

Mitakuye Owasin



We are all related

Fair & Equitable Access To Quality Learning Opportunities For All



Annual Education Results Report 2013/2014

# Welcome Messages

## Message from Superintendent of Schools / Chief Executive Officer

**Donna M. Michaels, ED.D.**

In the Brandon School Division, there is a clear focus on student engagement in learning and achievement. The 2013-2014 school year yielded much enthusiasm and growth by all. This Year End Report captures a cross-section of the learning initiatives and outcomes to date. It relays the hard work, progress, and commitment to learning of our students, staff, and parents.

This report is organized to represent the three interconnected strategic directions of the Brandon School Division 2011-2014 Strategic Plan; Quality Learning, Quality Teaching and Quality Support Services, all of which supports the Division's main Strategic goal *"to engage ALL students actively in their learning through the provision of equitable, fair access to Quality Learning facilitated by Quality Teaching and enabled by Quality Support Services."*



## Message from Board Chairperson Mr. Mark Sefton

Once again this year, the Annual Education Results Report highlights areas of strength in student achievement and also points out where we must place greater emphasis. The Board of Trustees is very proud of the students in Brandon School Division and also very appreciative of the partnership with parents, guardians and families. We will continue to work together to help our youth succeed.

Improving student achievement is the primary goal for the Board of Trustees. We know that the future success of our entire community is linked to the achievement of our students. We also know that the community at large wants Brandon to continue to work to be a better place for all residents.



## Trustees:

Mr. Mark Sefton, Chair of the Board	Mr. Glen Kruck
Mr. Jim Murray, Vice Chairperson	Ms. Linda Ross
Mr. Peter Bartlette	Mr. Marty Snelling
Mrs. Pat Bowslaugh	Mr. Kevan Sumner
Mr. Doug Karnes	

## Senior Administration:

Dr. Donna M. Michaels, Superintendent of Schools/Chief Executive Officer  
 Mr. Greg Malazdrewicz, Associate Superintendent  
 Mr. Denis Labossiere, Secretary-Treasurer  
 Ms. Eunice Jamora, Assistant Secretary-Treasurer  
 Ms. Becky Switzer, Director of Human Resources  
 Mr. Brent Ewasiuk, Director of Management & Information Systems Technology (MIST)  
 Mr. Mel Clark, Director of Facilities & Transportation

## Our Schools

Elementary Schools		Principal
Alexander School	K – 8	Ms. Shelley Cords
Betty Gibson School	K – 8	Mr. Phil Vickers
Earl Oxford School	K – 8	Mr. Rick Stallard
George Fitton School	K – 8	Ms. Gail McDonald
Green Acres School	K – 8	Mr. Craig Manson
École Harrison	K – 8 Single Track French Immersion	Mr. Craig Laluk
J. R. Reid School	K – 8	Mr. Shawn Lehman
King George School	K – 8	Ms. Barb Miller
Kirkcaldy Heights School	K – 8	Ms. Nancy Hamilton
Linden Lanes School	K – 8	Ms. Kathy Brigden
Meadows School	K – 8	Mr. Dave Lim
École New Era School	K – 8 French Immersion K – 8 English	Mr. Chad Cobbe
École O'Kelly School	K – 4 French Immersion K – 8 English	Ms. Angela Voutier
Riverheights School	K – 8	Mr. John Minshull
Riverview School	K – 6	Mr. Kelly Braun
St. Augustine School	K – 8	Mr. Chris Czarnecki
Valleyview Centennial School	K – 6	Ms. Darlene Wilkinson
Waverly Park School	K – 8	Mr. Bob Lee
Senior High Schools		
Crocus Plains Regional Secondary School	9 – 12	Mr. Mathew Gustafson
École secondaire Neelin High School	9 – 12	Mr. Michael Adamski
Vincent Massey High School	9 – 12	Mr. Bruce Shamray
Alternative Senior High School		
Neelin High School Off-Campus	9 – 12	Mr. Michael Adamski
Hutterian Colony School		
Spring Valley Colony School	K – 10	



## Vision

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

## Mission

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.

## Strategic Plan Overview

Our strategic goal is 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**.

### Quality Learning

- To complete full implementation of Policy/Procedures 4044.3: Appropriate Educational; Programming: School-Wide Enrichment Model K-8.
- To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL).
- To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal Heritage, English as an Additional Language, and learning engagement issues.

### Quality Teaching

- To complete full implementation of Policy/Procedures 4053: Literacy Development of Students K-12 and Policy/Procedures 4052: Assessment, Evaluation, and Reporting of Student Learning and Achievement.
- To complete the development of Policy/Procedures 4059: Numeracy to focus the quality teaching of numeracy, grades K-12.
- To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit).
- To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.

### Quality Support Services

- To strengthen the learning engagement and achievement of learners with English as an Additional Language.
- To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.



## KING GEORGE SCHOOL

### Focus Areas:

School climate, literacy, technology in learning and brain based learning.

### 2013-2014 Highlights

- All of our students had the opportunity to participate in cultural day activities and a pow wow celebration that promoted and celebrated cultural diversity. We had 35 of our students perform during our cultural day/evening and pow wow performances. The Brandon Neighbourhood Renewal Corporation partnered with us to help make these events possible for our students and our community.
- Our Youth Revolution group raised funds to support building a school in Ecuador, and support the Tsumani efforts in the Philippines. They also planned a well of anti-bullying activities, in conjunction with the Day of Pink, for all of our students and a wellness day for our Grade 7 and 8 students.
- Our school undertook a book drive that was spearheaded by Katie Wilson to secure book donations to donate to Samaritan House to include with their Christmas hampers.



### Focus Areas:

Response to Intervention, differentiated instruction and reading comprehension.

### 2013-2014 Highlights

- Alexander School Youth Revolution Group received an award for "Most Improved School".
- The Grade 7/8 class was selected and participated in the Commonwealth games project sponsored by BBC.
- Mitch Dorg from the Crash Test Dummies band and "Live Different" performed at Alexander School to help promote anti-bullying.





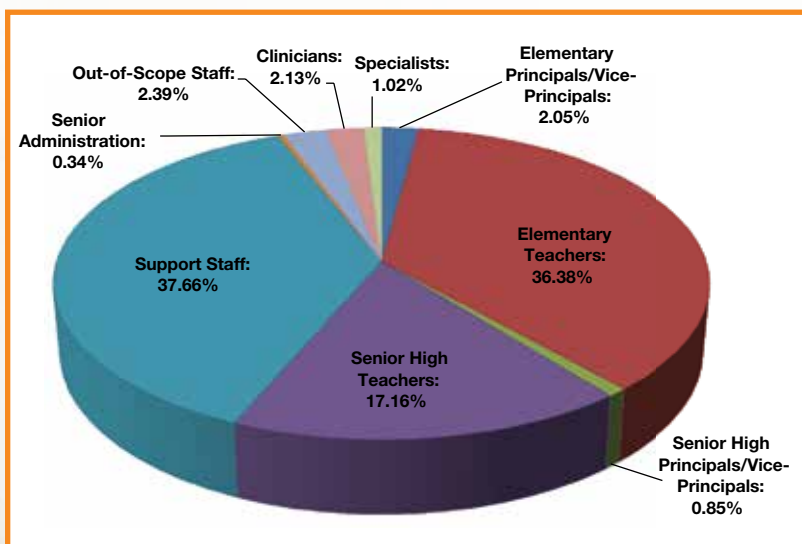
# Profile - Growing and Diverse

## Schools

Kindergarten to Grade 6:	2
Kindergarten to Grade 8:	16
Kindergarten to Grade 10:	1
Grades 9 to 12:	3
Plus Neelin High School Off Campus	

## Students

Elementary:	5,523
Senior High:	2,913
<b>Total:</b>	<b>8,436</b>
Students who have English as an Additional Language:	1,370
French Immersion Students:	701
Students Bussed:	3,178





### ECOLE NEW ERA SCHOOL


Linguistically diverse, culturally rich, educationally strong

**Focus Areas:**  
21st century learning, Aboriginal Education and literacy.

**2013-2014 Highlights**

- Circle of Courage - We are in the process of implementing Dr. Martin Brokenleg's concepts of belonging, mastery, independence, and generosity in our ongoing effort to help students grow in ALL ways.
- French Immersion - ALL French Immersion students (K-8) were placed into multi age/grade teams. There were major activities held between January and June for these teams to participate in and enjoy.
- Guided Reading Coaching - There has been a move away from the "literacy block" model towards an "in class" model for reading instruction in Early Years and Middle Years classrooms. The coaching that goes on helps to build capacity for our teachers as they continue to strengthen their skills in balanced literacy instruction.
- Universal Design for Learning Introduction - The interest in Universal Design for Learning (Universal Design for Learning) among staff will lead to us collectively strengthening our skills in differentiated instruction.






### Meadows School

Home of the Mustangs

**Focus Areas:**  
Student engagement, social responsibility and technology in learning.

**2013-2014 Highlights**

- Meadows School Grade 5/6 Choir won the Lillian Popkin Memorial Trophy for being selected as the most entertaining choir at the Brandon Festival of the Arts!
- On March 5th, 2014, at the Power Smart Manitoba Winter Games, three Meadows students who competed with Team Westman "owned the podium" as they won gold, silver and bronze in the 10 to 12 year old boys all around gymnastics competition.
- Grade 3/4 students from Mrs. Harvey-Zenk and Mrs. Janzen's class who call themselves "Maddy's Mustangs" rode for their classmate Maddy in the Westman Cerebral Palsy Stationary Bike Race. The class raised \$1,500.00 for the Cerebral Palsy Association. "Maddy is not just our friend, she is part of our family in this class," said one of her class mates.
- In June of 2014, Meadows School Youth Revolution received "The Top School Award" at the BSD Year-end Youth Revolution Gala. Earlier in the school year, Meadows School was also awarded 100 Kobo e-readers for the stellar work done by our Y Revolution members in raising funds and awareness for the "Free The Children" organization. Their donations helped provide a community in Ecuador with clean water.






### Linden Lanes School

Home of the Leopards

**Focus Areas:**  
Student engagement and achievement.

**2013-2014 Highlights**

- Science Expo and Western Manitoba Science Fair - Following a successful Science Expo at Linden Lanes with 78 students completing 57 projects, 42 students attended the WMSF. 23 students either received medals or were awarded recognition for their work.
- Student participation was high in all school sports and activities including intramurals, soccer, volleyball, basketball, badminton, cross-country, track and field.
- Artist in the School - all grades participated in the Artist in the School Program featuring African drumming and dancing.
- Grade 6 class was involved in the Enviro Expo and made a presentation to City Council regarding environmental issues.
- School Patrol Team - the Linden Lanes School Patrol Team placed first in the city as top Patrol Team of the Year for 2013-2014.





### École Harrison

le respect, la responsabilité, la fierté

**Focus Areas:**  
French Language Arts and 21st century skills.

**2013-2014 Highlights**

- Development of an infrastructure for the School wide Enrichment Model that allows for student choice, academic rigour and parent involvement in learning opportunities that is relevant and exciting for our students.
- The renaissance of our B.I.F. (Bureau d'inspiration du français) as a means for students to be motivated to speak in French with one another. Listening to our students speak in French at such a young age is truly impressive.
- A commitment to ongoing collaboration in French language development between École Harrison, École New Era and École secondaire Neelin High School, specifically for our Grade 7 and 8 students transitioning to high school. The teachers from these three schools developed an end of Grade 8 French language assessment to gauge our successes with the French language and to help plan for continued development at the secondary level.





# Operational Initiatives – Proactive



## Highlights from the Office of Human Resources

- The 2013-2014 school year in the Office of Human Resources was one of sustainability in regards to the “GREEN” ONLINE CONNECT services provided.
- ONLINE LEAVES continued with increased usage by all employee groups.
- In 2013-2014 the sub booking office received on average per month, 580 same day absence call ins from teachers and 378 same day absence call ins from support staff.
- ONLINE WORKSHOP REGISTRATION received the most attention in regards to enhancements to provide more effective and efficient operations. This online service alone has streamlined from four (4) separate “paper” processes into one simple “CLICK” of a button.
- ONLINE JOB POSTINGS continue to be a success in regards to applying for employment opportunities with the Brandon School Division. An added enhancement to this area included the SUBSCRIBE to job postings feature, which allows any user to receive an email notification when employment opportunities are added to our website.

## Highlights from the Office of Facilities and Transportation

Maintenance/Transportation Department initiatives undertaken or in progress:

- Ameresco Asset Planner data was updated.
- City Joint Use Agreement proceeded with the redevelopment of the Neelin Football Field.
- George Fitton Mini Gym was converted to a new classroom.
- Classroom reconfigurations were made to accommodate increasing enrollments at Betty Gibson, Neelin, and Riverheights.
- Crocus Plains gymnasium floor was sanded and refinished with game lines.
- Transportation implemented a new route to handle students reassigned to Earl Oxford from New Era.
- Transportation trialed a propane bus and is proceeding with the purchase of two propane units for a long term trial.
- Riverview school heating system was replaced.
- The new George Fitton gym and daycare are slated for completion in the fall of 2014.

## Highlights from the Office of the Secretary-Treasurer

### Finance:

- In 2012-2013, electronic templates were created to improve efficiencies and assist School Administrators with allocating their School Instructional Budgets. In 2013-2014, we expanded on this project by reviewing and improving financial reports for Administrators, thus making the reports easier to read and understand.

### Operations:

- Thanks to the generosity of many community organizations and businesses in Brandon, the Division saw a significant increase in the number of scholarship agreements brought forward to the Board of Trustees.
- The Joint Use Agreement with the City of Brandon continues to provide community organizations with access to school gymnasiums and classrooms outside of school hours.

## Highlights from the Office of Management and Information Systems Technology

- The 2013-2014 year started with the implementation of an application called UMRA that automates the network account and email account provisioning process.

• Desktop Authority was deployed for the purpose of assigning printers more effectively and powering the computers down after hours to reduce the amount of power the Division consumes.

- BSD staff was introduced to Microsoft Outlook as we moved our e-mail system from FirstClass to an Exchange server.
- In December, the Division invested in a robust backup solution. With this solution in place, we can recover anything between a simple accidental single file deletion, to a server malfunction or worse.
- An investment in a proximity card access system and enhanced IP (internet protocol) video cameras was made. Proximity card access was deployed at the three high schools and the Division Office.
- A camera system was deployed at Neelin High School and Vincent Massey High School, neither of which had an existing camera system.
- In February we started an upgrade process for our library software called L4U. This upgrade amalgamated each school library database into a centralized database located at the Division Office.
- The MIST Department also supported the new divisional Personalized Learning – Focus On Technology Implementation Plan by facilitating effective hardware and software installations and maintenance.

### Payroll:

- The Payroll Department continues to move forward with their Green Initiative to reduce paper usage.

- The participation rate in our Electronic T4 project continues to grow as staff views and prints their T4's directly from Employee Connect.

### Accounts:

- In the last fiscal quarter, turnaround time on reimbursements was reduced to one week.
- The department moved from weekly posting of invoices and approval at the time of cheque production, to daily invoice review, approval and posting.
- The tendering process continues to be improved for instructional supplies. This year we requested electronic files containing item pricing from vendors when submitting a tender.



# Educational Initiative – Responsive and

Through Quality Teaching and Quality Support Services Brandon School division is focusing on the Quality Learning for all students and with specific emphasis on students with:

- English as an Additional Language
- Aboriginal Heritage (First Nations, Metis, Inuit)
- Learning Differences and Disabilities
- Disengagement
- Behavioural Challenges

## School-Wide Enrichment Model K-8

### Progress in 2013/2014

- HALEP staff facilitated Enrichment Clusters in all BSD schools.
- Alexander School has HALEP staffing and will attend Confratute.
- Further data collection is under discussion.
- HALEP budget is continuing to evolve to best reflect specific allocations – ie. Sub staffing vs Cluster resources.

## Aboriginal Heritage (First Nations, Métis, Inuit)

### Progress in 2013/2014

- Three MAP (Making Action Plans) sessions were provided to BSSAP, AAA and Administrators addressing Aboriginal Education, School Based Initiatives, Provincial priorities and Educational trends to be carried out to accommodate the diverse needs of Aboriginal students.
- Administration and teachers were provided with a selection of excellent resources and materials that will assist their schools to enhance Aboriginal perspectives through our curricular activities.
- Administrators, Learning Support Services staff were provided with professional development regarding the Circle of Knowledge model.
- K – 12 Treaty Relations training was provided to 25 teachers from various schools.
- A two-day training session regarding the "From Apology to Truth and Reconciliation" facilitated by Manitoba Education was provided for high school teachers.
- Guest speakers, Brandon University Aboriginal students and Elders were involved in various Aboriginal classroom teachings, both at the elementary and high school levels.
- Specialized groups participated in professional learning opportunities, and in formal/informal discussion meetings related to Aboriginal Education.
- A parental engagement program guided by the PATH group, opened the door to greater parental involvement and helped support the parents in their children's achievement and well-being in school.

### Progress in 2013/2014

- Balanced Literacy Practice sessions were provided to Grade 1 to 4 teachers in the fall of 2013. Dialogue on this topic also continued at school based professional learning sessions in the area of literacy.
- Fountas and Pinnell Benchmark Assessment System (BAS) training was completed with all teachers who had not been previously trained and follow up sessions were completed at a number of schools.
- Professional learning sessions were held for all teachers of Grades 1-4 in the area of writing as discussed in the Balanced Literacy Practices K-4. These sessions were intended to facilitate growth in this area across the division.
- A Middle Years committee has worked to create a finalized document regarding Balanced Literacy Practices Grades 5-8. This document will be implemented during the 2014-2015 school year.
- Round 1 of Leadership in Adolescent Literacy completed their professional learning cycle and a second group began and has completed their first year of the three year cycle.
- Literacy support remained as a combined group of Early Years and Middle Years teachers and focused on areas chosen by the group, such as Response to Intervention and use of materials.
- The Benchmark Assessment System is being used in all Grades 1-8 and follow-up sessions in how to use the data for instruction have taken place in a number of schools.

## Literacy

## Numeracy

### Progress in 2013/2014

- Provided ongoing communication about professional development opportunities (i.e. David McKillop, Ms. Math) local marking sessions (Grade 12 Provincial Math) and online learning (Xtra Math, Useful App Lists).
- Facilitated four workshops emphasizing the importance of scaffolding Math instruction from concrete to pictorial to symbolic.
- Developed Learning continuum based on Policy 1001.2.
- Developed Math facts continuum for K-8.
- Three teachers were trained in Math Recovery and participated in Numeracy Support professional development throughout the school year.
- Provided teachers with WNCPS Mental Math strategies at each grade and Provincial Problem Solving Rubric.
- Provided communication regarding Grade 12 achievement tests.

# Research - Driven

## Student Engagement

### Progress in 2013/2014

- Encouraged Principal direction to staffs on relationship of neuroscience to literacy.
- 20 schools participated in the Tell Them From Me survey.
- A Tell Them From Me School Coordinator training session was offered as well as a data analysis training session.
- All schools analyzed their Tell Them From Me data as part of their School Development Planning process.

## Technology in Learning

### Progress in 2013/2014

- Staff and students at the four Technology in Learning cluster schools were introduced to SchoolBundle web tools, as part of personalized learning projects.
- Digital Days: along with Numeracy Consultant, two single-day events were held focusing on technology in the classroom. One day dealt specifically with the technology focus in the Math curriculum. Another day, jointly planned for staff from three BSD schools, featured sharing by teachers on topics such as video editing, QR codes, Computer game creation, SchoolBundle, 3D graphics (Google SketchUp), and applications of iPad in the classroom. About 100 teachers attended the two events.
- Physical Education teachers at Vincent Massey, a cluster school within the new Technology Implementation Plan, transitioned their self-reporting P.E. fitness programs from the old Moodle system into the new SchoolBundle system.
- Similarly, teachers at Crocus Plains Regional Secondary School working in computer lab settings, were assisted with transitioning from Moodle to SchoolBundle.

### Progress in 2013/2014

- The EAL Integrated Methods (SIOP) Sessions were very popular with the K-8 teacher group. In total, 32 teachers completed the five full days of professional development.
- A new EAL teacher Professional Learning Community group was formed to ensure that teachers new to the position were kept up-to-date on issues of curriculum, assessment, professional development, etc.
- The EAL Integrated Methods (SIOP) workshop series was offered to 57 Brandon University B.Ed students from October to February.
- The EAL Team facilitated four EAL/Classroom teacher Co-teaching professional development sessions with a group of 26 teachers (from 6 different schools).
- The Curriculum PLC worked this year to create documents highlighting critical EAL outcomes for both the Early Years (Grades K-3) and Middle Years (Grades 4-8) groups.
- The Cultural Proficiency Professional Learning Community was formed early in the school year. The committee worked towards creating a short message about cultural proficiency that was presented to all schools at staff meetings between April and May. The presentation included a video that defined cultural proficiency and summarized some of the tools of cultural proficiency outlined in Cultural Proficiency: A Manual for School Leaders. Data is currently being collected from the activity that teachers were prompted to participate in after the video. The information that we gather from this data will help us to inform our future goals.
- The EAL Assessment and Reporting booklet was completed and translated.

## English as an Additional Language

## Response to Intervention

### Progress in 2013/2014

- The RTI committee met three times to developed the draft for Procedures on Policy 4044.4. This work will be continued on for the 2014-2015 school year.
- A half day professional development was provided regarding RTI for all Brandon School Division teachers on RTI with Tim Brown.
- A half-day professional development session was provided regarding Positive Classroom Climate with Tim Brown.
- Two days of sessions with Dr. Jennifer Katz attended by school administrators, curriculum specialists, clinicians, resource teachers, guidance counsellors and classroom teachers. The emphasis of the sessions was on RTI Tier 1 intervention, specifically on the "how to" of starting the school year in the classroom, building positive climate and planning units in a way that facilitates differentiated instruction, inquiry and multi-modal/outcome based assessment.



**Green Acres School**  
Working Together as a Caring Community

#### Focus Areas:

Reading comprehension, school climate, performing arts and learning styles.

#### 2013-2014 Highlights

- The creation of blocked literacy periods, at the early years and middle years levels, took place in order to create a collaborative working situation for the guided reading literacy program which included modelling by teachers and an expansion of the program to include "debating".
- With the close working relationship the school has with the school community and its families, we were thrilled to have the Miller Family, of Miller Pharmacy, donate \$50,000 toward our new adventure playground.
- The school celebrated its 50th Anniversary in the form of a formal tea with tea, speakers, a PowerPoint, student decade performances, and a school tour.

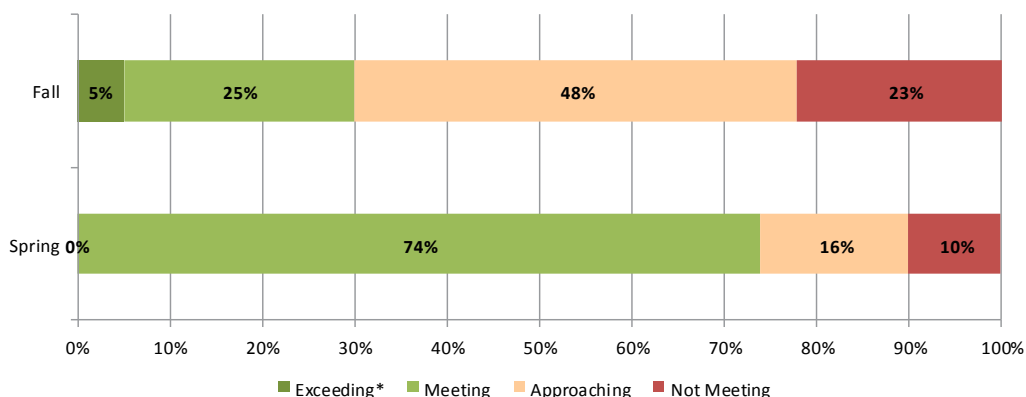




# Divisional Achievement Results

## Phonological Awareness

### Percent of Students by Phonological Awareness Competency Level: Fall-to-Spring Comparison



\* Performance indicator expectations increase for the spring screening, therefore the exceeding level is eliminated in the spring screening.

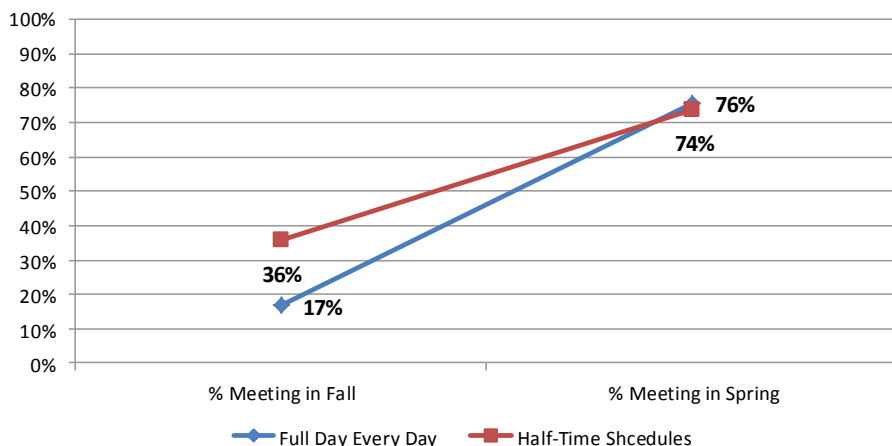
The Phonological Awareness Screening Test is administered to BSD Kindergarten students in the fall and again in the spring. The screening consists of ten tasks relating to developmentally appropriate phonological awareness skills including rhyming, letter sounds, word counting and syllable counting. Performance indicator expectations increase for the spring screening, meaning that a higher level of phonological awareness is necessary in order to be meeting expectations.

Of the 556 assessed in the fall, 30% were meeting or exceeding phonological awareness expectations. However by the spring, 74% of the 602 assessed students were demonstrating developmentally appropriate phonological awareness skills.

In the 2013/14 school year, six schools offered full day every day (FDED) Kindergarten programs. At twelve elementary schools, half-time Kindergarten was offered (either every morning, every afternoon, or full day every other day).

Despite starting the year with a smaller percentage of students meeting phonological awareness expectations compared with students on half-time schedules, a greater percentage of FDED Kindergarten students ended the year meeting phonological awareness expectations. These statistics suggest that FDED Kindergarten experience is one factor that has contributed to closing the gap in phonological awareness of BSD students.

### Comparison of Kindergarten Schedules in Phonological Awareness Progress



### St. Augustine School

Learning in His Spirit

#### Focus Areas:

Literacy, numeracy and student engagement.

#### 2013-2014 Highlights

- Grade 4 student finished 1st in Brandon School Division Speech Competition.
- Students attended enrichment performances of Royal Winnipeg Ballet and Winnipeg Symphony Orchestra.
- Grade 7 students supplied a lunch for the Helping Hands Soup Kitchen.
- Grades 5 & 6 students attended Catholic Spirit Day at St. Boniface Cathedral in Winnipeg.



### George Fitton School

Learning Together, Growing Together

#### Focus Areas:

Student achievement and engagement.

#### 2013-2014 Highlights

- Building Student Success with Aboriginal Parents (BSSAP) together with George Fitton School hosted a Spring Powwow on June 5th. Singers, dancers and drum groups from surrounding areas joined us in this annual event.
- Yeabsera, a Grade 6 student, received the "I Will Succeed" award and scholarship from Career Trek. The scholarship is worth \$1200, and it will be used towards Yeabsera's post-secondary education. Career Trek is a program offered to Grade 6 students at George Fitton School and throughout Canada. The program offers students hands-on experience in 80 careers, and in turn, students get excited about one day going to university, college, or taking part in an apprenticeship.





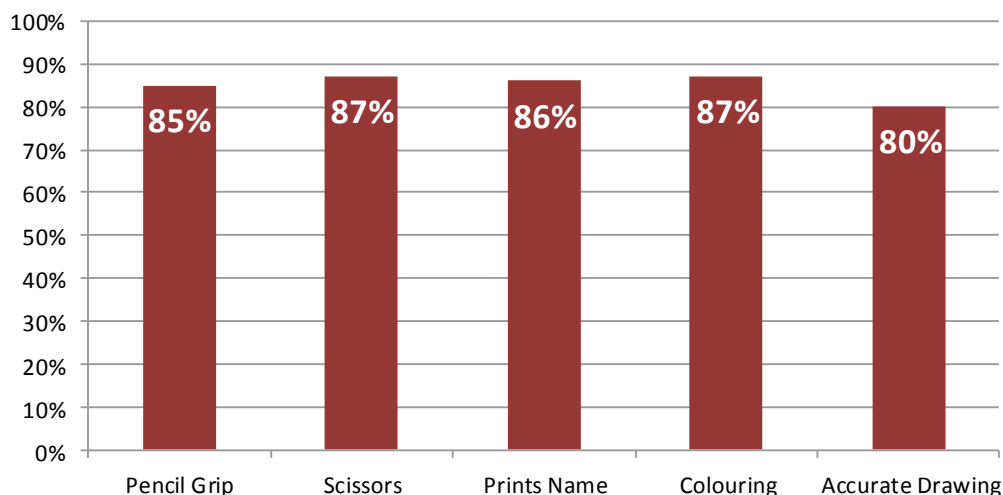
# Highlighting Achievement

The BSD Best Practices Kindergarten Continuum is used to track Kindergarten student progress toward end-of-year curricular outcomes in literacy, numeracy, and fine motor skills. Expected skills increase in each subsequent reporting period. Thus, a student must demonstrate ever-greater levels of proficiency in order to meet expectations throughout the year.

Much growth was evident throughout the 2013-2014 year. By June, there were at least 80% of Kindergarten students meeting or exceeding each of the fine motor expectations.

## Kindergarten: Core Outcomes

### Percent Meeting or Exceeding June Kindergarten FINE MOTOR Expectations



#### Focus Areas:

Literacy, numeracy, and school climate.

#### 2013-2014 Highlights

- Collaboration occurred amongst staff in planning for math and several types of literacy groupings across several different grades. These groups were fluid with students moving to different levels through the year. This embracing of Response to Intervention strategies is the first step to full implementation of RTI ideals.
- Collaboration between the HALEP teacher and the student leadership council saw Earl Oxford students involved in working to assist students during lunch breaks, working at the Helping Hands, engaging with seniors in the community, volunteering time and energy assisting other members of the community and by celebrating Canadian heritage and choosing healthy lifestyles.



#### Focus Areas:

Mental math, reading comprehension and safe & inclusive schools.

#### 2013-2014 Highlights

- Comprehensive referral process for Response to Intervention was established.
- Response to Intervention Tier 1/2/3 levels of intervention were reviewed/established and our service delivery to students was enhanced in terms of swift response to student needs in all areas.
- Development of Kirkcaldy Heights Learner Profiles to support continuity in seamless programming as students move from grade to grade.
- Engagement Clusters in Grade 7-8 were based on an innovative model of infusion into the curriculum with a focus on community service, choice, and engagement of students.



#### Focus Areas:

Numeracy, literacy and social responsibility.

#### 2013-2014 Highlights

- Implementation of School Wide Literacy Plan.
- Development of a Youth Revolution Team.
- Development of Response to Intervention Committee.



#### Focus Areas:

Literacy, numeracy, student independence and responsibility.

#### 2013-2014 Highlights

- \$1200.00 raised for Free the Children.
- Contingents of students volunteered at the Soup Kitchen throughout the year.
- All students in Grades 1 through 6 performed at Festival of the Arts.
- Hosted Citizenship Ceremony.
- Honorable James Allum, Minister of Education and Advanced Learning attended our Remembrance Day Service.

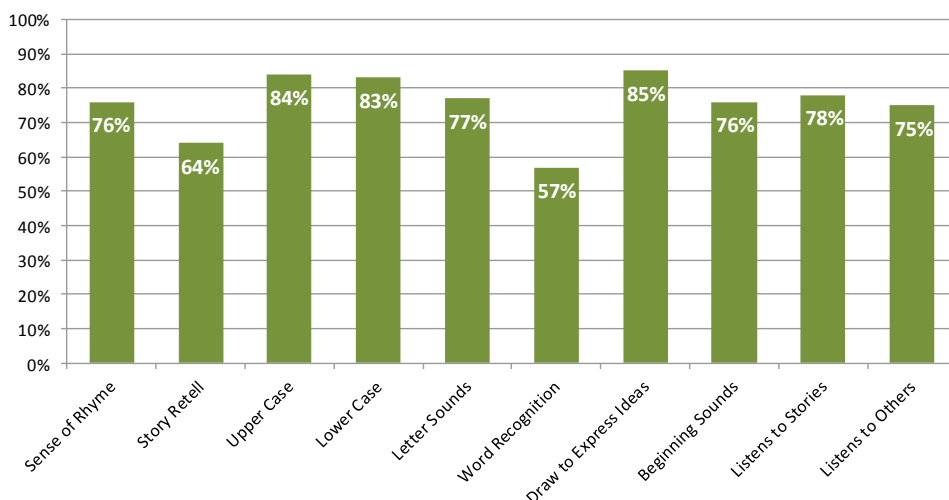




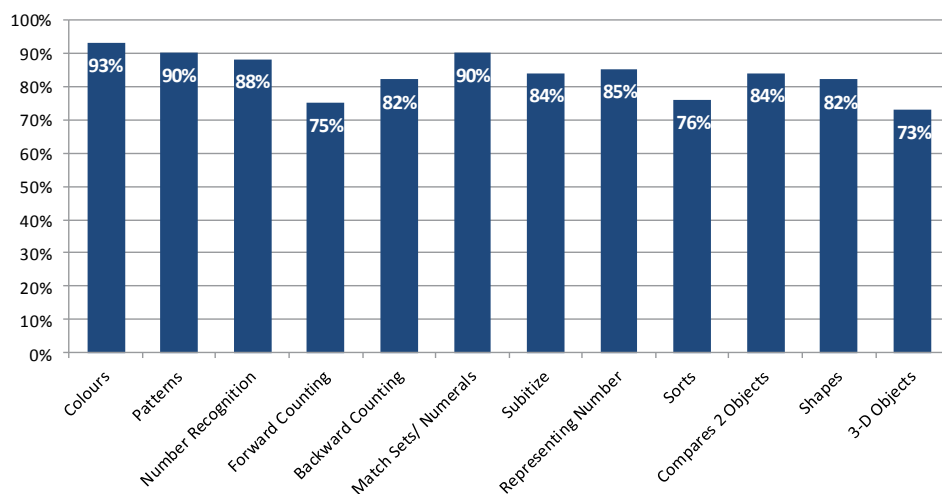
# Divisional Achievement Results

By June, there were at least 80% of Kindergarten students meeting or exceeding 9 of the 12 numeracy skills assessed. For most of the literacy skills assessed, around three-quarters of the students were meeting or exceeding expectations. Although fewer students ended the year meeting literacy expectations, literacy is the domain for which there was greatest growth.

**Percent Meeting or Exceeding June Kindergarten LITERACY Expectations**



**Percent Meeting or Exceeding June Kindergarten NUMERACY Expectations**



**Valleyview Centennial School**  
Together Everyone Achieves More



**Focus Areas:**

Literacy, numeracy, social responsibility and response to intervention.

**2013-2014 Highlights**

- Variety Concert (Individual talents).
- Choir participated in the Festival of the Arts.



**J.R. Reid School**  
TEAM - Together Everyone Achieves More

**Focus Areas:**

Literacy, numeracy, and global citizenship.

**2013-2014 Highlights**

- Middle years students had the opportunity to be involved in Enrichment Clusters for Grades 5 to 8.
- The YR (Youth in Revolution) members consisted of 28 of our student leaders who were involved in community activities throughout the year.
- The school was recognized by our Aboriginal community by being presented with a star blanket including the school's motto, TEAM (Together Everyone Achieves More).



**Betty Gibson School**  
Family and School - Learning and Growing Together

**Focus Areas:**

Literacy, numeracy, student engagement, Aboriginal Education and response to intervention.

**2013-2014 Highlights**

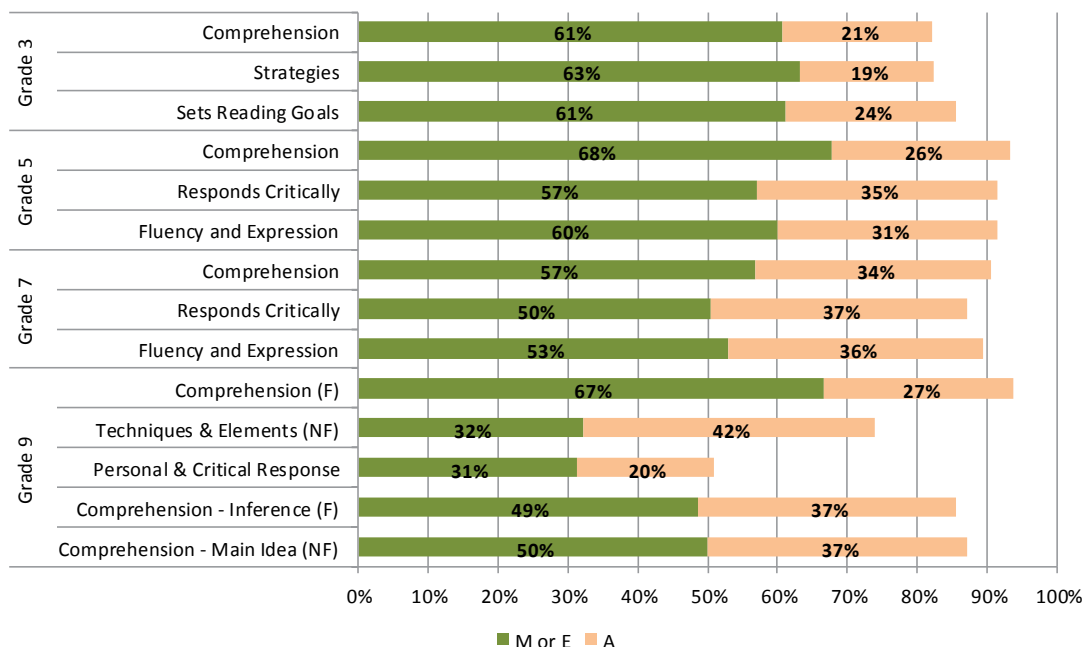
- The Betty Gibson School Stingers Demonstration Skipping Team presented nine performances this year. They performed in the Brandon Travelers' Day Parade and the Country Fair. They Stingers also shared their skills in Hartney, Elgin, Boissevain, and Deloraine.
- This is the 14th year that the F&ST program has run at Betty Gibson School. Altogether there have been 122 families involved and 292 children. This year, eight families started the F&ST program. The Addictions Foundation of Manitoba, Elspeth Reid Family Resource Centre and Brandon Public Health partnered with the Betty Gibson School staff to facilitate the program.





## Formative Assessments

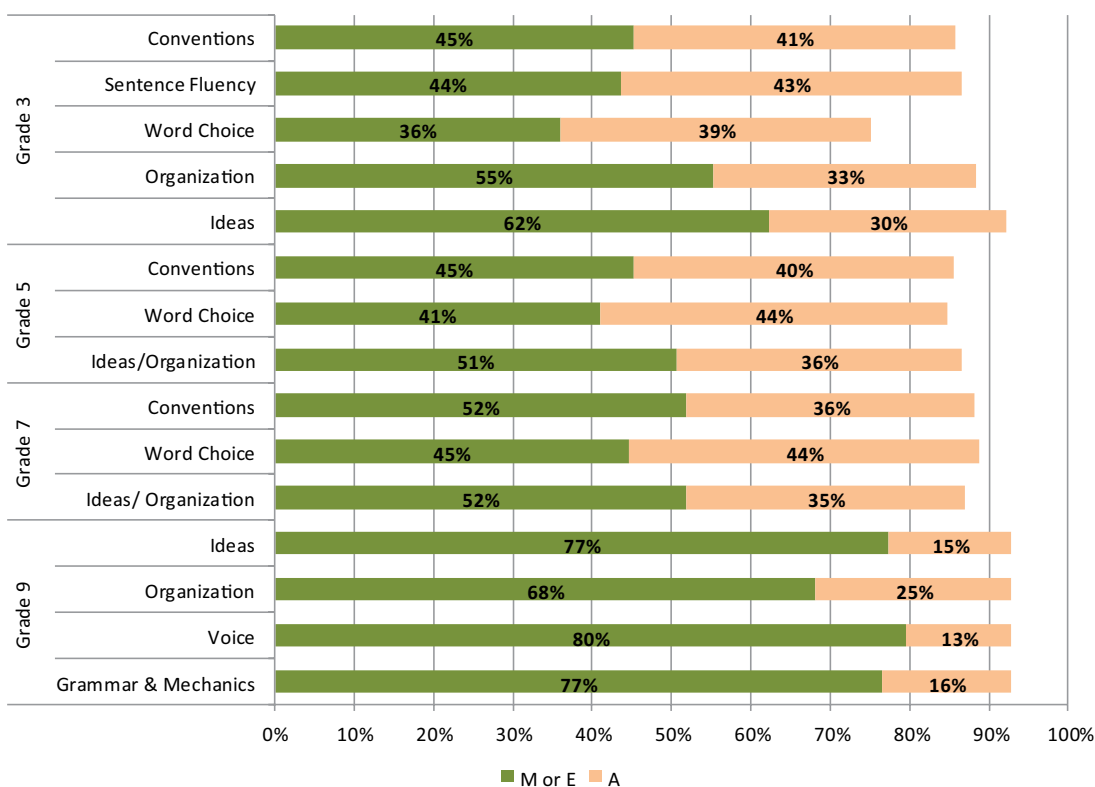
### Percent Exceeding, Meeting, and Approaching in READING Competencies



Formative assessments of reading, writing, and numeracy skills are administered to Grade 3, 5, 7, and 9 students in the first half of the school year. These results help teachers, schools, and the Division identify areas of strength and challenge for students. They also provide information for targeted intervention and program planning.

At least 80% of students are either 'meeting' or 'approaching' grade level expectations on these formative assessments in reading. Reading comprehension is an area of relative strength across all grades, while critical response is a skill requiring particular attention in upcoming years.

### Percent Exceeding, Meeting, and Approaching in WRITING Competencies



With the exception of word choice in Grade 3, at least 80% of students are either 'meeting' or 'approaching' writing expectations on these formative assessments. Writing skills continue to be areas of growth and development for many BSD students, although the majority of students entering Grade 9 do so with strong writing skills. Word choice is an area of focus for future development.

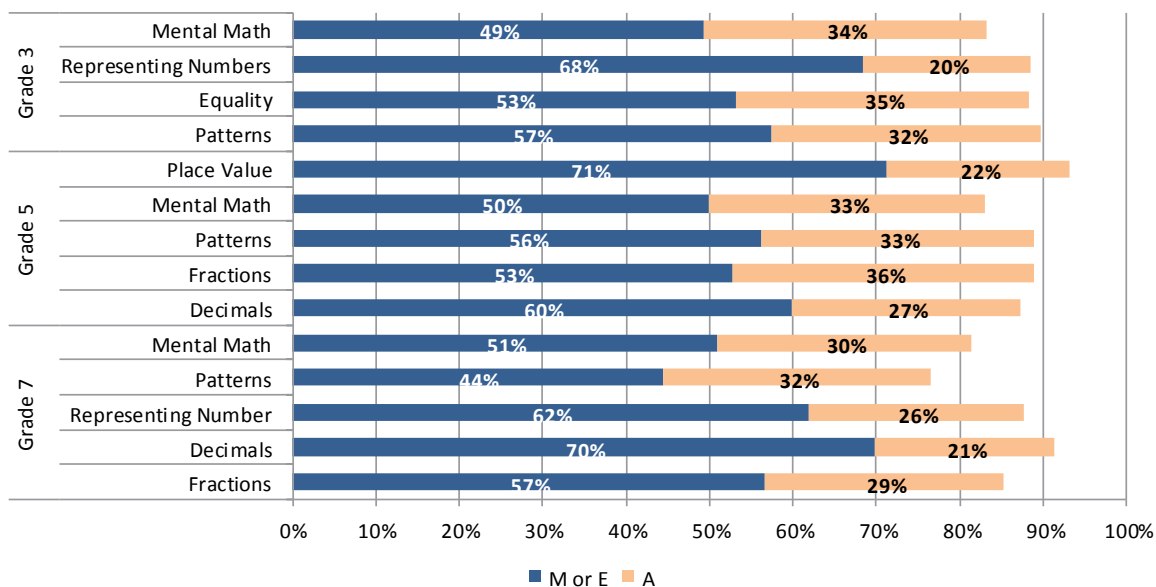




# Divisional Achievement Results

With the exception of patterning in Grade 7, at least 80% of students are either 'meeting' or 'approaching' expectations. A greater percentage of students are meeting expectations in representing number and in other skills within the Number Strand. Improving mental math and patterning skills remain a priority.

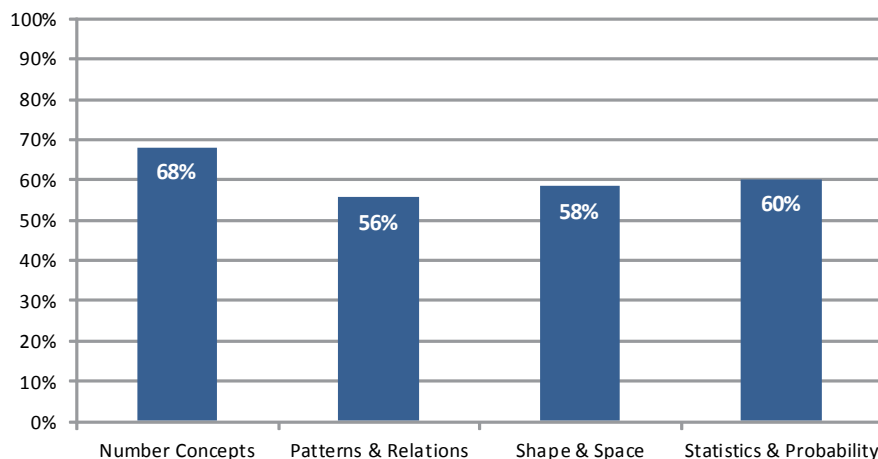
## Percent Exceeding, Meeting, and Approaching in NUMERACY Competencies



These percentages represent the average (or mean) score in each of the four numeracy strands.

Grade 9 students are performing better in number concepts than in the other three strands.

## Grade 9 Divisional Numeracy Assessment: Average Percent Scores in Each Competency



## École O'Kelly School

### Focus Areas:

Numeracy, literacy and school climate.

### 2013-2014 Highlights

- Regular Youth Revolution participation and Panther Leadership Group participation.
- School Response to Intervention team development resulting in increased collaboration.
- Professional Learning Communities established to support the implementation of Tier 1 Response to Intervention. Best Practices included balanced literacy practices and Math stations for differentiation in Numeracy.
- Successful Peer Tutoring Program Implementation.



## Riverview School Home of the Riverview Ravens

### Focus Areas:

Reading comprehension, writing and response to intervention.

### 2013-2014 Highlights

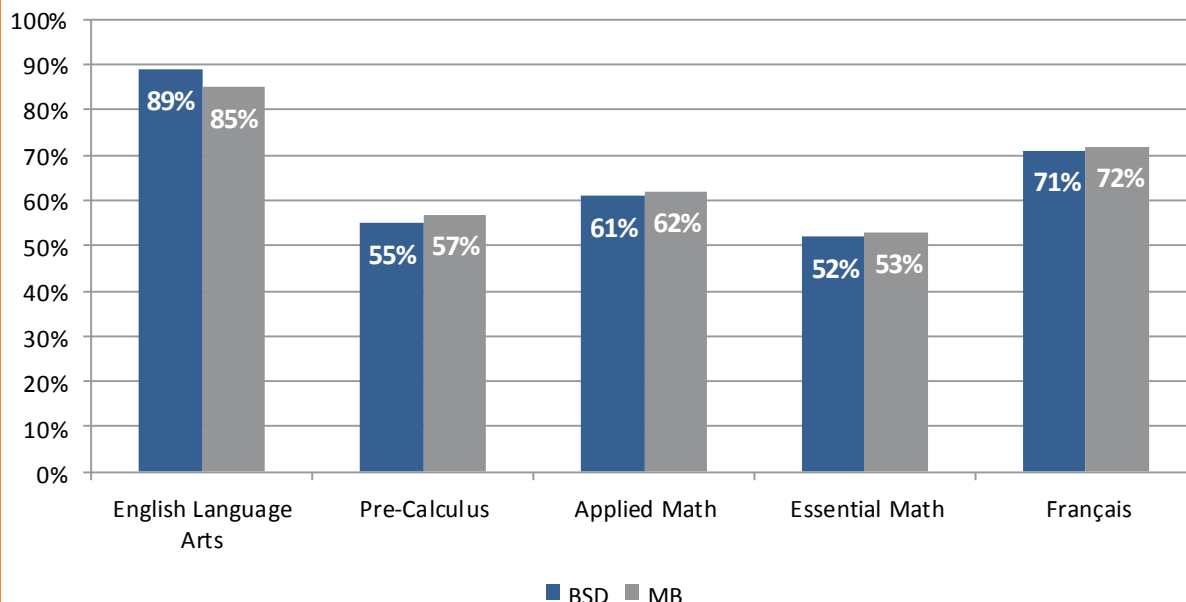
- During the month of April, a Grade 3 student successfully organized two fundraisers for Cancer Research. With the sales of homemade bracelets and a bake sale a total of \$262.20 was raised.
- On Sunday, May 25th students from Riverview School participated in the YMCA Spring Run. This was the second year Riverview students participated in this event. Twenty one students from Grades 1 to 6 participated in the 5 km timed race along with three staff members and three volunteers. Students trained for a month before the race.
- During the 2013-2014 year the whole school participated in a project called "We Create Change". This is a project where the whole school collected "Change" for building a school in Ecuador. Each \$20 donation paid for one brick for the target school that will be built. During the year there were several activities to create interest and school spirit. In total, the school raised \$700 or 35 bricks for the school.



# Highlighting Achievement

## Grade 12 Provincial Standards Tests

### Grade 12 Math Provincial Standards Tests: BSD Comparison to MB Average Scores\*



\* Only semester 1 results available at this time.

BSD students continue to demonstrate strong Grade 12 Language Arts scores, with a greater percentage of students passing the test and a higher average score than the provincial statistics. In terms of Mathematics, BSD pass rates and average scores were very similar to those seen across the province, with highest pass rates and average scores seen on the Applied Math test. Finally, BSD results are very similar to the Provincial average and pass rate on the Français langue seconde provincial standards test.

### Graduation Rates – June 2014

Crocus Plains Regional Secondary School	92.58%
École secondaire Neelin High School	99.11%
Vincent Massey High School	95.21%
Brandon School Division	95.84%



**Crocus Plains Regional Secondary School**  
Home of the Plainsmen

**Focus Areas:**  
Student engagement, social responsibility and academic preparedness.

#### 2013-2014 Highlights

- At year-end, Crocus Plains cosmetology students get involved in the community so that they can experience how rewarding it is to make someone else feel special. It is their "Pay It Forward Project". This year the students from Crocus Plains visited Seniors for Seniors to provide visitors with manicures (and some pedicures). Students were both professional and friendly while sharing their skills.
- Crocus Plains Regional Secondary School Dinner Theatre showcased the diverse talents of our students with the dinner theatre production "I'm Getting Murdered in the Morning" by Lee Mueller. Based on a 1970's wedding reception of a wealthy debutante who has just married her fourth husband. To accompany the entertainment, the award-winning Culinary Arts Department at Crocus Plains will be preparing a delectable three-course meal.
- Students from Crocus Plains Culinary Arts Program assisted at the President's Ball Reception 2014 at the Victoria Inn on February 27, 2014. This was a huge success for our students as they were all introduced to another facet of the industry, and met many of the business people in attendance.



**VINCENT MASSEY HIGH SCHOOL**  
Home of the Vikings

#### Focus Areas:

Student engagement, instruction, assessment and evaluation.

#### 2013-2014 Highlights

- Amber Donnelly, Grade 11, selected to be "Gene Researcher for a week" at the University of Alberta in the area of Neurofibromatosis Type 2.
- Two students recognized in the top 10 of the U of Manitoba essay writing contest.
- Two students finished in the top 10% of the University of Waterloo Chemistry Competition.
- Provincial champions in boys soccer and baseball and girls doubles badminton.
- Students worked with the following community groups, McDiarmid Drive Senior's Complex, Prairie Oasis Senior Center, Samaritan House, Canadian Cancer Society, Free the Children and Brandon Humane Society.



**École secondaire Neelin High School**  
Home of the Spartans

#### Focus Areas:

Health and wellbeing, assessment, technology in learning, numeracy and literacy.

#### 2013-2014 Highlights

- The first ever provincial Geographic Information Systems (GIS) day was hosted by École secondaire Neelin High School and took place on November 20, 2013. It was an opportunity for high school students and post-secondary students to work together for the day and celebrate the use of this form of technology as part of a quality learning experience.
- École secondaire Neelin High School as part of their commitment to the implementation of Response to Intervention into the high school environment launched the school's Learning Centre in February 2014. The Learning Centre at Neelin is a place where students can come to receive focused teacher/educational assistant support in any subject area.
- École secondaire Neelin High School became an Eco Globe School at the Awareness Level as part of the Education for Sustainable Development initiative.
- École secondaire Neelin High School served as the host school for the Governor General's Travelling Exhibit, It's An Honour. Neelin students along with other students within the Brandon School Division had the opportunity to learn more about Canadian history and the role the Governor General plays within Canada.
- École secondaire Neelin High School's Track and Field team competed this year at the Provincial Track & Field meet held in Winnipeg in June 2014. Students claimed the Provincial Championship banner—the first time top provincial honours has ever been accomplished by a Brandon High School in the area of track and field.





# Community Connections – Connected and Visible

The Brandon School Division continues to work collaboratively and cooperatively with community partners in several different areas. Important developments, to date this year, include:



## Youth Revolution Stats

Year	Projects/Activities	Members	Schools	Awards	Sponsors/Partners
2010 - 2011	62	162	15	0	45
2011 - 2012	146	275+	18	1	60
2012 - 2013	308	300+	19	4	103
2013 - 2014	520+	623+	19	0	110



The **Youth Revolution (Y-R)** is a student leadership group from **Grade 5 and up** that creates programs, activities or events program to **promote healthy lifestyle choices** to reduce risky behaviour, bullying, discrimination, social injustice, violence, drugs and alcohol among children, youth, and families within the schools and the community in Brandon, Shilo and Alexander. Y-R implements programs for children, youth, parents and guardians, in order to mobilize community. The Y-Revolution is an initiative of the **Brandon Community Drug and Alcohol Education Coalition**.

## Objectives of Projects and Activities

- **Help and inspire others to become positive leaders in the community**  
E.g., Volunteering in the school, running the canteen program, teaching the behavioural matrix, helping facilitate wellness days
- **Develop positive relationships** E.g., Networking at the Chamber Luncheons, volunteering in the community, inspiring their friends, promoting anti-bullying strategies
- **Develop the leaders of today and tomorrow** E.g., Creating, planning, implementing and evaluating projects in the schools and the community
- **Educate and mobilize the community with health initiatives** E.g., Talent shows, cultural days, wellness days, supporting Healthy Brandon and Brandon in Motion
- **Generate solutions that are more engaging to children, youth and caregivers**  
E.g., The ideas come from youth, events planned by youth
- **Increase safety and reduce violence** E.g., Teaching behavioural matrix, anger management workshops, P.A.R.T.Y. program to prevent risky behaviour though drugs and alcohol, recreational programs in the schools
- **Increase good physical and mental health** E.g., dance workshops, zumba sessions, karate workshops, yoga workshops, coping with stress sessions, relaxation techniques, self-esteem sessions,
- **Increase healthy nutrition** E.g., fruit sales, veggie sales, cooking workshop, nutrition workshops, how to make a healthy lunch
- **Promote economic growth** E.g., volunteering for the MB Arthritis society, Healthy Brandon, Brandon in Motion. Brandon Festival of the Arts, Summer Fair, Country Fair for Westman Dreams for Kids, Baby Fair, Samaritan House
- **Create strong partnerships through volunteerism** E.g., MB Arthritis Society, Assiniboine Kiwanis, Westman Dreams for Kids, Rotary Club, City of Brandon, MNP, YWCA of Brandon, fundraising campaigns for various causes
- **Promote entrepreneurship among youth** E.g., Networking at Chamber Luncheons, presenting in the community to seek for funding, completing grant applications
- **Promote social justice and social responsibility**  
E.g., Adopted a village in Ecuador, cultural events, YWCA Walk a Mile in Her Shoes, Day of Pink

To find out more about the Youth Revolution, please visit the website:

<http://daeducation.wordpress.com>

## A sampling of other agencies/committees Brandon School Division has partnerships and or connections with:

- Brandon Healthy Families Team (Brandon Parent Child Coalition)
- Learning Disabilities Association of Manitoba – Brandon Chapter
- Pregnant & Parenting Youth Inc.
- Suicide Prevention Implementation Network (SPIN)
- Transition In Committee
- Brandon Children's Therapy Initiative (BCTI)
- Prairie Mountain Health
- Healthy Brandon in Motion
- Brandon YMCA
- Brandon University
- Brandon's Community Sportsplex
- Brandon & Area FASD Committee
- Manitoba Arts Council
- Families and School Together (F&ST) & COMMUNITY PARTNERS
- City of Brandon's "National Aboriginal Day" celebration
- Brandon Neighbourhood Renewal Corporation
- Samaritan House

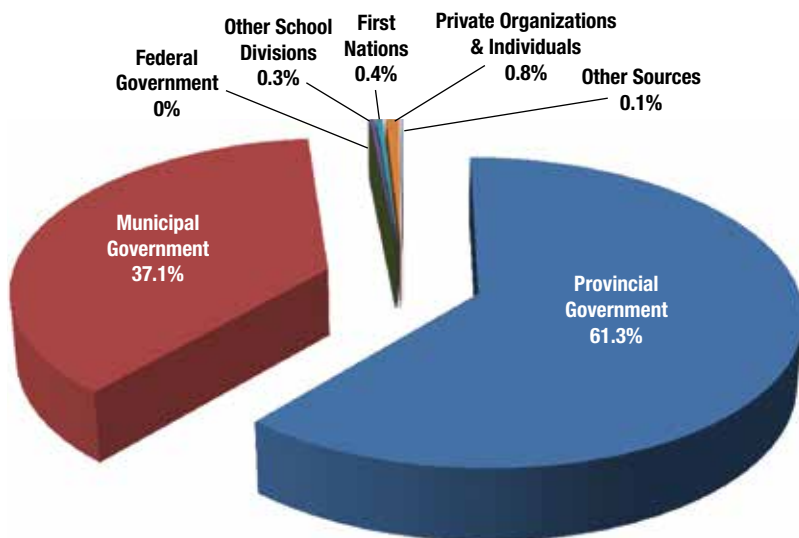
## Milestones Preschool Wellness Fair

The Milestones Preschool Wellness Fair was held in Brandon, Manitoba on April 23, 2014; 272 children registered for the Fair. The Wellness Fair has become well-known as an opportunity for families to have their preschool children screened in five key developmental areas: dental, speech and language, developmental, vision and hearing. Other activities include informational displays, a children's activity centre, children's snack area, and a nutritional display. Families are provided with information so they can connect with the appropriate professional to receive follow-up services for their child if required.

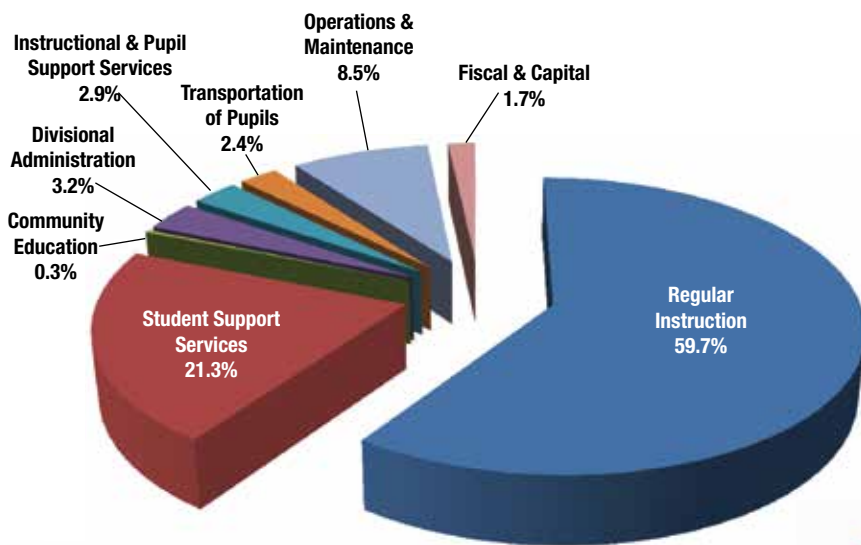
# Financial Report – Responsible and Diligent



## REVENUES Where this money comes from



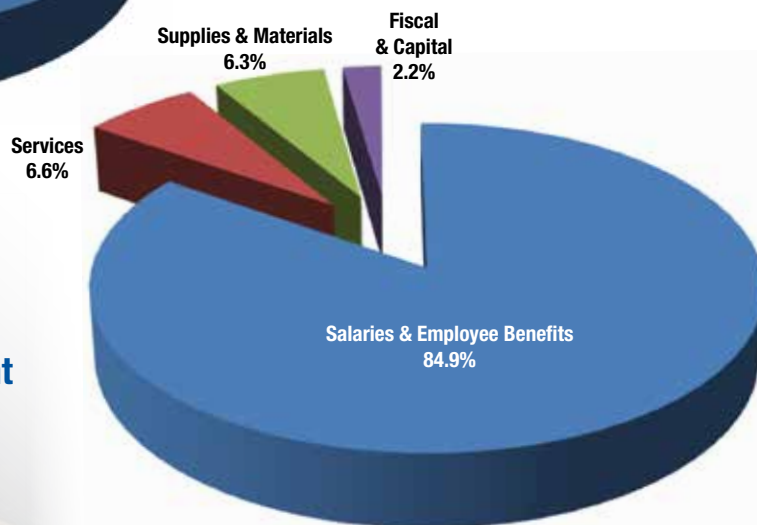
## EXPENDITURES Where this money is spent



## Brandon School Division 2013/2014 Operating Budget

Revenues	2012/13 Budget	2013/14 Budget
Provincial Government	\$ 49,157,900	\$ 53,211,400
Federal Government	23,900	23,900
Municipal Government	28,461,300	32,197,500
Other School Divisions	243,500	280,800
First Nations	285,000	307,600
Private Organizations & Individuals	627,600	670,600
Other Sources	84,800	73,000
	<b>\$ 78,884,000</b>	<b>\$ 86,764,800</b>
Expenditures		
Regular Instruction	\$ 46,885,200	\$ 51,689,000
Student Support Services	16,794,200	18,399,100
Community Education & Services	255,600	293,200
Divisional Administration	2,386,700	2,732,600
Instructional & Other Support Services	2,194,900	2,523,000
Transportation	1,889,100	2,041,300
Operations & Maintenance	6,769,000	7,330,400
Fiscal	1,354,800	1,501,700
	<b>\$ 78,529,500</b>	<b>\$ 86,510,300</b>
Transfers to Capital	354,500	254,500
	<b>\$ 78,884,000</b>	<b>\$ 86,764,800</b>
Net Current Year Surplus (Deficit)	-	-

## EXPENDITURES How this money is spent





Mitakuye Owasin



We are all related

In the Brandon School Division, we are working well on providing all of our students with equitable access to Quality Learning, Quality Teaching, and Quality Support Services.

In August of 2014, with an emphasis on academic preparedness, global citizenship and health and well-being, we were very excited to unveil our new 2014-2017 Strategic Plan.

Thanks very much to all who contribute to the well-being and achievement of our students on a daily basis.



**Brandon School Division**

1031- 6th Street, Brandon MB R7A 4K5

Phone: 204-729-3100

Website: [www.bsd.ca](http://www.bsd.ca)

 @BrandonMBSD