

Brandon School Division Annual Education Results Report 2011/2012



Quality Teaching



Quality Learning

Strategic Directions



Quality Support Services



Quality Education For All



"Accepting the Challenge"

Welcome Messages

Message from Donna M. Michaels, Ed.D. Superintendent of Schools/Chief Executive Officer



With a clear focus on our students' active engagement in learning and achievement the 2011/2012 school year unfolded with plenty of energy and enthusiasm! This Year End Report captures a cross-section of the learning initiatives and outcomes to date. It represents the hard work, progress, and commitment to learning of our students, staff, and parents.

It is organized around the three interconnected strategic directions Quality Learning, Quality Teaching, Quality Support Services in place to advance further Brandon School Division's one 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 Mark Sefton Chair of the Board of Trustees



The attached report presents a snapshot of the achievement of the students in Brandon School Division. It also outlines the initiatives of the Staff and Board of Trustees in supporting and improving student learning. It is, after all, student learning that is the focus of our collective efforts.

On behalf of the Board I would like to congratulate the students of the Brandon School Division for a very successful year in their pursuit of a productive future. I would also like to take this opportunity to thank parents and families for their unwavering support for the children. It is also important to note that all staff in Brandon School Division have made a commitment to enhance student learning.

As we reflect on the achievement results from last year, we also look forward to our ongoing work on behalf of our students. Investments in public education benefit all of us. The Board of Trustees will continue its advocacy role in support of students.

Trustees

- Mr. Mark Sefton – Chair of the Board
- Mr. Jim Murray – Vice Chairperson
- Mr. Peter Bartlette
- Ms. Pat Bowslaugh
- Mr. Doug Karnes
- Mr. Glen Kruck
- Ms. Linda Ross
- Mr. Marty Snelling
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Senior Administration

- Dr. Donna M. Michaels – Superintendent of Schools/CEO
- Mr. Greg. Malazdrewicz – Associate Superintendent
- Mr. Kevin Zabowski – Secretary –Treasurer
- Mr. Denis Labossiere – Assistant Secretary-Treasurer
- Ms. Becky Switzer – Director of Human Resources
- Mr. Brent Ewasiuk - Director of MIST
- Mr. Mel Clark – Director of Facilities and Transportation

our schools

		Principal:
Alexander School	Kindergarten to Grade 8	Ms. Barbara Miller
Betty Gibson School	Kindergarten to Grade 7	Mr. Phil Vickers
Earl Oxford School	Kindergarten to Grade 8	Mr. Rick Stallard
George Fitton School	Kindergarten to Grade 8	Ms. Gail McDonald
Green Acres School	Kindergarten to Grade 8	Mr. Craig Manson
École Harrison	K-8 French Immersion	Mr. Craig Laluk
J. R. Reid School	Kindergarten to Grade 8	Mr. Shawn Lehman
King George School	Kindergarten to Grade 8	Mr. Dave Lim
Kirkcaldy Heights School	Kindergarten to Grade 8	Mr. Bruce Shamray
Linden Lanes School	Kindergarten to Grade 8	Ms. Kathy Brigden
Meadows School	Kindergarten to Grade 8	Ms. Nancy Dane
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	Kindergarten to Grade 8	Mr. John Minshull
Riverview School	Kindergarten to Grade 6	Mr. Kelly Braun
St. Augustine School	Kindergarten to Grade 8	Mr. Chris Czarnecki
Valleyview Centennial School	Kindergarten to Grade 6	Ms. Darlene Wilkinson
Waverly Park School	Kindergarten to Grade 8	Mr. Bob Lee
SENIOR HIGH SCHOOLS		
Crocus Plains Regional Secondary School	Grades 9-12	Mr. Terry Osiowy
École Secondaire Neelin High School	Grades 9-12	Mr. Michael Adamski
Vincent Massey High School	Grades 9-12	Mr. Mathew Gustafson
ALTERNATIVE SENIOR HIGH SCHOOL		
Neelin High School Off-Campus	Grades 9-12	Mr. Michael Adamski
HUTTERIAN COLONY SCHOOL		
Spring Valley Colony School	Kindergarten - Grade 10	

Mission

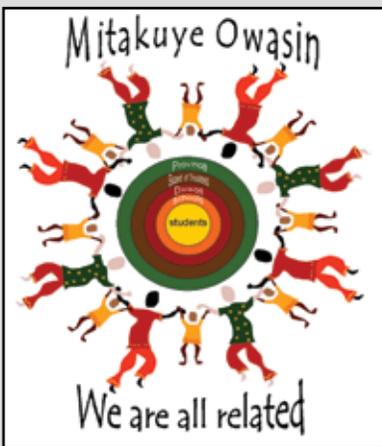
The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.

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

Vision

Strategic Plan Overview

Strategic Plan 2011-2014 in Action



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.**

Areas of Focus in 2011-2012 Based on the Strategic Plan

Quality Learning

Objective #1

- To complete full implementation of Policy/Procedures 4044.3: *Appropriate Educational Programming: School-Wide Enrichment Model K-8.*

Objective #2

- To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL).

Objective #3

- 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

Objective #1

- 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.*

Objective #2

- To complete the development of Policy/Procedures 4059: "Numeracy" to focus the quality teaching of numeracy, Grades K-12.

Objective #3

- To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit).

Objective #4

- To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.

Quality Support Services

Objective #1

- To strengthen the learning engagement and achievement of learners with English as an Additional Language.

Objective #2

- 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.

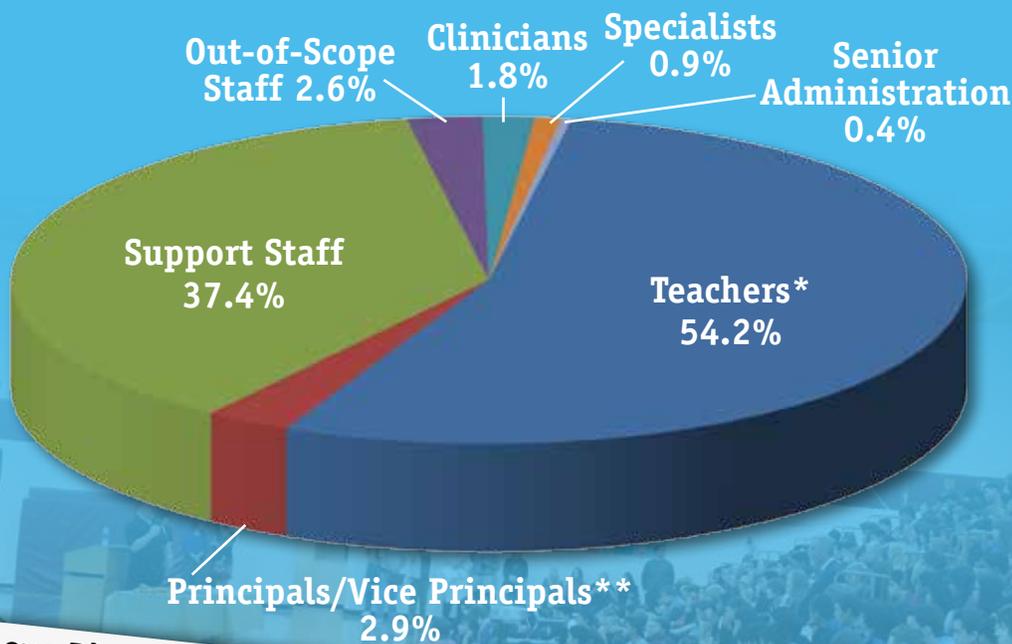
Riverview School
FOCUS AREAS: oral language, reading, social justice, global citizenship
HIGHLIGHTS:
* Increase in oral language skills within the Kindergarten and Grade 1 classes.
* 65% of students identified in the Literacy Support Program have achieved at least one grade increase in Fountas & Pinnell scores as of March, 2012.
* Grade 6 class won the Brandon Waste Reduction Challenge (Middle Years).
* Various student-initiated "Make Change" projects undertaken in order to raise funds for, and awareness about, poverty and homelessness.

Valleyview Centennial School
FOCUS AREAS: literacy, numeracy, social responsibility
HIGHLIGHTS:
* 22 participants in school science fair.
* 12 participants in divisional science fair: 2 gold, 2 silver, 3 bronze.

Enrolment Numbers

Student Group	June, 2010	June, 2011	June, 2012
Elementary	4894	5053	5293
Senior	2588	2694	2780
Total	7482	7747	8073
EAL	769	999	1251
Aboriginal (Declared)	1287	1295	1409
French Immersion	671	478	555
Bussed	2582	2625	2846

Staff Percentages



Schools

Kindergarten to Grade 10: 1
 Kindergarten to Grade 8: 15
 Kindergarten to Grade 6: 3
 Grades 9 to 12: 3
 plus Neelin High School
 Off Campus

* Elementary Teachers: 36.6%
 Senior High Teachers: 17.6%
 ** Elementary Principals/VPs: 2.1%
 Senior High Principals/VPs: 0.8%

Crocus Plains Regional Secondary School



GENERAL FOCUS AREAS:
 EAL, advanced placement,
 assessment

HIGHLIGHTS:

- * EAL Language Development classes and shelter content area courses are available for all compulsory courses.
- * Preparations complete for Grade 11 AP courses in Art, English, Chemistry, Physics, Biology and Grade 12 AP Environmental Science.
- * Grading Guideline school policy document completed and will help to ensure consistency in assessment, evaluation, and grading practices at CPRSS.
- * CPRSS Student Recognition and Student Excellence (medal and certificate program) was designed and completed.

SPECIFIC FOCUS AREAS: Technical-Vocational Education Program, athletics, fine and performing arts, school service

HIGHLIGHTS:

- * F1 CPRSS (2011 – 2012) Team won Provincial Championship – competed in Nationals in Toronto in May 2012.
- * Manitoba Skills Competition – 14 medal placements with 3 gold medal winners.
- * Varsity Girls in MHSAA “AAAA” Volleyball Championship – Provincial Finalists.
- * Crocus Plains Hockey Team in Westman High School Hockey League Championship series – League Finalists.
- * Successful Major Production – “Grease.”
- * School service successes seen in Student Council, Teens Against Destructive Decisions, Youth in Philanthropy, and Youth Revolution.

Operational Initiatives:

Facility/Transportation

Highlights of Maintenance/Transportation Dept. initiatives undertaken or in progress:

- Electronic work order system implemented.
- Ameresco Asset Planner software implemented.
- Coquitlan formula 50% implemented.
- Staff washrooms completed at four schools.
- Student store completed at Vincent Massey.
- Transportation Dept. has implemented bus loading changes. This has resulted in reduced ride times from 5 to 15 minutes on over 6 routes.

Human Resources

Initiatives that the Human Resource Department have undertaken in the 2011/2012 school year are primarily in regards to the use of technology. This in turn strengthens and advances the inclusion of technology in the teaching and learning processes throughout the Brandon School Division.

Highlights of these advances include:

- Professional development workshops.
- Online leave applications/approvals.
- Enhanced services through: ADMIN CONNECT, EMPLOYEE CONNECT and JOB CONNECT.

Current

Office of the Secretary-Treasurer

Highlights of the initiatives from the Office of the Secretary-Treasurer:

Payroll:

- Electronic T4 project implementation allowing staff to view and print their T4 directly from Employee Connect.

Accounts:

- A complete review of each school's accounting records was conducted. This gave management and Trustees assurance that schools follow proper accounting procedures and Policies for school generated funds.
- Finance streamlined processes for entering Manitoba Hydro invoices into a database. This project will be expanded and seeking more efficiencies.

Finance:

- Successful development of a Budget to support the increasing factors faced by Brandon School Division and communicating it to the various constituents.



École New Era School

FOCUS AREAS: literacy, numeracy, technology, EAL, student leadership

HIGHLIGHTS:

- * Well over 80% of students have seen growth in reading levels; with 42% of students gaining 10 or more reading levels.
- * Middle Years Math Ability Groupings Project has resulted in renewed engagement in numeracy learning.
- * Provision of iPads has resulted in increased student engagement and an improvement in basic mathematics skills.
- * Positive results seen from the EAL social studies model.
- * Student Leadership Team making strides in building school spirit and strengthening student voice in this culturally and linguistically diverse student population.



Alexander School

FOCUS AREAS: Assessment, writing and arts-infused programming.

HIGHLIGHTS:

- * 100% of all students have had the opportunity to be actively involved in defining the criteria for the learning targets of specific assignments.
- * All students are being assessed regularly using a writing continuum for K- 4 and Putting the Pieces Together writing checklists for 5 – 8. Students have demonstrated growth in all 6 traits.
- * Students in K-5 multi-level groupings have had the opportunity to participate in modeled, shared, guided, and independent practice using various genres to improve their writing skills.
- * 11 students had work displayed at the Arts West Council 33rd Annual Westman Juried Art Show.

HIGHLIGHTS:

- * Reached target growth in basic facts, reading, and writing in Kindergarten through Grade 2.
- * An entire month of art enrichment culminating in a number of artistic representations and a display.
- * 102 school based science fair projects; 71 projects went to the Manitoba Science Fair; 5 award recipients; 15 medal recipients.



Kirkcaldy Heights School

Educational Initiatives:

“Facilitating student success through initiatives that are based on current educational research and are responsive to the changing needs of our students.” Our division initiatives support the strategic plan directions of Quality Learning, Quality Teaching and Quality Support Services.

Numeracy

- Completed adoption of Numeracy Policy.
- Math Recovery programming expanded to 6 schools.
- Class set of colour screen calculators used by one high school.

Early Learning

- Full-Day Every Day Kindergarten piloted in 4 schools.
- Kindergarten Assessment designed and piloted in 10 schools.

Literacy

- “Literacy Leadership in Adolescent Learning” professional learning provided for middle years teachers representing all K-8 schools.
- Completed professional learning in Fountas & Pinnell Benchmark Assessments of reading comprehension for all Grade 1-4 teachers.
- Small group interventions supporting the lowest 20% of all readers in Grade 2 to 8 classrooms in most K-8 schools.
- EMPOWER Reading program expanded to more schools including one high school.

Aboriginal Education

- Continued staff education regarding culture of Aboriginal heritages.
- Hired an Aboriginal Education Learning Specialist.

Responsive

English As An Additional Language (EAL)

- School-based assessment results included close monitoring of each student's English language development.
- Completed and applied assessment model with corresponding professional learning support.
- Expanded co-teaching pilot to more elementary schools.
- Completed EAL assessment model in November 2011 and began application in January 2012.
- Provision of ten half-day workshops.
- Expanded concept of EAL Reception Centre into a Professional Learning Centre that supports the development of co-teaching model.

St. Augustine School

Focus Areas: literacy, numeracy, engagement

HIGHLIGHTS:

- * Increases noted across all benchmarks at Grade 3, 5, & 7 in reading comprehension.
- * Numeracy results across grade level benchmarks 3, 5&7 showed improvements in most strands assessed.
- * 96% of Grade 5 students meeting expectations in Fractions; 88% in Place Value.
- * 72% - 76% of Grade 7 students meeting expectations in each of the writing competencies.
- * School musical written and directed by Grade 7 students, performed by Grades 3-6.



Management and Information Systems Technology (MIST)

MIST successfully implemented a new fibre infrastructure and thus the following new initiatives were undertaken:

- Began developing a cohesive and visible Communications and Technology presence within the School Division.
- Laptop implementation in 8 elementary schools.
- Moodle Project piloted at Vincent Massey High School.
- Near completion of broadband fibre project.
- Implementation of wireless access across the School Division.
- Preparation for implementation of School Bundle intranet/internet portal solution.
- 425 laptops deployed in schools.
- 125 iPads deployed at 5 additional schools for total of 7 elementary schools.
- 14 additional Smartboards were installed.



Research-Driven

Educational Programming & Support

- High Ability Learner Enrichment Programming implemented in 100% of elementary schools. (HALEP)
- School-Wide Enrichment Model piloted in 5 schools.
- Completion of Policy/Procedures for adaptation and implementation of Response to Intervention model. (RTI)
- All staff introduced to Brain-Based Learning strategies.
- Development of clear protocols for understanding and working with behaviourally highest risk students
- Delivery of enhanced professional development.
- Hiring of a Research and Evaluation Services Specialist.
- Increased participation in "Tell Them From Me" student engagement survey.



Vincent Massey High School

GENERAL FOCUS AREAS: academics, engagement, alternative programming

HIGHLIGHTS:

- * 135 Advanced Placement Exams written by 87 students.
- * 99.4% graduation rate.
- * Participated in the National Study of Engagement, placing in the top 25th percentile for Intellectual Engagement, Effective Learning time, Relevance, Rigor, Feeling safe at school, and positive teacher-student relations.
- * Within the 4 categories of student recognition (Academics, Arts, Athletics, Community Service), 68% of students were recognized in at least one category. Over 40% of students achieved recognition in multiple categories.
- * 17 students completed credits in the Alternative Program. 10 students used the programming to meet the graduation requirements.

SPECIFIC FOCUS AREAS: academics, athletics, performing arts, school service

HIGHLIGHTS:

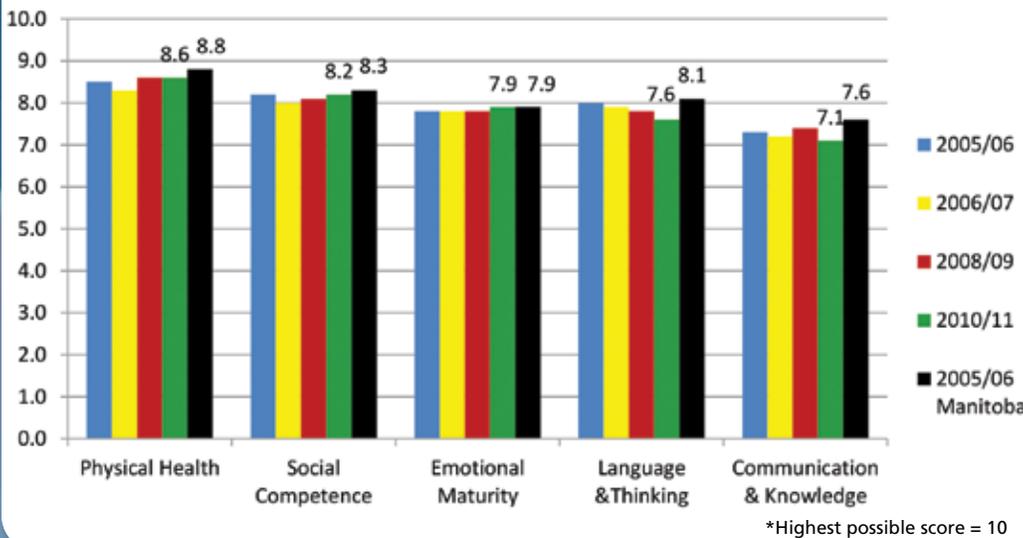
- * AP Bio students participated in the U of T National Bio Competition – at the team level VM scored 16th out of 300 teams.
- * 87 VM students wrote the University of Waterloo Math Contest – with students ranking from 1st in the province to scores in the top 25%.
- * 990 hours of community service hours were completed by individual students to give them the Community Services Credit.
- * Student leadership and social responsibility fostered in projects such as the 22 Givers Campaign and "Chuck and Puck."
- * Successful Major Production – "Millie."
- * VM Media Arts students launched VMTV News – newscasts are recorded daily over lunch offering students the opportunity to be engaged in hand on media production.

Divisional Achievement

Early Development Instrument:

In accordance with Manitoba Education, the Early Development Instrument is administered every second year to all Kindergarten children in Manitoba. This instrument assesses children's readiness to begin Grade 1 within 5 school readiness domains.

Yearly Comparison of EDI Results by Domain*



Over the last 4 EDI measurements, BSD has shown **consistent results** in the areas of physical health and well-being, social competence, and emotional maturity. Also, **despite a drastic increase** in the proportion of Kindergarten students with EAL in the Division (from 2% in 2005/06 to 13.2% in 2010/11), BSD has shown **only a slight decrease** in readiness in the areas of language and communication. However, in 4 of the 5 domains, Brandon School Division children continue to **score lower** than the Manitoba 2005/06 baseline average. This suggests that, in general, current BSD students are entering Kindergarten with, on average, **less developed school readiness skills than other Manitoba children.**

highlighting achievement



J. R. Reid School

FOCUS AREAS:
literacy, numeracy,
student leadership

HIGHLIGHTS:

- * Increased early years literacy scores due to guided reading program.
- * Great growth achieved in literacy as a result of the Middle Years Literacy Support program.
- * 57% of Grade 3 students are meeting expectations in Writing Conventions; 43% in Word Choice.
- * 29% of Grade 5 students are meeting expectations in Word Choice and Reader Understanding.
- * Middle Years Youth Revolution team involved in organizing many successful activities within the school.

FOCUS AREAS:
literacy, EAL learners,
social responsibility,
student engagement

HIGHLIGHTS:

- * 55% of Grade 9 students that have come from this school are meeting expectations in all competencies.
- * The Community Issues Class developed the CIB (Community Issues Buddy) initiative within the school.
- * Increased student engagement as a result of middle years focus on School Wide Enrichment, laptops and iPads.



Riverheights School



École Harrison

FOCUS AREAS: french language arts, student engagement

HIGHLIGHTS:

- * Considerable improvement and increase in the amount of French language used by students.
- * 78% of Grade 3 students, 75% of Grade 5 students, and 54% of Grade 7 students are meeting all reading competencies.
- * 91% of Grade 4 students are meeting all reading in French expectations.
- * Arts and French language were integrated and celebrated through an exceptional student showcase entitled La beauté d'une langue.
- * 3 students represented the Division at the Concours d'art oratoire in Winnipeg.
- * 80 student projects in the Western Manitoba Science Fair. Rashmini Shunmugam was runner-up for the WMSF and won a Bronze Medal at the National Science Fair in PEI.

FOCUS AREAS:
the arts in the classroom, learning styles,
social emotional learning

HIGHLIGHTS:

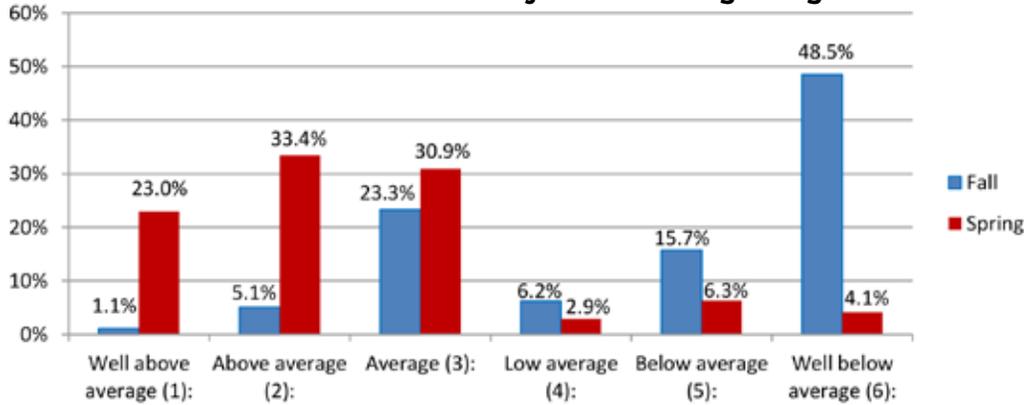
- * "The Arts in the Classroom" initiative has helped establish a school community, and increased awareness and appreciation of multiple arts.
- * Displays of student work created throughout the school and in the school newsletter.
- * On a student survey about the arts, 68 K-8 students reported seeing themselves as artists.



Green Acres School

Results

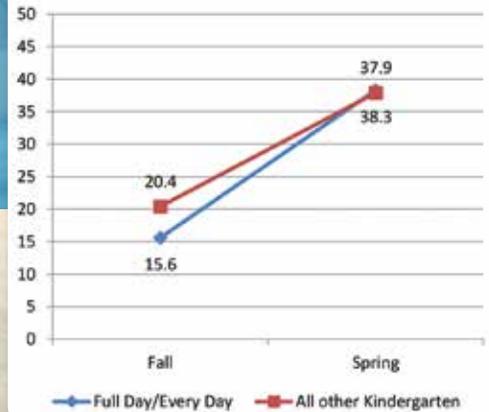
P.A.S.T 2011-12 Percent of Students by Functioning Range



The Phonological Awareness Screening Test is administered to BSD Kindergarten students in the fall and again in the spring. The test includes questions about letter sounds and rhyming words. Students receive a score out of 50 points. The score is then converted to a category of 'Functioning Range' (such as "well above average").

The mean score for BSD in the fall was 19/50 points or 38% while the mean score for BSD in the spring was 38/50 points or 76%. When viewed by functioning range, it is clear that while only 29.5% of Kindergarten students performed at average or better in the fall, a full 87.3% of the students performed at average or better by the spring.

Comparing Improvement in P.A.S.T. Scores



Students in full day/every day Kindergarten programming had the lowest overall performance in the fall. However, spring P.A.S.T. results show both raw scores and Functional Range above the Division average and a rate of growth that was faster than the Divisional average. Evidently, full day/every day Kindergarten students accelerated their learning, which allowed this student population to eliminate their learning gap.



King George School

FOCUS AREAS:
literacy, numeracy, community involvement

- HIGHLIGHTS:**
- * 80% of students demonstrated 6 months of growth in reading levels from June, 2011 to February 2012.
 - * 90% of students are involved in leadership activities including Healthy Crusaders, Student Council, Climate Committee, and Y Revolution.
 - * High rates of engagement and attendance.
 - * Students involved in many community fund raising activities including the Terry Fox Run, Farm Credit Canada Drive Hunger Away program, and the Dayanny Nunez Bonilla Memorial Fund.
 - * Y Revolution members won video contest to promote healthy lifestyle choices and received youth volunteer award.



École O'Kelly School

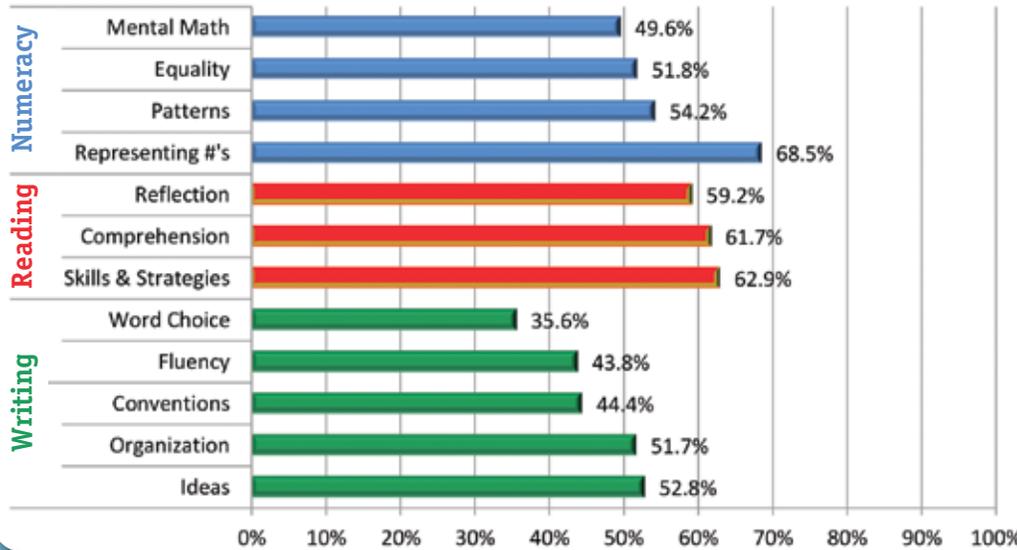
FOCUS AREAS:
numeracy, literacy, wellness, citizenship, school spirit

- HIGHLIGHTS:**
- * Improved scores on Grades 3, 5, and 7 numeracy and literacy assessments.
 - * High levels of student engagement in Mathematics and Raz Kids, Word Q supplementary programs for numeracy and literacy.
 - * Student participation in school literacy activities, for example poetry coffee house and literacy days.
 - * Student led activities such as Healthy Living week, student council activities, and Youth Revolution dances and other activities.
 - * Student leadership roles in peer tutors, playground monitors, office workers, lunch program assistance and safety patrols.

Divisional Achievement

Grade 3

BSD Grade 3 Competencies: % Meeting Expectations



In each of the numeracy competencies, at least 50% of our Grade 3 students are meeting expectations, with particularly strong results in the 'representing numbers' skill.

At least 59% of Grade 3 students are meeting expectations in each of the reading core competencies. Furthermore, at least 50% of the students in 11 of the 19 elementary schools are meeting expectations in **ALL** reading core competencies.

The writing competencies with the greatest percentage of Grade 3 students meeting expectations include 'organization' and 'ideas.' However, only 2 of the 19 elementary schools have more than 50% of their students meeting expectations in **ALL** writing core competencies.

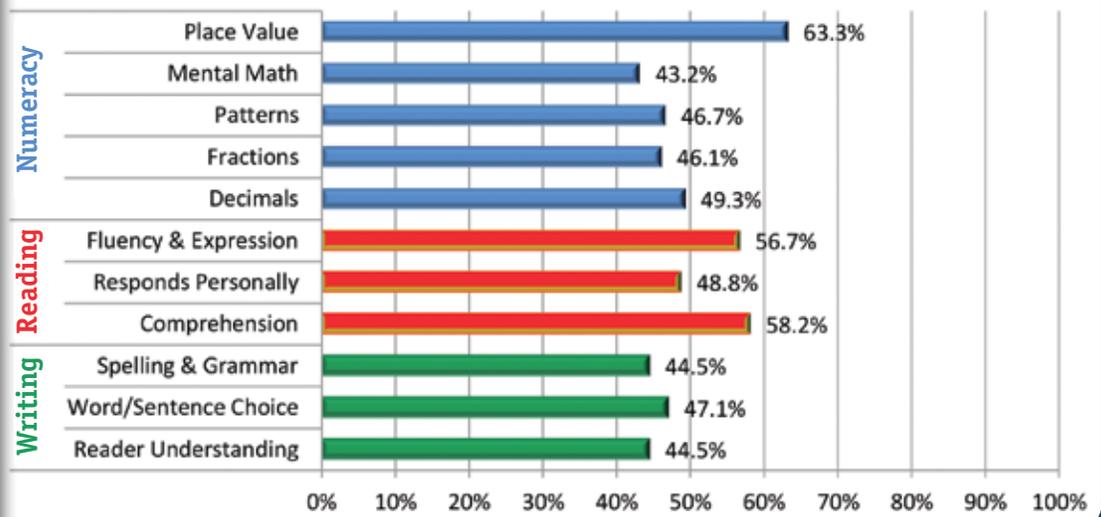
At least 50% of the students in 7 of the 19 elementary schools are meeting or exceeding expectations in **ALL** Grade 5 numeracy competencies. While 'place value' is an area of strength, 'mental math' is an area needing particular attention in the years to come.

At least 56% of Grade 5 students are meeting expectations in two of the reading core competencies. Furthermore, at least 60% of the students in 3 of the 19 elementary schools are meeting expectations in **ALL** reading core competencies.

Writing competencies continue to be areas of growth and development for many Grade 5 Brandon School Division students.

Grade 5

BSD Grade 5 Competencies: % Meeting or Exceeding Expectations

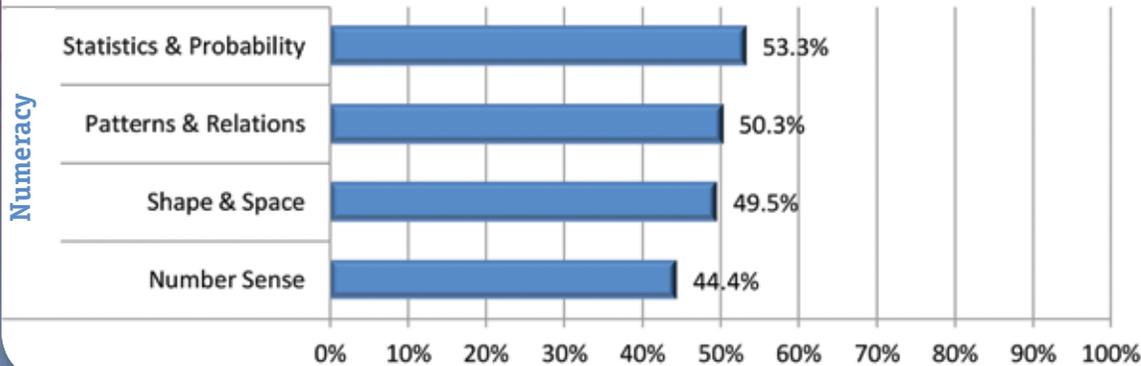


informing teacher practice

Results

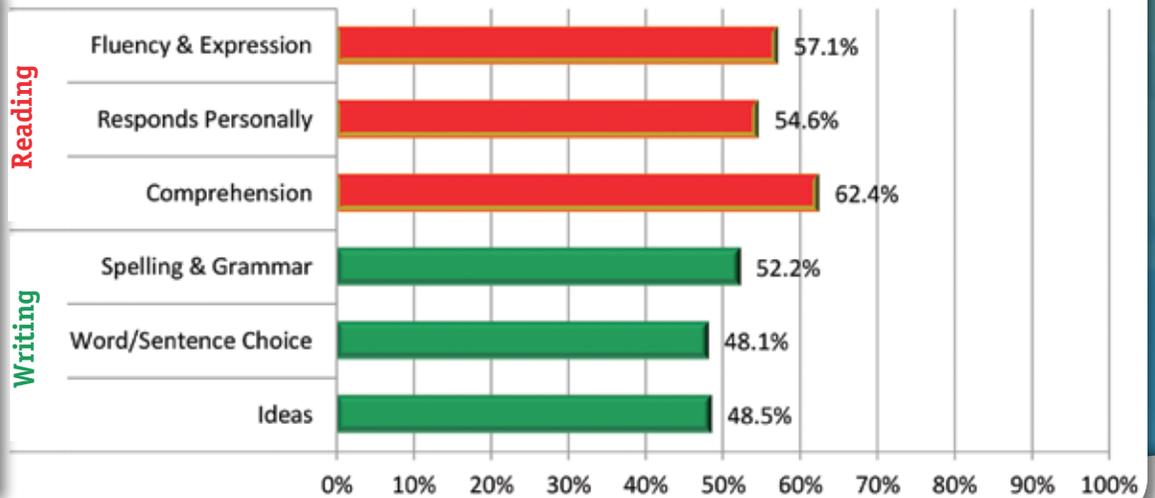
Grade 7

Grade 7 Numeracy Competencies: Average Score out of 100



These percentages represent the average (or mean) score in each of the 4 numeracy strands assessed in the Grade 7 Divisional Numeracy Assessment. In other words, the average test score in 'statistics and probability,' for example, is 53% for students in Division.

Grade 7 Literacy Competencies: % Meeting Expectations



More Grade 7 students are meeting expectations in reading than in writing core competencies. At least 50% of the students in 6 of the 15 K-8 schools are meeting expectations in ALL Grade 7 reading competencies, while this is true of only 2 schools for Grade 7 writing competencies.



Betty Gibson School

FOCUS AREAS: numeracy, literacy, social responsibility, inclusive school

HIGHLIGHTS:

- * 42% of Grade 3 students are meeting grade expectations in all areas of reading competencies.
- * 45% of English as an Additional Language students demonstrated 1+ years growth in reading.
- * 62% of Students of Aboriginal Heritage demonstrated 1+ years growth in reading.
- * Students took part in one of four engaging new EBS Multiage activities that focus on the three aspects of social responsibility (personal attributes, personal skills, cooperation skills)



George Fitton School

FOCUS AREAS: numeracy, literacy, student engagement, professional learning for staff

HIGHLIGHTS:

- * Grade 7 Student Engagement Results – 63 students are engaged in his/her learning.
- * HALEP program introduced and Student Leadership Team developed.
- * Development of parent literacy session.
- * Increased engagement of First Nations and Métis families in the school e.g. – First Annual George Fitton Powwow.
- * Over 100 students participated in the George Fitton School Science Fair, and 15 students participated in the Westman Science Fair.

Earl Oxford School

FOCUS AREAS: numeracy, literacy

HIGHLIGHTS:

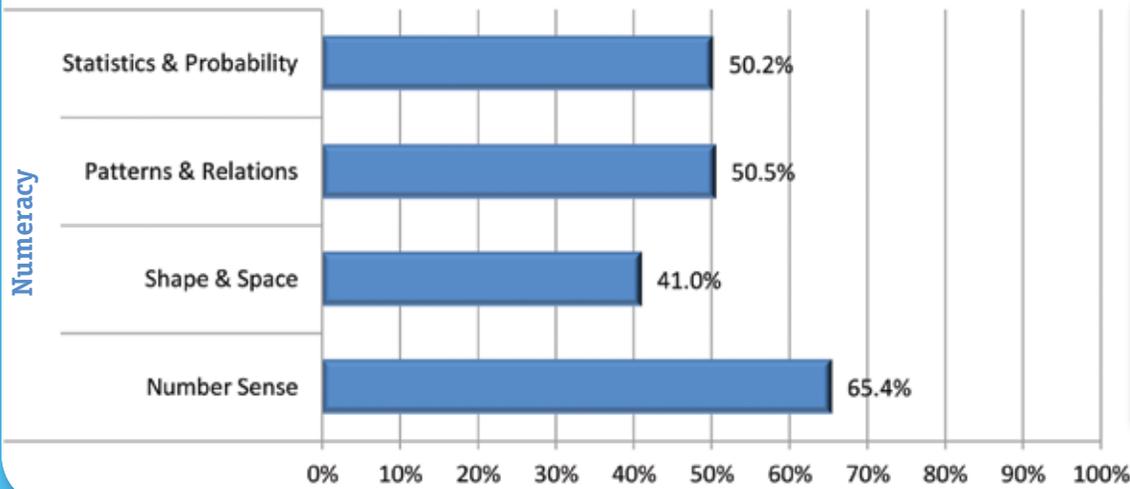
- * Collaborative sharing of ideas and teaching strategies across all grade levels.
- * 42% of Grade 7 students are meeting expectations in numeracy.
- * 52% of Grade 3 students meeting expectations in reading.



Divisional Achievement Results

Grade 9

Grade 9 Numeracy Competencies: Average Score out of 100

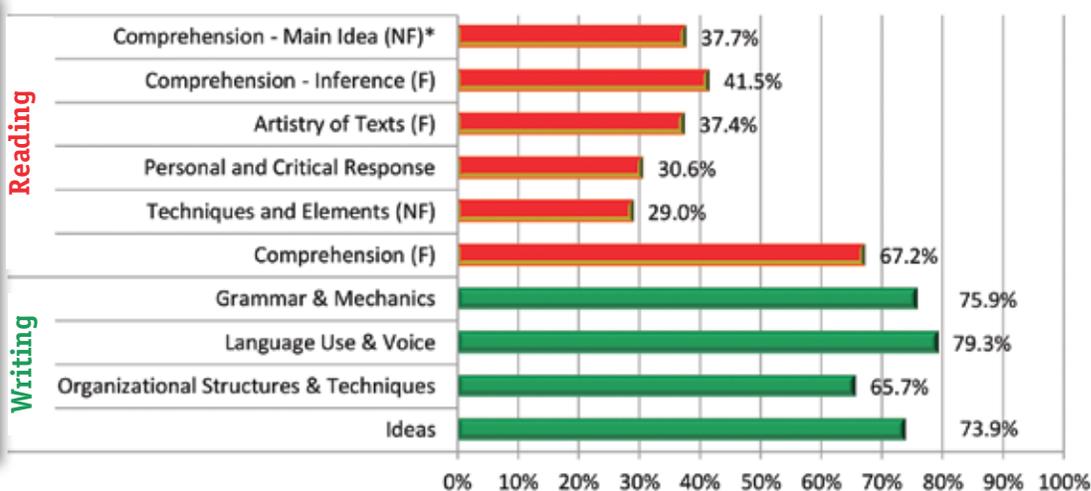


These percentages represent the average (or mean) score in each of the 4 numeracy strands assessed in the Grade 9 Divisional Numeracy Assessment. Clearly, Grade 9 students are performing better (receiving and average score of 65.4%) in number sense skills than in the three other strands.

Grade 9 Literacy Competencies: % Meeting or Exceeding Expectations

Comprehension of fictional texts is the reading competency with the highest percentage of students meeting or exceeding expectations (67.2%).

Writing is an area of strength for Grade 9 students. In 3 of the 4 writing competencies, over 70% of students are meeting or exceeding expectations.



Grade 12

Grade 12 Provincial Standards Tests: Average Scores

	English Language Arts*	Applied Math*	Consumer Math*	Pre-Calculus*	Français**
MB	66.4%	59.5%	66.4%	68.2%	73.2%
BSD	69.3%	58.0%	61.3%	70.6%	N/A
Crocus Plains	66.8%	56.4%	59.9%	63.4%	N/A
Neelin	79.4%	53.3%	64.3%	67.5%	72.4%
Vincent Massey	67.0%	64.9%	N/A	76.4%	N/A

*These percentages are weighted averages that combine the Semester 1 and Semester 2 results.

**The column only includes results from Semester 1.

Graduation Rates*

BSD	96.6%
Crocus Plains	94.5%
Neelin	95.5%
Neelin – Off Campus	97.0%
Vincent Massey	99.4%

*Calculated as the percentage of Grade 12 students who are eligible to graduate that actually graduated.

Graduation rates remain very high throughout the Division.

The Division continues to strive for excellence on the Grade 12 Provincial Standards Tests. Over the past nine years, high school students have performed above the provincial mean on many assessments, while showing, on average, a steady improvement towards matching provincial means on others.

Community Connections

connected & visible

The Brandon School Division continues to work collaboratively and cooperatively with community partners in several different areas. Important developments in 2011/12 include:

Brandon Community Drug and Alcohol Education Coalition –

On June 6, 2012, the Youth Revolution had a year-end ceremony to celebrate the accomplishments of the Youth Revolution and to thank their partners and sponsors. As of June 20, 2012, 18 Youth Revolution schools and over 400 members had implemented in excess of 220 projects in the schools and community. They also won the 2011-2012 Premier's Volunteer Service Award. The Brandon School Division Superintendent, Dr. Donna Michaels and Her Worship, Shari Decter Hirst thanked all the Y-R members and recognized them for their exceptional accomplishments that are helping our community move in the right direction.

Some of the project objectives were:

- Helping and inspiring others by being positive leaders in the schools and the community.
- Developing positive relationships in the schools and the community.
- Educating and mobilizing the community through events and positive relationships.
- Creating new partnerships.
- Giving back to the community by volunteering.
- Increasing good physical and mental health in the community.
- Educating students about the consequences of drug and alcohol use.
- Promoting social justice.
- Supporting the less fortunate in our community.
- Promoting the Youth Revolution in the community through sending press releases, participating in community events and through sponsorships.

Some sample projects were:

- Dance workshops in the schools to promote good physical and mental health.
- Drum Café to promote mental health, the adopt a village project and to support the local food bank.
- Pink day to promote positive relationships and reduce discrimination.
- Fundraising events to support other groups such as the Children's Hospital, Free the Children and many more.
- Volunteering for different organizations such as: Brandon in Motion, Healthy Brandon, Assiniboine Kiwanis, Westman Dreams for Kids, YWCA, Helping Hands Kitchen, the Summer Fair and many more.
- Gathering food for the local food bank.

Some of the partnerships are:

- Brandon Festival of the Arts
- Brandon in Motion
- Healthy Brandon
- John Howard Society
- SPIN Committee – Grade 10 wellness day
- Youth for Christ
- YWCA

The focus in the 2012-2013 year will be:

- To extend the program to the parents.
- To deliver sessions to enrich the health curriculum.
- To have the three high schools working together to support the K-8 schools.
- To look for more partnerships in the community.

Milestones Preschool Wellness Fair

The Milestones Preschool Wellness Fair was held in Brandon, Manitoba on April 17, 2012. Milestones 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 included informational displays, a Children's Activity Centre, children's snack, nutritional display, and pre-kindergarten immunizations. Families were provided with information so they could connect with the appropriate professionals to receive follow-up services for their child.

Formal Memorandum of Understanding with Assiniboine Community College

On February 24, 2012 the Brandon School Division (BSD) and Assiniboine Community College (ACC) formalized a long-standing working relationship through the signing of a Memorandum of Understanding (MOU). The significance of the MOU is to recognize the commitment the ACC and BSD bring to the essential nature of educational partnerships between a public school system and a post-secondary community college. By working together to develop new and innovative partnerships students and the community benefit immeasurably.

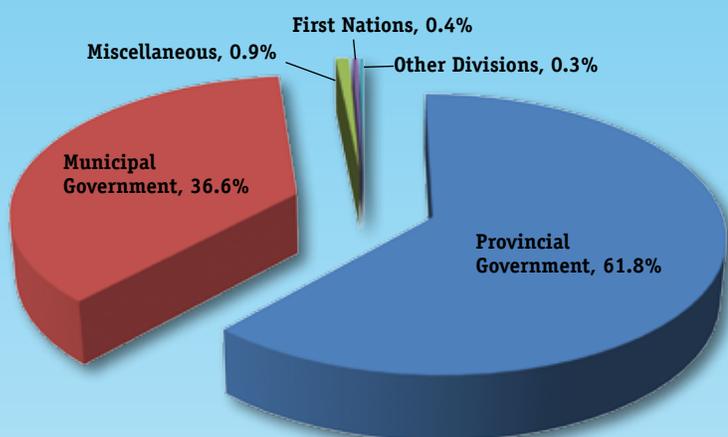
Financial Report

*responsible
& diligent*

Brandon School Division 2011/2012 Operating Budget

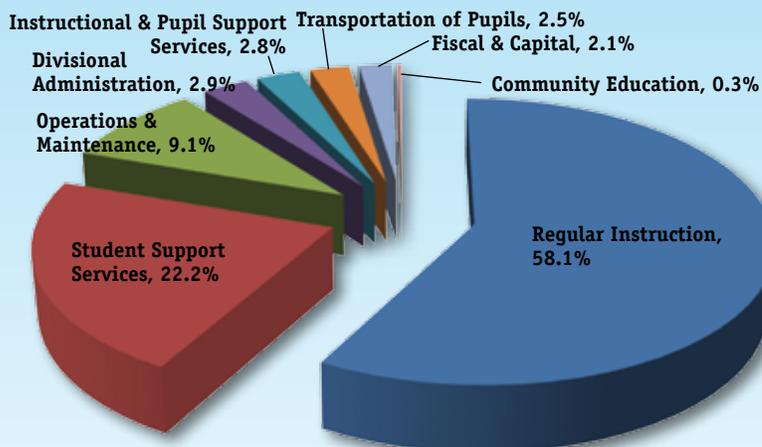
Revenues

Where this money comes from



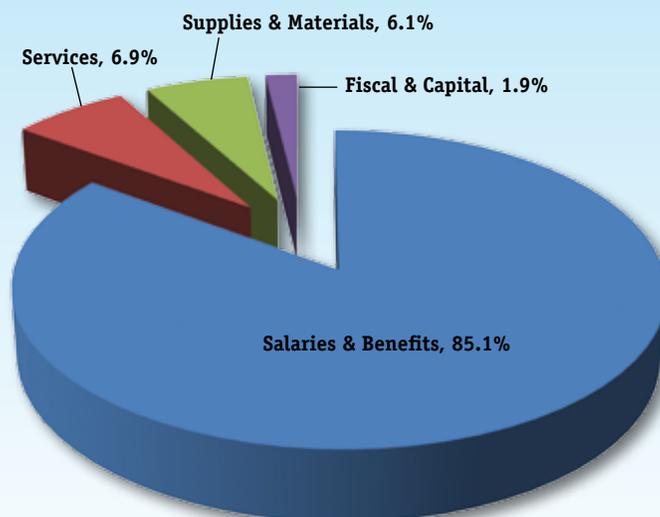
Expenditures

Where this money is spent



Expenditures

How this money is spent



	2011/2012 Budget	2010/2011 Budget
REVENUES		
Provincial Government	\$44,943,400	\$42,363,200
Federal Government	23,900	23,900
Municipal Government	26,578,700	24,335,000
Other School Divisions	222,200	187,400
First Nations	283,200	257,000
Private Organizations & Individuals	685,500	677,600
	<u>\$72,736,900</u>	<u>\$67,844,100</u>
EXPENDITURES		
Regular Instruction	\$42,453,900	\$39,542,200
Student Support Services	16,153,500	14,537,900
Community Education	245,300	157,700
Administration	2,116,400	2,034,100
Instructional & Other Support Services	2,021,300	1,965,100
Transportation of Pupils	1,795,600	1,749,900
Operations & Maintenance	6,440,600	6,416,300
Fiscal	1,255,800	1,186,400
	<u>72,482,400</u>	<u>67,589,600</u>
Transfer to Capital	254,500	254,500
	<u>\$72,736,900</u>	<u>\$67,844,100</u>
Net Current Year Surplus (Deficit)	<u>\$ -</u>	<u>\$ -</u>

Conclusion

In the Brandon School Division we believe in the abilities, talents, and ambitions 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 emphasis requires that the characteristics of excellence are visible in why, what, and how our students engage in learning and the outcomes of this learning. This focus applies to all staff who serve as role models for students and how they engage and interact with each other, as adults, in the work environment.

We are very proud of our students' accomplishments, enthusiasm and energy for learning. With everyone's good will, abilities, knowledge and skills we will continue to educate our students with an understanding of how very important their learning and achievement is to not only themselves, but also to the advancement of our democratic way of life.



Waverly Park School



FOCUS AREAS: literacy, numeracy, ICT, social responsibility

HIGHLIGHTS:

- * 72% of students meeting expectations in Reading Comprehension.
- * 78% of students meeting expectations in Number Operations.
- * 85% of students meeting expectations in the area of Social Responsibility.
- * Mathletics software program used by students in school & at home.
- * Building appreciation for other cultures through Heritage Pot Luck and field trips to local Hutterite colony



École Secondaire Neelin High School

GENERAL FOCUS AREAS: student engagement, assessment, literacy, numeracy

HIGHLIGHTS:

- * A positive sense of belonging and other socio-emotional factors remain above the national norm as measured by the "Tell Them From Me" survey.
- * Student engagement in school sports saw a 6% increase from the previous year.
- * Students' expectation of success remains very positive and is well above the national norm.
- * Academic outcomes in Language Arts, Math, and Science show slight improvements and are all at par with national norms.
- * 54 International Baccalaureate examinations were written in May 2012.

SPECIFIC FOCUS AREAS: academic projects, athletics, performing arts, school service

HIGHLIGHTS:

- * 18 students (Geographie 40S & Geography 40S) participated in the Appreciating your Region – What's in Your Backyard? Endeavour as part of the Innovations Citizenship project – strong focus on Aboriginal perspectives was present as part of this activity.
- * Three Neelin students were recognized for their abilities in the Manitoba Skills competition in the area of Geographic Information Systems (GIS). Sam Waters (gr. 9) received the gold medal; Joey Waters (gr.9) silver medal and Nathaniel Delbridge (gr. 10) also received a silver medal.
- * Successful Major Production – "Urinetown."
- * 11 Neelin students participated at the Track & Field provincials in Selkirk, MB. Keegan Herberger received a bronze medal for javelin; Riley Peyachew received a silver medal for 400 m. School representatives also returned with a bronze medal in the 4 x 100m relay and a silver medal in the JV boys medley relay. (Riley Peyachew, Keegan Herberger, Tyrell Medwid and Brandon Lalonde).
- * Successful fund raising activities undertaken for the Cerebral Palsy Association and for the victims of the Slave Lake forest fire.

Linden Lanes School



FOCUS AREAS: social responsibility, engagement

HIGHLIGHTS:

- * Implementation of literacy support for Grades 1-8.
- * Implementation of literacy support model pilot for Grade 1 intervention.
- * Implementation of EAL co-teaching model.
- * 36 students participated in the Western Region Science Fair winning 25 medals and 7 special recognitions.

Meadows School

FOCUS AREAS: writing, brain-based learning, engagement

HIGHLIGHTS:

- * Improved student engagement in the writing process.
- * Infusion of brain-based learning practices into the classroom.
- * Student leadership opportunities available through library volunteering, Milk Week, Charity Drive, Y Revolution, and peer tutors.



The Brandon School Division would like
to thank all who contribute to the well-being
and achievement of our students on a daily basis.



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