

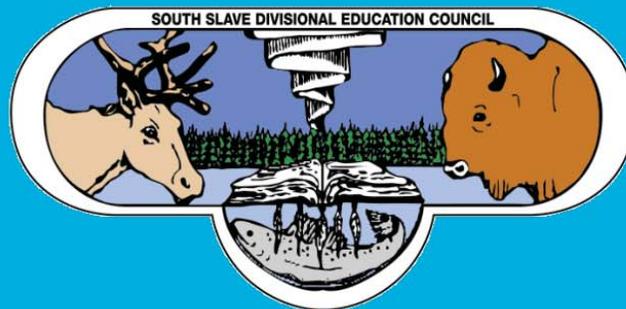
2012-2013

Annual Report

2013-2014

School Year Calendar

South Slave Divisional Education Council



Creating Futures



Ann Pischinger

Chairperson's Message

I am very proud of the work of the South Slave Divisional Education Council, its staff, and students for the remarkable improvements we have seen over the last twelve months. Every year we can see noticeable improvement in the achievement of our students.

Our priorities remain literacy, numeracy and social responsibility. Our Leadership for Literacy initiative continues to improve our results. The Alberta Achievement Test (AAT) results from last year demonstrate strong growth in the areas we are focused. We are also pleased by the recent Canadian normed Group Reading Achievement and Diagnostic Evaluation (GRADE) results showing that 74% of our students are reading at or above their grade level. This brings us very close to our ambitious goal of at least 80% of our student body achieving this standard in comparison to the Canadian norm. I am optimistic that this coming year may show that breakthrough.

We continue to work with our community partners to ensure that our students have access to the

What is the SSDEC?

In April of 1991, the Minister of Education of the Northwest Territories declared that the five South Slave communities of Fort Smith, Hay River, Fort Resolution, Lutsel K'e and the K'útl'odeeche First Nation (Hay River Reserve) would be recognized by the government as a Divisional Board of Education. In 1996, with the inception of the new Education Act, the regional board is now referred to as the South Slave Divisional Education Council (SSDEC) and is comprised of one representative from each of the five community-based District Education Authorities (DEAs).

Once the District Education Authority (DEA) members are elected at the community level, those groups elect one of their members to sit on the regional South Slave Divisional Education Council (SSDEC). The Council is comprised of one voting member from each of the five community-based DEAs. The 2012-2013 representatives were as follows:

Ann Pischinger (chairperson)	Fort Smith
Bess Ann McKay (vice chairperson)	Fort Resolution
Shirley Lamalice	K'útl'odeeche First Nation
Kandis Jameson	Hay River
Angie Lantz	Lutsel K'e

The SSDEC meets and elects one of the members as chairperson and a second member as vice chairperson. As per policy, the Council meets once in each community each year, and the Chairperson turns each meeting over to a presiding officer selected by the host community DEA. This allows all Council members full opportunity to contribute to discussions and vote.

The SSDEC, and its DEAs, are jointly responsible for the education of approximately 1,400 kindergarten to grade 12 students in the South Slave region of the Northwest Territories. This involves establishing policy, determining the allocation of financial resources, and monitoring, evaluating and reporting results to its stakeholders.

The Council receives the financial resources for the entire division on an annual basis, largely through formula set by the Department of Education. It is a responsibility of the Council to allocate funding to meet the educational needs of the students and to set policy and priorities that apply to all South Slave DEAs and schools.

The more specific duties and responsibilities of both the regional Council and the community-based DEAs are listed in the Education Act and in the Council's policies.

services they need. The award winning Trades Awareness Program, and the Hay River Interagency group are great examples of this. This year the Hay River Drug Strategy was chosen by Health Canada as a model for community action.

2012-2013 was also a great year for our staff. Prestigious organizations recognized the great work going on here. Principal Dan Summers of Deninu School in Fort Resolution was chosen as one of Canada's Outstanding Principals in 2013, and two other Deninu School educators, Kate Powell and Lucinda Summers won the Ministerial Literacy Award. Brent Kaulback and Doris Camsell were recognized nationally with the Inspire 2013 Guiding the Journey Award (formerly known as Canadian Aboriginal Achievement Awards). Jill Taylor was awarded with a Queen Elizabeth II Diamond Jubilee Medal. Remarkably, we have twenty-five staff members who have been recognized territorially or nationally for their exemplary work. We truly have an exceptional team.

The SSDEC can stand proud among our peers across Canada and around the world. I want to take this opportunity to congratulate and thank our superintendent, his staff, and the administration and staff of the South Slave schools for their tremendous effort and accomplishments to date. Here's to even better student achievement results in the future!



District Education Authority (DEA) Development

A fundamental role of the South Slave Divisional Education Council (SSDEC) is setting the strategic direction for all schools in the region and assisting community-based District Education Authorities (DEAs) to build capacity through an integrated approach to training and development. As effective boards seek to undertake regular opportunities for board development, the Council's senior leadership and program staff, along with outside experts, continued to develop and offer school board workshops based on identified needs of the DEAs in the South Slave Region. Development workshops have focused on the following:

- New Member Orientation - Roles and Responsibilities
- Formula Funding
- Policy Development
- Implications of the Education Act
- Partnerships
- Staffing
- Community Education Planning
- Fundraising
- Successful Meetings



Dr. Curtis Brown

Superintendent's Message

The past several years have seen tremendous change and improvement within the South Slave Divisional Education Council. More and more dedicated staff, students and parents have committed to a vision and a plan to improve the achievement of our students and that effort is bearing fruit.

In 2012-2013 our primary focus was on literacy, numeracy and social responsibility. These priorities, as determined by our Council, are the bedrock for student success in school and in later life. From this strong foundation we continue to help our students create their best possible futures. While this was the first year since 2007 that we did not increase the percentage of students who achieved the Canadian norm in reading—74% tested at or above the average reading level (the Canadian norm is 77%)—we did still see an improvement in our overall results. For example, in the 2012-13 school year 28% of our students achieved a stanine increase in comparison to their Canadian peers—A stanine is a scale of 1-9 which means that a stanine is roughly equivalent to 10 percentile points.

We're also learning as we go. It comes as no surprise that the schools with the strongest results are those that are working most like a team. When teachers, support staff and

Council Focus

Several years ago, Council made the decision to focus on fewer and more specific goals and targets in hopes of producing significant improvements in student achievement. 2012-13 was the sixth year of the SSDEC's *Leadership for Literacy* initiative which, among other good things, provides instructional coaches in each school to support teachers by providing ongoing and job-embedded professional development in research-based planning and instructional strategies.

Overall, student achievement in reading and math has improved – and is continuing to improve. Some of the reasons for the success are:

- Extensive professional development, much of it job-embedded, is available to staff
- Teachers have been challenged to have a clear indication, with evidence, of the specific reading and math achievement strengths and stretches of every student, updated monthly
- Research-proven teaching techniques have been adopted and adapted by Literacy Coaches and teachers in the classroom
- Teachers and schools have a pyramid of interventions for students at risk of not achieving grade level expectations



and administration come together, stay positive, and work diligently toward a few key priorities, the results can be remarkable. The synergy of support that staff and partners provide one another makes the difficult possible, and the possible easier. Much has been written about the resilience of students, which we believe our focus on social responsibility and self-regulation is helping to boost, but we also recognize the resilience of our staff. Teaching is a difficult profession filled with intensity, deadlines, high expectations and constant opportunities for conflict. Working collectively, supporting one another and sharing the struggle not only eases the burdens on all of us, but helps us deliver the best services to our students and communities.

It is also clear that much of the credit for our improvements and the greater student and staff successes is a result of the strong direction and unwavering commitment to improvement and results provided by the SSDEC. I am pleased that long-time Council Chairperson, Ann Pischinger, and former Chairperson (now Vice-Chairperson), Elizabeth Ann McKay, were both awarded Queen Elizabeth II Diamond Jubilee Medals in recognition of their significant contributions to community(s) development.

We continue to be on the right path to success for the vast majority of our students, and I am confident we can do even better – together!

Key Priorities

The Council's key priorities are to improve reading and math achievement of students as well as their sense of social responsibility. It continues to be imperative that we take measure annually and assess the impact of our priorities on staff, parents and — most importantly — students. This is vital so that adjustments may be made to increase the likelihood that everyone reaches their potential.

Literacy

When the literacy initiative was first instituted in the fall of 2007, just over half of our South Slave students were meeting Alberta standards in reading, despite the efforts of dedicated, professional teachers. Another troubling statistic was that many of the primary students coming into SSDEC schools were arriving without the prior exposure to text and language, required knowledge for students to be able to tackle the expected learning outcomes in the primary grades. Many were also unprepared for the rules and structure required in a classroom situation.

Since 2007, the results have been both exciting and encouraging. As of spring 2013:

- 19% of South Slave students were reading at levels *considerably above average* or *superior* compared to their Canadian peers
- 74% of students are reading at or above the national average
- 28% of those students assessed in both 2012 and 2013 improved significantly over previous years
- 94% of parents surveyed indicated they understood their child's reading level and were satisfied with their growth as readers



Numeracy

Another of the key priorities of the South Slave Divisional Education Council is numeracy. The goal is to help students develop their fluency and flexibility with mathematics by improving the practices of teachers in their classrooms. Building students' ability to think mathematically will unlock new problem-solving and analytical abilities that will aid them well after their school careers and in their professions.

Our numeracy program extends beyond the classroom. Through evening workshops parents, students and teachers are invited to participate in math games, strategies and information sessions to improve their understanding of mathematical concepts so that families can support each other and learn together.

Our numeracy coordinator and support staff provide training and resources to teachers in the classroom and help them implement promising practices. Training and support are provided at every school from kindergarten to grade 12. The aim of the professional development is to improve instructional practices that lead to improved student learning.



Social Responsibility

Council's third key priority is "to increase understanding and practice of socially responsible behaviour by all members of the school community". This goal applies to everyone, as the stated objective is "to increase the percentage of trustees, staff and students demonstrating responsible behaviour."

The majority of South Slave schools have received training and have implemented Effective Behaviour Supports (EBS). Some schools have also implemented Restorative Justice practices and the Second Step Violence Prevention program as part of their social responsibility platform. We strive to make Council's *Principles for Working and Learning Together*, which applies equally to staff, administration and education authority members, an integral part of SSDEC practice. This policy requires such values and behaviours as respect, loyalty, integrity, advocacy, and commitment to growth.

Additionally, there are several partnerships that have been developed to advance social responsibility and to assist young people in making positive life choices. Under the umbrella of the award-winning *South Slave Healthy Communities Partnership* are the Hay River and Fort Smith Interagency Groups, which bring together representatives of a number of local agencies and organizations to improve opportunities for youth. *Lights On*, in Hay River, is one of our successful programs to date. These programs provide a safe location and activities for young people as an alternative to becoming involved in drug and alcohol-related behaviours.

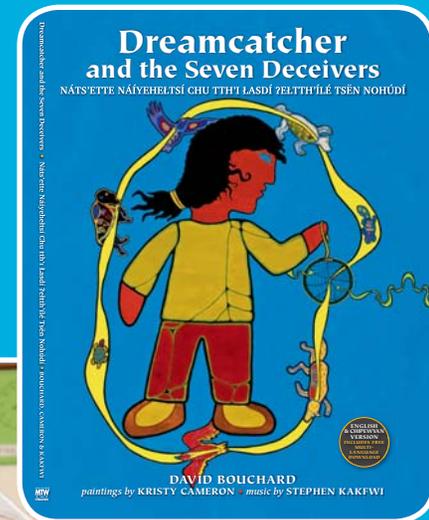
Workshops and activities have included arts and crafts, non-competitive sports evenings, theatre and dramatic arts, music lessons and performances, among others. All of our communities — Fort Resolution, Fort Smith, Hay River, K'útl'odeeche First Nation, and Lutsel K'e, now have *NOT US* campaigns, which use northern-themed, locally produced materials to raise awareness of the negative effects of drugs and alcohol and to discourage their use.

As national attention has focused on the pervasive issue of bullying, so has the SSDEC. In 2012-2013 the SSDEC introduced the WITS program (Walk away, Ignore, Talk it out, Seek help) that provides strategies for students who encounter bullying. Many of our schools hold Anti-Bullying weeks or Pink Days to remind students to be compassionate and understanding to one another and end bullying at its source.



Aboriginal Language & Culture-Based Education

- More than 76% of students enrolled in SSDEC schools are of Aboriginal descent and the SSDEC seeks to support these students through extensive cultural and Aboriginal language programming in all schools
- Over 220 books published by the SSDEC in Chipewyan, South Slavey, and Cree, some in partnership with acclaimed authors David Bouchard and Richard Van Camp
- The *Indspire Guiding the Journey Awards*, formerly the *National Aboriginal Achievement Awards*, were presented to two staff members:
 - Brent Kaulback - *Indigenous Education Partner Award*
 - Doris Camsell - *Language, Culture and Tradition Award*



September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labour Day	3 JBT - CEP	4	5	6	7
8	9	10	11	12	13 LK - CO Day	14
15	16	17	18	19	20 DJ/DN - CEP	21
22 NWT Literacy Wk	23 NWT Literacy Wk	24 NWT Literacy Wk	25 NWT Literacy Wk	26 NWT Literacy Wk	27 NWT Literacy Wk CS - CO LK - PD	28 NWT Literacy Wk
29	30					

FS - Fort Smith
HR - Hay River
YK - Yellowknife
DN - Deninu School
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HC - Harry Camsell School
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DJ - Diamond Jenness Secondary School
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NO REGULAR CLASSES ON:
Admin Days - school staff only
PD Days - school staff only
CEP Days - Community Education Planning
CO Days - Cultural Orientation

- Culture camps offered in schools throughout the SSDEC and students learn valuable skills related to hunting, trapping, collecting and preparing traditional foods, Dene traditions and values
- All SSDEC teachers have continued to participate in Cultural Orientation days within our South Slave communities
- Aboriginal traditions and aspects of Dene, Cree and Métis cultures and heritage were featured in projects prepared by students as part of our region's Heritage Fair participation
- The Fort Resolution Chipewyan Dictionary has gone into its second reprint with requests for copies from throughout Canada. Work on another dictionary with the elders in Lutsel K'e continues and is near completion

SSDEC Highlights 2012-13:

- 74% of South Slave students are now reading at or above the Canadian average
- Over 200 books are published by the SSDEC in Slavey, Chipewyan and Cree
- The *Queen Elizabeth II Diamond Jubilee Medal* was awarded to Ann Pischinger, SSDEC Chair, Bess Ann McKay, SSDEC Vice Chair, and Jill Taylor, Coordinator with the SSDEC
- Highest homework completion rate ever recorded, with 313 students consistently completing homework assigned in 2012-2013
- Number of grade 12 graduates continues to increase
- Parents completed feedback surveys in greater numbers, up 9% from 2012
- Survey results show parent satisfaction has gone up dramatically



October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11 PWK - CEP Day HR/DN/JBT - PD	12
13	14 Thanksgiving	15	16	17	18 FS - Lawrie Hobart Volleyball	19 FS - Lawrie Hobart Volleyball
20 FS - Lawrie Hobart Volleyball	21 PWK - PD Day	22	23	24	25	26
27	28	29	30	31		

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YK - Yellowknife
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- Dan Summers, Principal of Deninu School was named one of *Canada's Outstanding Principals*

- Excellence in Education Award* presented to Marnie Villeneuve from PWK in Fort Smith

- Excellence in Education Partner Award* presented to the staff of the Wood Buffalo National Park's Sweetgrass Station Outreach and Education Program

- The *Indspire Guiding the Journey Awards*, formerly the *National Aboriginal Achievement Awards*, were won by Brent Kaulback and Doris Camsell

- Ministerial Literacy Award* was given to Deninu educators Kate Powell and Lucinda Summers

- Overall, 25 of our school and regional staff have been recognized by Territorial or National organizations for leadership and excellence

Our Schools & Communities

Fort Smith

Joseph Burr Tyrrell Elementary School

JBT is a K-6 school with a student enrolment of approximately 285. Students and staff constantly model being PROS by focusing on Pride, Respect, Ownership and Safety.

Literacy

- The school leadership team works directly with staff on an ongoing basis to assist in improving instruction in these research-based best practices which are instrumental in improving student success

Assessment, Evaluation and Reporting

- JBT also focuses on student reading and math data and use CAT/4 testing to set goals specific to school/student need

Effective Behavioural Supports

- Focus is on reinforcing appropriate behaviours and providing a safe learning environment for everyone



November

Extra-Curricular

- The student body can access a number of opportunities that add to student success. A small selection includes: homework club, board game club, junior librarians, soccer, track and field, cross-country activities, volleyball, etc.

Parent & Community

- Many parents attending three-way conferencing
- Community involvement on Culture Committee

Culture

- Focused on improving meaningful cultural activities through application of whole-school themes
- Focus on learning traditional skills in extra-curricular activities
- Visits from engaged community members sharing cultural knowledge and experiences
- Elders are regularly invited into the school and are participating in many of our cultural and educational activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 HC/PA/DJ/JBT/ PWK - PD Day CS - CEP Day	2
3	4	5	6	7 DJ - 3-way Con- ference	8 DJ/DN - 3-way Con. LK- PD Day HC/PA - CEP Day	9
10	11 Remembrance Day	12	13	14	15	16
17	18	19	20	21 CS/PA/HC - 3-way Conferences	22 CS/PA/HC/JBT - 3-way Conferences LK - CEP Day	23
24	25	26	27	28	29 DJ - PD Day	30

FS - Fort Smith
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 Education Planning
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 Orientation

Fort Smith

Paul William Kaeser High School

PWK is a grade 7-12 school with an enrolment of 260 which is approximately 35% Dene, 35% Metis and 30% non-Aboriginal. The school provides opportunities to develop students in Mind, Body and Spirit.

Literacy

- 82% of students now reading at or above grade level, 5% higher than the national average
- Research-based reading strategies integrated in all aspects of daily programming

Technology

- Daily lesson plans (for all subjects) are online for student and parent access



December

Student Support

- Pyramid response to intervention, introduction of collaborative learning teams

Culture

- Announcements in Cree, Chipewyan, French & English
- Community resource people share traditional knowledge with students
- Traditional languages incorporated into multi-day Culture Camps & activities

Phoenix School

- Phoenix School Program completed 6th year successfully
- Over 50+ students enrolled
- 12 students graduated through the program this year

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 CS - PD Day (AM)	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 SSDEC Open House	18	19	20 LK - Admin Day (PM)	21
22	23 Winter Break Begins	24	25 Christmas Day	26 Boxing Day	27	28
29	30	31				

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Our Schools & Communities

Hay River

Harry Camsell School

Harry Camsell is a K-3 school in Hay River with a well-deserved reputation for excellence and being welcoming and friendly. Staff create a positive and caring environment and work to make the school a better place for 160 children to learn. Students and staff adhere to a simple motto: **Try hard. Be friendly. Stay safe.**

Literacy

- Research-based reading strategies integrated into all aspects of daily programming
- Formative assessments provide data to guide classroom and individual instruction
- Real-time information is used to gauge students' ability and adjust instruction and support



January

Culture

- South Slavey is taught at Harry Camsell. The program has expanded to offer sessions in Cree and Chipewyan
- Core French is offered at Harry Camsell
- Used local experts to aid in the delivery of the culture based programming

Staff Development

- Research-based learning strategies as a main focus for staff development 2012-13
- Built a close partnership with Princess Alexandra School to create a holistic approach from kindergarten to grade 7

Student Support

- Continuation of *Leveled Literacy Intervention* and one-to-one help for at risk students

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 New Year's Day	2	3	4
5	6 All schools - Classes Resume	7	8	9	10 LK - PD Day	11
12	13 CS - PD Day (AM) Diploma Exams Begin	14	15	16	17	18
19	20	21	22	23	24	25
26	27 JBT - CEP Day	28	29 DJ - Admin Day PWK - CEP Day Diploma Exams End	30	31 PA/HC - PD Day DN - Family Literacy Day	

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Hay River

Princess Alexandra School

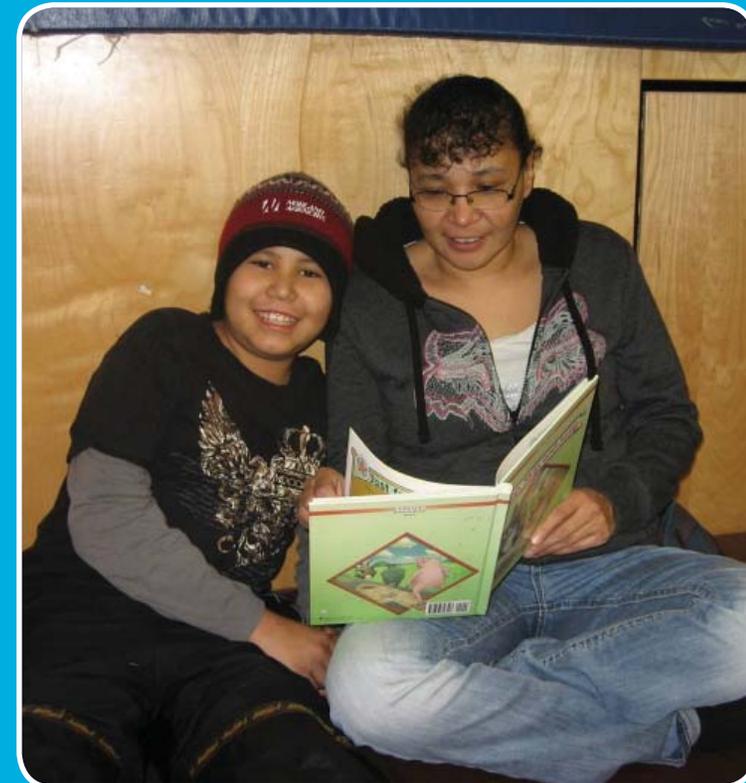
Princess Alexandra is a 4-7 school that is committed to working together to provide a wide variety of educational opportunities in a safe and caring environment. PA has approximately 150 students, 70% of whom are of Aboriginal descent.

Literacy

- Research-based reading strategies integrated into all aspects of daily programming
- Cross-grade reading groups are provided for grades 4-7 to aid children reading below grade-level

Numeracy

- Practical, hands-on learning helps students become better problem solvers and acquire deeper understanding of curriculum



February

Culture

- Core French and South Slavey classes are offered to students
- Continued increase in student involvement in the Heritage Fairs
- Sharing of traditional knowledge with students

Staff Development

- Development of team teaching as an excellent strategy to support student learning
- Cooperation with colleagues at Harry Camsell School to provide a streamlined learning process from kindergarten to grade 7

Social Responsibility

- *Effective Behaviour Supports* (EBS) promotes appropriate behaviours, such as respect and responsibility
- PAS-itive school climate (Pride, Achievement, Safety)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 CS - PD Day (AM)	11	12	13	14 Valentine's Day DN - 3-way Conference	15
16	17 DN - PD Day	18	19	20	21	22
23	24	25	26 JBT - Admin Day PWK - Admin Day (PM)	27 JBT/PWK - PD Day	28 LK/JBT/PWK - PD Day	

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CO Days - Cultural Orientation

Hay River

Diamond Jenness Secondary School

The big purple high school is a local landmark and postcard favourite. DJ is a Grade 8-12 school with about 270 students in a recently renovated building.

Academics & Programs

- DJ students are achieving at levels on par with the rest of Canada
- Extra literacy courses and support offered to senior high school students
- Storefront alternative high school program offers second chance to students who have not yet succeeded
- Sustained Silent Reading daily

Effective Teamwork

- DJ has a strong Professional Learning Community to enhance student learning



Arts Programming

- Photography, film, music, and visual arts courses made available

Student Leadership

- *Leadership & Resiliency Program* offered student leadership opportunities and chances for community involvement

Culture

- *Dene Kede* implemented across all grades
- Deni Yati language and arts programs offered

Trades

- New Trades Centre successfully completed its second year of operation
- New forestry program that includes the use of two large simulators

Community

- Students are active participants in drug and alcohol prevention programs
- Wide array of lunchtime and after-school activities

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
March is Aboriginal Languages Month						1
2	3	4	5 PA/HC - Admin Day (PM) World Math Day	6 HC/PA - PD Day	7 HC/PA - PD Day	8
9	10 CS - PD Day (AM)	11	12	13 CS - 3-way Conferences	14 CS - 3-way Conferences	15
16	17 DJ - PD Day	18 DJ - PD Day	19 DJ - CEP Day	20 DN - PD Day	21 DN - PD Day	22
23 30	24 31	25	26 JBT - 3-way Conference	27 PA/HC/JBT - 3-way Conference	28 DN/JBT - 3-way Conference	29

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Our Schools & Communities

Fort Resolution

Deninu School

Purposeful education and student success are the hallmarks of Deninu School (K-12). Situated on the south shore of Great Slave Lake with a population of more than 100 students, Deninu School is committed to supporting student achievements, increasing parent involvement and improving student behaviour and decision-making.

Literacy

- Provide diverse reading materials through classroom libraries, the school library and Literacy Resource Centre
- School-wide unit and long-range planning
- Regular *Student Support Plan* reviews
- Literacy-related activities such as oratory competitions, Family Literacy Day, Reading/Writing Challenges held throughout the year



Culture

- Chipewyan-language instruction taught across all grades, K-12
- Culture Camps, taught alongside elders, teach traditional knowledge and skills
- Extensive collection of culturally-relevant resources
- Variety of presentations by aboriginal role-models

Working with the Community

- Deninu School runs a number of programs to improve the lives of its students outside of school
- Partnerships in the community and with parents are key to the school's success
- Initiatives central to this are: Breakfast for Brains, Drop the Pop, Kids in the Kitchen, Jump Rope for Heart and many more

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9 DN - CO Day	10 DJ/PWK - 3-way Conference	11 DJ/LK/PWK - 3-way Conference	12
13	14 Spring Break (no classes)	15 Spring Break (no classes)	16 Spring Break (no classes)	17 Spring Break (no classes)	18 Spring Break (no classes) Good Friday	19
20 Easter Sunday	21 Spring Break (no classes) Easter Monday	22 Spring Break (no classes)	23 Spring Break (no classes)	24 Spring Break (no classes)	25 Spring Break (no classes)	26
27	28	29	30			

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Our Schools & Communities

K'átl'odeeche First Nation

Chief Sunrise Education Centre

Chief Sunrise Education Centre is a K-12 school serving the students of the K'átl'odeeche First Nation. Programming flows from three key priorities: literacy, numeracy and social responsibility. Firmly embedded in these priorities is the belief that education is grounded in culture, language and respect for all.



Literacy

- All classes have 90-120 minutes of instructional time for English Language Arts
- Students work with words in creative and practical ways to increase comprehension and comfort with language
- Student progress is tracked regularly and used to drive instruction
- Intervention strategies and supports in place to help students succeed



Culture

- Dene culture and traditions provide the context from which we teach
- Daily announcements feature a Dene word of the day
- All students have Dene language instruction daily
- Cultural excursions, camps and activities are highlights of the school year

Technology

- Computers and Smartboards in every classroom
- Technology is infused in all units of study

Community

- Emphasis on facilitating events and activities which draw the interest of community members
- Strong partnerships with families, community members and organizations support student learning
- Community support for breakfast and snack programs
- Positive team dynamic sets the tone for student learning

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 DN - PD Day	3
4	5 CS - PD Day (AM)	6	7	8	9 DN - CEP Day	10
11 Mother's Day	12 AAT Exams: Part A Begins	13	14	15 AAT Exams: Part A Ends	16 CS/LK/HC/PA - CEP Day JBT/PWK - PD Day	17
18	19 Victoria Day	20	21	22	23	24
25	26	27	28	29 PWK Graduation!	30 PWK Graduation!	31

FS - Fort Smith
HR - Hay River
YK - Yellowknife
DN - Deninu School
LK - Lutsel K'e Dene School
CS - Chief Sunrise Education Centre

HC - Harry Camsell School
PA - Princess Alexandra School
DJ - Diamond Jenness Secondary School
PWK - Paul William Kaeser High School
JBT - Joseph Burr Tyrrell

NO REGULAR CLASSES ON:
Admin Days - school staff only
PD Days - school staff only
CEP Days - Community Education Planning
CO Days - Cultural Orientation

Our Schools & Communities

Lutsel K'e

Lutsel K'e Dene School

The fly-in community on the eastern arm of Great Slave Lake is home to a school rich in traditional Dene teachings and increasingly improved reading achievement for its 60 K-12 students.

Literacy

- Students and staff continue to make advances in shared goals in literacy and numeracy competency
- Weekly collaborative planning, bi-monthly goal setting and data analysis enables realistic student and class goals to be set
- *Balanced Literacy* program, for K-6 students continues to provide an excellent foundation in the development of basic skills and fluency



Community

- School staff set specific goals to engage the community
- Weekly Community Lunches continue to be very popular
- New website and use of the Community Board keeps stakeholders in touch with school life
- Kids in the Kitchen program offers catering to the community

Culture

- Oh Canada and morning prayers offered in Dene Yati daily
- On-the-land activities regularly facilitated as well as culture camps and hunting excursions
- Relevant nature and environment-related material integrated into classroom instruction, including topics such as fish and caribou populations, wildlife monitoring, and energy developments
- Outdoor and indoor sports, including Dene games
- Visits by role models and community elders to the classroom

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 NWT Track & Field	5 NWT Track & Field	6 NWT Track & Field	7
8	9	10	11	12 Diploma Exams Begin	13 AAT Exams: Part B Begin	14
15 Father's Day	16	17	18	19	20	21 Aboriginal Day
22	23 Holiday	24	25	26 PWK/JBT/DJ/PA/HC/LK - Last Day AAT/Diploma Exams End	27 DN - 3-way Conf. CS/HR/LK/FS - Admin Day CS/DN - Last Day	28
29	30	31				

LAST DAY OF CLASSES FOR STUDENTS

Fort Smith - June 26
 Fort Resolution - June 27
 Hay River - June 26
 K'at'odeeche - June 27
 Lutsel K'e - June 26

Finances & Operations

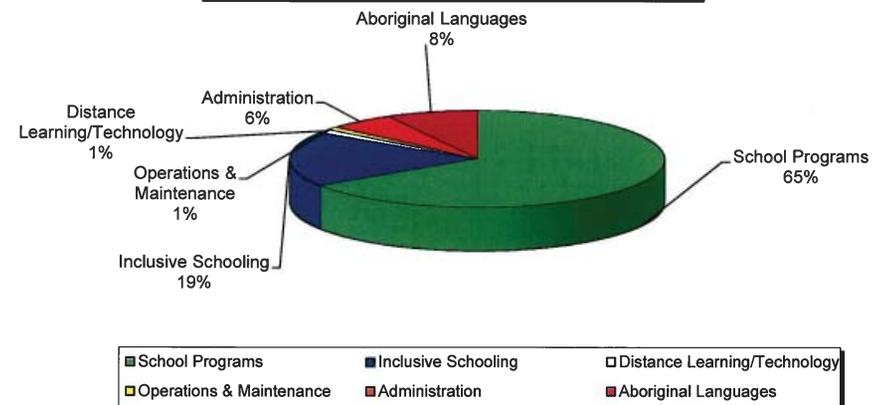
Statement of Revenue & Expenditures

For the Year Ended June 30, 2013

	2013 Actual	2012 Actual
REVENUES		
Government of the NWT		
Regular Contributions	\$ 24,384,376	\$ 25,560,273
Other Contributions	1,291,776	991,829
Total Government of the NWT	\$ 25,676,152.00	\$26,552,102
Federal Government	\$ 403,177.00	\$ 401,705
Generated Funds		
Investment Income	\$ 31,976	\$ 30,960
Non-GNWT Contributions	245,590	185,654
Donations	5,540	52,149
Other	320,074	234,343
Total Generated Funds	\$ 585,180.00	\$ 503,106
Total Revenues	\$ 26,664,509	\$ 27,456,913
EXPENSES (Schedule 1)		
Administration	\$1,493,635	\$ 1,521,286
School Programs	17,068,890	17,984,954
Inclusive Schooling	4,842,354	5,674,874
Disance Learning/Technology	291,051	317,035
Operations and Maintenance	257,200	279,946
Aboriginal Language/Cultural Programs	2,064,960	1,913,756
Total Expenses	\$ 26,018,091	\$ 27,691,850
OPERATING SURPLUS/(DEFICIT)	\$ 646,418	\$ (234,937)

SSDEC Expenditures by Program

**South Slave Divisional Education Council
Expenditures by Function
For the Year Ended June 30, 2013**



Fund Balances (as of June 30, 2013)

	<u>SSDEC</u>	<u>Fort Resolution</u>	<u>Fort Smith</u>	<u>Hay River</u>	<u>K'atl'odeeche</u>	<u>Lutsel K'e</u>
1	\$927,956	\$155,479	\$121,112	\$302,588	(\$38,265)	(\$2,825)
2	(\$1,131,722)	(\$147,309)	(\$71,544)	(\$240,271)	-	-
3	(\$203,766)	\$8,170	\$49,568	\$62,317	\$38,265	\$2,825
4		10%	10%	10%	(64) %	(0) %

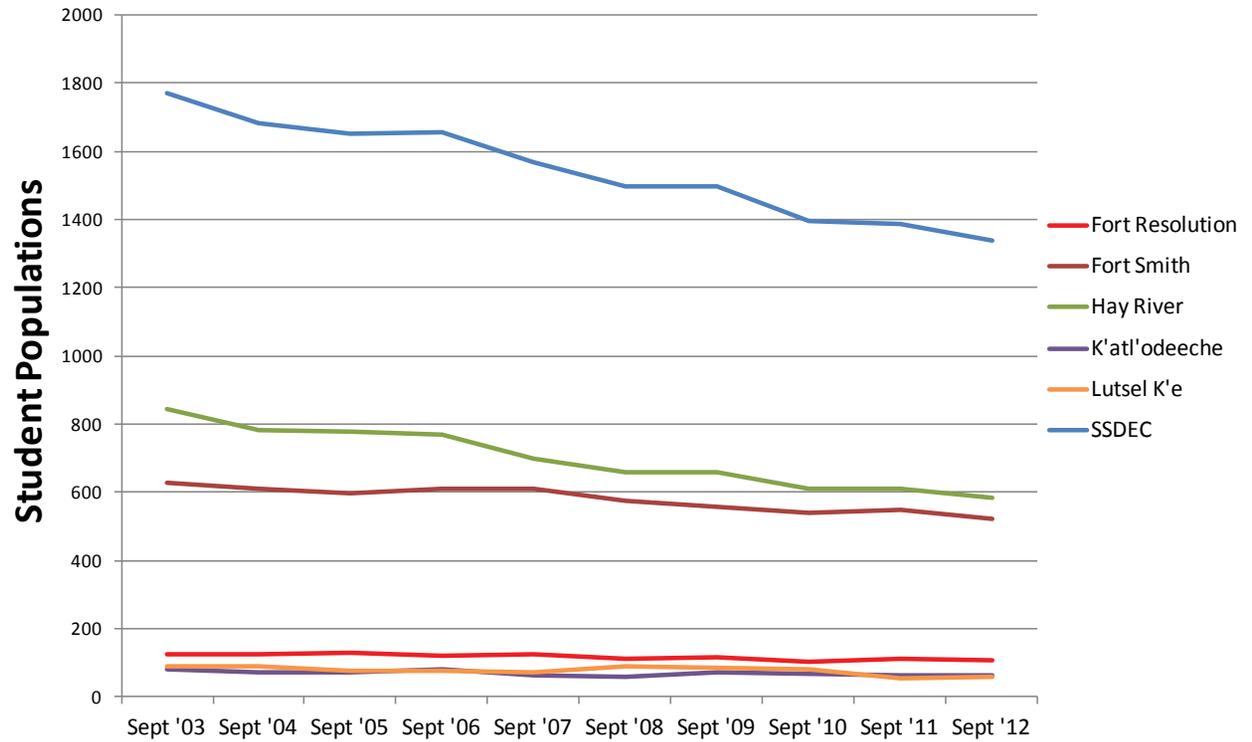
- Notes: 1 - Fund balances (SSDEC and DEA surpluses) as per audited financial statements
 2 - Commitments against fund balance (school staffing surpluses)
 3 - Uncommitted fund balance
 4 - Fund balance percentages calculated as per SSDEC policy DFAA - Financial Surplus

Staffing Levels (2012-13)

	Allocation by ECE Formula		Expenditures by SSDEC	
	PY's	\$	PY's	\$
<u>Staffing at the Divisional Level</u>				
Leadership Team	3.25	602,694	3.00	625,365
Inclusive School Consultants	2.50	375,010	2.00	304,186
School Program Consultants	2.75	412,511	2.80	409,184
Administrative Staff	4.25	359,418	3.00	271,421
Technology Staff	-	-	2.00	236,349
Subtotal	12.75	1,749,633	12.80	1,846,505
<u>Staffing at the School Level</u>				
Teachers	94.41	12,336,378	97.30	14,286,270
Program Support Teachers	7.75	1,023,519	10.80	1,428,520
Education Assistants	13.46	1,277,597	28.50	2,844,771
School Community Counsellors	4.26	368,009	1.50	142,236
School Counsellors	1.25	107,984	0.00	-
Secretaries	3.73	320,202	6.40	602,576
Custodians	13.60	992,270	10.90	883,097
Subtotal	138.46	16,425,959	155.40	20,187,470
Divisional Total	151.21	18,175,592	168.20	22,033,975



Number of Students Enrolled in SSDEC Schools, 2003-2012



	Fort Resolution	Fort Smith	Hay River	K'atl'odeeche	Lutsel K'e	SSDEC
Sept '03	126	627	846	82	90	1771
Sept '04	124.5	612.5	783	73.5	88.5	1682
Sept '05	127.5	595.5	777.5	73.5	76	1650
Sept '06	122	608.5	767.5	80.5	77	1655.5
Sept '07	123.5	609.5	698	63	74	1568
Sept '08	110	575.5	659	59.5	92	1496
Sept '09	118	556	660.5	74	87.5	1496
Sept '10	102	538	610	68.5	79.5	1398
Sept '11	113	548	612.5	61.5	54	1389
Sept '12	105.5	524.5	584	62	61	1337

Looking Back

2012-13: Weaving the Essentials

The 2012-13 school year had us strengthening team protocols focused on short-term successes and celebration (including collaborative goal setting, instructional planning and assessment). Learning teams focused on and addressed the following key questions:

- What do students need to know and be able to do? (essential learning outcomes)
- How will we know when they have learned it? (common assessments)
- What will we do if they haven't learned it? What will we do if they've already learned it? (pyramid of interventions and enrichment)

We reinvigorated evidence-based instructional strategies in all content areas, particularly guided instruction / guided reading. We also implemented a standardized math test so that we can compare math results from year-to-year like we do with student achievement in reading. In addition to the strategies listed above, we need:

- Students attending regularly (at least 90% of the time) and trying their best (in class and at home when they have homework or need to study)
- Parents involved with their child's education and working in concert with school staff where and when they can
- Everyone striving to ensure high levels of learning for **ALL!**

Looking Forward

2013-14: Engaging ALL Learners

To reach our goal of 80% of South Slave students attaining the Canadian average or better in reading and math achievement, in 2013-14 we will be striving to ensure high levels of learning for ALL by:

- *Maximizing staff engagement* - Creating high performance learning teams focused on results:
 - essential outcomes (what do students need to know and be able to do?)
 - formative assessments (how will we know when they have learned it?)
 - pyramid of interventions (what will we do if they haven't learned it?)
- *Maximizing student engagement* - Students attending regularly (at least 90% of the time) and teachers using teaching strategies that encourage student ownership of their own learning
- *Maximizing parent engagement* - More and more parents understanding their child's reading and math strengths and stretches and ways in which they can assist their child's development.



Mission Statement

The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.



Fort Smith

SSDEC Regional Office
P.O. Box 510
Fort Smith, NT
X0E 0P0
Tel: (867) 872-5701
Superintendent: Curtis Brown

Joseph Burr Tyrrell Elementary School
Bag Service #1
Fort Smith, NT
X0E 0P0
Tel: (867) 872-4528
Principal: Craig Walsh

Paul William Kaeser High School
P.O. Box 480
Fort Smith, NT
X0E 0P0
Tel: (867) 872-4795
Principal: Al Karasiuk

Hay River

Harry Camsell School
54 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-2389
Principal: Carolyn Carroll

Princess Alexandra School
56 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-6388
Principal: Carolyn Carroll

Diamond Jenness Secondary School
58 Woodland Drive
Hay River, NT
X0E 0R8
Tel: (867) 874-6538
Principal: Heather Pedjase

Fort Resolution

Deninu School
General Delivery
Fort Resolution, NT
X0E 0M0
Tel: (867) 394-4501
Principal: Kate Powell

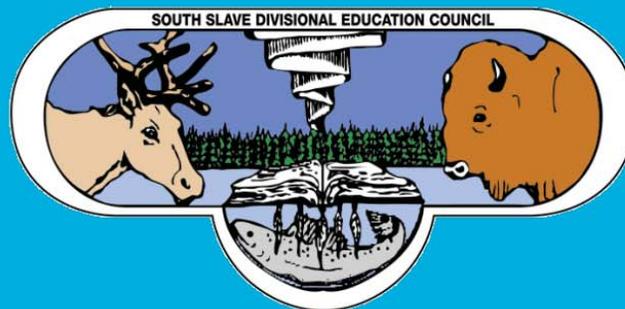
Lutsel K'e

Lutsel K'e Dene School
P.O. Box 80
Lutsel K'e, NT
X0E 1A0
Tel: (867) 370-3131
Principal: Sheila Cavanagh

K'átł'odeeche First Nation

Chief Sunrise Education Centre
P.O. Box 3055
Hay River, NT
X0E 1G4
Tel: (867) 874-6444
Principal: Christina Steen

**The Annual Education Report for the 2012-13 school year was prepared under the direction of the South Slave Divisional Education Council, in accordance with the NWT Education Act requirement.*



Creating Futures