaldy Heights
  - St. Augustine

	Number of Students	Number	Shape & Space	Patterns & Relations	Statistics & Probability	Total Numeracy
AL	14	79.2	79.2	60.2	79.9	75.7
EO	66	41.2	41.2	37.1	33.9	39.2
GA	9	27.1	41.1	38.7	41.9	36.3
GF	54	42.2	47.1	49.7	52.8	47.0
HA	34	50.0	48.2	62.8	54.9	52.7
JR	22	44.7	58.8	50.2	57.7	52.5
KG	43	35.1	40.4	37.2	32.6	36.8
KH	37	48.8	53.7	47.0	42.6	49.0
LL	36	66.8	56.5	63.7	63.4	62.3
ME	56	52.6	44.6	49.7	50.7	49.1
NE_E	23	33.6	29.9	38.1	28.4	32.4
NE_FI	8	52.7	53.0	47.6	38.5	49.5
OK	8	30.9	26.7	34.7	25.1	29.3
RH	47	63.3	60.2	58.0	69.1	62.3
SA	24	54.3	60.8	45.1	56.0	55.0
WP	39	67.7	64.2	69.7	61.9	66.0
Grand Total	**520**	**50**	**50**	**50**	**50**	**50**

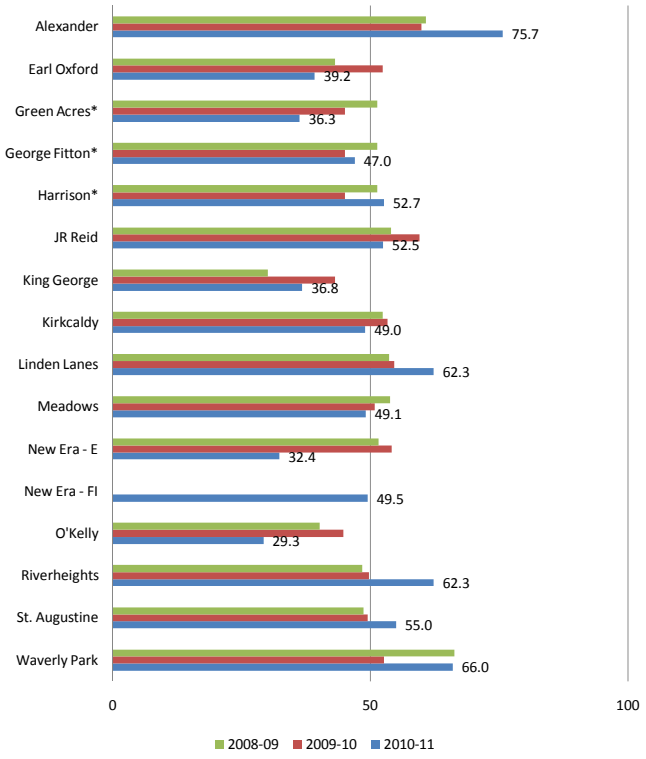
Grade 7 Numeracy

- Minimum: 32.4 (NE - E)
- Maximum: 75.7 (AL)
- Range: 43.3
- # of schools above the mean: 7
- Range above the mean: 25.7
- # of schools below the mean: 9
- Range below the mean: 17.6



Grade 7 Numeracy

- Minimum: 32.4 (NE - E)
- Maximum: 75.7 (AL)
- Range: 43.3
- # of schools above the mean: 7
- Range above the mean: 25.7
- # of schools below the mean: 9
- Range below the mean: 17.6



Grade 7 Numeracy Three Year Trends

- Increasing scores
  - Linden Lanes
  - Riverheights
  - St. Augustine
- Decreasing scores
  - Meadows

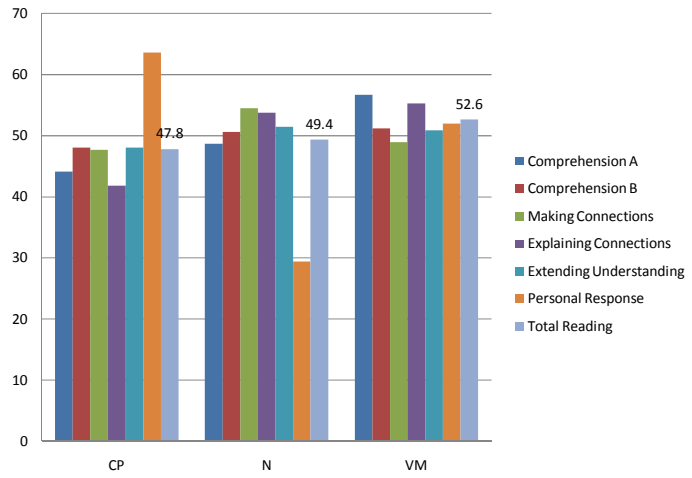
Summary of Range Scores

	Minimum	Maximum
Grade 3		
Reading	Riverview	Alexander
Writing	New Era - E	Harrison
Numeracy	Riverview	Harrison
Grade 5		
Reading	New Era - E	Harrison
Writing	Riverview	Harrison & Valleyview
Numeracy	George Fitton	J. R. Reid
Grade 7		
Reading	New Era - E	New Era – FI
Writing	New Era - E	Alexander
Numeracy	New Era - E	Alexander

Grade 9 Reading – Normalized Scores

2010-11

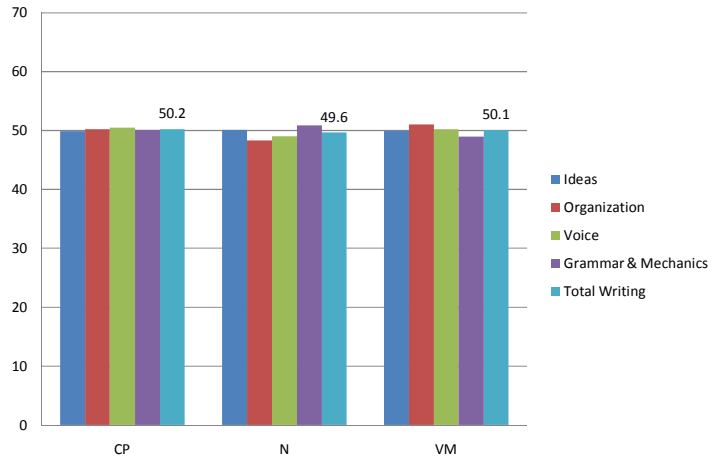
	Number of Students	Comprehension A	Comprehension B	Making Connections	Explaining Connections	Extending Understanding	Personal Response	Total Reading
CP	162	44.2	48.0	47.6	41.8	48.0	63.6	47.8
N	123	48.7	50.6	54.5	53.7	51.5	29.4	49.4
VM	166	56.7	51.2	48.9	55.3	50.8	52.0	52.6
Grand Total	**451**	**50**	**50**	**50**	**50**	**50**	**50**	**50**



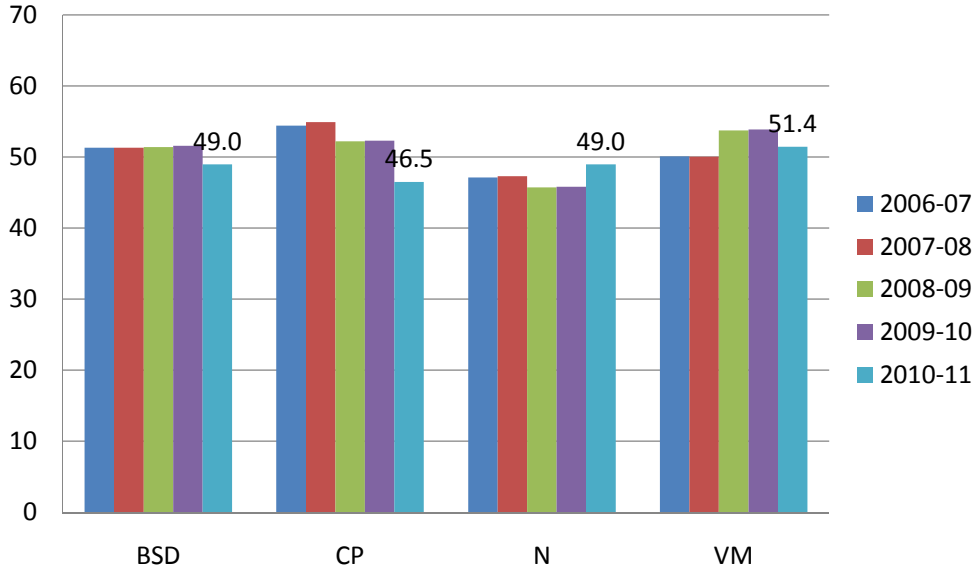
Grade 9 Writing – Normalized Scores

2010-11

	Number of Students	Ideas	Organization	Voice	Grammar & Mechanics	Total Writing
CP	161	49.9	50.2	50.5	50.1	50.2
N	123	50.1	48.3	49.0	50.9	49.6
VM	166	50.0	51.0	50.2	48.9	50.1
Grand Total	**450**	**50**	**50**	**50**	**50**	**50**



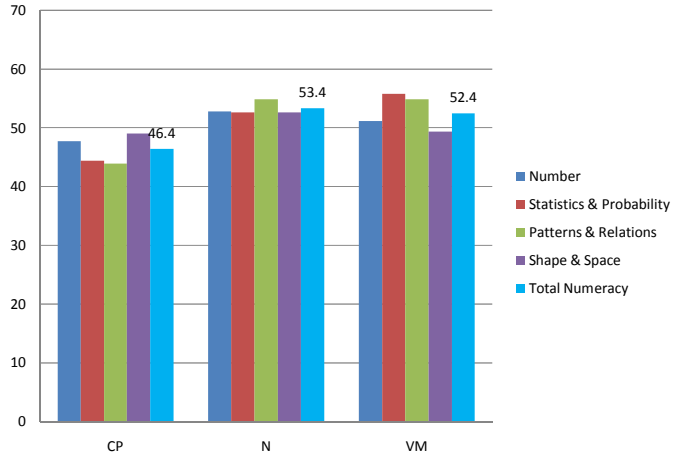
Grade 9 Literacy Assessment
Percentage Score - 5 Year Historical Trends



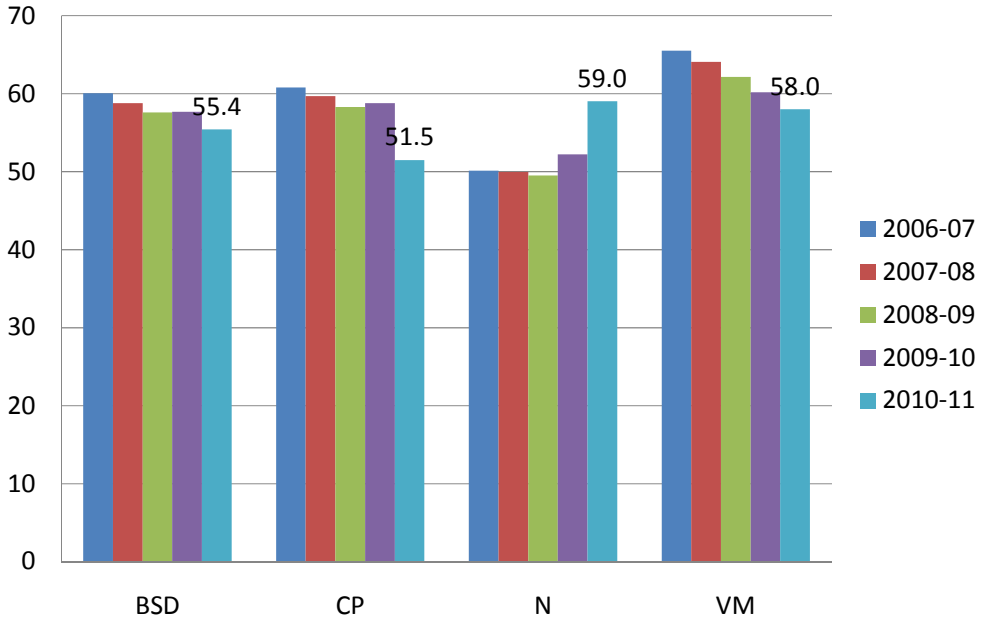
Grade 9 Numeracy – Normalized Scores

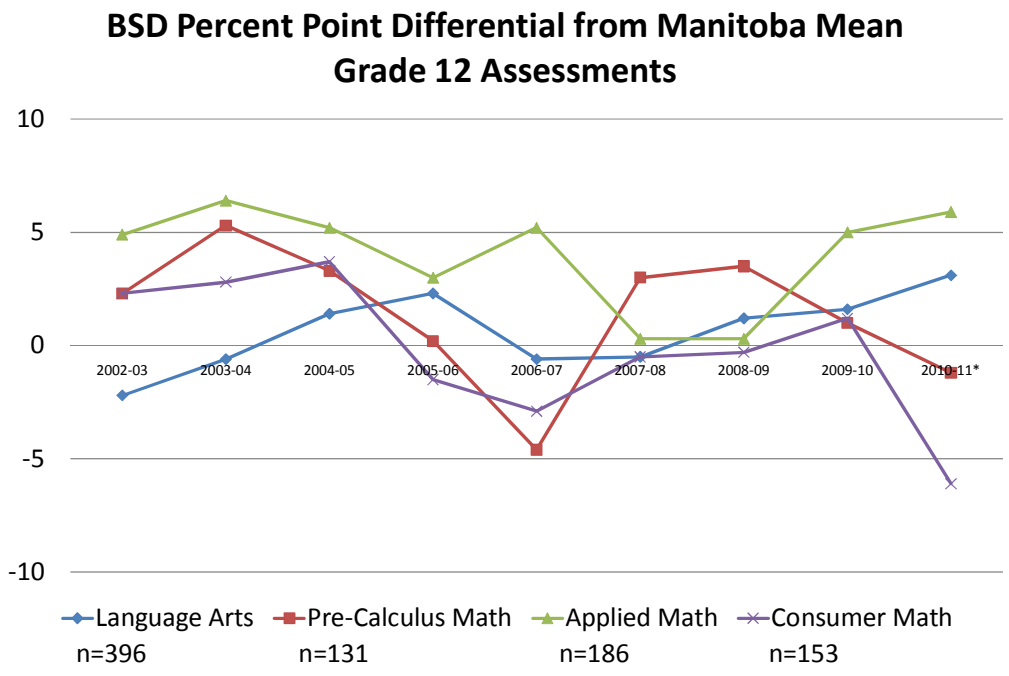
2010-11

	Number of Students	Number	Statistics & Probability	Patterns & Relations	Shape & Space	Total Numeracy
CP	254	47.7	44.4	43.9	49.1	46.4
N	136	52.7	52.7	54.8	52.6	53.4
VM	184	51.1	55.8	54.9	49.3	52.4
Grand Total	**574**	**50**	**50**	**50**	**50**	**50**



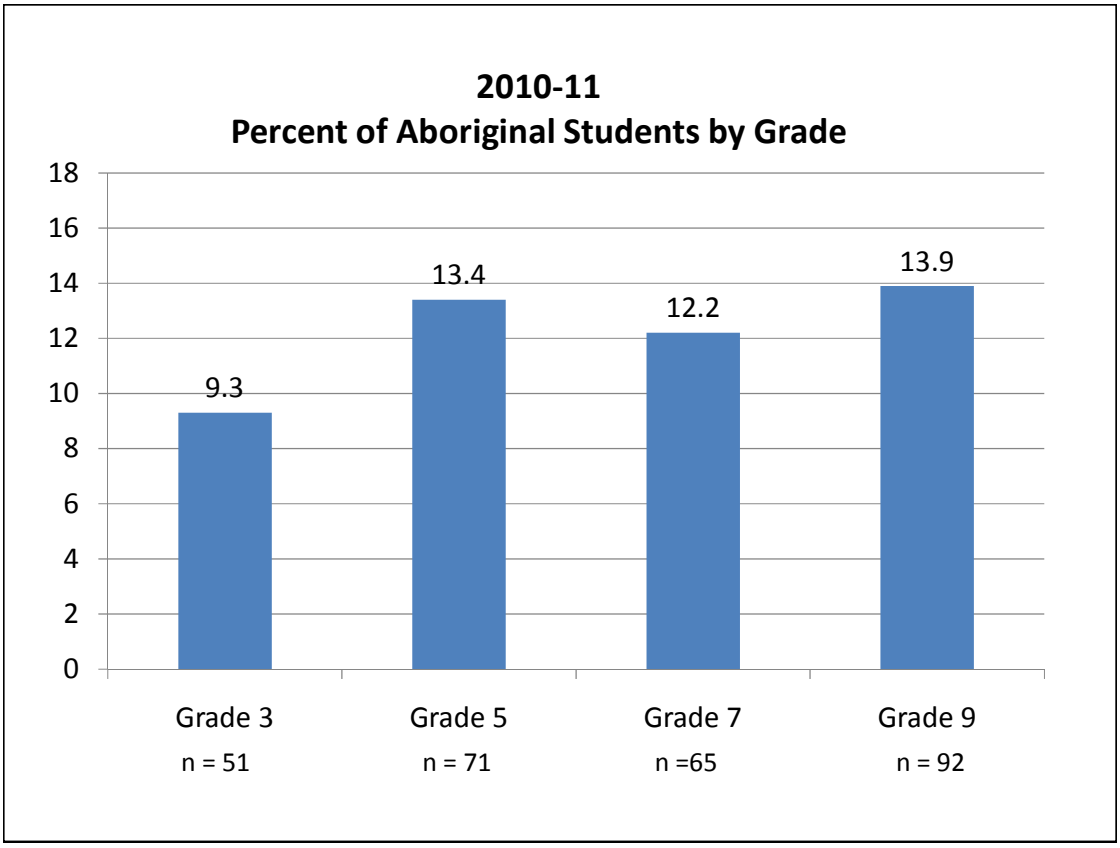
Grade 9 Numeracy Assessment
Percentage Score - 5 Year Historical Trends

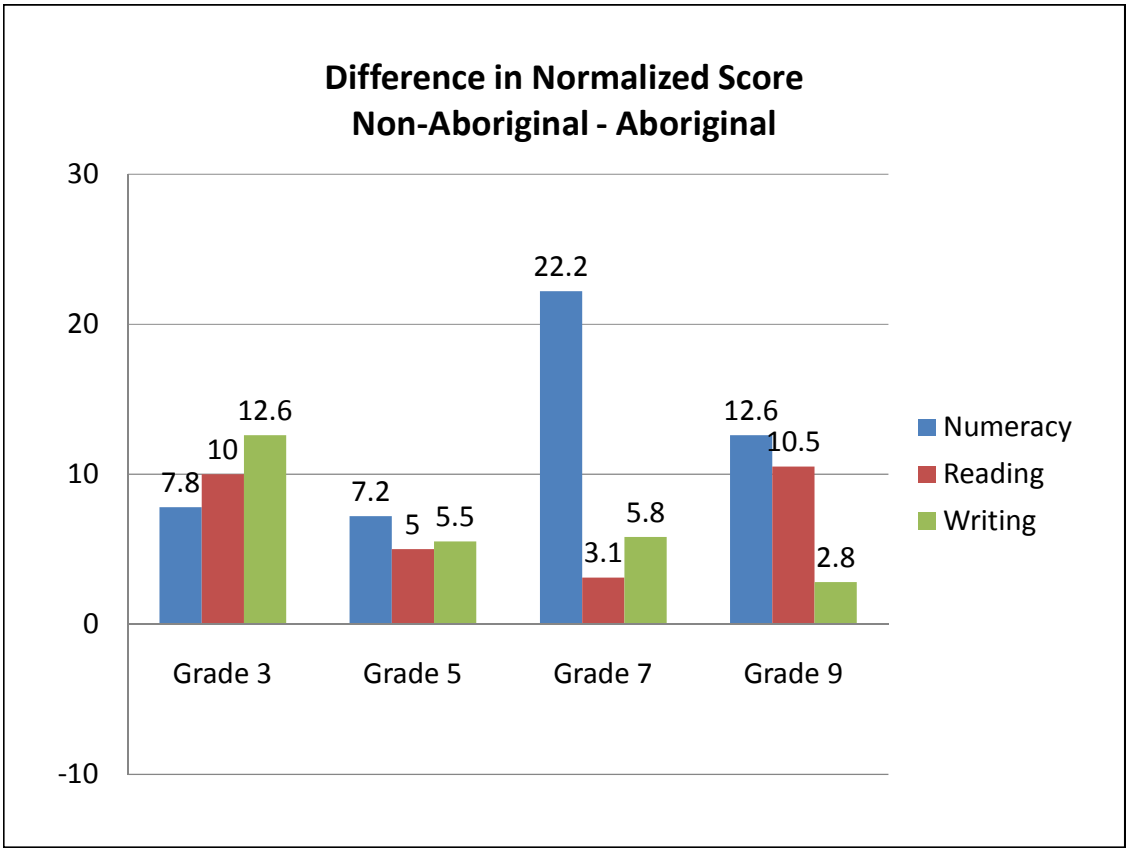


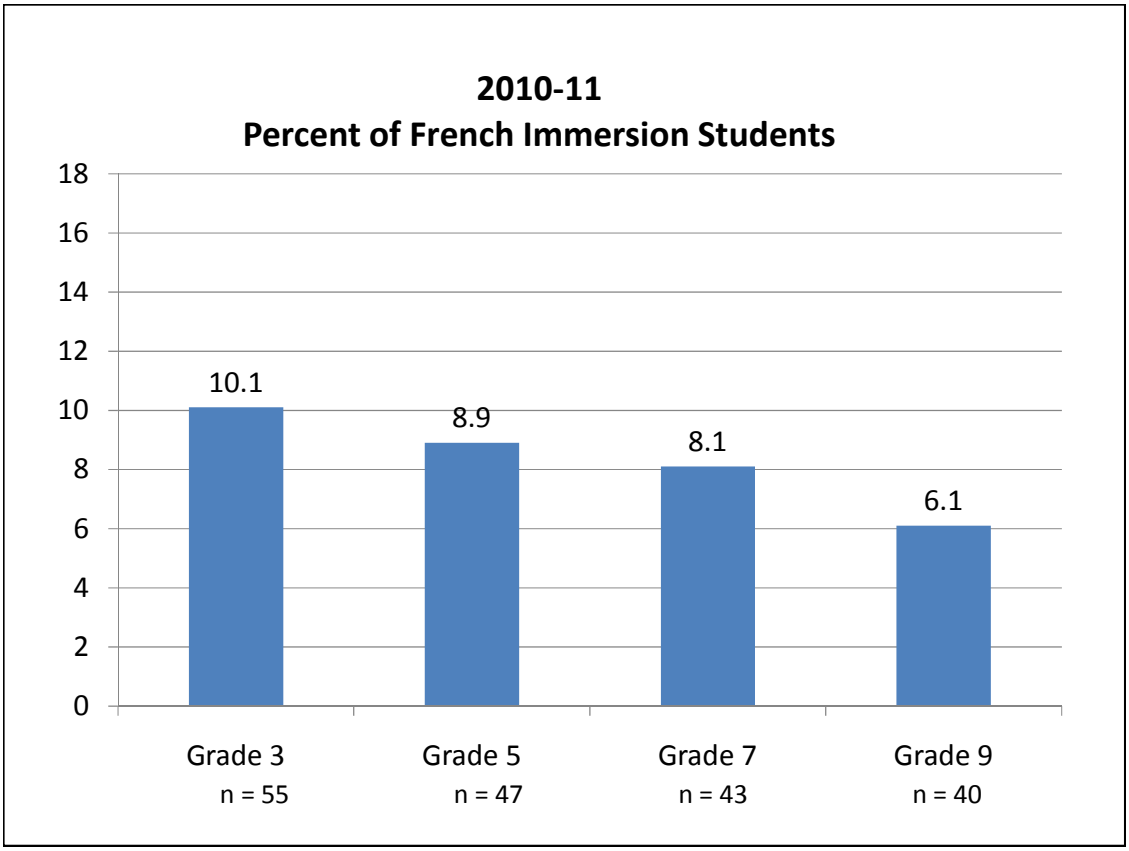


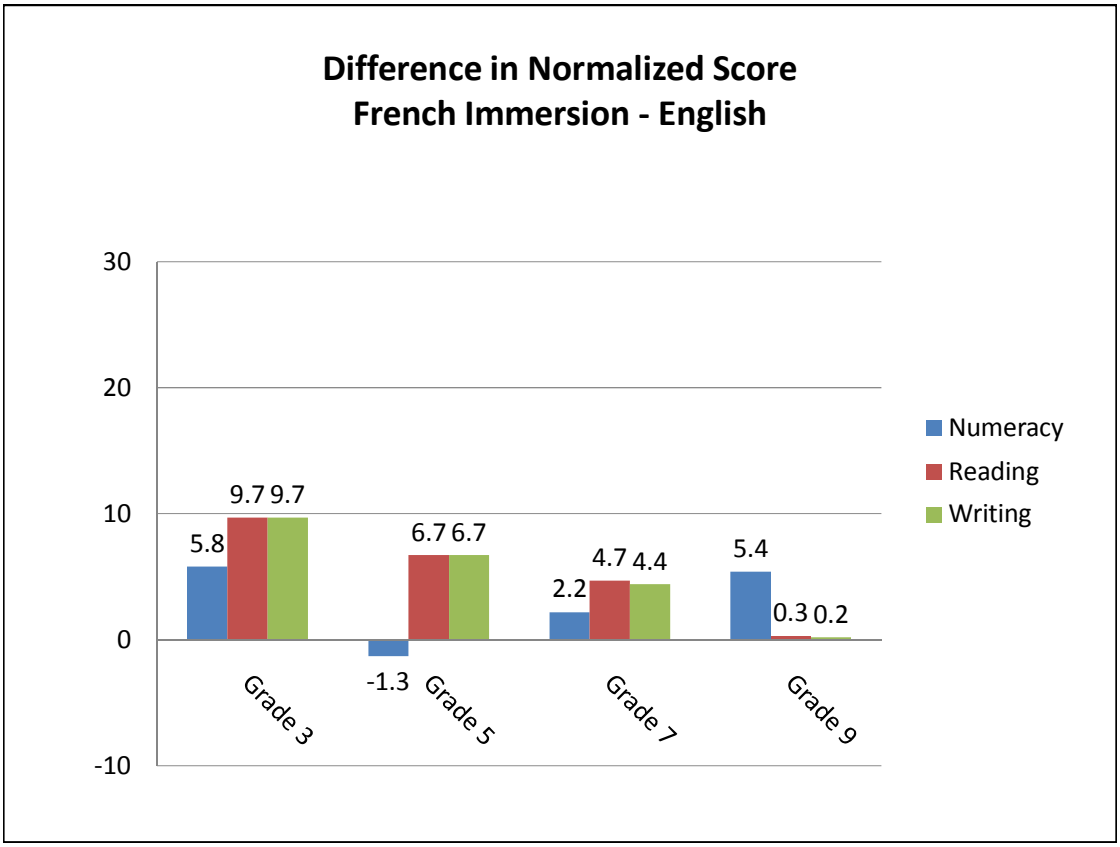
*Includes only one semester.

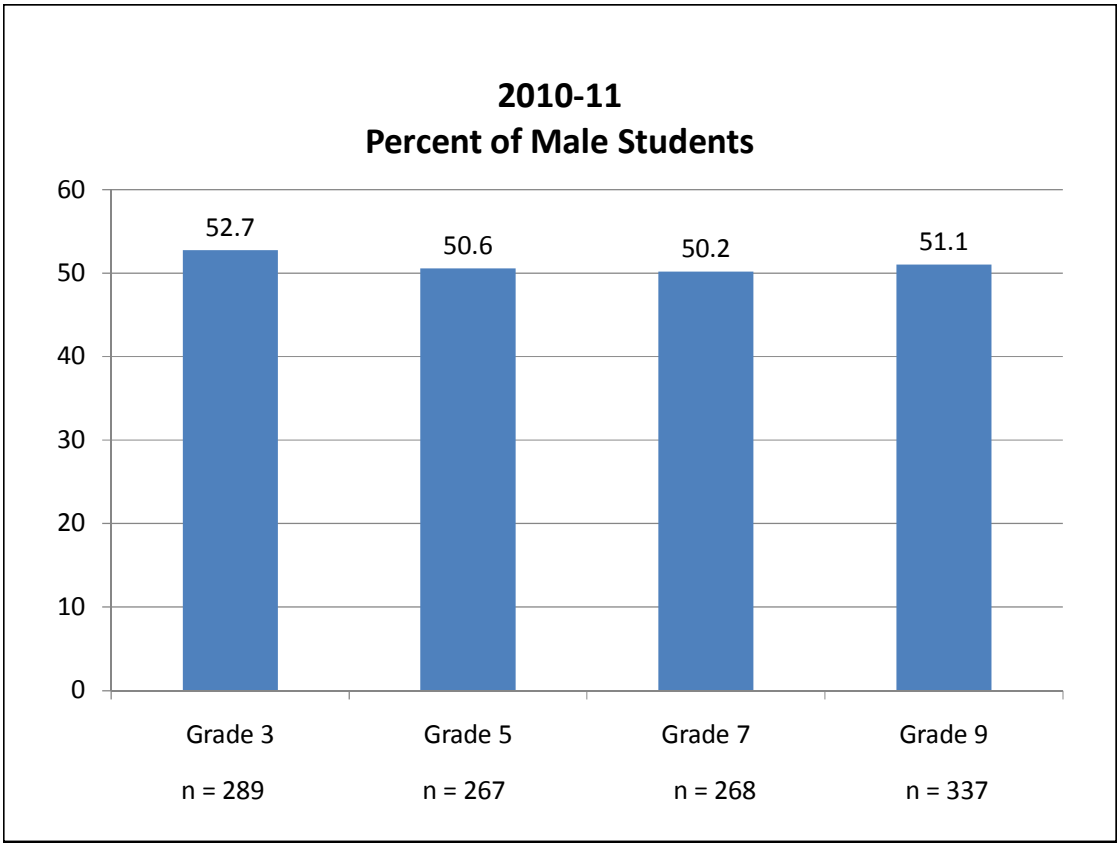
BSD Demographics

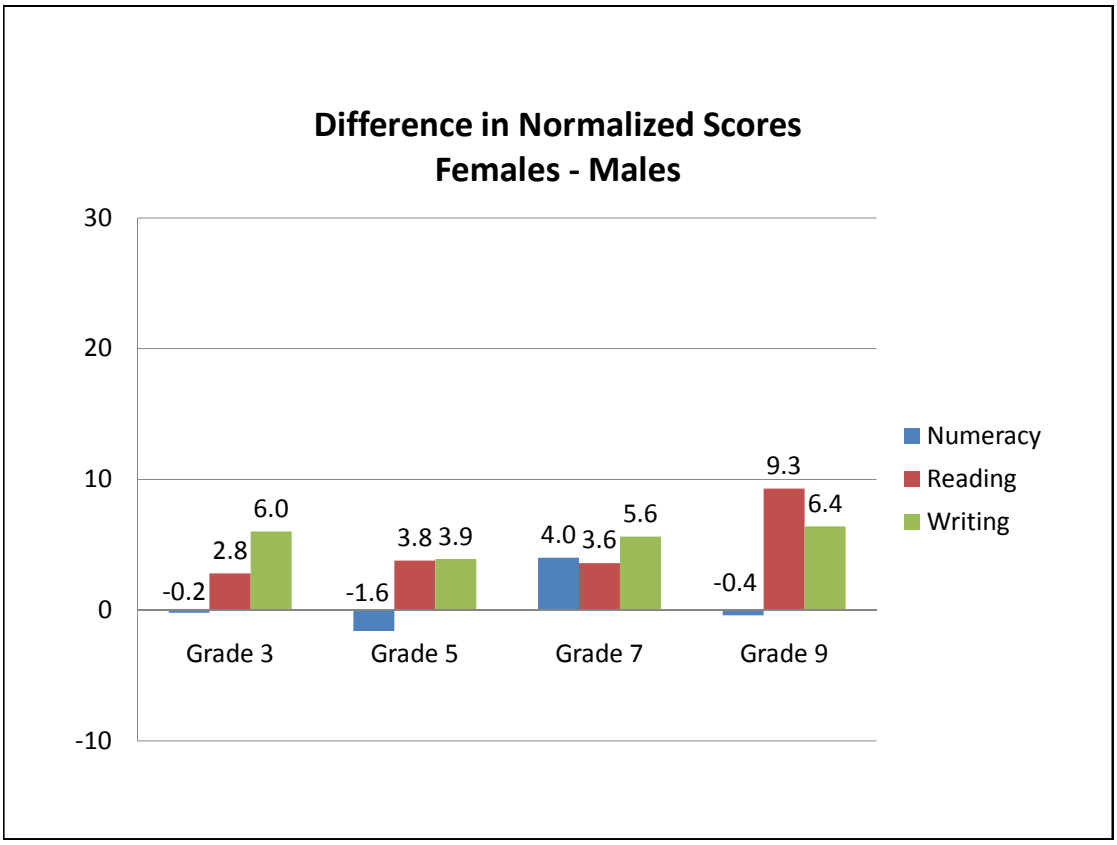

2010-11
Percent of Aboriginal Students by Grade
18
16
14
12
10
8
6
4
2
0
9.3
13.4
12.2
13.9
Grade 3
n = 51
Grade 5
n = 71
Grade 7
n =65
Grade 9
n = 92

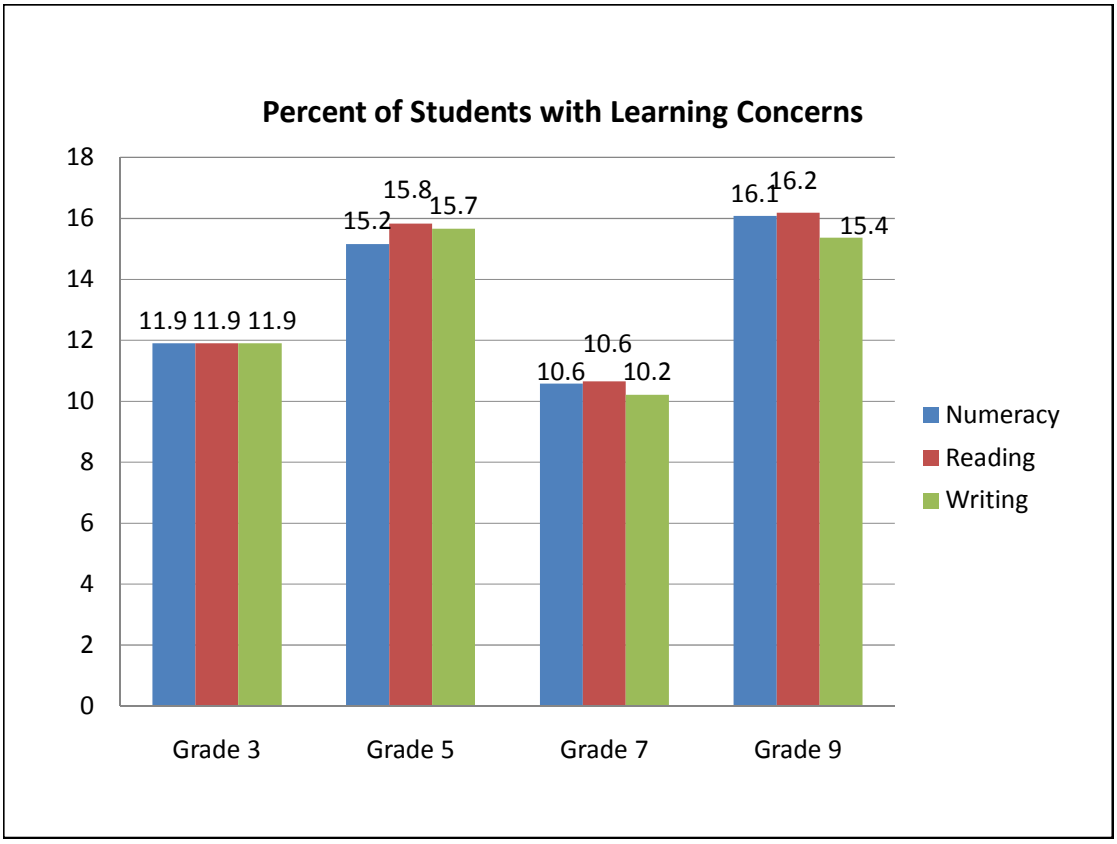

Difference in Normalized Score
Non-Aboriginal - Aboriginal
30
20
10
0
-10
7.8
10
12.6
7.2
5
5.5
22.2
3.1
5.8
12.6
10.5
2.8
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing

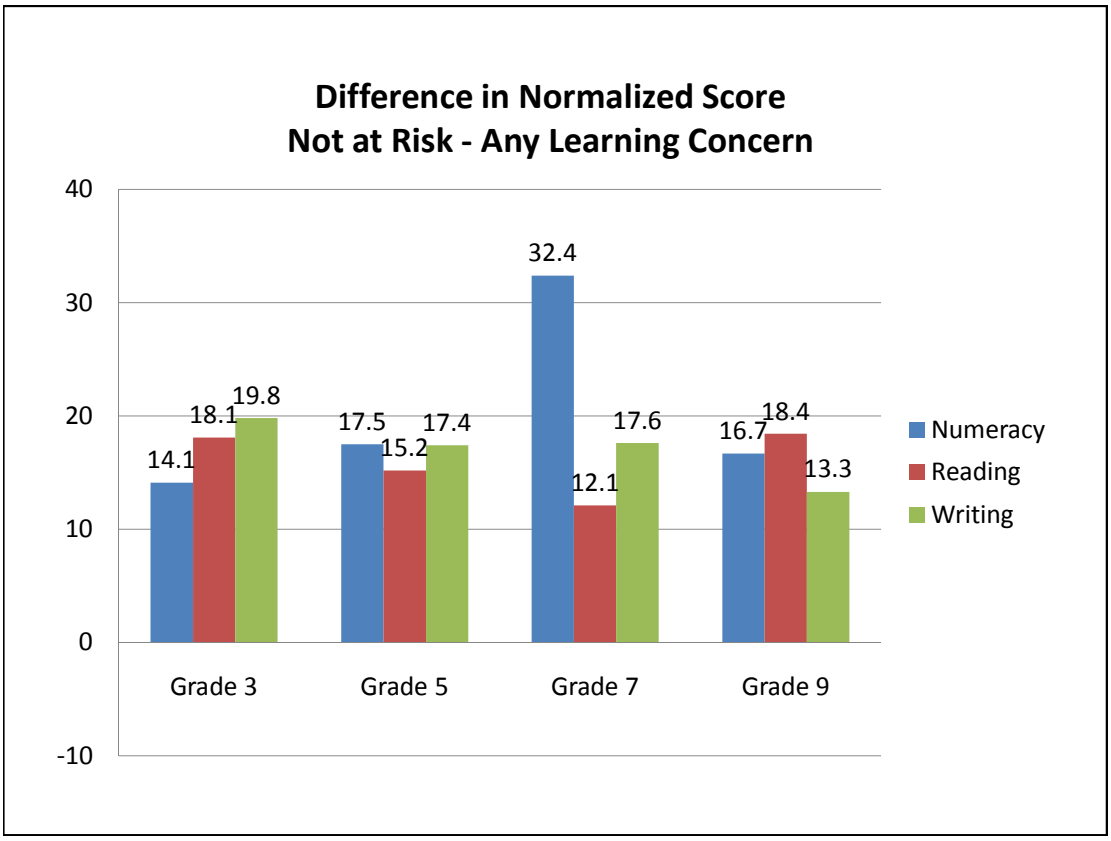

2010-11
Percent of French Immersion Students
18
16
14
12
10
8
6
4
2
0
10.1
8.9
8.1
6.1
Grade 3
n = 55
Grade 5
n = 47
Grade 7
n = 43
Grade 9
n = 40


Difference in Normalized Score
French Immersion - English
30
20
10
0
-10
5.8
9.7 9.7
-1.3
6.7 6.7
2.2
4.7 4.4
5.4
0.3 0.2
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing


2010-11
Percent of Male Students
60
50
40
30
20
10
0
52.7
50.6
50.2
51.1
Grade 3
Grade 5
Grade 7
Grade 9
n = 289
n = 267
n = 268
n = 337


Difference in Normalized Scores
Females - Males
30
20
10
0
-10
-0.2
2.8
6.0
-1.6
3.8
3.9
4.0
3.6
5.6
-0.4
9.3
6.4
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing


Percent of Students with Learning Concerns
18
16
14
12
10
8
6
4
2
0
11.9 11.9 11.9
15.2
15.8
15.7
10.6
10.6
10.2
16.1
16.2
15.4
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing


Difference in Normalized Score
Not at Risk - Any Learning Concern
40
30
20
10
0
-10
14.1
18.1
19.8
17.5
15.2
17.4
32.4
12.1
17.6
16.7
18.4
13.3
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing

A. QUALITY LEARNING

FULL DAY/EVERY DAY KINDERGARTEN STEERING COMMITTEE MEETING / JUNE 1, 2011

The Full Day/Every Day Kindergarten Steering Committee met on June 1, 2011. Gail McDonald, Principal, George Fitton School provided an update on the similar initiative for at-risk students at George Fitton School. This seven-week program has been very successful and final assessments are currently taking place.

Enrolment updates were received from the Principals of the four schools who will be piloting the full day, every day kindergarten program (Betty Gibson School, École New Era School, Riverheights School, and Riverview School). A discussion was held regarding classroom space and required resources. The classrooms will be organized in time for the start of the upcoming school year.

Teresa Timmerman, Numeracy Specialist shared an update on the development of an assessment protocol to be used in the four pilot schools and George Fitton School.

The next meeting will take place early in the fall.

HIGH ABILITY LEARNER ENRICHMENT PROGRAM (HALEP) STEERING COMMITTEE MEETING / JUNE 16, 2011

The most recent meeting of the High Ability Learner Enrichment Program (HALEP) Steering Committee was held on June 16, 2011.

The Professional Development Plan for HALEP Teachers was reviewed. There will be a meeting of all HALEP Teachers on June 22, 2011. This will provide an opportunity for new HALEP teachers to gain information and resources prior to school start.

Five teachers who have not previously attended will attend Confratute in July 2011. As in past years they will share with colleagues highlights and feedback from the trip.

Due to the recent relocation due to flood issues, the implementation of Enrichment Clusters at Kirkcaldy Heights School was delayed until September 2011.

Meetings will resume in early fall.

SENIOR HIGH ACCESS COMMITTEE MEETINGS / MAY 27 AND JUNE 20, 2011

The most recent meetings of the Senior High Access Committee were held on May 27 and June 20, 2011.

Reports were received from each Senior High School regarding progress on the implementation of Policy 4052 – *Assessment, Evaluation and Reporting of Student Learning and Achievement*.

A discussion was held regarding School Development Planning for 2011/2012. School Administrators and Learning Support Services staff will select an area of student engagement on which to focus and participate on a steering committee in the upcoming school year. The five areas of student engagement from which to select are: *Learners with Learning Difficulties; Learners with High Abilities; Learners with Aboriginal Heritage; Learners with English as an Additional Language;* and *Learners who are Disengaged.*

The Student Achievement Summary Report 2010-11 was shared and a discussion ensued.

<u>Management Items</u>
The following management items were discussed:
1. Grade 9 Registration Process 2011/2012
2. Student Engagement / Voice Survey
3. Consideration as to Implementation of Amendments to Bill 13
4. BU/BSD Writing Task Force

5. Physical Education / MHSAA Fees
6. Provincial Report Card
7. Provincial Attendance Reporting Clarification
8. Support Staff Hirings
9. Textbook Orders

Meetings will resume in September 2011.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

PARTICIPATION IN BRANDON UNIVERSITY'S 100TH ANNUAL SPRING CONVOCATION / FRIDAY, JUNE 3 AND SATURDAY, JUNE 4, 2011

It was a pleasure and honour to represent the Brandon School Division at Brandon University's Convocation Ceremonies held on Friday, June 3 and Saturday, June 4, 2011 at the Western Manitoba Centennial Auditorium. This is the first time the event was held over two days, with a total of four ceremonies.

Sincere congratulations are offered to the following Brandon School Division staff who received degrees:

Graduate Diploma in Education

- Laura Jill Clayton
- Blake Churchill Stephens

Master of Education

- Brian Scott Bolton
- Bobbi Lynn Meyer
- Cory Leigh Nevill
- Brent Gordon Tocher
- Gloria Jean Voorhis (two Degrees)
- Trudy Lee Zelmer

Brandon University's 2011 Distinguished Teacher Award

At the June 4, 2011 Brandon University Convocation, Mr. Jim Hartle, Teacher, Vincent Massey High School and Ms. Annette Gross, Teacher, Waverly Park School, each received a Distinguished Teacher Award.

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM BARBARA RIOU, ASSESSMENT CONSULTANT, MANITOBA EDUCATION

The following correspondence has been received from Barbara Riou, Assessment Consultant, Manitoba Education:

> *As you are aware, Jim Hartle is a member of the Grade 12 Applied Mathematics Standards Test Development Committee. I would like to draw your attention to the outstanding contribution that Jim has made to the committee. He has demonstrated a high level of commitment, leadership, and skill in group facilitation while involved with committee work.*
>
> *The Instruction, Curriculum and Assessment Branch appreciates the time, effort, and professional expertise that Jim has brought to the test development process. We also value and appreciate the fact that your school division made it possible for him to attend the committee meetings that took place during the 2010/2011 school year.*
>
> *We sincerely hope that Jim has found this experience to be professionally enriching. Again, thank you for allowing a member of your staff to share his experience and knowledge with the committee.*

CORRESPONDENCE RECEIVED FROM CAROLE BILYK, COORDINATOR, DEVELOPMENT UNIT, MANITOBA INSTRUCTION, CURRICULUM AND ASSESSMENT BRANCH

Kristi Ann Aston, Teacher, Vincent Massey High School, has been selected as a participant in the Teacher Leadership Program.

The following correspondence has been received from Carole Bilyk, Coordinator, Development Unit, Manitoba Instruction, Curriculum and Assessment Branch:

> *I am pleased to inform you that Manitoba Education has completed its selection process for the Inner City Biotechnology Teacher Training Program. It is my pleasure to inform you of your selection as a participant in the Teacher Leadership Program.*
>
> *The first stage of the training program is scheduled for the week of August 15 – 19, 2011 in the Biotechnology Training, Research and Education Centre (Biotech TREC) at the Inner City Science Centre in Niji Mahkwa School, 450 Flora Street in Winnipeg. The second stage of training will occur during the school year, November 21 and 22 and the final stage will be completed in the new year April 30 – May 2, 2012.*

Thank you for agreeing to participate in this leadership program. Your expertise and experience will contribute to the project's success and will assist in generating exciting learning experiences for your students.

CORRESPONDENCE RECEIVED FROM NANCY ALLAN, MINISTER OF EDUCATION, MANITOBA EDUCATION

The following correspondence has been received from Nancy Allan, Minister of Education, Manitoba Education:

I am pleased to inform you that funding in the amount of $23,342.00 as been approved to provide direct support at the Crocus Plains Regional Secondary School as follows:

Equipment	*Food Services*	*$10,684.00*
Equipment	*Automotive*	*$8,758.00*
Professional Development	*Cosmetology (hairstyling)*	*$3,900.00*

Further information regarding funding details will be sent to the school.

I encourage you to share your program outcomes and experiences with other interested educators. I appreciate your cooperation and collaboration as we work together to enhance technical vocational education and provide young Manitobans with the knowledge and skills necessary for living, learning, and working in a competitive global economy.

I wish you every success in the implementation of your Technical Vocational Equipment Upgrade and Professional Development and look forward to the results.

BRANDON SCHOOL DIVISION
POLICY

POLICY 5010

POSTING AND ASSIGNMENT OF PROFESSIONAL TEACHING STAFF

Adopted: Motion 34/2004; April 12, 2004
Reaffirmed: Motion 126/2009; June 22, 2009

A vacant teaching position is determined by the Principal (within staffing allocations), in collaboration with the Associate Superintendent and reported to Human Resources.

The Brandon School Division agrees to post notices of job vacancies.

Teaching vacancies of 0.25 FTE or less may be advertised or added to an existing position within the school at the discretion of the Associate Superintendent.

BRANDON SCHOOL DIVISION
POLICY

"Accepting the Challenge"

PROCEDURES 5010

POSTING AND ASSIGNMENT OF PROFESSIONAL TEACHING STAFF

Adopted: Motion 37/2010; March 22, 2010

The following guiding principles shall direct the assignment process.

1. Teachers are employees of the Brandon School Division and assigned to respective schools in accordance with Divisional standard requirements.
2. Teachers are selected according to teacher qualifications, experience, suitability and recent professional evaluation.
3. Assignments are determined based on teacher suitability and the needs of the students and program.
4. Candidates are assigned in collaboration and in shared responsibility with Human Resources, the Superintendent's Office and the school principal. Approval of assignments is the responsibility of the Superintendent of Schools/CEO.
5. Our teachers and administration are valued and respected in our actions and communications.

POSTING PROCESS

1. Vacancy
   - Vacancies for permanent positions that arise after May 31st will be posted and filled as term.
   - Job vacancies shall be advertised on the Brandon School Division website, posted by 5:00 p.m. on Friday with a close date of the following Wednesday at 12:00 noon.
   - Job vacancies may also be advertised in external newspapers.

2. Application Procedure
   - Internal candidates are to apply to any/all vacancies through Employee Connect, providing the required documentation as stated in the job posting.
   - External applicants are to apply to any/all vacancies through Job Connect located on the Brandon School Division website under Employment Opportunities.

3. Screening and Shortlisting
   - The shortlisting for interview decision is conducted by the Director of Human Resources based on the following screening criteria:
     – educational background/qualifications
     – experience
     – suitability consistent with Divisional standard requirements

4. Interview
   - Candidates will be interviewed by the hiring principal as part of a selection team in accordance with established procedures.
   - The selection team must consist of a minimum of two (2) interviewers which includes the hiring principal and either an:
     a) Administrator; or
     b) Head Teacher; or
     c) Experienced teacher in the area of hire
   - The selection team is required to interview all candidates selected for interview within a competition.
   - There is a requirement that the selection team interview at least three (3) candidates per competition (which does not include declined interviews or interviews cancelled by the candidate).

5. Selection
   The selection of the recommended candidate includes a written report of the following:
   - Interview results related to:
     – educational background/qualifications
     – experience
     – suitability consistent with Divisional standard requirements.
   - Reference checks in accordance with established procedures.

6. Recommendation
   - Approval of recommendation for employment is the responsibility of the Superintendent of Schools/CEO.
   - Offer of employment is the responsibility of the Director of Human Resources, as delegated by the Superintendent of Schools/CEO.

BRANDON SCHOOL DIVISION
POLICY

POLICY 5010

INTERVIEW, SELECTION AND ASSIGNMENT OF PROFESSIONAL TEACHING STAFF

Adopted:

The Board of Trustees of the Brandon School Division believes that the selection and assignment of professional teaching staff is of the most vital importance in providing each student with equitable access to quality learning opportunities in all schools, classrooms, and support services.

To this end the accompanying procedures are designed to interview, select, and assign the best qualified teachers in accordance with the eight teaching standards outlined in Board Policy/Procedures 5001: *Supervision and Evaluation of Educators*.

The Brandon School Division agrees to post notices of job vacancies internally and externally.

References:
Policy/Procedures 5001: *Supervision and Evaluation of Educators*
Policy/Procedures 1001.1: *Equity*
Policy 5008: *Superintendent's Staffing Authority*

BRANDON SCHOOL DIVISION
POLICY

PROCEDURES 5010

INTERVIEW, SELECTION AND ASSIGNMENT OF PROFESSIONAL TEACHING STAFF

Adopted:

The following guiding principles shall direct the selection and assignment process.

1. Teachers are employees of the Brandon School Division and assigned to respective schools in accordance with Divisional standard requirements.
2. Teachers are selected according to teacher qualifications, experience, suitability and recent professional evaluation.
3. Assignments are determined based on teacher suitability and the needs of the students and programs.
4. Candidates are assigned with the process of shared responsibility involving the Director of Human Resources, the Superintendent of Schools/CEO and the school principal. Approval of assignments is the responsibility of the Superintendent of Schools/CEO.
5. Teachers and administrators are valued and respected in actions and communications.

POSTING PROCESS

1. Vacancy
   - Vacancies for permanent positions that arise after May 31st will be posted and filled as term. In the case of extenuating circumstances Superintendent of Schools/CEO's discretion applies.
   - Job vacancies shall be advertised on the Brandon School Division website, posted by 5:00 p.m. on Friday with a close date of the following Wednesday at 12:00 noon.
   - Job vacancies shall be advertised also in external newspapers.
   - Teaching vacancies of 0.25 FTE or less may be advertised or added to an existing position within the school at the discretion of the Superintendent of Schools/CEO.

2. Application Procedure
   - Internal candidates are to apply to any/all vacancies through Employee Connect, providing the required documentation as stated in the job posting.
   - External applicants are to apply to any/all vacancies through Job Connect located on the Brandon School Division website under Employment Opportunities.

3. Screening and Shortlisting
   - The processes of screening and shortlisting are organized by the Director of Human Resources. Screening of candidates is done according to the criteria of:
     - educational background/qualifications;
     - experience; and
     - suitability consistent with Division's eight standards of excellence in teaching.
   - School principals, with teacher positions to be staffed, are to screen all applicants preparing a shortlist in collaboration with the Director of Human Resources for the approval of the Superintendent of Schools/CEO.

4. Interview
   - Candidates will be interviewed by an administrative team in accordance with established procedures and chaired by a Principal. The Superintendent of Schools/CEO or Associate Superintendent will participate at times.
   - The interview team is required to interview all candidates selected for interview within a competition.
   - The interview team is to interview at least three (3) candidates per competition (which does not include declined interviews or interviews cancelled by the candidate).
   - Candidates may be interviewed for more than one school at a time, dependent on the circumstances.
   - Interview questions will be based on the eight standards of excellence in teaching as delineated in Policy and Procedures 5001: *Supervision and Evaluation of Educators.*

5. Nomination
   The nomination of the recommended candidate includes a written report of the following:
   - Interview results related to:
     - educational background/qualifications;
     - experience; and
     - suitability or lack thereof consistent with Divisional standard requirements.
   - Reference checks in accordance with established procedures.

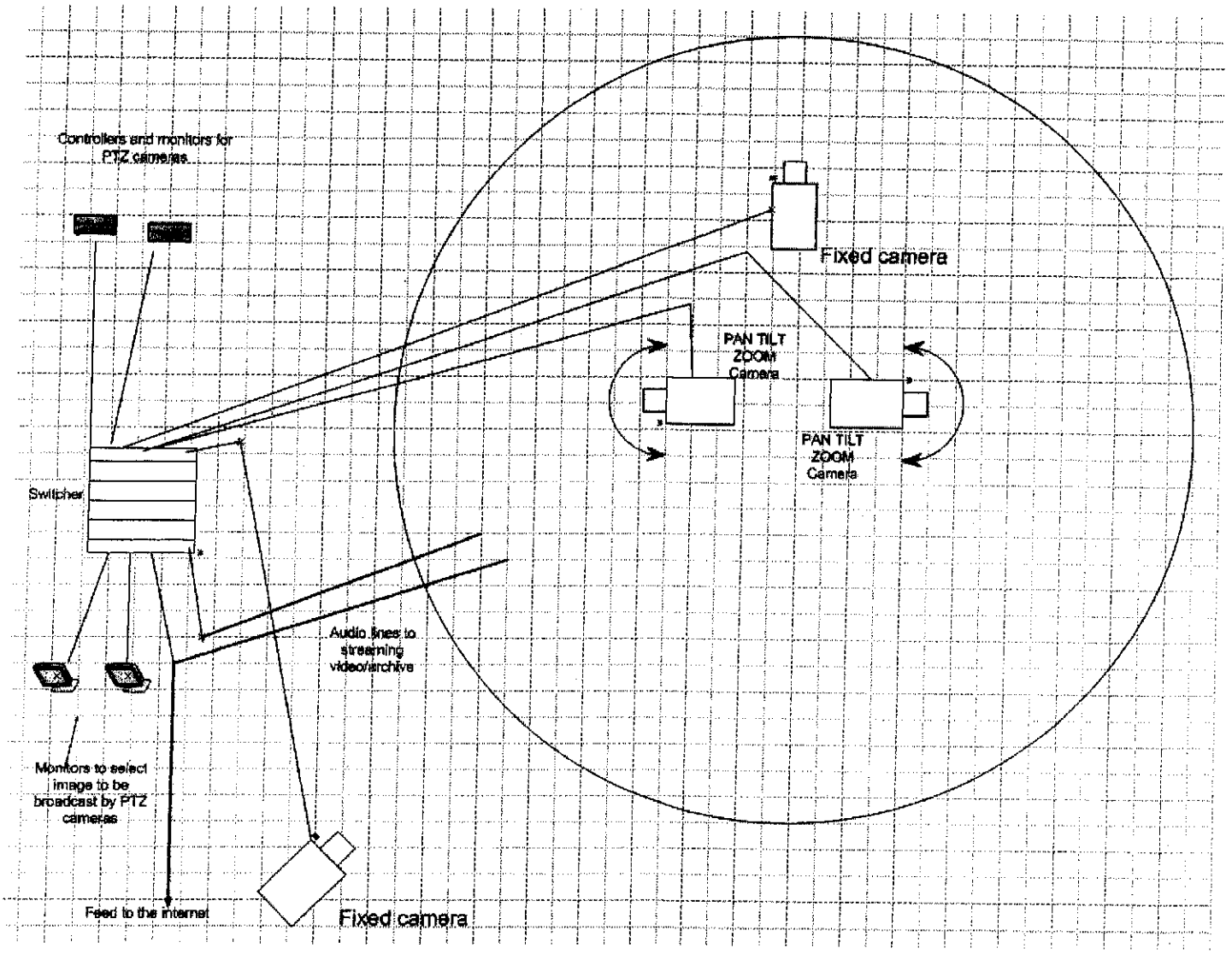
6. Communication with Candidates
   - All candidates will be contacted by the principal of the respective school communicating his/her recommendation being made to the Director of Human Resources.
   - Information regarding reasons for non-selection will be provided to respective candidates from the Director of Human Resources; such will be provided in writing upon request.

7. Recommendation
   - Approval of recommendation for employment is the responsibility of the Superintendent of Schools/CEO.
   - Offer of employment is the responsibility of the Director of Human Resources, as delegated by the Superintendent of Schools/CEO.

Project: Streaming Board Meetings

A quote has been obtained from Benmarks of Brandon. They have put together a package that will provide 4 cameras – 2 fixed cameras; one on the Chair, the other provides a shot of the entire board for voting purposes. 2 pan-tilt-zoom (PTZ) cameras are included to provide individual shots of board members as they talk. 2 controllers are required to position the cameras before the switcher selects that camera for broadcast. A switch has been provided to allow for the selection of camera being broadcast. The monitors are in place to show the operator what shot the camera they are selecting will display.

The process involves the operator selecting the shot (if the shot desired is on a fixed camera, this step is unnecessary) and then telling the switcher that it needs to display this camera.



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Trustees & Sr. Admin.

The proposed configuration requires an operator attend each meeting and manually operating the cameras and switching equipment. The ability to tie the cameras into switching to the microphone that has been activated is available but not supported by our existing sound system. A system that would operate in this manner would run in the $80,000 range.

The proposal from Benmarks as it is shown above is priced at $18,000 taxes included. There are many different ways of making this work, but each comes at a cost.

The proposed configuration gets BSD the signal that we can stream. There are 2 solutions that actually stream the audio/video signal. Hosted or unhosted. A hosted environment would give BSD unlimited connections (viewers) for live and archived events and an unlimited number of live and archived webcasts. The approximate cost for this service is $6,500.00 per year on a 4 year contract. A hosted solution through Westman Communications Group is also being investigated with the cost associate yet to be determined. The unhosted environment would require us to purchase a recording and streaming server which would allow us to support up to 200 viewers and archive up to 700 hours of content. The cost for this solution is a onetime cost of $18,500 for the life expectancy of this appliance (typically 5-6 years).

Based on this information, Benmarks equipment proposal at $16,500 (taxes included) and the hosted streaming and archive solution at a 4 year cost of $6,500 would be the recommended course of action.

A couple of issues remain – who is going to manually run the camera and switching equipment at the board meetings and how does WCG's participation play into this proposal? Viable options include either the camera being operated by the individual from WCG currently taping our meetings or a MIST member being compensated. With the hosted solution, BSD retains ownership of the videos and can grant WCG the right to broadcast the meetings and archives.

Appendix D

YEAR END REPORT – JUNE 2011
IMPLEMENTATION OF THE BRANDON SCHOOL DIVISION'S STRATEGIC PLAN (2010 – 2012)

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BRANDON
SCHOOL DIVISION
"Accepting the Challenge"

SECTION I

Brandon School Division – OUR PEOPLE, OUR PURPOSE AND OUR VISION

SECTION I Brandon School Division – OUR PEOPLE, OUR PURPOSE AND OUR VISION

1. Introduction – Superintendent of Schools / Chief Executive Officer

The Brandon School Division is focused very clearly on the achievement of our students and their active engagement in quality learning. We acknowledge and thank all parents, community members and partners for their strong and continued support of our work.

In our School Division we are mindful of our students' learning and growth requirements and experiences. Each child and young person comes to school with hopes, aspirations, and dreams of achievement and success. These hopes may vary from learning how to read and write, solving equations, exploring new ideas, making new friends, making the school's basketball team or the annual musical productions, or preparing to graduate and enrol in post secondary education. While these hopes will vary with the uniqueness of each student, each child and young person wants to achieve and grow in success. No student sets out to or wants to fail.

In the Brandon School Division we believe in the abilities, talents, wishes of each student. Through our Mission we are dedicated to each student's; wholistic achievement, growth and development. Our individual and collective efforts are focused on vital goals to engage ALL students in their learning. We emphasize that EACH STUDENT'S LEARNING AND ACHIEVEMENT MATTERS.

This Annual Education Results Report presents important highlights of our Division's work and our students' progress during the 2010/2011 school year. Our focus on student learning and achievement has its foundation in our Mission, Vision, and Strategic Goal.

Mission (1984)

The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of our society.

To achieve the mission, Brandon School Division:

- recognizes students as unique individuals requiring a safe and positive learning environment;
- supports partnerships with parents, businesses and community;
- practices responsible management of its financial, human and physical resources; and

- assumes the responsibility of directing the process by which the educational needs of our students are met.

Vision (1992)

To be a centre of educational excellence, built on community partnerships, effective leadership, and exemplary practices.

Strategic Goal (2008-2014)

To ENGAGE ALL students actively in their learning through the provision of equitable, fair access to:

QUALITY LEARNING

facilitated by:

QUALITY TEACHING

enabled by:

QUALITY SUPPORT SERVICES

2. Context

Brandon School Division's Administration Office is located in Brandon, Manitoba, Canada. The Division services the city of Brandon, the town of Alexander, Canadian Forces Base Shilo and surrounding areas.

There are 22 schools in the Brandon School Division, 19 of which are located within the City of Brandon. The Brandon School Division boundary extends beyond the boundaries of the City of Brandon and includes parts of the municipalities of Cornwallis, Daly, Elton, Oakland, North Cypress, South Cypress and Whitehead as well as Canadian Forces Base Shilo. Students who live outside the City limits and are 1.6 kilometers or more from their schools are provided with school bus transportation. Transportation service is also provided within the City limits to students who take French Immersion, who are handicapped, physically disabled or otherwise qualify due to distance walked.

Schools vary in grade and structures and although not physically structured in this matter, all schools in Brandon follow the Early (K-4), Middle (5-8) and Senior Years (9-12) philosophy.

The Brandon School Division operates a neighbourhood school concept whereby students in elementary school attend the school according to their catchment area. At the Middle Years level, school catchment areas have been established to ensure reasonable class sizes while protecting the right of students to attend schools built to serve their neighbourhoods. The senior high schools operate on an open boundaries concept and you can check with the Division Office for course and space availability at the Division high schools. If a student wants a special program, i.e. vocational or French Immersion, catchment areas do not apply and they will enroll in the appropriate school.

SECTION II

Brandon School Division – OUR STRATEGIC PLAN 2008 - 2011

SECTION II Brandon School Division – OUR STRATEGIC PLAN 2008 - 2011

1. Strategic Goal

During 2008 – 2011 our major strategic goal is to engage all students actively in their learning through the provision of equitable, fair access to:

QUALITY LEARNING EXPERIENCES IN:

- academic development
- social and emotional development
- physical development

facilitated by:

QUALITY TEACHING IN:

- literacy
- numeracy
- multiple intelligences
- social and democratic responsibility

enabled by:

QUALITY SUPPORT SERVICES (FOR STUDENTS AND STAFF) IN:

- learning supports for:
  - students' school readiness (kindergarten entry)
  - appropriate educational programming
  - partnerships
  - new curriculum implementation
- professional growth opportunities
  - mentorship
  - leadership development
  - principal preparation program
- policy development support in:
  - equity (procedures)
  - professional learning
  - literacy
  - numeracy
- flexible infrastructure (e.g.):
  - scheduling
  - organization of teaching and learning
  - organization of professional/staff development opportunities/times

2. Strategic Directions Quality Teaching, Quality Learning, Quality Support Services

This school year, 2010/2011 has been a most positive, production, and purposeful one. The results presented in this part are organized into three parts:

Section II - Overall Divisional Results and Accomplishments

Section III - School-based Accomplishments in Quality Learning, Quality Teaching, Quality Support Services (examples)

Section IV - Student Achievement Summary 2010/2011

The implementation, monitoring, and evaluation of results occur simultaneously at each of the 22 Brandon School Division schools and at the Divisional level.

Each school reports annually to its community on the results of its School Development Plan with respect to student achievement and initiatives in progress.

2A. Overall Divisional Results and Accomplishments

<u>Quality Learning</u>

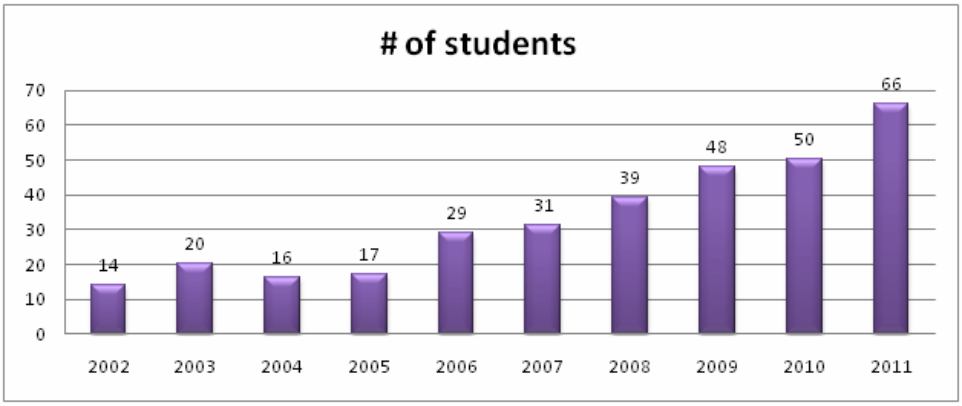
Considerable progress has been made in 2010/2011 in this vital area. Key indicators include:

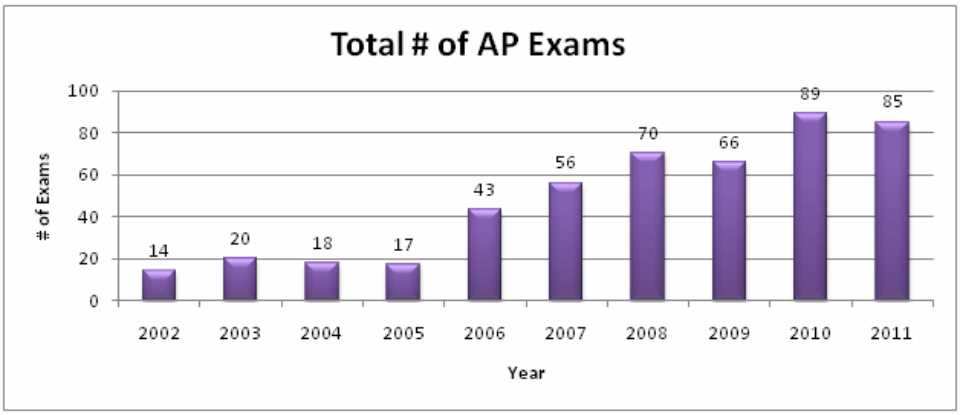
- increased student achievement and engagement in learning; specifically literacy and numeracy. Please see Section IV – Student Achievement Summary 2010/2011 of this document for specific details;

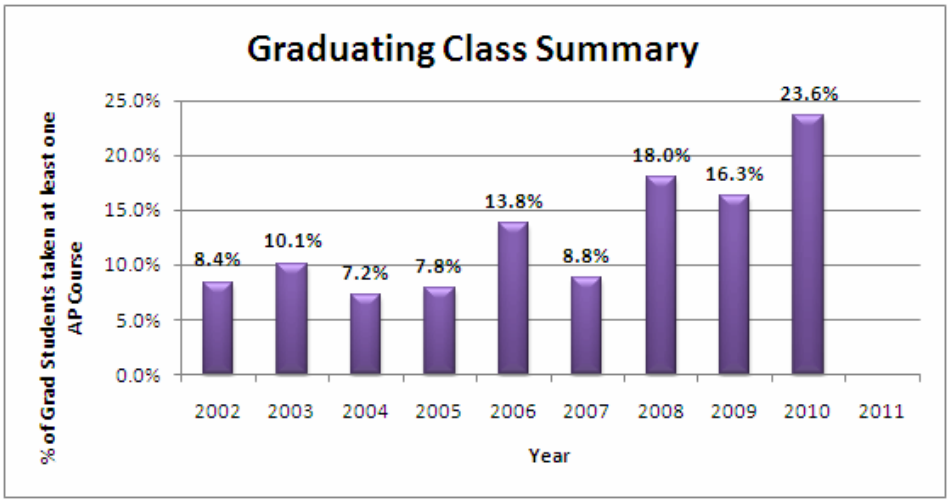
- grade 12 graduation rate – calculation for all four sites, three high schools and Neelin High School Off Campus (NHSOC) as are follows:
  - eligible grade 12 students are defined as student who were registered in Brandon School Division as of September 30 and required less than eight (8) credits to graduate this year. Students "requiring" eight (8) or more credits are generally not likely to be eligible this year, but in the subsequent year;
  - students who were eligible (meet previous criteria) at one of the three traditional sites, but transferred to NHSOC are removed from the eligibility list at the main site and should be added to the NHSOC eligibility list. This maintains the integrity of our overall Divisional rate; and
  - students who meet the first criteria but have planned to return elsewhere to graduate are not included in the count of eligible September 30 students and therefore have no impact on the rates.

High School	Total Number Grade 12 Students	Expected Number of Graduates	Grade 12 Graduation Rate
Crocus Plains Regional Secondary School	224	200	89%
Neelin High School	79	71	90%
Neelin High School Off Campus	130	96	74%
Vincent Massey High School	190	183	96%

- increase in enrolment in Senior High Vincent Massey Advanced Placement courses and exams are as follows:







the total number of exams are down this year but total number of students are up. This means more students are getting the benefits of going through the rigours of an AP program and getting exposure to university courses. (There were a number of students (4) that took the course but choose not write the exam.); and

- increase in enrolment in senior high International Baccalaureate program is as follows;

	2009-2010	2010-2011	Increase (+) '09/10 – '10/11	Increase (%) '09/10 – '10/11	Projected 2011-2012	Projected Increase (+) '10/11 to '11/12	Projected Increase (%) '10/11 to '11/12
ELA 32	2	8	6	300%	14	6	75%
ELA 42	2	2	0	0%	8	6	300%
MAT 32	6	15	9	150%	20	5	33.33%
MAT 42	0	3	3	cannot calculate	13	10	333.33%
CHE 32	6	14	8	133.33%	21	7	50%
CHE 42	2	4	2	100%	12	8	200%
BIO 32	4	14	10	250%	17	3	21.43%
BIO 42	3	3	0	0%	12	9	300%
HIS 32	1	7	6	600%	11	4	57.14%
HIS 42	0	1	1	cannot calculate	6	5	500%
FRA 32	2	6	4	200%	6	0	0%
FRA 42	0	1	1	cannot calculate	6	5	500%
FRE 32	2	3	1	50%	3	0	0%
FRE 42	0	2	2	cannot calculate	2	0	0
TOK 32	3	11	8	266.67%	13	2	18.18%
TOK 42	0	2	2	cannot calculate	9	7	350%

in the 2010-2011 school year, there are six grade 12 students enrolled in 18 individual IB subjects. There are 17 grade 11 students currently enrolled in 78 IB individual subjects.

Quality Teaching

We are making considerable progress in our students with equitable, fair access to quality learning, quality teaching, and quality support services. Key indicators include:

- increased literacy development teaching and support in Reading Recovery®, literacy support, Empower™ Reading program, grades 3 to 4 literacy transition support;
- implementation of numeracy development strategies in elementary schools (e.g. Math Recovery™);
- professional development for new curricula;
- expansion of High Ability Learners Enrichment Programming (HALEP) in elementary schools;
- expansion of Advanced Placement program in senior high schools;
- expansion of Learning through the Arts – infusion of arts into all curricula at Alexander School;
- implementation of École Harrison – Single Track French Immersion program (effective September 2010); and
- expansion of language-based instruction services and support to new students who have English as an Additional Language (EAL); implementation of New Era Reception Centre; increased service in provision of language translators.

Quality Support Services

- Preparation for the implementation of Full Day / Every Day Kindergarten in four elementary schools:
  - Betty Gibson School;
  - École New Era School;
  - Riverheights School; and
  - Riverview School;
- expansion of the incorporation of technology in learning with ICT; increased support for use of assistive technology;
- implementation of new Environmental Sciences program at Crocus Plains Regional Secondary School:
  - Current Topics in Environmental Science 30S; and
  - Interdisciplinary Studies in Water Science 40S;
- expansion of the Off Campus education and support services for senior high school students; providing an important, flexible alternative to regular high school education;
- final preparations for the implementation of dark fibre to expand the connection capacity of school / divisional-based technology to global knowledge bases;
- increased access to new Physical Education equipment in the area of life fitness;

- implementation of the Community Drug and Alcohol Education curriculum K-12 to supplement and support the current health curriculum; appoint of new Community Drug and Alcohol Education Coordinator (funding provided through Health Canada);
- expansion of education services in the area of Aboriginal Education, e.g. “Finding Our Way” initiative;
- expansion/improvement of French Language professional consultant services and availability of teaching resources;
- recommendations regarding Board Policy development if educations area of Literacy 4053) in progress;
- drafting and implementation of “Best Practices” literacy documents;
- expansion of kindergarten readiness programming “Welcome to Kindergarten” (The Learning Partnership) to include:
  - Betty Gibson School;
  - Earl Oxford School;
  - King George School;
  - O’Kelly School;
  - Valleyview Centennial School; and
  - Riverview School (had program last year);
- implementation of expanded Building Student Success with Aboriginal Parents (BSSAP) initiative at George Fitton School;
- renewal of the Middle Years Student Support program to provide increased services to students during a difficult adjustment time in their lives;
- implementation of increased support and direct services to students with learning disabilities;
- English as an Additional Language (EAL) Co-Teaching Project; and
- three additional speech and language educational assistants hired.

SECTION III
Brandon School Division – OUR SCHOOLS' PROGRESS

SECTION III Brandon School Division – OUR SCHOOLS' PROGRESS

Alexander School

Report Prepared by Ms. Barbara Miller, Principal, Alexander School

Our school goals have had a positive impact on the Quality Teaching and Quality Learning opportunities for our students through focusing on assessment, writing, and arts-infused programming. The teachers have participated in professional development sessions that relate directly to our goals areas. They have had time to collaborate and discuss learning across the grade levels, as a continuous process. Student engagement has increased as a direct result of implementing a differentiated instructional approach that encourages students to use their multiple intelligences through arts-infused learning. Individual student writing goals are being identified through ongoing assessment and specific skill areas are being targeted during daily writing activities.

Betty Gibson School

Report Prepared by Mr. Phil Vickers, Principal, Betty Gibson School

This year we piloted the Co-teaching Model, in which the classroom teacher and the English as an Additional Language (EAL) teacher collaboratively planned, taught, and assessed together to meet the needs of all students.

The teachers co-planned units of study using the Sheltered Instruction Observation Protocol (SIOP) planning model, infused EAL strategies into lessons, and utilized more skills and resources to meet EAL student needs.

The EAL teacher co-taught with five teachers this year. Teachers reported various benefits including allowing them to attempt strategies they may not have attempted alone, learning about the SIOP model, and planning more effectively for EAL students. All said they would like to be involved again next year.

Earl Oxford School

Report Prepared by Mr. Ian Carkener, Acting Principal, Earl Oxford School

This past year has seen considerable progress at Earl Oxford in the area of technology infusion. Our teachers have received training on the new divisional web page program - Wordpress. They are eager to begin using this software to keep parents informed of events and information relating to their classroom.

We purchased three new SmartBoards so that every classroom has a SmartBoard system. We are working at adding these to our Home Economic and Band rooms in the future. Our staff took several professional development opportunities to learn more about SmartBoards and the

Early Years teachers worked with the Divisional Numeracy Specialist to create specific Math activities for the SmartBoard.

We also had access to the Smart-table and the Early Years teachers made the most of this opportunity, breaking the classes into groups and working on Numeracy and Science centers.

Many staff members also took the opportunity to learn about the use of Ipads in the classroom and we look forward to working with these tools in the very near future.

George Fitton School

Report Prepared by Ms. Gail McDonald, Principal, George Fitton School

George Fitton School focused on the work of Regie Routman and "Transforming our Teaching through Reading/Writing Connections". In numeracy, mental math strategies were explored and Origo Math resources acquired. All K-8 teachers were trained to use the Fountas and Pinnell Benchmark Assessment and have started using the information to develop student programs. The "Safe School" environment was reinforced through ongoing Effective Behavioral Support activities.

A full day kindergarten pilot for "at risk" students was implemented from March 14-June 24, 2011. The goal of the program was to improve early literacy skills of "at risk" kindergarten students by providing intensive phonemic awareness programming.

Green Acres School

Report Prepared by Mr. Craig Manson, Principal, Green Acres School

Our major goal is to continue to improve student writing skills through the full implementation of The 7 Writing Traits (combination of Ruth Culham & Faye Brownlie). Our accomplishments include:

- A completed writing trait cart depicting all seven of the writing traits with books and activities. (Three years in the making.) This seven trait writing cart is a library within itself. Parents and teachers may use this library as a resource with a sign out return procedure. The cart is situated in the very visible junction of our two main hallways.
- A completed tried and tested writing score guide (rubic) with criteria for both the Early Years and Middle Years. The rubric was set up to correspond with the Middle Years report cards four indicators: N (not meeting), A (approaching), M (meeting) and E (exceeding). Each trait has four criteria for each of the indicators.

École Harrison
Report Prepared by Mr. Craig Laluk, Principal, École Harrison

École Harrison has had a very successful inaugural year. We have developed high expectations for student behaviour in our mission statement and behaviour matrix. Our students have responded with exceptionally positive behaviour. We have been successful at creating a Single Track French Immersion school where French has been and will continue to be the primary language of communication between and amongst staff and students. One hundred percent of our grade 8 students are continuing their French Immersion studies at the high school level. Merci beaucoup!

J. R. Reid School
Report Prepared by Mr. Rick Stallard, Principal, J. R. Reid School

Literacy Goals based on the 3 year plan began in the 2010 – 2011 school year:

Goal 1: Staff reviewed the effectiveness of Year 1 of our Literacy plan – 'literal understandings'

Goal 2: Staff reviewed Inferences and connections
Directly related to the expectations of the Grade 12 English exam and the need to prepare our students for all the times in their futures when this type of deeper thinking is required.

Goal 3: Purpose of assessment and how it drives instruction!
Fountas and Pinnell Assessment kit providing assessment strategies for Grades 3-8.

<u>Next Steps:</u>
Inservicing re: Fountas/Pinnell Assessment kit – to be presented by Betty Anne MacDonald and Wanda Nicol.

School-wide assessment blitz to be carried out by all staff in September 2011.

In the 2011/2012 school year, continued awareness of 'literal understandings' from Year 1, with additional focus on 'interpretive understandings'.

King George School
Report Prepared by Mr. Dave Lim, Principal, King George School

For our Annual Education Results Report we will focus on Literacy Development. Our plan began with the formation of a Literacy Committee and the creation of a new half-time Kindergarten to Grade 8 Literacy Support position. At King George School we were trying to find a way to bridge the gap and develop consistency in the way literacy programming is delivered from Early Years to Middle Years classrooms. Our main goal was to develop a common understanding, common language, and common teaching strategies for Kindergarten to Grade 8 literacy. We believe that our work this year made a positive different in Literacy development, student engagement, and the life-long learning for our students.

Kirkcaldy Heights School
Report Prepared by Mr. Bruce Shamray, Principal, Kirkcaldy Heights School

During the 2010/2011 school year, as part of our school plan, Kirkcaldy Heights focused on efforts to address student engagement. A week at Confratute, the work of Joseph Renzulli's School Wide Enrichment Model and enrichment cluster concepts initiated the introduction of our own enrichment clusters.

Experiences at Confratute and an opportunity to see enrichment clusters in action in New York City schools were pivotal to the initial organization and implementation of enrichment clusters at Kirkcaldy Heights.

The enrichment clusters were defined, facilitators in place, students enrolled and an initial meeting had taken place when due to the "High Water Event" Kirkcaldy Heights was relocated to Brandon University. The enrichment clusters will occur in the fall of 2011.

Linden Lanes School
Report Prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

The focus at Linden Lanes School has been to provide quality learning experiences supported by quality teaching by creating classroom cultures of thinking, questioning and understanding. This has been supported through a differentiated learning model used in High Ability Learner Enrichment Programming (HALEP), by the teacher librarian, Early and Middle Years' literacy support and classroom programming. The School Development Plan will continue to focus on student engagement in learning and we will further our professional learning in this area.

Meadows School
Report Prepared by Ms. Nancy Dane, Principal, Meadows School

Meadows School Community engaged in professional development about the writing process with a focus on action research in our classrooms. The Early Years team facilitated their learning with the work of literacy author Regie Routman. The Middle Years team focused on engaging students in active learning opportunities using different writing strategies. Our School Community Well-Being initiative hosted grade K to 8 student groupings to celebrate the growing cultural diversity of our school, along with a grade 7 and 8 Wellness Day supported by the Y-Revolution Student Leadership Group.

École New Era School
Report Prepared by Mr. Chad Cobbe, Principal, École New Era School

New Era was fortunate to be one of two school sites in Brandon School Division to be involved in the iPad Pilot – an initiative that involved a small team of Early Years teachers receiving a cart of twenty-five Apple iPads (mobile computing devices) to use with their students over a four

month period. Our experience with the iPads has not only greatly influenced the teachers most directly involved with the Pilot in terms of their growing knowledge of and enthusiasm for LwICT, but more importantly, it has positively impacted student learning in a number of ways. As a result of working with the iPads, teachers report that many students are demonstrating:

- stronger basic skills;
- a desire to be risk-takers;
- an ability to be independent learners (especially those with learning challenges);
- stronger social and leadership skills due to sharing and collaborating with students from other classes;
- higher levels of interest in literacy; and
- increased levels of engagement and motivation.

Our school community looks forward to continuing our exciting work with mobile computing during the 2011/12 school year.

École O'Kelly School

Report Prepared by Ms. Angela Voutier, Principal, École O'Kelly School

The key accomplishment of O'Kelly School's 2011 school plan goals was in the area of Numeracy. Our school numeracy committee has put together a rubric and is working towards a math profile (perhaps a quad format, what has four samples of students work, focusing on the four strands in math) that can be used throughout a student's time at O'Kelly School. The committee also met to decide on critical competencies in math in each grade K-1, 1-2, etc.) and developed a continuum for all the math outcomes from grades K to 8 for staff to use for assessment. The Divisional Numeracy Specialist, Teresa Timmerman, met with the school team to give input on a more concise goal and to provide strategies for future plans.

Riverheights School

Report Prepared by Mr. John Minshull, Principal, Riverheights School

For the 2010/2011 school year, Riverheights Elementary School had three main goals within the School's Development Plan. Riverheights focused on: increasing individual achievement in Numeracy, increasing individual achievement in Literacy, and continued development of social responsibility among all Riverheights students. Within the area of focus on Student Literacy, the staff were involved in continued Professional Development and student instruction in the Faye Brownlee strategies. Students at all levels made use of Power Paragraphs, Double Entry Journals as well as Quick Writes. As a school team, we successfully collaborated with our English as an Additional Language (EAL) teacher to program effectively for our EAL Learners.

Riverview School
Report Prepared by Mr. Kelly Braun, Principal, Riverview School

This year saw the formation of the "Riverview Literacy Support Team". The following foci were developed to meet the Literacy needs of Riverview:

- Common Assessment Practices: The Fountas and Pinnell reading assessment was adopted by the whole school.
- Kindergarten Intervention Program: It was decided to introduce "Animated Literacy" as the cornerstone of the phonological awareness plan.
- Created a K to 3 "Literacy Block Model" to best support students in working effectively in the classroom environment. Instructors were: English as an Additional Language (EAL), Literacy Support, Reading Recovery, Resource and classroom teachers.
- A "Reading Continuum" to visually track every Riverview student's reading growth was created.

Spring Valley Colony School
Report Prepared by Ms. Jaclyn Hutchinson, Head Teacher, Spring Valley Colony School

This year Spring Valley School has grades Kindergarten to grade 9 with an enrollment of twenty one students. We have also increased our staff to 1.5 FTE teachers and 0.5 FTE educational assitance.

Spring Valley School has continued the implementation of Reading Recovery, on a quarter time basis. The grade 1 enrollment has allowed for each eligible student to receive services with this implementation. The literacy level of the students has been moved forward very successfully, with all students reaching the "discontinuing" goal (i.e. they have progressed to grade level performance).

We are currently exploring new ways to implement technology into our classrooms with such items as a SmartBoard and are also looking at the possibilities of iPad and/or netbook implementation, while respecting the Hutterian culture.

St. Augustine School
Report Prepared by Ms. Betty Howell, Principal, St. Augustine School

We would like to report on literacy interventions across the school. As we collect our end of year data, the growth evidenced by thirty students in the Early and Middle Years Literacy programs has been significant and will help them meet increasing challenges in their literacy. In addition, the Empower Reading has been implemented with two groups – one carry-over and one new group. These eleven children have shown improvements in phonological processing, text reading, and writing. Reading Recovery has provided successful service to five students, with our teacher completing her training year.

Valleyview Centennial School
Report Prepared by Ms. Darlene Wilkinson, Principal, Valleyview Centennial School

Valleyview Centennial School developed a Kindergarten to grade 1 literacy support program as a site-based initiative for this past year. The goal was to deliver small group intervention to the students with the most delayed literacy skills to accelerate them to meeting grade 1 literacy outcomes.

Daily small group intervention on letter identification, letter formation, and letter sounds during the first two to three months of this program developed into reading and writing small sight words and stretching out words using sound boxes in the next three months. Part of each daily lesson was reading early level texts which developed book handling skills and a reading sight word vocabulary.

Six grade 1 students had extremely delayed skills. All of those six developed pre-emergent literacy skills in both reading and writing and four were taken Reading Recovery to continue to accelerate their skills. They are currently very close to meeting grade 1 outcomes and will continue next year in Early Literacy Support for further acceleration. One student has just recently entered Reading Recovery and will be a carry over into the fall term. The other student accelerated sufficiently to not require Reading Recovery.

During April through June, literacy intervention focused on the kindergarten students with the most delayed literacy skills. These students are now reading early level texts using sight words they recognize, sounding the first letter of a word to get it started and using picture cues for meaning. They have fast and fluent letter formation, and sound correspondence for over half the alphabet and will continue in the fall on a similar program.

Waverly Park School
Report Prepared by Mr. Bob Lee, Principal, Waverly Park School

Literacy – Early Years completed fourtenn professional development sessions on Reading and Writing Connections by Reggie Routman. Middle Years – Faye Brownlee strategies.

Numeracy – Origo Math resources and strategies; Professional development on fractions and math related SmartBoard activities.

Student Independence and Responsibility – High Ability Learner Enrichment Programming (HALEP) continued. Worked on connecting responsibility to on task behaviour, and continued our theme of “Going Green” connecting students with relevant topics surrounding our local, national and international community.

Student achievement data suggests an increase in meeting and exceeding expectations, but still below our eighty percent (80%) target: literacy seventy four percent (74%); numeracy seventy

six percent (76%); social responsibility, above target eighty six percent (86%); student independence seventy two percent (72%).

Crocus Plains Regional Secondary School

Report Prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

Advanced Placement Program

Crocus Plains Regional Secondary School has implemented a three year Advanced Placement Program Plan with the intent to have the following Advanced Placement courses available to our students. The following Advanced Placement courses will be offered: Calculus, English Literature, Chemistry, Physics, Biology, Environmental Science, Computer Science, and Studio Art.

Effective September 2011, students interested in Advanced Placement programming will begin their journey by registering for the appropriate Grade 10 course for that Advanced Placement program stream. The Advanced Placement Program streams are as follows:

- Advanced Placement Calculus – MPA20S – Introduction to Applied and Pre-Calculus Mathematics 20S
- Advanced Placement English – ELA20FA – English Language Arts Advanced
- Advanced Placement Biology, Chemistry, Environmental Science, and Physics – SCI20FA – Science 20FA – Advanced

The 2011/2012 registration process indicated a strong student demand for Advanced Placement programming at CPRSS. The Grade 10 Advanced English course had received 46 registrations and the Grade 10 Advanced Science course had received 74 registrations.

Education for Sustainable Development (ESD) Grant

Crocus Plains Regional Secondary School was successful in its application for an Education for Sustainable Development (ESD) grant. It is one of sixteen (16) projects selected out of fifty eight (58) applications from twenty six (26) school Divisions across the Province, for funding in the 2011/2012 school year.

The proposal by CPRSS entitled *Children's Water Festival* was approved for the amount of $2,000.00 and is an excellent example of the dedication and creativity that Manitoba educators and students exhibit in taking action towards a more sustainable future.

École Secondaire Neelin High School

Report Prepared by Mr. Michael Adamski, Principal, École Secondaire Neelin High School

Introduction to Geographic Information Systems (GIS) and Advanced Geographic Information Systems (GIS) were two new courses created and offered by Mr. Rob Langston in collaboration

with Mr. Greg Lewis of Assiniboine Community College. The introductory course was taught during the first semester of this year with thirty six students registered; thirty five students received the credit in this course. The Advanced level course in GIS is currently being taught this semester.

A number of students from the GIS courses participated in the Skills Canada-Manitoba competition this spring with students returning with gold and silver honours. In May, two grade nine students were invited to present at the national Environmental Systems Research Institute (ESRI) conference held in Winnipeg. Company executives were quite impressed at the presentation our students put forward at this event. Providing this quality learning opportunity for our students has indeed been a positive addition to the course offerings at Neelin.

Vincent Massey High School

Report Prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

English Language Arts

Throughout the 2010/2011 school year, Vincent Massey's English department has been actively engaged in a curriculum implementation initiative that has focused on the development of essential learning outcomes and indicators that establish the knowledge, skills, strategies and attitudes that are critical for student success. An essential curriculum map has been developed that outlines the learning progression of the essential outcomes from grade 9 to 12, as well as the specific learning indicators attached to the six strands embedded in the English Language Arts curriculum.

Physical Education

The professional development work of the VMHS Physical Education department has focused on three primary areas: the development of essential outcomes for the Grade 11 and 12 Physical Activity Practicum, which constitutes fifty percent (50%) of a student's grade; the implementation of Assessment For, As and Of learning into the assessment and evaluation process of the practicum; and the integration of information communication technology to facilitate better communication between VMHS instructors and practicum students via Moodle.

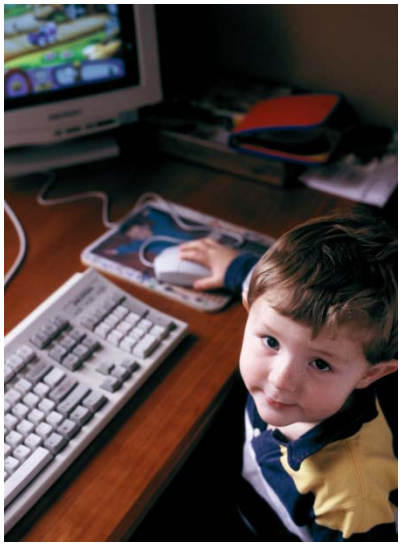
Science

Establishing essential outcomes and the implementation of Assessment For, As and Of Learning into a unit of study in the Grade 9 Science program has been the major curriculum implementation project for the 2010/2011 school year. The primary goals were to: develop common assessment tools that measure an array of the six facets of understanding; to develop common lab-based assessments; and to investigate different formative assessment practices that can be used in Grade 9 Science.

Social Studies

Curriculum implementation and teacher profession development for the Grade 9 Social Studies team has focused on a unit revision process. The department focused on the following key

areas: establishing essential outcomes for a unit of study; development of an essential question to be used as a format tool to guide student learning; developing Assessment Of Learning tools that measure essential outcome requirements; and investigating different formative assessment practices.



SECTION IV
Brandon School Division – OUR STUDENTS' PROGRESS – EXECUTIVE SUMMARY

SECTION IV Brandon School Division – OUR STUDENTS' PROGRESS –

EXECUTIVE SUMMARY

The purpose of this report is to provide a comprehensive overview of student achievement results for the 2010-11 school year, in grades 3, 5, 7, 9 and 12 in both Literacy and Numeracy. Included are other relevant data that provide important contextual information that is necessary for an in depth understanding of the key factors that influence student achievement.

In the Brandon School Division divisional assessments in grades 3, 5, 7 and 9 were instituted in the 2002-03 school year. These assessments are criterion referenced to the particular curricula. The grade 12 assessments are provincially established standards tests, of a criterion referenced nature. Historically the province has provided provincial statistics which enable us to do a comparative analysis of our grade 12 results in relation to provincial results.

With respect to grade 3, an additional source of data has been provided by the province with respect to Reading and Numeracy assessments. This information is essentially basic in its deductive purposes.

In grades 3, 5, 7 and 9 we have developed a normalized score for analytical purposes. The normalize score has been determined through a statistical procedure designed to compare independent test results. The normalized score uses the Brandon School Division mean score and determines the relationship to this mean for each school site. This means that the number of schools above and below the mean can differ for each assessment. The BSD mean is *translated* to a normalized score of fifty (50) for *all* assessments. All other scores are reported in relation to fifty, with scores above fifty representing school sites with mean scores higher than the BSD mean and those with scores below fifty representing school sites with mean scores lower than the BSD mean. Please see Appendix I for details, including the formulae utilized.

This report provides results for the 2010-11 school year, together with historical patterns. Currently the following patterns exist with respect to student assessment results:

- Grade 3 Reading: Ten of the twenty one sites reported showed normalized scores higher than the mean in all three competencies, with twelve schools reporting scores above the BSD mean.
- Grade 3 Writing: Nine of the twenty one sites reported showed normalized scores higher than the mean in all five competencies, with eleven schools reporting scores above the BSD mean.
- Grade 3 Numeracy: Five of the twenty one sites reported showed normalized scores higher than the mean in all four competencies, with ten schools reporting scores above the BSD mean.

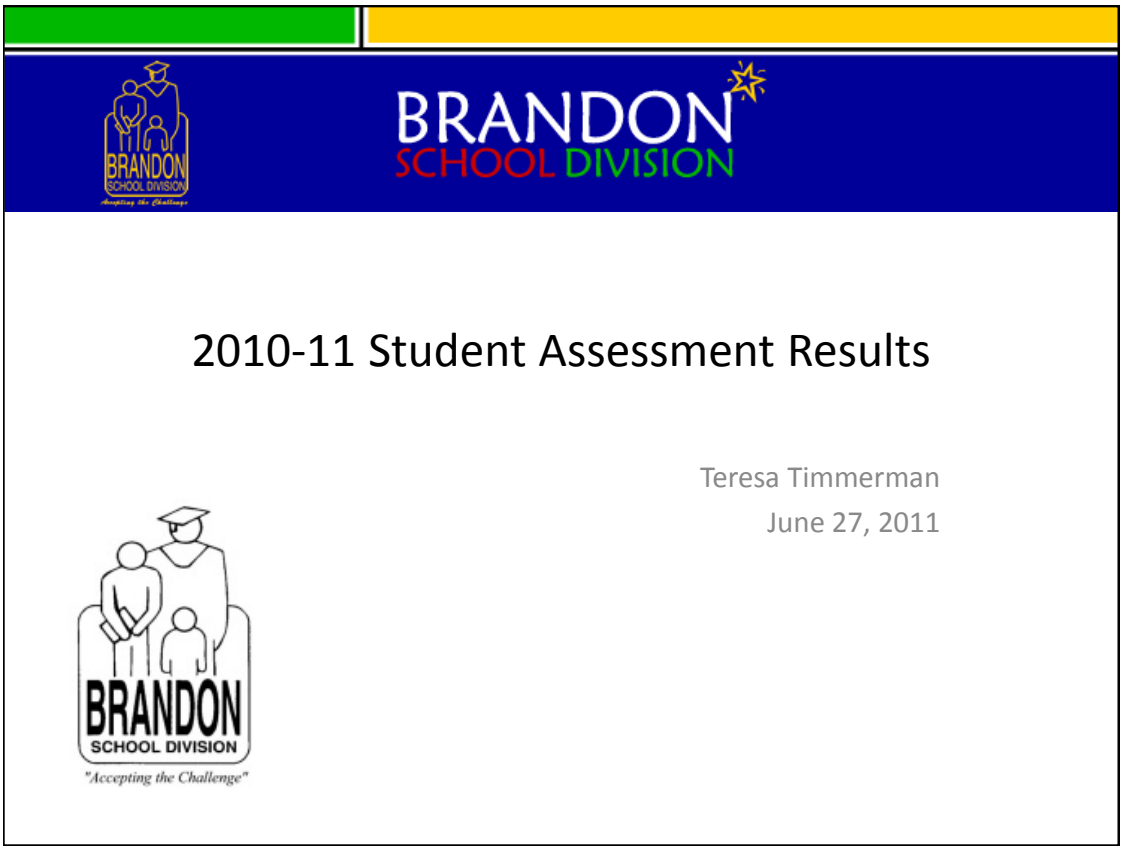
- Grade 5 Reading: Four of the nineteen sites reported showed normalized scores higher than the mean in all three competencies, with eleven schools reporting scores above the BSD mean.
- Grade 5 Writing: Seven of the nineteen sites reported showed normalized scores higher than the mean in all three competencies, with ten schools reporting scores above the BSD mean.
- Grade 5 Numeracy: Three of the nineteen sites reported showed normalized scores higher than the mean in all four competencies, with ten schools reporting scores above the BSD mean.
- Grade 7 Reading: Seven of the sixteen sites reported showed normalized scores higher than the mean in all three competencies, with eight schools reporting scores above the BSD mean.
- Grade 7 Writing: Six of the sixteen sites reported showed normalized scores higher than the mean in all three competencies, with nine schools reporting scores above the BSD mean.
- Grade 7 Numeracy: Four of the sixteen sites reported showed normalized scores higher than the mean in all four competencies, with seven schools reporting scores above the BSD mean.
- Grade 9 Literacy: BSD showed a slight drop in the overall Literacy percentage score between the 2009-10 school year and the current (2010-11) school year. This Divisional trend reflects decreased scores at both Crocus Plains Regional Secondary School and Vincent Massey High School, which account for the bulk of the student population. Crocus Plains shows the lowest scores in their five year history while École Secondaire Neelin High School's current year scores are stronger than any of the four years prior. Vincent Massey has dropped below the 2008-09 and 2009-10 scores, but remains above the scores from 2006-07 and 2007-08.
- Grade 9 Numeracy: BSD shows a consistent downward trend in the percentage score on the Grade 9 Numeracy assessment over the past five years. These trends are consistent with those seen at Crocus Plains and Vincent Massey. École Secondaire Neelin High School showed positive gains over the past two years and surpassed the average percentage score at both Crocus Plains and Vincent Massey for the first time during the 2010-11 assessment.
- Grade 12 Numeracy – Pre-Calculus Mathematics: Pre-Calculus math has traditionally been an area of strength for the Division, and in the 2009-10 school year BSD continued this trend with students mean score falling 1% above the Provincial mean.
- Grade 12 Numeracy – Applied Mathematics: The BSD mean score has been above the provincial mean score in every year since 2002-2003. In the 2009-10 school year the BSD average was 5% above the Provincial mean.
- Grade 12 Numeracy – Consumer Mathematics: In the 2009-10 school year, BSD students surpassed the Provincial mean by 1.2%.
- Grade 12 English Language Arts: In the 2009-10 school year, BSD students surpassed the Provincial mean by 1.6%

As this assessment summary indicates student achievement continues to be progressively positive in the major areas of measurement: Literacy and Numeracy in grades 3, 5, 7, 9 and 12. Where improvement is required reference is made in the School Development Plans for 2011-2014.

Once the implementation plan/procedures are complete for Policy 1001.2 "Educational Sustainability in Student Achievement" specific percentages of student competency in core learning outcomes (Literacy and Numeracy grades 3, 5, 7, 9 and 12) will be available on a school by school basis and on a Divisional aggregate basis.

The Brandon School Division, to this end, is in the process of developing these core competency assessments.

The following slides are Ms. Timmerman's presentation to the Board of Trustees on Monday, June 27, 2011. They provide details related to the above stated Executive Summary.



	Number of Students	Reflection	Skills & Strategies	Comprehension	Reading Total
AL	10	64.7	64.0	64.8	64.5
BG	35	41.9	42.7	44.5	43.0
EO	20	46.4	44.8	46.5	45.9
GA	17	55.9	53.9	53.4	54.4
GF	43	46.2	46.6	45.7	46.2
HA	25	62.2	60.6	61.4	61.4
JR	20	51.8	55.5	54.0	53.8
KG	18	58.7	54.5	51.6	55.0
KH	45	51.3	50.7	47.6	49.9
LL	32	60.7	54.0	54.0	56.2
ME	47	42.2	44.9	45.5	44.2
NE_E	29	34.2	39.7	40.2	38.1
NE_FI	24	57.5	56.0	57.6	57.1
OK_E	19	56.8	56.1	58.0	57.0
OK_FI	6	61.1	42.7	57.6	53.8
RH	38	49.4	51.1	51.2	50.6
RV	21	39.1	44.7	42.2	42.0
SA	25	49.2	47.8	49.3	48.8
SV	3	50.4	64.0	64.8	59.7
VV	26	47.3	50.9	47.4	48.5
WP	43	53.7	51.6	52.3	52.5
Grand Total	**546**	**50.0**	**50.0**	**50.0**	**50.0**

Grade 3 Reading

•Minimum: 42.0 (RV)

•Maximum: 64.5 (AL)

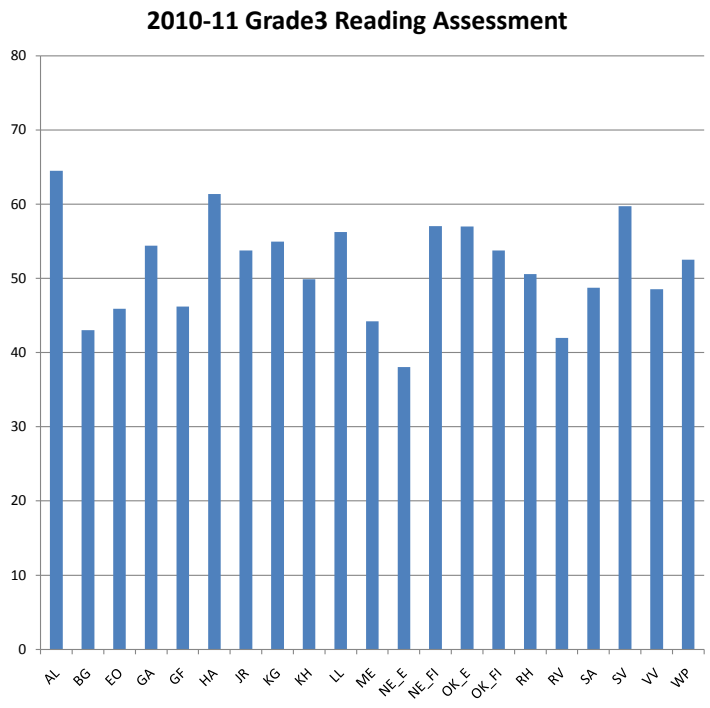
•Range: 22.5

•# of schools above the mean: 12

•Range above the mean: 14.5

•# of schools below the mean: 9

•Range below the mean: 8



Grade 3 Reading

•Minimum: 42.0 (RV)

•Maximum: 64.5 (AL)

•Range: 22.5

•# of schools above the mean: 12

•Range above the mean: 14.5

•# of schools below the mean: 9

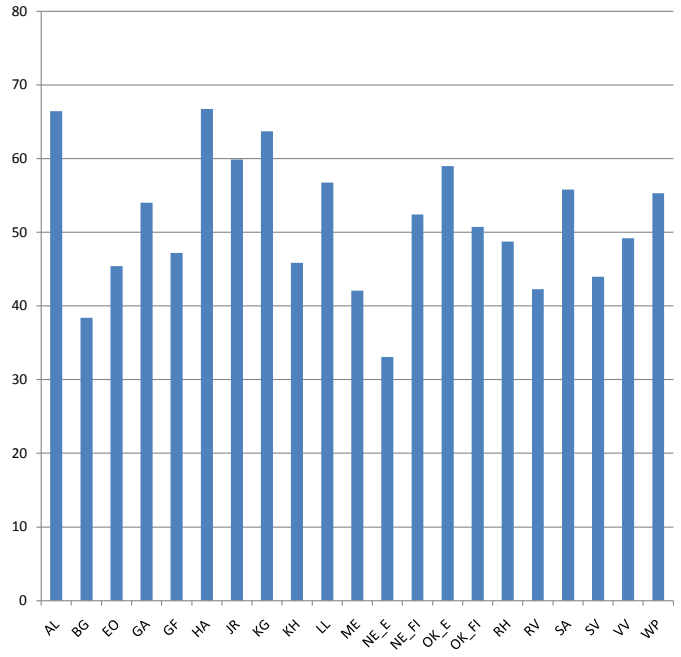
•Range below the mean: 8

	Number of Students	Ideas	Organization	Word Choice	Sentence Fluency	Conventions	Writing Total
AL	10	71.6	64.1	74.8	60.0	62.6	66.4
BG	35	38.1	38.7	37.2	36.4	41.7	38.4
EO	20	46.9	46.8	48.5	42.0	43.0	45.4
GA	17	50.9	56.5	57.1	52.3	53.7	54.0
GF	43	45.4	48.1	45.8	48.0	48.5	47.2
HA	25	65.2	67.0	69.8	67.2	64.7	66.8
JR	20	58.1	62.8	61.0	57.6	60.0	59.9
KG	18	63.1	64.3	70.8	60.0	60.8	63.7
KH	45	42.3	43.3	41.9	49.1	52.7	45.9
LL	32	57.9	52.4	58.9	58.5	56.2	56.7
ME	47	45.7	43.5	37.2	42.9	40.5	42.1
NE_E	29	33.2	32.3	28.7	42.2	27.9	33.1
NE_FI	24	53.5	49.3	60.1	52.0	47.8	52.4
OK_E	19	58.5	57.1	64.2	56.9	59.0	59.0
OK_FI	6	53.5	49.3	41.6	60.0	47.8	50.7
RH	38	49.4	50.6	43.8	48.7	50.8	48.7
RV	21	43.5	42.2	40.9	38.9	45.9	42.3
SA	25	56.3	55.2	58.8	55.7	53.2	55.8
SV	3	41.2	41.1	55.4	40.0	43.5	44.0
VV	26	50.4	53.1	48.0	46.2	48.1	49.2
WP	43	54.6	55.6	56.7	54.2	55.8	55.3
Grand Total	**546**	**50.0**	**50.0**	**50.0**	**50.0**	**50.0**	**50.0**

Grade 3 Writing

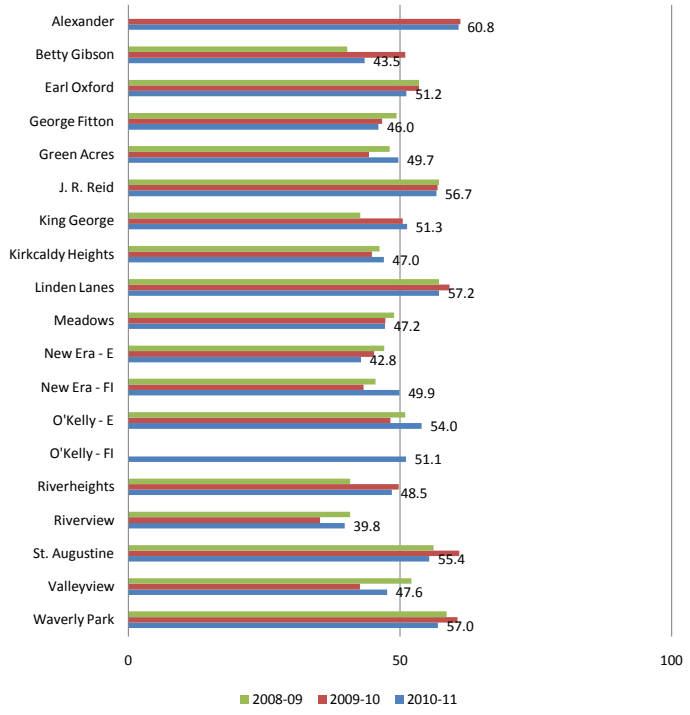
- Minimum: 33.1 (NE-E)
- Maximum: 66.8 (HA)
- Range: 33.7
- # of schools above the mean: 11
- Range above the mean: 16.8
- # of schools below the mean: 10
- Range below the mean: 16.9

2010-11 Grade 3 Writing Assessment



Grade 3 Writing

- Minimum: 33.1 (NE-E)
- Maximum: 66.8 (HA)
- Range: 33.7
- # of schools above the mean: 11
- Range above the mean: 16.8
- # of schools below the mean: 10
- Range below the mean: 16.9



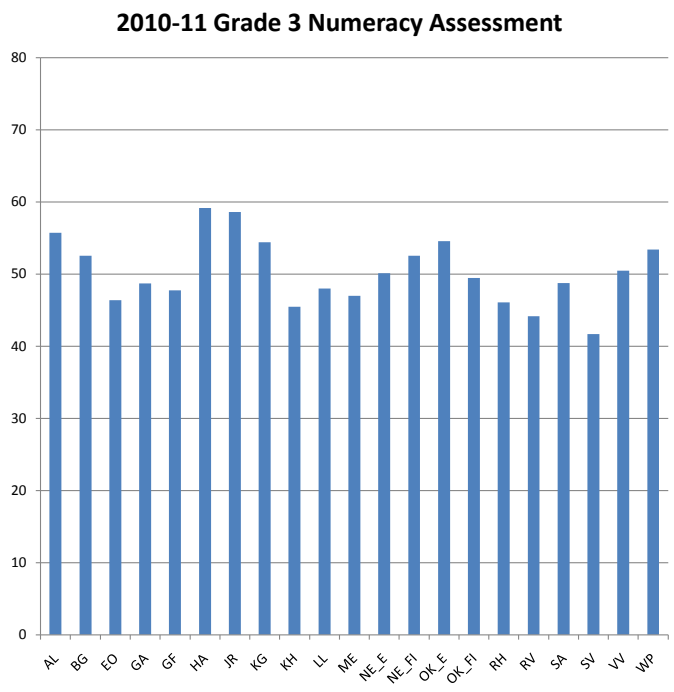
Grade 3 Literacy Three Year Trends

- Increasing scores
  - None
- Decreasing scores
  - George Fitton
  - J.R. Reid
  - Meadows
  - New Era - E

	Number of Students	Algebraic Reasoning A	Algebraic Reasoning B	Number Sense A	Number Sense B	Numeracy Total
AL	10	51.8	57.1	53.7	60.7	55.7
BG	35	52.1	50.9	53.7	53.2	52.5
EO	20	49.7	48.4	45.1	42.3	46.4
GA	17	48.8	51.7	47.4	47.2	48.7
GF	43	48.2	47.5	46.0	49.4	47.7
HA	25	58.0	60.7	56.8	61.5	59.2
JR	20	61.2	60.4	54.7	58.5	58.6
KG	18	56.4	52.5	53.3	55.4	54.4
KH	45	41.9	51.3	42.2	47.2	45.5
LL	32	50.5	39.8	52.2	48.8	48.0
ME	47	54.7	43.0	45.3	44.7	47.0
NE_E	29	45.0	56.8	54.9	43.3	50.1
NE_FI	24	48.4	44.9	55.2	61.4	52.5
OK_E	19	61.1	47.4	51.5	58.2	54.5
OK_FI	6	41.5	65.9	44.8	46.9	49.5
RH	38	47.5	47.4	50.0	38.8	46.0
RV	21	43.4	44.0	46.6	42.3	44.1
SA	25	44.8	50.1	49.1	51.1	48.7
SV	3	34.5	36.6	44.8	50.6	41.7
VV	26	47.0	49.9	56.8	47.5	50.5
WP	43	52.5	55.2	50.0	56.4	53.4
Grand Total	**546**	**50.0**	**50.0**	**50.0**	**50.0**	**50.0**

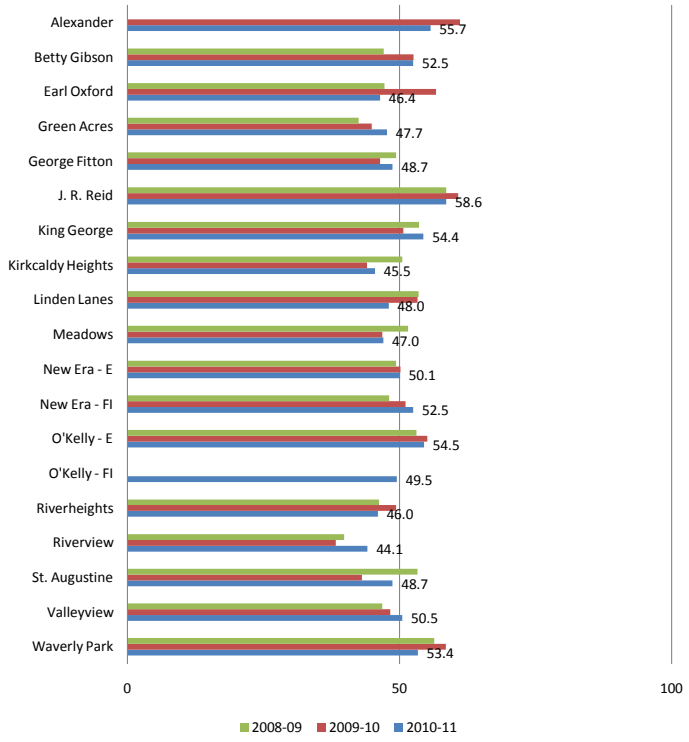
Grade 3 Numeracy

- Minimum: 44.1 (RV)
- Maximum: 59.2 (HA)
- Range: 22.5
- # of schools above the mean: 10
- Range above the mean: 9.2
- # of schools below the mean: 11
- Range below the mean: 6.9



Grade 3 Numeracy

- Minimum: 44.1 (RV)
- Maximum: 59.2 (HA)
- Range: 22.5
- # of schools above the mean: 10
- Range above the mean: 9.2
- # of schools below the mean: 11
- Range below the mean: 6.9



Grade 3 Numeracy Three Year Trends

- Increasing scores
  - Green Acres
  - New Era – FI
  - Valleyview
- Decreasing scores
  - None

	Number of Students	Comprehension	Responds Personally	Fluency & Expression	Total Score
BG	27	45.7	41.3	46.6	44.7
EO	25	51.0	51.4	48.7	50.5
GA	16	51.0	48.7	49.9	50.0
GF	52	55.1	53.9	47.2	52.3
HA	36	58.1	57.9	58.9	58.5
JR	33	50.7	49.1	50.9	50.4
KG	23	49.3	50.4	53.8	51.3
KH	35	51.2	49.3	52.8	51.3
LL	30	50.4	53.3	54.6	52.9
ME	44	45.7	44.0	47.2	45.8
NE_E	20	44.8	44.2	44.1	44.5
NE_FI	11	48.9	51.7	43.9	48.3
OK	18	54.2	50.3	44.3	49.8
RH	33	48.3	46.6	43.3	46.2
RV	24	47.3	49.1	43.7	46.9
SA	25	54.9	55.6	58.8	56.6
SV	2	49.8	52.6	52.5	51.8
VV	16	51.0	56.6	52.5	53.5
WP	48	43.1	48.3	47.2	46.3
Grand Total	**518**	**50**	**50**	**50**	**50**

Grade 5 Reading

•Minimum: 44.5 (NE-E)

•Maximum: 58.5 (HA)

•Range: 14

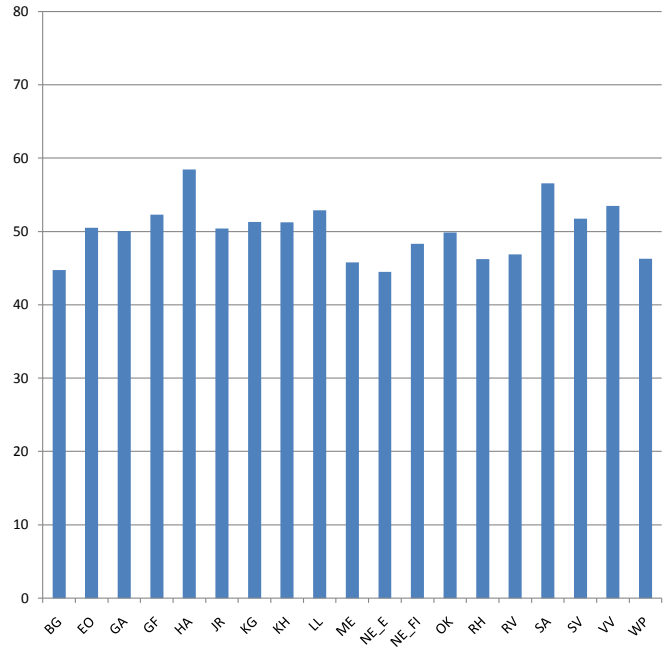
•# of schools above the mean: 11

•Range above the mean: 8.5

•# of schools below the mean: 8

•Range below the mean: 5.5

2010-11 Grade 5 Reading Assessment



Grade 5 Reading

•Minimum: 44.5 (NE-E)

•Maximum: 58.5 (HA)

•Range: 14

•# of schools above the mean: 11

•Range above the mean: 8.5

•# of schools below the mean: 8

•Range below the mean: 5.5

	Number of Students	Achieves Reader Understanding	Word Choice & Sentence Patterns	Spelling, Grammar & Resource Use	Total Score
BG	27	49.2	40.5	45.7	45.2
EO	25	45.1	49.4	41.5	45.3
GA	16	52.6	56.8	53.8	54.3
GF	51	53.8	52.1	53.2	53.0
HA	36	55.3	61.5	58.8	58.5
JR	33	44.9	48.0	43.4	45.4
KG	23	52.9	49.6	51.8	51.5
KH	35	51.2	51.2	52.9	51.8
LL	30	56.8	59.0	55.1	56.9
ME	44	45.3	45.5	47.6	46.1
NE_E	20	47.6	46.6	47.4	47.2
NE_FI	11	52.3	44.5	48.1	48.4
OK	18	48.0	55.6	53.9	52.4
RH	33	46.3	46.6	46.1	46.3
RV	24	39.7	42.7	46.9	43.1
SA	25	57.5	59.6	52.9	56.6
SV	2	55.3	46.6	55.1	52.4
VV	16	60.9	58.2	56.5	58.5
WP	48	46.6	40.8	46.4	44.6
Grand Total	**517**	**50**	**50**	**50**	**50**

Grade 5 Writing

•Minimum: 43.1 (RV)

•Maximum: 58.5 (HA & VV)

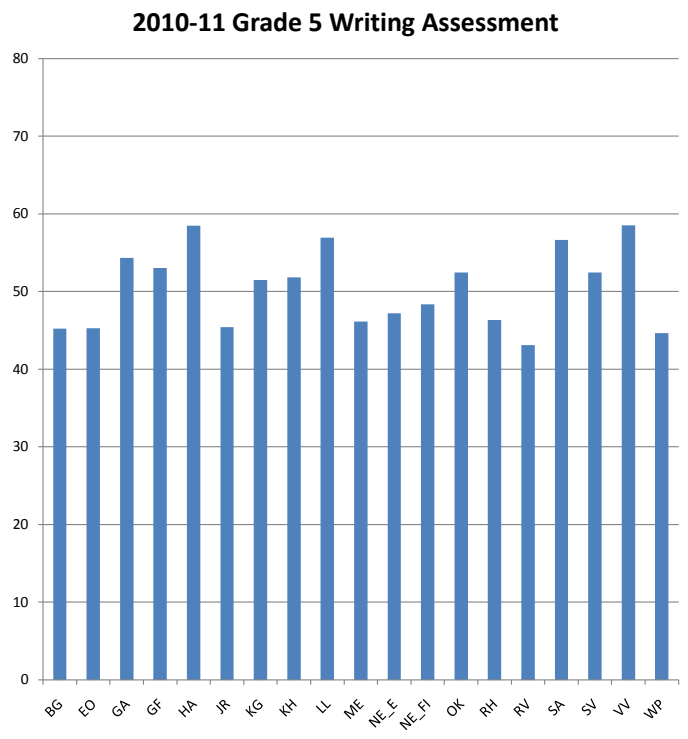
•Range: 15.4

•# of schools above the mean: 10

•Range above the mean: 8.5

•# of schools below the mean: 9

•Range below the mean: 6.9



Grade 5 Writing

•Minimum: 43.1 (RV)

•Maximum: 58.5 (HA & VV)

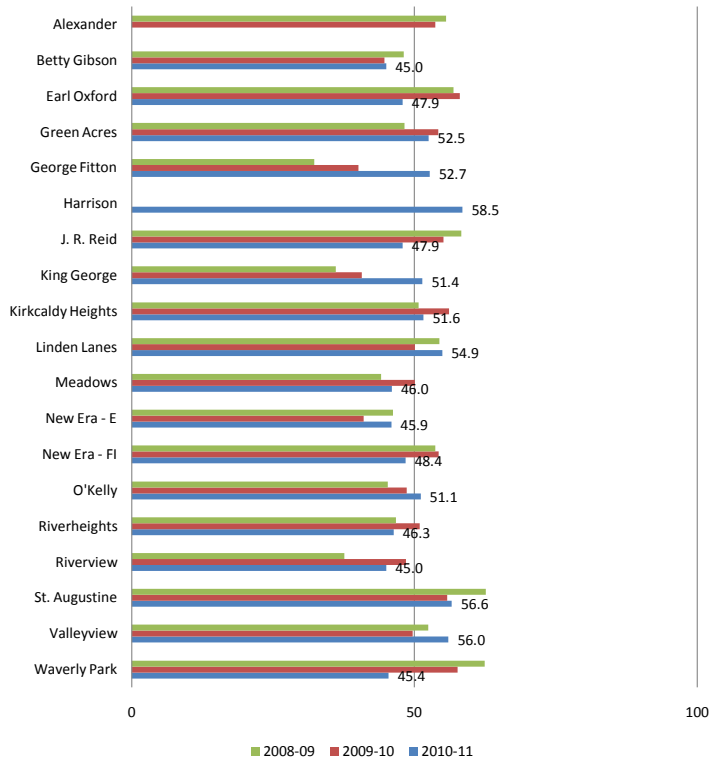
•Range: 15.4

•# of schools above the mean: 10

•Range above the mean: 8.5

•# of schools below the mean: 9

•Range below the mean: 6.9



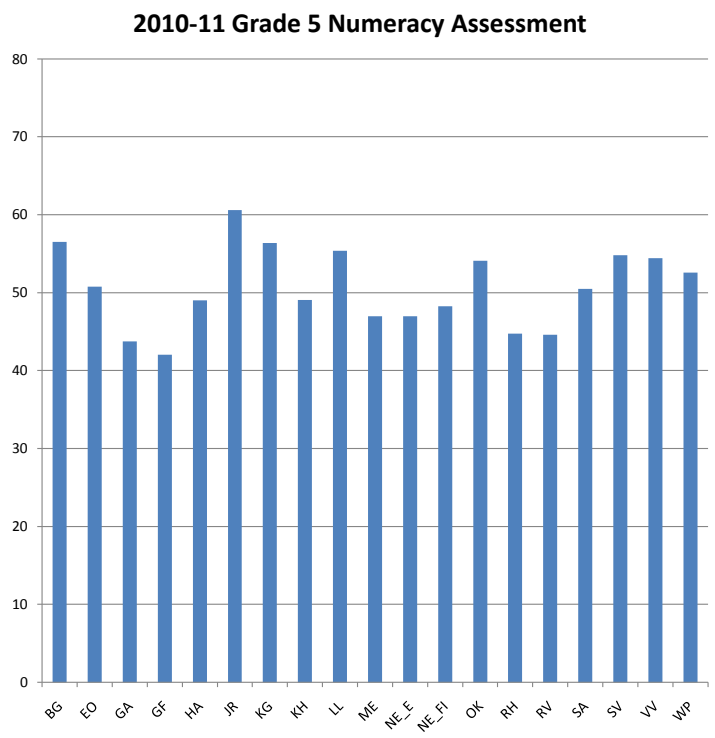
Grade 5 Literacy
Three Year Trends

- Increasing scores
  - George Fitton
  - King George
  - O'Kelly
- Decreasing scores
  - J.R. Reid
  - Waverly Park

	Number of Students	Number	Shape & Space	Patterns & Relations	Statistics & Probability	Total Score
BG	24	55.9	50.1	65.5	56.8	56.5
EO	25	49.3	50.4	49.9	55.5	50.8
GA	17	41.6	51.5	37.6	47.1	43.7
GF	52	40.6	39.4	44.9	45.7	42.0
HA	35	50.5	42.0	47.4	52.5	49.0
JR	33	62.3	61.0	59.6	56.9	60.6
KG	22	56.5	62.9	56.0	50.6	56.4
KH	35	50.0	49.4	45.1	49.5	49.1
LL	30	56.8	50.2	65.1	48.8	55.4
ME	39	47.3	44.4	46.7	48.6	47.0
NE_E	23	48.5	56.0	45.1	36.7	47.0
NE_FI	11	47.7	52.0	44.9	48.9	48.2
OK	15	53.2	46.8	57.8	59.6	54.1
RH	31	44.3	46.2	48.3	42.0	44.8
RV	24	42.2	49.2	43.2	47.4	44.6
SA	24	47.1	53.4	44.2	61.0	50.5
SV	2	49.9	57.9	64.8	56.3	54.8
VV	14	58.5	59.0	53.8	41.1	54.4
WP	45	53.7	54.1	48.2	51.8	52.6
Grand Total	**501**	**50**	**50**	**50**	**50**	**50**

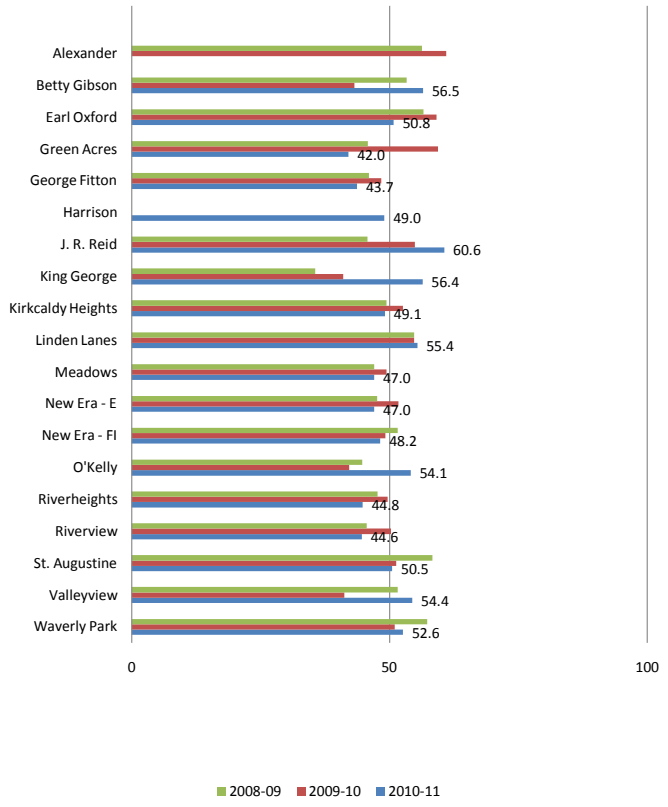
Grade 5 Numeracy

- Minimum: 42 (GF)
- Maximum: 60.6 (JR)
- Range: 18.6
- # of schools above the mean: 10
- Range above the mean: 10.6
- # of schools below the mean: 9
- Range below the mean: 8



Grade 5 Numeracy

- Minimum: 42 (GF)
- Maximum: 60.6 (JR)
- Range: 18.6
- # of schools above the mean: 10
- Range above the mean: 10.6
- # of schools below the mean: 9
- Range below the mean: 8



Grade 5 Numeracy Three Year Trends

- Increasing scores
  - J.R. Reid
  - King George
- Decreasing scores
  - New Era – FI
  - St. Augustine

	Number of Students	Comprehension	Responds Personally	Fluency	Total Reading
AL	14	59.0	61.2	56.1	58.9
EO	66	48.5	49.4	44.1	47.5
GA	9	47.0	48.7	48.2	48.1
GF	54	51.1	46.8	48.6	49.0
HA	34	53.3	54.7	51.0	53.2
JR	21	54.7	57.7	55.1	56.0
KG	43	41.2	43.7	48.5	44.6
KH	37	49.5	42.9	51.9	48.3
LL	36	53.7	55.1	58.0	55.8
ME	59	52.2	49.9	49.4	50.7
NE_E	26	35.6	36.2	33.4	35.2
NE_FI	8	55.4	62.7	59.4	59.3
OK	8	40.3	33.9	36.2	36.9
RH	46	48.6	50.9	46.7	48.9
SA	24	52.9	54.8	55.9	54.7
WP	41	56.5	58.1	55.4	56.8
Grand Total	**526**	**50**	**50**	**50**	**50**

Grade 7 Reading

•Minimum: 35.2 (NE - E)

•Maximum: 59.3 (NE-FI)

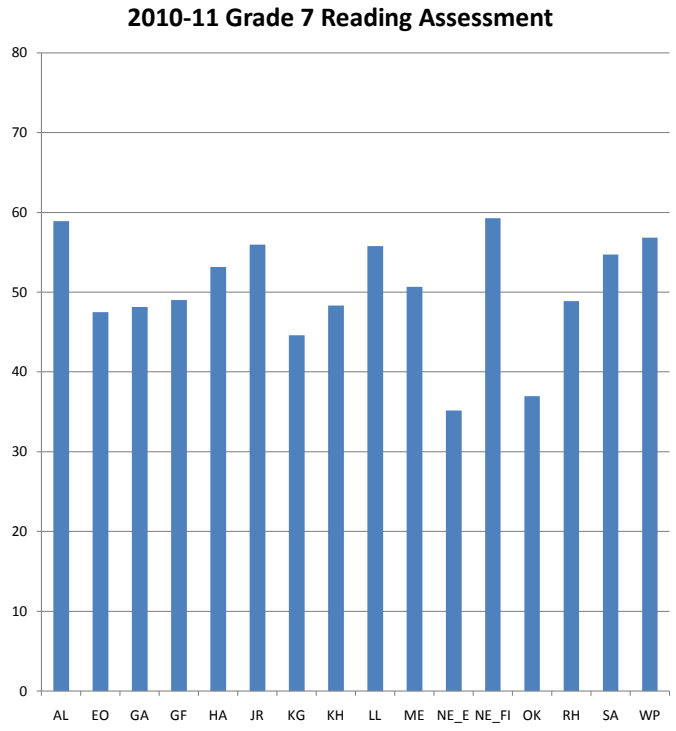
•Range: 24.1

•# of schools above the mean: 8

•Range above the mean: 9.3

•# of schools below the mean: 8

•Range below the mean: 14.8



Grade 7 Reading

•Minimum: 35.2 (NE - E)

•Maximum: 59.3 (NE-FI)

•Range: 24.1

•# of schools above the mean: 8

•Range above the mean: 9.3

•# of schools below the mean: 8

•Range below the mean: 14.8

	Number of Students	Reader Understanding	Word Choice & Sentence Patterns	Spelling & Grammar	Total Writing
AL	14	63.6	61.8	54.7	60.0
EO	66	48.6	45.2	42.1	45.3
GA	9	42.1	50.6	48.7	47.1
GF	52	44.1	45.5	40.4	43.4
HA	34	55.7	50.9	56.7	54.5
JR	21	48.8	52.0	52.1	51.0
KG	43	39.9	42.9	46.3	43.1
KH	37	48.2	51.7	47.3	49.1
LL	36	58.8	59.4	55.3	57.9
ME	59	52.9	49.0	49.0	50.3
NE_E	26	38.6	35.0	36.2	36.6
NE_FI	8	44.5	51.2	60.2	52.1
OK	6	48.3	45.5	40.1	44.6
RH	45	54.4	52.6	59.8	55.7
SA	23	56.2	56.4	55.2	56.0
WP	40	53.5	60.3	63.5	59.1
Grand Total	**519**	**50**	**50**	**50**	**50**

Grade 7 Writing

•Minimum: 36.6 (NE - E)

•Maximum: 60.0 (AL)

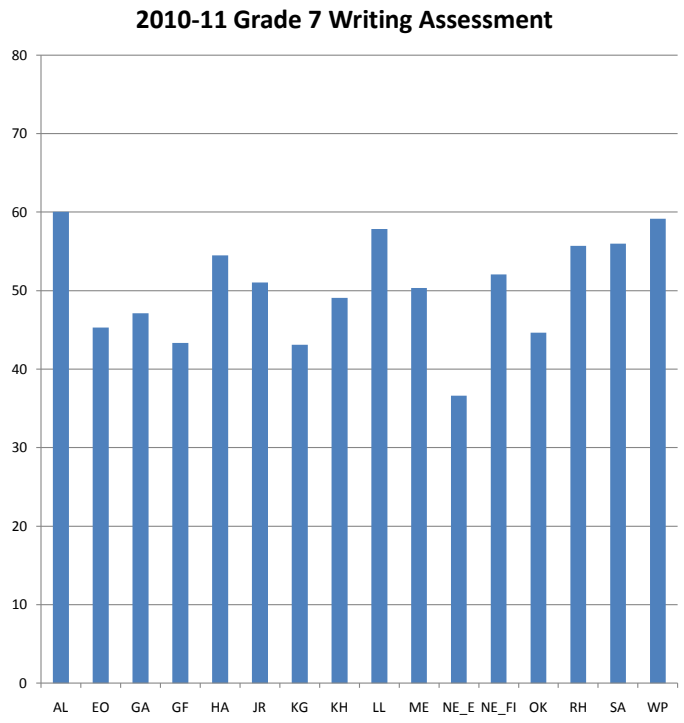
•Range: 23.4

•# of schools above the mean: 9

•Range above the mean: 10.0

•# of schools below the mean: 7

•Range below the mean: 13.4



Grade 7 Writing

•Minimum: 36.6 (NE - E)

•Maximum: 60.0 (AL)

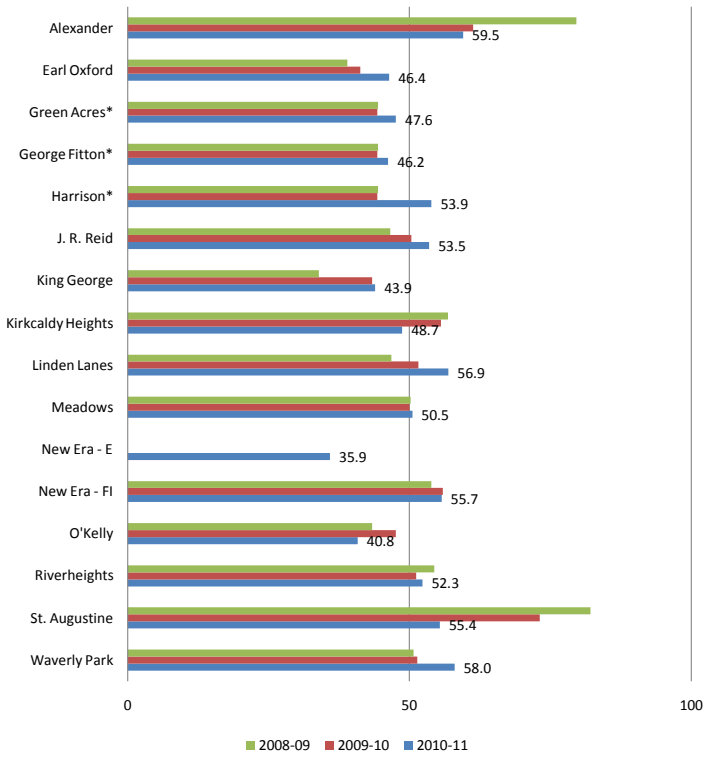
•Range: 23.4

•# of schools above the mean: 9

•Range above the mean: 10.0

•# of schools below the mean: 7

•Range below the mean: 13.4



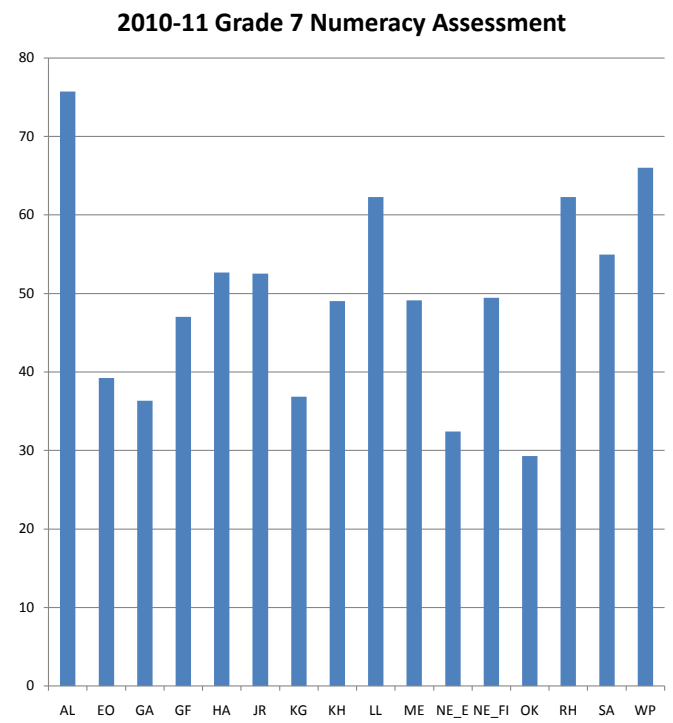
Grade 7 Literacy
Three Year Trends

- Increasing scores
  - Earl Oxford
  - J.R. Reid
  - Linden Lanes
  - Waverly Park
- Decreasing scores
  - Alexander
  - Kirkcaldy Heights
  - St. Augustine

	Number of Students	Number	Shape & Space	Patterns & Relations	Statistics & Probability	Total Numeracy
AL	14	79.2	79.2	60.2	79.9	75.7
EO	66	41.2	41.2	37.1	33.9	39.2
GA	9	27.1	41.1	38.7	41.9	36.3
GF	54	42.2	47.1	49.7	52.8	47.0
HA	34	50.0	48.2	62.8	54.9	52.7
JR	22	44.7	58.8	50.2	57.7	52.5
KG	43	35.1	40.4	37.2	32.6	36.8
KH	37	48.8	53.7	47.0	42.6	49.0
LL	36	66.8	56.5	63.7	63.4	62.3
ME	56	52.6	44.6	49.7	50.7	49.1
NE_E	23	33.6	29.9	38.1	28.4	32.4
NE_FI	8	52.7	53.0	47.6	38.5	49.5
OK	8	30.9	26.7	34.7	25.1	29.3
RH	47	63.3	60.2	58.0	69.1	62.3
SA	24	54.3	60.8	45.1	56.0	55.0
WP	39	67.7	64.2	69.7	61.9	66.0
Grand Total	**520**	**50**	**50**	**50**	**50**	**50**

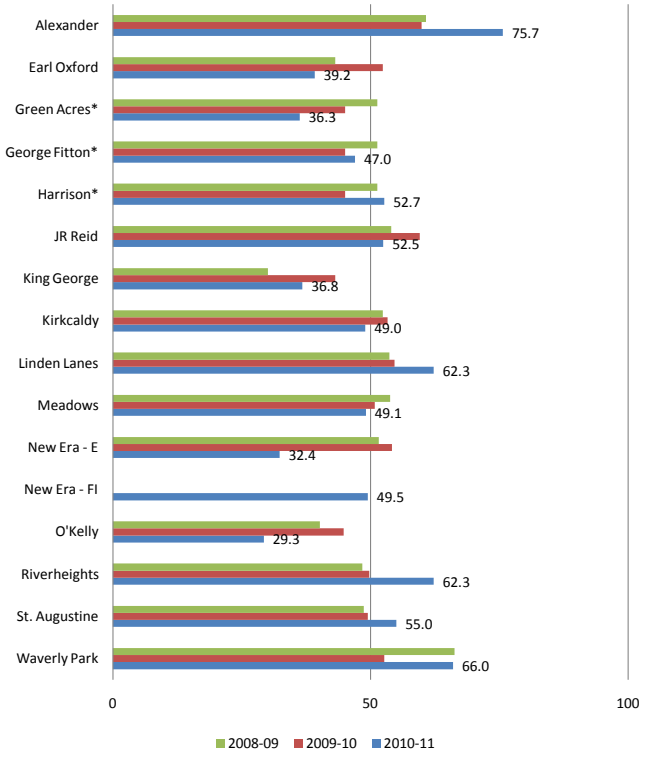
Grade 7 Numeracy

- Minimum: 32.4 (NE - E)
- Maximum: 75.7 (AL)
- Range: 43.3
- # of schools above the mean: 7
- Range above the mean: 25.7
- # of schools below the mean: 9
- Range below the mean: 17.6



Grade 7 Numeracy

- Minimum: 32.4 (NE - E)
- Maximum: 75.7 (AL)
- Range: 43.3
- # of schools above the mean: 7
- Range above the mean: 25.7
- # of schools below the mean: 9
- Range below the mean: 17.6



Grade 7 Numeracy Three Year Trends

- Increasing scores
  - Linden Lanes
  - Riverheights
  - St. Augustine
- Decreasing scores
  - Meadows

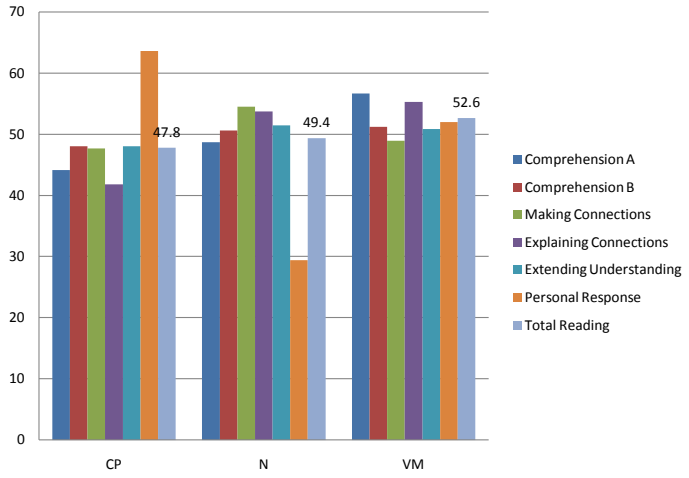
Summary of Range Scores

	Minimum	Maximum
Grade 3		
Reading	Riverview	Alexander
Writing	New Era - E	Harrison
Numeracy	Riverview	Harrison
Grade 5		
Reading	New Era - E	Harrison
Writing	Riverview	Harrison & Valleyview
Numeracy	George Fitton	J. R. Reid
Grade 7		
Reading	New Era - E	New Era – FI
Writing	New Era - E	Alexander
Numeracy	New Era - E	Alexander

2010-11

Grade 9 Reading – Normalized Scores

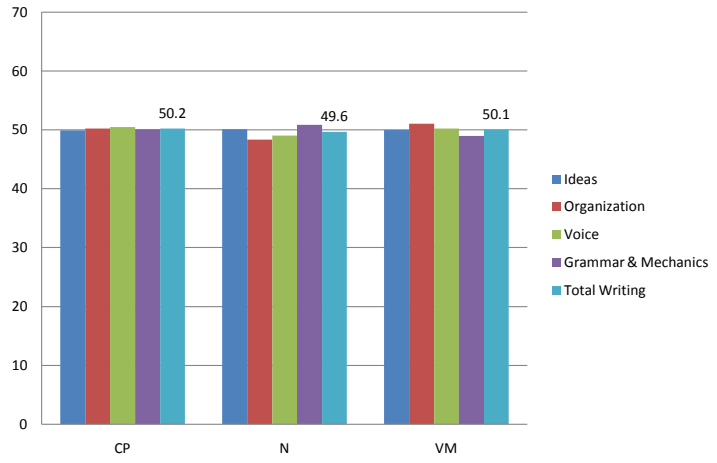
	Number of Students	Comprehension A	Comprehension B	Making Connections	Explaining Connections	Extending Understanding	Personal Response	Total Reading
CP	162	44.2	48.0	47.6	41.8	48.0	63.6	47.8
N	123	48.7	50.6	54.5	53.7	51.5	29.4	49.4
VM	166	56.7	51.2	48.9	55.3	50.8	52.0	52.6
Grand Total	**451**	**50**	**50**	**50**	**50**	**50**	**50**	**50**



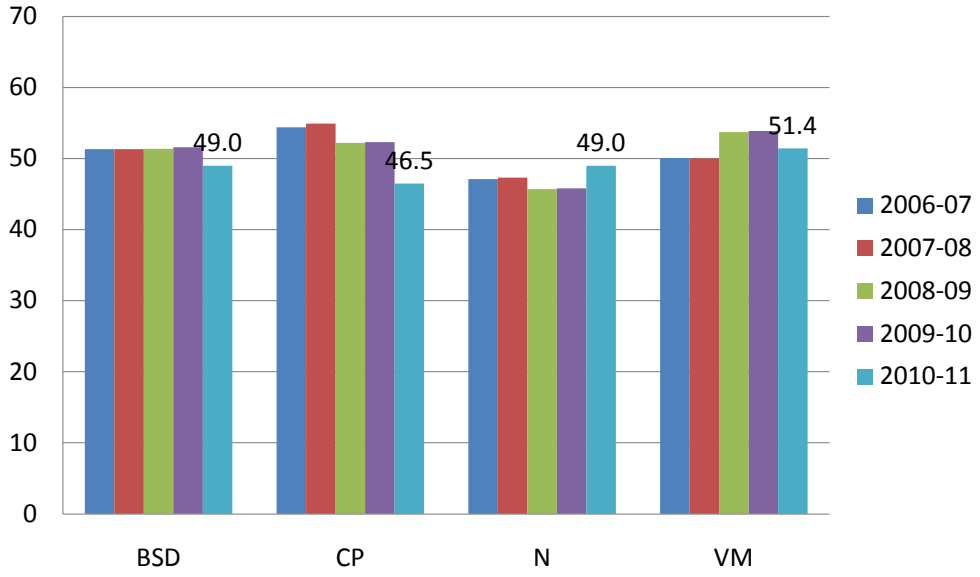
Grade 9 Writing – Normalized Scores

2010-11

	Number of Students	Ideas	Organization	Voice	Grammar & Mechanics	Total Writing
CP	161	49.9	50.2	50.5	50.1	50.2
N	123	50.1	48.3	49.0	50.9	49.6
VM	166	50.0	51.0	50.2	48.9	50.1
Grand Total	**450**	**50**	**50**	**50**	**50**	**50**



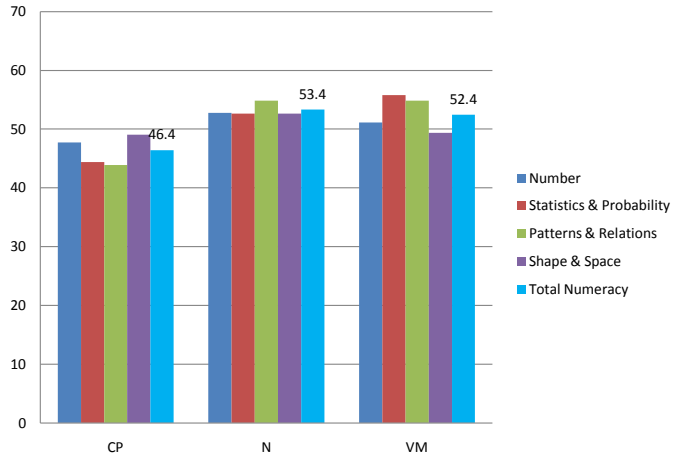
Grade 9 Literacy Assessment
Percentage Score - 5 Year Historical Trends



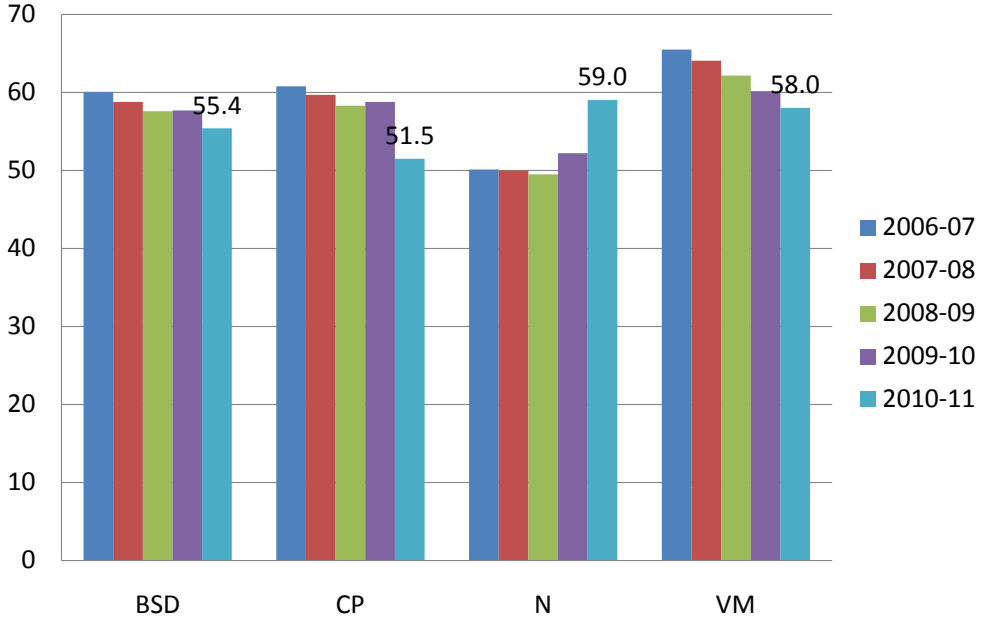
Grade 9 Numeracy – Normalized Scores

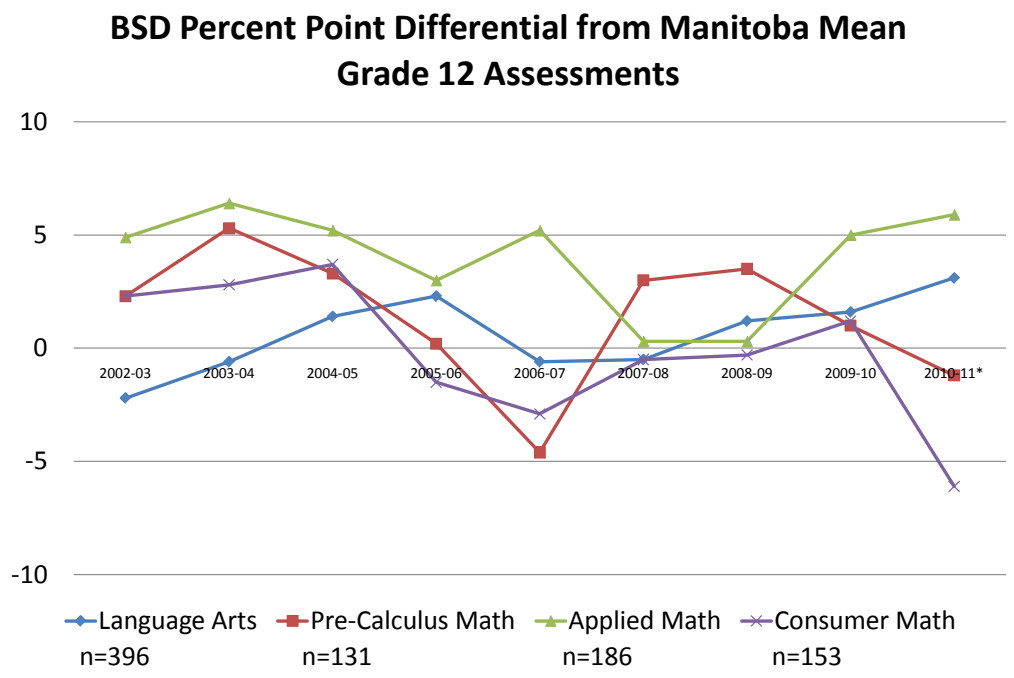
2010-11

	Number of Students	Number	Statistics & Probability	Patterns & Relations	Shape & Space	Total Numeracy
CP	254	47.7	44.4	43.9	49.1	46.4
N	136	52.7	52.7	54.8	52.6	53.4
VM	184	51.1	55.8	54.9	49.3	52.4
Grand Total	**574**	**50**	**50**	**50**	**50**	**50**



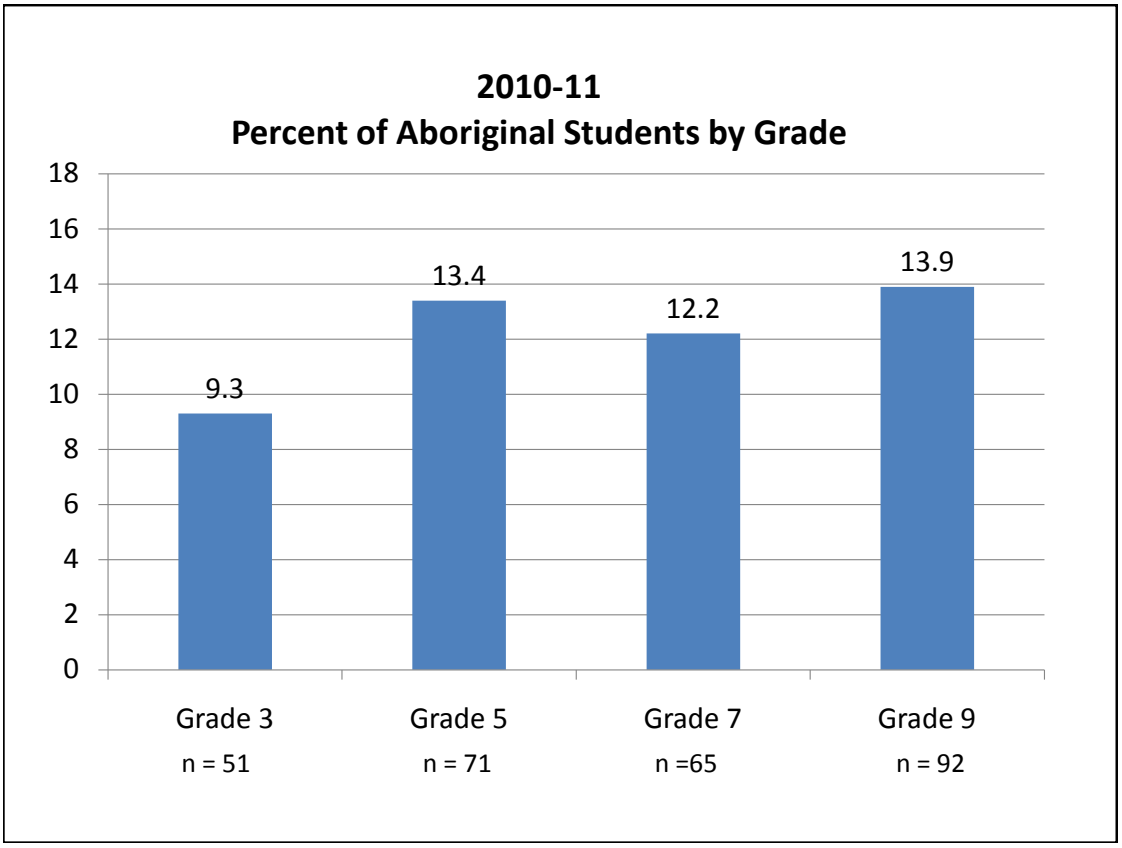
Grade 9 Numeracy Assessment
Percentage Score - 5 Year Historical Trends

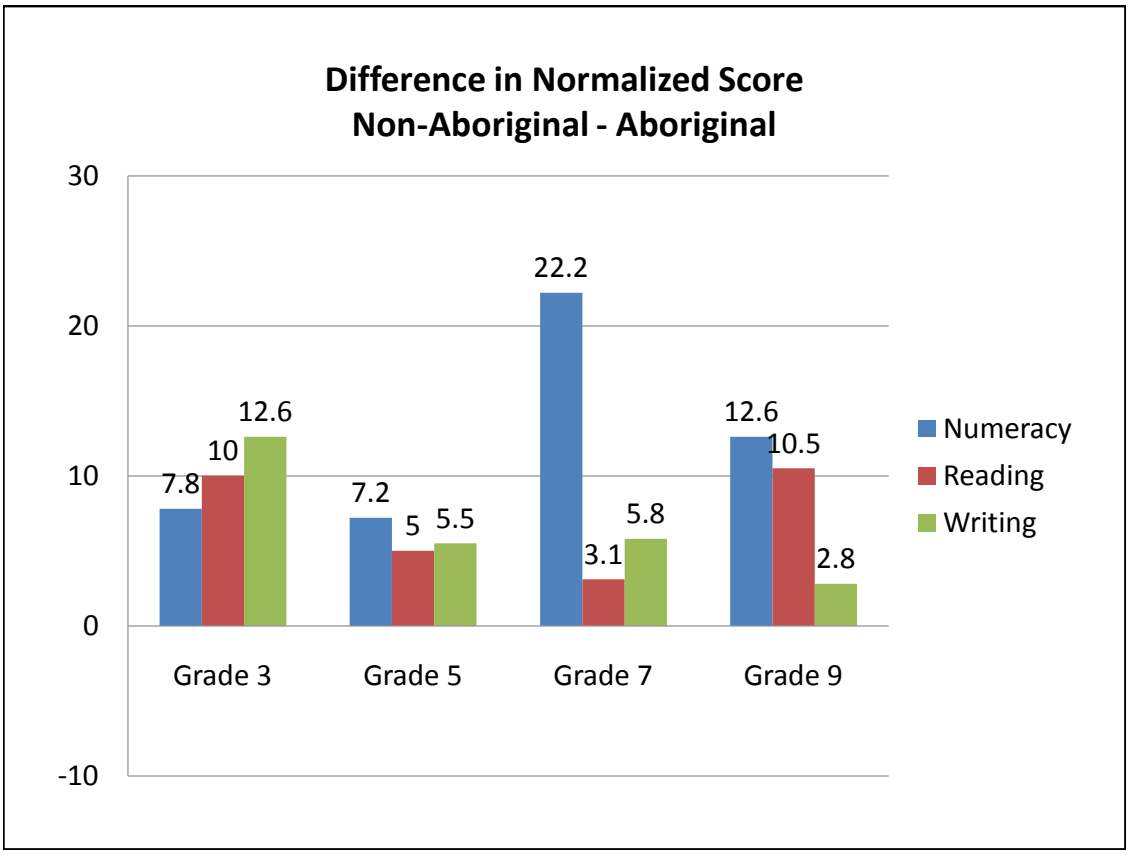


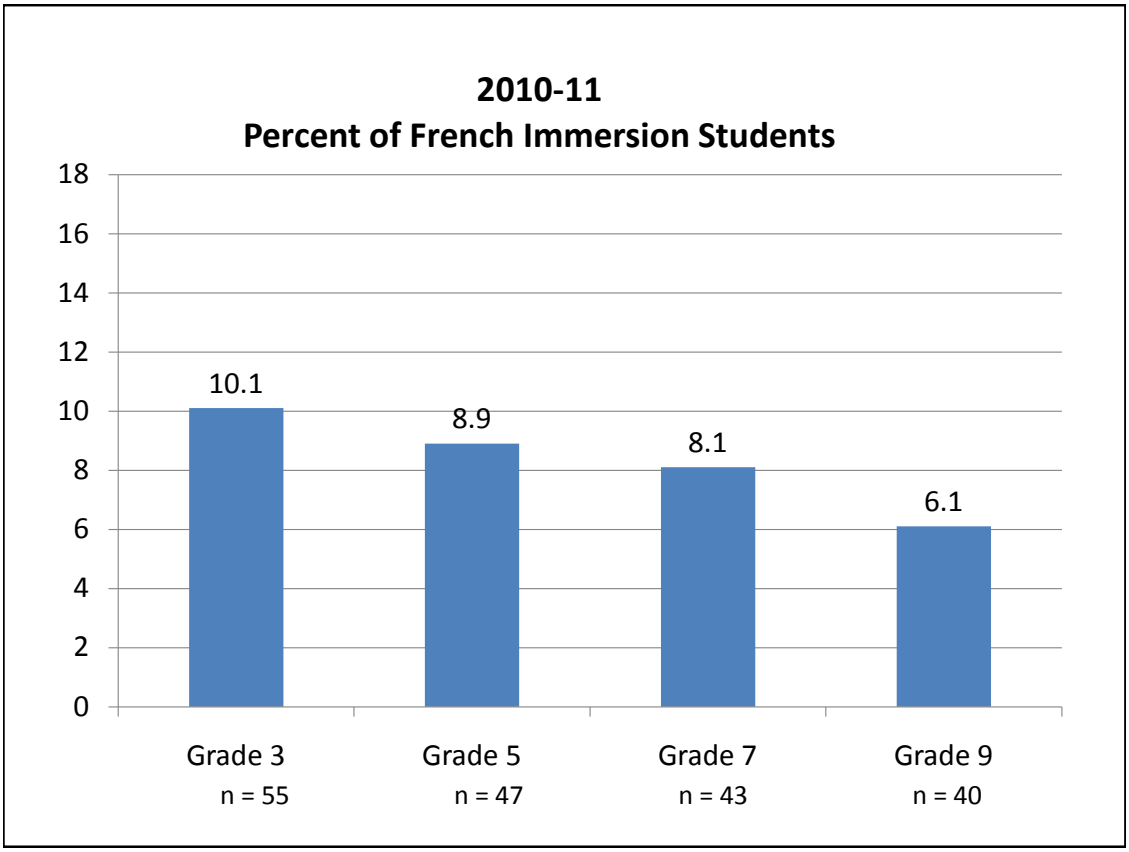


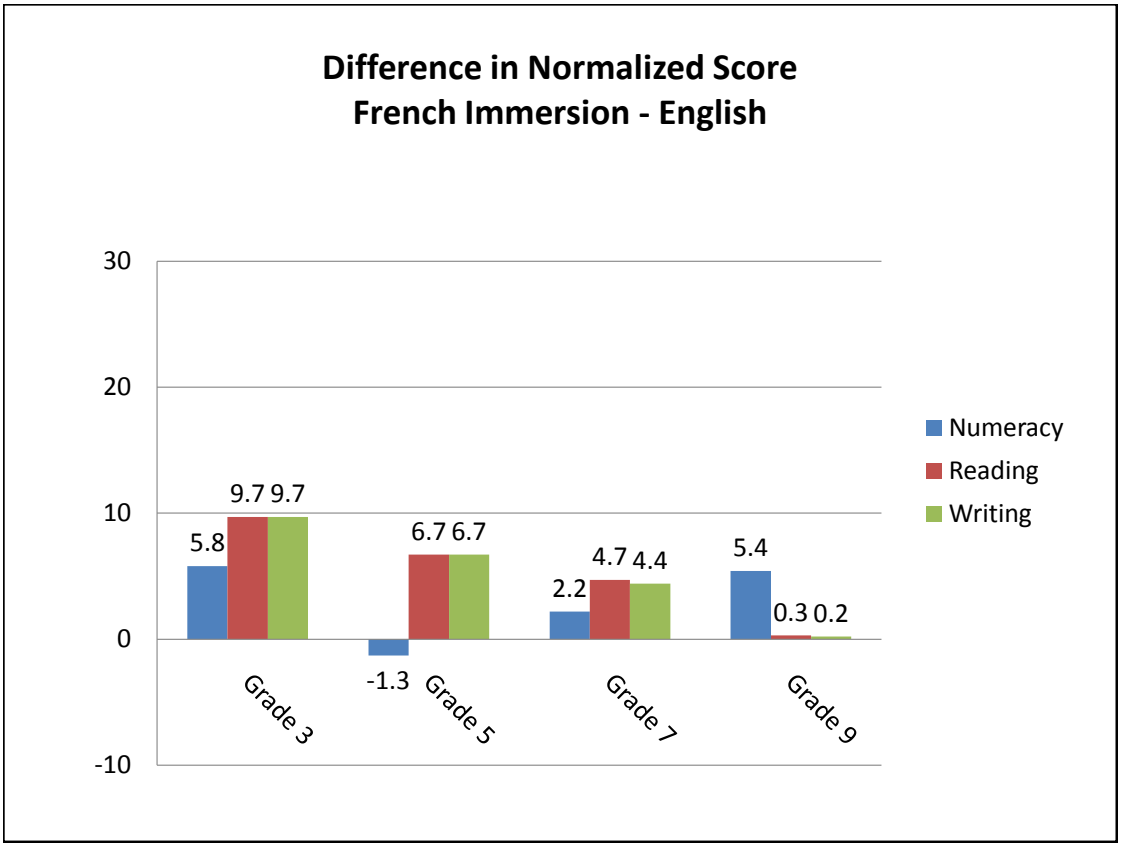
*Includes only one semester.

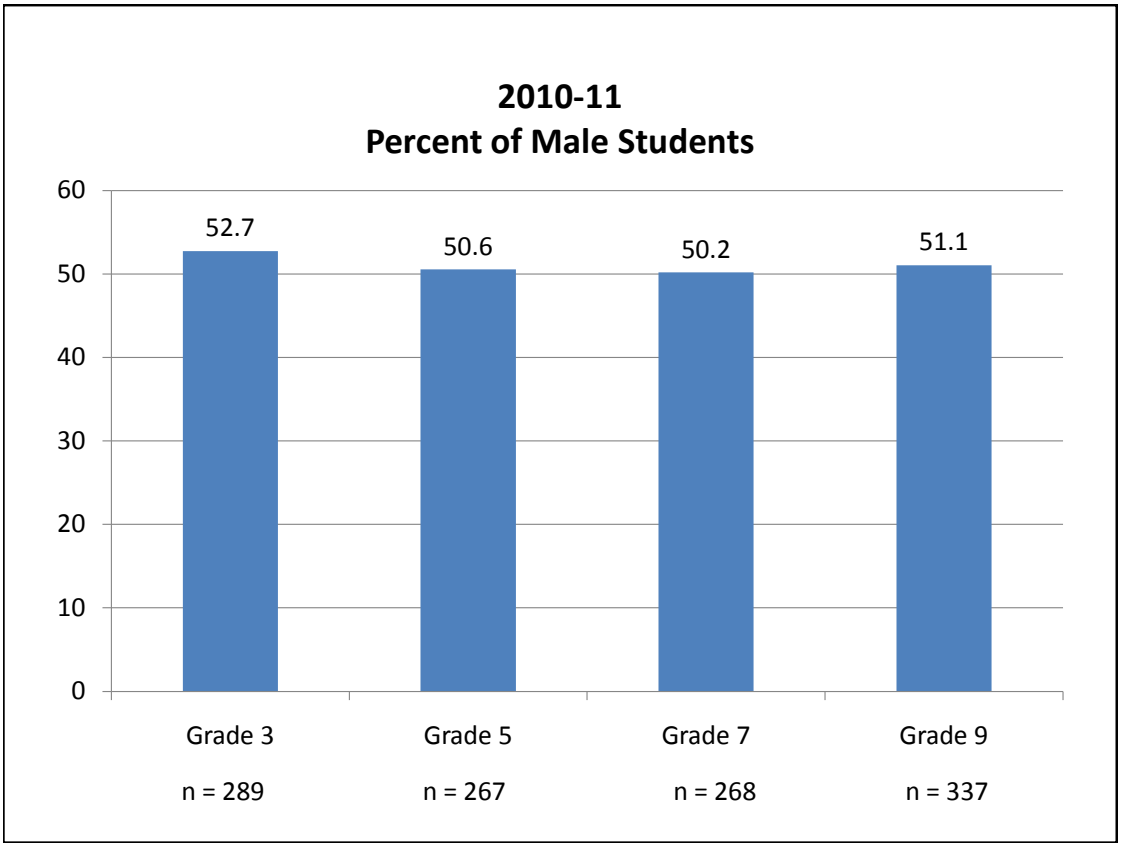
BSD Demographics

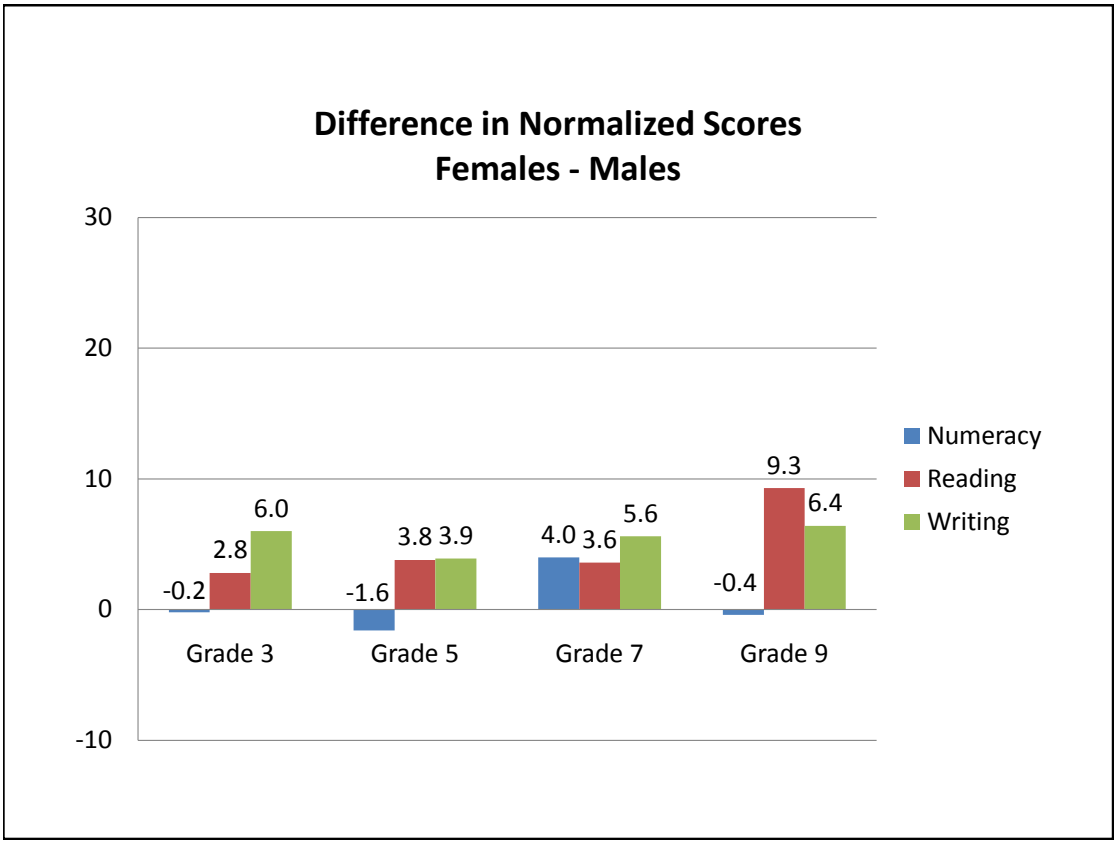

2010-11
Percent of Aboriginal Students by Grade
18
16
14
12
10
8
6
4
2
0
9.3
13.4
12.2
13.9
Grade 3
n = 51
Grade 5
n = 71
Grade 7
n =65
Grade 9
n = 92

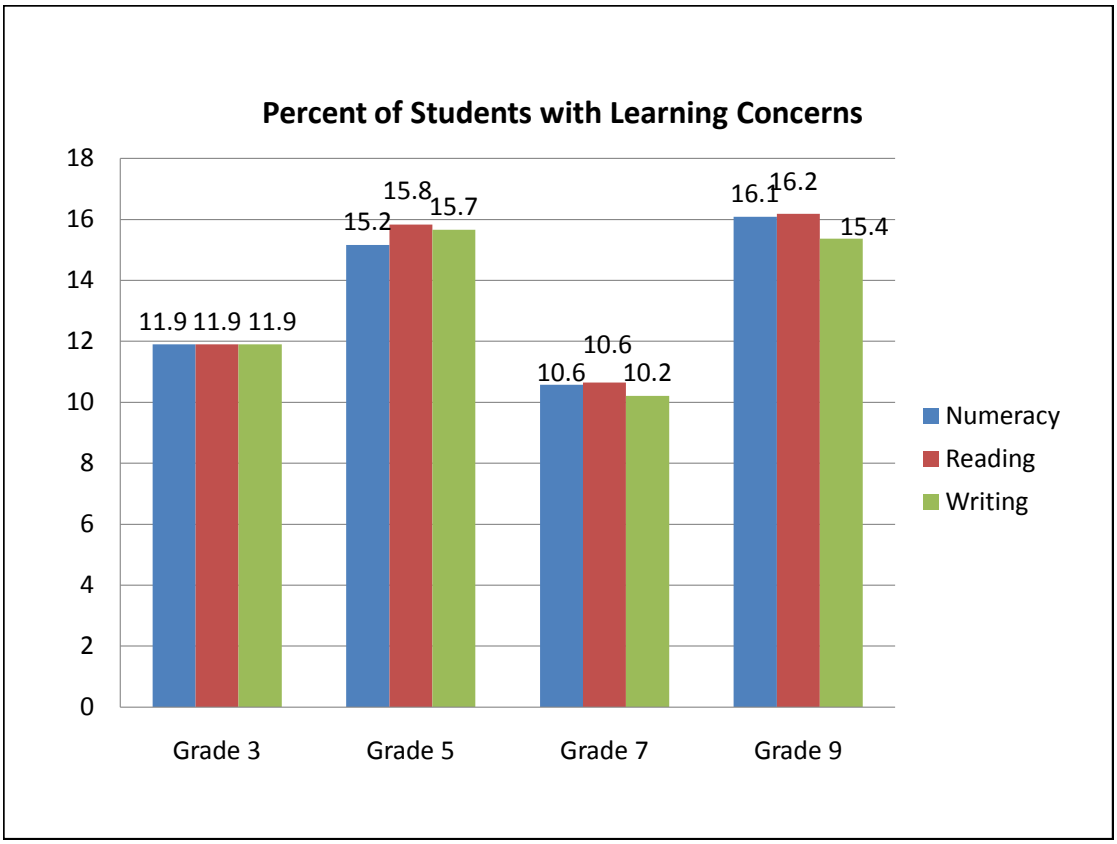

Difference in Normalized Score
Non-Aboriginal - Aboriginal
30
20
10
0
-10
7.8
10
12.6
7.2
5
5.5
22.2
3.1
5.8
12.6
10.5
2.8
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing

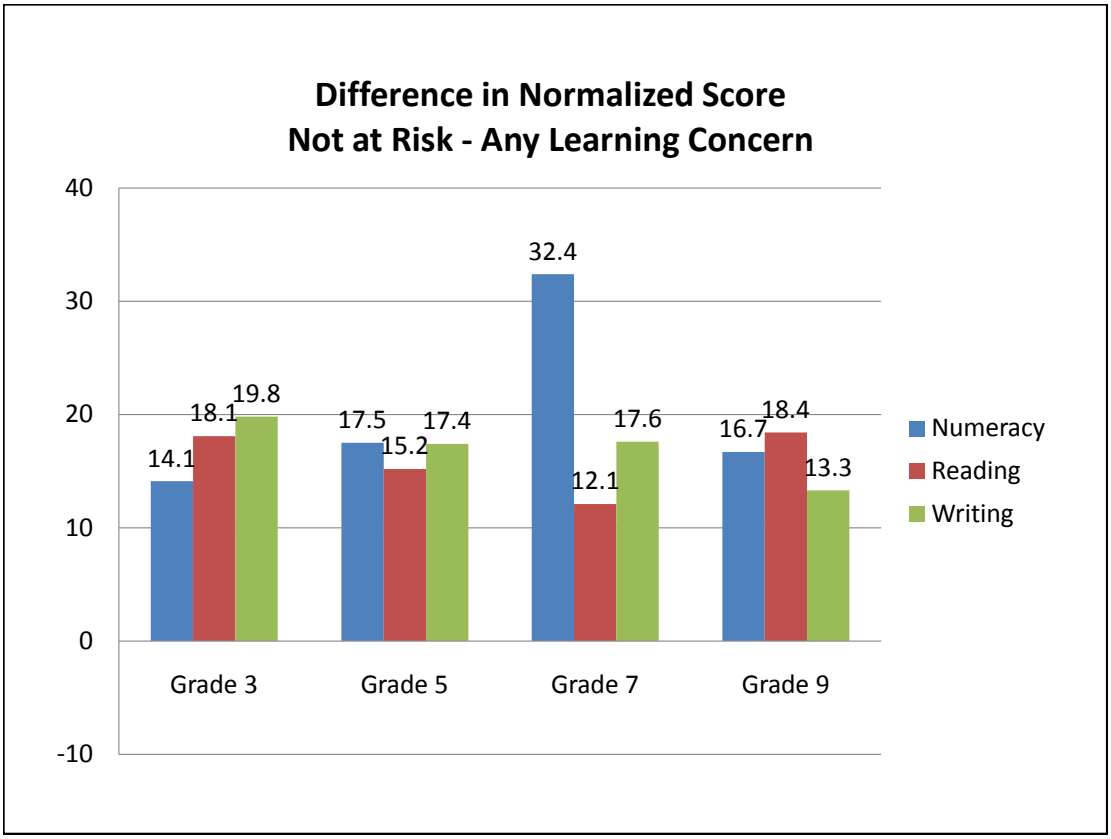

2010-11
Percent of French Immersion Students
18
16
14
12
10
8
6
4
2
0
10.1
8.9
8.1
6.1
Grade 3
n = 55
Grade 5
n = 47
Grade 7
n = 43
Grade 9
n = 40


Difference in Normalized Score
French Immersion - English
30
20
10
0
-10
5.8
9.7 9.7
-1.3
6.7 6.7
2.2
4.7 4.4
5.4
0.3 0.2
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing


2010-11
Percent of Male Students
60
50
40
30
20
10
0
52.7
50.6
50.2
51.1
Grade 3
Grade 5
Grade 7
Grade 9
n = 289
n = 267
n = 268
n = 337


Difference in Normalized Scores
Females - Males
30
20
10
0
-10
-0.2
2.8
6.0
-1.6
3.8
3.9
4.0
3.6
5.6
-0.4
9.3
6.4
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing


Percent of Students with Learning Concerns
18
16
14
12
10
8
6
4
2
0
11.9 11.9 11.9
15.2
15.8
15.7
10.6
10.6
10.2
16.1
16.2
15.4
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing


Difference in Normalized Score
Not at Risk - Any Learning Concern
40
30
20
10
0
-10
14.1
18.1
19.8
17.5
15.2
17.4
32.4
12.1
17.6
16.7
18.4
13.3
Grade 3
Grade 5
Grade 7
Grade 9
Numeracy
Reading
Writing

BRANDON
SCHOOL DIVISION

SECTION V
Brandon School Division – OUR DIVISIONAL PROGRESS

SECTION V Brandon School Division – OUR DIVISIONAL PROGRESS

1. Learning Support Services

Literacy
Report Prepared by Ms. Cory Nevill, Literacy Specialist

Quality Teaching
The literacy work completed in this Divisional focus area had two main foci: assessment and the continuation of work on the Best Practices in Literacy document that will append the Divisional Literacy policy.

The Divisional Literacy Assessments at Grades 5 and 7 underwent a change to be more classroom based assessment which was seen as a positive change by both teachers and administrators. The teachers at these grades were given a support document to guide their assessment of students and submitted data to the division at the end of October so that trends in the Division can be analyzed.

Quality Learning
The work with this committee was focused on the topic of engagement, particularly of Middle Years students. There were two workshops with Faye Brownlie for Middle Years teachers. These workshops focused on strategies to engage all students at the Middle Years. In September a workshop was organized for administrators on research into engagement. This workshop was facilitated by Warren Nickerson of Manitoba education. Also research into the topics of engagement, brain based learning and educational neuroscience were provided for the Quality Teaching committee.

Quality Support Services
The work of the literacy specialist in this Divisional focus area was centred upon supporting school literacy teams in developing and implementing their school plans in the goal area of literacy.

Numeracy
Report Prepared by Teresa Timmerman, Numeracy Specialist

Quality Learning: Student Assessment
The Early Years Numeracy Committee revised and updated the Grade 3 assessment support binder, for use beginning in September 2011, to assist teachers in collecting evidence of student understanding.

The Grade 5 Numeracy Assessment committee developed a classroom-based Numeracy assessment, including rubric and support document, for implementation in September 2011.

Quality Teaching: Staff Development and Staff Mentoring

School site visits, consultations and professional development sessions were conducted throughout the year in response to school requests and school development plans.

A collaborative group was established to examine the Division's model for English as an Additional Language (EAL) sheltered instruction in Numeracy. The team learned fundamentals of the E credit, selected essential content in Grade 9 and developed supporting lesson materials.

Math Recovery programming occurred in two elementary schools (forty nine students) with positive student growth. An additional four teachers will receive Math Recovery training and implement their training in various Numeracy Support roles throughout the 2011/2012 school year.

Quality Support Services

The *Numeracy Policy 4059* was researched and drafted. It was presented to provincial consultants, local teachers, principals and Senior Administration for review in preparation for presentation to the Education Committee and the full School Board in September 2011.

English as an Additional Language Specialist Report

Report Prepared by Ms. Joanna Ford, English as an Additional Language Specialist

Quality Teaching

Collaboration was a key goal for English as an Additional Language (EAL) planning and instruction this year. Three schools piloted a co-teaching method of instruction where EAL teacher and a classroom teacher teamed up to plan and deliver lessons. Co-teaching allowed teachers to share strategies for language instruction and resources that made content accessible for EAL students. This resulted in EAL students being able to learn content and language alongside their English speaking peers. EAL students became active, participating and engaged members in their classrooms.

A second project of collaboration involved grade nine sheltered content teachers from all high schools, the numeracy consultant, and two EAL teachers; this team developed a scope and sequence for the sheltered content curriculum. They also added EAL goals and outcomes to the curriculum. The plan is to continue working in this model with sheltered content teachers from other subject areas next year.

Staff development continued to be a goal as well. Some of the professional development workshops offered included EAL basics, second language acquisition, assessment training, a Faye Brownlie workshop, EAL resources, EAL literacy concerns, EAL strategies for differentiation, and EAL vocabulary instruction.

Quality Learning

There has been continued work on creating a Divisional EAL reporting document for the Early and Middle Years. The reporting document, as well as support documents will be ready for use in the first reporting period of the 2011/2012 school year.

Language, Academics and Literacy (LAL) programming began at Crocus Plains this year. This programming was made possible through the Intensive Newcomer Support grant that we received from the Province. The focus of the program is on improving basic literacy and numeracy skills for student with interrupted educations.

Quality Support Services

The reception centre has made it possible for all EAL students to receive comprehensive and consistent assessment and intake. This then makes it possible to identify EAL students who may require support from student support services. Efforts to communicate more with student support services and share information about language acquisition and cultural differences in learning have been ongoing this year.

English as an Additional Language Reception Centre (Effective September 2010)

Report Prepared by Mr. Greg Malazdrewicz, Associate Superintendent

The English as an Additional Language (EAL) Reception Centre has processed over 350 student registrations since its opening in August of 2010 with 150 - 200 students receiving English Language assessments prior to their assignment to Division schools. First language support with Spanish and Mandarin speaking staff and other interpreters from the Brandon Community Language Coop for other language groups has provided a significantly higher level of service to our EAL community than was previously possible. With the ability to communicate effectively a significant amount of background information from families has provided for smoother and more effective transitions for these new students into our schools. The EAL Reception Centre staff have been an invaluable resource for families as well, with their ability to connect the families with other community resources.

The second function of the EAL Reception Centre was to provide interim programming to develop functional English skills for students between grades 5 to 8. Over fifty students have received this pre-placement support throughout this past year. As the year end approaches, students have been retained in the program at New Era to extend their English language acquisition opportunities prior to the summer break. These students will move to their catchment schools in September 2011.

Finally, mid-year as new registrations slowed, the EAL Reception Centre staff were kept busy doing assessments at school sites, facilitated professional development opportunities and participated in co-teaching projects around the Division. These human resources were valuable assets that supported our schools exceptionally well.

Physical Education
Report Prepared by Mr. Ralph Clark, Physical Education Specialist

Throughout the 2010/2011 school year, a number of actions were initiated by the Physical Education / Health Education Specialist which focused on physical literacy and community relationships.

The purchase of non-traditional equipment, the creation of an after school program and the "Taking It" presentation to high school athletes highlighted a few ways in which students were supported in their learning. These opportunities amongst others offer a variety of ways which will help all learners acquire the basic movement skills to lead an active healthy lifestyle.

Quality teaching was reinforced by effective leadership through professional development opportunities. First Aid / CPR, Sensitive Issues, and ACT High School CPR sessions were some of the workshops that were offered to teaching staff. New developments in teaching physical education / health education were accessible through provincial and national meetings.

Working collaboratively with community, provincial, and national organizations in promoting active healthy lifestyles provided Quality Support Services to students in the Brandon School Division. Cooperative work with the Brandon Sport Alliance, Brandon University, and Healthy Schools Manitoba helped provide support to allow students become lifelong learners.

Technology in Learning
Report Prepared by Mr. Reg Reimer, Technology in Learning Specialist

Primary focus this year was on two pilot projects and their impact on technology integration both at K to 8 and high school levels.

Collaboration with a team of teachers at Vincent Massey, led by Ingrid Gross, focused on 21st Century learning opportunities for high school students, led to the implementation of a digital Learning Management System (LMS). Centrally hosted by Management Information and Systems Technology (MIST) at http://moodle.brandonsd.mb.ca, the website began to host resources and learning activities that offered authentic writing and critical thinking opportunities for students, in a secure environment. Teachers gained a "foothold" in the 21st century classroom, interacting with students in a digitally mediated environment. "Brandon School Division Moodle" will continue next year, supported by two professional development activities this June.

The second pilot—a 1:1 implementation of iPads at King George and New Era schools—focused on preparing Brandon School Division students and teachers for mobile computing in the classroom. Running from March to June, the pilot demonstrated

improved student engagement and achievement. The teachers involved shared insights with approximately one hundred (100) colleagues through "open houses" and in online wiki discussions (http://etopics.wikispaces.com). The deployment of mobile devices will expand to seven (7) schools next year, with professional development opportunities being planned accordingly. Preliminary and summary reports were submitted.

Aboriginal Education

Report Prepared by Mr. Kevin Tacan, Aboriginal Elder

The Aboriginal Elder's program continues to offer new opportunities for staff and students on Implementing Aboriginal perspectives in the classrooms and for additional appropriate learning for many Aboriginal and non Aboriginal students that show an interest in acquiring knowledge in particular areas. To meet Quality Learning, Quality Teaching and Quality Support Services objectives, the Aboriginal Elder's program has been in classrooms presenting on various topics such as environmental studies, psychology, to Canadian History. Music, storytelling, and visual items are used in many of these presentations to allow for a hands-on experience for students and staff. The Aboriginal Elder has been in many Middle Years schools discussing issues of bullying, smoking, drugs and alcohol, and gang awareness and avoidance and other issues important to meet school objectives.

An Aboriginal perspective is important in school as many students are not aware of their heritage and to be able to learn alongside non-Native students is ideal, as it allows for appreciation and understanding of Canada's oldest cultural group. The outcomes have been very positive and continue to be a high point in the students' experience in the year. Aboriginal students have struggled for many years; however, the Brandon School Division has implemented this program, identifying the unique needs of the Aboriginal students. In this capacity, the Aboriginal Elder has offered a traditional system of cultural awareness and counselling methods that meet family and individual needs.

Student Support Services

Report Prepared by Ms. Marsilah Peirson, Ms. Veronica Adams and Ms. Glenda MacKay, Facilitators, Student Support Services

Learning Support Facilitators

The Facilitators supported resource teachers throughout the year in the areas of student specific programming in schools (Individual Education Plan), and attended regular clinical meetings. On three separate occasions, the Facilitators gave a PowerPoint presentation on Response to Intervention to the principals, resource teachers, guidance counsellors, and the clinicians. In the area of Assistive Technology, the Learning Facilitators worked collaboratively with the Management Information and Systems Technology (MIST) department in the coordination of providing software training for teachers, and the purchase of hardware for students based on their needs.

They continually provide support/in-servicing for monthly resource teacher/counsellor meetings that have included a presentation by John Howard Society and The Learning Disability Association, Brandon Chapter. The Learning Facilitators participated in the Annual General Meeting, in May of 2011, by the Westman Student Services Administrators Association of Manitoba (WSSAM). They are in the final process of reviewing comprehensive and relevant data on student information for SIRS/SPED. This is a collaborative effort with the MIST department, Associate Superintendent, and high school resource teachers and guidance counsellors. The Facilitators continue to collaborate with community agencies in addressing the needs of students in our division. Preparation is underway for the organization of Non-Violent Crisis Intervention Initial Training, Threat Assessment Level I and Threat Assessment Level II Training (with Kevin Cameron).

Social Workers (SWs)

Social Workers have completed the Strong Kids Programs for this year. The last of the data collection on the Social Emotional Learning (SEL) program is ongoing. Once the data is collected, it will be given to Adrian Kuryliw to collate. Social Workers will continue to work on developing a Social Work Service Delivery model. This will be an ongoing project well into the 2011/2012 academic year. In developing this model, all Social Workers have met with their school teams to complete a need assessment (team includes principals, resource teachers and counsellors). Shari Block, the Department of Education social work representative has offered to take the information gathered in the needs assessment and collate them into a final report for us over the summer. Social Workers will receive the finished product in the fall of 2011. Non-violent Crisis Intervention training is being planned for the fall dates. Social Work discipline presented a PowerPoint presentation to the Board of Directors on May 24, 2011. SWs continue to support a number of Brandon School Division and outside agency committees, including Westman Child Abuse Committee and Suicide Prevention Intervention Network (SPIN). The Social Worker at Neelin High School has taken a one year leave of absence resulting in a competition for an additional FTE Social Worker. Closing date for this position was June 1, 2011, currently in the process of hiring.

Psychologists

Over the last few months of the current academic year, psychologists continued to be involved in student specific programming including Individual Education Plans, Functional Behaviour Assessments, Behaviour Intervention Plans and assessments (i.e. cognitive, adaptive, learning, behavioural, social/emotional) for programming. In addition, psychologists were involved in the supervision of education assistants hired to deliver the Barton Reading and Spelling Program, in the organization of the Safe Kids Form and SPIN's Youth Wellness Day, and consulted on the collection of data for the social emotional learning project.

Speech-Language Pathologists (SLPs)

SLPs received additional educational assistants, who were placed in five schools. The SLPs provided training for these new assistants. SLPs are working up post-testing with the Phonological Awareness Screening Test (PAST), and are working with Teresa Timmerman to input the results of the phonological awareness groups that were conducted throughout the year. The SLPs screened two hundred seventeen students students at the Milestones Preschool Wellness Fair on April 28, 2011 and made forty three new referrals.

Aboriginal Education Counsellor

The counsellor continued to provide ongoing support for Aboriginal students on an individual basis and in small group counselling sessions utilizing the seven teachings. The counsellor also worked collaboratively with Brandon School Division teachers on the Journey from Cultural Awareness to Cultural Competency Training sessions and integrating the Aboriginal Perspectives into the curriculum. Aboriginal resources and materials that support these initiatives were ordered.

French Languages

Report Prepared by Ms. Delphine Holian, French Language Specialist

Quality Learning

During the year, resources for the Basic French and French Immersion programs were purchased. Teachers are now able to borrow them for use in their classroom. Some of our schools attended Festival du Voyageur and others that couldn't attend hosted their own French Festival (Festival du Voyageur, Mardi Gras, French Restaurant, etc.). The Division hosted "concours d'art Oratoire" for the Basic French grade 5 and 6 along with the all the French Immersion classes.

Quality Teaching

Teachers from the same grade levels have been paired throughout the Division. This has helped facilitate the sharing of ideas, activities, and helped ease the problems of limited resources. Teachers have been creating units according to their own needs. The Department supported many teachers to sign up for different workshops in Brandon and Winnipeg throughout the year. Evaluating teachers and educational assistants on their French Language acquisition remains a high priority to ensure teachers are employed to their full potential.

Quality Support Services

The department has provided guidance to teachers in the purchasing of new resources for their own classrooms. The French department worked closely with the Division du Bureau de l'éducation française (BEF) in Winnipeg to keep current with teaching methodologies. This has provided the Brandon School Division to be a contributor to the revitalization of the Provincial Basic French Curriculum. We continue to meet all

teachers and administrators on a regular basis to provide guidance and help maintain a high standard of teaching throughout the division.

Library

Report Prepared by Ms. Rachel Burnett, Library Technician

The role of the Divisional Library Technician provides Quality Support Services to the K to 8 Teacher Librarians in areas of cataloguing, inventory, L4U technical assistance, as well as providing support with library processes and training new library staff.

From September to January, Mayvis MacLellan had catalogued a total of 2,643 new items; assisted with inventory at three schools; and completed the transfer of books and bibliographic records from New Era's library to École Harrison.

Rachel Burnett became the new Divisional Library Technician in March and catalogued 2,651 new items, assisted with inventory at two schools, and met with all library staff. To provide quality service to library students and staff, Rachel has ensured care that each L4U record follows current cataloguing standards, and includes additional details to best represent each item. Additional details included are: copyright rules for Audio-visual items, audited URLs related to items that can be accessed from the L4U's Wide Area Search, and cleaner use of symbols and French descriptions in most French records. A total of 5,294 items were catalogued in the 2010/2011 school year.

Auto-circulation and the Wide Area Search catalogue has granted a flexible infrastructure for Teacher Librarians and enabled them to provide Quality Teaching.

New Items catalogued into L4U :

K-8 Schools	Sep 2010-Jan 2011	Mar-May 2011	2010/11
Alexander	120	115	235
Betty Gibson	246	209	455
Earl Oxford	79	162	241
George Fitton	144	158	302
Green Acres	116	95	211
Harrison	0	150	150
JR Reid	112	158	270
King George	115	132	247
Kirkcaldy Heights	259	254	513
Linden Lanes	186	91	277
Meadows	204	147	351
New Era	220	167	387
O'Kelly	204	137	341
Riverheights	174	150	324

Riverview	182	89	271
St. Augustine	16	135	151
Valleyview	50	155	205
Waverly Park	216	147	363
K-8 Schools Total:	2643	2651	5294
Division Office Server:			
Spring Valley	40		40
Professional Development	40		40
Student Support Services		6	6
Aboriginal Education Counsellor		21	21
English as an Additional Language	194		194
	Division Office Server Total:		*301*

2. Steering Committee Reports

Quality Learning Steering Committee
Presented by Co-Chairs M. Gustafson and D. Wilkinson

All three high schools and two K to 8 schools (Kirkcaldy Heights and Linden Lanes) participated in the "Tell Them From Me Survey" which had been part of the Canadian Education Association (CEA) study on student engagement. Staff at these schools report receiving valuable information through participating in this survey. These results are provided in Appendix 1.

Principals of Middle Years School students attended a session in September presented by Warren Nickerson of Manitoba Education focusing on engagement. This was followed by two sessions for Middle Years teacher representatives from each school presented by Faye Brownlie, also focusing on engagement (through differentiation).

The committee committed to personal professional development/study in the area of brain-based learning. This was greatly enhanced by the Learning Community presentation on April 11, 2011 on Brain-Based Learning by Gary Anaka. Gary also presented that same morning to teacher representatives from each school.

Quality Teaching Steering Committee
Presented by Co-Chairs B. Shamray and G. McDonald

During the 2010/2011 school year, the Best Practices Literacy Steering Committee began the process of facilitating the implementation of the "K-4 Best Practices" document.

Classroom teachers volunteered to work as co-chairs and a grade group steering committee, comprising of teachers, was established at each grade level, grades K to 4. Each grade group committee reviewed the draft document, suggested additions or changes, and formulated a division wide implementation plan for the document for the 2011/2012 school year.

The Kindergarten grade group committee created a common Kindergarten screening tool, assessment and resource binder, as well as a common report card to be piloted by Kindergarten teachers in ten schools beginning the fall of 2011.

On June 22, 2011, the Kindergarten teachers who will be piloting the assessment, along with their principals will be brought together to review the assessment tool and implementation plans.

The grade 3, 5, and 7 numeracy assessment committees worked on support documents to provide common understanding of outcomes and assessment practices. The grade 5 and grade 7 committees reviewed current assessment practices, made revisions and sought input from Senior Administration regarding the assessments and their administration.

Quality Support Services Steering Committee
Presented by Co-Chairs M. Peirson and M. Adamski

Response to Intervention Model (RTI)
The Response to Intervention Model (RTI) has been the focus of discussion during the monthly meetings. The committee recommended a team from Brandon School Division to attend a three day RTI workshop in Nevada during the July of 2011. Recommendation to send a team to this workshop has been supported by the Associate Superintendent. Two of the Committee members presented a PowerPoint presentation on RTI Model to the principals, resource teachers, guidance counsellors and student support services staff.

Student Information Record System (SIRS)/Special Education Portion of SIRS (SPED)
The Committee is working collaboratively with the Management Information and Systems Technology (MIST) department. They are in the final process of reviewing comprehensive and relevant data on student information for SIRS/SPED. This is a

collaborative effort with the MIST department, Associate Superintendent, and high school resource teachers and guidance counsellors.

Transportation on Curbside Busing
Committee members met with Ron Harkness on May 6, 2011 to review changes that need to be made. Some recommendations were made.

Human Resources
The Committee met with the Director of Human Resources, Becky Switzer, on January 17, 2011 regarding the revision of teacher interview questions, professional development for educational assistants. A request for 2011/2012 Budget Sustainability was made. The request was submitted to Senior Administration for an approval to support educational assistants' professional development. The steering committee participated in the process with Senior Administration on the revision of the teachers' interview questions.

Proposed changes to Teachers Interview Questions
The Steering Committee met with Dr. Michaels and Mr. Malazdrewicz on February 24, 2011 to review and update the current Brandon School Division teacher interview questions in accordance with the revised Policy on teacher selection, hiring and assignment (Policy 5010).

Single Track French Immersion

The Single Track French Immersion School Implementation Steering Committee met five times over the course of the 2010/2011 school year. The Committee is comprised of Principals of George Fitton School, Green Acres School, École Harrison, and École New Era School, the Director of Human Resources, the Secretary-Treasurer, the Superintendent of Schools/Chief Executive Officer, and the Associate Superintendent. The work of the Committee over the past year focused on matters which required follow-up during the initial year of program implementation.

There was a good distribution of student enrolment at the affected schools. Registrations for French Immersion Kindergarten were accepted beginning January 6, 2011 and continue to be accepted. The Director of Human Resources provided regular updates on staffing at the four schools.

Fundraising for the Middle Ground Playground for George Fitton School and École Harrison has been underway all year. Various grant applications have been submitted and staff and parents have worked together on diverse fundraising initiatives.

Resources required by the schools, as a result of the new school configurations, have been closely monitored and addressed.

Principals shared information on planned year-end celebrations for grade 8 students at each of the schools.

As the initial year of program implementation concludes, Principals expressed appreciation to Administration and the Board of Trustees for their support in making this a successful transition at each of the affected schools.

Senior High Access Committee 2010/2011

The Senior High Access Committee (SHAC) has been in operation since 2002. Its overall purpose is to provide futuristic and developmental "TRI HIGH" leadership to senior high education in the Division in accordance with Brandon School Division's mission, vision, and strategic goal. The Committee consists of three senior high principals, five senior high vice-principals, Superintendent of Schools/CEO, Associate Superintendent. Presentations and discussions are had with a wide variety of staff in the Brandon School Division.

In 2010/2011 the major areas of focus included:

Policy/Procedures 4052 *Assessment, Evaluation, and Reporting of Student Learning and Achievement* in Senior High Schools

- Implementation to parallel that of the K-8 implementation in 2009-2010;
- Senior High Schools need to move forward in terms of becoming outcomes-based in assessment and reporting;
- consistency among the three high schools needed;
- a Steering Committee (Senior High Assessment and Evaluation Leadership Team) was established, comprised of Senior High Principals, Staff Development Specialists at the Senior High Schools, 1-2 teachers from each High School;
- members of the Steering Committee attended professional development sessions by Warren Nickerson and Damian Cooper;
- the Steering Committee developed a 3-year implementation plan; and
- a PD session for all Senior High Teachers has been scheduled on October 14, 2011. Damian Cooper will present on formative and summative assessment.

Provincial Assessment Policy K-12 – Academic Responsibility, Honesty, and Promotion/Retention

- Senior High Schools expected to act in accordance with this new policy as of Feb. 1, 2011 and revise or develop assessment policies to align with provincial policy; these policy revisions should be formalized for the 2011/2012 school year;
- overall our assessment policy has been well researched and developed. We may need to add some statements in order to comply with the Provincial Assessment Policy;

- a question for us to consider is, “how has the teacher related assessment practices to learning outcomes?”; and
- it was agreed that teachers should be advised to notify principal two weeks in advance of report card distribution of any students whose marks fall between 45 to 50. This would allow time for the Principal to have discussion with teachers prior to making final decision on whether or not to grant credits.

Student Engagement Surveys

- *Tell Them From Me* Effective School Student Survey was administered at the three Senior High Schools in November 2010;
- Valuable feedback was received. Student Engagement results will be incorporated into 2011/2012 School Development Plans. Please see Appendix 1 for the individual school results; and
- Dr. Michaels will take the drug and alcohol use results to the Community Drug and Alcohol Education Coalition for discussion.

Legal Perspectives and Advice – Criminal Record Check (CRC) and Child Abuse Registry Check (CARC), Off-Site Travel (as per Policy 4001 “Off-site Activities”)

- Mr. David Swayze presented to the Committee in Semester 1;
- discussion held regarding Criminal Records Check and Child Abuse Registry Check; and off-site travel – re: approval and denial of trip requests, volunteers, mode of transportation (paid drivers vs. volunteer drivers);
- Principals had the opportunity to ask questions and discuss common scenarios and best practices; and
- Principals must consider what is reasonable and act always in “loco parentis”.

Grade 9 Student Achievement in Literacy and Numeracy

- The Coordinator of Research and Evaluation presented a report, “Provincial Grade 12 Standards Tests – Eight-Year Summary of Results (2002-2010), October 2010”
- Principals took this report back to English Language Arts (ELA) and Mathematics staff for discussion;
- at the request of the Board of Trustees a report was prepared in January 2011 regarding current achievement levels of grade 9 students in the areas of literacy and numeracy;
- Betty Howell presented to the Committee on the Empower Reading Program; this led to discussion on the two different problems associated with difficulty in reading: phonological and rapid retrieval;
    - of the grade 9 students who are below level in ELA, we need to determine how many of them are of normal intelligence, how many are cognitively delayed, and how many are learning disabled; and
    - in the fall of 2011 we will implement transition classes at the Senior High Schools as well as train one teacher in each High School in the Empower Reading Program.

Consideration as to Implementation of Amendments to Bill 13 (Tabled in Manitoba Legislature on December 6, 2010)

Bill 13 changes have been forwarded to legislative committee for hearings. Brandon School Division prepared a written report with the proposed legislation having been received by the Board and Senior Administration.

The Board of Trustees is in support philosophically but has some concerns as to the provision be additional funding to support the required initiatives. Clarification is required regarding work experience program and liability.

Brandon School Division will have to establish an implementation process; with required costs forwarded to the Board for the 2012/2013 Budget.

To follow up, the Senior High Access Committee will have a review of the approved legislation and complete implications analysis. We plan to hold a meeting on August 25, 2011 to commence this detailed work.

These priority areas will continue to be addressed in 2011/2012 with an emphasis on grade 8 to 9 transition processes with close monitoring of student achievement.

Specific attention will be given to our graduation rates in each Senior High School and overall in the Division.

Implementation of Policy 1001.2 "Educational Sustainability in Student Achievement"

Our Committee has had four meetings in 2010/2011: January 19, 24 and February 16, April 20, 2011. The May meeting was postponed due to the "High Water Event". The focus of the work is the development of the procedures for policy implementation. All procedures will be completed for May, 2012 for implementation in September, 2012. The procedures identify the specific definitions of competency in reading comprehension (literacy) and numeracy to measure student achievement at the end of grades 3, 5, 7, 9, 12. This achievement is calculated on an aggregate basis for the school division; for each individual school; and for the systemic tracking of each individual student.

To date, entry grade 3 reading comprehension competency has been defined with the exit competency level to be defined at the Committee's next meeting on March 16, 2011.

Work has begun simultaneously on the exit numeracy competency for grade 3; to be continued in September.

It was decided also that the exit assessment measurement tool would be administered in October of grade 4, 6, 8, 10. Grade 12 exit results will be utilized from the Provincial Standards Assessment Results annually.

Upon completion of the grade 3 exit competency standards work commences on grades 5, 7, 9.

Our work is progressing well.

Report of the Steering Committee for Proposed Student Learning and Assessment Centre

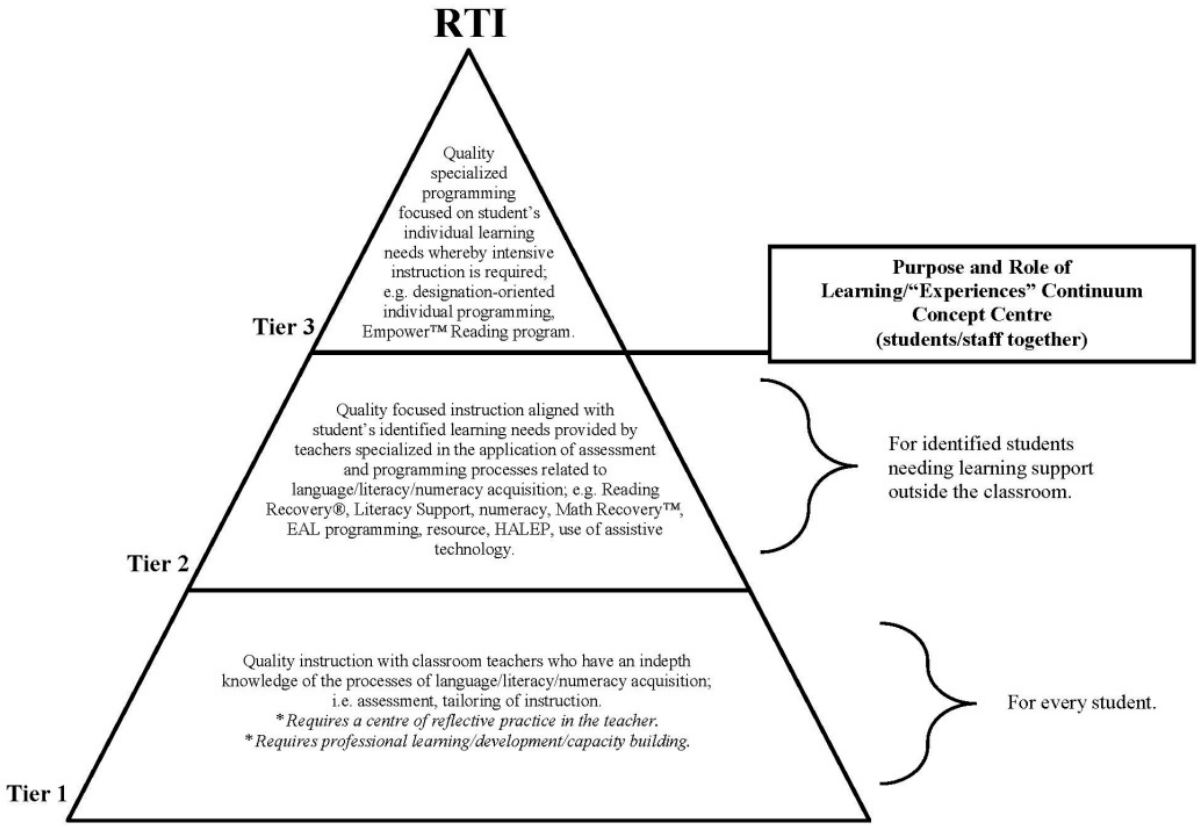
The Steering Committee for Proposed Student Learning and Assessment Centre met bi-monthly during the school year.

In attendance were: Ms. Joanna Ford, English as an Additional Language Specialist; Ms. Teresa Timmerman, Numeracy Specialist; Ms. Marsilah Peirson, Program Facilitator; Mrs. Betty Howell, Principal, St. Augustine School; Mr. Phil Vickers, Principal, Betty Gibson School, Ms. Elaine McFadzen, Vice-Principal, Vincent Massey High School, Mr. Mathew Gustafson, Principal, Vincent Massey High School; Dr. Donna Michaels, Superintendent of Schools/CEO.

The following questions were discussed at length with initial considerations summarized as follows:

Question 1: What important/critical role could/should a Learning Centre have in providing support for the learning continuum embedded in the RTI model?

The application of the RTI model was reviewed.



It was concluded that a proposed student learning and assessment centre could provide expert knowledge and supports in the area of learning disabilities; knowledge and support that can't be provided at the school site.

Such knowledge and supports would be in keeping with and in recognition of Tier 3 of the "Response to Intervention" (RTI) model. The essence of this model is the philosophy of providing the "right intervention at the right time" for the individual. This philosophy reflects the universal value of social justice with the acknowledgement of the educational equity rights of children and young people. Inherent in Tier 3 of RTI is the timeliness of the intervention with the provision of educational programming and services as soon as required.

To be determined is the specific nature of a student learning and assessment centre (place? space? "triage" team?).

Question 2: What organizational/operational relationship could/should the Learning Services department/staff have with a Learning Centre?

In considering the organizational and operational relationship of a Student Learning/Assessment Centre and the Learning Support Services Department the current systemic barriers must be addressed as follows:

- The current role of the resource teacher is not as effective as it could be. The resource teacher's role in the provision of programming is being eroded due to the preparatory work/excessive documentation required in the preparation for funding applications. The role of the resource teacher needs to be reconceptualized with the responsibility for funding application redirected within the operation of the school division.

  The resource teacher role is most effective in the provision of direct service of a highly specialized nature to individual students (experiencing learning difficulties) in the school setting. This should take place in Tier 3 application of the RTI model. External specialized educational service(s) would be requested should the specific, timely intervention(s) of the resource teacher not be sufficient.

- The application of the RTI model must occur at each school site with a well understood, consistent quality standard. Best professional practices must be available for equitable access by <u>all</u> students (K-12). This requires ongoing, focused professional development of all teaching and administrative staff in the values, theory and application of the RTI model.

  It was agreed that these two questions would be addressed through further indepth discussion and dialogue at the committee's next meeting in September 2011. Included in this focus would be an analysis of the current effectiveness of the RTI's application within the school division.

Grade 3/4 Transition and Middle Years Literacy 2010/2011

The focus of this support is to accelerate the learning of students experiencing literacy delays at transition points from grade 3 to 4 or throughout the Middle Years. As the literacy demands change, the goal is to increase the ability of the students to decode, comprehend and respond to more complex text. We have had the opportunity to engage in professional learning and to explore the effectiveness of different models for implementation. Three pilot schools continued to use the model of delivering the intervention in a small group pull out to the selected students. Six schools had created positions in-ratio, with models based upon blended in-class/ pull- out intervention or a combination of co-teaching and modeling to integrate strategy development in the classroom.

The Empower Reading Decoding and Spelling program was implemented to provide intense intervention for the students who have been identified with phonological reading disabilities. The resulting professional sharing among the nine schools has

contributed to our knowledge about the most effective models for literacy intervention in the Middle Years. Initial data results have indicated significant academic skills growth for many of the identified students and increased engagement in classroom literacy tasks.

High Ability Learner Enrichment Programming (HALEP) / School-Wide Enrichment

Our Strategic Committee met four times during the 2010/2011 school year. Its purpose is to provide Divisional leadership to the ongoing implementation of the High Ability Learner Enrichment Programming (HALEP) initiative and to the implementation of Policy/Procedures 4044.3 "School Wide Enrichment Program".

Bob Lee, Principal, Waverly Park School, is the administrative liaison between the Strategic Committee and the HALEP teaches in each of the nine elementary schools.

During the school year we focused on specific matters related to our purpose. These included:

- All HALEP teachers were invited to attend the December 9, 2010 meeting. The purpose of the meeting was to continue discussions regarding the implementation of the Schoolwide Enrichment Model, as per Board Policy 4044 – *Appropriate Educational Programming* and Procedures 4044.3 – *High Ability Learner Enrichment Programming (HALEP) – Appropriate Educational Programming.* A professional development plan for the remainder of the year was shared by the HALEP Teachers.

  Four HALEP teachers and one principal attended the Confratute Conference Summer 2010. This Confratute was established by Joseph Renzulli (creator of the Schoolwide Enrichment Model) and Sally Reis. Each participant shared information on the specific sessions he/she attended. Everyone agreed that the Confratute was a wonderful learning opportunity and a great team-building experience. Participants expressed that the Confratute confirmed that we are on the right path and provided many new ideas and tools to assist teachers in further developing HALEP in Brandon School Division.

- The Professional Development Plan for HALEP Teachers was reviewed. HALEP Teachers have commenced a book study of <u>The School-Wide Enrichment Model: A How To Guide for Educational Excellence</u>, by Joseph Renzulli and Sally Reis.

  In the future it is anticipated that administrators and teachers who have attended Confratute will be able to supply a mentorship-based professional development program to staff in the Division who are new to HALEP.
  As part of the discussion regarding the implementation of the School-Wide Enrichment Model (Joseph Renzulli) in Brandon School Division, Bruce Shamray, the

Principal of Kirkcaldy Heights School spoke about the implementation of Enrichment Clusters at Kirkcaldy Heights School. Students were surveyed on topics of interest, and it is hoped to have the Enrichment Clusters in place by April 2011.

- The Professional Development Plan for HALEP Teachers was reviewed. There will be a meeting of all HALEP Teachers on June 22, 2011. This will provide an opportunity for new HALEP teachers to gain information and resources prior to school start.

  Five teachers who have not previously attended will attend Confratute in July 2011. As in past years they will share with colleagues highlights and feedback from the trip.

  Due to the recent relocation due to flood issues, the implementation of Enrichment Clusters at Kirkcaldy Heights School was delayed until September 2011.

Meetings will resume in early fall, 2011.

SECTION VI
Brandon School Division – OUR NEW INITIATIVES 2011/2012

SECTION VI Brandon School Division – OUR NEW INITIATIVES 2011/2012

In preparation for the 2011/2012 school year the Brandon School Division is very pleased to be providing new and increased educational and support services to students. In the 2011/2012 Operating Budget the Board of Trustees has provided funding for the implementation of the following:

- Early Childhood Education (Welcome to Kindergarten) – school communities chosen will quality on past Early Development Initiative (EDI) histories and "at-risk" characteristics as manifested in compiled Grade 3 achievement levels. Before starting school, children will be given preparatory resources and experiences, with parental training, to position them for school success and lifelong learning. Parents/caregivers will be invited to attend workshops at their neighbourhood school where they will receive early learning and literacy resources, in addition to the Welcome to Kindergarten Program, and learn strategies for using the resources with their child.

Expansion of:

- Assistive Technology in the Classroom – the aim of the Assistive Technology in the Classroom Project is to support classroom teachers by providing release time and training in Universal Design for Learning (UDL) principles and technologies and in integrating assistive technology for students. Classrooms will be provided with software to assist in integrating assistive technology as an instructional tool. By definition, Assistive Technology is used in classrooms to eliminate learning barriers for struggling learners. At the same time, Assistive Technology is used to optimize learning potential for all students. For this project, the teams have chosen to pilot two computer software programs, to be utilized for instructional use and student use in their classrooms.

- Diversified Mobile Computing – this enhancement will augment our mobile computing ability by adding immediate class sets of either IPADS or MacBooks to each school. This will put a set of either IPADS or MacBooks in eleven of twenty-two schools this year with the remainder to follow next year.

- EAL Teaching Services – the itinerant support provided through out EAL Reception centre has provided for programming support for K-8 schools with low EAL numbers (less than 50 students) and where EAL support is less than) 0.5 FTE. Additional supports will be provided through this enhancement. As was the case during the staffing process for 2010/2011, a reallocation (reductions and increases) and balancing of existing EAL resources will be effected again.

- EAL Translator Services – as our language base expands and numbers in specific language groups grow, it is proving to be necessary that critical Division documents are available in first languages for many of our families, and their support groups. The

Division has translated the most critical documents into Spanish and Mandarin, but more documents, and more language translations need to be added.

The ability to communicate effectively with parents and our EAL community has had a significant positive impact on families' comfort with the education systems. Interpretive services are essential to meeting the essential needs of our students and their families. While we have employed a number of "language capable" EAs, they are insufficient or appropriately available during key times or short notice as required in general school operations.

- Educational Assistant Support – AEP – in response to the changing dynamics in Brandon School Division classrooms, demands on our AEP resources have increased dramatically over the past several years. While classroom sizes have been generally effectively addressed through the budget process, it is difficult to address composition concerns and high levels of need for individual students through the teacher staffing process. Generally speaking, teachers are developing and delivering effective programming for a wide range of student needs in classrooms, but itinerant interventions by specialty staff often are difficult to maintain without specific EA supports in a number of situations. EA supports for SLP, EAL, as well as unfundable or underfunded students are critical to effective and persistent intervention in support students' learning needs. The increasing needs in these areas have limited our ability to support the next layer of student needs in our Division.

- Empower Reading Program – The Empower Reading: Decoding and Spelling program is an evidence based program which has been developed by the Toronto Sick Kids Hospital Learning Disabilities Research Division. We have entered into a training contract with the Toronto Learning Disabilities program and have currently trained a literacy support teacher, a resource teacher and a teaching administrator and the learning disabilities psychologist to deliver this programming to students with severe reading disabilities.

- Grade 3 – 4 Transition – Middle Years Literacy – the purpose/outcomes of the Grade 3 – 4 Transition are as follows:
  - to provide support for learners in the transition from Grade 3 – 4 – particularly students who were identified as below level on the Grade 3 provincial assessment, as they will in all likelihood remain below level;
  - to ensure equitable access to this service is available to all students who need it;
  - to continue the development of the model for Middle Years intervention – instructional methods and delivery models are being piloted and the information gathered will inform the ongoing refinement of the model;
  - to ensure continuity of services, if a school has the program established, they should be able to maintain the staffing for the program for the subsequent year, in order to ensure that students in need receive a continuation of the programming; and

- this program serves students with learning issues, who may require support at different points in their Middle Years education, in order to meet the increasing literacy demands of Middle Years.

- High Ability Learners Enrichment Programming – in September 2007, the Brandon School Division commenced the implementation of the High Ability Learners Enrichment Programming (HALEP) to address required programming for students in advancing their creative and critical thinking skills and unique learning styles. To support the implementation the Board of Trustees approved 3.0 teacher positions to focus on the specific goals and planning with classroom teachers. The implementation has proceeded well to date.

  In March 2010 the Board of Trustees approved the expansion of HALEP to the School-Wide Enrichment Program (Renzulli Model). To achieve this expansion, 2.0 teachers were approved for the remaining nine elementary schools.

- Numeracy Support – the goal of this program is to reduce the numeracy achievement gap of students and increase teachers' ability to assess and differentiate for students.

- Professional Development EAs – to provide Educational Assistants with professional development that will support their work with children in our schools. The outcome will be that our Educational Assistants will possess a deeper understanding of the complexity of the needs of the students they work with, and have enhanced skills in supporting student programming. As an outcome of this professional development plan, the students of our school division will have increases success as learners in all domains.

- Reading Recovery – currently the Reading Recovery Program (RRP) is provided in all Brandon School Division elementary schools to identified grade 1 students. 2.25 FTE will be added for the 2011/2012 school year to address insufficient school-based resources at: Betty Gibson, George Fitton, J. R. Reid, Kirkcaldy Heights, Linden Lanes, Meadows, New Era and Riverview Schools.

- Resource Teaching Support – Alexander School and George Fitton School will be able to increase resource time to address the additional needs of the students at their schools.

- Full Day / Every Day Kindergarten – full day / every day kindergarten pilot program will be undertaking during the 2011/2012 school year at the following elementary school: Betty Gibson, École New Era, Riverheights, and Riverview School. These schools have a history of the lowest Early Development Indicators (EDI) scores of elementary schools in the Brandon School Division. It has been established very clearly in educational, health care, child development, family services research that providing five-year-old children with formal

school in Kindergarten on a full day and every basis contributes significantly to their achievement.

- Grade 8 to 9 Transition Support – upwards of twenty percent of incoming Grade 9 students have some degree of difficulty in the transition to high school and lose one or more compulsory credits through non-completion or failure. The Grade 8 to 9 transition support will provide proportional support for students transitioning into Grade 9 to provide adequate, intensive support and/or individualized programming to improve student achievement in terms of credit completion rates and average marks.

- Lunchroom Services/Support at Crocus Plains, Neelin and Vincent Massey – to facilitate the high schools to maintain effective class sizes and offerings without sacrificing safety and security priorities during lunch hours.

- Production Chef in Culinary Arts at Crocus Plains Regional Secondary School – the Production Chef will be responsible for the many operational aspects of the kitchen and cafeteria, providing the necessary time for the Culinary Arts teachers to address the teaching and learning component within the program.

SECTION VII
Community Connections

SECTION VII Community Connections

During the 2010/2011 school year our work continued effectively in advancing our Division's connections with the broader community. These included ongoing initiatives with:

Assiniboine Community College

- Establishment of a Memorandum of Understanding (MOU) to formalize partnerships; in progress.

Brandon University

- Establishment of a Memorandum of Understanding (MOU) to finalize partnerships; in progress;
- continuation of Professional Development School Initiative;
- establishment of Joint Faculty / Brandon School Division Senior High Schools Teachers Strategic Committee on Writing Initiative; and
- facilitation of school-based research.

Brandon Regional Health Authority

- Facilitation of Teen Health Survey; and
- Continuation of early childhood initiatives.

Brandon Alliance

- Establishment of community-based initiative originated by Mayor Sheri Decter Hirst to develop "smart city" strategic initiatives for City of Brandon.

Community Drug and Alcohol Education Coalition Program Coalition

- Continuation of seventeen agency/organization partnership of seven years to focus on the prevention of harm to our youth through the use of drugs and alcohol;
- implementation of drug and alcohol education curriculum; and
- establishment of Youth Revolution Initiative.

Aboriginal Heritage Cultural Initiatives

- Native Elders Program;
- Aboriginal Counsellor;
- Building Student Success with Aboriginal Parents (BSSAP) Program;
- Community Schools Partnership Initiative;
- Daycare Speech Program;
- Finding My Way Program;
- Aboriginal Academic Achievement; and
- Teacher Professional Development in the area of Aboriginal Programming.

2010-11 Report on Student Outcomes and School Climate
TTFM Effective School Student Survey
Crocus Plains Regional Secondary School Highlights (08 May. 2011)

Your version of the ***Tell Them From Me*** student survey measures 47 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 933 students in this school that participated in the survey between 14 Dec. 2010 and 6 Apr. 2011. The number of students by grade level is:

- grade 9: 254
- grade 10: 229
- grade 11: 234
- grade 12: 216

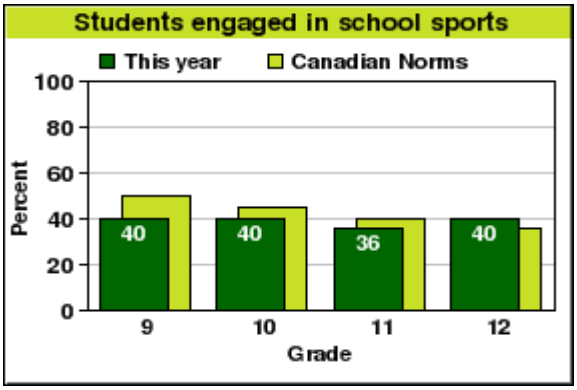
The bar charts show the results by grade for grades with at least 10 students. These are compared with Canadian norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students engaged in school sports

Students play sports with an instructor at school, other than in a gym class.

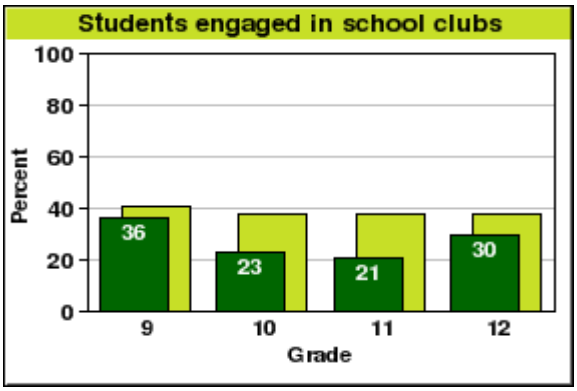
- 39% of students in this school had a high rate of Participation in Sports; the Canadian norm for these grades is 43%.
- 36% of the girls and 42% of the boys in this school had a high rate of Participation in Sports. The Canadian norm for girls is 38% and for boys is 48%.



Students engaged in school clubs

Students take part in art, drama, or music groups; school clubs; or a school committee.

- 28% of students in this school had a high rate of Participation in Clubs; the Canadian norm for these grades is 39%.
- 33% of the girls and 23% of the boys in this school had a high rate of Participation in Clubs. The Canadian norm for girls is 46% and for boys is 32%.



2010-11 Report on Student Outcomes and School Climate

TTFM Effective School Student Survey

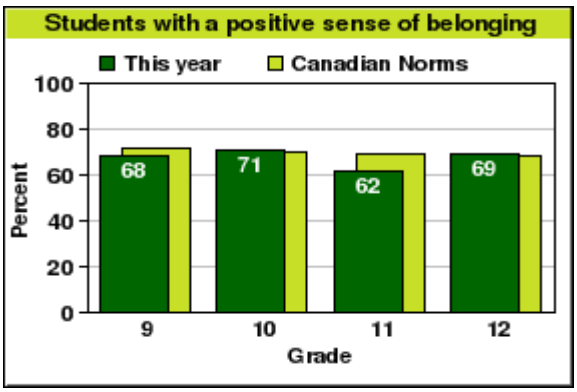
Crocus Plains Regional Secondary School Highlights (08 May. 2011)

Social-Emotional Outcomes

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

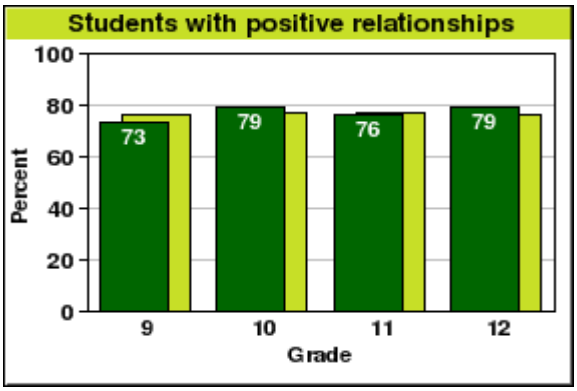
- 67% of students in this school had a high sense of belonging; the Canadian norm for these grades is 70%.
- 62% of the girls and 72% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 69% and for boys is 70%.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

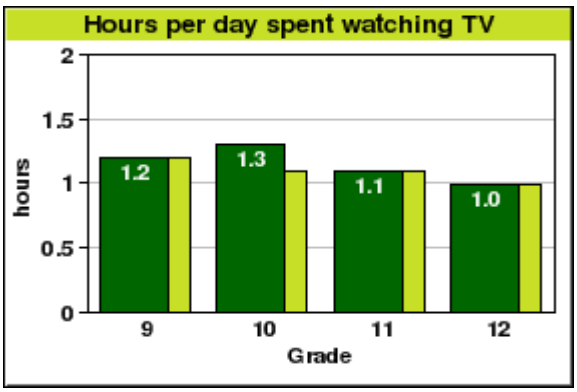
- In this school, 76% of students had positive relationships; the Canadian norm for these grades is 77%.
- 77% of the girls and 76% of the boys in this school had positive relationships. The Canadian norm for girls is 81% and for boys is 72%.



Hours per day spent watching TV

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend watching TV.

- In this school, students on average spent 1.2 hours per day Watching TV; the Canadian norm for these grades is 1.1 hours.
- In this school, girls on average spent 1.2 hours and boys on average spent 1.2 hours per day Watching TV. The Canadian norm for girls is 1 hour and for boys is 1.2 hours.

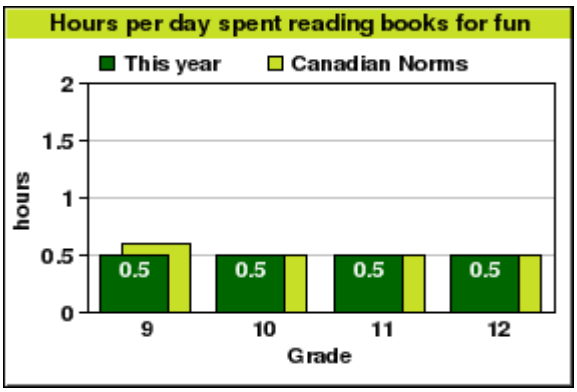


Social-Emotional Outcomes

Hours per day spent reading books for fun

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend reading books.

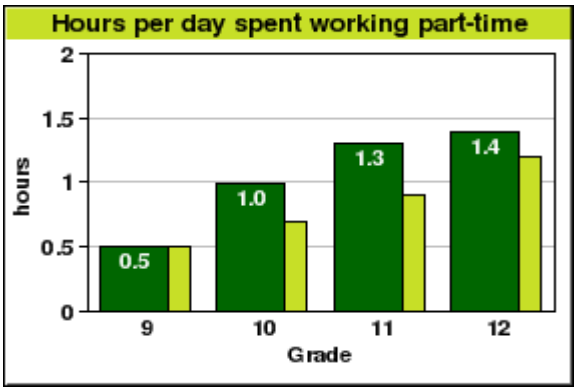
- In this school, students on average spent 0.5 hours per day on Leisure Reading; the Canadian norm for these grades is 0.5 hours.
- In this school, girls on average spent 0.6 hours and boys on average spent 0.4 hours per day on Leisure Reading. The Canadian norm for girls is 0.6 hours and for boys is 0.4 hours.



Hours per day spent working part-time

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on part-time job.

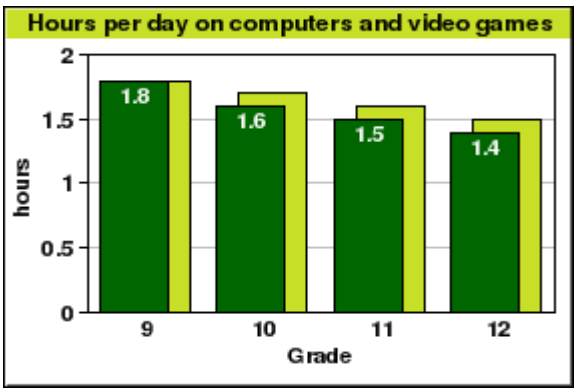
- In this school, students on average spent 1 hour per day Working Part-time; the Canadian norm for these grades is 0.8 hour.
- In this school, girls on average spent 1.3 hour and boys on average spent 0.8 hour per day Working Part-time. The Canadian norm for girls is 0.9 hour and for boys is 0.8 hour.



Hours per day on computers and video games

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend using a computer for leisure activities.

- In this school, students on average spent 1.6 hours per day on computers and video games; the Canadian norm for these grades is 1.6 hours.
- In this school, girls on average spent 1.3 hours and boys on average spent 1.8 hours per day on computers and video games. The Canadian norm for girls is 1.5 hours and for boys is 1.8 hours.

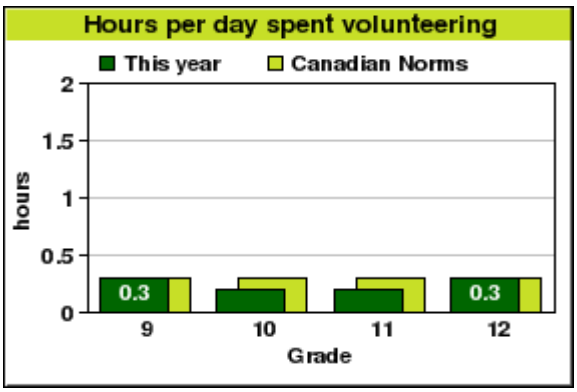


Social-Emotional Outcomes

Hours per day spent volunteering

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend volunteering.

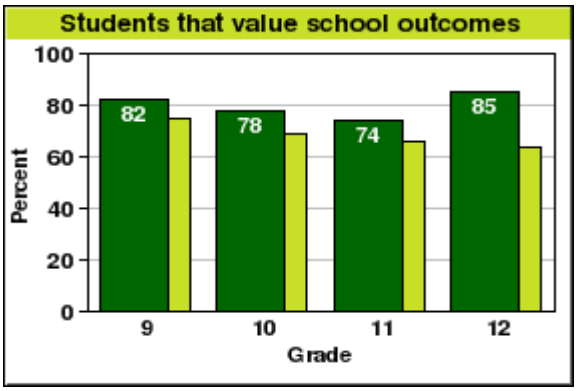
- In this school, students on average spent 0.3 hours per day on Volunteer Work; the Canadian norm for these grades is 0.3 hours.
- In this school, girls on average spent 0.3 hours and boys on average spent 0.2 hours per day on Volunteer Work. The Canadian norm for girls is 0.3 hours and for boys is 0.3 hours.



Students that value school outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

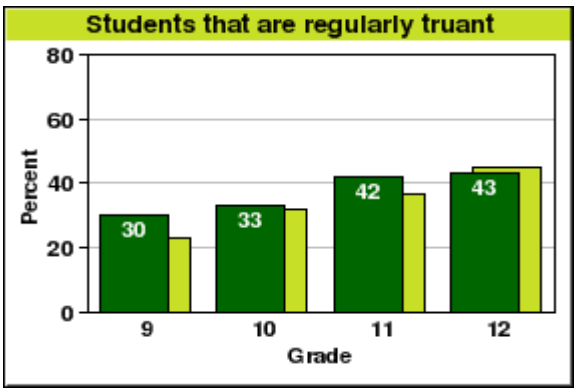
- 80% of students in this school valued School Outcomes; the Canadian norm for these grades is 69%.
- 85% of the girls and 75% of the boys in this school valued School Outcomes. The Canadian norm for girls is 72% and for boys is 65%.



Students that are regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

- In this school, the Student Truancy Rate was 37%; the Canadian norm for these grades is 34%
- In this school, the Truancy Rate for girls was 33% and for boys, 40%. The Canadian norm for girls is 31% and for boys is 38%.

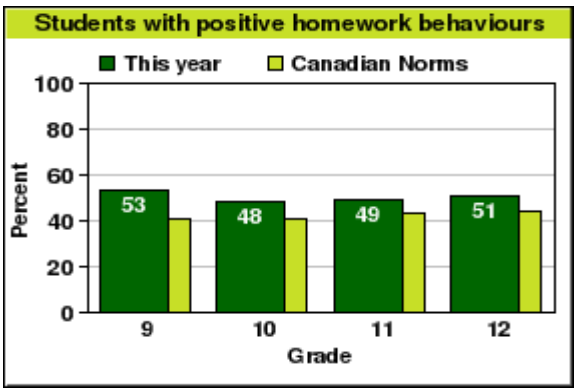


Social-Emotional Outcomes

Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

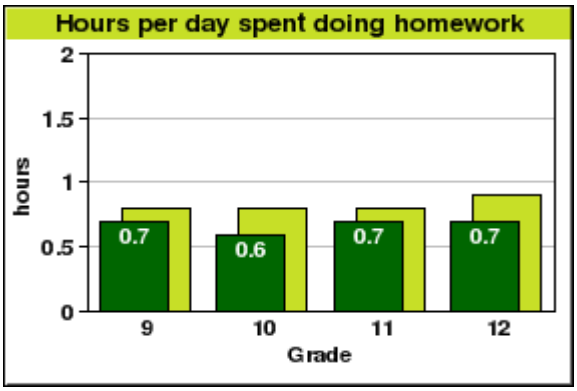
- In this school, 50% of students had positive homework behaviours; the Canadian norm for these grades is 42%.
- 61% of the girls and 41% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 51% and for boys is 34%.



Hours per day spent doing homework

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on homework.

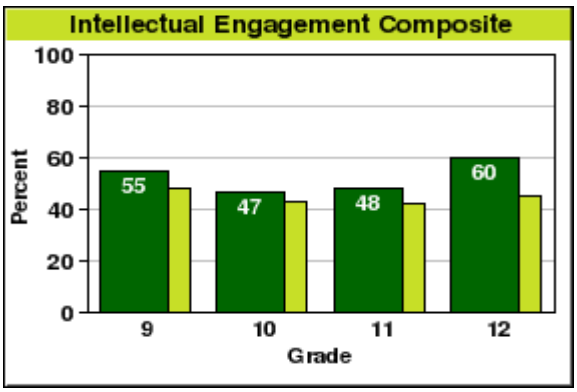
- In this school, students on average spent 0.7 hours per day on Homework; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.8 hours and boys on average spent 0.5 hours per day on Homework. The Canadian norm for girls is 1 hour and for boys is 0.7 hours.



Intellectual Engagement Composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 52% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 44%.
- 54% of the girls and 51% of the boys in this school were intellectually engaged. The Canadian norm for girls is 46% and for boys is 43%.

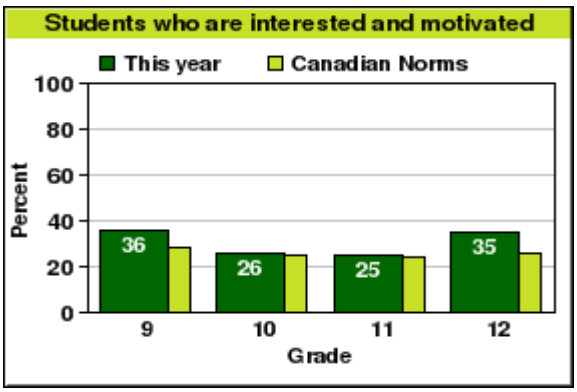


Social-Emotional Outcomes

Students who are interested and motivated

Students are interested and motivated in their learning.

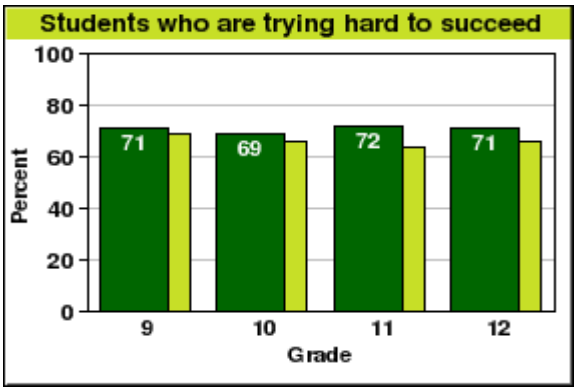
- 30% of students in this school were interested and motivated; the Canadian norm for these grades is 26%.
- 33% of the girls and 28% of the boys in this school were interested and motivated. The Canadian norm for girls is 26% and for boys is 26%.



Students who are trying hard to succeed

Students try hard to succeed in their learning.

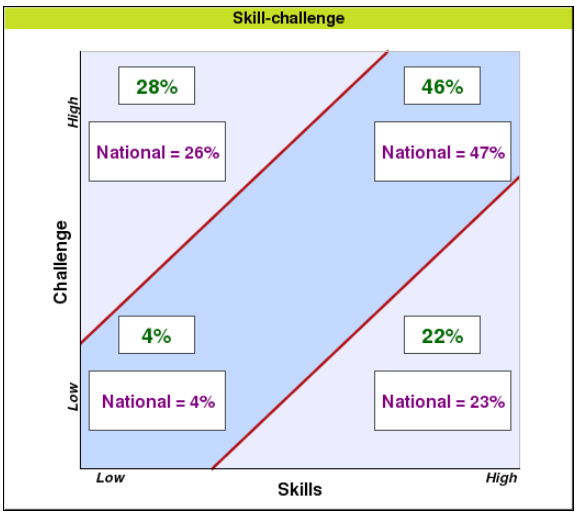
- 71% of students in this school tried hard to succeed; the Canadian norm for these grades is 66%.
- 75% of the girls and 68% of the boys in this school tried hard to succeed. The Canadian norm for girls is 70% and for boys is 62%.



Skill-challenge

Students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.

- 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 47%.
- 22% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 23%.
- 28% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 26%.
- 4% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 4%.

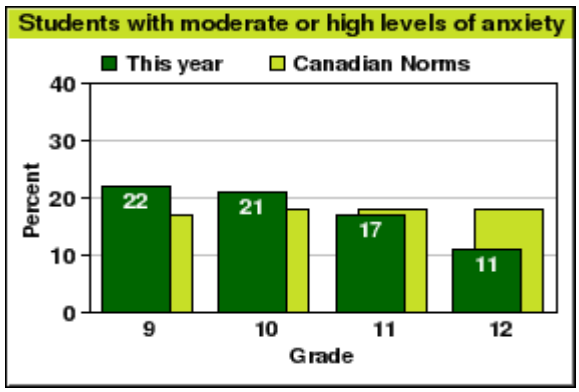


Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

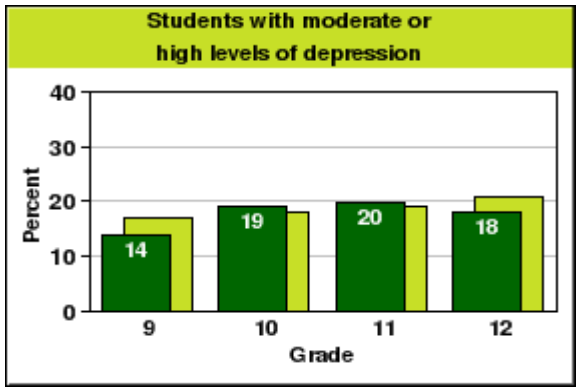
- 18% of students in this school had moderate to high levels of Anxiety; the Canadian norm for these grades is 18%.
- 28% of the girls and 9% of the boys in this school had moderate to high levels of Anxiety. The Canadian norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

Students have prolonged periods when they feel sad, discouraged, and inadequate.

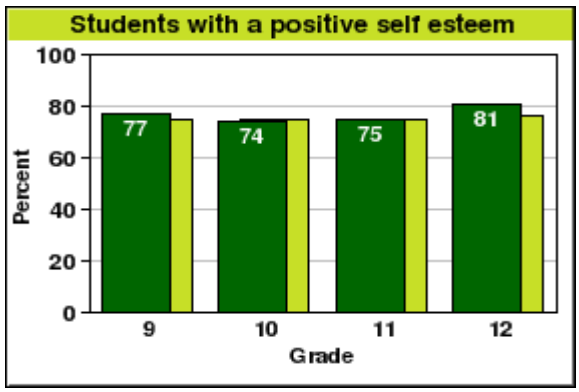
- 18% of students in this school had moderate to high levels of Depression; the Canadian norm for these grades is 19%.
- 24% of the girls and 12% of the boys in this school had moderate to high levels of Depression. The Canadian norm for girls is 22% and for boys is 16%.



Students with a positive self esteem

Students like and accept themselves, and are proud of their accomplishments.

- 77% of students in this school had high Self Esteem; the Canadian norm for these grades is 75%.
- 72% of the girls and 82% of the boys in this school had high Self Esteem. The Canadian norm for girls is 72% and for boys is 79%.

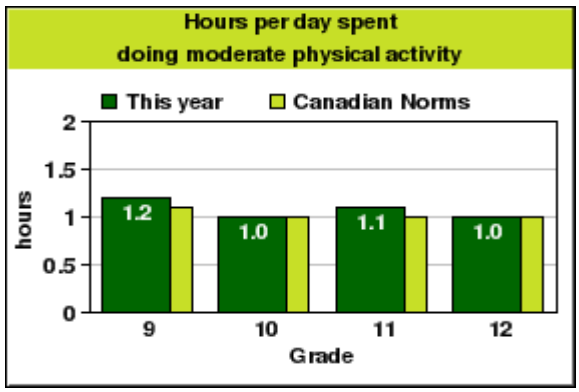


Physical Health Outcomes

Hours per day spent doing moderate physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on moderate physical activities.

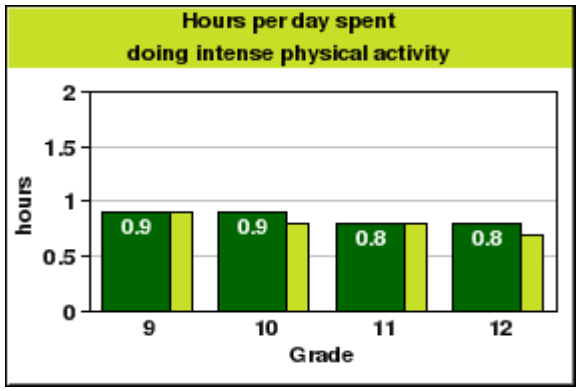
- In this school, students on average spent 1.1 hours per day on Moderate Physical Activities; the Canadian norm for these grades is 1 hour.
- In this school, girls on average spent 0.9 hours and boys on average spent 1.2 hours per day on Moderate Physical Activities. The Canadian norm for girls is 0.9 hours and for boys is 1.1 hours.



Hours per day spent doing intense physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on intense physical activities.

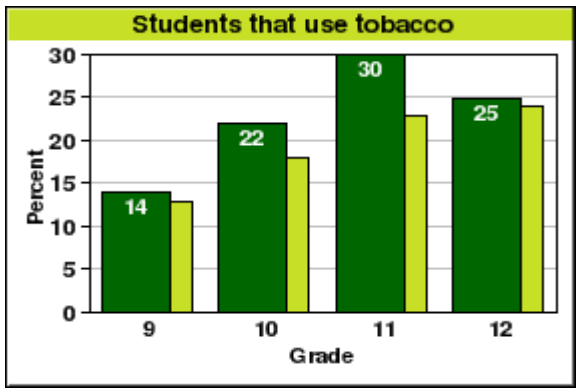
- In this school, students on average spent 0.8 hours per day on Intense Physical Activities; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.7 hours and boys on average spent 1 hour per day on Intense Physical Activities. The Canadian norm for girls is 0.7 hours and for boys is 0.9 hours.



Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day.

- 23% of students in this school indicated they were Occasional or Regular Tobacco Users; the Canadian norm for these grades is 20%.
- 21% of the girls and 24% of the boys in this school were Occasional and Regular Tobacco Users. The Canadian norm for girls is 16% and for boys is 23%.

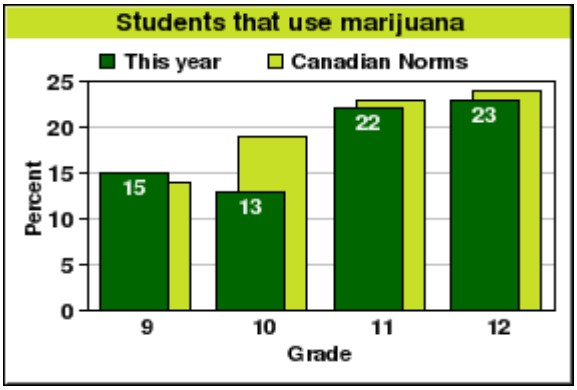


Physical Health Outcomes

Students that use marijuana

The percentage of students that use marijuana occasionally or at least once every day.

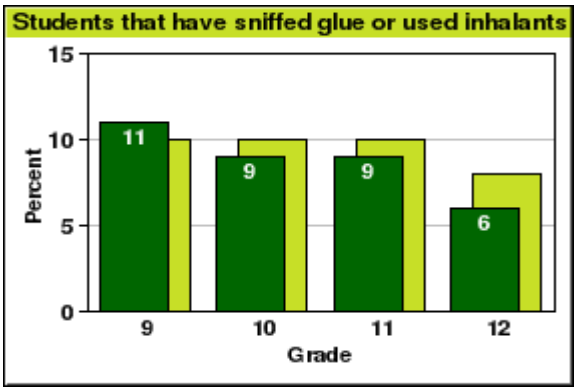
- 18% of students in this school indicated they were Occasional or Regular Marijuana Users; the Canadian norm for these grades is 20%.
- 18% of the girls and 18% of the boys in this school were Occasional and Regular Marijuana Users. The Canadian norm for girls is 16% and for boys is 23%.



Students that have sniffed glue or used inhalants

The percentage of students that have sniffed glue or used inhalants.

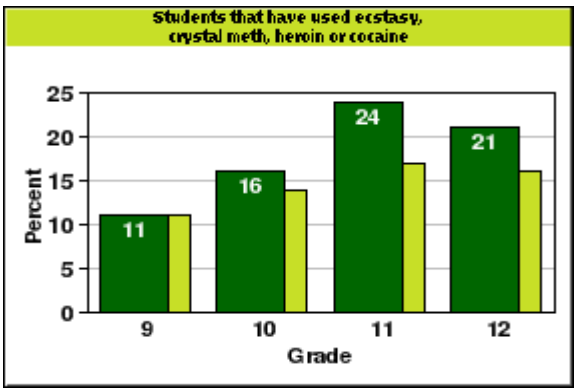
- 9% of students in this school indicated they have sniffed glue or used inhalants; the Canadian norm for these grades is 9%.
- 11% of the girls and 7% of the boys in this school have sniffed glue or used inhalants. The Canadian norm for girls is 7% and for boys is 12%.



Students that have used ecstasy, crystal meth, heroin or cocaine

The percentage of students that have used ecstasy, crystal meth, heroin or cocaine.

- 18% of students in this school indicated they have used ecstasy, crystal meth, heroin or cocaine; the Canadian norm for these grades is 14%.
- 19% of the girls and 16% of the boys in this school have used ecstasy, crystal meth, heroin or cocaine. The Canadian norm for girls is 12% and for boys is 17%.

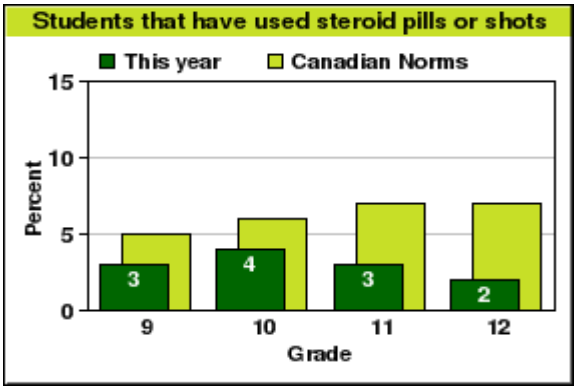


Physical Health Outcomes

Students that have used steroid pills or shots

The percentage of students that have used steroid pills or shots.

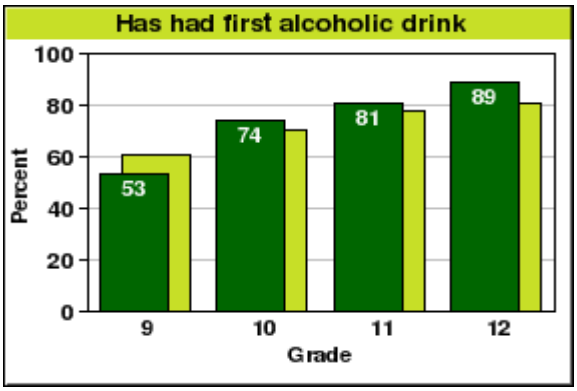
- 3% of students in this school indicated they have used steroid pills or shots; the Canadian norm for these grades is 6%.
- 2% of the girls and 3% of the boys in this school have used steroid pills or shots. The Canadian norm for girls is 3% and for boys is 9%.



Has had first alcoholic drink

The percentage of students that have had their first alcoholic drink.

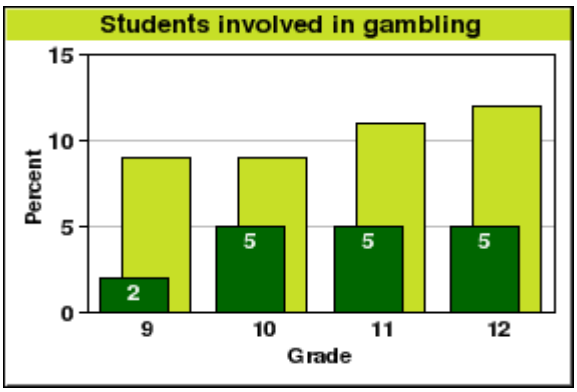
- 73% of students in this school indicated they have had first alcoholic drink; the Canadian norm for these grades is 72%.
- 74% of the girls and 73% of the boys in this school have had first alcoholic drink. The Canadian norm for girls is 72% and for boys is 73%.



Students involved in gambling

The percentage of students that have spent money on gambling at least 3 times in the previous 30 days.

- 4% of students in this school indicated they are involved in gambling; the Canadian norm for these grades is 10%.
- 2% of the girls and 6% of the boys in this school are involved in gambling. The Canadian norm for girls is 5% and for boys is 16%.

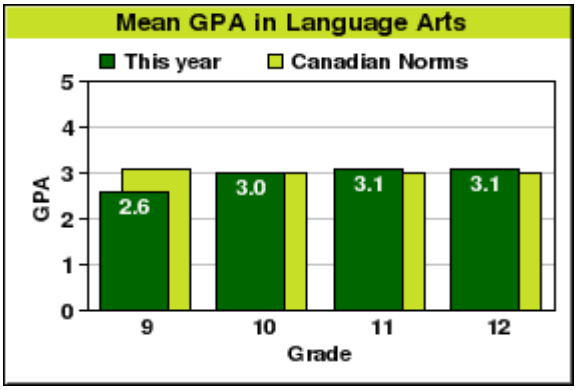


Academic Outcomes

Mean GPA in Language Arts

Students' overall marks in their current or most recent language arts class (e.g., English) were converted to a grade point average (GPA).

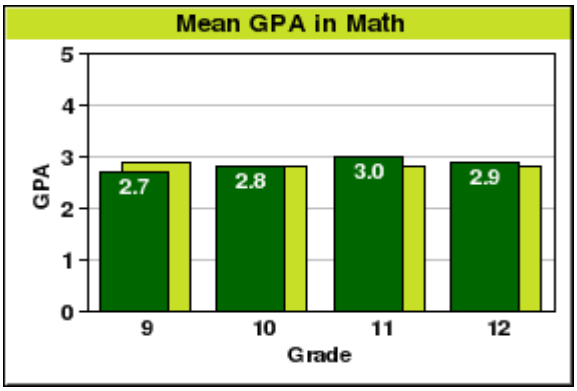
- In this school, students' reported GPA was 3 out of 4.3 ; the Canadian norm for these grades is 3.
- In this school, girls' reported GPA was 3.2 out of 4.3 and boys' was 2.7 out of 4.3. The Canadian norm for girls is 3.2 and for boys is 2.8.



Mean GPA in Math

Students' overall marks in their current or most recent math class were converted to a grade point average (GPA).

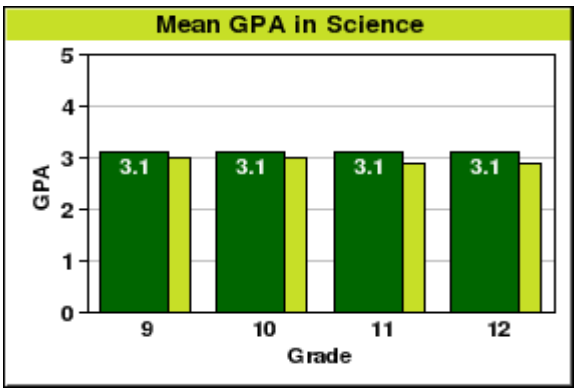
- In this school, students' reported GPA was 2.8 out of 4.3 ; the Canadian norm for these grades is 2.8.
- In this school, girls' reported GPA was 3 out of 4.3 and boys' was 2.8 out of 4.3. The Canadian norm for girls is 2.9 and for boys is 2.8.



Mean GPA in Science

Students' overall marks in their current or most recent science class (e.g., general science, biology, chemistry, or physics) were converted to a grade point average (GPA).

- In this school, students' reported GPA was 3.1 out of 4.3 ; the Canadian norm for these grades is 3.
- In this school, girls' reported GPA was 3.2 out of 4.3 and boys' was 3 out of 4.3. The Canadian norm for girls is 3 and for boys is 2.9.

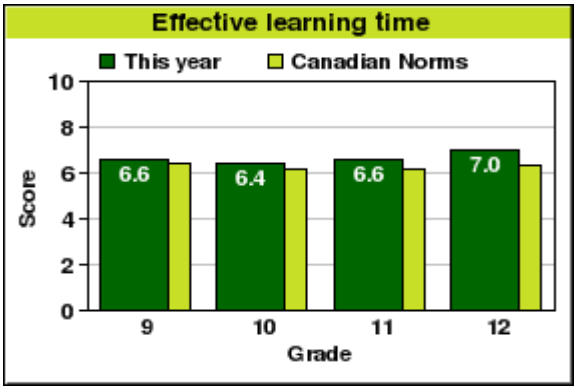


DRIVERS of Student Outcomes

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

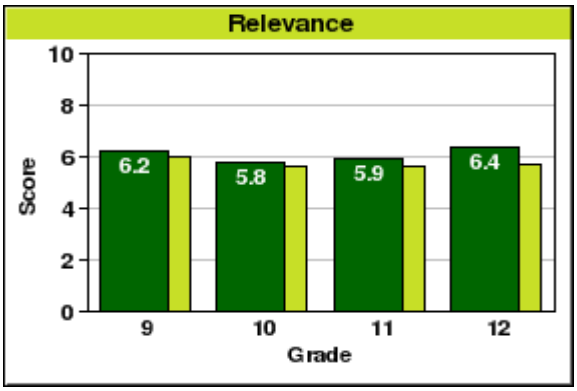
- In this school, students rated Effective Classroom Learning Time 6.6 out of 10; the Canadian norm for these grades is 6.3.
- In this school, Effective Classroom Learning Time was rated 6.6 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.2.



Relevance

Students find classroom instruction relevant to their everyday lives.

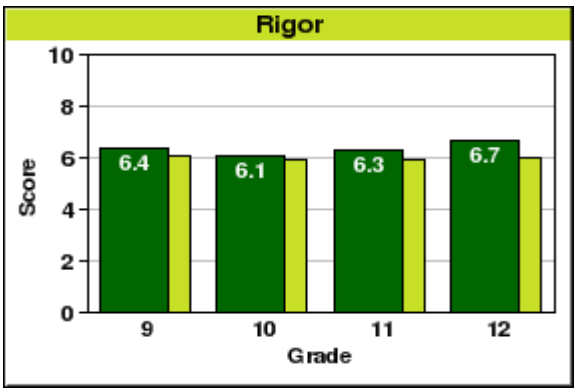
- In this school, students rated Relevance 6.1 out of 10; the Canadian norm for these grades is 5.7.
- In this school, Relevance was rated 6.2 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.6.



Rigor

Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigor 6.4 out of 10; the Canadian norm for these grades is 6.
- In this school, Rigor was rated 6.4 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 6.1 and for boys is 5.9.

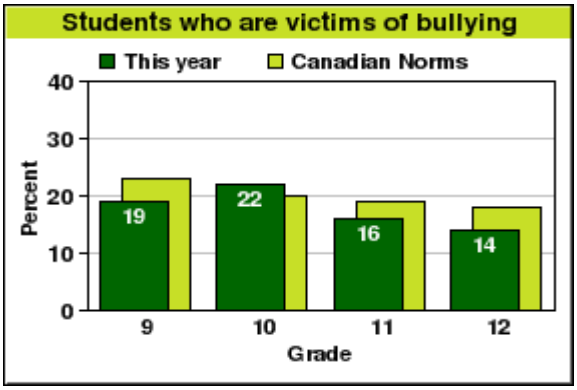


DRIVERS of Student Outcomes

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

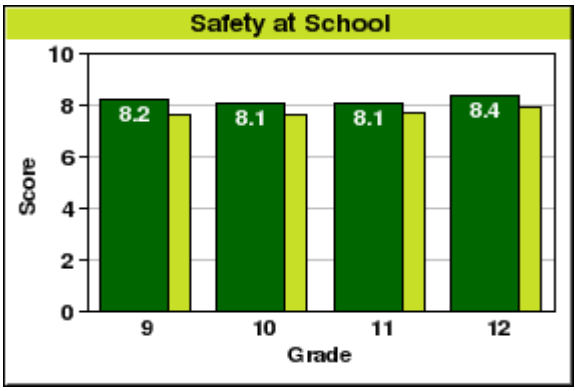
- 18% of students in this school were victims of moderate to severe Bullying in the previous month; the Canadian norm for these grades is 20%.
- 19% of the girls and 17% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canadian norm for girls is 17% and for boys is 23%.



Safety at School

Students feel safe.

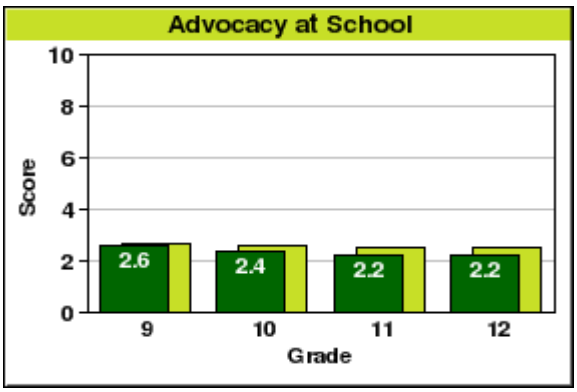
- In this school, students rated Safety at School 8.2 out of 10; the Canadian norm for these grades is 7.7.
- In this school, Safety at School was rated 8.3 out of 10 by girls and 8.2 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.4.



Advocacy at School

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy at School 2.4 out of 10; the Canadian norm for these grades is 2.6.
- In this school, Advocacy at School was rated 2.4 out of 10 by girls and 2.3 out of 10 by boys. The Canadian norm for girls is 2.5 and for boys is 2.6.

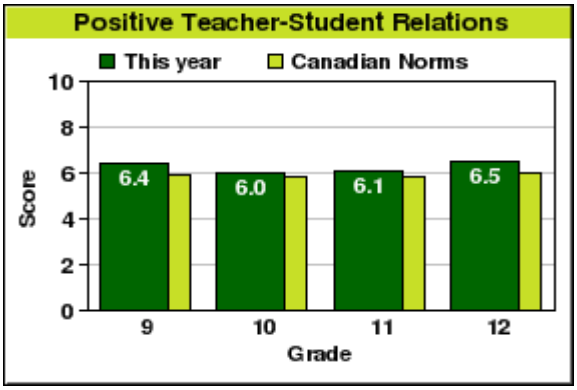


DRIVERS of Student Outcomes

Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

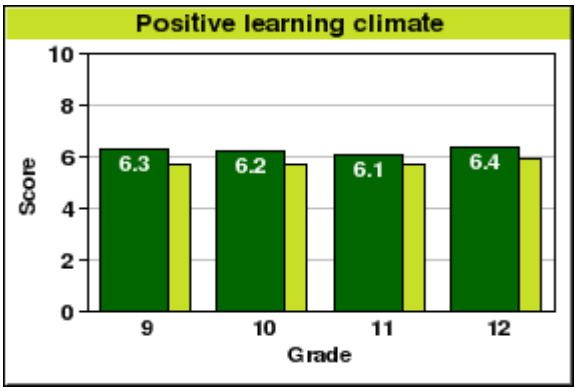
- In this school, Positive Teacher-Student Relations were rated 6.2 out of 10; the Canadian norm for these grades is 5.9.
- In this school, Positive Teacher-Student Relations were rated 6.1 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

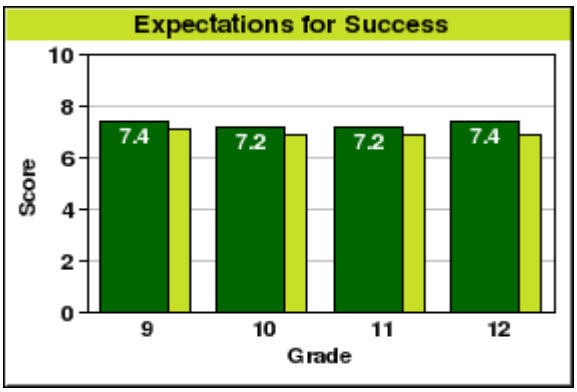
- In this school, students rated Disciplinary Climate of the Classroom 6.3 out of 10; the Canadian norm for these grades is 5.7.
- In this school, Disciplinary Climate of the Classroom was rated 6.2 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.7.



Expectations for Success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 7.3 out of 10; the Canadian norm for these grades is 6.9.
- In this school, Teachers' Expectations for Academic Success were rated 7.3 out of 10 by girls and 7.3 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 6.7.

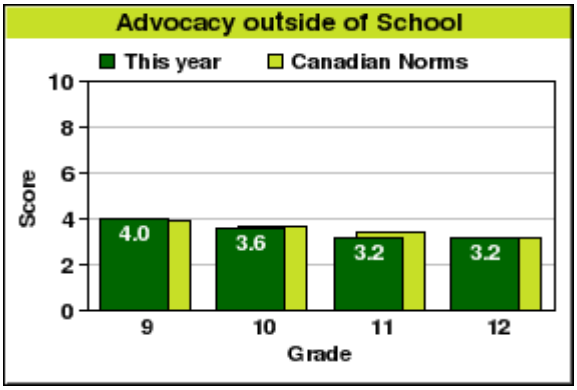


DRIVERS of Student Outcomes

Advocacy outside of School

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

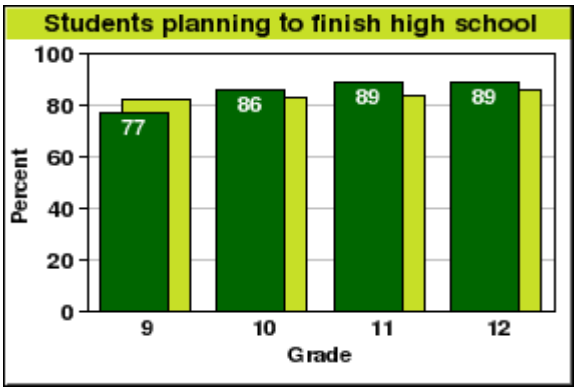
- In this school, students rated Advocacy outside School 3.5 out of 10; the Canadian norm for these grades is 3.5.
- In this school, Advocacy outside School was rated 3.5 out of 10 by girls and 3.6 out of 10 by boys. The Canadian norm for girls is 3.6 and for boys is 3.5.



Students planning to finish high school

Students plan to finish high school.

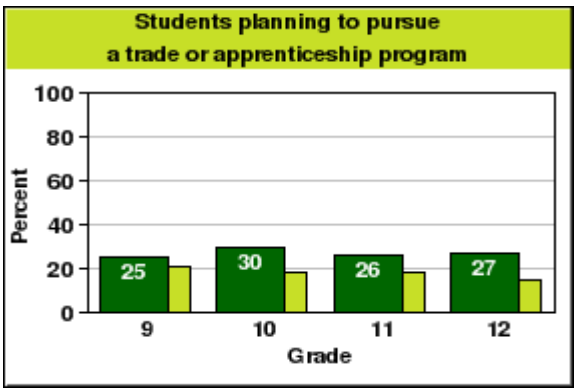
- 85% of students in this school had aspirations for finishing High School; the Canadian norm for these grades is 84%.
- 90% of the girls and 81% of the boys in this school had aspirations for Finishing High School. The Canadian norm for girls is 88% and for boys is 79%.



Students planning to pursue a trade or apprenticeship program

Students plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 27% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.
- 20% of the girls and 32% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.

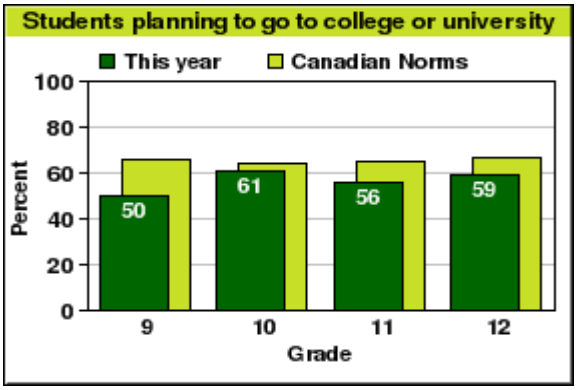


DRIVERS of Student Outcomes

Students planning to go to college or university

Students plan to pursue a post-secondary education.

- 56% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 65%.
- 68% of the girls and 46% of the boys in this school had aspirations for Going to College or University. The Canadian norm for girls is 74% and for boys is 57%.

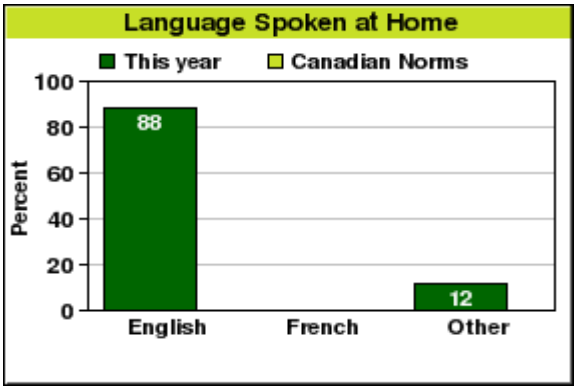


Demographic Factors

Language Spoken at Home

Students are asked to indicate the language they speak most often at home.

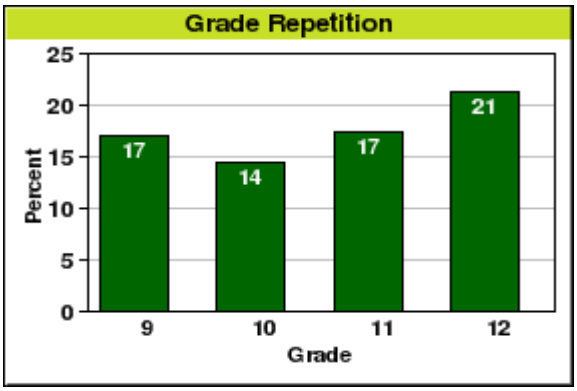
- 88% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 12% of students in this school speak other languages at home.



Grade Repetition

Students have repeated one or more grades at school since kindergarten.

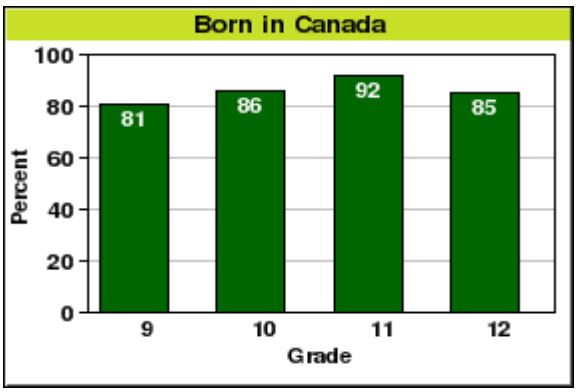
- 17.5% of students in this school have repeated a grade at school.
- 14.5% of the girls and 20.2% of the boys in this school have repeated a grade at school.



Time student has lived in Canada

Students were born in Canada.

- 86% of students in this school were born in Canada.
- 86% of the girls and 86% of the boys in this school were born in Canada.

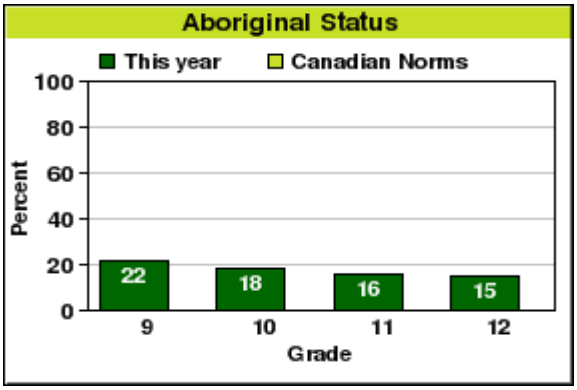


Demographic Factors

Aboriginal Status

Students are of Aboriginal origin, that is, North American Indian, Métis, or Inuk.

- 18% of students in this school are of Aboriginal origin.
- 17% of the girls and 19% of the boys in this school are of Aboriginal origin.



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Your version of the ***Tell Them From Me*** student survey measures 47 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 392 students in this school that participated in the survey between and . The number of students by grade level is:

- grade 9: 123
- grade 10: 91
- grade 11: 104
- grade 12: 74

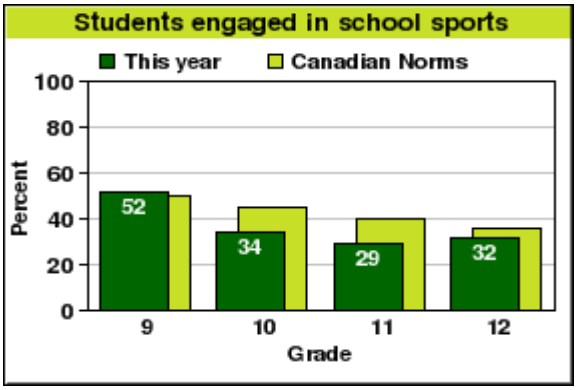
The bar charts show the results by grade for grades with at least 10 students. These are compared with Canadian norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students engaged in school sports

Students play sports with an instructor at school, other than in a gym class.

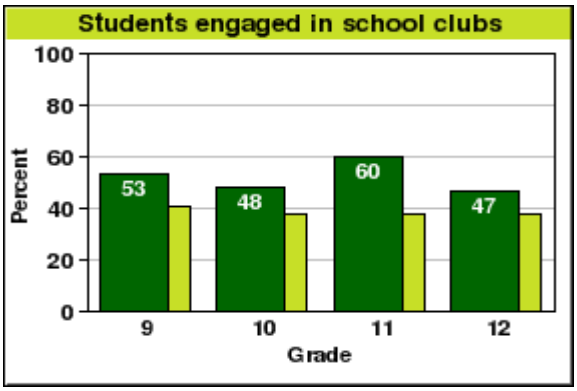
- 38% of students in this school had a high rate of Participation in Sports; the Canadian norm for these grades is 43%.
- 31% of the girls and 47% of the boys in this school had a high rate of Participation in Sports. The Canadian norm for girls is 38% and for boys is 48%.



Students engaged in school clubs

Students take part in art, drama, or music groups; school clubs; or a school committee.

- 53% of students in this school had a high rate of Participation in Clubs; the Canadian norm for these grades is 39%.
- 61% of the girls and 40% of the boys in this school had a high rate of Participation in Clubs. The Canadian norm for girls is 46% and for boys is 32%.



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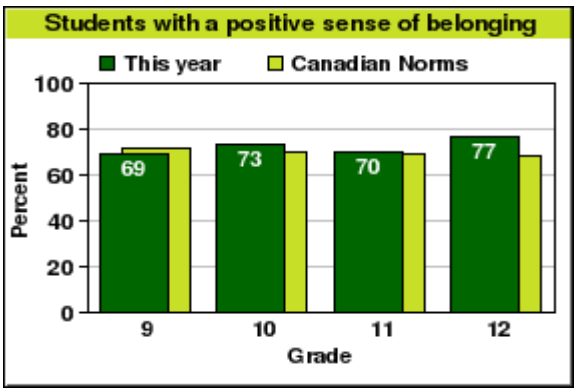
Social-Emotional Outcomes

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

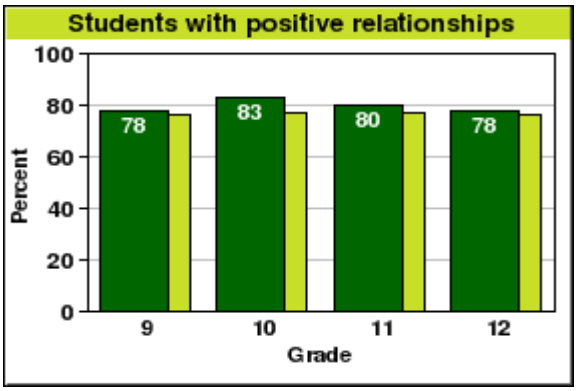
- 72% of students in this school had a high sense of belonging; the Canadian norm for these grades is 70%.
- 68% of the girls and 77% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 69% and for boys is 70%.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

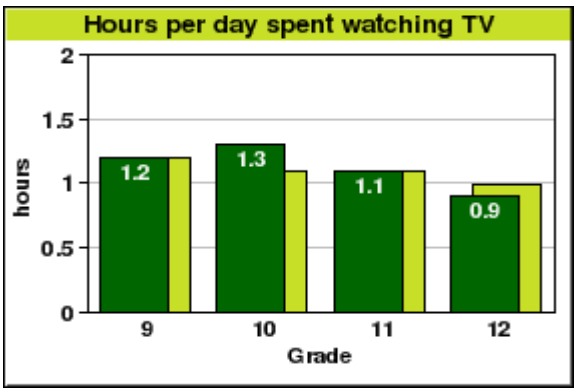
- In this school, 80% of students had positive relationships; the Canadian norm for these grades is 77%.
- 83% of the girls and 75% of the boys in this school had positive relationships. The Canadian norm for girls is 81% and for boys is 72%.



Hours per day spent watching TV

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend watching TV.

- In this school, students on average spent 1.1 hours per day Watching TV; the Canadian norm for these grades is 1.1 hours.
- In this school, girls on average spent 1.1 hours and boys on average spent 1.2 hours per day Watching TV. The Canadian norm for girls is 1 hour and for boys is 1.2 hours.



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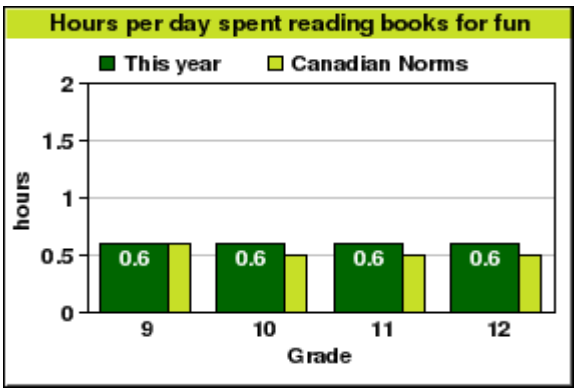
Social-Emotional Outcomes

Hours per day spent reading books for fun

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend reading books.

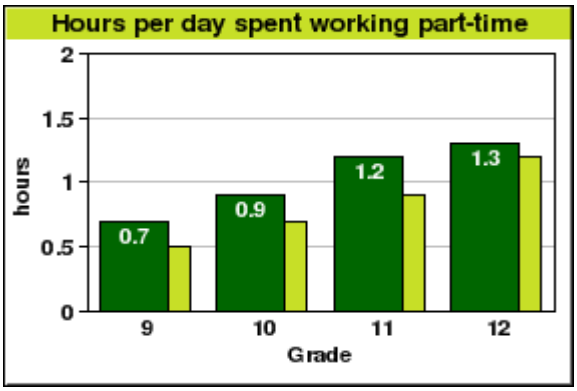
- In this school, students on average spent 0.6 hours per day on Leisure Reading; the Canadian norm for these grades is 0.5 hours.
- In this school, girls on average spent 0.7 hours and boys on average spent 0.5 hours per day on Leisure Reading. The Canadian norm for girls is 0.6 hours and for boys is 0.4 hours.



Hours per day spent working part-time

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on part-time job.

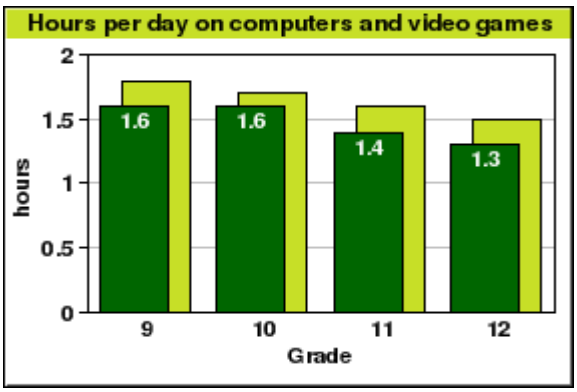
- In this school, students on average spent 1 hour per day Working Part-time; the Canadian norm for these grades is 0.8 hour.
- In this school, girls on average spent 1.1 hour and boys on average spent 0.9 hour per day Working Part-time. The Canadian norm for girls is 0.9 hour and for boys is 0.8 hour.



Hours per day on computers and video games

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend using a computer for leisure activities.

- In this school, students on average spent 1.5 hours per day on computers and video games; the Canadian norm for these grades is 1.6 hours.
- In this school, girls on average spent 1.3 hours and boys on average spent 1.8 hours per day on computers and video games. The Canadian norm for girls is 1.5 hours and for boys is 1.8 hours.



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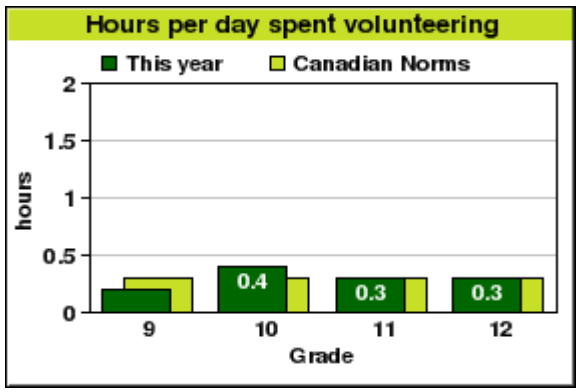
Social-Emotional Outcomes

Hours per day spent volunteering

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend volunteering.

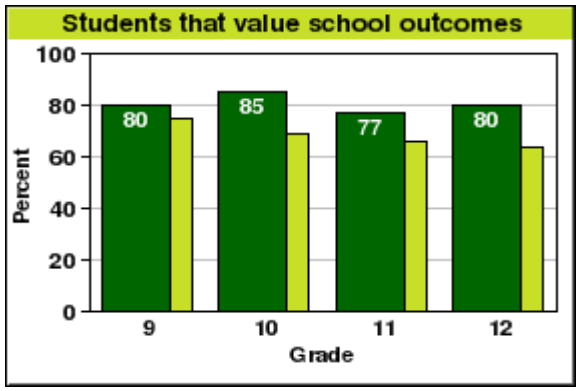
- In this school, students on average spent 0.3 hours per day on Volunteer Work; the Canadian norm for these grades is 0.3 hours.
- In this school, girls on average spent 0.3 hours and boys on average spent 0.3 hours per day on Volunteer Work. The Canadian norm for girls is 0.3 hours and for boys is 0.3 hours.



Students that value school outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

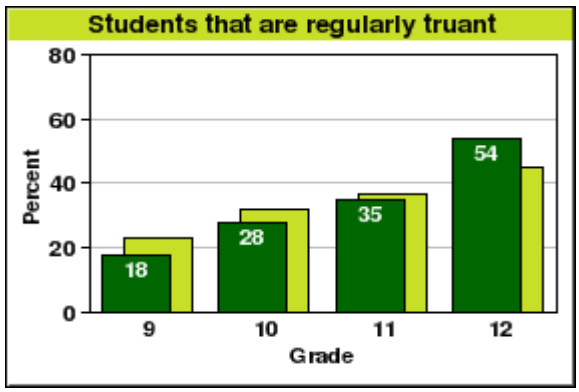
- 80% of students in this school valued School Outcomes; the Canadian norm for these grades is 69%.
- 86% of the girls and 72% of the boys in this school valued School Outcomes. The Canadian norm for girls is 72% and for boys is 65%.



Students that are regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

- In this school, the Student Truancy Rate was 32%; the Canadian norm for these grades is 34%
- In this school, the Truancy Rate for girls was 29% and for boys, 35%. The Canadian norm for girls is 31% and for boys is 38%.



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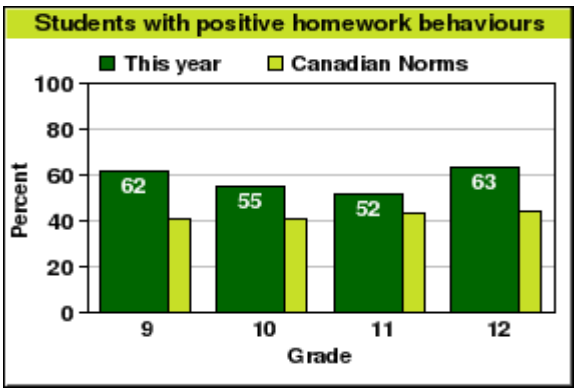
Social-Emotional Outcomes

Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

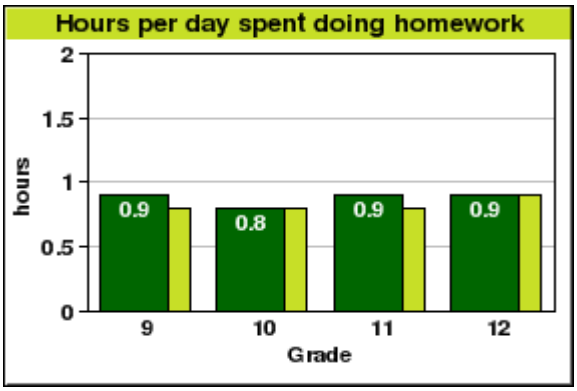
- In this school, 58% of students had positive homework behaviours; the Canadian norm for these grades is 42%.
- 66% of the girls and 46% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 51% and for boys is 34%.



Hours per day spent doing homework

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on homework.

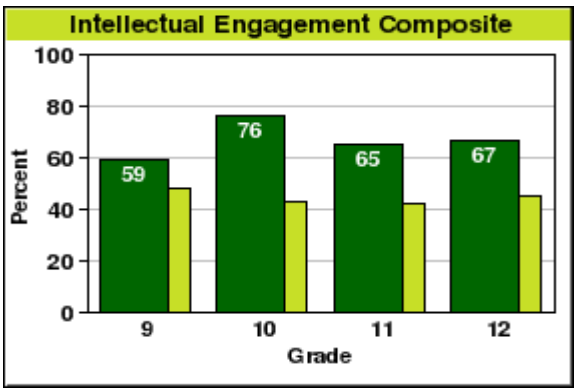
- In this school, students on average spent 0.9 hours per day on Homework; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 1.1 hours and boys on average spent 0.6 hours per day on Homework. The Canadian norm for girls is 1 hour and for boys is 0.7 hours.



Intellectual Engagement Composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 66% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 44%.
- 69% of the girls and 62% of the boys in this school were intellectually engaged. The Canadian norm for girls is 46% and for boys is 43%.



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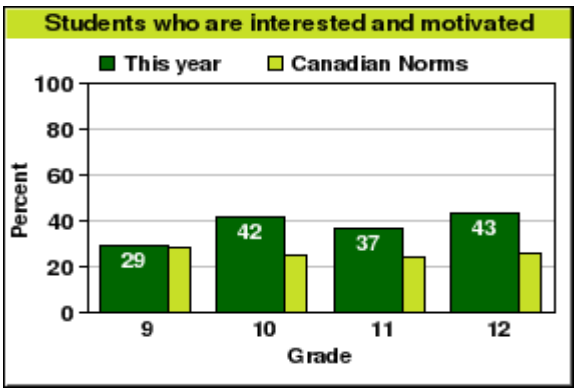
Social-Emotional Outcomes

Students who are interested and motivated

Students are interested and motivated in their learning.

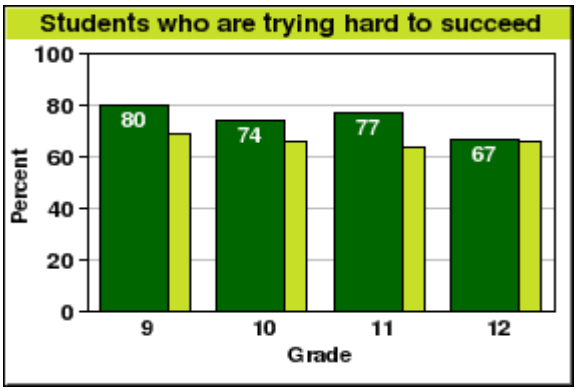
- 37% of students in this school were interested and motivated; the Canadian norm for these grades is 26%.
- 38% of the girls and 34% of the boys in this school were interested and motivated. The Canadian norm for girls is 26% and for boys is 26%.



Students who are trying hard to succeed

Students try hard to succeed in their learning.

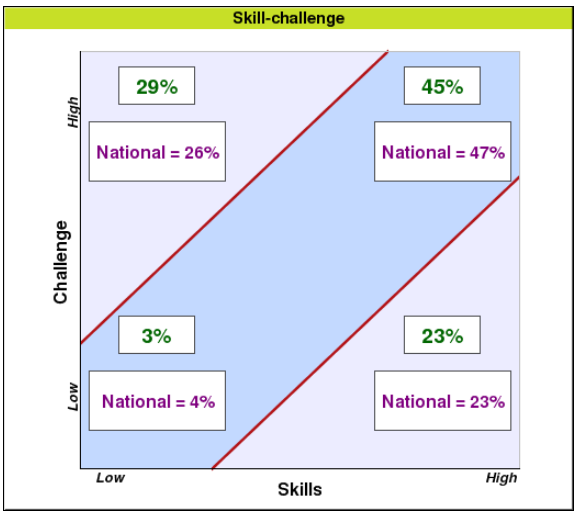
- 75% of students in this school tried hard to succeed; the Canadian norm for these grades is 66%.
- 80% of the girls and 68% of the boys in this school tried hard to succeed. The Canadian norm for girls is 70% and for boys is 62%.



Skill-challenge

Students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.

- 45% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 47%.
- 23% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 23%.
- 29% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 26%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 4%.



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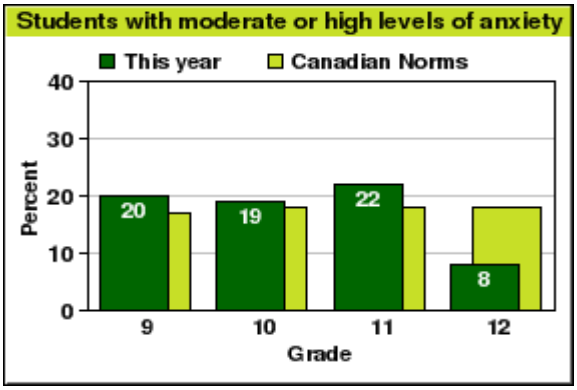
Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

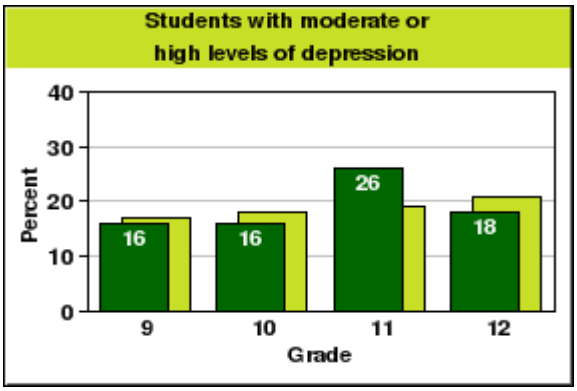
- 18% of students in this school had moderate to high levels of Anxiety; the Canadian norm for these grades is 18%.
- 25% of the girls and 9% of the boys in this school had moderate to high levels of Anxiety. The Canadian norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

Students have prolonged periods when they feel sad, discouraged, and inadequate.

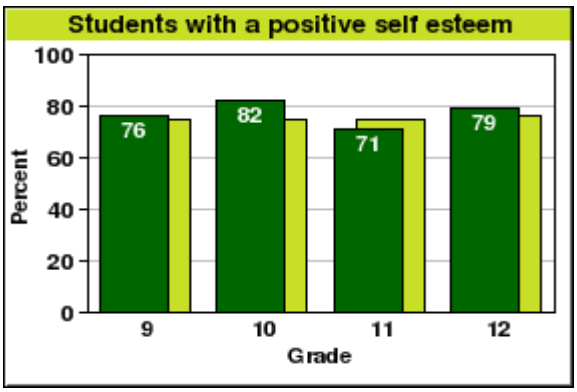
- 19% of students in this school had moderate to high levels of Depression; the Canadian norm for these grades is 19%.
- 25% of the girls and 12% of the boys in this school had moderate to high levels of Depression. The Canadian norm for girls is 22% and for boys is 16%.



Students with a positive self esteem

Students like and accept themselves, and are proud of their accomplishments.

- 77% of students in this school had high Self Esteem; the Canadian norm for these grades is 75%.
- 75% of the girls and 78% of the boys in this school had high Self Esteem. The Canadian norm for girls is 72% and for boys is 79%.



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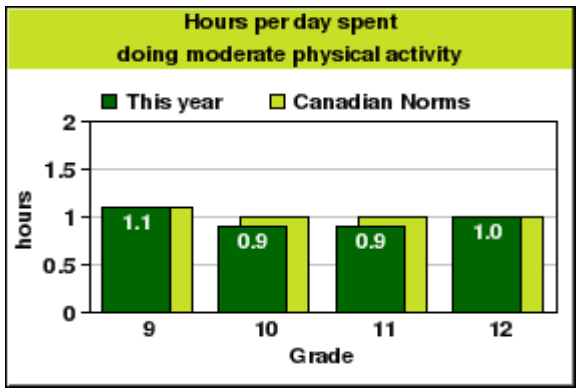
Physical Health Outcomes

Hours per day spent doing moderate physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on moderate physical activities.

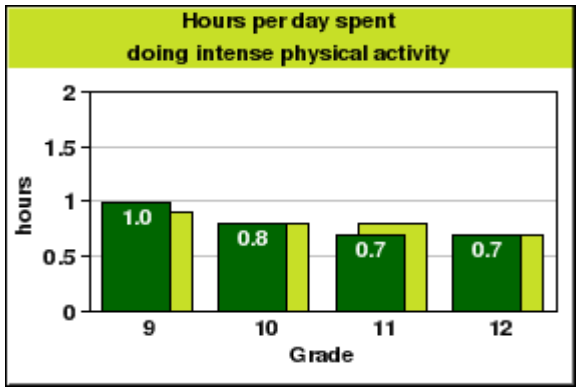
- In this school, students on average spent 1 hour per day on Moderate Physical Activities; the Canadian norm for these grades is 1 hour.
- In this school, girls on average spent 0.9 hour and boys on average spent 1.1 hour per day on Moderate Physical Activities. The Canadian norm for girls is 0.9 hour and for boys is 1.1 hour.



Hours per day spent doing intense physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on intense physical activities.

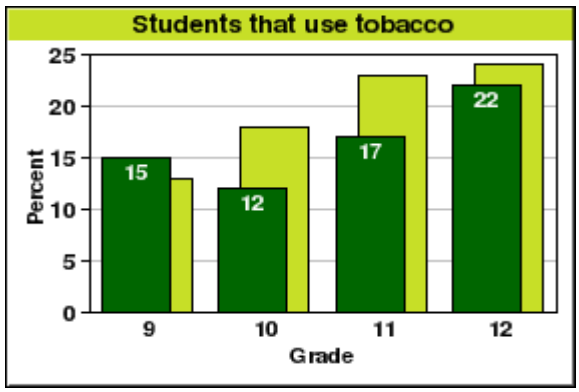
- In this school, students on average spent 0.8 hours per day on Intense Physical Activities; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.7 hours and boys on average spent 0.9 hours per day on Intense Physical Activities. The Canadian norm for girls is 0.7 hours and for boys is 0.9 hours.



Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day.

- 16% of students in this school indicated they were Occasional or Regular Tobacco Users; the Canadian norm for these grades is 20%.
- 17% of the girls and 15% of the boys in this school were Occasional and Regular Tobacco Users. The Canadian norm for girls is 16% and for boys is 23%.



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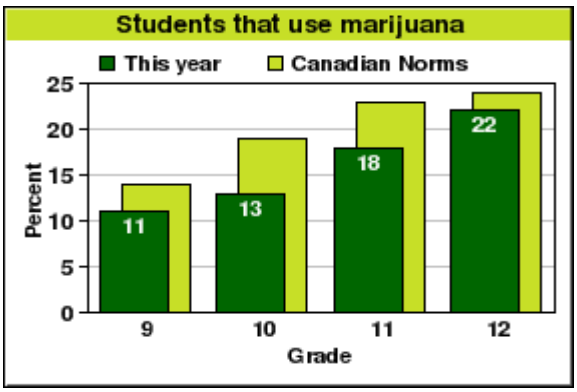
Physical Health Outcomes

Students that use marijuana

The percentage of students that use marijuana occasionally or at least once every day.

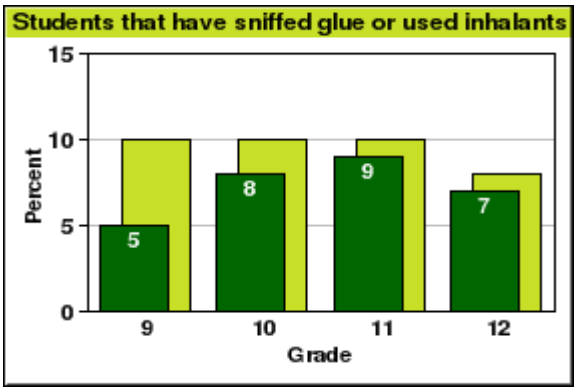
- 15% of students in this school indicated they were Occasional or Regular Marijuana Users; the Canadian norm for these grades is 20%.
- 14% of the girls and 18% of the boys in this school were Occasional and Regular Marijuana Users. The Canadian norm for girls is 16% and for boys is 23%.



Students that have sniffed glue or used inhalants

The percentage of students that have sniffed glue or used inhalants.

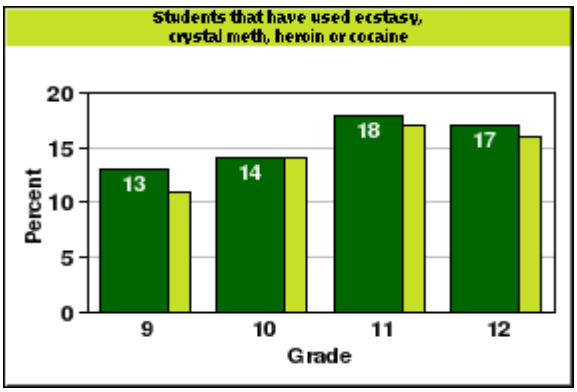
- 7% of students in this school indicated they have sniffed glue or used inhalants; the Canadian norm for these grades is 9%.
- 8% of the girls and 5% of the boys in this school have sniffed glue or used inhalants. The Canadian norm for girls is 7% and for boys is 12%.



Students that have used ecstasy, crystal meth, heroin or cocaine

The percentage of students that have used ecstasy, crystal meth, heroin or cocaine.

- 15% of students in this school indicated they have used ecstasy, crystal meth, heroin or cocaine; the Canadian norm for these grades is 14%.
- 16% of the girls and 14% of the boys in this school have used ecstasy, crystal meth, heroin or cocaine. The Canadian norm for girls is 12% and for boys is 17%.



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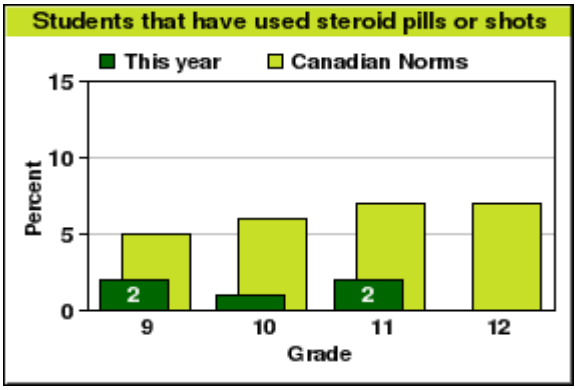
Physical Health Outcomes

Students that have used steroid pills or shots

The percentage of students that have used steroid pills or shots.

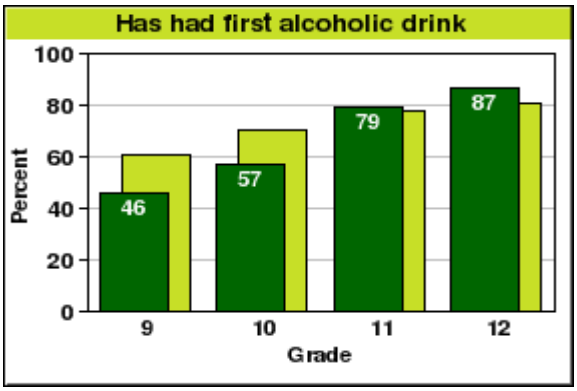
- 1% of students in this school indicated they have used steroid pills or shots; the Canadian norm for these grades is 6%.
- 1% of the girls and 1% of the boys in this school have used steroid pills or shots. The Canadian norm for girls is 3% and for boys is 9%.



Has had first alcoholic drink

The percentage of students that have had their first alcoholic drink.

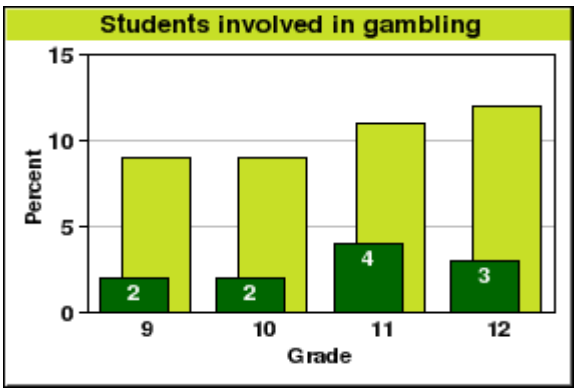
- 65% of students in this school indicated they have had first alcoholic drink; the Canadian norm for these grades is 72%.
- 61% of the girls and 71% of the boys in this school have had first alcoholic drink. The Canadian norm for girls is 72% and for boys is 73%.



Students involved in gambling

The percentage of students that have spent money on gambling at least 3 times in the previous 30 days.

- 3% of students in this school indicated they are involved in gambling; the Canadian norm for these grades is 10%.
- 2% of the girls and 4% of the boys in this school are involved in gambling. The Canadian norm for girls is 5% and for boys is 16%.



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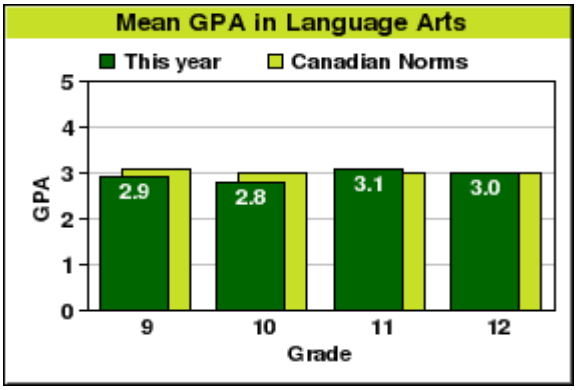
Academic Outcomes

Mean GPA in Language Arts

Students' overall marks in their current or most recent language arts class (e.g., English) were converted to a grade point average (GPA).

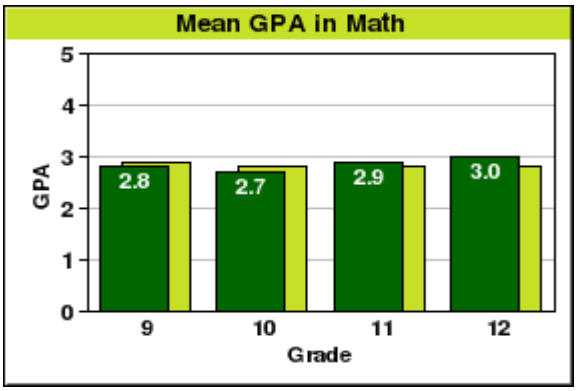
- In this school, students' reported GPA was 2.9 out of 4.3 ; the Canadian norm for these grades is 3.
- In this school, girls' reported GPA was 3.2 out of 4.3 and boys' was 2.6 out of 4.3. The Canadian norm for girls is 3.2 and for boys is 2.8.



Mean GPA in Math

Students' overall marks in their current or most recent math class were converted to a grade point average (GPA).

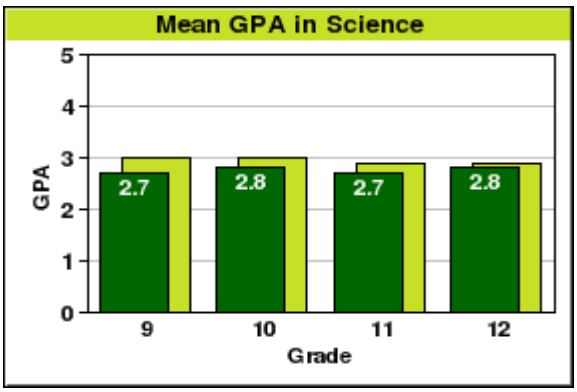
- In this school, students' reported GPA was 2.9 out of 4.3 ; the Canadian norm for these grades is 2.8.
- In this school, girls' reported GPA was 2.9 out of 4.3 and boys' was 2.8 out of 4.3. The Canadian norm for girls is 2.9 and for boys is 2.8.



Mean GPA in Science

Students' overall marks in their current or most recent science class (e.g., general science, biology, chemistry, or physics) were converted to a grade point average (GPA).

- In this school, students' reported GPA was 2.8 out of 4.3 ; the Canadian norm for these grades is 3.
- In this school, girls' reported GPA was 2.9 out of 4.3 and boys' was 2.6 out of 4.3. The Canadian norm for girls is 3 and for boys is 2.9.



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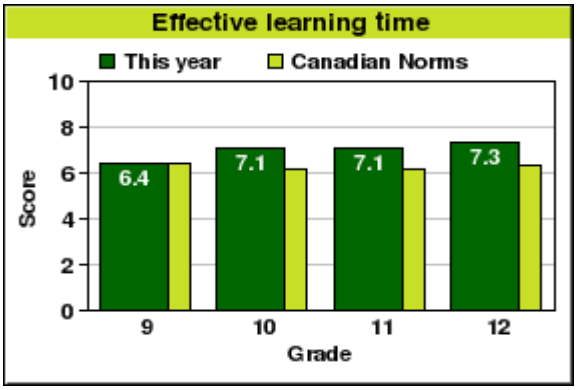
DRIVERS of Student Outcomes

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

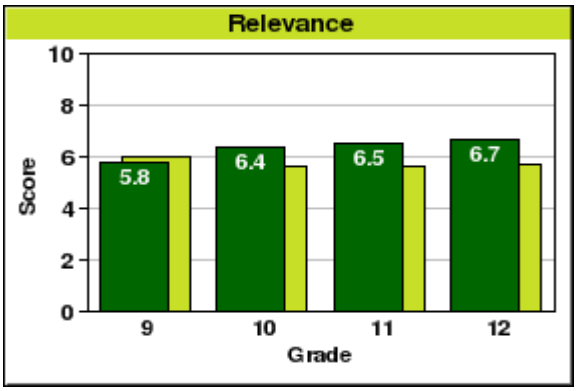
- In this school, students rated Effective Classroom Learning Time 6.9 out of 10; the Canadian norm for these grades is 6.3.
- In this school, Effective Classroom Learning Time was rated 7.1 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.2.



Relevance

Students find classroom instruction relevant to their everyday lives.

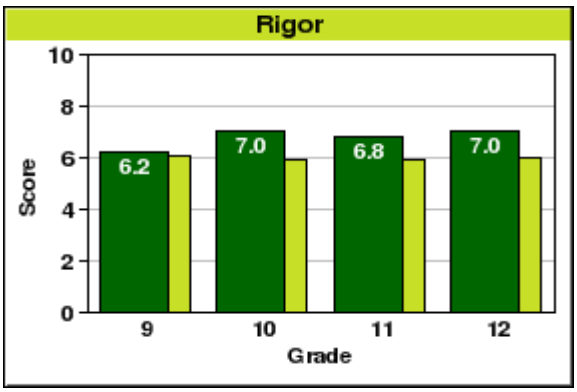
- In this school, students rated Relevance 6.3 out of 10; the Canadian norm for these grades is 5.7.
- In this school, Relevance was rated 6.4 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.6.



Rigor

Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigor 6.7 out of 10; the Canadian norm for these grades is 6.
- In this school, Rigor was rated 6.8 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 6.1 and for boys is 5.9.



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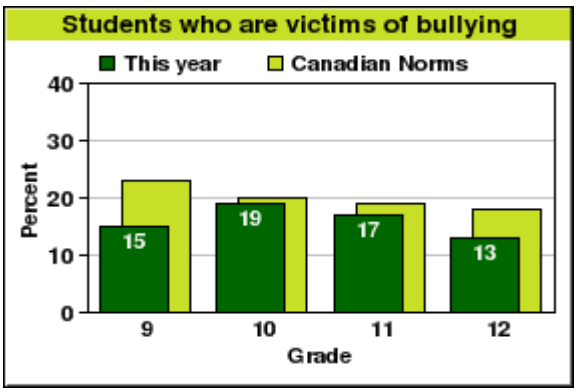
DRIVERS of Student Outcomes

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

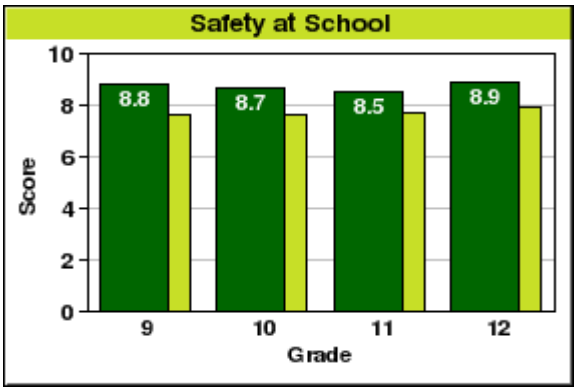
- 16% of students in this school were victims of moderate to severe Bullying in the previous month; the Canadian norm for these grades is 20%.
- 18% of the girls and 13% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canadian norm for girls is 17% and for boys is 23%.



Safety at School

Students feel safe.

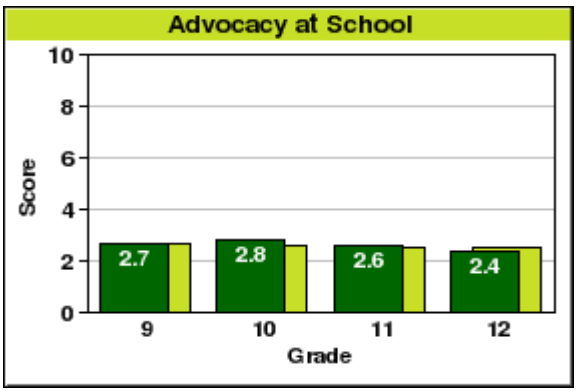
- In this school, students rated Safety at School 8.7 out of 10; the Canadian norm for these grades is 7.7.
- In this school, Safety at School was rated 8.7 out of 10 by girls and 8.7 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.4.



Advocacy at School

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy at School 2.6 out of 10; the Canadian norm for these grades is 2.6.
- In this school, Advocacy at School was rated 2.7 out of 10 by girls and 2.6 out of 10 by boys. The Canadian norm for girls is 2.5 and for boys is 2.6.



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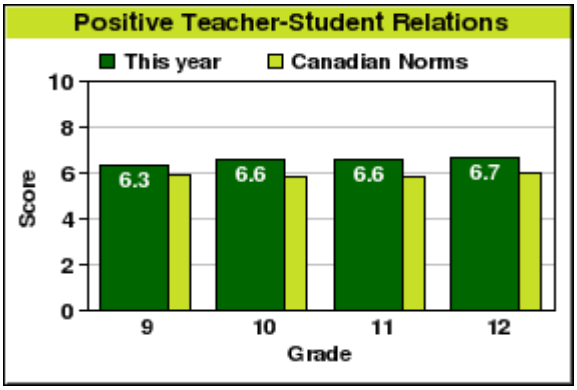
DRIVERS of Student Outcomes

Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

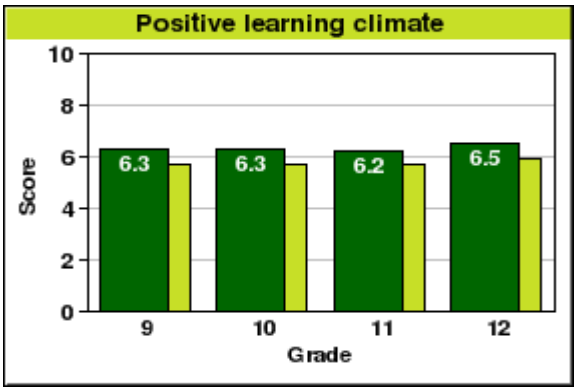
- In this school, Positive Teacher-Student Relations were rated 6.5 out of 10; the Canadian norm for these grades is 5.9.
- In this school, Positive Teacher-Student Relations were rated 6.6 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

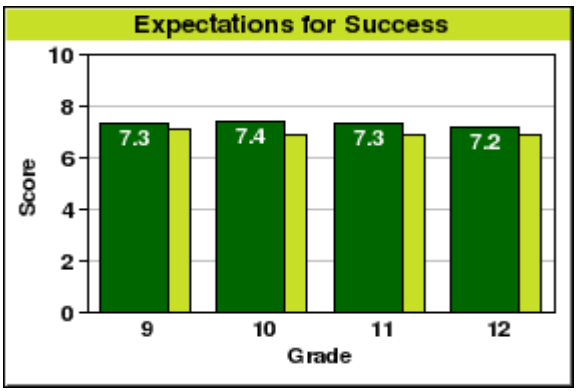
- In this school, students rated Disciplinary Climate of the Classroom 6.3 out of 10; the Canadian norm for these grades is 5.7.
- In this school, Disciplinary Climate of the Classroom was rated 6.4 out of 10 by girls and 6.2 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.7.



Expectations for Success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 7.3 out of 10; the Canadian norm for these grades is 6.9.
- In this school, Teachers' Expectations for Academic Success were rated 7.5 out of 10 by girls and 7.1 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 6.7.



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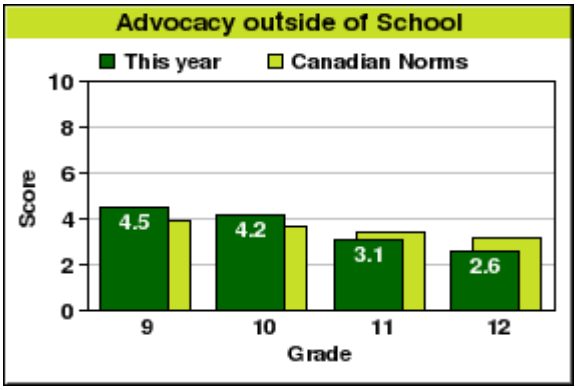
DRIVERS of Student Outcomes

Advocacy outside of School

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

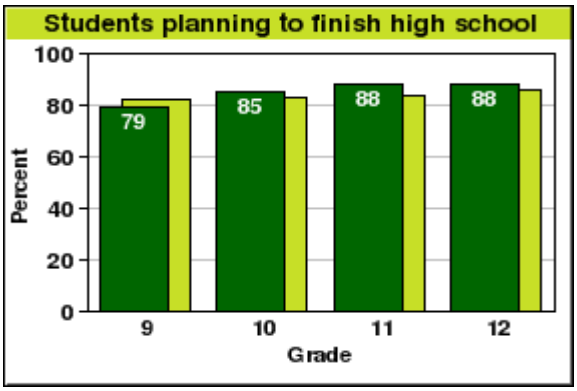
- In this school, students rated Advocacy outside School 3.7 out of 10; the Canadian norm for these grades is 3.5.
- In this school, Advocacy outside School was rated 3.7 out of 10 by girls and 3.7 out of 10 by boys. The Canadian norm for girls is 3.6 and for boys is 3.5.



Students planning to finish high school

Students plan to finish high school.

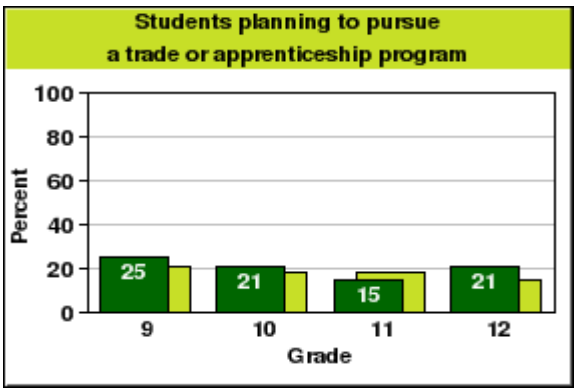
- 84% of students in this school had aspirations for finishing High School; the Canadian norm for these grades is 84%.
- 88% of the girls and 80% of the boys in this school had aspirations for Finishing High School. The Canadian norm for girls is 88% and for boys is 79%.



Students planning to pursue a trade or apprenticeship program

Students plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 21% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.
- 17% of the girls and 26% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.



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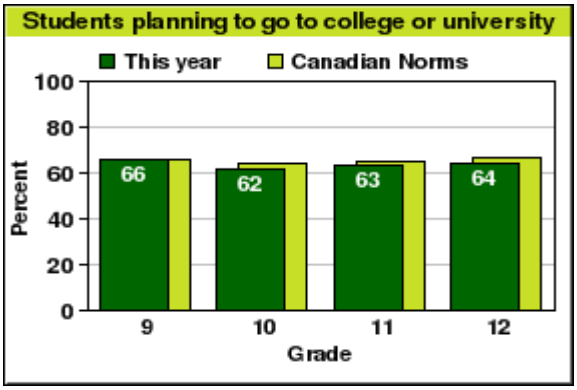
DRIVERS of Student Outcomes

Students planning to go to college or university

Students plan to pursue a post-secondary education.

- 64% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 65%.
- 68% of the girls and 59% of the boys in this school had aspirations for Going to College or University. The Canadian norm for girls is 74% and for boys is 57%.



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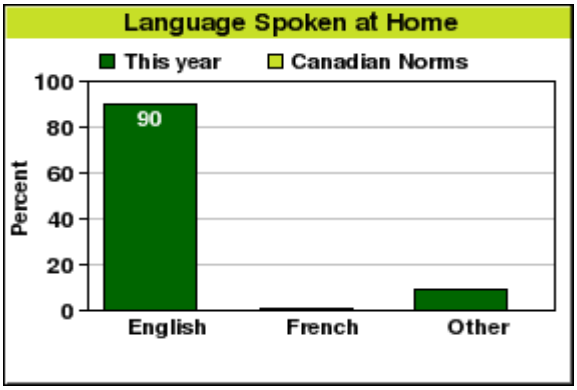
Demographic Factors

Language Spoken at Home

Students are asked to indicate the language they speak most often at home.

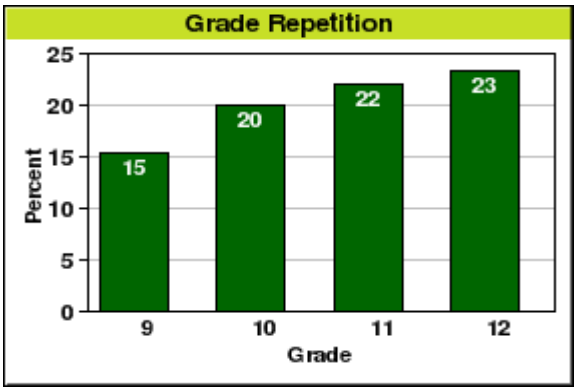
- 90% of students in this school speak English at home.
- 1% of students in this school speak French at home.
- 9% of students in this school speak other languages at home.



Grade Repetition

Students have repeated one or more grades at school since kindergarten.

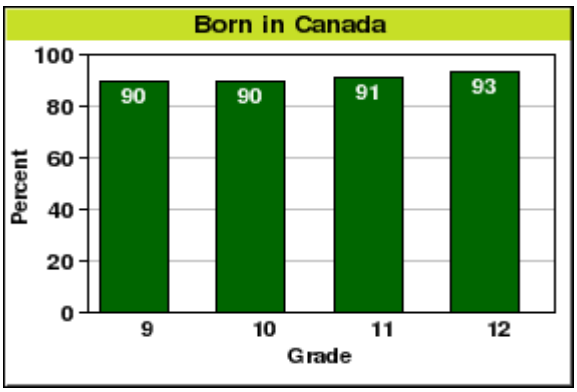
- 19.7% of students in this school have repeated a grade at school.
- 16.9% of the girls and 23.5% of the boys in this school have repeated a grade at school.



Time student has lived in Canada

Students were born in Canada.

- 91% of students in this school were born in Canada.
- 92% of the girls and 89% of the boys in this school were born in Canada.



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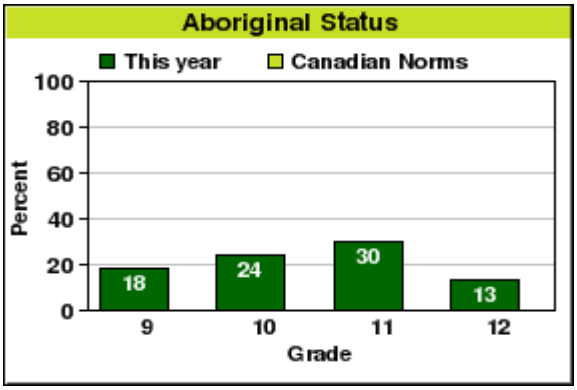
Demographic Factors

Aboriginal Status

Students are of Aboriginal origin, that is, North American Indian, Métis, or Inuk.

- 22% of students in this school are of Aboriginal origin.
- 18% of the girls and 26% of the boys in this school are of Aboriginal origin.



2010-11 Report on Student Outcomes and School Climate
TTFM Effective School Student Survey
Vincent Massey High School Highlights (30 Jan. 2011)

Your version of the ***Tell Them From Me*** student survey measures 47 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 567 students in this school that participated in the survey between 7 Dec. 2010 and 16 Dec. 2010. The number of students by grade level is:

- grade 9: 153
- grade 10: 150
- grade 11: 134
- grade 12: 130

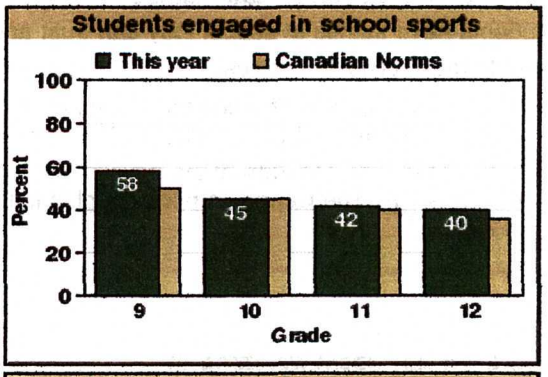
The bar charts show the results by grade for grades with at least 10 students. These are compared with Canadian norms, which are based on last year's results for all students using the TTFM survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com.

Social-Emotional Outcomes

Students engaged in school sports

Students play sports with an instructor at school, other than in a gym class.

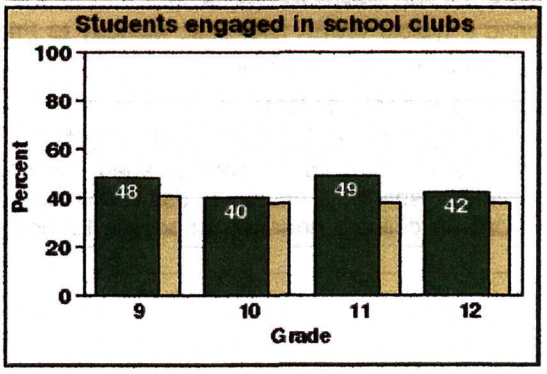
- 47% of students in this school had a high rate of Participation in Sports; the Canadian norm for these grades is 43%.
- 38% of the girls and 58% of the boys in this school had a high rate of Participation in Sports. The Canadian norm for girls is 38% and for boys is 48%.



Students engaged in school clubs

Students take part in art, drama, or music groups; school clubs; or a school committee.

- 45% of students in this school had a high rate of Participation in Clubs; the Canadian norm for these grades is 39%.
- 54% of the girls and 34% of the boys in this school had a high rate of Participation in Clubs. The Canadian norm for girls is 46% and for boys is 32%.



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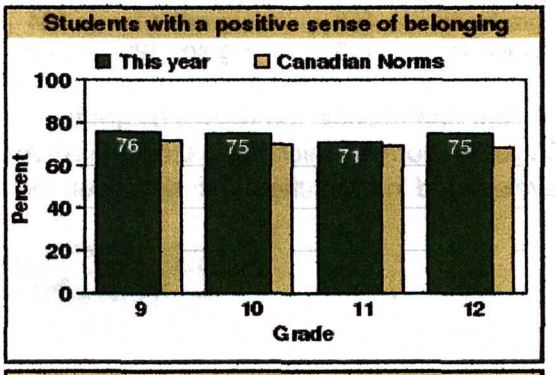
Social-Emotional Outcomes

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

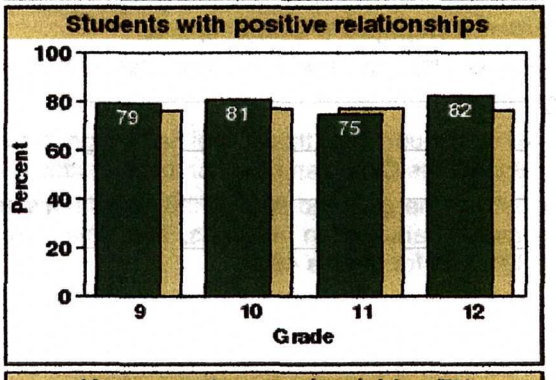
- 74% of students in this school had a high sense of belonging; the Canadian norm for these grades is 70%.
- 72% of the girls and 77% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 69% and for boys is 70%.



Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

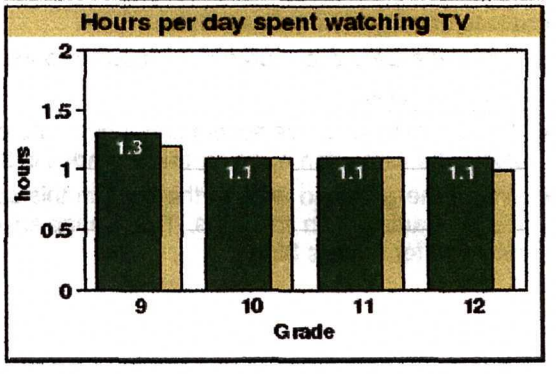
- In this school, 79% of students had positive relationships; the Canadian norm for these grades is 77%.
- 79% of the girls and 79% of the boys in this school had positive relationships. The Canadian norm for girls is 81% and for boys is 72%.



Hours per day spent watching TV

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend watching TV.

- In this school, students on average spent 1.2 hours per day Watching TV; the Canadian norm for these grades is 1.1 hours.
- In this school, girls on average spent 1.1 hours and boys on average spent 1.2 hours per day Watching TV. The Canadian norm for girls is 1 hour and for boys is 1.2 hours.



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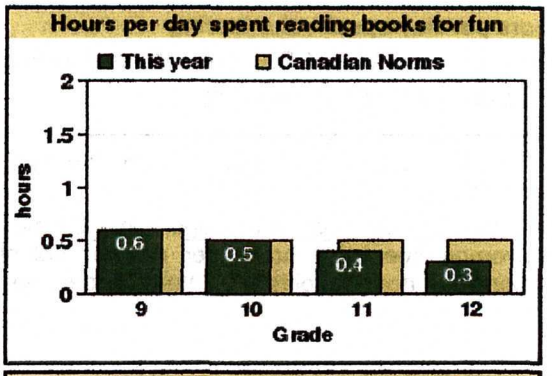
Social-Emotional Outcomes

Hours per day spent reading books for fun

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend reading books.

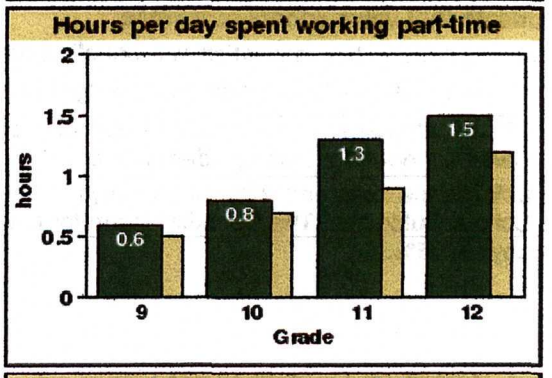
- In this school, students on average spent 0.5 hours per day on Leisure Reading; the Canadian norm for these grades is 0.5 hours.
- In this school, girls on average spent 0.6 hours and boys on average spent 0.4 hours per day on Leisure Reading. The Canadian norm for girls is 0.6 hours and for boys is 0.4 hours.



Hours per day spent working part-time

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on part-time job.

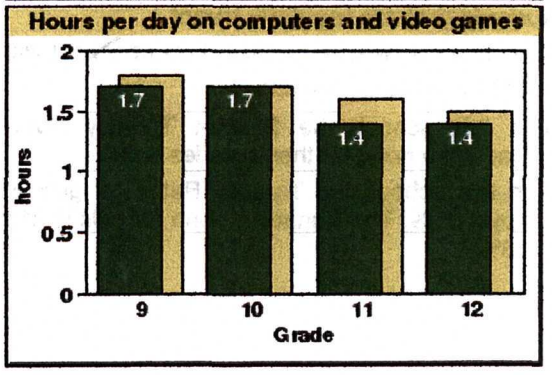
- In this school, students on average spent 1 hour per day Working Part-time; the Canadian norm for these grades is 0.8 hour.
- In this school, girls on average spent 1.2 hour and boys on average spent 0.8 hour per day Working Part-time. The Canadian norm for girls is 0.9 hour and for boys is 0.8 hour.



Hours per day on computers and video games

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend using a computer for leisure activities.

- In this school, students on average spent 1.6 hours per day on computers and video games; the Canadian norm for these grades is 1.6 hours.
- In this school, girls on average spent 1.4 hours and boys on average spent 1.8 hours per day on computers and video games. The Canadian norm for girls is 1.5 hours and for boys is 1.8 hours.



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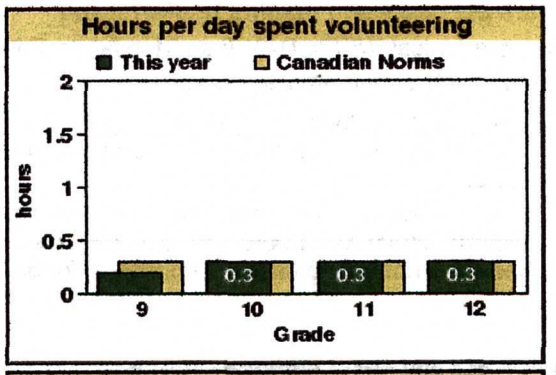
Social-Emotional Outcomes

Hours per day spent volunteering

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend volunteering.

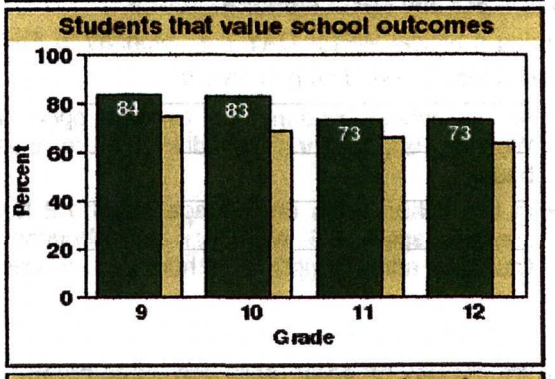
- In this school, students on average spent 0.3 hours per day on Volunteer Work; the Canadian norm for these grades is 0.3 hours.
- In this school, girls on average spent 0.3 hours and boys on average spent 0.2 hours per day on Volunteer Work. The Canadian norm for girls is 0.3 hours and for boys is 0.3 hours.



Students that value school outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

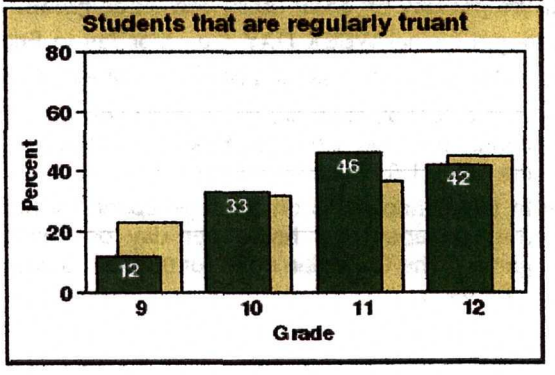
- 79% of students in this school valued School Outcomes; the Canadian norm for these grades is 69%.
- 84% of the girls and 72% of the boys in this school valued School Outcomes. The Canadian norm for girls is 72% and for boys is 65%.



Students that are regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

- In this school, the Student Truancy Rate was 32%; the Canadian norm for these grades is 34%
- In this school, the Truancy Rate for girls was 30% and for boys, 35%. The Canadian norm for girls is 31% and for boys is 38%.



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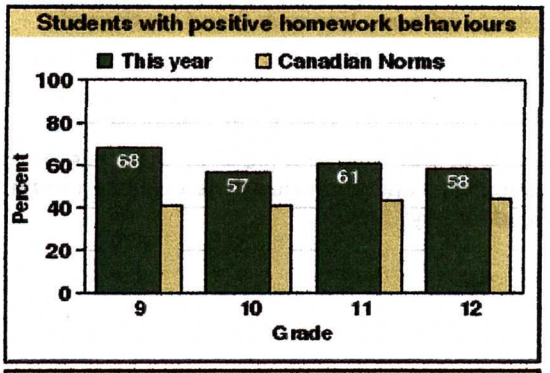
Social-Emotional Outcomes

Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

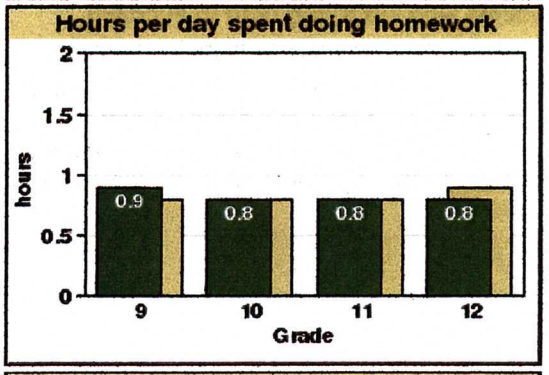
- In this school, 61% of students had positive homework behaviours; the Canadian norm for these grades is 42%.
- 69% of the girls and 53% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 51% and for boys is 34%.



Hours per day spent doing homework

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on homework.

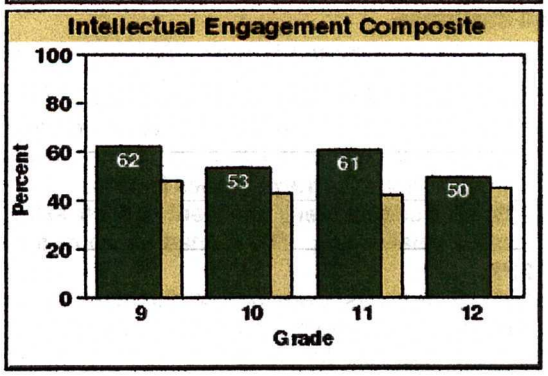
- In this school, students on average spent 0.9 hours per day on Homework; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.9 hours and boys on average spent 0.8 hours per day on Homework. The Canadian norm for girls is 1 hour and for boys is 0.7 hours.



Intellectual Engagement Composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 57% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 44%.
- 56% of the girls and 57% of the boys in this school were intellectually engaged. The Canadian norm for girls is 46% and for boys is 43%.



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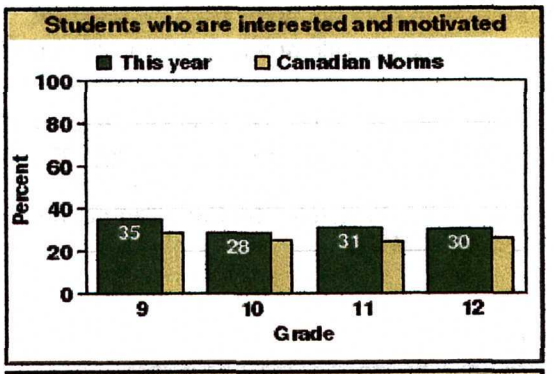
Social-Emotional Outcomes

Students who are interested and motivated

Students are interested and motivated in their learning.

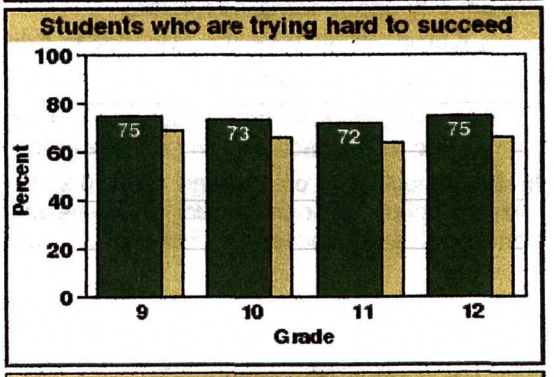
- 31% of students in this school were interested and motivated; the Canadian norm for these grades is 26%.
- 30% of the girls and 32% of the boys in this school were interested and motivated. The Canadian norm for girls is 26% and for boys is 26%.



Students who are trying hard to succeed

Students try hard to succeed in their learning.

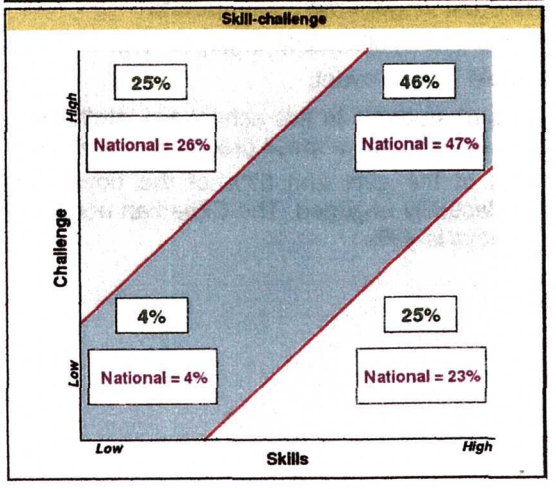
- 74% of students in this school tried hard to succeed; the Canadian norm for these grades is 66%.
- 72% of the girls and 76% of the boys in this school tried hard to succeed. The Canadian norm for girls is 70% and for boys is 62%.



Skill-challenge

Students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.

- 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 47%.
- 25% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 23%.
- 25% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 26%.
- 4% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 4%.



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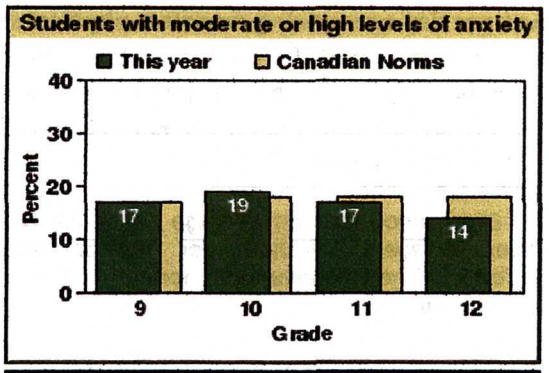
Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

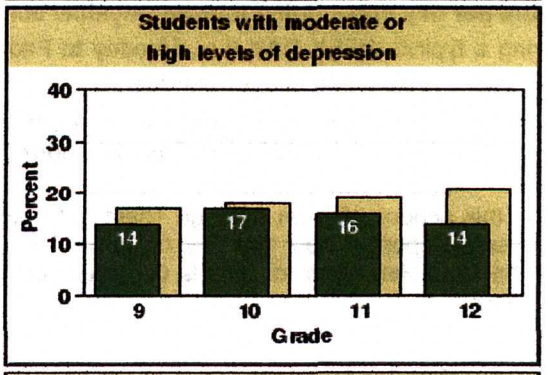
- 17% of students in this school had moderate to high levels of Anxiety; the Canadian norm for these grades is 18%.
- 21% of the girls and 11% of the boys in this school had moderate to high levels of Anxiety. The Canadian norm for girls is 21% and for boys is 14%.



Students with moderate or high levels of depression

Students have prolonged periods when they feel sad, discouraged, and inadequate.

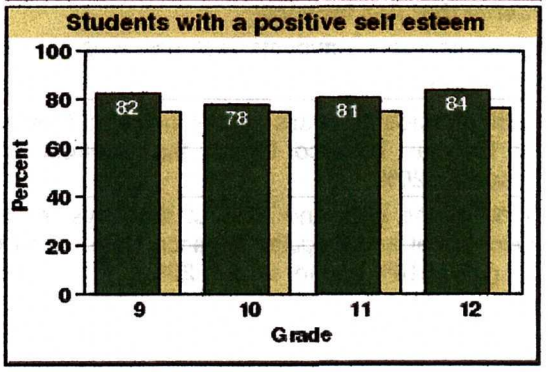
- 15% of students in this school had moderate to high levels of Depression; the Canadian norm for these grades is 19%.
- 19% of the girls and 11% of the boys in this school had moderate to high levels of Depression. The Canadian norm for girls is 22% and for boys is 16%.



Students with a positive self esteem

Students like and accept themselves, and are proud of their accomplishments.

- 81% of students in this school had high Self Esteem; the Canadian norm for these grades is 75%.
- 78% of the girls and 85% of the boys in this school had high Self Esteem. The Canadian norm for girls is 72% and for boys is 79%.

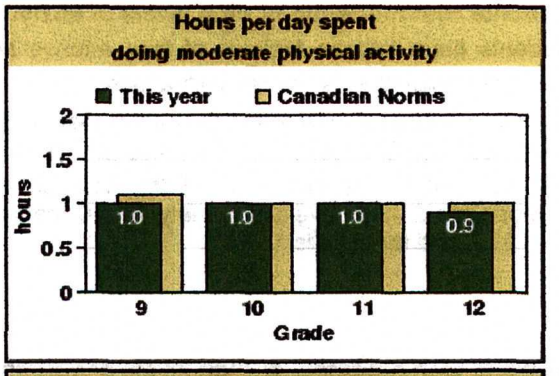


Physical Health Outcomes

Hours per day spent doing moderate physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on moderate physical activities.

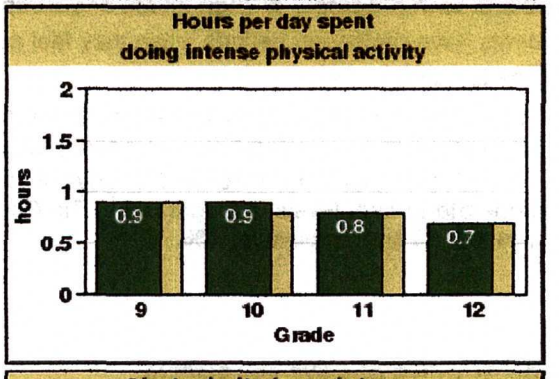
- In this school, students on average spent 1 hour per day on Moderate Physical Activities; the Canadian norm for these grades is 1 hour.
- In this school, girls on average spent 0.9 hour and boys on average spent 1.1 hour per day on Moderate Physical Activities. The Canadian norm for girls is 0.9 hour and for boys is 1.1 hour.



Hours per day spent doing intense physical activity

During a typical WEEK DAY (i.e., Monday to Friday), the average time students spend on intense physical activities.

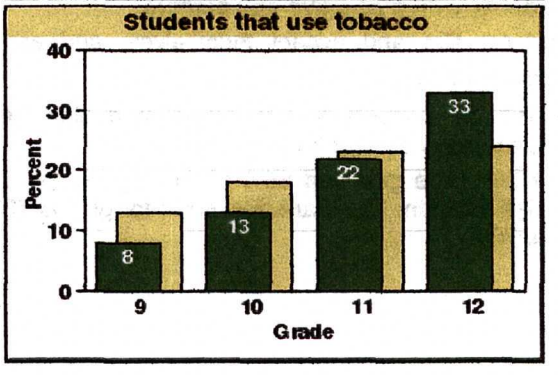
- In this school, students on average spent 0.8 hours per day on Intense Physical Activities; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 0.7 hours and boys on average spent 1 hour per day on Intense Physical Activities. The Canadian norm for girls is 0.7 hours and for boys is 0.9 hours.



Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day.

- 18% of students in this school indicated they were Occasional or Regular Tobacco Users; the Canadian norm for these grades is 20%.
- 15% of the girls and 22% of the boys in this school were Occasional and Regular Tobacco Users. The Canadian norm for girls is 16% and for boys is 23%.



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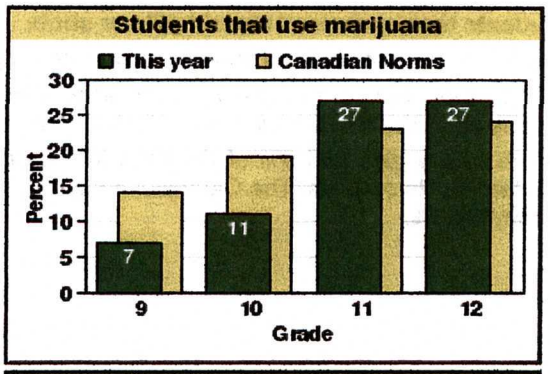
Physical Health Outcomes

Students that use marijuana

The percentage of students that use marijuana occasionally or at least once every day.

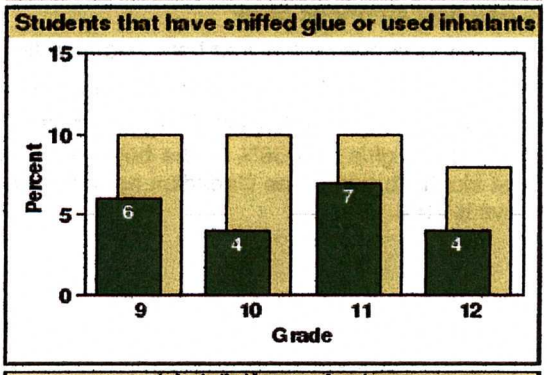
- 17% of students in this school indicated they were Occasional or Regular Marijuana Users; the Canadian norm for these grades is 20%.
- 15% of the girls and 20% of the boys in this school were Occasional and Regular Marijuana Users. The Canadian norm for girls is 16% and for boys is 23%.



Students that have sniffed glue or used inhalants

The percentage of students that have sniffed glue or used inhalants.

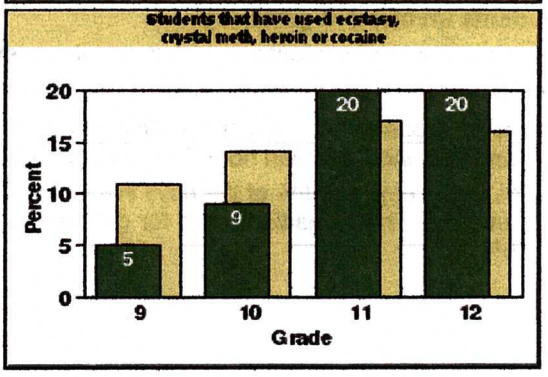
- 5% of students in this school indicated they have sniffed glue or used inhalants; the Canadian norm for these grades is 9%.
- 6% of the girls and 5% of the boys in this school have sniffed glue or used inhalants. The Canadian norm for girls is 7% and for boys is 12%.



Students that have used ecstasy, crystal meth, heroin or cocaine

The percentage of students that have used ecstasy, crystal meth, heroin or cocaine.

- 13% of students in this school indicated they have used ecstasy, crystal meth, heroin or cocaine; the Canadian norm for these grades is 14%.
- 11% of the girls and 15% of the boys in this school have used ecstasy, crystal meth, heroin or cocaine. The Canadian norm for girls is 12% and for boys is 17%.

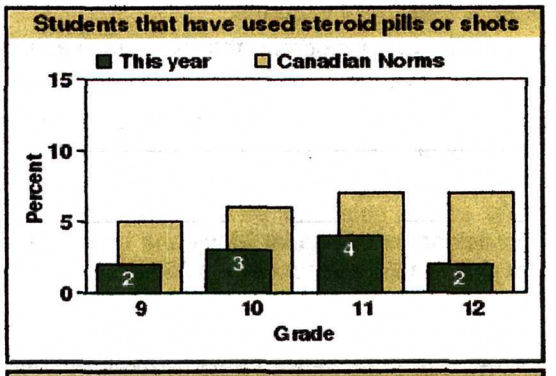


Physical Health Outcomes

Students that have used steroid pills or shots

The percentage of students that have used steroid pills or shots.

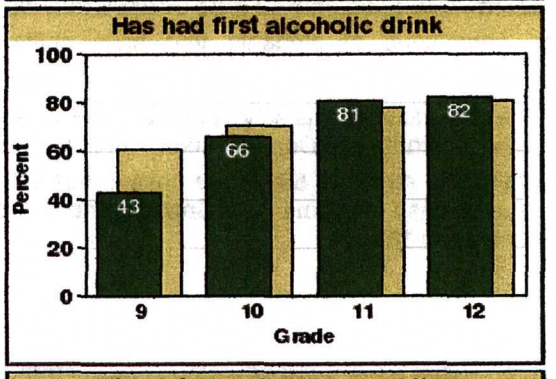
- 3% of students in this school indicated they have used steroid pills or shots; the Canadian norm for these grades is 6%.
- 1% of the girls and 5% of the boys in this school have used steroid pills or shots. The Canadian norm for girls is 3% and for boys is 9%.



Has had first alcoholic drink

The percentage of students that have had their first alcoholic drink.

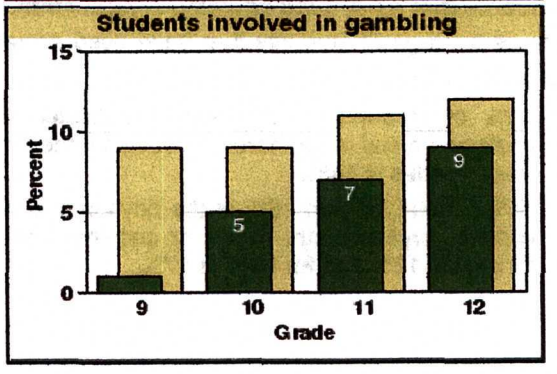
- 67% of students in this school indicated they have had first alcoholic drink; the Canadian norm for these grades is 72%.
- 67% of the girls and 68% of the boys in this school have had first alcoholic drink. The Canadian norm for girls is 72% and for boys is 73%.



Students involved in gambling

The percentage of students that have spent money on gambling at least 3 times in the previous 30 days.

- 5% of students in this school indicated they are involved in gambling; the Canadian norm for these grades is 10%.
- 2% of the girls and 9% of the boys in this school are involved in gambling. The Canadian norm for girls is 5% and for boys is 16%.



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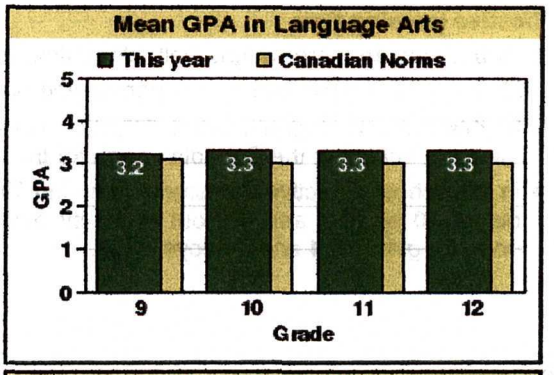
Academic Outcomes

Mean GPA in Language Arts

Students' overall marks in their current or most recent language arts class (e.g., English) were converted to a grade point average (GPA).

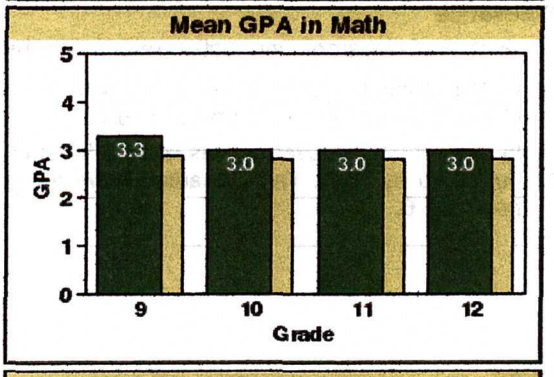
- In this school, students' reported GPA was 3.3 out of 4.3 ; the Canadian norm for these grades is 3.
- In this school, girls' reported GPA was 3.4 out of 4.3 and boys' was 3.1 out of 4.3. The Canadian norm for girls is 3.2 and for boys is 2.8.



Mean GPA in Math

Students' overall marks in their current or most recent math class were converted to a grade point average (GPA).

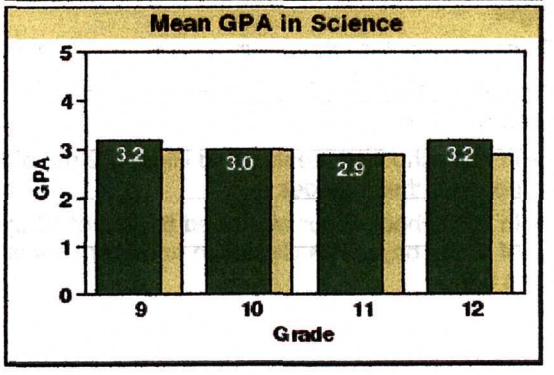
- In this school, students' reported GPA was 3.1 out of 4.3 ; the Canadian norm for these grades is 2.8.
- In this school, girls' reported GPA was 3.1 out of 4.3 and boys' was 3 out of 4.3. The Canadian norm for girls is 2.9 and for boys is 2.8.



Mean GPA in Science

Students' overall marks in their current or most recent science class (e.g., general science, biology, chemistry, or physics) were converted to a grade point average (GPA).

- In this school, students' reported GPA was 3.1 out of 4.3 ; the Canadian norm for these grades is 3.
- In this school, girls' reported GPA was 3.1 out of 4.3 and boys' was 3 out of 4.3. The Canadian norm for girls is 3 and for boys is 2.9.



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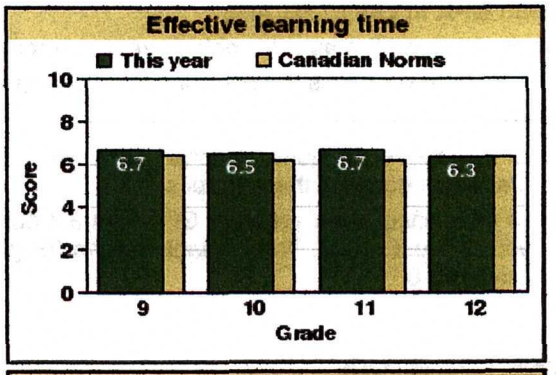
DRIVERS of Student Outcomes

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

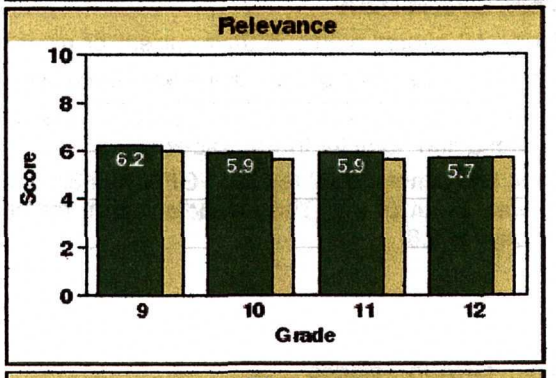
- In this school, students rated Effective Classroom Learning Time 6.6 out of 10; the Canadian norm for these grades is 6.3.
- In this school, Effective Classroom Learning Time was rated 6.6 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.2.



Relevance

Students find classroom instruction relevant to their everyday lives.

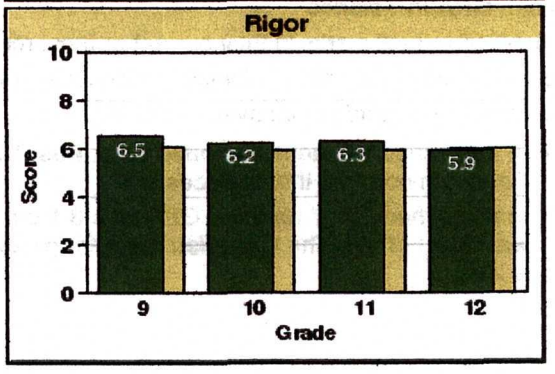
- In this school, students rated Relevance 5.9 out of 10; the Canadian norm for these grades is 5.7.
- In this school, Relevance was rated 5.9 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.6.



Rigor

Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated Rigor 6.2 out of 10; the Canadian norm for these grades is 6.
- In this school, Rigor was rated 6.2 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 6.1 and for boys is 5.9.



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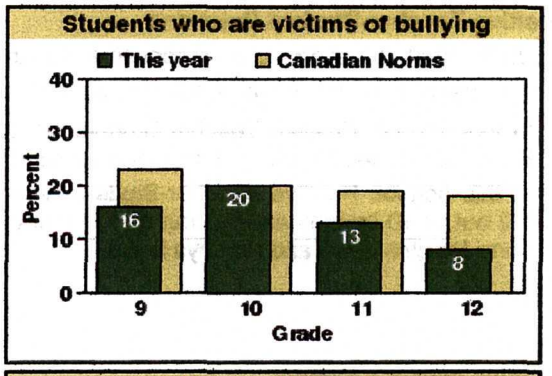
DRIVERS of Student Outcomes

Students who are victims of bullying

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

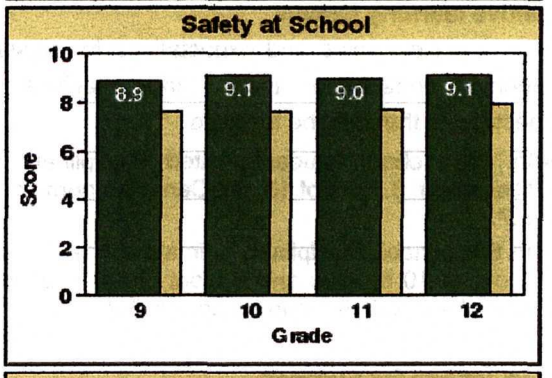
- 14% of students in this school were victims of moderate to severe Bullying in the previous month; the Canadian norm for these grades is 20%.
- 13% of the girls and 16% of the boys in this school were victims of moderate to severe Bullying in the previous month. The Canadian norm for girls is 17% and for boys is 23%.



Safety at School

Students feel safe.

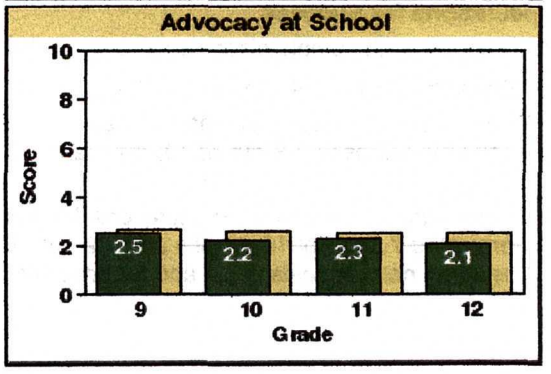
- In this school, students rated Safety at School 9 out of 10; the Canadian norm for these grades is 7.7.
- In this school, Safety at School was rated 9.1 out of 10 by girls and 8.9 out of 10 by boys. The Canadian norm for girls is 8 and for boys is 7.4.



Advocacy at School

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy at School 2.3 out of 10; the Canadian norm for these grades is 2.6.
- In this school, Advocacy at School was rated 2.2 out of 10 by girls and 2.3 out of 10 by boys. The Canadian norm for girls is 2.5 and for boys is 2.6.



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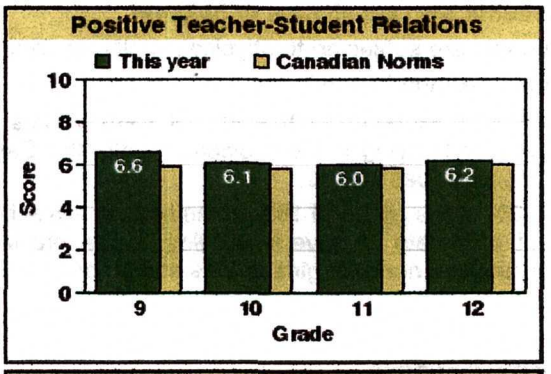
DRIVERS of Student Outcomes

Positive Teacher-Student Relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

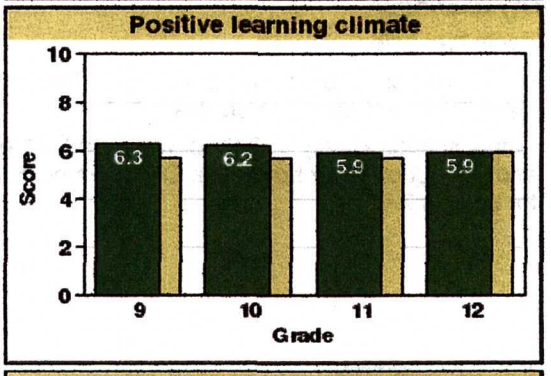
- In this school, Positive Teacher-Student Relations were rated 6.2 out of 10; the Canadian norm for these grades is 5.9.
- In this school, Positive Teacher-Student Relations were rated 6.2 out of 10 by girls and 6.3 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.



Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

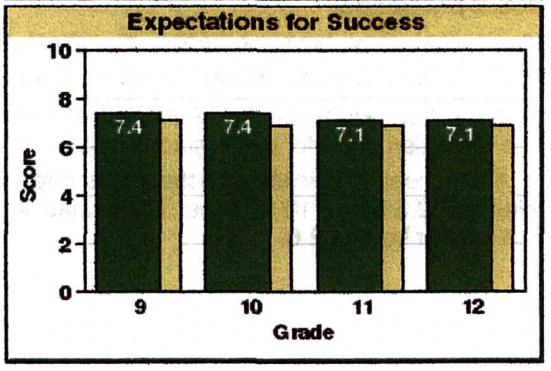
- In this school, students rated Disciplinary Climate of the Classroom 6.1 out of 10; the Canadian norm for these grades is 5.7.
- In this school, Disciplinary Climate of the Classroom was rated 6 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.7.



Expectations for Success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 7.3 out of 10; the Canadian norm for these grades is 6.9.
- In this school, Teachers' Expectations for Academic Success were rated 7.3 out of 10 by girls and 7.2 out of 10 by boys. The Canadian norm for girls is 7.1 and for boys is 6.7.



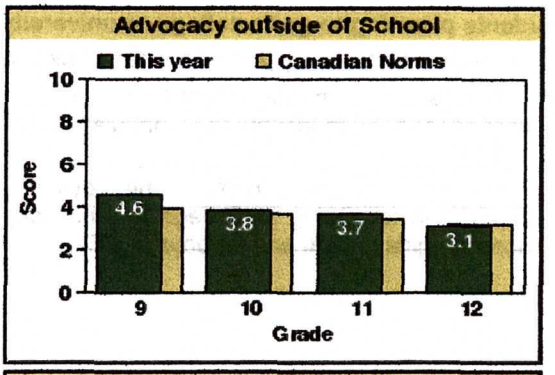
2010-11 Report on Student Outcomes and School Climate
TTFM Effective School Student Survey
Vincent Massey High School Highlights (30 Jan. 2011)

DRIVERS of Student Outcomes

Advocacy outside of School

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

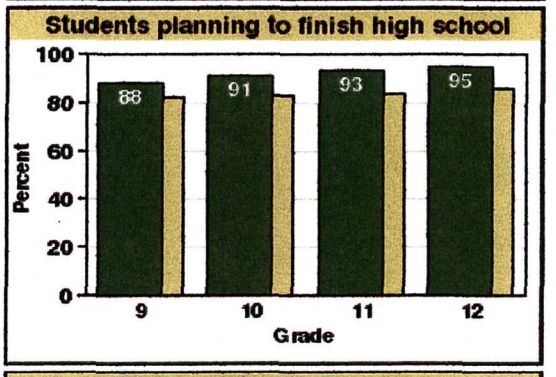
- In this school, students rated Advocacy outside School 3.8 out of 10; the Canadian norm for these grades is 3.5.
- In this school, Advocacy outside School was rated 3.9 out of 10 by girls and 3.8 out of 10 by boys. The Canadian norm for girls is 3.6 and for boys is 3.5.



Students planning to finish high school

Students plan to finish high school.

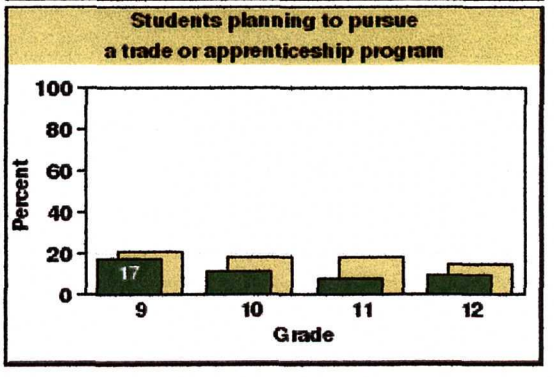
- 92% of students in this school had aspirations for finishing High School; the Canadian norm for these grades is 84%.
- 93% of the girls and 90% of the boys in this school had aspirations for Finishing High School. The Canadian norm for girls is 88% and for boys is 79%.



Students planning to pursue a trade or apprenticeship program

Students plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 12% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 18%.
- 7% of the girls and 17% of the boys in this school planned to pursue a trade or apprenticeship program The Canadian norm for girls is 14% and for boys is 22%.

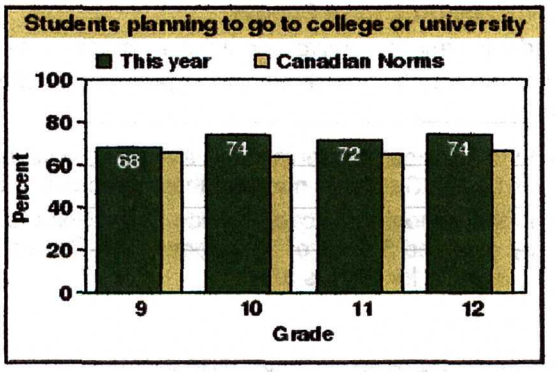


DRIVERS of Student Outcomes

Students planning to go to college or university

Students plan to pursue a post-secondary education.

- 72% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 65%.
- 75% of the girls and 69% of the boys in this school had aspirations for Going to College or University. The Canadian norm for girls is 74% and for boys is 57%.



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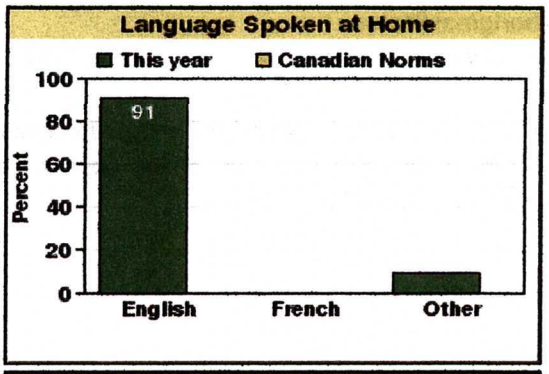
Demographic Factors

Language Spoken at Home

Students are asked to indicate the language they speak most often at home.

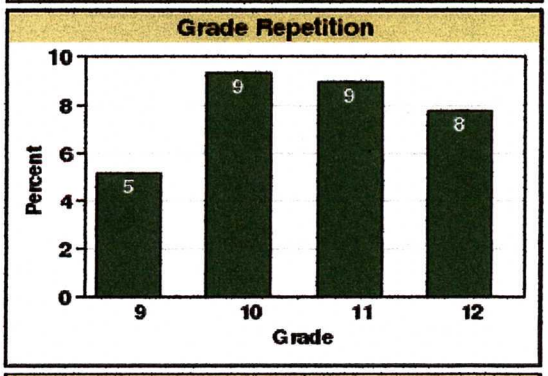
- 91% of students in this school speak English at home.
- 0% of students in this school speak French at home.
- 9% of students in this school speak other languages at home.



Grade Repetition

Students have repeated one or more grades at school since kindergarten.

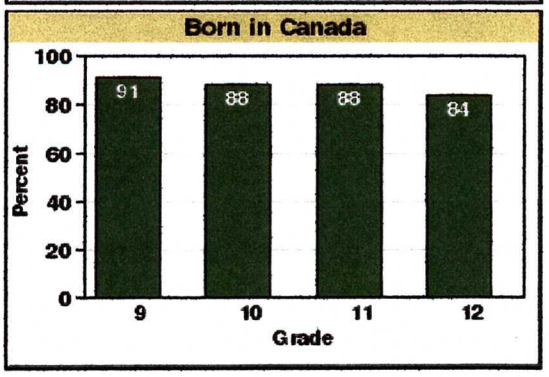
- 7.8% of students in this school have repeated a grade at school.
- 6.9% of the girls and 8.8% of the boys in this school have repeated a grade at school.



Time student has lived in Canada

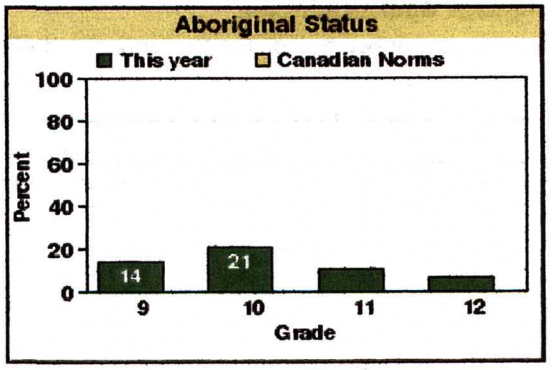
Students were born in Canada.

- 88% of students in this school were born in Canada.
- 90% of the girls and 85% of the boys in this school were born in Canada.



Demographic Factors

Aboriginal Status

Students are of Aboriginal origin, that is, North American Indian, Métis, or Inuk.

- 13% of students in this school are of Aboriginal origin.
- 12% of the girls and 14% of the boys in this school are of Aboriginal origin.