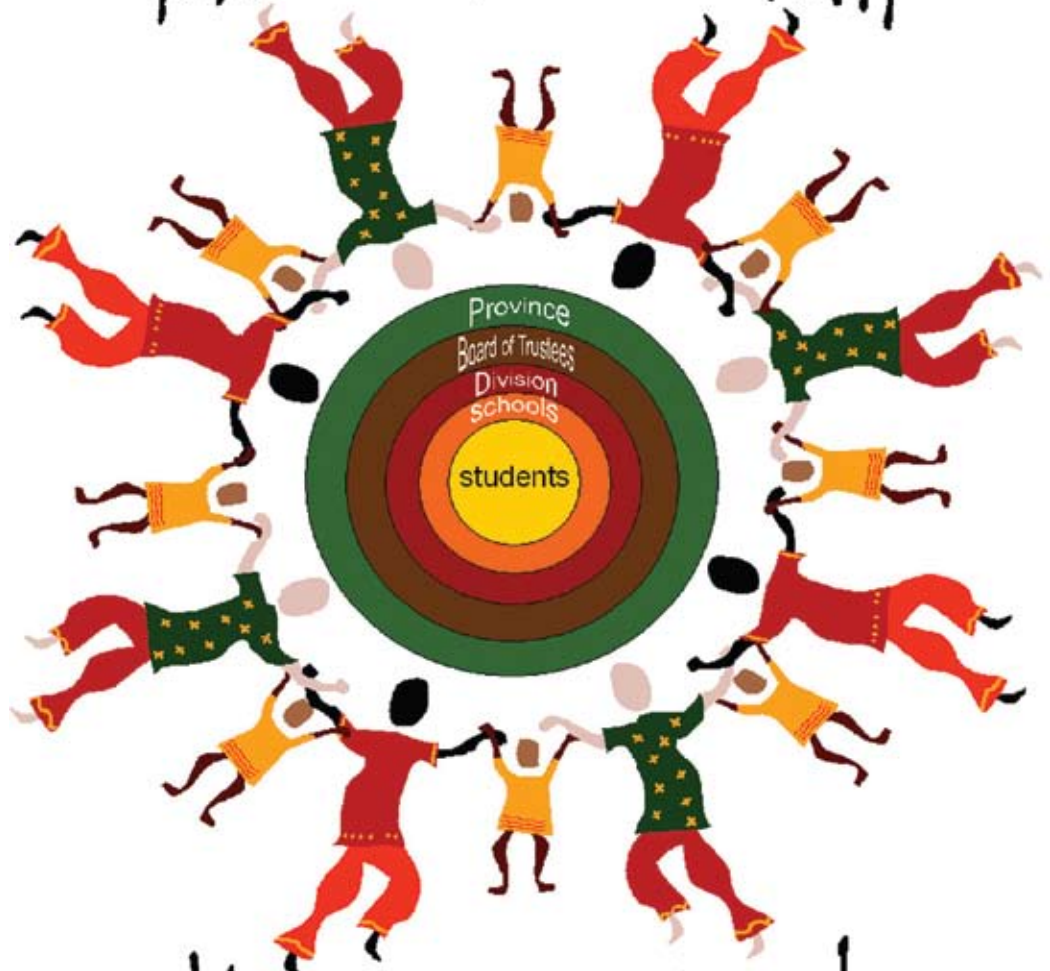




Brandon School Division Annual Education Results Report 2010/2011

Mitakuye Owasin



We are all related

OUR 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 in:

- learning supports for students • professional growth opportunities • policy development support



Each Student's Learning and Achievement Matters

Board of Trustees

Marty Snelling – *Chair of the Board*
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Assistant Secretary-Treasurer

Brandon School Division

1031 – 6th Street
Brandon MB R7A 4K5
Phone 204-729-3100

*Find this document, and more, on the web
at: <http://www.brandonsd.mb.ca>*

Our Schools

Alexander School	Principal: Ms. B. Miller
Betty Gibson School	Principal: Mr. P. Vickers
Earl Oxford School	Principal: Mr. S. Lehman
George Fitton School	Principal: Ms. G. McDonald
Green Acres School	Principal: Mr. C. Manson
École Harrison	Principal: M. C. Laluk
J.R. Reid School	Principal: Mr. R. Stallard
King George School	Principal: Mr. D. Lim
Kirkcaldy Heights School	Principal: Mr. B. Shamray
Linden Lanes School	Principal: Ms. K. Brigden
Meadows School	Principal: Ms. N. Dane
École New Era School	Principal: Mr. C. Cobbe
École O'Kelly School	Principal: Ms. A. Voutier
Riverheights School	Principal: Mr. J. Minshull
Riverview School	Principal: Mr. K. Braun
Spring Valley School	Head Teacher: Ms. J. Hutchinson
St. Augustine School	Principal: Ms. B. Howell
Valleyview Centennial School	Principal: Ms. D. Wilkinson
Waverly Park School	Principal: Mr. B. Lee
Crocus Plains Regional Secondary School	Principal: Mr. T. Osiowy
École Secondaire Neelin High School	Principal: Mr. M. Adamski
Vincent Massey High School	Principal: Mr. M. Gustafson

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 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.

Messages from the Superintendent of Schools/Chief Executive Officer and Chair of the Board of Trustees

Message from Donna M. Michaels, Ed.D. 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 production, or preparing to graduate and enrolling 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 holistic 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 progress during the 2010/2011 school year.

Our focus on student learning and achievement has its foundations in our Mission, Vision, and Strategic Goal.

Message from Marty Snelling Chair of the Board of Trustees



On behalf of the Board of Trustees I would like to thank the staff of the Brandon School Division, parents, and all community members for their hard work and strong support of our students' public education. The Board is very proud of our students' many accomplishments, achievements, and willingness to learn.

This was an exciting year for our School Board as we established very clear governance goals, put actions in place to achieve them, and approved an operating budget for 2012-2013 to support and advance student learning and achievement.

As a Board of Trustees we set these goals for 2010-2014:

1. Monitoring of Performance Results of Students and Staff
 - To increase grade 12 graduation rate to 85%+ over the next four years through an emphasis on the quality of student engagement in learning.
 - To focus, assist, support the professional learning of all staff to maximize student engagement in learning.
2. Financial Stewardship
 - To provide for and optimize the use of resources necessary to meet the 21st Century needs of our students.
3. Facilities Planning
 - To ensure schools are more accessible to the public through new initiatives and public partnerships.
4. Policy Development
 - To conduct program reviews to determine efficacy, quality of engagement and outcomes of student learning in elective and required courses and programs.
 - To develop transition programming for senior high (9-12) "high risk"/behaviourally-challenged students based on a comprehensive assessment of those students' needs.
 - To develop alternative programming to accommodate 16-18 year old students through sustainable partnerships with community agencies.
5. Community Relations
 - To enhance relations with the community through a rigorous, comprehensive, communications approach.
6. Advocacy
 - To undertake an organized advocacy strategy approach to strengthen public education in the Brandon School Division.

We are very pleased to note that the Division's graduation rate for 2010-2011 was 90.53%. This has surpassed our original goal of 85+%!

Being a trustee for the Brandon School Division Board is a rewarding role. Some of the most gratifying moments happen when the efforts of the Board result in student success. This success is very evident in the accomplishments and student achievement results outlined in this report.

We understand that these successes are the collective efforts of trustees, students, staff, parents, and community members working together with one purpose: to provide all of our students with the best learning opportunities possible in a safe, nurturing, and inclusive environment. This is what builds a stronger community and better future for all!



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

1. Quality Learning Experiences in:

- 1.1 academic development
- 1.2 social and emotional development
- 1.3. physical development

facilitated by:

2. Quality Teaching in:

- 2.1 literacy
- 2.2 numeracy
- 2.3 multiple intelligences
- 2.4. social and democratic responsibility

enabled by:

3. Quality Support Services (for students and staff) in:

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

Brandon School Division Profile (as of October 2010)

Students

Elementary:	4983
Senior High:	2701
Total:	7684
Students who have English as an Additional Language:	928
French Immersion Students:	486
Students bussed:	2484

Schools

Kindergarten to Grade 10:	1
Kindergarten to Grade 8:	14
Kindergarten to Grade 6:	3
Grades 9 to 12:	3
plus Neelin High School Off Campus	

Staff

Elementary Principals/Vice-Principals:	24
Elementary Teachers:	384
Senior High Principals/Vice-Principals:	9
Senior High Teachers:	191
Support Staff:	413
Senior Administration:	4
Out-of-Scope Staff:	27
Clinicians:	18
Specialists:	6

2009/2010 Results

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

1. Overall Divisional Results and Accomplishments
2. School-based Accomplishments in Quality Learning, Quality Teaching, Quality Support Services (examples)
3. Student Achievement Summary 2010/2011

The implementation, monitoring, and evaluation of results occurs 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.

1. Overall Divisional Results and Accomplishments

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

Quality Learning

- increased student achievement and engagement in learning; specifically literacy and numeracy. Please see #3 – Student Achievement Summary of this section for specific details;
- increase in grade 12 graduation rate from 82% to 90.5%; including 110 students from Neelin High School Off Campus (since 2007, over 300 students have graduated from Off Campus);
- 100% of Brandon School Division schools focus on literacy, numeracy, and social responsibility in their School Development Plans; and
- increase in enrolment (70.0%) in senior high Advanced Placement courses.

Quality Teaching

- 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 and interpreters.

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; appointment of new Community Drug and Alcohol Education Coordinator (funding provided through Health Canada);
- expansion/improvement of French Language professional consultant services and availability of teaching resources;
- recommendations regarding Board Policy development in education 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 (also had program in 2009/2010);
- 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.





2. School-based Accomplishments (examples)

Each school prepared an annual School Development Plan that focuses on Quality Learning, Quality Teaching, and Quality Support Services, while personalizing it for the learning needs of its students. The following are examples of Quality Teaching, Quality Learning, Quality Support Services initiatives. The following reports are prepared by the respective Principals.

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 related directly to our goal areas. 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.

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.

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 classrooms.

We purchase three new SmartBoards so that every classroom has a SmartBoard system.

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.

A full day kindergarten pilot for “at risk” students was implemented from March 14 to 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

Our major goal was 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 chart depicting all seven of the writing traits with books and activities (three years in the making); and
- writing score guide (rubric) with criteria for both the Early Years and Middle Years.

École Harrison (Single Track French Immersion)

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. One hundred percent of our grade 8 students are continuing their French Immersion studies at the high school level.

J.R. Reid School

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

Goal 1: Review of the effectiveness of Year 1 of our Literacy plan – ‘literal understandings’.

Goal 2: Review of inferences and connections in the reading process.

Goal 3: Review of the purpose of assessment and how it drives instruction.



King George School

Literacy Development was our focus for 2010/2011. 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. Our main goal was to develop a common understanding, common language, and common teaching strategies for Kindergarten to Grade 8 literacy.

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 School.

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

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

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 grades 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

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 influenced greatly the teachers most directly involved with the Pilot in terms of their growing knowledge of and enthusiasm for LwICT and student learning in a number of ways.

École O'Kelly School

The key accomplishment of École O'Kelly School's 2011 school plan goals was in the area of Numeracy. Our school's numeracy committee has put together a rubric and is working towards a math profile that can be used throughout a student's time at École 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.

Riverheights School

For the 2010/2011 school year, Riverheights 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. 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

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;
- Kindergarten Intervention Program;
- creation of a K to 3 "Literacy Block Model"; and
- creation of a "Reading Continuum" to track visually every Riverview students' reading growth.

St. Augustine School

We would like to report on literacy interventions across the school. The growth evidenced by thirty students in the Early and Middle Years Literacy programs has been significant. In addition, the Empower™ Reading program 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.

Spring Valley Colony School

This year Spring Valley School had grades Kindergarten to grade 9 with an enrollment of twenty-one students. We have also increased our staff to 1.5 FTE teachers and an 0.5 FTE educational assistant. Spring Valley School has continued the implementation of Reading Recovery®, on a quarter time basis. 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.

Valleyview Centennial School

We 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.

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.

Waverly Park School

Literacy – Early Years completed fourteen professional development sessions on Reading and Writing Connections by Reggie Routman. Middle Years – Faye Brownlie 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. We 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.

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.

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

École Secondaire Neelin High School

Introduction to Geographic Information Systems (GIS) and Advanced Geographic Information Systems (GIS) were two new courses created and offered in collaboration with Assiniboine Community College. 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.

Vincent Massey High School

English Language Arts

Throughout the 2010/2011 school year, Vincent Massey’s English department has been engaged actively 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 grades 11 and 12 Physical Activity 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.

Social Studies

Curriculum implementation and teacher profession development for the grade 9 Social Studies team has focused on a unit revision process.

3. Our Students' Progress 2010-2011

This section provides an overall summary, K-12, of important achievement results and trends. For a more thorough detailing of the reported information of school by school results for each divisional and provincial academic assessment, please refer to the larger comprehensive report available on the Brandon School Division website under "Recent News" (<http://www.brandonsd.mb.ca>).

In the Brandon School Division divisional assessments in grades 3, 5, 7 and 9 were instituted in the 2002-2003 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.

In grades 3, 5, 7 and 9 we have developed a normalized score for analytical purposes. The normalized 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 Student Achievement Summary Report 2010-2011 under the heading "Recent News" on the Brandon School Division website for details, including the formulae utilized.

This report provides results for the 2010-2011 school year, together with historical patterns. Currently the following patterns exist with respect to student assessment results:

Grade 3 Reading: Ten of the nineteen 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 nineteen 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 nineteen 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 high 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 2009/2010 school year and the current (2010/2011) school year.

Grade 9 Numeracy: BSD shows a consistent 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 2010/2011 assessment.

Grade 12 Numeracy – Pre-Calculus Mathematics: Pre-Calculus math continues to be an area of strength for the Division.

Grade 12 Numeracy – Applied Mathematics: The BSD mean score has been above the provincial mean score in every year since 2002/2003. In the 2009/2010 school year the BSD average was 5% above the Provincial mean.

Grade 12 Numeracy – Consumer Mathematics: In the 2009/2010 school year, BSD students surpassed the Provincial mean by 1.2%.

Grade 12 English Language Arts: In the 2009/2010 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.



Highlights of Student Accomplishments

F1 in Schools Provincial Competition (Board Meeting / April 25, 2011)

Paige Kasprick, Evan Melanson, Jevon Swallow, Jordan Dyck / Crocus Plains Regional Secondary School

Canada Wide Science Fair / Toronto (Board Meeting / June 13, 2011)

Victoria Goernert / Vincent Massey High School (bronze medal)

Euclid Mathematics Contest (Board Meeting / June 13, 2011)

Gidon Bookatz, LiWen Lu, Alex Will / Vincent Massey High School

Highest team score of nineteen competing schools / Gidon Bookatz – ranked first in Province / LiWen Lu – ranked second in Province)

“Good Food Hero” Contest sponsored by Food Secure Canada (Board Meeting / June 13, 2011)

Dylan Keogh / Vincent Massey High School (art work placed in the top ten)

Manitoba Youth Leadership Scholarships

- Avery Grossard / Crocus Plains Regional Secondary School
- Ju Young Kim / Crocus Plains Regional Secondary School
- Lauren Lambkin / École Secondaire Neelin High School
- Graeme Leachman / École Secondaire Neelin High School
- Jinsu Yang / Vincent Massey High School

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 literacy initiative at Betty Gibson School;
- establishment of Joint Faculty/Brandon School Division Senior High School 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 the Mayor to develop "smart city" strategic initiatives for City of Brandon.

Community Drug and Alcohol Education 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.



Statements of Financial Position as at June 30, 2010

Brandon School Division STATEMENTS OF FINANCIAL POSITION at June 30, 2010

2010 Actual

Consolidated Statement

Financial Asstes.	\$15,901,984
Liabilities.	23,789,973
Net Debt.	(7,887,989)
Non-Financial Assets.	21,878,924
Accumulated Surplus.	<u>\$13,990,935</u>

Operating Fund

Financial Asstes.	\$14,405,489
Liabilities.	12,045,802
Net Debt.	2,359,687
Non-Financial Assets.	164,053
Accumulated Surplus.	<u>\$2,523,740</u>

Capital Fund

Financial Asstes.	\$976,908
Liabilities.	12,390,487
Net Debt.	(11,413,579)
Non-Financial Assets.	21,714,871
Accumulated Surplus/Equity *.	<u>\$10,301,292</u>

* Comprised of:

Reserve Accounts.	\$1,356,302
Equity in Tangible Capital Assets.	8,944,990
.....	<u>\$10,301,292</u>

Special Purpose Fund

Financial Asstes.	\$1,359,583
Liabilities.	193,680
Accumulated Surplus.	<u>\$1,165,903</u>

* Comprised of:

School Generated Funds.	\$567,605
Other Funds.	598,298
.....	<u>\$1,165,903</u>

Brandon School Division OPERATING FUND SCHEDULE OF REVENUE, EXPENSES AND ACCUMULATED SURPLUS For the Year Ended June 30, 2010

Revenue

Provincial Government.	\$40,701,311	\$38,680,600
Federal Government.	56,264	21,600
Municipal Government - Property Tax.	22,416,877	24,118,200
Other School Divisions.	258,621	193,400
First Nations.	249,788	301,200
Private Organizations and Individuals.	852,904	584,500
Other Sources.	62,925	74,700
.....	<u>\$64,598,690</u>	<u>\$63,974,200</u>

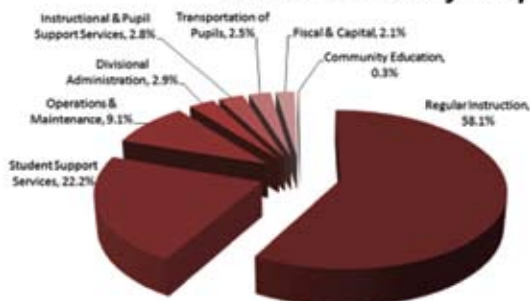
Expenses

Regular Instruction.	\$36,442,275	\$37,031,100
Student Support Services.	13,867,763	13,835,800
Community Education and Services.	214,317	124,000
Divisional Administration.	1,907,240	1,860,800
Instructional and Other Support Services.	1,934,004	1,806,200
Transportation of Pupils.	1,650,482	1,776,500
Operations and Maintenance.	6,146,467	6,084,200
Fiscal.	1,146,145	1,101,100
.....	<u>\$63,308,693</u>	<u>\$63,619,700</u>

Current Year Surplus (Deficit).	1,289,997	354,500
Net Transfers from (to) Capital Fund.	(829,084)	(354,500)
Net Current Year Surplus (Deficit).	460,913	0
Opening Accumulated Surplus (Deficit).	2,062,827	
Closing Accumulated Surplus (Deficit)	<u>\$2,523,740</u>	

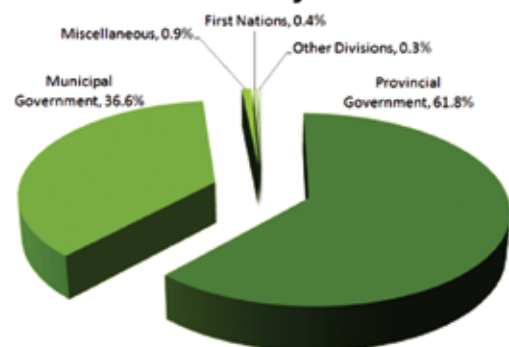
EXPENDITURES

Where This Money Is Spent



REVENUES

Where This Money Comes From



Conclusion

1) Quality Learning

1. Academic Development

- 80% of all students in grades 3, 5, 7, 9, 12 achieving curricular outcomes in literacy and numeracy as per Board Policy 1001.2: *Educational Sustainability in Student Achievement*
- implementation of Full Day/Every Day Kindergarten pilot program in Betty Gibson, École New Era, Riverheights, and Riverview Schools
- full implementation of the School-Wide Enrichment Model K-8; expanding the High Ability Learners Enrichment Programming initiatives as per Board Policy/Procedures 4044.3: *Appropriate Educational Programming*
- expansion of programming alternatives for senior high students in conjunction with the Neelin High School Off Campus (NHSOC) program
- emphasis on increasing the engagement of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues
- increase in the grade 12 graduation rate to 90%+
- expansion of Advanced Placement program in Crocus Plains Regional Secondary School and Vincent Massey High School

Facilitated by:

2) Quality Teaching

2.1 Literacy

- expansion of Empower™ Reading program in Early Years and Senior Years
- expansion of individualized reading instruction for struggling Middle Years students
- expansion of Reading Recovery® program for grade 1 students in Betty Gibson, George Fitton, J.R. Reid, Kirkcaldy Heights, Linden Lanes, Meadows, École New Era, and Riverview Schools
- implementation of grade 8 to 9 transition programming support in Crocus Plains, Neelin, Vincent Massey Senior High Schools
- strengthen and advance the inclusion of technology in the teaching and learning processes, grades K-12; augment the use of diversified mobile computing by adding class sets of either iPads or MacBooks in eleven (11) of our schools (with the remainder to follow in 2012/2013)
- complete full implementation of Policy/Procedures 4053: *Evaluation and Reporting of Student Learning and Achievement*

2.2 Numeracy

- continued expansion of Math Recovery™ (numeracy development strategies), grades 1-12
- development of Board Policy/Procedures 4059: *Numeracy*

Enabled by:

3) Quality Support Services

3.1. Learning Supports for:

- Early Childhood Education (kindergarten entry)
- students with learning difficulties through the expanded use of assistive technology
- students with English as an Additional Language (EAL) through expansion of teacher itinerant support through the EAL Reception Centre (located at École New Era School) and expansion of EAL translator services
- students requiring specialized learning support through provision of additional educational assistant services

3.2 Professional Learning Opportunities

- differentiation of instructional strategies (K-12) in areas of literacy, numeracy
- differentiation of instruction for students with English as an Additional Language
- inclusion of technology in the teaching/learning process
- support for Educational Assistants in supporting student programming
- leadership development: Principal Preparation Program

3.3 Policy Development Support in Areas of:

- numeracy
- Response to Intervention (RTI) – programming for appropriate education for all learners
- partnerships

3.4 Program Evaluation in Areas of:

- grades 7 and 8 electives program; including the instrumental music program
- Advanced Placement program
- International Baccalaureate program

This work provides a clear and distinct response to our students' right to learn and achieve successfully and to our community's expectations for quality public education.

We are very proud of our students' accomplishments and their enthusiasm and energy for learning.

We recognize and commend the hard work and tireless efforts of our staff. With everyone's good will, abilities, knowledge and skills we continue to educate our students with an understanding of how very important their learning and achievement is to them and to all of us.

We seek your ongoing support, advice, assistance, and feedback in this work so essential to the healthy, safe, secure, and productive public education of all children and youth.

The progress towards and implementation of the above initiatives is designed to improve and enhance student access to quality learning, quality teaching and quality support services. This is the result of considerable talent, abilities, hard work, and dedication to many people in the Brandon School Division.

We have accomplished much in working together with respect, consideration, cooperation, and collaboration towards realizing quality learning, quality teaching, quality support services for each student in the Brandon School Division.

With this solid foundation, focus and purpose, we are well prepared for the coming school year, 2011/2012.





Brandon School Division

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