

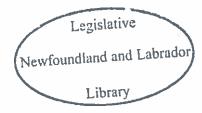
Annual Report 2005-06

NF EDU-1 W4A5 2006

# **WESTERN SCHOOL BOARD ANNUAL REPORT**

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#### Chairperson's Message

On behalf of the trustees of the Western School Board, I am pleased to present the 2005-06 Annual Report marking the completion of our second year as a school district.

The Western School District 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 2005-06 school year, the Board was responsible for the administration of 78 schools, 14,309 students, and a permanent staff of 1,676 teaching and support staff.

The Board worked diligently toward four major strategic goals for the year:

- To refine the framework and processes of governance.
- To continue to maintain a strong focus on student learning.
- To continue to maintain a strong focus on organizational learning.
- To continue to establish and maintain a structure to ensure the acquisition and wise use of resources.

As noted in the Report, the Board was successful in achieving most of these goals, but not without many challenges, especially in the area of human and financial resources.

There are still challenges ahead for the Board of Trustees. These challenges include the completion of a Strategic Plan in accordance with the Transparency and Accountability Act, and the further completion and implementation of policies of the Western School District.

The Board wishes to thank the district administration, all staff, and all stakeholders for their contributions to providing "student-centered" learning opportunities for our students.

My statements above are on behalf of the Western School Board and are indicative of our accountability for the actual results reported.

Donald I. Brown, Chair

#### **Overview**

The Western School District was officially established on September 1, 2004, with an interim Board of Trustees appointed by the Minister from previously existing boards and the public at large. The first fully elected Board took office in October of 2005. As such, the Western School District is still in the process of formalizing goals and articulating its vision and mission. This process involves the honoring and continuation of the mandates of three previous boards, as well as the establishing of commitments and directions for the entire Western School District. The vision and mission of the Western School District are developed from, and reflect the commitments of, the previous three boards.

#### Vision

The Western School District envisions a student-centred learning environment where home, school and community work in unison toward the achievement of excellence in education. This is exemplified by a commitment to high student achievement, literacy, professional growth and development, interdependence and reliance on technology, strong human relations, and the preparation of students for life. Central to this vision is the necessity for all participants to work together in achieving common goals.

The Western School District aspires to become an exemplary educational organization offering superior, diverse and challenging learning experiences while engaging learners in their personal growth and development in a responsible and respectful learning environment.

The Western School District is committed to a school district where students achieve to their fullest potential in an enriching and innovative school environment that promotes lifelong learning and success in meeting the challenges of the global village.

#### Mission

The mission of the Western School District, in partnership with the home and community, is to encourage and promote the growth and achievement of all learners in a supportive learning environment which provides fairness of educational opportunity for all.

The Western School District, in partnership with the community, is committed to providing "student-centred" learning opportunities in safe, nurturing environments, enabling students to achieve their full potential as lifelong learners and responsible citizens in a global society.

The Western School District is dedicated to working collaboratively to create a community of life-long learners by fostering the pursuit of excellence in a respectful, caring and just environment that prepares students for the future.

#### **Lines of Business**

The Board's lines of business relate to the provision of maximum learning opportunities for students. This mandate includes the delivery of the K-12 provincial programs, other programs supported by the Board, and broad services and programs 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, the ongoing learning of all employees, and the acquisition, distribution, and wise use of appropriate resources.

The overriding goals of the Western School District, which support the Board's lines of business, can be best expressed as follows:

- Student Learning
- Organizational Learning
- Acquisition and Wise Use of Resources

#### **Demographics/Number of Employees**

The following information shows the demographics of the Western School District during the 2005-06 school year.

- 15 trustees
- 78 schools (four fewer than in 2004-05)
- 14,309 students
- 1.158 educators
   for a permanent staff of
- 518 support staff 1,676

Schools in the Western School District range in size from two students (Grand Bruit) to 635 students (Stephenville High). The average size is 183 students. There are 32 schools below 100; 14 between 100 and 200; 24 between 200 and 400; and 8 schools over 400. Thirty schools are K-12 facilities.

#### **Physical Location**

The Western School District is located in the western portion of Newfoundland and the south eastern portion of Labrador. The district 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 District 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."

### **Shared Commitments**

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

The Western School District 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 District works with other partners which support education in the Western School District. Some of these partners include all divisions of the Department of Education; the Newfoundland & Labrador School Boards' Association (NLSBA); the Departments of Health, Human Resources, Forestry, Works, Services & Transportation, and Justice; the Newfoundland Teachers' Association (NLTA); the Newfoundland Association of Public Employees (NAPE); the Canadian Union of Public Employees (CUPE); Parks Canada; the Public Libraries Board; Community Mental Health Initiative; Rural Secretariat; Economic Development Boards; International Grenfell Association; Communities in Education Network; College of the North Atlantic; Sir Wilfred Grenfell College; Memorial University, and other private and corporate entities.

Parents and communities are also major partners in education. As such, the Western School District, 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 formalized legislated advisory bodies which also interact with school boards within the parameters of the *Schools Act, 1997*. School Councils are valuable partners with the Western School District, and provide support, along with the Board, for the involvement of parents and the community in the education of students.

# **Highlights and Accomplishments**

The levels of administrative, program, and support staff created a challenging environment in the first year of the newly elected Board.

#### The Western School Board was able to:

- Continue significant work regarding the creation of a framework and processes for governance which included:
  - election of the new Board and establishing of new committee membership;
  - continuance of a strong educational focus for the district on the goals of student learning, organizational learning, and the acquisition and wise use of resources;
  - achieving staffing adjustments in technology, purchasing, and administration, and in achieving commitments from government for further staffing adjustments;
  - completion and public release of Long-Term Educational Plan (Capital and Organizational) for the Western School District.
- Experience continued success in maintaining a strong focus on student learning which included:
  - continued articulation and implementation of the Student Learning goal;
  - continued focus on instruction and professional development;
  - reshaping of the Professional Development Model to provide better opportunities to address both individual teacher and organizational goals;
  - development and implementation of a Learning Plan 2005-08, focusing on student assessment and professional development initiatives to support student learning;
  - expansion of enrichment initiatives throughout the district;
  - a strong focus on the Arts;
  - the development of common report cards (K-6) and of common evaluation guidelines for Grades 7-12:
  - development and delivery of many initiatives in the promotion of safe and caring school environments:
  - development of a Tobacco Free Environment Policy and Nutrition Policy, which impact on the conditions for learning.
- Experience substantial success in creating a strong focus on organizational learning which included :
  - ► implementation of the Professional Growth and Development Program for all teachers;
  - leadership development opportunities for administrators;
  - successful recruitment for the 2006-07 school year, and maintaining of instructional programs;
  - orientation session and teacher induction program for all new teachers of the Western School District;

- ▶ implementation of an efficient human resources management system for record keeping related to support staff.
- 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 district budget;
  - continued development of a resource allocation model for schools;
  - ▶ implementation of initial phases of the Long-Term Educational Plan for the district;
  - improvement in the infrastructure in the district through redevelopment of existing buildings and planning for new schools;
  - further development of the organizational structure and continued refinement of work flows and systems;
  - further development and refinement of the financial reporting system.

### **Outcomes of Objectives**

#### Strategic Issues

Strategic Issue 1: To Refine the Framework and Processes for Governance

Goal: For the 2005-06 school year, the Western School District will continue to refine the framework and processes for governance.

## Strategies/Actions to achieve the Framework and Processes of Governance Goal:

#### Election and establishing of first fully elected Board of Trustees

Upon consolidation in 2004, the Board of Trustees was comprised of ten members appointed by the Minister from previously existing boards and the general public. In September 2005, a fifteen member board, consistent with the Schools Act 1997, was elected as the governance body for the Western School District. The Board of Trustees elected an Executive Committee and established other Standing and Ad Hoc Committees in accordance with the Constitution of the Western School District. The Board of Trustees also engaged in an orientation session to establish roles, purposes, and operating procedures.

#### Continuing the educational planning and direction for the Western School District

The Board of Trustees endorsed the district's focus on student learning, organizational learning, and the acquisition and wise use of resources as outlined in the Annual Report 2004-05. The Board also did preliminary work in July 2006 to formalize these goals through a strategic plan in accordance with the requirements of the Transparency and Accountability Act of Government.

#### Continuing to adjust staffing levels in the Western School District

Essential to governance is the recruitment and retention of qualified staff to implement the strategic directions established by the Board. During the 2005-06 school year, the Western School District, in cooperation with the Newfoundland and Labrador School Boards Association, continued to make representation to government to adjust district staffing levels to enable the Board to establish an appropriate organizational structure and to better accomplish its goals. Some adjustments have been made to staffing levels (one additional Education Officer, one Purchasing Officer, and one Manager of Technology). Funding for further adjustments was announced in the March 2006 budget.

#### Completion of Long-Term Educational Plan (Capital and Organizational)

An important aspect of the Board's strategic planning was the completion of the Board's Long-Term Educational Plan (Capital and Organizational) and the public release of this plan by the Board in April 2005. The two overriding goals of this plan are the maximizing of learning opportunities for all students, and the provision of excellent facilities for all students in the Western School District. In the 2005-06 school year, the Board also engaged in public processes in accordance with the Schools Act 1997, Article 76(2), and made decisions affecting school reorganization and requests for capital funding (see Strategic Issue 4, Focusing on Acquisition and Wise Use of Resources, p.13).

#### Strategic Issue 2: Focusing on Student Learning

Goal: For the 2005-06 school year, the Western School District will continue to maintain a strong focus on student learning.

#### Strategies/Actions to Achieve the Student Learning Goal:

### Articulation and Implementation of Student Learning Goal

The explicitness, clarity, and communication of goals are important to goal implementation. Throughout the 2005-06 school year, the Board of Trustees and district staff continued to

articulate the goal of student learning through Public Board Meetings, Director's Reports, Leadership Meetings, and Professional Development sessions.

#### Focus on Instruction and Professional Development

The quality of instruction is crucial to student learning, and professional development is an important support for improving instruction. In the 2005-06 school year, the Western School District focused on instruction through teachers' individual learning plans, in-school inservice, school development processes, district professional development, school and district committees, and out-of-district learning experiences. The district also continued to support schools in maximizing instructional time and allocating as many supports and resources as possible to support the learning environment.

#### Professional Development Model

A Professional Development Model for teachers was developed in the 2004-05 school year. This model promotes the integral connections between the teachers' individual learning plans, professional development, and student achievement. In the 2005-06 school year, the Professional Development Model was adjusted and refined to provide schools/teachers with better opportunities for their own learning. The current model combines district designated professional development days and days used at the schools' discretion, all within the parameters of the Board's student learning initiatives.

#### Focus on Student Achievement

Building on initiatives from the previous year, in 2005-06 the Board continued its strong focus on student achievement with specific emphasis on both internal and external assessment initiatives.

#### 1. District Common Assessments (Internal Data)

Common year-end examinations were developed for Mathematics and Language Arts at grade levels not targeted by the Provincial Criterion Reference Testing initiative. This district-based initiative, which had a significant professional development focus, complemented the Provincial Assessment initiative in a number of important ways.

#### 2. Provincial Assessments (External Data)

Subsequent to a fall leadership meeting that focused on student achievement on provincial assessments at the end of the primary, elementary, intermediate and high school key-stages, each school used the first day in the Professional Development Model to thoroughly analyze achievement data to identify priority areas for focus during the year.

The Board's focus on the external and internal achievement data plays a significant role in shaping each school's Development Plan and the district's strategic plan.

#### - Development of Learning Plan 2005 - 2008

Early in the 2005-06 school year, Board personnel analyzed patterns in student achievement data in "End-of-Levels" standardized assessments in Mathematics and Language Arts in order to identify priority professional development needs for the district. Based on this analysis and from discussions with program staff, teachers, and administrators, a District Learning Plan was developed which provided substantial focus to the district's professional development program for 2005-06. The first phases of the Learning Plan were implemented in 2005-06 within the context of the Professional Development Model.

As part of the Learning Plan, the district completed a variety of work including the following:

- professional development sessions in which teachers analyzed student work and shared teaching and assessment strategies aimed at improving student achievement.
- professional development sessions to help teachers develop richer understandings of the content they are expected to deliver.
- administration of strategic common district assessments to help provide consistency in expectations of students.
- provision of professional development opportunities for teachers in the areas of Reading and Reading Records Training to support the district's commitment to literacy development.
- provision of assessment packages that teachers can use to prepare students for End-of-Levels assessments.

#### Expansion of District Enrichment Initiatives

Enrichment initiatives focusing on a wide range of student abilities contribute in a significant way to the district's student learning goal. Throughout the year efforts were made to sustain a number of enrichment programs and to expand others such as Outdoor Education, Learning Through the Arts, Young Authors, Young Mathematicians, and Young Technologists. This effort allowed many students from a number of schools throughout the district to experience some of these enrichment initiatives for the first time. The learning opportunities provided through these experiences encourage students to build confidence in demonstrating their abilities as learners, and comprise a crucial part of our student learning focus.

#### Reporting to Parents

The Board recognizes the critical role that parents play in supporting schools in their efforts to provide a strong focus on student learning. Without parental support, the effectiveness of the education system at a school or district level is diminished.

Throughout the school year, attention was given to establishing consistency in assessing student learning and reporting student achievement to parents. Through the collective

efforts of district and school-based personnel who served on district committees, draft report cards were developed for Grades K-6 and Grades 7-12 Evaluation Guidelines were developed for the 2006-07 school year and beyond.

#### Focus on the Arts

In addition to promoting high quality learning experiences in the core curriculum areas throughout the year, Board personnel paid particular attention to student learning in the Arts. Schools were encouraged and supported in providing opportunities to expose students and teachers to performances/initiatives in music, drama and the fine arts. This included supporting the "Learning Through the Arts" initiative in a manner that allowed it to expand to include more schools than in the past; providing opportunities for elementary students through the Young Artists enrichment initiatives; and promoting the Arts through the mini-course program for Junior High students, and the Young Artists initiative for Elementary students.

#### Safe and Caring Schools

The Board takes very seriously its obligations around providing a safe and caring learning environment for all students, and throughout the 2005-06 school year was involved in a number of initiatives under the safe and caring schools umbrella. These initiatives impact on the conditions for learning and include the following:

- More than twenty school administrators and district-level personnel participated in a two-day conference on student-wide positive behaviour supports. The conference explored the critical importance of (1) having school-wide codes of conduct; (2) having all staff teach behaviour expectations to the student body; and (3) positively reinforcing expected/desired behaviour.
- Emergency First Aid/CPR training sessions were provided in various locations throughout the school district for both support staff and teaching staff.
- Five schools participated in a three-day Healthy Schools Student Summit aimed at engaging and supporting students and schools administrators in taking action on healthy living issues within the school community.
- Numerous anti-smoking/anti-drug use initiatives were conducted in schools throughout the district.
- Professional development training sessions were conducted for selected teachers throughout the district in non-violent crisis intervention strategies and behavioural management training.

These and many other initiatives helped the Board in its efforts to maintain safe, caring and supportive learning environments with a strong learning focus.

#### Policy Development

The Board believes that the conditions for learning are extremely important for student achievement. Accordingly, the Board promotes healthy eating, healthy living, and healthy environments. In 2005-06, the Board developed a Tobacco Free Environment Policy and a Nutrition Policy for implementation in the 2006-07 school year. These policies were the culmination of a great deal of discussion and preliminary work in the school district, and were consistent with the Province's leadership initiatives in these areas.

#### Strategic Issue 3: Focusing on Organizational Learning

Goal: For the 2005-06 school year, the Western School District will maintain a strong focus on professional development, teamwork, and the growth and effectiveness of the organization.

#### Strategies/Actions to Achieve the Organizational Learning Goal:

#### Leadership Development Program for Administrators

Professional development for all staff members is important to student learning and to the organizational growth of the district (see *Focusing on Student Learning*, p. 7). Professional development for school administrators is an important component of organizational learning. The Leadership at Work program, a self-directed professional development initiative, was active during the 2005-06 school year. Four groups of administrators in the district met at least twice during the year to pursue their professional goals. Also, the need to support new administrators in the early days of their new positions resulted in planning an Orientation Day prior to the start of the 2006-07 school year.

#### Leadership Meetings

Very early in its mandate, the Western School Board recognized the importance of engaging all principals across the entire district in moving the learning agenda forward. In the 2005–06 school year, school administrators participated in four days of Leadership Meetings over two sessions in the fall and spring. The meetings focused on student learning, organizational learning, and the acquisition and wise use of resources. Vice-principals were invited to attend the meetings in the fall for valuable professional development and as a support to their need to be fully informed members of the administrative team.

#### Staffing Process

As part of the Board's staffing process, each school was requested in the spring of 2006 to submit a staffing plan and a program profile for the 2006-07 school year. Each school received a staffing allocation on an equitable basis that would allow it to offer an instructional program to meet the needs of students and the goals of the district. The Board was able to protect and, in some cases, improve the instructional programs in schools due to the fact that the Department of Education did not reduce the teaching allocation to the Board for 2006-07.

#### Teacher Recruitment / Retention

Throughout the year, vacancies were created by retirements and by movement of teachers due to leaves such as deferred salary leaves, maternity leaves, educational leaves, secondments to the Department of Education, and unpaid leaves. The Board filled 331 vacancies through the comprehensive and consistent recruitment process it has adopted.

As part of its strategy to effectively recruit and retain teachers, the Western School District participated in a number of events and initiatives.

- A Recruitment Fair organized and hosted by Memorial University provided an opportunity to showcase the district and to attract new teaching professionals to the area. A number of the newly hired teachers had their first introduction to the district at the Fair. A second Recruitment Fair was coordinated through the joint efforts of the Western School District and Sir Wilfred Grenfell College. The students enrolled in the Faculty of Education's Fast Track program were provided with information on employment opportunities with Western School District.
- The Internship Program is designed to place pre-service teachers in classrooms with cooperating teachers for a 12-week period. Placements were secured in schools for 60 interns from four universities: Memorial University of Newfoundland, the University of New Brunswick, the University of Maine, and the University of Victoria. The district also supported 40 students enrolled in the Faculty of Education's Fast Track Program by providing placements for each student to do a total of 10 observation days each in local schools.
- ► MUN's Post Internship Work Placement Program for Student Interns focuses on the placement of student interns at remote school locations for a four week period. The interns were employed by Memorial and provided services to schools in specialty subject areas such as Music, French, Physics, Chemistry, and Physical Education.

#### Teacher Induction Program

Providing learning and orientation opportunities to new teachers is important to the organizational growth of the district. Approximately 40 new teachers were enrolled in the

Teacher Induction program with Western School District for the 2005 - 2006 school year. This program began with an Orientation Day for all new teachers in August 2005, provided by district personnel and members of the Teacher Induction Committee. School administrators support the professional growth of new teachers by the careful selection of a mentor for the new teacher throughout the first year of teaching. Regional Teacher Induction Committees were formed to facilitate New Teacher / Mentor Workshops that took place in each region early in the Fall.

#### New Human Resources Management System

The new Human Resources Management System was fully implemented in the 2005-06 school year. This computerized personnel program was able to record in a consistent and efficient manner all leaves, vacation credits, step progression, pension policies and premiums, pension plans, and other employment issues relating to support staff.

#### Strategic Issue 4: Focusing on Acquisition and Wise Use of Resources

Goal:

For the 2005-06 school year, the Western School District will continue to establish an organizational structure and operating systems which will ensure the efficient and effective management of the district's fiscal resources to support student learning and achievement.

# Strategies/Actions to Achieve the Acquisition and Wise Use of Resources Goal:

#### To develop and monitor a balanced District Budget.

The Board of Trustees and district personnel established and monitored a balanced district Budget for the 12-month period ended June 30, 2006. Timely monthly financial statements and quarterly reporting were an integral part of the accountability framework established by the Board.

The Auditor's Report, including the financial statements, are appended to this report. The district had an operating surplus of \$131,055 for the fiscal year. (This included an adjustment for severance and vacation pay for this period).

#### To provide a consistent allocation of resources to all schools in the district.

Work continues in the area of developing consistent resource allocations for schools. A particular focus this year was on the janitorial service model. Phase 1 of a service model review was completed which resulted in a more efficient use of resources for the district. Phase 2 of this review will be completed next year.

### To continue to improve school organization and school infrastructure in the district.

The Board continues its work to improve school organization and infrastructure. A Long-Term Educational Proposal (Capital and Organizational) was developed and approved by the Board this year. The goal of this plan was to maximize learning opportunities for students and to provide excellent facilities for all students. The process to achieve this objective involved a review of program offerings, student enrollment patterns, facilities, transportation and resource allocations.

In the first phase of implementation of the Long-Term Educational Proposal, public consultations were held in a number of areas in the district. Following the consultation processes, the Board decided to close schools in Pinsent's Arm, Lodge Bay, and Rose Blanche. In addition, the Board made decisions to close schools in L'Anse au Loup, Forteau, and West Ste. Modeste, upon completion of a new K-12 school in L'Anse au Loup; and to close schools Hawkes Bay, Port Saunders, and Port au Choix, upon completion of a new K-12 school in Port Saunders. The Board made capital requests to government for new schools in L'Anse au Loup, Port Saunders, and Port Hope Simpson, as well as for redevelopment and major renovations in other parts of the district.

With the support of government, the district also completed major renovations to St. James' Regional High, Port aux Basques, and E. A. Butler, McKays, to accommodate incoming students from St. James' Junior High and Cassidy Memorial respectively. Both of these schools were closed in June 2005. Principals have reported that they are pleased with the renovations and the transition of students to the schools. Significant planning also occurred for the transition of students to Grandy's River Collegiate, Burnt Islands; Corner Brook High School; William Gillett Academy, Charlottetown; and St. Mary's All-Grade, Mary's Harbour. With the support of government, the Board also undertook major renovations in Corner Brook High School, William Gillett Academy, Charlottetown, and St. Mary's All-Grade, Mary's Harbour, as well as significant renovations and repairs in other schools in the district.

#### To further develop and refine aspects of the Organizational Structure and Operations.

The district continued to make improvements in its organizational structure which aided in the provision of quality support services to schools. A number of important positions were filled this school year, including: Purchasing Manager, E-Learning Facilitator, and Manager of Information Technology. The addition of these positions has contributed to significant improvements in technology, accounting operations and the wise acquisition of goods and services.

As well, the district was successful in filling the Comptroller's position and the Operations Manager's (Engineer) position for the Central Zone, which were vacant for much of the year. These additions have enhanced the effective delivery of services to schools in the district.

#### To achieve efficiencies in the financial reporting system.

The district implemented a fully integrated computerized accounting system in the 2004-05 school year. In 2005-06, a concerted effort was made to achieve reporting efficiencies in some critical areas. Efficiencies were achieved in pension reporting, T-4 reporting, direct deposit system for payroll, and the record of employment system.

# **Opportunities and Challenges Ahead**

The Western School District made significant progress on a wide range of strategic directions this school year. The new year will continue to bring many challenges and opportunities for the district. The following highlights some of these areas:

#### Policy Development and Implementation

The completion of Board Bylaws, the implementation of the recently developed Nutrition and Tobacco Free Environment policies, and the development of other operational policies present both challenges and opportunities in the 2006-07 school year.

#### Student Learning

In the 2005-06 school year, students achieved at or above the provincial average on most CRT and public exam assessments. However, challenges exist in supporting particular groups of students, individual schools, and particular subjects such as Intermediate Language Arts. Although our district performed well in Mathematics in comparison to other districts, Mathematics programming and Mathematics achievement is a provide-wide issue which must also be addressed in the Western School District. Refinements in our analysis, our focus, and our professional development are necessary to address these challenges.

Students with behavioral and learning challenges require increasing support and this challenge must be addressed at a number of levels.

Another major challenge will be the protection and the enhancement of the instructional program provided by our schools to our students. This is particularly challenging in a climate of declining enrollments.

#### Professional Development Initiatives

In the context of significantly declining resources (e.g., substitute teacher time, funding, available expertise), the Board is continually searching for more effective and efficient ways to provide the professional development that teachers need to improve student learning in the district. While the Professional Development Model has gone through significant changes in each of the last two years, further adjustments will be necessary for the Board to meet the many diverse needs in this area.

#### Staffing Challenges

The recruitment of fully qualified special education teachers, guidance counselors, educational psychologists, and specialized itinerant teachers continues to be a major challenge in all parts of the district. Also, the staffing of small and isolated schools continues to be a major challenge, since most teachers wish to locate in the larger urban areas of the district.

The recruitment of skilled tradespeople such as electricians and other maintenance personnel is emerging as a major challenge as the lure of better compensation in provinces such as Alberta is enticing many qualified tradespeople to relocate. This challenge is compounded by the fact that many of those currently employed in the trades will soon have the option to retire.

The district office is severely understaffed in a number of divisions. A long term solution is required in order for the Board to address the many educational challenges of the district and to maximize educational opportunities.

As well, the Board will have to continue to be vigilant in the deployment and management of its human resources allocations, including the ever-increasing demands placed on the substitute teacher budget.

#### Infrastructure, Operational, and Funding

#### ► Infrastructure Improvements

The Long-Term Educational Plan, which was adopted by the Board in 2005/06 school year, will guide the district through the planning process which is needed to achieve the necessary infrastructure improvements for the district. The process of public consultations will continue in the new school year.

#### ► Operational Support to Schools

The district will continue with its objective to provide a consistent level of resources to schools. In the new year, there will be continued work to develop standard levels of support services for schools in the following areas: janitorial, maintenance and technology.

#### ► Funding Improvements

The Board will continue to communicate its funding needs to the Department of Education with respect to current and capital funding for the district. Budget 2006 released on March 30, 2006, was very encouraging for the province's K-12 system. The Board is pleased with the new funding initiatives announced. The Board will continue to dialogue with government regarding financial resources for professional development, substitute teachers, and for technology.

**Financial Statements** 

of the

**Western School District** 

for fiscal year ending June 30, 2006

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#### WESTERN SCHOOL DISTRICT

FINANCIAL STATEMENTS/AUDITOR'S REPORT

June 30, 2006

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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, 2006, 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 material respects, the financial position of the District as at June 30, 2006 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

City

September 20,2006

#### BALANCE SHEET

June 30, 2006

#### <u>Assets</u>

	2006	2005
Current Assets Cash (Supp.Info.1) Short Term Investments (Supp.Info.2)	\$ 1,054,639 90,003	\$ <del></del> 87,689
Accounts Receivable (Note 2)	12,258,365	12,421,494
Prepaid Expenses (Supp.Info.3)	186,372	193,874
Total Current Assets	13,589,379	12,703,057
Property and Equipment (schedule 8)	159,315,119	161,845,706
	\$172,904,498	\$174,548,763

#### Liabilities and District Equity

Current Liabilities Bank Indebtedness (Note 3) Accounts Payable and Accrued (Note 4) Vacation Pay Accrued Current Maturities (schedule 9b)	12,898,362 623,502 302,236	637,134
Total Current Liabilities	13,824,100	13,060,560
Severance pay accrual	19,921,158	20,543,961
Long-Term Debt (schedule 9)	1,960,676	1,983,819
District Equity Investment in Capital Assets Reserve account (Note 5) District Equity		159,634,030 200,987 ( <u>20,874,594</u> )
Total District Equity	137,198,564	138,960,423

Approved:

Chairman Secretary

\$ 172,904,498 \$174,548,763

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# STATEMENT OF CURRENT REVENUES, EXPENDITURES AND DISTRICT EQUITY For the Year Ended June 30, 2006

	2006	(Ten Months)
Current Revenue (Schedule 1) Provincial Government Grants Donations	\$125,193,791	\$110,787,909
Ancillary Services Miscellaneous	143,238 382,625	75,292 403,446
	125,719,654	111,266,647
Current Expenditures		2-
Administration (Schedule 2) Instruction (Schedule 3) Operations and Maintenance (Schedule 4) Pupil Transportation (Schedule 5) Ancillary Services (Schedule 6) Interest Expense (Schedule 9c) Miscellaneous (Schedule 7)	2,882,858 103,234,172 12,275,454 6,475,537 65,471 34,229 29,168	2,760,590 90,250,773 10,989,517 6,211,030 52,294 77,066 43,562
	124,996,889	110,384,832
23 111 Excess of Revenue over Expenditures	722,765	881,815
Transfer to/from Capital	44,724	116,053
Net Increase/Decrease in District Equity	767,489	997,868
District Equity, Beginning of Year	(20,874,594)	(21,872,462)
District Equity, End of Year	<u>\$(20,107,105</u> )	\$(20,874,594)

See Accompanying Notes

# STATEMENT OF CHANGES IN Financial Position For the Year Ended June 30, 2006

				2006	(Ten Months) 2005
60	011 012 013 014 015 014	Operating Activities  Excess of Revenue over Expenditures Changes in Non-Cash Working Capital - Short-Term Investments - Accounts Receivable - Prepaid Expenses - Accounts Payable, accruals & vacation payable - Current Maturities Other (Specify) - Principal payments - Increase(Decrease) in severance pay accrual	\$	(2,314) 163,129 7,502 1,145,047  309,919	(11,115,927) (144,061) 11,424,055
				1,723,245	(212,557)
61	011 012 013 014 015	Grants - Deficit Retirement Other Capital Revenues		652,317 365,248 (653,556) 364,009	(230,755)
62	011 012 013	Additions to Property and Equipment	_	23,112 (652,316)  (629,204)	3,004 (63,404)  (60,400)
63		Increase (Decrease) in Cash	_	1,458,050	(301,002)
64		Cash, Beginning of The Year	_	(403,411)	(102,409)
65		Cash, End of The Year	\$	1,054,639	\$ (403,411)

See Accompanying Notes

# STATEMENT OF CHANGES IN CAPITAL FUND (Unaudited) For the Year Ended June 30, 2006

70	Capital Receipts	2006	(Ten Months) 2005
71 011	Proceeds from Bank Loans - School Construction	\$	\$
011	- School Constitution - Equipment		
013			78,047
014		652,317	
015	- Other (Specify)		<del></del>
		652,317	78,047
72 011 012	EIC Grants School Construction and Equipment Other - Transportation - Government		124,664
	<u>*</u> 3		124,664
73	Donations		
011			
012 013	<del>-</del>		N
013	- Restricted Ose		
74	Sale of Capital Assets - Proceeds		,,
011	- Land		
012	- Buildings	22,000	
013 014			625
014		1,112	2,379
016			//
	- Accounts Receivable - Capital		
		23,112	3,004
75	Other Capital Revenues		1
011			
012	- Premiums on Debentures		
013 015	_		
016			
017	- Miscellaneous - Funds for		
	Debt servicing - Bussing	309,919	204,497
018	- Provincial grants-Debt retirement	365,248	
		675,167	204,497
Total (	Capital Receipts	1,350,596	410,212
77	Transfer from Reserve Account		
78	Transfer to/from Current Fund	(44,724)	(116,053)
Total		\$ 1,305,872	\$ 294,159

#### See Accompanying Notes

#### Western School District

# STATEMENT OF CHANGES IN CAPITAL FUND (Cont'd) (Unaudited)

#### For the Year Ended June 30, 2006

80 <u>Capital Disbursements</u>	<u> 2006</u>	(Ten Months) 2005
Additions to Property & Equipment  Oll - Land and Sites  Ol2 - Buildings  Ol3 - Furniture & Equipment - School  Ol4 - Furniture & Equipment - Other  Ol5 - Service Vehicles  Ol6 - Pupil Transportation  Ol7 - Other (Specify)	\$ 652,316 	\$ 63,404   63,404
Principal Repayment of Long-Term Debt  Oll - School Construction Ol2 - Equipment Ol3 - Service Vehicles Ol4 - Other (Specify) - Office - Pupil transportation	12,279  331,358 309,919 653,556	10.233 16,025 204,497
Miscellaneous Disbursements  Old - Other (Specify) - Accounts payable  Total Capital Disbursements	\$ 1,305,872	\$ 294,159

#### NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2006

#### 1. Significant Accounting Policies:

The accompanying financial statements have been prepared on a fund accounting basis which is generally accepted for School Districts. 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 Districts to account separately for the current and capital funds.

A summary of significant accounting policies adopted by the District, relating to their use of fund accounting, is as follows:

- (a) Grants received by the District are recorded in either the current or capital funds depending on their source. Grants from the Department of Education are treated as current revenues while those from the Education Investment Corporation are recorded as capital revenues. Also, amounts paid to construction companies from the Education Investment Corporation on behalf of the District for capital projects are treated as capital revenues.
- (b) Capital asset additions are recorded at full cost in the capital fund.
- (c) The District does not calculate or record amortization on any of its capital assets.
- (d) Principal repayment of Pupil Transportation Loans are recorded as Current Expenditures. All other principal repayment of bank loans are recorded as Capital Expenditures.

#### NOTES TO THE FINANCIAL STATEMENTS

#### For the Year Ended June 30,2006

2.		Accounts Receivable		2006	2005
		Current			
11	131 132 133 134 135 136 137 138 139	Provincial Government Transportation Federal Government Projects HST receivable Bus Rentals Water Program-Provincial Interest Travel Advances and Miscellaneous	\$	11,851,627 12,633  85,743 194,695 26,910 6,636  80,121	\$ 11,570,041 52,952 4,670 36,070 514,725 15,197 37,444  190,395
		Capital			**
11	231 233 234 235	EIC - Construction Grants Local Contributions Other School Districts Other (Specify) - City of Corner Brook	<u> </u>	  	 
			\$	12,258,365	<u>\$ 12,421,494</u>
3.		Bank Indebtedness			
21	131 132	On Operating Credit On Capital Account	\$		\$ 403,411
			\$	(27)	\$ 403,411

# Western School District NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30,2006

4.		Accounts Payable and Accrued	2006	2005
		Current	2000	2005
21	109 110 111 112 113 114 115 118 119	Accounts payable-Trade Accrued Liabilities Wages Payable - Deferred Grants - Wages Payroll Deductions Other	\$ 84,830 332,226 347,705 10,775,310 1,337,038  21,253	\$ 82,516 86,660 280,129 10,953,039 308,988  8,378 19,973
		Capital		
21	211 212 213 217 218	Accrued - Liabilities - Interest Deferred Grants		
			<u>\$ 12,898,362</u>	\$11,739,683

# NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30,2006

5. Reserve Account Description:

	2	006	2005
Balance, Beginning of Year Less Transfer from Reserve	\$	200,987	\$ 200,987
Add Transfer to Reserve		-	 
Balance, End of Year	\$	200,987	\$ 200,987

#### NOTES TO THE FINANCIAL STATEMENTS

## For the Year Ended June 30,2006

		2006	(Ten Months) 2005
	in Capital Assets, nning of Year	\$159,634,030	\$159,583,440
Grants - Capital directl Distric	of Operating funds to Capital Fund EIC - Contribution for Capital Const Provincial grants-debt retirement. projects funded by EIC but paid y to other sources on behalf of t. (Specify)	(44,724) 	(116,053) 124,664
Proceeds - L - B - E - V - O Interest	from Sale of Capital Assets	22,000 1,112	3,004
Native Pe Excess of Principal	Proceeds - Capital oples Grants - Capital Revenue over Expenditures - Capital Fund - Bussing loan - Other sset valuation adjustment	309,919	204,497
Cost of a - L - E - E - V	ssets sold and uildings quipment ehicles ther	2,860,499 322,404  3,182,903	165,522 165,522
23 221 Invest	ment in Capital Assets, End of Year	<u>\$157,104,682</u>	\$ 159,634,030

#### NOTES TO THE FINANCIAL STATEMENTS .

For the Year Ended June 30,2006

#### 7. Commitments

At balance sheet date the District had the following commitments:

#### 8. Contingency

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

a) A former vendor of a Prior 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 Board cannot be determined.

b) A former Director of a prior School Board is claiming approximately \$ 31,000 in unpaid salary. The issue is currently under discussion by both parties. The amount has not been recorded in the accounts. The likihood of loss to the Board cannot be determined.

#### 9. District Equity(Deficit)

The School District has an accumulated operating deficit of \$ (20,107,105). A material amount of this operating deficit is contributed by a recorded teacher's severance pay accrual and non-teacher's severance pay accrual of \$17,814,617 and \$2,106,541 respectively, as required by the Provincial Government.

Accumulated operating deficit ; financial statement	per	\$ 20,107,105
Less: teacher's severance pay	accrual	(17,814,617)
: non-teacher's severance	pay accrual	(2,106,541)
Accumulated operating deficit severance pay accrued	less	\$ 185,947

# Western School District

# CURRENT REVENUES

		2006	(Ten Months)
32 010 Provincial Governmen 011 Regular 016 Special Grants (D		\$ 17,418,180	\$ 15,539,196
of Schedule 1		2,181,906	1,820,442
Salaries and Benefit 017 - Directors and Ass 021 - Regular Teachers 022 - Substitute Teache 023 - Student Assessmer	st. Directors	786,258 93,572,993 2,963,195 1,839,475	
030 Pupil Transportation 031 - Board Owned 032 - Contracted 033 - Handicapped	n	2,720,245 3,081,708 629,831	2,009,460 3,069,731 733,032
	20	125,193,791	110,787,909
33 010 <b>Donations</b> 012 Cash Receipts 011 Heritage fair 013 Non-Cash Receipts 014 Restricted Use			

# CURRENT REVENUES

For the Year Ended June 30,	, 200	6	
		2006	(Ten Months) 2005
34 010 Ancillary Services			
011 Revenues from Rental of Residences 021 Revenues from Rental of Schools	\$	23,319	\$ 21,386
021 Revenues from Rental of Schools and Facilities (Net)		65,129	3,466
031 Cafeterias		54,790	50,440
032 Other - (Specify)			
		143,238	75,292
35 010 Miscellaneous			· · · · · · · · · · · · · · · · · · ·
011 Interest on Investments		90,670	15,734
012 Bus Charters		49,512	41,982
021 Recoveries of Expenditures		10,053	76,892
031 Revenues from Other Agencies			50,117
041 Federal Rebates			
051 Insurance Proceeds		78,120	12,809
061 Bilingual Education Revenue			<del>-</del> -
071 Operating Rev. from Native Peoples Grant			
081 Miscellaneous Federal Grants			
		149,665	196,495
***		4,605	9,487
092 Sundry		4,005	5,407
094 Scholarship funds			
		382,625	403,446
mate 1 Comment Personne	¢125	710 654	\$111,266,647
	2123	<u>,719,654</u>	3111,200,047
Special Grants	\$		
200000	Þ		
Learning Disabilities			27 (00
Debt Servicing		33,842	37,602
Student Assistant Salaries		770	
Textbook Credit Allocation		120	
Pay equity			
Administration - Textbook			
Payroll tax		75.77	
Utilities			22
Maintenance			==
French Monitor		33,150	36,284
French Immersion		51,230	44,156
Peer Tutoring			<del></del>
Bottled water			22/22
Administrative Pay Adjustment			
Computers			
Surplus - substitutes			
Kinder - start		220	
Tutoring work experience		-,-,-	
Other (Specify)		045 974	666 765
- Miscellaneous grants		845,874	666,765
- Redundancy grant		327,242	594,476
<ul> <li>Maintenance reclassification</li> </ul>			
- Drama Festival			
- Furniture			
- Other Projects		433,054	148,805
- IGA Projects		55,859	18,531
- HRDC Grants		305,574	273,823
- School Board Elections		95,961	
	<u>\$ 2</u>	,181,906	\$ 1,820,442

# ADMINISTRATION EXPENDITURES

				2006	2005
51		Salaries and Benefits			
C	11	- Directors and Asst. Directors	\$	786,257	\$ 868,929
0	12	- District Office Personnel		749,524	552,377
C	113	Office Supplies		56,402	44,382
Ċ	14			19,987	23,676
	15			59,035	51,255
Ċ	16	Telephone		98,756	89,619
	17			27,027	27,866
	18			2,150	558
_	19			12,777	11,607
_	21			23,353	18,965
	22	Insurance		69,789	6,666
	023	Repairs and Maintenance (Office Building)		14,138	10,880
_	024			158,374	112,505
	025			23,971	14,478
	026			96,022	
	27	- · · · · · · · · · · · · · · · · · · ·		81,746	133,516
	028	<del></del>		91,663	60,508
	029	Membership Dues		50,369	41,716
	031			17,483	9,177
	032				
-	033			8,499	10,930
	034			13,016	6,212
	035			19,002	70,291
	036	-		327,242	594,477
		Capital plan-Department		76,276	 
`		III			
		Total Administration Expenditures	\$ 2	2,882,858	\$ 2,760,590

# INSTRUCTION EXPENDITURES

		<u>2006</u>	(Ten Months) 2005
52 010 011 012 013 014	Instructional Salaries (Gross) Teachers' Salaries - Regular - Substitute - District Paid Student Assistants	\$ 93,022,817 3,008,916 79,845 1,811,541	\$ 81,125,942 2,363,292 61,795 2,013,585
015 016 017 018	Employee Benefits School Secretaries - Salaries & Benefits Employee Benefits Other - French Monitor	2,252,320	2,207,095
		100,175,439	87,771,709
52 040 041 042 043 044	Instructional Materials General Supplies Library Resource Materials Teaching Aids Textbooks	364,432 33,380 520,488 149,809	70,589 7,758 1,002,331 196,495
		1,068,109	1,277,173
52 060 061 062 063 064 065	Instructional Furniture and Equipment Replacement Rentals and Repairs Copier Cost Replacement-Computer Equipment Computer Repairs	65,479 1,229 370,335 98,598 68,583	4,824 592 220,398 45,755 55,140
		604,224	326,709
52 080 081 082 083 084	Instructional Staff Travel Program Co-ordinators Teachers' Travel - within District Teacher Travel - Out of District Student travel	245,718 241,190 69,029 14,323	165,250 213,202 47,698 11,314
29		570,260	437,464
52 090 091 092 097 098 099	Other Instructional Costs Postage and Stationery Miscellaneous Other District Projects IGA Projects HRDC Projects	22,386 429,236 56,233 308,285	1,658 141,676 20,007 274,377
		816,140	437,718
	Total Instruction Expenditures	\$ 103,234,172	\$ 90,250,773

# Western School District

#### OPERATIONS AND MAINTENANCE EXPENDITURES - SCHOOLS

		2006	(Ten Months) 2005
53 011	Salaries & Benefits - Janitorial	\$ 4,505,084	\$ 4,190,484
012	- Maintenance	935,909	831,948
013	- IT Support	395,050	298,861
014	Electricity	2,762,648	2,599,640
015	Fuel	1,193,816	1,111,780
016	Municipal Service Fee	253,592	237,980
017	Telephone	481,841	454,564
018	Vehicle Operating and Travel	213,656	171,695
019	Janitorial Supplies	272,307	176,106
021	Janitorial Equipment	23,270	1,225
022	Repairs and Maintenance - Buildings	845.775	527.855
023	- Equipment	9,905	3.028
024	Protective Clothing	13,798	11.264
025	Snow Clearing	368,803	373,087
026	Rentals		
027	Other (Specify) - Repairs Covered By		
	Insurance		
	Total Operations and Maintenance	12,275,454	\$ 10,989,517

#### PUPIL TRANSPORTATION EXPENDITURE

54	010	Operation and Maintenance of Board		2006	(Ten Months) 2005
	011 012 013 014 015	Owned Fleet Salaries - Administration - Drivers and Mechanics Payroll Tax and Benefits Debt Repayment - Interest - Principal		\$ 104,672 1,418,773  110,932 309,918	\$ 83,914 1,513,116  73,482 204,497
	016 017 018 019 021	Bank Charges Gas and Oil Licenses Insurance Repairs and Maintenance - Fleet	55	328,481 36,258 43,893 166,025	274,599 2,279 58,456 121,101
	022 023 024 025 026 027	Tires and Tubes Heat and Light Municipal Service Snow Clearing Office Supplies		37,581 21,178 29,540 5,465 13,087 3,405	19,468 15,469 23,726 5,053 11,184 5,031
	031 032 033	Rent Travel Protective Clothing Professional Fees Miscellaneous Telephone	3	3,195 6,712 2,756 4,018 13,217	1,166 2,987 4,245 12,389
	034 035	Vehicle Leases Cleaning - Bus depot		2,800	2,838
54	040 041 042 043 044	Contracted Services Regular Transportation Handicapped Miscellaneous Fuel adjustment program	3 0	3,054,208 629,831 10,687 118,905	3,042,230 733,032 768
				3,813,631	3,776,030
		Pupil Transportation Expenditures		\$ 6,475,537	\$ 6,211,030

#### Western School District

#### ANCILLARY SERVICES AND MISCELLANEOUS EXPENSES

#### For the Year Ended June 30, 2006

Ancillary Services
The District owns and operates the following ancillary services:

		2006	2005
031	Ancillary Services Operation of Teachers' Residences Cafeterias Other (Specify)	\$ 7,564 57,907	\$ 5,183 47,111
		\$ 65,471	\$ 52,294

Schedule 7

Miscellaneous Expenses (Specify)
The District has incurred the following miscellaneous expenses:

		2006	(Ten Months) 2005
57 011	Miscellaneous Expenses -Human Resources Expenses -Other	\$ 24,534 4,634	\$ 36,782 6,780
		s 29.168	\$ 43,562

# Western School District DETAILS OF PROPERTY AND EQUIPMENT For the Year Ended June 30, 2006

	<u>Ju</u>	Balance ne 30, 2005	Additions 1	Disposals	Balance June 30, 2006
12 210	Land and Sites			20	0
211	Land and Sites	\$ 1,977,719	\$	\$	<u>\$ 1,977,719</u>
12 220 221 222 223 224 225	Buildings Schools Administration Residential Recreational Other (Specify)	139,605,435 3,046,649 168,021		2,860,499	136,744,936 3,046,649 168,021
		142,820,105		2,860,499	139,959,606
12 230 231 232 233 234 235	Furniture and Equip Schools Administration Residential Recreation Other (Specify)	11,528,316 970,429 1,534 87,005 5,450			11,528,316 970,429 1,534 87,005 5,450
		12,592,734			12,592,734
12 240 241	Vehicles Service Vehicles	213,136	AB - 48-	with dist	213,136
12 250 251 252 253 254 255 256	Pupil Transportation Land Building Vehicles - Buses - Service Equipment Other (Specify)	4,242,012	652,310	322,404   	4,571,924  
		4,242,012	652,31	6 322,404	4,571,924
12 260 261	Misc. Capital Asset Other (Specify)	)::		( <del>+</del> +	
	Property and pment	\$161,845,706	\$ 652,31	6 <u>\$3,182,903</u>	<u>\$ 159,315,119</u>

## Western School District

#### DETAILS OF LONG-TERM DEBT

# For the Ten Months Ended June 30, 2006

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

22 210 Loans Other than Pupil Transportation	2006	2005
Ref. #  211 Bank Loans  Prime Repayable \$ 1,023 monthly, maturing 2008  Repayable \$ monthly, maturing	\$ 22,510	\$ 34,789
Total 211	22,510	34,789
212 Mortgages 7.9% Repayable \$ 3,760 monthly, maturing 2016 Repayable \$ monthly, maturing monthly, maturing monthly, maturing Repayable \$ monthly, maturing Repayable \$ monthly, maturing Repayable \$ monthly, maturing monthly, maturing monthly, maturing monthly, maturing		331,358
Total 212		331,358
213 Debentures  Repayable \$ monthly, maturing monthly, maturing monthly, maturing		
Total 213		118.5
214 Other (Please Specify)		
Subtotal	22,510	366,147
215 Less Current Maturities	12,279	34,293
Total Loans Other Than Pupil Transportation	10,231	331,854

# DETAILS OF LONG-TERM DEBT

22	220	Loans - Pupil Transportation		2006	2005
	221	Ref. # Vehicle Bank Loans  Prime Repayable \$ 516 monthly, maturing 20 Prime Repayable \$ 521 monthly, maturing 20 Prime Repayable \$ 521 monthly, maturing 20 Prime Repayable \$ 523 monthly, maturing 20 Prime Repayable \$ 542 monthly, maturing 20 Prime Repayable \$ 548 monthly, maturing 20 Prime Repayable \$ 359 monthly, maturing 20 Prime Repayable \$ 960 monthly, maturing 20 Prime Repayable \$ 512 monthly, maturing 20 Prime Repayable \$ 2,456 monthly, maturing 20 Prime Repayable \$ 4,954 monthly, maturing 20 Prime Repayable \$ 3,662 monthly, maturing 20 Prime Repayable \$ 1,095 monthly, maturing 20 Prime Repayable \$ 1,117 monthly, maturing 20 Prime Repayable \$ 1,675 monthly, maturing 20 Prime Repayable \$ 3,665 monthly, maturing 20 Prime Repayable \$ 1,675 monthly, maturing 20 Prime Repayable \$ 542 monthly, maturing 20 Prime Repayable \$ 4,530 monthly, maturing 20 Prime Repayabl	012 013 016 014 009 011 009 012 012 013 015 016 016 017	\$ 30,971 32,416 37,519 43,414 66,123 52,568  49,396  162,097 356,676 307,574 106,231 125,128 187,547 66,665 616,077 2,240,402	\$ 37,165 38,691 43,772 49,692 72,627 59,138 15,059 60,916 23,021 191,569 416,122 351 513 119,373 138,536 207,641 73,169
	222	Land, Buildings and Equipment Bank Loans  Repayable \$ monthly, maturing			
		Total 222		2,240,402	1,898,004
		Subtotal		2,240,402	1,898,004
	223	Less Current Maturities		289,957	246,039
		Total Loans - Pupil Transportation	_	1,950,445	1,651,965
	Total	Long Term Debt	<u>\$</u>	1,960,676	<u>\$1,983,819</u>

# Schedule 9A

#### Western School District SUMMARY OF LONG-TERM DEBT

Description Ref. # Re		Rate	Balance Beginning of Year		Loans Obtained During Year		Principal Repayment for Year		Balance End of Year	
A) School Construction			\$		\$		\$		\$	
B) Equipment										
C) Service Vehicles			:	34,789			12	2,279		22,510
D) Other - Office			3:	31,358		(55)	331	L,358		
E) Pupil Transportation			1,89	98,004		652,317	309	919	2,	240,402
Total Loans			\$ 2,26	54,151	\$	652,317	\$ 653	3,556	\$ 2,	262,912

# SCHEDULE OF CURRENT MATURITIES

Description	Year 1	Year 2	Year 3	Year 4	Year 5
A) School Construction	\$	\$	\$	\$	\$
B) Equipment	Ü				- 4
C) Service Vehicles	12,279	10,232			
D) Other - Office				* **	
E) Pupil Transportation					
	289,957	289,957	289,957	289,957	281,754
Total	\$ 302,236	\$ 300,189	\$ 289,957	\$ 289,957	\$281,754

# Schedule 9C

# Western School District

# 56 010

# SCHEDULE OF INTEREST EXPENSE

	Description		(Ten Months)
012	Capital School Construction	<u>2006</u> \$	\$
	Equipment	** <u>**</u>	
	Service Vehicles	1,434	1,429
	Other - Office	31,800	22,294
	Total Capital	33,234	23,723
013 014	Current - Operating Loans - Supplier Interest Charges	995	53,343
	Total Current	995	53,343
	Total Interest Expense	\$ 34,229	\$ 77,066

# SUPPLEMENTARY INFORMATION

1.	Cash	39	9			
		2006	2005			
11 110 111 112 113 115 116 117	Current Cash on Hand and in Bank Cash on Hand Bank - Current - Savings - Non-Teachers' Payroll - Coupon (Debenture) - Other (Specify)	\$ 634 1,054,005	\$   			
11 210 211 212 213 214	Capital Cash on Hand and in Bank Cash on Hand Bank - Current - Savings - Other (Specify)					
	Total Cash on Hand & in Bank	\$1,054,639	\$			
2.	Short Term Investments					
11 121 122 123	Current Term Deposits - Scholarships Term Deposits - Other Other (Specify)	\$ 84,830 5,173	\$ 82,516 5,173			
11 221 222 223	Capital Term Deposits Canada Savings Bonds Other (Specify)					
	Total Short Term Investments	\$ 90,003	\$ 87,689			

# SUPPLEMENTARY INFORMATION

3.	- Prepaid Expenses				
			2006	2005	
	Current			<del></del>	
11 141	Insurance	\$		\$	
142					
143	Work, health safety and Commissions		186,372	190,874	
144	Other (Specify) - Travel Advances			3,000	
11 241	Capital Other (Specify)	_			
			405.050		
		<u>Ş</u>	<u> 186,372</u>	<u>\$ 193,874</u>	