

**STRATEGIC PLAN
2017-2020**

**CONSEIL SCOLAIRE
FRANCOPHONE
PROVINCIAL
DE TERRE-NEUVE-ET-
LABRADOR**



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Message from the Chair

Honorable Dale Kirby
Minister of Education
Department of Education and Early Childhood Development
P. O. Box 8700
St. John's, NL A1B 4J6

January 31, 2018

Dear Minister,

I am pleased to present the strategic plan for the Conseil scolaire francophone provincial (CSFP) de Terre-Neuve-et-Labrador for the period from July 1, 2017 to June 30, 2020.

CSFP has prepared this strategic plan in consideration of Government's strategic directions (see Annex A) and the recommendations of the Premier's Task Force on Improving Educational Outcomes.

CSFP will report progress on the outcomes identified in the Strategic Issues section of this document in each of its next three annual reports.

My signature below is on behalf of CSFP and indicates our accountability for the preparation of this plan and the achievement of the specific goals and objectives contained herein.

Please accept, Mr. Minister, my sincere thanks.

Brian Lee
Chair

CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL PROFILE

The Conseil scolaire francophone provincial's administrative offices are located in the *Centre scolaire et communautaire des Grands-Vents* at 65 Ridge Road, St. John's, NL.

As of September 30, 2016, the Conseil scolaire francophone provincial had an enrolment of 369 students, from Kindergarten to Grade 12. An agreement with the Conseil scolaire du Littoral in Québec is still in effect to provide French First language education for children from L'Anse-au-Clair.

In 2016-2017, the Conseil scolaire francophone provincial had five schools. There were 30 students at École Boréale (Happy Valley-Goose Bay), 31 students at Centre éducatif l'ENVOL (Labrador City), 48 students at École Notre-Dame-du-Cap (Cape St. George), 82 students at École Sainte-Anne (Mainland), and 178 students at École des Grands-Vents (St. John's). In September 2017, a second intermediate and secondary school will open.

The Conseil scolaire francophone provincial's total budget for 2016-2017 was \$9 million. As of July 1, 2017, the school district had 81 employees (20 males and 61 females).

As of June 30, 2017, the CSFP Board had eight trustees (five males and three females) and one vacancy.

Carole (Maillet) Gillingham	At Large
Edna Hall	At Large
Steevens Proulx	At Large
Charly Mini	Avalon
<i>Vacant</i>	Avalon
Dillon Jesso	Central-West
Jenna Skinner	Central-West
Brian Lee	Labrador
Denis Michaud	Labrador

MANDATE

The Conseil scolaire francophone provincial's mandate is to offer the prescribed and approved programs for primary, elementary, intermediate, and secondary students in the French-first-language school system.

LINES OF BUSINESS

The Conseil scolaire francophone provincial has two lines of business:

- 1. Programs and Services – Pre-school (i.e., *Bon Départ*) and Kindergarten to Grade Twelve**

French First Language schools provide children the opportunity to do the *Bon Départ* Program the year before they begin Kindergarten, as a means of preparing them for the Kindergarten program.

French First Language schools offer programs and courses prescribed or approved by the Department of Education and Early Childhood Development.

As well, depending on the capacity of the school, after-school activities are also provided.

2. Transportation

The Conseil scolaire francophone provincial is responsible for providing return transportation for students between their home and the school in accordance with Department of Education and Early Childhood Development policies and guidelines.

STRATEGIC ISSUES

CSFP's planning process led to the identification of four strategic and objective areas. In the spring and summer of 2017, there were consultation sessions with French first language schools, notably in Cape St. George, Mainland, Happy Valley-Goose Bay, Labrador City and St. John's. In some communities, there were sessions for teachers and the school council. In St. John's there was a session with the Board staff.

Through the implementation of this process, four strategic issues have been identified for this 2017-2020 strategic plan.

ISSUE 1: SUCCESS OF FRANCOPHONE MINORITY STUDENTS

The Conseil scolaire francophone provincial is always keen to comply with its triple mandate in a linguistic minority environment: to educate young people in the Francophone community, to increase their understanding and knowledge of Francophone cultures, while promoting the development of the community aspect. In this perspective, learning the language is a major issue, as it is fundamental to all student learning. The Conseil scolaire francophone provincial must ensure that everything is done to facilitate the learning that each student achieves at school. In this perspective, it is essential that the CSFP examine its pedagogical approach, in relation to the programs that constitute the core of students' learning, and therefore on the results related to this learning. Improving the success of Francophone minority students will benefit CSFP clients. Students will be well equipped to pursue post secondary studies or work and in both English and French.

Goal 1:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced opportunities for student success.

Indicators:

- Enhanced educational programs
- Enhanced use of technology

Objective 1:

By June 30, 2018, the Conseil scolaire francophone provincial will have developed and implemented initiatives to support student success.

Indicators:

- Developed a literacy plan
- Developed a numeracy plan for grades 7 to 12
- Implemented professional learning communities (PLCs) in schools

Objective 2:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement initiatives to support student success.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented initiatives to support student success.

ISSUE 2: WELL-BEING OF STUDENTS AND STAFF

The Conseil scolaire francophone provincial, in support of the Safe and Caring Schools Initiative will continue to promote safe and caring learning environments and be proactive/preventative in addressing violence issues. The Board will use the policy to provide guidance, in the development and maintenance of a safe, caring and inclusive learning environment. As well, it assists the Board in outlining a structure for the collection and analysis of data to inform school development plans, to shape practice and to ensure accountability.

Goal 2:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced school environments for students and staff.

Indicators:

- Implemented Safe and Caring Schools initiatives
- Implemented wellness initiatives

Objective 1:

By June 30, 2018, the Conseil scolaire francophone provincial will have developed and

implemented initiatives in support of safe, healthy and accepting school environments.

Indicators:

- Continued to implement a Positive Behavior Supports and bullying procedures
- Developed a Memorandum of Understanding and Emergency Action Plan in Schools
- Developed wellness programs

Objective 2:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement initiatives in support of safe, healthy and accepting school environments.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented initiatives in support of safe, healthy and accepting school environments.

ISSUE 3: GROWTH, OUTREACH AND COMMUNITY ENGAGEMENT

The Conseil scolaire francophone provincial will promote growth to increase the student population at all levels and develop mechanisms such as a transition plan to retain secondary students to further increase the number of graduating students. The Conseil scolaire francophone provincial will also encourage strong community connections to provide our students with the balance of what they are learning and how it applies to life outside of the classroom.

Goal 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced outreach and community engagement to increase the student population.

Indicators:

- Increased promotion of CSFP
- Expanded programs to increase student population
- Developed partnerships with local community and provincial organizations
- Improved positive learning and working environments

Objective 1:

By June 30, 2018, the Conseil scolaire francophone provincial will have initiated activities to promote growth and community engagement.

Indicators:

- Explored and identified potential clients such as rights holders
- Developed marketing strategies across the province to increase visibility
- Initiated activities with partners in various communities
- Advocated for new infrastructure to establish or improve learning and working facilities

Objective 2:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement activities to promote growth and community engagement.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented activities to promote growth and community engagement.

ISSUE 4: BOARD GOVERNANCE

November 22, 2016 was the first election that direct voting was used to elect the school board for the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador. In previous elections, parents of students in French-first language schools elected school council members for each school who in turn elected trustees to the Conseil scolaire. In this and future elections rights holders under Section 23 of the Canadian Charter of Rights and Freedoms who are residents of the province will be eligible to vote. There are three electoral zones plus one at-large vote to elect nine trustees - two from Labrador, two from the central/west region, two from the east region and three at-large trustees. Given the new structure, the Board will require training to better understand their role and they will need to develop a new governance structure/model that will guide them to make sound decisions to ensure the quality of education and services provided.

Goal 4:

By June 30, 2020, the Conseil scolaire francophone provincial will have enhanced its board governance.

Indicators:

- Reviewed and revised policies
- Increased professional development for trustees
- Increased communication with parents, students and staff
- Implemented a governance model

Objective 1:

By June 30, 2018, the Conseil scolaire francophone provincial will have initiated activities to enhance its governance structure.

Indicators:

- Provided training on governance to trustees and management employees
- Established subcommittees
- Developed a governance model

Objective 2:

By June 30, 2019, the Conseil scolaire francophone provincial will have continued to implement activities to enhance its governance structure.

Objective 3:

By June 30, 2020, the Conseil scolaire francophone provincial will have further implemented activities to enhance its governance structure.

CONCLUSION

The 2017-2020 Strategic Plan builds on the 2014-2017 Plan in that the primary objective is to provide direction on the best ways to support students and improve student learning in French First Language schools. It is also consistent and supportive of the Government's strategic directions and the recommendations set out in the Premier's Task Force Report on Improving Educational Outcomes.

Over the next three years, the Conseil scolaire francophone provincial will measure its success in achieving the intended results using the indicators identified in the strategic plan. The Board will provide the Department of Education and Early Childhood Development with an annual report that will indicate its success with respect to the identified goals and objectives.

ANNEX A: STRATEGIC DIRECTIONS

Strategic directions are the articulation of desired physical, social, or economic outcomes that normally require action by, or involvement of, more than one government entity. These directions are generally communicated by Government through platform documents, throne and budget speeches and policy documents. The Transparency and Accountability Act requires entities to consider these strategic directions in the preparation of their performance-based plans. This facilitates the integration of planning practices across Government and ensures entities are moving forward on key commitments.

Strategic Direction #1: Early Learning and Child Care

Outcome: Supported a continuum of early learning opportunities for children through enhanced early learning and child care services.

This outcome supports the policy direction of government and will require focus in the following areas:

- Early childhood learning programs and services
- Progress on 10-year child care strategy

Strategic Direction #2: K-12 Education

Outcome: An improved K-12 education system.

This outcome supports the policy direction of government and will require focus in the following areas:

- Curriculum
- Teaching and Learning