



Engagement – Achievement - Equity

Annual Report to the District Education Council

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Prepared by

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Mission Statement

The Anglophone North School District community commits to engaging children and students in an inclusive environment that embraces teamwork, responsibility, innovation and personal excellence.

Core Values

TRUST

We commit to working with integrity, respect, transparency and honesty, building trust among team members.

COLLABORATION

We commit to working collaboratively, which will build team work, engagement and synergy.

EXCELLENCE

We commit to striving for excellence, taking ownership of our decisions and working towards achieving the District's priorities.

BUILDING CAPACITY

We commit to building the capacity of all employees, empowering them to support continuous improvement with respect to the District's vision.

COMMUNICATION

We commit to having open, respectful, honest and timely communication.

INNOVATION

We commit to working creatively, seeking diversity of ideas and valuing innovative ideas.

District Profile



Anglophone North School District encompasses the regions from St. Quentin to Bouctouche and includes the greater communities of Campbellton, Dalhousie, Belledune, Bathurst, Miramichi and Rexton. The Office of the Superintendent is located in Miramichi and there are two Education Centers; one center is located in Miramichi, and Bathurst and Dalhousie share a center. We work closely with several First Nation Communities on whose traditional territories we teach, learn and live.

Some Facts and Figures	
Number of Students (2015-16)	7644
Number of Schools (2015-16)	33
Number of Educators (2015-16)	626.8
Number of First Nation Communities	9
Number of First Nation Students	744



District Goals and Highlights

- Continued achievement in literacy
- Continued achievement in numeracy
- Emphasis on skill outcomes leading to inquiry learning in science
- Inclusive and positive learning environments

Anglophone North School District, under the educational leadership of our Directors of Schools, Curriculum and Instruction, Educational Support Services, and Early Childhood, have dedicated teams of professionals who ensure quality and inclusive programming in all curriculum areas. Although our pre-school and early year's assessments show that we have many students entering our system with accumulated learning deficits, results on provincial and district assessments demonstrate a determined and effective effort to overcome these deficits. Our staff work diligently to align best practices across the district and ensure that we are building capacity of administrators, teachers, educational assistants, speech language pathologists, social workers, psychologists and school intervention workers who are on the front lines working with students. Coaching and co-teaching are benchmarks of effective practice and work continues to be done in this area to ensure that students are receiving the best instruction and most timely interventions possible. Work on using formative assessment to drive instruction continues and with the implementation of the new K-8 report card for the 2016-17 school year, much work has been done to prepare teachers for this change. As well, strategies to support First Nation learners and close the achievement gap are widespread across the district, and we work closely with our First Nation partners to ensure their culture and traditions are taught in all schools. Although budgets continue to decline, our staff is innovative in ensuring the students of ASD-N have the best educational experience possible.

As well, our Directors of Human Resources and Finance and Administration, and their respective teams, who oversee the business end of district operations, are an integral part of the district ensuring that employees are respected and cared for, facilities are well maintained and healthy places of learning, transportation policies are followed with students delivered to and from school safely, and budgets are balanced. With two significant school building projects to be completed for 2016-17 school year, and two more to begin, our operations team has been very busy working with committees to have plans approved and construction projects started with minimal impact on students.

I applaud the work of the team at Anglophone North School District. They are an exceptional group who keep as their priority, student achievement and success.

Literacy Achievement

Accomplishments

- Development of a monthly pamphlet on vocabulary development K-12
- Targeted professional learning and development of school champions in formative assessment practices to support the roll-out of the new K-8 report card
- Organization of a Kindergarten pilot in active learning
- Development of K, 2, and 7 writing continuum
- Professional learning and support on reading comprehension strategies for grades 4 and 5
- Grade 9 project for English language arts and Educational Support Teachers – Resource on supporting adolescent readers
- Continued professional learning and support for K-2 teachers (district focus) including book studies, co-teaching and co-planning and targeted interventions



Our district oratory competition includes traditional speeches along with a spoken word poetry competition that has proven to be extremely popular with middle and high school students.

Assessment Results -Literacy

Grade Level	Subject Area	District (Appropriate or above) 2014	Provincial (Appropriate or above) 2014	District (Appropriate or above) 2015	Provincial (Appropriate or above) 2015
2	Reading	76.7%	77.5%	77.2%	76.9%

Grade Level	Subject Area	District (Appropriate or above) 2014	District (Appropriate or above) 2015	District (Appropriate or above) 2016
2	Writing	74%	81%	77%

Grade Level	Subject Area	District (Appropriate or above) 2014	Provincial (Appropriate or above) 2014	District (Appropriate or above) 2015	Provincial (Appropriate or above) 2015
9	ELPA-Reading	76.7%	77.5%	77.2%	76.9%

Numeracy Achievement

Accomplishments

- K-1 Math pilot to support implementation of most promising instructional practices (7 schools and 17 teachers participated)
- Support in using formative assessment practices to analyze student strengths and challenges and drive instruction.
- Key Math Assessment and development of strategic interventions to support student learning
- Deployment of lead teachers to support schools where math assessment results warranted
- Support in utilizing math literacy in math lessons
- Development of curriculum maps for math teachers



The K-1 Math Pilot had remarkable results with all schools showing improved math achievement for students through focus on the strengthening of key instructional practices of teachers. This project, done in 7 schools, will be rolled out in other schools this fall.

Assessment Results - Numeracy

Grade Level	Subject Area	District (Appropriate or Above) 2014	Provincial (Appropriate or Above) 2014	District (Appropriate or Above) 2015	Provincial (Appropriate or Above) 2015
8	Mathematics	65.0%	60.9%	59.4%	57.7%

Key Math Benchmark Assessment			
Grade	September	January	June
K	50.4	72.2	89.3
1	31.1	71.9	85.0
2	19.8	42.1	73.0
3	Not assessed	48.4	62.5

Science Achievement

Accomplishments

- Focused on identifying gaps in science learning at individual schools and built activities to support teachers in closing those gaps.
- Continued implementation of STEM model to schools
- Implemented STEM Fest to highlight innovation and creativity in place of CUTE awards
- Developed banks of assessment materials for use by classroom teachers



ASD-N held the first annual STEM Fest where students showcased work and created and discovered in a day filled with innovation and critical thinking.

Assessment Results – Science

District Common Assessments			
Grade	2014	2015	2016
4	74.0	69.4	57.4
8	59.7	67.6	59.6

Inclusive and Positive Learning Environment

Accomplishments

- Development of consistent protocol for creation of Personal Learning Plans
- Implemented formal management project on high school attendance
- Speech language pathologists began working directly in primary classes with students needing support
- Coached schools on how to optimize Educational Support Services Team meetings.
- Development of common plans for the comprehensive guidance program
- Pilot project in select schools on Positive Behavior Intervention Strategies that will be rolled out to other schools in 2016
- Introduction of mindfulness and self-regulation programs into select schools
- Implementation and execution of Education Plans for First Nation Communities and Students



The Roots of Empathy program aims to reduce levels of aggression among school children by raising social/emotional competence and increasing empathy.



First Nation culture rooms shared by both First Nation and non-First Nation youth.

High School Attendance Data

High School Attendance Data Formal Management Project 2015-16	
Semester	% of students excessively absent
1	28.75%
2	36.8%

International Student Program

Recognizing the effects of declining enrolment, Anglophone North School District continues to build a strong international student program. In partnership with Atlantic Education International, we hosted 121 students from Brazil, China, Colombia, Germany, Korea, Mexico, Poland, Switzerland and Turkey. Through the very hard work of our District International Student Coordinator and Home-Stay Coordinators, as well as the schools that host these students, ASD-N has continued to be a desired destination for international students from around the globe. Visiting students are placed with host families from across the district and attend appropriate elementary, middle and high schools. This program provides much needed funding to schools. While attending our schools, students are able to participate in a variety of educational and cultural activities, and the staff who work with these students do a fantastic job of showing off our northern hospitality. As well, this year, Anglophone North School District welcomed new New Brunswickers from Syria to two of our district schools, Ian Baillie and Parkwood Heights Elementary.



Some of the Syrian children who have arrived in the Bathurst area taking in part in the Literacy Bridges Reading Program.



International students arriving for the annual middle school winter camp.

Communication

Nurturing On-Going and Meaningful Communication Through:

- Parent School Support Committee meetings and Appreciation Dinner
- School Connects
- Anglophone North School District Website
- Individual school and teacher pages
- Transition to kindergarten programs
- French Immersion information sessions
- Turnaround Achievement Award Dinners
- High School Focus Group sessions
- District Education Council Cluster Meetings
- Community Engagement Coordinator and Community Schools Coordinators
- Celebrate the Spirit Award
- Volunteer Recognition
- Networking with various organizations including Rotary and Big Brothers Big Sisters



Celebrate the Spirit Awards recognizing significant contributions by community members to ASD-N schools are given out at our PSSC Appreciation Dinner.



Volunteers in ASD-N are recognized monthly through the District Education Council's volunteer recognition program.

District Website

<http://asd-n.nbed.nb.ca>

Challenges

The staff of Anglophone North School District worked hard to mitigate challenges that arose during the 2015-16 school year. These challenges included:

- Promoting flexible learning environments focused on growth
- Identifying and meeting the needs of children on trajectories of low achievement
- Engaging all students in their educational opportunities
- Budget cuts and fiscal restraint
- Large number of students with special needs in our schools and the corresponding need for extra supports without added dollars to our budget
- Declining enrolments
- Increased expectations about the purpose of schools from the public
- Aging and under-used infrastructure triggering the need for sustainability studies, as well as issues of safety that arose during the year
- Large geographic area that makes travel a necessity and face-to-face meetings cost prohibitive
- Aging technology infrastructure

Although these challenges can at times seem daunting, they also present opportunities for us to think creatively and innovatively. We must always have the needs of students at the forefront of any decisions we make, and we must engage them in the process as well. Anglophone North School District has much to offer the students who attend our schools and we continue to strive to ensure that we have

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for all!