



ANNUAL REPORT 2016-17

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



MESSAGE FROM THE CHAIR

June 15, 2018

Honourable Al Hawkins
Minister of Education and Early Childhood Development
Department of Education and Early Childhood Development
P.O. Box 8700
St John's, NL A1B 4J6

Dear Minister:

In compliance with the *Transparency and Accountability Act* requirements for Category 1 entities, please accept the 2016-17 Annual Performance Report of the *Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador* (CSFP).

The Strategic Plan 2014-17 describes the Board's commitment to improved French first-language education, safe and caring schools and improved learning through 21st century skills. This report covers the goals outlined in the 2014-17 Strategic Plan as well as the objectives for 2016-17.

My signature below is on behalf of CSFP school board, and indicates accountability for the results reported in 2016-17.

Thank you for your cooperation in the development of Francophone education in Newfoundland and Labrador.

Sincerely,

Brian Lee, Chair



PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

CSFP Vision

The vision of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) is that of a system of education, defined by the French language and francophone cultures, which supports the success of all students, the building of their identities, their personal fulfilment and their global vision.

Mandate

The mandate of the Conseil scolaire francophone provincial is to provide prescribed and approved programs for primary, elementary and secondary students in the French-first-language school system. Annex A provides a complete list of the duties and powers of the CSFP as cited in the *Schools Act, 1997*.



PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

The CSFP 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, CSFP had an enrolment of 360 students, from Kindergarten to Level IV. Enrolments were as follows.

School	
Centre éducatif l'ENVOL (Labrador City)	30
École Boréale (Happy Valley-Goose Bay)	28
École Notre-Dame-du-Cap (Cape St. Georges)	46
École Sainte-Anne (Mainland)	77
École des Grands-Vents (St. John's)	179

In addition, a continuing agreement with the Commission scolaire du Littoral in Québec provides for French first language education for children from L'Anse-au-Clair.

The CSFP had a budget of \$9,585,475 in 2016-17. Additional information can be found in the Audited Financial Statements, which are located in Annex B.

At the conclusion of the 2016-17 school year, the board had eight trustees and one vacancy.

CSFP TRUSTEES (as of June 30, 2017)	
Name	Region
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

For the 2016-17 school year, the breakdown of CSFP staff was as follows:



CSFP STAFF			
Category	Female	Male	Total:
CSFP Office	6	4	10
Teachers	29	12	41
Principals	4	1	5
Other	20	6	26
Total	59	23	82

LINES OF BUSINESS OF THE CSFP

The CSFP 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 (EECD).

2. Transportation

CSFP 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.



HIGHLIGHTS AND PARTNERSHIPS

Enrolment

Enrolment at CSFP remained fairly stable in 2016-17, albeit presenting an increase of eleven students, to 360. École Sainte-Anne and École des Grands-Vents offered high school programming. There was an increase in high school cohorts. It is of note that École Saint-Anne also offered programming to Level IV students in 2016-17; thereby allowing students the opportunity to earn their high school diploma.

Program Implementation and Professional Learning

In 2016-17, all teachers who were implementing new programs benefited from professional learning per the current professional learning model of the Department of Education and Early Childhood Development. This included professional learning for Sciences 2, Sciences 4, Enseignement religieux 5 and Enseignement religieux 6.

CSFP continued its practice of a two-day closeout for teachers (October, 2016). Sessions were again offered by district staff; in addition, teachers also availed of the professional knowledge and skills of personnel from EECD, the Newfoundland and Labrador English School District (NLESD) and Let's Talk Science/Parlons Sciences. Feedback from teachers was very positive, as all indicated that they benefitted greatly from this cooperation.

Administration

In 2016-17, CSFP hired a principal at Notre Dame-du-Cap. CSFP was also delighted to hire an IT director and a communication/marketing and cultural agent who both work at the district level.

Infrastructure

CSFP has signed a five-year MOU agreement with the Roman Catholic Episcopal Corporation (RCEC) and NLESD to occupy the former Holy Cross school. École des Grands-Vents students from grades 7 to 12 have moved to the École intermédiaire et secondaire francophone de Saint Jean for this period. Mobilisation for funding to build a new school is in process.

A feasibility study has been completed in collaboration with the Fédération des francophones de Terre-Neuve et du Labrador (FFTNL) and request for funding to expand École Boréale in Happy Valley-Goose Bay has been forwarded to EECD.

Partnerships

To achieve the objectives and goals in its strategic plan, CSFP works with the following partners:

1. Department of Education and Early Childhood Development

The Department is responsible for ensuring compliance with the *Schools Act, 1997*, which defines the roles and duties of school boards. The Department determines the learning programs and develops the administrative and educational policies that apply to the school



boards. The boards are accountable to the Department for the management of programs and services, as well as for the management and administration of human and financial resources. Approximately 89,1% of CSFP's total budget is from the Department.

2. Canadian Heritage

Canadian Heritage is the federal department responsible for negotiating the federal/provincial cost-shared agreement for Official Languages in Education (OLE) programs with the Government of Newfoundland and Labrador. This agreement ensures funding for the additional services and programs needed for minority-language education and the promotion of the French language and culture. Approximately 9,4% of CSFP's total budget comes from this agreement. The remainder of CSFP's budget (1,5%) comes from rental of space in the Centre scolaire et communautaire des Grands-Vents and the Centre scolaire et communautaire Sainte-Anne.

3. Francophone organizations

At the provincial level, the *Fédération des parents francophones de Terre-Neuve-et-Labrador* delivers community French-language recuperation programs and operates pre-kindergarten programs in the regions served by CSFP schools. Agreements remain in place with the *Association communautaire francophone de Saint-Jean* for the operation of the *Centre scolaire et communautaire des Grands-Vents* and with the *Association régionale de la Côte Ouest* for the operation of the *Centre scolaire et communautaire Sainte-Anne*.

4. Other agencies

The agreement with NLESD for sharing school transportation in Happy Valley-Goose Bay and Labrador City remained in effect in 2016-17. In addition, the agreement with the *Commission scolaire du Littoral* of Quebec continued, so that the Francophone students from the L'Anse-au-Clair area could attend Mgr-Scheffer School in Lourdes-de-Blanc-Sablon, Québec.



REPORT ON PERFORMANCE

Three issues were used as guidelines for CSFP activities from July 1, 2014 to June 30, 2017:

1. Improved French First Language Education;
2. Safe and Caring Schools; and
3. Improved Learning Through 21st Century Skills.

This section will report on the goals and indicators for 2014-17 and the annual objective and indicators for 2016-17.

ISSUE 1: IMPROVED FRENCH FIRST LANGUAGE EDUCATION

The CSFP strives to ensure that its schools provide an excellent quality of education from Kindergarten to Grade 12, while ensuring that students develop their identity as francophones. In 2016-17, the CSFP fully completed and implemented literacy and numeracy plans for K-6, which provided the framework for initiatives in learning and achievement, in evaluation and achievement, and in professional learning. Literacy in K-6 was a major focus, as a fundamental aspect of all curricula and as a basis for future planning and initiatives. As well, in accordance with the district's francophone cultural mandate, CSFP continued to fuse culture across the curricula, and supported activities which afforded students authentic situations to publicly display and express their francophone identities.

Goal One: By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced opportunities to improve student learning.

Indicators:

- Implemented literacy plan for K-6
- Implemented numeracy plan for K-6
- Improved integration of activities to develop students' cultural identity as francophones

Indicator: Implemented literacy plan for K-6

CSFP completed and implemented the literacy plan for K-6. During 2014-15, work was begun on the literacy plan. One element of the plan, working with Department of Education and Early Childhood Development personnel to adapt the provincial literacy plan to French first-language, was begun. Teachers also participated in professional learning focused on literacy. During the district's close-out in the fall of 2014, professional learning was provided for K-6 teachers on *Normes de rendement* (writing standards), for K-3 teachers on *GB+* (reading evaluation instrument), and for teachers at all levels on reading strategies. As well, a draft of the district's literacy plan K-6 was prepared, and included four areas of focus:

1. Teaching and Learning: Identify and implement effective teaching strategies to enhance student learning and achievement;



2. Evaluation and Achievement: Increase student achievement;
3. Professional Learning: Improve teachers' knowledge and skills in teaching literacy;
4. Promotion of reading: Promote a literacy-rich environment.

The primary focus of the literacy plan was on reading, a need borne out by the Grade 6 Provincial Assessments in Français, and one identified as pertinent as it affects students' learning and achievement as they progress through primary, elementary, intermediate and high school grades. Also in 2014-15, CSFP collaborated with the EECD in developing the French material for the Department's initiative of "Working Together to Support Student Achievement: Primary Reading and Writing," to ensure that the translation reflected the needs of French First Language schools and that appropriate professional learning was available for teachers on EECD's professional learning site. The literacy plan for K-6 was implemented in 2015-16. In the fall of 2015, District personnel and principals completed professional learning on "Working Together to Support Student Achievement: Primary Reading and Writing," as CSFP began implementation of this initiative. The district EECD collaborated to ensure that the translation reflects the needs of French First Language schools and that appropriate professional learning was available for teachers on EECD's professional learning site. Professional learning on reading strategies continued. In addition, teachers from K-6 availed of professional learning on the use of *GB+* (reading program) as an instrument to measure students' reading skills. This is an important element of the structured approach to tiered interventions, which is fundamental in "Working Together to Support Student Achievement: Primary Reading and Writing." As part of literacy support, each school received extra funding over the three-year cycle to purchase reading materials for the schools' learning resources centre and for classrooms.

By the end of June 2017, "Working Together to Support Student Achievement: Primary Reading and Writing" was implemented in all schools. Teachers and instructional resource teachers all participated in professional learning, including allocated time to work in professional learning communities. Teachers and the program specialist worked together to share strategies and practice related to the tiered-intervention approach of "Working Together to Support Student Achievement: Primary Reading and Writing." Teachers fully implemented *GB+* to create the reading profile of K-6 students, and to evaluate their progress in reading. Further professional learning on reading strategies, including level of questioning, was completed by teachers. This was complemented by a video capsule prepared by the program specialist to further support teachers. Schools were supported in the purchase of reading resources and in organizing activities to promote reading.

Indicator: Implemented numeracy plan for K-6

The numeracy plan for K-6 was developed and implemented 2015-16, and included three areas of focus:

1. Teaching and Learning: Identify and implement effective teaching strategies to enhance student learning and achievement in mathematics;
2. Evaluation and Achievement: Increase student achievement (meeting or surpassing provincial standards);
3. Professional Learning: Improve teachers' knowledge and skills in teaching mathematics.



During 2015-16, CSFP implemented select initiatives as part of the numeracy plan. Teachers completed professional learning with the program specialist on levels of questioning and on overall course organisation to meet the learning outcomes. These had been identified as areas of need. In addition, the program specialist prepared a video capsule on levels of questioning, to further support teachers. CSFP also began the development of a bank of evaluations and evaluation items, in order to guide teachers in creating appropriate evaluations. By the end of June 2017, tables of learning outcomes by grade were available to teachers, enabling them to more efficiently deliver programs and integrate numeracy in subject areas other than maths. These tables also supported kindergarten teachers in an environment of play-based learning. Teachers also further integrated technology, as the number of applications linked to maths outcomes increased.

Indicator: Improved integration of activities to develop students' cultural identity as francophones

CSFP developed a framework for the implementation of cultural activities to support the development of students' linguistic and cultural identity as Francophones. A working committee met to develop the framework, which included research and discussion of the fundamental importance of cultural integration for French first language schools in a minority setting. The resulting plan included strategies for integrating culture and indicators of achievement, as well as a list of resources available to teachers. The plan, completed in February 2016, focused on three areas:

1. Maximize the use of existing cultural resources;
2. Support for schools for the integration of cultural activities and curricula Kindergarten to Level III;
3. Support the development of partnerships with various organizations and community groups for the integration of cultural activities.

Several of the initiatives outlined in the plan had already begun or were a continuation of 2014-2015 activities, such as traditional music lessons (accordion), the district's speak-off and school-based and regional Heritage Fairs, where there was increased participation in the district's schools. Funding was provided to support several school-based initiatives which linked culture, French-language development and curricula, including composing and recording of school song at each of École Sainte-Anne and École Notre-Dame-du-Cap with support from local musicians. Other activities included guitar lessons for students at Centre éducatif l'ENVOL, a traditional dance workshop, and musical presentations by French-language groups from Québec and Nova Scotia. During national Francophone week, all schools participated in activities organized by the Association canadienne d'éducation de langue française.

By the end of June 2017, cultural initiatives continued to be an important part of school life. Many of the projects continued. As well, piano lessons were implemented at Centre éducatif l'ENVOL and École Boréale. A group of student musicians and singers from École Sainte-Anne, with the principal and accordion teacher, were invited to perform at *Les jeux franco-labradoriens*. They also offered workshops to members of the public and to the students in both schools in Labrador.

2016-17 Objective:



By June 30, 2017, the Conseil scolaire francophone will have continued to implement strategies to improve student learning.

Indicators:

- Implemented teaching and evaluation initiatives for literacy K-6
- Implemented teaching and evaluation initiatives for numeracy K-6
- Implemented initiatives for the integration of culture into curricula
- Provided on-going support for teachers for literacy K-6, numeracy K-6 and cultural integration

Indicator: Implemented teaching and evaluation initiatives for literacy K-6

Teaching and evaluation initiatives for literacy K-6 were implemented in all schools. By the end of June 2017, “Working Together to Support Student Achievement: Primary Reading and Writing” was implemented in all schools. Teachers and the program specialists worked together to share strategies and practice related to the tiered-intervention approach of “Working Together to Support Student Achievement: Primary Reading and Writing.” Teachers fully implemented *GB+* (reading resource), extending through 4-6, and created the reading profile of all K-6 students, so as to evaluate their progress in reading. Schools were further supported in the purchase of reading resources and in organizing activities to promote reading.

Indicator: Implemented teaching and evaluation initiatives for numeracy K-6

By the end of June 2017, tables of learning outcomes by grade were available to teachers, enabling them to more efficiently deliver programs and evaluation numeracy skills in all subject areas, including maths. These tables also supported kindergarten teachers in an environment of play-based learning. The CSFP also developed and implemented evaluation items and activities, which has been an effective guide to teachers in creating evaluations which align with the levels of questioning (comprehension/knowledge; application/analysis; synthesis/evaluation) outlined in the programmes of studies.

Indicator: Implemented initiatives for the integration of culture into curricula

By the end of June 2017, cultural initiatives continued to be an important part of school life. Many of the projects continued. As well, piano lessons were implemented at Centre éducatif l'ENVOL and École Boréale. In March 2017, a group of student musicians and singers from École Sainte-Anne, with the principal and accordion teacher, were invited to perform at *Les jeux franco-labradoriens*. They also offered workshops to members of the public and to the students in both schools in Labrador. The district also supported an Arts Smarts project at École Notre-Dame-du-Cap, working with a local videographer to create a film based on a student project.

Indicator: Provided on-going support for teachers for literacy K-6, numeracy K-6 and cultural integration

By June 30, 2017, teachers participated in a variety of professional learning opportunities. To support literacy K-6, teachers and instructional resource teachers all participated in professional learning in the fall of 2016 for the implementation of “Working Together to Support Student Achievement: Primary Reading and Writing.” They also benefitted from allocated time to work in professional learning communities throughout 2016-17. In addition, professional learning was completed by elementary teachers on the use of the reading resource *GB+* as an instrument to



measure students' reading skills. In May 2017, a group of teachers and the program specialist for Français attended a conference on Response to Intervention, the tiered model of intervention on which "Working Together to Support Student Achievement: Primary Reading and Writing" is based. Professional learning on reading strategies, including levels of questioning, was completed by teachers. This was complemented by a video capsule prepared by the program specialist to further support teachers. These professional learning opportunities have translated into effective classroom practice and a very focused approach on students' literacy achievement.

To support numeracy K-6, teachers availed of professional learning on levels of questioning. This was complemented by a video capsule prepared by the program specialist to further support teachers. In addition, teachers of Maths 5 and Maths 6 completed professional learning.

To support cultural integration, select teachers from each school participated in the annual conference of the Association canadienne d'éducation de langue française in September 2016. They participated in workshops on culture and on education in a minority French-language context. Teachers also took part in a workshop on cultural identity during the district's closeout in the fall of 2016. These professional learning opportunities have translated into effective classroom practice and a very focused approach on students' literacy and numeracy achievement, as well as enhanced sense of students' francophone identity.

ISSUE 2: SAFE AND CARING SCHOOLS

CSFP has continued to follow the guidelines of the Department of Education and Early Childhood Development's Safe and Caring Schools policy, as well as the policy on bullying and guidelines on positive behavioural supports. Much of the work completed in 2016-17 built on initiatives already begun. Activities arising out of the Safe and Caring Schools Policy continued, notably in the areas of crisis prevention intervention, students' emotional self-regulation, and positive behavioural supports. Bullying prevention initiatives also continued. Indeed, 2016-17 represented a year in which initiatives already implemented were consolidated and fully integrated into each school's culture of safe and caring learning environments for all.

Goal Two: By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the environment of all schools to ensure a safe and caring environment that is conducive to student learning.

Indicators:

- Enhanced procedures to ensure safe and caring schools
- Implemented Positive Behavioural Supports in all schools
- Enhanced protocols on bullying

Indicator: Enhanced procedures to ensure safe and caring schools

CSFP has continued to enhance safe and caring schools procedures. During the period 2014-17, the district continued to ensure that initiatives to support a safe learning environment were in place. In 2014-15, each school revised its code of conduct to align with EECD's model.



Indeed, schools now review their code of conduct on an annual basis. Schools continued to update their emergency plans, including evacuation and lockdown procedures. Teachers completed professional learning on cybersecurity during the district closeout in October 2015. A manual for crisis intervention was completed and distributed to all schools in 2015-16. During 2016-17, a guide for student's emotional self-regulation and resiliency was developed. As well, in the spring of 2017, the district's guidance counsellor completed training as a facilitator in non-violent crisis intervention. It is of note that a long-term coordinated approach in the implementation of the DEECD's Safe and Caring Schools Policy was not possible, given that the French version of the policy, and the accompanying documentation, was not available until the second half of 2016-2017.

Indicator: Implemented Positive Behavioural Supports in all schools

Positive Behavioural Supports have been implemented in all schools. Several teachers and administrators participated in professional learning on Positive Behaviour Supports (PBS) in October 2014. PBS is a consistent practice for implementing a school's code of conduct. It includes the development of clear, consistent behavioural expectations, the teaching, practicing and modeling of expected behaviours and the acknowledgment of positive behaviours. This process includes a continuum of support to meet the needs of all students. PBS was implemented in three schools in 2014-15, and in the final two schools in 2015-16. The program specialist for Student Support Services completed in-servicing of schools on Positive Behaviour Supports, in 2015-16, which have now been implemented in all schools. Through 2016-17, schools continued their PBS programs to recognize and to encourage student behaviour, focusing on positive behaviours, and students' use of French, and began implementing systems of measuring the effectiveness of PBS on student behaviour (social, affective, academic).

Indicator: Enhanced protocols on bullying

Between 2014-17, CSFP enhanced bullying protocols. Each school's code of conduct makes reference to bullying prevention and consequences. From 2014-16, all schools fully implemented the DIRE program (K to 6), which is a program designed to reduce the incidents of bullying among primary/elementary students. DIRE stands for "Demander de l'aide, Ignorer, Reculer et En parler." (WITS program - Walk Away, Ignore, Talk it Out and Seek Help). Teachers in all schools completed the on-line training program. In 2016-17, new staff completed the training, so as to ensure a consistent application of the principles of the program. Schools also continued to participate in Pink Shirt Day. Combined with positive behaviour supports, these initiatives have had a positive effect on the incidents of bullying in CSFP's schools.

2016-17 Objective:

By June 30, 2017, the Conseil scolaire francophone provincial will have further implemented initiatives to ensure a safe and caring learning environment.

Indicators:

- Continued implementation of safe and caring schools initiatives
- Continued implementation of positive behaviour supports
- Furthered implementation of bullying protocol



Indicator: Continued implementation of safe and caring schools initiatives

By June 2017, CSFP continued to implement safe and caring schools initiatives. During 2016-17, a guide for students' emotional self-regulation and resiliency was developed. As well, in the spring of 2017, the district's guidance counsellor completed training as a facilitator in non-violent crisis intervention.

Indicator: Continued implementation of positive behaviour supports

Through 2016-17, schools continued the implementation of positive behaviour supports to recognize and to encourage student behaviour, focusing on positive behaviours, and students' use of French, and began implementing systems of measuring the effectiveness of PBS on student behaviour (social, affective, academic). Schools have defined their areas of focus, and have identified their individual means of recognizing positive student behaviours.

Indicator: Furthered implementation of bullying protocol

Bullying protocols are in place in each school. Bullying prevention and consequences are addressed in each school's code of conduct. In 2016-17, new staff completed on-line training in DIRE, a bullying prevention program (K-6), so as to ensure a consistent application of the principles of the program. Combined with positive behaviour supports, implementation of DIRE has had a positive effect on the incidents of bullying in CSFP's schools, in that the number of recorded incidents of bullying has diminished.

ISSUE 3: IMPROVED LEARNING THROUGH 21ST CENTURY SKILLS

In a 21st century learning environment, the role of technology is essential to student learning and achievement, as well as to teacher professional development. During 2016-17, CSFP continued to create a learning environment infused with technology. A framework for digital citizenship was defined, and new policies and guidelines for technology developed. The use of Google products and an increased social media presence permitted increased collaboration and communication. In addition to supporting student learning, technology has also decreased the geographical distance between schools, and increased avenues for professional learning and collaboration among teachers and district staff.

Goal Three: By June 30, 2017, the Conseil scolaire francophone provincial will have integrated 21st century skills and technology to enhance learning.

Indicators:

- Developed technology plan
- Enhanced integration of 21st century learning skills
- Increased professional learning

Indicator: Developed technology plan

The technology plan was completed in 2015-2016. The technology plan has allowed for a coherent integration of technology into teaching and learning, including appropriate professional learning and necessary infrastructure and directives.

One important aspect of the technology plan was updating the policies and directives for information and communication technologies, which was completed in 2016-17.



Indicator: Enhanced integration of 21st century learning skills

From 2014-17, CSFP enhanced the integration of technology to promote 21st century learning skills. Infrastructure was upgraded in schools from 2014-2016 to allow for more widespread and stable connections and for access to more equipment and material. Wi-Fi capacity was enhanced in all schools. More robust routers were installed, and a high-grade firewall installed. During 2015-16, CSFP further upgraded the level of connectivity within schools and across the district, including creating its own network. This has further improved and stabilized Wi-Fi access within schools and increased the bandwidth available to schools. All schools are now operating on CSFP's own network, as opposed to sharing bandwidth of NLESD (Labrador and the Port-au-Port Peninsula). These upgrades permitted increased use of technology in the classrooms. Schools continued the integration of iPads in the primary grades. During 2015-16, in order to support schools in the use of iPad's in primary grades, CSFP fully implemented an on-line mass distribution management tool to administer the purchase and transfer of licences for applications. Applications identified by teachers are purchased through district office; district personnel then transfer the purchases directly to the iPads identified by the teachers. This has permitted CSFP to better manage budget (as applications may be transferred among schools, no longer requiring the duplication of purchase) and to better support teachers in the selection and identification of applications, particularly those that promote creativity, collaboration and literacy. It has also allowed for increased use of the iPads in primary-level classes, and the development of students' technology skills across the curriculum. The district continued the purchase and installation of interactive white boards; almost all classrooms are now equipped. All classrooms with an interactive white board now have a dedicated computer for the white board. This has increased teachers' use of this tool. The district also implemented G Suite (Google) in all its schools as of 2016-17. Google Drive and Google Classroom, in particular, have increased the collaborative learning environment characteristic of 21st century learning, and have increased the interactive nature of teaching and learning in many of the CSFP's intermediate and high school classrooms.

Indicator: Increased professional learning

The district has supported and implemented increased professional learning throughout 2014-17. At the district closeout in October 2014, teachers participated in professional learning on 21st century skills, as well as the use of the iPad in the primary classroom and the interactive white board. Professional learning on 21st century skills continued, during the district's closeout (October 2015) and as part of school professional learning days (March 2016). In October 2016, the district also began implementation of Google Suite, particularly Google Drive and Google Classroom, with new professional learning offered during the closeout and at individual schools. In addition, district staff and teachers have attended *Le Sommet de l'iPad* since 2013, an international conference featuring the integration of tablets and other technologies. This has increased the enthusiasm for, and integration of, technology.

2016-17 Objective:

By June 30, 2017, the Conseil scolaire francophone provincial will have further implemented initiatives to integrate 21st century skills and technology in schools.

Indicators:

- Developed and begun implementation on digital citizenship framework



- Increased use of technology for communication
- Increased use of technology to support teachers

Indicator: Developed and begun implementation of digital citizenship framework

During 2016-17, technology policies and directives were updated and/or created. These include the Policy on Information and Communication Technologies, the Social Media Policy, and the Bring Your Own Device Policy (use of personal devices). In addition, a contract for student use of technology/Internet/e-mail was developed. Finally, a plan for developing digital citizenship was outlined (using the Provincial Safe and Caring Schools and Bullying policies), to be fully prepared in 2017-18. These policies and directives have created guidelines and outlined individual responsibilities for use of information and communication technologies. Implementation was delayed to 2017-18 due to personnel constraints.

Indicator: Increased use of technology for communication

During 2016-17, use of Skype continued to increase for meetings, particularly among teachers. From March to June 2017, kindergarten teachers, instructional resource teachers and the program specialist for Français collaborated as professional learning communities. Use of Google Hangouts has increased as an efficient and stable platform for on-line communication between district staff and teachers/administrators. In addition, Google Classroom is now a regular part of interactive learning and communication between teachers and students, particularly at the intermediate and high school levels. As of 2016-17, all schools have a Twitter account to publicize school events. Prior to this, only one school was not using Twitter.

Indicator: Increased use of technology to support teachers

Contrary to previous practice in which program specialists did PL on site with teachers, 2016-17 saw an increase in use of technology to support teachers. This has resulted in more frequent and timely support for teachers. Through Skype, program specialists coordinated the development of common exams at the intermediate and high school levels. Teachers and the program specialist worked together on-line to create evaluations for the year-end exams (June 2017). Professional learning is more readily available to schools. During 2016-17, professional learning sessions were completed on-line with three of the four schools outside St. John's. This meant that teachers and administrators had more access to timely professional learning. During 2016-17, district staff availed of Google Drive and Google Classroom to share resources and successful practices for the implementation of play-based learning in kindergarten.

HIGHLIGHTS BY SCHOOL

École Boréale: In 2016-17 students at École Boréale participated in a number of activities which created a positive school climate and supported their learning and development. Included in these activities were the annual Terry Fox walk, swimming, and winter outdoor activities at Birch Brook. Students also participated in the provincial speech competition held in Cap Saint George. Activities to improve the students' francophone paths and cultural identity took place throughout the year; such as a puppet show, workshops (theatre, art, Valentines, jewelry), community breakfast, Christmas dinner, celebrations, including a virtual science class with astronaut Chris Hatfield. The school had a Merit evening to recognize academic excellence, personal path, volunteers and



improvement. As well, the school organized a Scholastic book fair. École Boréale has increased partnerships with community organisations and businesses in order to rely on their collaboration to support academic projects in the school.

École Notre-Dame-du-Cap: During 2016-17, École Notre-Dame-du-Cap continued its emphasis on culture. The school organized a number of cultural activities in the class or extracurricular settings, including accordion/traditional music lessons, improvisation, activities related to *Semaine nationale de la francophonie*, *Jeux de l'Acadie*, and the *Chandeleur*. A number of curriculum-based projects, including the Science Fair for grade 4 to 8 students, Heritage Fair and the provincial French speak-off were held. Social events such as the Terry Fox walk, the Janeway Day and the Jump for Heart took place. An Aboriginal day and a community breakfast were also offered. In addition, through the ArtsSmarts program, Grade 5 and 6 students created a video under the direction of a local artist. Opportunely, grade 3 to 8 students were able to take part in swimming lessons in Stephenville during a six-week period. The school implemented the new play-based program approach in kindergarten. Within the Safe and Caring Schools, students took part in the anti-bullying day, the school implemented a positive behaviour program, offered a fire prevention workshop and again this year, all students had access to a nutritional breakfast through the Kids Eat Smart program.

École Sainte-Anne: Students at École Sainte-Anne had the opportunity to avail of many activities in 2016-17. Students from grades 4 to 8 participated in a variety of sports and tournaments in the region. Many contests such as Say no to violence, provincial speech competition, and a francophone contest organized by the Canadian francophone education association (ACELF) were also available to them. A variety of clubs such as recycling, music and reading were open to students to take part in their area of interest. Again this year the breakfast program at École Sainte-Anne was very successful, and was well-supported by community volunteers and financial donations from individuals, the community and businesses. Volunteers were recognized during an evening celebration organized at the school to bring the community and the school closer.

École des Grands-Vents: In 2016-17, students from École des Grands-Vents participated in several curriculum-based activities, including the Science Fair, speech competition, national *Mathématique* (grades 3 to 9), *Thales* (grade 3) and *Fibonacci* (grade 5). Students participated in a variety of activities throughout the school year, such as Mini handball, basketball and soccer. They also took part in the Terry Fox walk, Remembrance Day Assembly, the Christmas concert as well as fundraising activities. To mark Provincial Francophone Day, students did a presentation during the flag-raising ceremony at the Confederation Building. Skating and swimming lessons and activities at the YMCA were offered. Students in grade 6 and higher participated at les *Jeux de l'Acadie*.

Centre éducatif l'ENVOL: In 2016-17, Centre éducatif l'ENVOL organized a variety of extracurricular activities, including a running club and arts and crafts. Grade 5 to 9 students were able to avail of piano lessons during the school year, and displayed their talents at the end of year Gala. The school participated and hosted the annual speech competition and held various cultural activities such as the Terry Fox walk, *TomatoSphère* on Earth Day, Scholastic book fair, Remembrance Day celebration, Carnaval activities, plus musical and dance talent shows. Students also welcomed an author to present a book workshop. Grade 5 students were privileged to have an organized visit to the Manic dam in alignment with the academic program. Finally,



several fundraising activities such as the Foodbank, community garden, bake sale, and hotdog sale to allow Kids Eat Smart and more activities for all students.



ANNEXE A – Schools Act, 1997

Duties of boards

75. (1) A board shall
- (a) organize and administer primary, elementary and secondary education within the district;
 - (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada ;
 - (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
 - (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;
 - (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
 - (f) develop a policy on employment equity and a plan for implementing the policy;
 - (g) appoint and dismiss employees;
 - (h) appoint and assign duties of teachers;
 - (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;
 - (j) formulate policies for evaluating employees;
 - (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
 - (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
 - (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
 - (n) ensure that each school within its district maintains adequate program and performance standards;
 - (o) establish policies for student evaluation and student promotion;
 - (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
 - (q) make known to the public and enlist the support of the public for board policies and programs;
 - (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
 - (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
 - (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are
 - (i) in good mechanical condition,
 - (ii) have adequate liability insurance, and



- (iii) that an appropriate bus safety program is offered to students who are transported by bus;
 - (u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;
 - (v) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;
 - (w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;
 - (x) organize and administer a school in an institution, where directed to do so by the minister;
 - (y) comply with a policy directive of the minister; and
 - (z) immediately inform the minister in writing of a vacancy in the position of director or assistant director.
- (2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.
- (3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.

1997 cS-12.2 s75

Powers of boards

76. (1) A board may
- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
 - (b) enter into agreements for the purpose of carrying out its functions under this Act;
 - (c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;
 - (d) assess a person or group a fee for use of a school under paragraph (c);
 - (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
 - (f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered



under the Psychologists Act and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;

- (g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;
 - (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;
 - (i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;
 - (j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;
 - (k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;
 - (l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;
 - (m) levy a fee for the transportation of students; and
 - (n) become a member of a provincial association of school boards and pay a required membership fee.
- (2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.

1997 cS-12.2 s76

Composition of conseil scolaire

95. (1) The conseil scolaire, not exceeding 12 trustees, shall be elected by the voting members of the conseils d'ecole established under section 102 from among the voting members.
- (2) Notwithstanding subsection (1),
 - (a) employees of the conseil scolaire;
 - (b) a person who has a contract with, or an interest in a contract with, the conseil scolaire; and
 - (c) unless prior written approval is given by the minister, employees of the department of the government responsible for education are not eligible for election to the conseil scolaire.



(3) The number of trustees to be elected by each conseil d'école shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(4) Notwithstanding subsection (3), the first elected conseil scolaire shall comprise 10 trustees elected as follows:

(a) 4 from the conseil d'école de Port au Port;

(b) 2 from the conseil d'école de l'ouest du Labrador ;

(c) 2 from the conseil d'école de l'est du Labrador ; and

(d) 2 from the conseil d'école de St. John's .

(5) The conseil scolaire shall be elected not later than 30 days after the election of the conseils d'école under section 102.

1997 cS-12.2 s95

Building funds

100. The minister shall pay out money voted by the Legislature for the construction, recommendations of the conseil scolaire.

Conseil d'école - voting members

102. (1) There shall be a conseil d'école responsible for each French first language school.

(2) The number of elected members comprising a conseil d'école, not exceeding 9, and each school for which the conseil d'école is responsible, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(3) Notwithstanding subsection (2), the first elected

(a) conseil d'école de Port au Port shall be responsible for each French first language school located in Mainland and Cape St. George;

(b) conseil d'école de l'ouest du Labrador shall be responsible for each French first language school located in Labrador City or Wabush;

(c) conseil d'école de l'est du Labrador shall be responsible for each French first language school located in Happy Valley - Goose Bay; and

(d) conseil d'école de St. John's shall be responsible for each French first language school located in St. John's .

(4) A parent of

(a) a student enrolled in a French first language school;

(b) a child registered to attend a French first language school; and

(c) a child who is eligible under this Act to be registered to attend a French first language school and who is not registered in another school may vote in an election of members to a conseil d'école responsible for that school.

(5) A candidate for election to a conseil d'école shall be

(a) at least 18 years of age;

(b) a citizen of Canada or a lawful resident of Canada ;

(c) a resident of the province; and

(d) nominated by a person eligible to vote in an election of members to that conseil d'école.



(6) The principal of or a teacher in a French first language school is not eligible to be a candidate for election under this section to the conseil d'ecole responsible for that school.

(7) The director of the conseil scolaire is not eligible to be a candidate for election to a conseil d'ecole.

(8) Where fewer members are elected to a conseil d'ecole than the number set by order of the minister, the minister shall on the recommendation of the conseil scolaire or the interim conseil scolaire established under section 114 appoint the number necessary to satisfy the order.

(9) A member elected or appointed to a conseil d'ecole under this section shall be a voting member of the conseil d'ecole.

(10) The election of members to a conseil d'ecole shall be held at the same time as board elections are held under section 53 or at the time the minister directs on the recommendation of the conseil scolaire and the term of office of a member elected to a conseil d'ecole shall be the same as that of a trustee.

1997 cS-12.2 s102



ANNEXE B

Financial Statements



Management Report

Management's Responsibility for the Financial Statements

The financial statements of School District have been prepared by management in accordance with Canadian Public Sector Accounting Standards and provincial reporting legislation and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Directors of the Conseil scolaire francophone provincial (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a periodic basis and external audited financial statements yearly.

The external auditors, Winsor Coombs, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of the School District and meet when required.

The accompanying independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the School Board's financial statements.

On behalf of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador:

19 déc 2017

Signature of the Chairperson of the Board - Mr. Brian Lee

Date Signed

le 20 déc. 2017

Signature of the Director of Education - Mrs. Kim Christianson

Date Signed

Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

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