

# ANNUAL REPORT

to the community • 2010–2011



**River East Transcona**  
SCHOOL DIVISION

*Creating student success*



## PURPOSE

The River East Transcona School Division exists to educate students to be inspired, skilled, responsible citizens.

## VISION

The River East Transcona School Division will be forward-looking, innovative and service-oriented, offering superior, comprehensive programming to meet the emerging needs of our students and community.

## MISSION

To fulfil our purpose and in our journey toward our vision, the River East Transcona School Division is committed to provide:

relevant, progressive educational programming and supportive services in a safe, stimulating learning environment.

## GREETINGS



*On behalf of the board of trustees, I present River East Transcona School Division's 2010–11 annual report to the community. It captures just some of the stories that demonstrate how we work to fulfil our purpose—to educate students to be inspired, skilled, responsible citizens.*

*Our divisional priorities act as a guide and are reflected in the stories you will read in this report. They highlight the ways we are nurturing student success, instilling an attitude of care and respect for the community and world, introducing new technology to advance education and business practices, and building partnerships in the community.*

*As a school board, we are proud to be the guardians of these programs, services and initiatives, and pleased to have this opportunity to tell you about some of them.*

Robert Fraser  
Chair, Board of Trustees 2010–11



*I am pleased to provide you with this opportunity to learn more about some of the new projects, ongoing initiatives and valued staff and students that make up River East Transcona School Division.*

*Each year, RETSD covers a lot of ground, fulfilling the individual and widely varying needs of its students, rising to meet the inherent challenges and celebrating our many successes. In this report, you will find stories that demonstrate how we are working toward ever-present objectives—providing challenging academic programming, nurturing our students' commitment to citizenship, and helping those who need extra supports feel embraced by the educational community.*

*This has been another successful year for River East Transcona School Division and this report provides just a taste of the important work being done by our staff to inspire students to work, care, give, dream and achieve.*

Dennis Pottage  
Superintendent/CEO

## DIVISIONAL PRIORITIES 2011–12

1. Strengthen assessment practices to inform teaching and enhance learning.
2. Create and enhance safe, respectful and inclusive cultures.
3. Enhance student performance through information and communication technologies.
4. Enrich educational opportunities for students through purposeful connections between the division and its community.



# CONNECTIONS

## COUNTING DOWN TO KINDERGARTEN

River East Transcona School Division provides a unique combination of programs to help families in its community with the transition into kindergarten. The three programs, which fall under the heading of Countdown to Kindergarten, are provincially-funded and free for parents. They are designed to provide a warm welcome, prepare children for what to expect and get them excited about starting school—all of which helps them get a good start on a successful school life.

Preschool Growing and Learning Days provide families with the opportunity to do activities with kindergarten teachers and meet with health and student support services professionals. Children can even have their vision and hearing screened.

Literacy Links Home Visiting is encouraged for families who have registered children for kindergarten in RETSD. Trained facilitators visit families in their homes three to four times and provide them with materials, resources and ideas for learning and preparing together for kindergarten. Literacy Links programming can also be adapted to meet specific needs, such as for immigrant families who are new to the Canadian education system.

Kinder Camps are weeklong, half-day, in-school programs that were also specially developed for parents and their kindergarten-bound kids. Families can become acquainted with the schedule of a kindergarten day, while exploring print, rhyme, music and early math through activities designed to get everyone excited about the upcoming adventure of school.

Countdown to Kindergarten has proven very successful, with the number of families and children who enjoy it increasing every year. Literacy Links is especially popular. When the program debuted in 2002, 62 children participated, which was five per cent of those who were registered for kindergarten in RETSD that year. By 2010, that number had jumped to 427 children, which was 47.2 per cent of those registered for kindergarten in the division.



# OUTSTANDING!

## SCHOOL BOARD MEDAL



Markian Tarasiuk  
River East Collegiate  
**GOLD MEDALIST**



Evan Maydaniuk  
Collège Pierre-Elliott-Trudeau  
**SILVER MEDALIST**



Matthew Stewart  
Kildonan-East Collegiate  
**SILVER MEDALIST**



Bethany MacLean  
Miles Macdonell Collegiate  
**SILVER MEDALIST**



Bessie Du  
Murdoch MacKay Collegiate  
**SILVER MEDALIST**



Shaun McDonald  
Transcona Collegiate  
**SILVER MEDALIST**

## GOVERNOR GENERAL'S ACADEMIC MEDAL

Collège Pierre-Elliott-Trudeau • Tamara Edkins  
Kildonan-East Collegiate • Ambrosia Smith-Brunetta  
Miles Macdonell Collegiate • Patrick Naylor

Murdoch MacKay Collegiate • Jason Lind  
River East Collegiate • Tanner Burton  
Transcona Collegiate • Shaun McDonald



## OUTSTANDING SCHOOL LEADER

Jerry Sodomlak, principal of Donwood Elementary School, was the 2011 recipient of the Outstanding School Leader award of excellence from Education Minister Nancy Allen. Mr. Sodomlak was cited for his use of collaboration to address the needs of the entire school community.



## PREMIER'S VOLUNTEER SERVICE AWARD

Francess Amara, a Grade 12 student at Kildonan-East Collegiate, was the 2011 recipient of the Premier's Volunteer Service Award in the youth division. Francess dedicated countless volunteer hours to community and school causes, and was KEC's student leadership president.

## SKILLS MANITOBA COMPETITION GOLD MEDALISTS

Ashley Thomas (KEC), Baking  
(Ashley also won gold at the national competition)  
Stephanie Hunt and Alexandra Smith (MMC),  
2-D Character Computer Animation  
Sylvia Hergert (MMCI), Fashion Technology  
Tarran Provak (MMCI), Job Interview  
Jason Lind (MMCI), Precision Machining  
Taylor Daigneault (MMCI), Prepared Speech

## GRADUATION 2011

Regular	967
Vocational	87
Dual diploma	77
French Immersion	117
Mature student	9
Special	7
<b>Total</b>	<b>1,264</b>



# STUDENT SUCCESS

## NEW DIAGNOSTIC TOOL INTRODUCED

The Learning Detective—a new tool to help teachers gather and analyze clues that will help them better understand a student's learning strengths and weaknesses—was launched in RETSD in 2010–11.

The tool, which includes a user's guide and comprehensive form, was developed over several years by staff in the student services unit. It is based on the premise that a variety of factors can affect how a student learns. Identifying and then considering those factors when developing strategies to help students achieve success, is at the heart of the division's philosophy of inclusion.

When a teacher identifies a student who is experiencing learning difficulties, ongoing assessments and observations are routinely made and a plan is created to help that student. The Learning Detective enhances that process. It lists eight factors that can affect learning—visual, auditory, language, medical, memory, attention/organization, ecological (school, family, community) and individual factors (emotions, personality, cognition)—and is a guide the teacher and clinicians can use to explore each of those areas as it relates to the student.

The tool is designed to be used repeatedly. The process begins with gathering the student's general diagnostic and current academic information. From there, it involves looking more closely at factors for learning. Once the data is analyzed and learning strategies are selected and tested with the student, the teacher is encouraged to go back to The Learning Detective and use it to help determine whether the strategies are working. If the student is still struggling, The Learning Detective can guide the teacher into other areas of exploration.

The Learning Detective was first introduced to administrators from all 42 schools. Next, student services personnel worked with a small group of teachers at each school to do a case study using the new tool. Those teachers are now trained and can advise their colleagues on how to use the tool.

# RETSO TRENDS

## STUDENT AND STAFF STATISTICS

Student enrolment (Sept. 30)					
	2006	2007	2008	2009	2010
Number of students	17,323	17,124	16,843	16,618	16,346
Grades K-5	6,865	6,796	6,752	6,682	6,555
Percentage of division total	39.63	39.69	40.09	40.21	40.10
Grades 6-8	4,094	3,970	3,766	3,677	3,678
Percentage of division total	23.63	23.18	22.36	22.13	22.50
Grades 9-12	6,364	6,358	6,325	6,259	6,113
Percentage of division total	36.74	37.13	37.55	37.66	37.40

Language program participation (Sept. 30)					
	2006	2007	2008	2009	2010
French Immersion	2,448	2,527	2,558	2,646	2,730
Percentage of division total	14.13	14.76	15.19	15.92	16.7
English-German Bilingual	458	438	414	411	437
Percentage of division total	2.64	2.56	2.46	2.47	2.67
English-Ukrainian Bilingual	99	103	86	90	87
Percentage of division total	.57	.60	.51	.54	.53

School-based staff (Sept. 30 full-time equivalents)					
	2006	2007	2008	2009	2010
Principals	42	42	42	42	42
Vice-principals	27	26	25.7	24.96	24.96
Teachers	1,071.8	1,061.3	1,048.1	1,032.8	1,020.81
Paraprofessionals	331.40	330.60	341.40	333.30	335.21
Library support	32.5	30	29.5	31	31
School clerical	78.2	79	79	79	79
School custodians	n/a	143.9	148	149.5	149.75



# CARING SCHOOLS

## POSITIVE REINFORCEMENT SEES POSITIVE RESULTS

River East Transcona School Division prides itself on doing the utmost to support all of its students along their educational journey. The experience is more enjoyable and productive when students understand what is expected of their behaviour and staff know the best way to convey these expectations.

RETSD is committed to establishing and implementing processes, procedures and practices to ensure all students demonstrate safe, respectful behaviour. The division makes use of a framework called Positive Behavioural Interventions and Supports. PBIS encourages proactive strategies to support appropriate student behaviour, which creates a positive school environment. Putting a greater focus on teaching behavioural expectations and providing recognition for following them is a powerful approach.

In 2009–10, the division began to further support PBIS by establishing PBIS residencies—employing two of its student services specialists as coaches to work directly with schools to customize the framework to meet their individual school cultures and needs. They began with four schools, took on an additional three schools in 2010–11 and will add another five schools in 2011–12. All 42 RETSD schools will have this support in the future.

All schools have learning and behaving teams. The residency schools work with the student services coaches, who, as well as providing on-site support, connect schools with each other to share experiences and successes. Schools have seen improvements in students' behaviour on school property, during recess, assemblies and lunchtime, as well as great progress with attendance and with students being on time and ready for class.

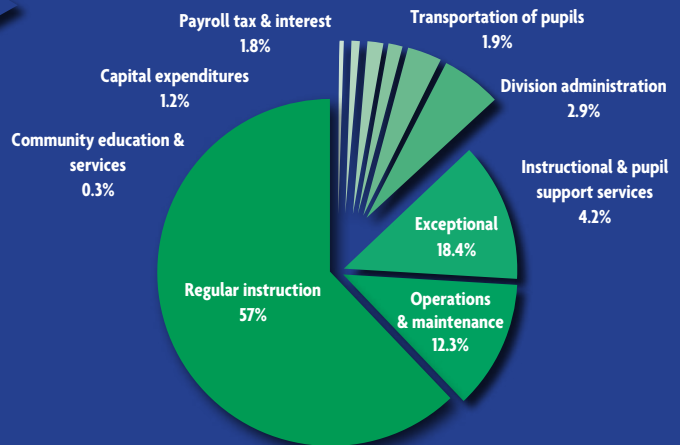
Collecting data before, during and after the implementation of PBIS has been a crucial part of the process, and the data reflects that the framework has seen great success.



# FINANCIAL DETAILS

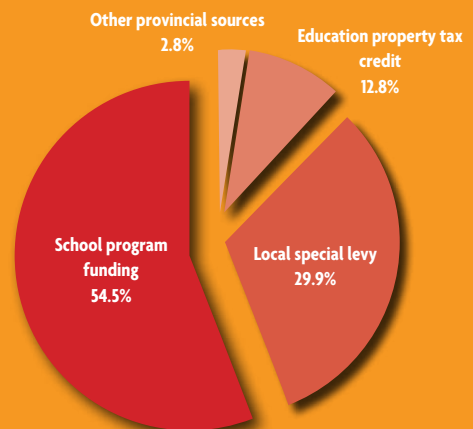
## Programs and services

Fifty-seven per cent (57%) of the programs and services portion of the budget is spent on regular instruction, covering costs related to the delivery of core and optional courses, and school-based administration. An additional 18.4% of the budget covers resources, clinical services and support for students with special needs. The balance, 24.6%, covers divisional administration, operations and maintenance, and student transportation.



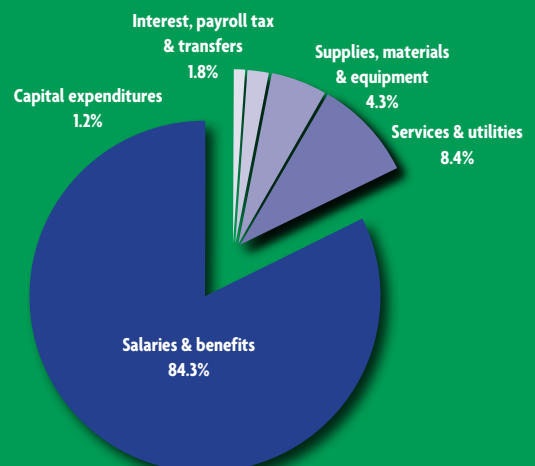
## Where the money comes from

The provincial government funds school divisions through two main vehicles. The first is the school program funding category, which contributes approximately 54.5% of the total divisional budget. The second provincial source is the education property tax credit, which represents funding of approximately 12.8%. Local taxes levied by the school board raises an additional 29.9% of the overall budget.



## Types of expenditures

Providing sound educational programs in a safe environment requires the involvement of professional and support staff. The division employs some 2,400 individuals and spends approximately 84.3% of the divisional budget on payroll costs. The balance of the division's budget, 15.7%, covers the costs of supplies, services, materials, maintenance and equipment.







# TECHNOLOGY

## ADMIN/EMPLOYEE CONNECT

Technology isn't just enhancing classroom learning in RETSD. Behind the scenes, employees are also using it to enhance their efficiency.

The division's staff portal, or intranet site, gives employees quick and easy access to documents and forms and information they need to do their jobs. The staff portal is also the gateway to Employee Connect and Admin Connect—additional tools for accessing information and performing certain functions.

Password protected and encrypted for security, the staff portal is a one-stop shop. Documents and forms from each department, professional development and other event information, Manitoba Education press releases and internal announcements all “live” on the portal and can be viewed without printing a paper copy. From the portal, employees can also submit help requests to the IT department, get to their own personal working documents and access team sites, where groups can collaborate on projects.

Employee Connect allows staff to view and print their current and past pay stubs or T4s, enter a leave request, see a record of vacation and sick days and register for workshops. Almost half of RETSD's employees use Employee Connect to view their pay information rather than receiving a printed pay stub—saving paper and labour costs and supporting the division's sustainable development strategy.

Admin Connect is also a boon to RETSD's sustainable development strategy because it reduces printing costs. All school administrators and clerks use this tool for student, financial and staff management. They can call up student attendance, discipline, academic and contact information and the program allows for quick contact with parents via email when student concerns arise or important news must be shared. The financial management feature assists them with account balances, financial reports, invoices and requisitions, while the staff area makes it easy to manage and print staff lists, absence reports and other staff-related information. It also allows administrators to approve leave and workshop requests.

# YOUR TRUSTEES



*Top row: John Toews, George Marshall, Shirley Timm-Rudolph, Peter Kotyk, Wayne Ritcher.  
Bottom row: Greg Proch, Colleen Carswell, Eva Prysizney, Robert Fraser.*

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(Left to right) Secretary-treasurer/cro Vince Mariani, assistant superintendent Keith Morrison, assistant superintendent Syd Enns, assistant superintendent of student services Joan Trubyk, assistant superintendent Barb Isaak, superintendent/cro Dennis Pottage.





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*For questions and comments, please contact the RETSD senior communications co-ordinator.*