



Western School District

**Annual Report
2009-10**

WESTERN SCHOOL BOARD ANNUAL REPORT 2009-10

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Chairperson's Message

October 13, 2010

The Honourable Darin King, M.H.A.
Minister of Education

Dear Minister King:

On behalf of the trustees of the Western School Board, I am pleased to present the 2009-10 Annual Report marking the completion of our sixth year as a School Board. The submission of this Annual Report is in accordance with the requirements of the *Transparency and Accountability Act*. This Annual Report covers the period July 1, 2009, to June 30, 2010.

The Western School Board covers a vast geographical area from Norman Bay on the South Coast of Labrador to Francois on the South Coast of Newfoundland. The Board has a central office in Corner Brook, with regional offices in Lower Cove and Stephenville. During the 2009-10 school year, the Board was responsible for the administration of 71 schools, 12,489 students, and a permanent staff of 1570 teaching and support staff.

At the beginning of the 2009-10 school year, the Board continued its work toward the following three major issues as identified in the Strategic Plan:

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

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

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

Sincerely,


Donald I. Brown, Chair

Overview

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

Vision

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

Mission

For the full mission statement, including measures and indicators, please refer to the Western School Board's Strategic Plan 2008-11.

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

Mandate

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

Lines of Business

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

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

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

— **Student Services**

The Board has responsibility to provide quality teaching and positive learning experiences for students. Subsumed under this are responsibilities for provision of curriculum materials, recruitment and retention of qualified staff, provision of curriculum support, professional development for staff, support for students with special needs, and the provision of safe and healthy learning environments for optimal education. The Board also undertakes a wide range of extra-curricular activities for students.

— **Organizational Support Services**

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

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

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

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

Demographics

The following information shows the demographics of the Western School Board during the 2009-10 school year.

- 15 trustees (3 female, 11 male) - one current vacancy
- 71 schools
- 12,489 students (6126 female, 6363 male)

During the 2009-10 school year, schools in the Western School Board ranged in size from three students (William's Harbour) to 908 students (Corner Brook Regional High). The average school size was 176 students. There were 28 schools with a student population below 100; 21 between 100 and 200; 16

between 200 and 400; and 6 schools over 400. Thirty-one schools were K-12 facilities.

The Western School Board employed the following permanent and substitute employees during 2009-10

	Female	Male	Total
Professional Staff – permanent	757	357	1114
Professional Staff – substitute	307	105	412
Student Assistants – permanent	137	5	142
Student Assistants - substitute	87	1	88
Support Staff – permanent	176	138	314
Support Staff - substitute	99	59	158
TOTAL	1563	665	2228

Physical Location

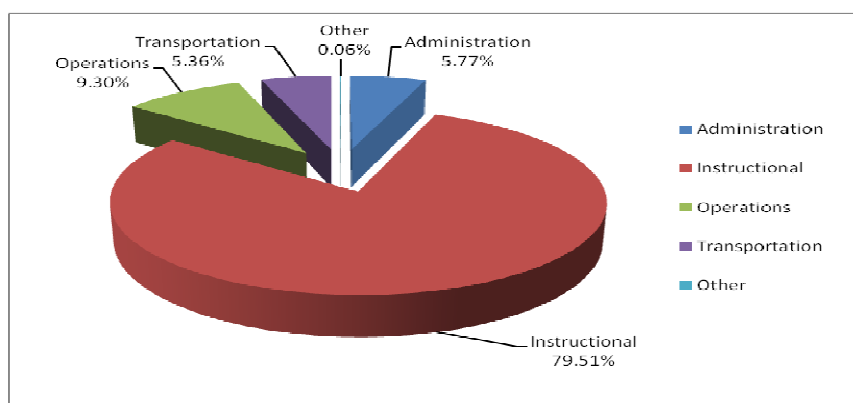
The Western School Board is located in the western portion of Newfoundland and the south eastern portion of Labrador. The Board includes southeastern Labrador, all of the Northern Peninsula, Deer Lake, Corner Brook, and Stephenville, south to Port aux Basques, and Francois on the south coast.

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

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

Budget

The Board's budget for the fiscal year 2009-10 was \$156,785,183.



Shared Commitments

During 2009-10, Western School District, along with its partners, worked towards achieving the strategic direction of government which is stated as follows: "improved educational programs and environments respond to constantly evolving demographics."

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

The Western School Board is mandated to deliver the provincial curriculum for the Province of Newfoundland and Labrador, and works in conjunction with the Department of Education to deliver regular programs, special education services, and other student support services. These initiatives are funded by the provincial government through funding formulae which provide personnel, learning resources, and physical facilities.

The Western School Board works with other partners who support education in the Western District, specifically in the areas of safety and tolerance, and library resources. These partnerships are designed to create the best possible environment for maximizing student achievement throughout the district. Some of these partners include all divisions of the Department of Education; the Newfoundland & Labrador School Boards' Association (NLSBA); the Departments of Health & Community Services, Human Resources, Labour & Employment, Natural Resources, Transportation & Works, and Justice; the Newfoundland and Labrador Teachers' Association (NLTA); the Newfoundland Association of Public and Private Employees (NAPE); the Canadian Union of Public Employees (CUPE); Parks Canada; the Provincial Information and Library Resources Board (PILRB); Community Mental Health Initiative; Rural Secretariat; Economic Development boards; International Grenfell Association; Community Education Network; College of the North Atlantic; Grenfell and St. John's campuses of Memorial University of Newfoundland, and other private and corporate entities.

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

School councils are established as per Section 25 of the *Schools Act, 1997*, and include teachers, parents, students, and community representatives. As per Section 26 of the *Act*, councils represent the educational interests of the school,

advise on the quality of teaching and learning, facilitate community involvement in teaching and learning, and advise the Board on matters of interest to the school and community.

The partnerships identified assist the Board in achieving its goals under each strategic issue and contribute to the achievement of the Minister's strategic directions.

Highlights and Accomplishments

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

The Western School Board was able to:

Continue significant work in governance issues which included:

- a strong educational focus for the Board on the goals of student learning, organizational learning, and the acquisition and wise use of resources;
- further development of governance and operational policies;
- continued work on the implementation of the Long-Term Educational Proposal (Capital and Organizational) for the Board; and
- participation in professional development opportunities for trustees.

Experience continued success in maintaining a strong focus on student learning which included:

- strong performance, as compared to the province, in English Language Arts and Mathematics at the primary, elementary, and intermediate levels as indicated in the data results on Criterion-Referenced Tests as administered provincially for 2009;
- continued emphasis on school development, with all schools now engaged at some phase in the process and 64 of the District's schools now externally validated under the new model;
- further development and implementation of practices and strategies relating to the District's growth and appraisal process;

- completion of the first round of the school development process for six schools and their second plan validated, as well as twelve schools that have entered the second plan writing stage;
- continued focus at the high school level on increasing enrollment in the academic program;
- implementation of the provincial Mathematics initiative, with new courses in Grade 2, Grade 5, and Grade 8, with accompanying professional development for teachers;
- promotion of Fine Arts, particularly music, theatre, and visual arts, through the acquisition of resources to enhance programs in these areas under the Cultural Connections Initiative;
- opportunities for Department Heads and Lead Teachers to meet collectively in various subject areas to identify and implement strategies for continued improvements in the services provided to students;
- emphasis on outdoor education learning by providing opportunities for 400 Grade 5 students throughout the District at Kildevil Camp in Gros Morne National Park;
- focus on enrichment activities for students throughout the entire District;
- emphasis on the Intensive Core French initiative, with the addition of new schools, bringing the total to eight (fifteen classrooms in total);
- successful implementation of the Daily Physical Activity pilot project which has been extended to ten more schools, for a total of twenty-three schools;
- continued focus on healthy living by implementing an active schools playground initiative;
- creation, administration, and scoring of common assessments in Grades 4-6 Mathematics and Language Arts;
- development of examination committees to construct and validate common assessments in Math 3204 (mid-year) and finals in Math Grades 7 and 8, Math 1204, Math 2204, Math 2205, Biology 2201, Physics 2204, Chemistry 2202, and English Language Arts in Grades 7 and 8, 1201, and 2201; and
- emphasis on literacy/numeracy supports for schools, with the provision of staffing allocations in some schools.

Experience substantial success in creating a strong focus on organizational effectiveness and organizational learning which included:

- orientation sessions for new teachers and administrators;
- Leadership at Work sessions for school administrators, providing valuable professional development opportunities;
- professional development opportunities for teachers and support staff;

- sponsorship of a Beginning Teacher's Conference, in partnership with the NLTA, to support the professional development needs of new teachers;
- conducting leadership meetings for school administrators and district staff;
- focus on instruction and professional development, including a two-day conference in Corner Brook for all staff throughout the District;
- professional development for student assistants in the areas of First Aid training, Crisis Prevention Intervention, and Occupational Health and Safety;
- professional development for janitorial staff, focused on proper use of cleaning detergents and supplies;
- professional development for bus drivers with a focus on fire safety and bus evacuation;
- further improvement in adherence to Occupational Health and Safety guidelines, including an emphasis on scheduled meetings at the school level, with reports submitted;
- piloting a draft version of the new Intermediate Report Card in fourteen schools;
- monitoring and adjusting, where necessary, the role of Education Officers to maximize support to school based leaders;
- reorganization and revision of the roles of several program specialists to maximize support to school based leaders and teachers;
- participation in the tenth annual Teacher Recruitment Fair in St. John's and Corner Brook; and,
- continuation of the emphasis on FirstClass as the main forum for district-wide communication.

Realize meaningful success in the creation of structures to ensure the efficient and effective management of available resources which included:

- development and monitoring of a balanced Board budget;
- continued refinement of an effective and equitable resource allocation model to support schools;
- creation of strategies to counter the H1N1 pandemic including recruitment, redeployment of staff, and realignment of priorities within the organization;
- improvement in the infrastructure of the Board through redevelopment of existing buildings and planning for new schools within the context of the Long-Term Educational Proposal for the Board;
- engagement in planning and consultations relating to the implementation of the Long-Term Educational Proposal;
- further development of the operational support models and refinement of work flows and systems;

- continued development of IT solutions to improve data flow and analysis in strategic areas;
- ongoing improvement of the IT infrastructure at school sites;
- focus on enhanced IT security; and,
- establishment of a uniform accounting system for all schools in the District that is fully supported from District Office.

Outcomes of Objectives and Goals

Strategic Issues

STRATEGIC ISSUE 1: *Student Learning*

Designing systems and processes to bring about increased student learning in core subject areas is not an easy task, as recent work in a number of countries has shown. Some factors that affect student learning are within the control of the Board, while other factors are not.

The Board's large geography, combined with a diverse student population in a wide array of school configurations and sizes, requires that the District develop a strong culture dedicated to improving instruction and assessment techniques that promote learning. It is critical that the District gather accurate information that allows it to align programs and services with the immediate needs of the students. Better information from a more comprehensive data management system, combined with preliminary action, will enable the District to achieve its mission.

Many of the actions in the following relate directly to the Minister of Education's strategic direction which states, "Improved educational programs and environments respond to constantly evolving demographics."

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

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

Indicators:

- Continued to refine and implement a comprehensive data management system designed to efficiently monitor student achievement at the district and school levels. This system will assist with the monitoring of external, internal, and gender specific data.
- Ensured that most schools have developed and begun implementation of a School Development Plan focused on increasing student achievement.
- Continued to assess and monitor the implementation of key policies designed to support student learning including, but not exclusive to, a comprehensive student evaluation policy.
- Further implemented and refined a process to support areas of high student need (e.g., specific subject areas, individual school development plans, students with learning and behavioral challenges, etc.) as determined by data management and other monitoring systems.
- Implemented practices, in all schools, that support the holistic growth of the student (e.g., safe and caring schools, nutrition, active living, and inclusion).
- Ensured appropriate literacy and numeracy supports for students and schools in the District.
- Implemented improvements in intermediate education consistent with Department of Education initiatives.
- Developed and implemented consistent delivery practices for student support services in the District.
- Provided school programs (e.g., skilled trades and technology) which enhance the development of a skilled and qualified workforce.
- Improved career development processes for students through guidance, career counseling and course offerings.
- Provided professional development relating to the assessment of student achievement, both internal and external.

Objective: By June 30, 2010, the Western School Board will have further increased the implementation of select programs and services to address priority needs in relation to student learning.

Measure: Further increased implementation of select programs and services to address student learning priority needs.

Indicator 1: Ensured the continued use of comprehensive data in all schools in the Western School District.

The District continued its partnership with the Department of Education in which Department officials spent two days in the District, reviewing the provincial external data results in Math, English Language Arts, Science and public exam

courses with program staff and school administrators. An analysis of this data occurred in all schools in the Western School District during a professional development day in 2009-10. Schools were required to factor the results of their data into the school development plan, specifically as it pertained to setting goals for the coming year. These goals were strategically designed to address any areas of concern around student achievement derived from the analysis of the external data, as well as any other comprehensive data collected internally throughout the year. The school development plan should include the establishment of action teams to implement strategies to achieve these goals in 2010-11.

Indicator 2: Monitored and ensured development and continued implementation of school development plans.

During 2009-10, Education Officers of the Western School District monitored and ensured implementation of school development plans through regular visits to schools and meetings with administrative teams. All of the District's sixty-five schools are now engaged at some phase in the school development process. The plans of sixty-four schools have been validated by an external review committee as outlined in the Department of Education's school development documents. Twelve schools have completed the first phase of the school development process and have now entered into the second phase.

Indicator 3: Continued further development with the District's initiative around evaluation, assessment and reporting at the intermediate level.

During 2009-10, fourteen schools piloted a revised intermediate report card that is more in line with the K-6 report card. The initial response to this pilot program has been very positive. The Intermediate Report Card Committee met on two occasions to examine and discuss the feedback from the pilot schools and make decisions on how to move forward. The process of examining reporting at the intermediate level will continue into the coming year with the intention being to add more schools to the pilot phase.

Indicator 4: Continued support of Literacy and Numeracy initiatives in all schools throughout the District.

During 2009-10, Western School District enabled schools to provide in-school support for literacy and numeracy initiatives in schools throughout the District. The range of supports included: modeling best practices in the classroom; providing support regarding the clarification of outcomes; preparing and delivering professional development opportunities at the school level and during district close-out days; working with cohorts to develop common assessments

in various grade levels in both Mathematics and Language Arts; researching and developing supplementary resources for teachers; and promoting the use of technology as a resource to enhance instruction. Literacy and numeracy initiatives also focused on areas of high priority needs as determined by data management and other monitoring systems.

Indicator 5: Continued emphasis on the implementation of revisions to the delivery of Student Support Services, with a strong focus on differentiated instruction and inclusive education.

The Western School Board continued its emphasis on the implementation of revisions to the delivery of Student Support Services, with a focus on differentiated instruction and inclusive education. The ISSP/Pathways Commission Report, December 2007, has resulted in significant changes to the delivery of Student Support Services. During 2009-10, further support was given to schools by itinerant and program specialists designated for student support services to assist with implementing these changes. These supports were provided through professional development opportunities for special education and classroom teachers, as well as other specialists within the Student Support Services Division. Four more schools were added to the inclusionary pilot initiative, bringing the total to eight. As well, four more schools were added as shadow schools, bringing that total to eight. The Itinerant for Inclusive Education provided continuous support to all the pilot schools through school visits, collaboration with teachers and school teams, and provision of in-service and professional development sessions, when necessary.

Indicator 6: Furthered the implementation of skilled trades and technology programs in selected schools in the District.

During 2009-10, more schools in Western School District added courses in Skilled Trades and Technology. These included Gros Morne Academy, Burgeo Academy, and Mountain Field Academy, which offered Skilled Trades 1201 and Design and Fabrication 2201. Jakeman All-Grade and E.A. Butler came into the Skilled Trades and Technology Program under the small schools model and offered Skilled Trades 1201.

Indicator 7: Continued to implement strategies to increase the number of high school students graduating with an academic or advanced status.

During 2009-10, there was a continued emphasis in Western School District on increasing the number of high school students graduating with an academic or advanced status. A district committee was formed to examine the graduation

status of high school students and produced a report with fifteen recommendations. Half of these recommendations have been implemented and others will be implemented in the upcoming year. One of the important recommendations implemented in 2009-10 was that the default course selection for all students entering Level 1 would be academic. Placement in the general program required a process involving an analysis of the student's academic record and verification by the Student Support Services team that general placement was the appropriate program. Intervention strategies were also developed for students struggling in the academic program which included tutorial sessions for Math 3201 and English Language Arts 3201 as well as an increase in instructional time in specific courses. These efforts will be monitored during 2010-11 to ensure the desired results.

OBJECTIVE FOR 2011 - Strategic Issue 1: Student Learning

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

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

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

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

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

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

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

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

STRATEGIC ISSUE 2: *Organizational Effectiveness*

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

A second key area for improving organizational effectiveness is policy development. Effective policies ensure that decisions are consistently made and applied in a fair manner, support decision making practices at every level (Board, District Office, and school), increase understanding of decision-making processes, and support a more transparent process.

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

A fourth area for improving organizational effectiveness is the adjusting of staffing levels to reflect the organizational demands of the District.

Much of the progress reported relates directly to the Minister's strategic direction of "Improved educational programs and environments respond to constantly evolving demographics."

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

Measure: Enhanced organizational effectiveness

Indicators:

- Provided professional development for priority learning areas, as indicated by achievement and School Climate and Culture Data and program needs.
- Ensured that individual learning plans are in place for all professional groups, and are adapted to address continuous learning needs.
- Identified and developed new policy as required.
- Reviewed policies on a regular basis to ensure that they are responsive to the changing needs of the system and responsive to human rights issues such as gender, race, religion, sexual orientation, etc.
- Further implemented technological solutions for communication, professional development, and delivery of curriculum outcomes.
- Continued to adjust staffing levels and define staffing roles at the District Office to meet strategic organizational needs.
- Revised and refined the Professional Development Model to address individual and organizational needs using on-line technology.
- Promoted at the intermediate level scheduling strategies to provide a more student centered learning experience for students. (e.g., advisories, common planning time, teaming, etc.)
- Improved protection of confidential information.

Objective: By June 30, 2010, the Western School Board will have further enhanced organizational effectiveness in support of student learning.

Measure: Further enhanced Organizational Effectiveness

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

In conjunction with the Department of Education, a variety of professional development opportunities were offered to teachers in the District in 2009-10. These opportunities addressed both new programs and priority needs. New programs included Mathematics in Grades 2, 5 and 8; Art in Grade 4; Music in Grades 7, 8 and 9; and Science, Energy and Power (Technology) in Grade 9. New courses at the senior high level included Residential Construction 2201,

Design and Fabrication 2202, Newfoundland and Labrador Studies 2205, Drama 2206, and World Literature 3207. Some priority areas included inclusive teaching practices, differentiated instruction, and assessment practices. These were offered through district in-service, close-out professional development days at the school and district levels, and through professional development days allocated to individual schools and programs staff.

Indicator 2: Monitored and provided further supports for professional learning plans in all schools.

In 2009-10, teachers in the District submitted a learning plan to their principal and these Professional Learning Plans (PLPs) were expected to be aligned with the school's development plan. This was monitored and supported at the school level through meetings with the school administrative team and further validated at the district level through examination of the plans by Education Officers. Professional development opportunities at the school and district level supported goals outlined in the professional learning plans.

Indicator 3: Revised and refined the Professional Development Model to address individual and organizational needs.

During 2009-10, several revisions and refinements were made to the Professional Development Model to more adequately address individual and organizational needs. Schools were given more autonomy and flexibility in the usage of professional development time to better reflect the realities and priorities at the local school level, which included allowances for half-day sessions and early closures to address specific needs within schools. Through the professional development model, schools and clusters of schools had the ability to plan around common and emergent learning trends. Some parameters were placed around the usage of professional development time to protect critical blocks of instructional periods during the year. Protected time included December for all schools, January for intermediate and high schools, and May and June for all schools. As such, professional development days were spread out and used by the end of April.

Indicator 4: Provided additional information and support to schools relating to intermediate schooling and organization.

During 2009-10, there was a continued focus towards providing support relating to intermediate schooling and organization. For the second consecutive year, committees were established for the construction of common exams in Grade 7 and 8 Math. As well, there was monitoring and support for the new Grade 8 Math program and in-service sessions for the implementation of the new Grade 9 Math program scheduled for September 2010. In continuing with the

implementation of the revised science program, the new Grade 9 program came on stream during the year. Continued monitoring, support, and professional development took place throughout the year.

Professional development and support was provided for teachers of the Grade 9 technology course - Energy and Power.

In Language Arts at the intermediate level, all teachers reviewed the use of the reading/viewing rubric, and Department Heads and Lead Teachers met to discuss common mistakes made by students on the Grade 9 end-of-level assessment. As well, a final common exam was constructed for students in Language Arts at the Grades 7 and 8 levels, and a mid-year common exam for Language Arts in Grade 9. Schools were given further assistance in the development of a three-year plan for English Language Arts, Grades 7-9. This will allow for enhanced teacher collaboration and fewer gaps in English Language Arts education, as students transition from Grades 7, to 8, to 9. In addition, less overlap in content will ensure all outcomes are met and instructional time is maximized.

Indicator 5: Continued with the improvement in IT infrastructure and service delivery in selected schools.

In 2009-10, the District continued with the IT service delivery model implemented in the previous year. This has resulted in continued improvement in the level of IT services provided to schools and increased use of reliable IT resources in curriculum delivery.

The District continued to upgrade IT infrastructure in all schools. Improvements have been made in Internet communications methods, providing higher bandwidth accessibility for some schools and enabling the increased use of suitable Internet content as a curriculum resource. The District continued its technology replacement program, providing reliable servers and computers to schools.

During the year, a significant investment was made in SmartBoard technology impacting all schools. This tool allows teachers to increase student engagement through interactive learning and enhanced opportunity for student collaboration.

Video conference units have been placed in strategic locations around the District. This creates the opportunity for "face-to-face" meetings and professional development sessions, while significantly reducing travel requirements and cost. The video conference units have been used for many activities including:

- interviews,
- meetings,
- professional development delivery,
- technical discussions,
- planning sessions.

This technology has improved interactive communications within the District, particularly in the more remote locations.

Indicator 6: Continued to provide professional development opportunities in IT.

The IT Division of the Western School District provided professional development opportunities in a number of areas during 2009-10. These occurred during district and school close-out days, as well as various opportunities that could be arranged outside of these times. Sessions included SmartBoard technology, Bridgit, Moodle, Elluminate Live, and the use of the Polycom system.

Indicator 7: Begun improvements in the District's online presence with the development of a revised District website.

During 2009-10, Western School District began a process to improve its online presence with the development of a revised district website. While the website development was not completed and launched in 2009-10, work up to June 30, 2010, included a determination of relevant information to be posted, a layout for the website, and a framework for completing the project. Work will continue on this initiative in 2010-11.

Indicator 8: Continued a program of staff development for District support staff.

Support staff throughout the District were involved in several professional development opportunities during 2009-10. The bus drivers received training on bus idling, basic responsibilities, professional communication, loading and unloading students, transporting students with special needs, and working with young children (National Safety Code). All secretaries participated in extensive training on the new school accounting system, Simply Accounting (2009). Student assistants engaged in professional development associated with delivery of services to special needs students and crisis prevention strategies.

Indicator 9: Identified and developed new policies in several areas.

During 2009-10, there was a continued focus on policy development, review and implementation. The Policy Committee of the District met regularly to examine and discuss new draft policies and to further merge existing policies from the three previous school boards. New policy development included: Diversity and Employment Equity; Diploma Presentation and Graduation Ceremonies, and Volunteers. There were revisions to other policies, including Nutrition and Healthy Living. These new policies will serve to bring more effectiveness and consistency within the organization and ensure a more safe and caring environment for students.

OBJECTIVE FOR 2011 - Strategic Issue 2: Organizational Effectiveness

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

Measure: Further improved organizational effectiveness

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

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

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

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

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

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

STRATEGIC ISSUE 3: *School Organization and Infrastructure*

During 2009-10, Western School District, with the support of the Government of Newfoundland and Labrador, continued work towards improving school and district organization and infrastructure. An example of this would be the construction of new K-12 schools in L'Anse au Loup and Port Saunders, and the redevelopment of the school in Flower's Cove into a modern K-12 facility for the area. As well, a new school is currently under construction at Port Hope Simpson, Labrador.

The infrastructure of the Board is of paramount importance in the delivery of quality education. In April 2006, the Board developed and presented its *Long-Term Educational Proposal (Capital and Organizational)*. This proposal outlined a plan for possible reorganization within the District and the infrastructure needs associated with the reorganizations. During this planning cycle, processes and planning occurred for implementation of the proposal.

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

Measure: Initiated actions in organization and infrastructure.

Indicators:

- Completed planning related to approved capital projects.
- Completed public consultations according to timelines identified by the Board.
- Completed construction/renovations for program improvements in schools.
- Completed life safety improvements in facilities.
- Completed property disposals according to time-lines established by the Board and as approved by the Minister.
- Continued to provide Government with information respecting capital projects prioritized by the Board.

Objective: By June 30, 2010, the Western School Board will have continued to take further action designed to improve school and district organization and school infrastructure.

Measure: Further actions initiated to improve organization and infrastructure.

Indicator 1: Continued public consultations, as necessary, in selected areas.

During 2009-10, there were public consultations in the community of Williams Harbour, Southern Labrador. In June 2010, the parents of the two remaining students in Williams Harbour School requested permission to bursary their children to another school in the area. This resulted in the school having no students and a process was initiated to formally close the school. A School Board motion subsequently closed the school. This closure reduced the number of schools in Western School District to 65, from the original 82 in 2004. These initiatives have been supported by substantial government investment as consolidations have occurred.

In 2009-10, the Western School District began a consultation process for the Stephenville-Bay St. George area and St. Thomas Aquinas School, Port au Port. This consultation followed the same process the Board utilized in other circumstances in which quite a number of schools were involved. An example of this would be the successful two-phased process in Corner Brook, which has resulted in a decision to reduce the overall number of schools from nine to five. Following this process, meetings were arranged with each of the school councils in the Stephenville-Bay St. George area and St. Thomas Aquinas School. This process constituted the first phase of consultations, consistent with the Board's process. This was a significant undertaking during the 2009-10 school year. As in other circumstances, the Board will proceed with a detailed report and final consultations in the Stephenville-Bay St. George area.

There was a meeting with parents and staff of Sacred Heart All-Grade School in Conche to discuss possible educational options for the students in that area.

Indicator 2: Continued planning related to selected approved capital projects.

During 2009-10, planning was ongoing for the new K-12 school in St. Anthony and for the redevelopment of the school in Flower's Cove into a modern K-12 facility. A new school is currently under construction at Port Hope Simpson, Labrador.

Indicator 3: Continued construction of Skilled Trades and Technology suites in additional schools.

To accommodate the courses for the Futures in Skilled Trades and Technology Program, renovations were required and carried out at Gros Morne Academy, Rocky Harbour; Burgeo Academy; Jakeman All-Grade, Trout River; and E. A. Butler, McKay's. In some cases, the renovations were minor as existing industrial arts shops could be utilized. In other instances, more extensive renovations were required. Where possible, shops were created adjacent to a planning (computer) room. This is particularly important in design courses where computer-aided drafting comprises a significant component of the program.

Indicator 4: Continued the process of assessing priority needs in relation to fire and life safety in District schools/properties.

In 2009-10, Western School District continued to address priority needs in relation to fire and life safety issues in schools that had been identified through a database that is updated throughout the year. In select schools, this work included emergency lighting and fire alarm upgrades, stairwell reconstruction to meet specific codes, and fire door installations.

OBJECTIVE FOR 2011 - Strategic Issue 3: School Organization and Infrastructure

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

Measure: Further action to improve organization and infrastructure.

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

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

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

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

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

Opportunities and Challenges Ahead

The Western School District made significant progress on a wide range of initiatives this school year. The next year will bring new and exciting challenges and opportunities for the Board. Some of these areas are highlighted below.

— Student Learning

A strong focus on student learning continues to be the priority for Western School District. In the 2008-09 school year, students in Western School District performed at or above the provincial average on most of the end-of-level provincial assessments for Grades 3, 6 and 9. We await the results for 2009-10 to determine additional areas of strength and areas for growth in the coming year.

Through established protocols, Western School District will continue to focus on student learning and maintain this goal as its first priority.

A high priority for the District will be the implementation of changes to the Evaluation and Assessment policy. These changes seek to maximize learning opportunities for all students in all schools.

There will be a close examination of the strategies that were implemented to increase the number of high school students graduating with academic or advanced status.

There will be a continued emphasis on the implementation of revisions to the delivery of Student Support Services. This will include a focus on differentiated instruction, inclusive education practices, and the evolving role of the Instructional Resource Teacher.

— Organizational Effectiveness

During the past three to four years, Western School District has sought to provide professional development opportunities for teachers in more meaningful and relevant ways. This effort will continue in the coming year. For the second year in a row, all teachers in the District will attend a two-day professional

development inservice in Corner Brook during October 2010. As well, support staff will participate in various training sessions planned throughout the year.

A focus on policy implementation will continue into the coming year. The District will seek to build on the work that has been completed in developing, implementing, monitoring and reviewing policies for the efficient and effective management of schools and the District.

The recruitment of personnel for specific programming needs, particularly Special Education and French, continues to be a challenge, as well as adequately staffing schools in rural and more isolated communities.

— **School Organization and Infrastructure**

The Board's Long-Term Educational Proposal has established a vision and process for school organization in the District. Challenges associated with the attainment of the vision and processes in the proposal are seen as follows:

- Moving into the next phase of the Long-Term Educational Proposal which will see further planning and development in the reorganization of the K-9 system in Corner Brook.
- The completion of public consultations as necessary in select geographical areas of the District.
- The completion of planning related to selected approved capital projects.

To address these challenges, the staff of the Western School District will again work diligently with stakeholders to identify and implement appropriate actions.

Conclusion

The Western School District is very pleased with the progress that has been made in addressing the priorities outlined in the Strategic Plan. Through the expression of its goals of student learning, organizational learning and the acquisition and wise use of resources, the Western School District looks forward to providing even greater learning opportunities for its students in a safe and nurturing environment.

Financial Statements
of the
Western School Board
for fiscal year ending June 30, 2010

Western School District
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June 30, 2010

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Auditors' Report

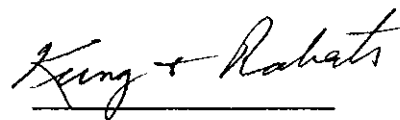
To The Members of Western School District

We have audited the balance sheet of the current and capital funds of Western School District as at June 30, 2010, and the related statements of current revenues, expenditures and district equity, and statement of changes in capital fund position for the year then ended. These financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

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

In our opinion, these financial statements present fairly, in all materials respects, the financial position of the District as at June 30, 2010 and the results of its operations and changes in its capital financial position for the year ended, in accordance with Canadian generally accepted accounting principles and as explained in Note 1 to the financial statements, and are in compliance with reporting requirements established for School Districts in the Province of Newfoundland and Labrador by the Department of Education



Chartered Accountants

Stephenville, NL
August/26/2010

Western School District
BALANCE SHEET
June 30, 2010

	<u>Assets</u>	
	<u>2010</u>	<u>2009</u>
Current Assets		
Cash (Supp.Info.1)	\$ 4,284,998	\$ 3,742,922
Short Term Investments (Supp.Info.2)	158,124	156,266
Accounts Receivable (Note 2)	13,284,818	13,559,853
Prepaid Expenses	<u>240,290</u>	<u>221,146</u>
Total Current Assets	<u>17,968,230</u>	<u>17,680,187</u>
Property and Equipment (schedule 8)	<u>82,542,695</u>	<u>52,805,523</u>
	<u>\$ 100,510,925</u>	<u>\$ 70,485,710</u>
 <u>Liabilities and District Equity</u> 		
Current Liabilities		
Bank Indebtedness (Note 3)	\$ --	\$ --
Accounts Payable and Accrued (Note 4)	4,552,423	4,696,227
Vacation Pay Accrued	13,758,875	12,740,804
Current Maturities (schedule 9b)	<u>352,917</u>	<u>361,121</u>
Total Current Liabilities	<u>18,664,215</u>	<u>17,798,152</u>
Severance Pay Accrual	<u>22,642,287</u>	<u>21,375,834</u>
Long-Term Debt (schedule 9)	<u>1,326,616</u>	<u>1,679,534</u>
District Equity		
Investment in Capital Assets	80,915,637	50,817,343
Reserve Account	200,987	200,987
District Equity	<u>(23,238,817)</u>	<u>(21,386,140)</u>
Total District Equity	<u>57,877,807</u>	<u>29,632,190</u>
	<u>\$ 100,510,925</u>	<u>\$ 70,485,710</u>

Contingencies (Note 8)

Approved:  Chairman
 Secretary

Western School District

STATEMENT OF CURRENT REVENUES, EXPENDITURES AND DISTRICT EQUITY

For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
Current Revenue (Schedule 1)		
Provincial Government Grants	\$ 149,982,113	\$ 147,203,847
Donations	--	--
Ancillary Services	110,689	106,115
Miscellaneous	<u>103,401</u>	<u>152,907</u>
	<u>150,196,203</u>	<u>147,462,869</u>
Current Expenditures		
Administration (Schedule 2)	9,043,857	7,024,872
Instruction (Schedule 3)	124,654,150	121,551,676
Operations and Maintenance (Schedule 4)	14,583,181	14,693,653
Pupil Transportation (Schedule 5)	8,400,091	8,130,006
Ancillary Services (Schedule 6)	45,646	41,260
Interest Expense (Schedule 9C)	--	6
Miscellaneous (Schedule 7)	<u>58,258</u>	<u>74,519</u>
	<u>156,785,183</u>	<u>151,515,992</u>
23 111 Excess of Revenue over Expenditures	(6,588,980)	(4,053,123)
Transfer to/from Capital	<u>4,736,303</u>	<u>3,404,616</u>
Net Increase/Decrease in District Equity	(1,852,677)	(648,507)
District Equity, Beginning of Year	<u>(21,386,140)</u>	<u>(20,737,633)</u>
District Equity, End of Year	<u>\$ (23,238,817)</u>	<u>\$ (21,386,140)</u>

See Accompanying Notes

Western School District
STATEMENT OF CHANGES IN FINANCIAL POSITION
For the Year Ended June 30, 2010

		<u>2010</u>	<u>2009</u>
60	<u>Operating Activities</u>		
011	Excess of Revenue over Expenditures	\$ (6,588,980)	\$ (4,053,123)
012	Changes in Non-Cash Working Capital		
013	- Short-Term Investments	(1,858)	(9,964)
014	- Accounts Receivable	275,035	(734,439)
015	- Prepaid Expenses	(19,144)	(2,438)
014	- Accounts Payable, Accruals & Vacation Payable	874,267	1,611,325
015	- Current Maturities	(8,204)	--
016	Other (Specify)		
	- Principal Payments	361,122	361,121
	- Increase (Decrease) in Severance Pay Accrual	1,266,453	716,181
017	Amortization of Capital Assets	<u>4,478,988</u>	<u>3,402,354</u>
		<u>637,679</u>	<u>1,291,017</u>
61	<u>Financing Activities</u>		
011	Proceeds from Bank Loans	--	--
012	Grants – Deficit Retirement	--	--
013	Other Capital Revenues- Buses	--	--
014	Changes in Long-Term Debt	(352,918)	(361,121)
15	Other (Specify) - Capital Grant		
	- Service Vehicle	37,632	32,200
	- Capital Grant – Buildings	--	304,437
	- Donations – Playground Equipment	<u>26,962</u>	<u>--</u>
		<u>(288,324)</u>	<u>(24,484)</u>
62	<u>Investing Activities</u>		
011	Proceeds on Sale of Capital Assets	257,315	79,401
012	Additions to Property and Equipment	(64,594)	(413,776)
013	Other (Specify)	<u>--</u>	<u>--</u>
		<u>192,721</u>	<u>(334,375)</u>
63	Increase (Decrease) in Cash	<u>542,076</u>	<u>932,158</u>
64	Cash, Beginning of The Year	<u>3,742,922</u>	<u>2,810,764</u>
65	Cash, End of The Year	<u>\$ 4,284,998</u>	<u>\$ 3,742,922</u>

See Accompanying Notes

Western School District
STATEMENT OF CHANGES IN CAPITAL FUND
For the Year Ended June 30, 2010

		<u>2010</u>	<u>2009</u>
70	<u>Capital Receipts</u>		
71	Proceeds from Bank Loans		
011	- School Construction	\$ --	\$ --
012	- Equipment	--	--
013	- Service Vehicles	--	--
014	- Pupil Transportation	--	--
015	- Other (Specify)	--	--
		<hr/>	<hr/>
72	<u>EIC Grants</u>		
011	School Construction and Equipment	--	--
012	Other – Transportation – Government	--	--
		<hr/>	<hr/>
73	<u>Donations</u>		
011	- Cash Receipts	--	--
012	- Non-Cash Receipts	--	--
013	- Playground Equipment	26,962	--
		<hr/>	<hr/>
		26,962	--
74	<u>Sale of Capital Assets – Proceeds</u>		
011	- Land	--	--
012	- Buildings	257,315	79,401
013	- Equipment	--	--
014	- Service Vehicles	--	--
015	- Pupil Transportation Vehicles	--	--
016	- Other (Specify)	--	--
	- Accounts Receivable – Capital	--	--
		<hr/>	<hr/>
		257,315	79,401
75	<u>Other Capital Revenues</u>		
011	- Interest on Capital Fund Investments	--	--
012	- Premiums on Debentures	--	--
013	- Recoveries of Expenditures	--	--
015	- Insurance Proceeds	--	--
016	- Native Peoples Grants	--	--
017	- Miscellaneous – Funds for		
	Debt servicing – Bussing	361,122	361,121
018	- Provincial grants – Buses	--	--
	– Service Vehicle	37,632	32,200
	– Buildings	--	304,437
		<hr/>	<hr/>
		398,754	697,758
Total Capital Receipts		<hr/>	<hr/>
		683,031	777,159

Cont'd

See Accompanying Notes

Western School District
STATEMENT OF CHANGES IN CAPITAL FUND (Cont'd)
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>	
77	Transfer from Reserve Account	--	--
78	Transfer to/from Current Fund	(4,736,303)	(3,404,616)
	Add: Amortization of Capital Assets – Non cash items	<u>4,478,988</u>	<u>3,402,354</u>
Total	\$ <u>425,716</u>	\$ <u>774,897</u>	
80	<u>Capital Disbursements</u>		
81	Additions to Property & Equipment		
011	- Land and Sites	--	--
012	- Building	--	304,437
013	- Furniture & Equipment – School	26,962	--
014	- Furniture & Equipment – Other	--	--
015	- Service Vehicles	37,632	109,339
016	- Pupil Transportation	--	--
017	- Other (Specify)	<u>--</u>	<u>--</u>
		<u>64,594</u>	<u>413,776</u>
82	Principal Repayment of Long-Term Debt		
011	- School construction	--	--
012	- Equipment	--	--
013	- Service Vehicles	--	--
014	- Other (Specify)	--	--
	- Office	--	--
	- Pupil transportation	<u>361,122</u>	<u>361,121</u>
		<u>361,122</u>	<u>361,121</u>
83	Miscellaneous Disbursements		
013	- Other (Specify)	--	--
	- Accounts payable	<u>--</u>	<u>--</u>
		<u>--</u>	<u>--</u>
Total Capital Disbursements	\$ <u>425,716</u>	\$ <u>774,897</u>	

See Accompanying Notes

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

Nature of Operation

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

1. Significant Accounting Policies

(a) Fund Accounting

The accompanying financial statements have been prepared on a fund accounting basis which is generally accepted for School Boards. Fund accounting can be defined as "accounting procedures in which a self balancing group of accounts is provided for each fund." It is customary for School Boards to account separately for the current and capital funds. These financial statements include both the current and capital funds on a combined basis.

(b) Revenue

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

(c) Capital Assets

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

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

(d) Use of Accounting Estimates

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

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

2. Accounts Receivable

	<u>2010</u>	<u>2009</u>
<u>Current</u>		
11 131 Provincial Government	\$ 12,404,954	\$ 13,049,737
132 Transportation	28,085	--
133 Federal Government	--	--
134 Projects	170,765	185,537
135 HST Receivable	183,669	170,701
136 Bus Rentals	34,640	38,750
137 Water Program-Provincial	--	--
138 Interest	--	--
139 Travel Advances and Miscellaneous	164,225	115,128
 <u>Capital</u>		
11 231 Construction Grants	298,480	--
233 Local Contributions	--	--
234 Other School Districts	--	--
235 Other (Specify) – City of Corner Brook	--	--
	<u>\$ 13,284,818</u>	<u>\$ 13,559,853</u>

3. Bank Indebtedness

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

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

4.	<u>Accounts Payable and Accrued</u>	<u>2010</u>	<u>2009</u>
	<u>Current</u>		
21 109	Scholarship	\$ 115,312	\$ 150,704
110	Accounts payable-Trade	1,088,644	1,436,320
111	Accrued Liabilities	620,895	324,318
112	Wages Payable	138,844	464,466
113	- Deferred Grants	2,500,123	2,237,731
114	- Wages	--	--
115	Payroll Deductions	88,605	82,688
118	Other	--	--
119	Payroll Tax	--	--
		<u>\$ 4,552,423</u>	<u>\$ 4,696,227</u>
	<u>Capital</u>		
21 211	Trade Payable	\$ --	\$ --
212	Accrued – Liabilities	--	--
213	- Interest	--	--
217	Deferred Grants	--	--
218	Other (Specify)	--	--
		<u>\$ --</u>	<u>\$ --</u>

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

5. Reserve Account

Description:

	<u>2010</u>	<u>2009</u>
Balance, Beginning of Year	\$ 200,987	\$ 200,987
Less Transfer from Reserve	<u> --</u>	<u> --</u>
Add Transfer to Reserve	<u> --</u>	<u> --</u>
Balance, End of Year	<u>\$ 200,987</u>	<u>\$ 200,987</u>

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
6. Investment in Capital Assets,		
Beginning of Year	\$ 50,817,343	\$ 31,817,043
Add:		
Transfer To (From) Capital Fund	(4,736,303)	(3,404,616)
Grants - EIC - Contribution for Capital Const.	--	--
- Provincial grants-debt retirement.	--	--
Capital projects funded by Department of Education but paid directly to other sources on behalf of District.	34,766,954	21,747,817
Donations (Specify) – Playground Equipment	26,962	--
Proceeds from Sale of Capital Assets		
- Land	--	--
- Building	257,315	79,401
- Equipment	--	--
- Vehicle	--	--
- Other	--	--
Interest on Capital Fund Investments	--	--
Recoveries of Expenditures – Prior	--	--
Provincial Grant – Busses	--	--
Provincial Capital Grant – Buildings	--	304,437
Provincial Capital Grant – Service Vehicle	37,632	32,200
Insurance Proceeds – Capital	--	--
Native Peoples Grants – Capital	--	--
Excess of Revenue over Expenditures		
- Capital Fund		
Principal - Bussing loan	361,122	361,121
- Other	--	--
Accumulated amortization on building sold	3,129,055	3,418,863
Capital asset valuation adjustment	--	--
	<u>84,660,080</u>	<u>54,356,266</u>
Deduct Adjustments:		
Cost of assets sold		
- Land	--	--
- Building	3,744,443	3,538,923
- Equipment	--	--
- Vehicles	--	--
- Other	--	--
	<u>3,744,443</u>	<u>3,538,923</u>
Other	--	--
23 221 Investment in Capital Assets, End of Year	<u>\$ 80,915,637</u>	<u>\$ 50,817,343</u>

Western School District
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

7. Commitments

At balance sheet date the District had the following commitments:

8. Contingencies

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

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

9. District Equity (Deficit)

The School District has an accumulated operating deficit of \$ 23,238,817. A material amount of this operating deficit is contributed by a recorded teacher's severance pay accrual, non-teacher's severance pay accrual and executive paid leave accrual of \$ 20,330,490, \$ 2,311,797 and \$ 642,941 respectively, as required by the Provincial Government.

Accumulated operating deficit per	
Financial statement	\$ 23,238,817
Less: teacher's severance pay accrual	(20,330,490)
: non-teacher's severance pay accrual	(2,311,797)
: executive paid leave accrual	<u>(642,941)</u>
Accumulated operating deficit less	
Severance pay and executive paid leave accrued	<u>\$ (46,411)</u>

10. Bond Coverage

As at June 30, 2010, the Insurance Division of the Department of Finance has provided \$ 300,000 fidelity bond coverage for all District employees.

11. Comparative Figures

Certain 2009 figures have been reclassified to conform to 2010 financial statement presentation.

Western School District
CURRENT REVENUES
For the Year Ended June 30, 2010

		<u>2010</u>	<u>2009</u>
32 010	Provincial Government Grants		
011	Regular	\$ 22,609,845	\$ 22,311,771
016	Special Grants (Details on bottom of Schedule 1)	2,787,290	3,248,667
	Salaries and Benefits		
017	- Directors and Asst. Directors	1,256,711	1,180,475
021	- Regular Teachers	108,494,295	106,306,703
022	- Substitute Teachers	4,064,476	3,473,527
023	- Student Assistants	2,401,687	2,318,985
030	Pupil Transportation		
031	- Board Owned	3,230,026	3,210,600
032	- Contracted	4,427,983	4,383,251
033	- Handicapped	<u>709,800</u>	<u>769,868</u>
		<u>\$ 149,982,113</u>	<u>\$ 147,203,847</u>
33 010	Donations		
012	Cash Receipts	--	--
011	Heritage Fair	--	--
013	Non-Cash Receipts	--	--
014	Restricted Use	<u>--</u>	<u>--</u>
		<u>--</u>	<u>--</u>

Western School District
CURRENT REVENUES
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
34 010	Ancillary Services	
011	\$ 15,215	\$ 15,779
021	Revenues from Rental of Schools and Facilities (Net) 60,000	60,645
031	Cafeterias 35,474	29,691
032	Other – (Specify) --	--
	<u>110,689</u>	<u>106,115</u>
35 010	Miscellaneous	
011	Interest on Investments 17,127	53,524
012	Bus Charters 41,964	63,173
021	Recoveries of Expenditures 22,388	30,887
031	Revenues from Other Agencies --	--
041	Federal Rebates --	--
051	Insurance Proceeds 6,117	1,567
061	Bilingual Education Revenue --	--
071	Operating Rev. from Native Peoples Grant --	--
081	Miscellaneous Federal Grants --	--
091	Textbooks --	--
092	Sundry 15,805	3,756
094	Scholarship Funds --	--
	<u>103,401</u>	<u>152,907</u>
	Total Current Revenues <u>\$ 150,196,203</u>	<u>\$ 147,462,869</u>
<u>Special Grants</u>		
Fuel Adjustment	\$ (50,634)	\$ (45,561)
Learning Disabilities	--	--
Debt Servicing	--	--
Student Assistant Salaries	--	--
Textbook Credit Allocation	--	--
Pay Equity	--	--
Administration – Textbook	--	--
Payroll Tax	--	--
Utilities	--	--
Maintenance	--	--
French Monitor	20,302	43,305
French Immersion	24,098	12,000
Peer Tutoring	--	--
Bottle Water	--	--
Administrative Pay adjustment	--	--
Computers	--	--

Schedule 1 (Cont'd)

Western School District
CURRENT REVENUES
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
<u>Special Grants</u> (Cont'd)		
Surplus – Substitutes	\$ --	\$ --
Kinder – Start	--	--
Tutoring Work Experience	--	--
Other (Specify)		
-Miscellaneous grants	718,191	1,360,724
- Redundancy grant	--	--
- Maintenance reclassification	--	--
- Drama Festival	--	--
- Furniture	--	--
- Other Projects	1,527,137	1,379,915
- IGA Projects	72,999	90,994
- HRDC Grants	389,584	407,290
- School Board Elections	<u>85,613</u>	<u>--</u>
	<u>\$ 2,787,290</u>	<u>\$ 3,248,667</u>

Western School District
ADMINISTRATION EXPENDITURES
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
51		
	Salaries and Benefits	
011	\$ 1,899,652	\$ 1,180,475
012	1,451,616	1,267,982
013	81,232	72,274
014	32,552	25,834
015	64,776	74,589
016	170,217	161,673
017	67,781	62,919
018	2,817	2,890
019	15,993	36,047
021	30,611	37,908
022	15,566	16,465
023	30,716	25,565
024	222,518	234,138
025	18,141	14,543
026	77,040	8,601
027	125,268	89,842
028	180,586	225,713
029	49,009	50,435
031	13,163	17,157
032	--	--
033	5,568	10,616
034	10,047	6,852
035	--	--
036	--	--
037	--	--
038	<u>4,478,988</u>	<u>3,402,354</u>
	<u>Total Administration Expenditures</u>	<u>\$ 9,043,857</u>
		<u>\$ 7,024,872</u>

Western School District
INSTRUCTION EXPENDITURES
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
52 010	Instructional Salaries (Gross)	
011	\$ 109,744,365	\$ 107,044,824
012	- Substitute 4,064,476	3,473,527
013	- District Paid 216,317	101,193
014	Student Assistants 2,401,687	2,326,523
015	Employee Benefits --	--
016	School Secretaries – Secretaries & Benefits 2,758,743	2,588,394
017	Employee Benefits --	--
018	Other – French Monitor --	--
	<u>119,185,588</u>	<u>115,534,461</u>
52 040	Instructional Materials	
041	General Supplies 1,598,461	1,670,610
042	Library Resource Materials --	--
043	Teaching Aids 213,830	184,197
044	Textbooks --	--
	<u>1,812,291</u>	<u>1,854,807</u>
52 060	Instructional Furniture and Equipment	
061	Replacement 189,673	450,993
062	Rentals and Repair 887	3,503
063	Copier Cost 188,905	234,235
064	Replacement – Computer Equipment 353,854	598,553
065	Computer Repairs 51,705	65,539
	<u>785,024</u>	<u>1,352,823</u>
52 080	Instructional Staff Travel	
081	Program Co-ordinators 389,858	360,218
082	Teachers' Travel – within District 148,306	315,917
083	Teacher Travel – Out of District 253,214	236,076
084	Student Travel 28,160	34,184
	<u>819,538</u>	<u>946,395</u>
52 090	Other Instructional Costs	
091	Postage and Stationery --	--
092	Miscellaneous 10,805	10,917
097	Other District Projects 1,568,700	1,318,669
098	IGA Projects 73,340	90,994
099	HRDC Projects 398,864	442,610
	<u>2,051,709</u>	<u>1,863,190</u>
	Total Instruction Expenditures	Total Instruction Expenditures
	<u>\$ 124,654,150</u>	<u>\$ 121,551,676</u>

Western School District
OPERATIONS AND MAINTENANCE EXPENDITURES - SCHOOLS
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
53 011 Salaries & Benefits - Janitorial	\$ 5,065,888	\$ 5,070,122
012 - Maintenance	1,648,991	1,550,446
013 - IT Support	792,230	689,735
014 Electricity	2,903,273	3,090,828
015 Fuel	916,018	1,024,580
016 Municipal Service Fee	503,456	280,689
017 Telephone	474,870	457,479
018 Vehicle Operating and Travel	282,587	265,071
019 Janitorial Supplies	320,848	362,568
021 Janitorial Equipment	5,487	27,193
022 Repairs and Maintenance - Buildings	1,203,585	1,234,079
023 - Equipment	14,370	23,087
024 Protective Clothing	16,327	13,731
025 Snow Clearing	435,251	604,045
026 Rentals	--	--
027 Other (Specify) - Repairs Covered By Insurance	--	--
Total Operations and Maintenance	<u>\$ 14,583,181</u>	<u>\$ 14,693,653</u>

Western School District
PUPIL TRANSPORTATION EXPENDITURE
For the Year Ended June 30, 2010

	<u>2010</u>	<u>2009</u>
54 010	Operation and Maintenance of Board	
	Owned Fleet	
011	Salaries - Administration	\$ 212,445
012	- Drivers and Mechanics	\$ 1,639,170
013	Payroll Tax and Benefits	--
014	Debt Repayment - Interest	42,317
015	- Principal	361,122
016	Bank Charges	--
017	Gas and Oil	349,222
018	Licenses	39,436
019	Insurance	38,100
021	Repairs and Maintenance - Fleet	204,254
022	- Building	2,009
023	Tires and Tubes	31,095
024	Heat and Light	23,943
025	Municipal Service	2,385
026	Snow Clearing	13,224
027	Office Supplies	7,865
028	Rent	--
029	Travel	3,015
030	Protective Clothing	--
031	Professional Fees	1,300
032	Miscellaneous	68,195
033	Telephone	29,198
034	Vehicle Leases	--
035	Cleaning - Bus Depot	--
	<u>3,291,245</u>	<u>3,048,289</u>
54 040	Contracted Services	
041	Regular Transportation	4,400,484
042	Handicapped	709,800
043	Miscellaneous	49,196
044	Fuel Adjustment Program	(50,634)
	<u>5,108,846</u>	<u>5,081,717</u>
	Pupil Transportation Expenditures	<u>\$ 8,400,091</u>
		<u>\$ 8,130,006</u>

Western School District
PUPIL TRANSPORTATION EXPENDITURE
For the Year Ended June 30, 2010

Ancillary Services

This District owns and operates the following ancillary services:

	<u>2010</u>	<u>2009</u>
55 Ancillary Services		
011 Operation of Teachers' Residences	\$ 7,881	\$ 12,437
031 Cafeterias	37,765	28,823
032 Other (Specify)	--	--
	<u>\$ 45,646</u>	<u>\$ 41,260</u>

Miscellaneous Expenses (Specify)

The District has incurred the following miscellaneous expenses:

	<u>2010</u>	<u>2009</u>
57 011 Miscellaneous Expenses		
- Human Resources Expenses	\$ 58,247	\$ 68,159
- Other	11	6,360
	<u>\$ 58,258</u>	<u>\$ 74,519</u>

Western School District
 Details of Property and Equipment
 For The Year Ended June 30, 2010

	Cost 30-Jun-09	Additions	Adjustment and Disposals	Cost 30-Jun-10	Accumulated Amortization 30-Jun-09	Amortization Adjustment	Accumulated Amortization 30-Jun-10	Net Book Value
12211 Land and Sites	\$ 1,977,719	--	--	\$ 1,977,719	--	--	--	\$ 1,977,719
Buildings								
12221 Schools	\$ 152,712,399	\$ 34,766,955	\$ (3,356,031)	\$ 184,123,323	\$ 104,971,824	\$ (2,983,400)	\$ 106,007,653	\$ 78,115,670
12222 Administration	2,534,279	--	(388,412)	2,145,867	2,017,795	(145,655)	1,903,534	242,333
12223 Residential	168,021	--	--	168,021	155,419	--	157,520	10,501
	<u>\$ 155,414,699</u>	<u>\$ 34,766,955</u>	<u>\$ (3,744,443)</u>	<u>\$ 186,437,211</u>	<u>\$ 107,145,038</u>	<u>\$ (3,129,055)</u>	<u>\$ 108,068,707</u>	<u>\$ 78,368,504</u>
Furniture and Equipment								
12231 Schools	\$ 11,528,316	\$ 26,962	--	\$ 11,555,278	\$ 11,528,316	--	\$ 11,528,316	\$ 26,962
12232 Administration	970,429	--	--	970,429	970,429	--	970,429	--
12233 Residential	1,534	--	--	1,534	1,534	--	1,534	--
12234 Recreation	87,005	--	--	87,005	87,005	--	87,005	--
12235 Other	5,450	--	--	5,450	5,450	--	5,450	--
	<u>\$ 12,592,734</u>	<u>\$ 26,962</u>	<u>--</u>	<u>\$ 12,619,696</u>	<u>\$ 12,592,734</u>	<u>--</u>	<u>\$ 12,592,734</u>	<u>\$ 26,962</u>
12241 Service Vehicles	\$ 379,179	\$ 37,632	--	\$ 416,811	\$ 225,361	\$ 44,832	\$ 270,193	\$ 146,618
Public Transportation								
12253 Buses	\$ 4,833,755	--	--	\$ 4,833,755	\$ 2,429,430	\$ 381,433	\$ 2,810,863	\$ 2,022,892
Total	<u>\$ 175,198,086</u>	<u>\$ 34,831,549</u>	<u>\$ (3,744,443)</u>	<u>\$ 206,285,192</u>	<u>\$ 122,392,563</u>	<u>\$ (3,129,055)</u>	<u>\$ 123,742,497</u>	<u>\$ 82,542,695</u>

Western School District
DETAILS OF LONG-TERM DEBT
For the Year Ended June 30, 2010

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

		<u>2010</u>	<u>2009</u>
22 210	Loans Other than Pupil Transportation		
	<u>Ref. #</u>		
211	Bank Loans		
	_____ Repayable \$ _____ monthly, maturing _____	\$ --	\$ --
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	_____ --	_____ --
	Total 211	_____ --	_____ --
212	Mortgages		
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	_____ --	_____ --
	Total 212	_____ --	_____ --
213	Debentures		
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	_____ --	_____ --
	Total 213	_____ --	_____ --
214	Other (Please Specify)	_____ --	_____ --
	Subtotal	_____ --	_____ --
215	Less Current Maturities	_____ --	_____ --
	Total Loans Other Than Pupil Transportation	<u>\$ --</u>	<u>\$ --</u>

Western School District
DETAILS OF LONG-TERM DEBT
For the Year Ended June 30, 2010

22 220	Loans – Pupil Transportation		
	<u>Ref. #</u>	<u>2010</u>	<u>2009</u>
221	Vehicle Bank Loans		
	Prime Repayable \$ <u>516</u> monthly, maturing <u>2011</u>	\$ 6,194	\$ 12,388
	Prime Repayable \$ <u>523</u> monthly, maturing <u>2011</u>	7,320	13,594
	Prime Repayable \$ <u>521</u> monthly, maturing <u>2011</u>	12,506	18,759
	Prime Repayable \$ <u>523</u> monthly, maturing <u>2012</u>	18,305	24,583
	Prime Repayable \$ <u>542</u> monthly, maturing <u>2017</u>	40,107	46,611
	Prime Repayable \$ <u>548</u> monthly, maturing <u>2014</u>	26,283	32,854
	Prime Repayable \$ <u>960</u> monthly, maturing <u>2011</u>	3,316	14,836
	Prime Repayable \$ <u>2,456</u> monthly, maturing <u>2012</u>	44,208	73,680
	Prime Repayable \$ <u>4,954</u> monthly, maturing <u>2012</u>	118,891	178,338
	Prime Repayable \$ <u>3,662</u> monthly, maturing <u>2013</u>	131,818	175,757
	Prime Repayable \$ <u>1,095</u> monthly, maturing <u>2015</u>	53,663	66,805
	Prime Repayable \$ <u>1,117</u> monthly, maturing <u>2016</u>	71,502	84,908
	Prime Repayable \$ <u>1,675</u> monthly, maturing <u>2016</u>	107,170	127,264
	Prime Repayable \$ <u>542</u> monthly, maturing <u>2017</u>	40,649	47,153
	Prime Repayable \$ <u>4,530</u> monthly, maturing <u>2018</u>	398,638	452,998
	Prime Repayable \$ <u>5,930</u> monthly, maturing <u>2019</u>	<u>598,963</u>	<u>670,127</u>
	Total 221	<u>\$ 1,679,533</u>	<u>\$2,040,655</u>
222	Land, Building and Equipment Bank Loans		
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____ Repayable \$ _____ monthly, maturing _____	--	--
	_____	--	--
	Total 222	<u>1,679,533</u>	<u>2,040,655</u>
	Subtotal	<u>1,679,533</u>	<u>2,040,655</u>
223	Less Current Maturities	<u>352,917</u>	<u>361,121</u>
	Total Loans – Pupil Transportation	<u>1,326,616</u>	<u>1,679,534</u>
	Total Long Term Debt	<u>\$ 1,326,616</u>	<u>\$1,679,534</u>

Western School District
SUMMARY OF LONG-TERM DEBT
For the Year Ended June 30, 2010

<u>Description</u>	<u>Ref. #</u>	<u>Rate</u>	<u>Balance Beginning Of Year</u>	<u>Loans Obtained During Year</u>	<u>Principal Repayment For Year</u>	<u>Balance End of Year</u>
A) School Construction			\$ --	\$ --	\$ --	\$ --
B) Equipment			--	--	--	--
C) Service Vehicle		Prime	--	--	--	--
D) Other – Office			--	--	--	--
E) Pupil Transportation		Prime	<u>2,040,655</u>	<u>--</u>	<u>361,122</u>	<u>1,679,533</u>
Total Loans			<u>\$ 2,040,655</u>	<u>\$ --</u>	<u>\$ 361,122</u>	<u>\$ 1,679,533</u>

Western School District
DETAILS OF CURRENT MATURITIES
For the Year Ended June 30, 2010

<u>Description</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
A) School Construction	\$ --	\$ --	\$ --	\$ --	\$ --
B) Equipment	--	--	--	--	--
C) Service Vehicles	--	--	--	--	--
D) Other – Office	--	--	--	--	--
E) Pupil Transportation	<u>352,917</u>	<u>323,442</u>	<u>241,437</u>	<u>191,745</u>	<u>173,128</u>
Total	<u>\$ 352,917</u>	<u>\$ 323,442</u>	<u>\$ 241,437</u>	<u>\$ 191,745</u>	<u>\$ 173,128</u>

56 010

Western School District
SCHEDULE OF INTEREST EXPENSE
For the Year Ended June 30, 2010

<u>Description</u>	<u>2010</u>	<u>2009</u>
012 Capital		
School Construction	\$ --	\$ --
Equipment	--	--
Service Vehicles	--	--
Other – Office	-----	-----
Total Capital	-----	-----
013 Current - Operating Loans	--	--
014 - Supplier Interest Charges	-----	-----6
Total Current	-----	-----6
Total Interest Expense	\$ -----	\$ -----6

Western School District
SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2010

1.	<u>Cash</u>		<u>2010</u>	<u>2009</u>
	<u>Current</u>			
11	110	Cash on Hand and in Bank		
	111	Cash on Hand	\$ 585	\$ 585
	112	Bank - Current	4,284,413	3,742,337
	113	- Savings	--	--
	115	- Non-Teachers; Payroll	--	--
	116	- Coupon (Debenture)	--	--
	117	- Other (Specify)	--	--
		<u>Capital</u>		
11	210	Cash on Hand and in Bank	--	--
	211	Cash on Hand	--	--
	212	Bank - Current	--	--
	213	- Savings	--	--
	214	- Other (Specify)	--	--
		Total Cash on Hand & in Bank	<u>\$ 4,284,998</u>	<u>\$ 3,742,922</u>
2.	<u>Short Term Investments</u>			
11	121	Term Deposits – Scholarships	\$ 115,312	\$ 150,704
	122	Term Deposits – Other	42,812	5,562
	123	Other (Specify)	--	--
		<u>Capital</u>		
11	221	Term Deposits	--	--
	222	Canada Savings Bonds	--	--
	223	Other (Specify)	--	--
		Total Short Term Investments	<u>\$ 158,124</u>	<u>\$ 156,266</u>

Western School District
SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2010

3.	<u>Prepaid Expenses</u>		<u>2010</u>	<u>2009</u>
		Current		
11	141	Insurance	\$ --	\$ --
	142	Municipal Service Fees	--	--
	143	Work, Health Safety and Commissions	238,290	208,016
	144	Other (Specify) --Travel Advances	2,000	2,000
		-- Supplies	--	7,800
		-- Legal Fees	--	3,330
		Capital		
11	241	Other (Specify)	-----	-----
			<u>\$ 240,290</u>	<u>\$ 221,146</u>