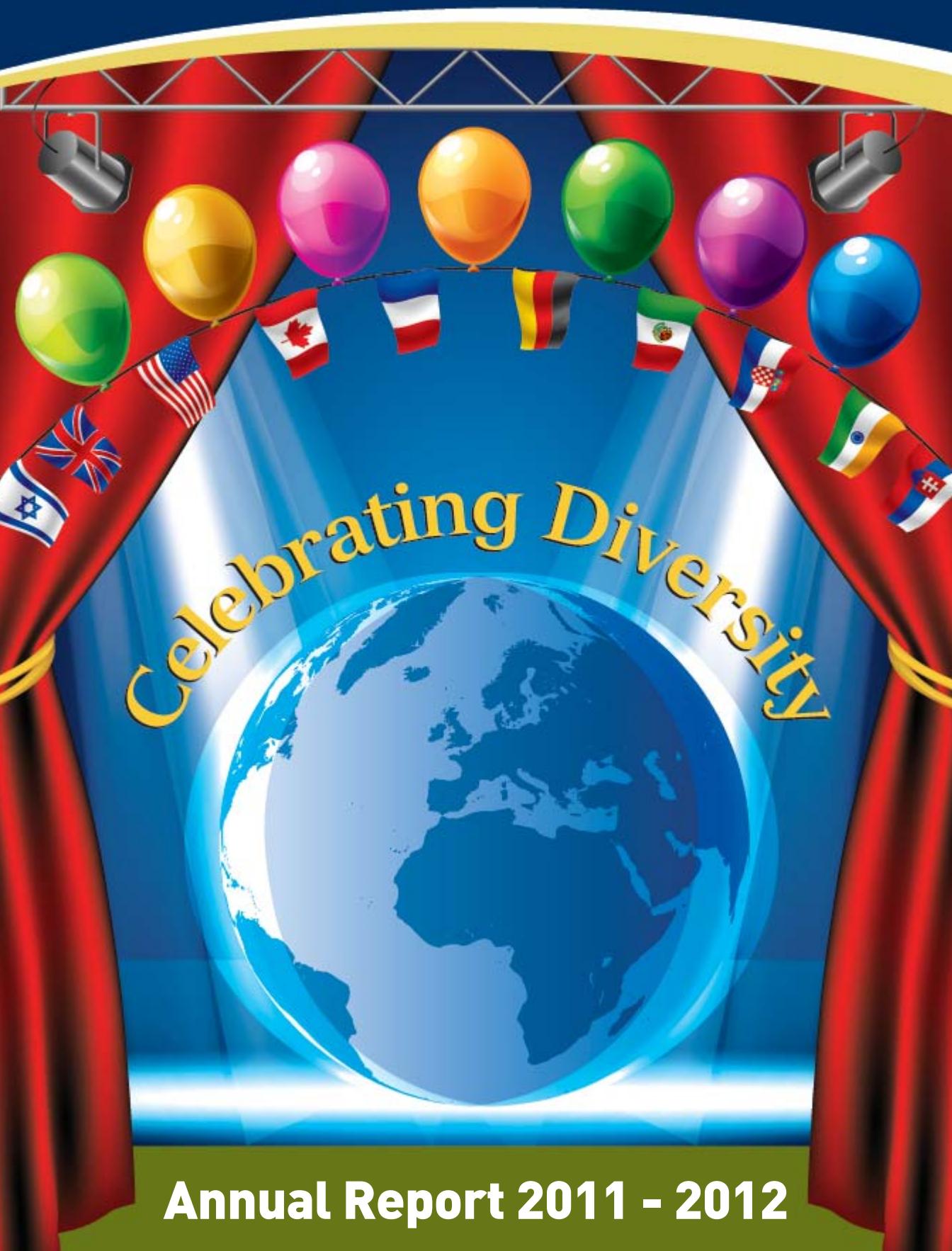




St. Mildred's-Lightbourn School
The Educational Journey of a Lifetime



Annual Report 2011 - 2012

St. Mildred's-Lightbourn School

Our Vision

Our vision is to be respected in local and global communities for our insights and expertise in educating young women, and for the exceptional qualities of our students and faculty.

Our Mission

At St. Mildred's-Lightbourn School our mission is to:

- Inspire, challenge and support girls to achieve their personal best
- Develop exceptional young women who have the resilience and character to excel and contribute to society throughout their lives

Our Values

- Respect
- Integrity
- Innovation
- Commitment
- Excellence

Board of Governors 2011-2012

Jess Mann

*Chair of the Board
Chair, Governance Committee
Chair, Head's Evaluation and Compensation Committee*

Stephanie Anderson

*Vice Chair and Treasurer
Chair, Finance Committee*

Carol Willson

*Vice Chair
Chair, Investment Committee*

Judy Adam

Chair, Audit Committee

Barb Ambrosie

Chair, Planning Committee

Donald Belovich

Elaine Brière

Daniela MORRA Hampton-Davies '89

Chair, Foundation Committee

Sister Margaret Hayward CSC

Caroline Hogwood

Doug Jenkinson

Wendy Newman

Chair, IT Task Force

David Rice

Kirstine Stewart

Rev. Jeff Ward

Chair, Risk Management Committee

Dorothy Byers

Head of School

A Message From the Head of School and Chair of the Board

Dear SMLS Community,

Education, by nature is an evaluative practice. As students, we study for examinations and work hard to research, organize and write essays. We wait for their return to see if we have achieved our goals. We celebrate when there is success, reflect when improvement is needed. In addition to examinations and essays, students prepare portfolios that are demonstrations of their progress.

Our annual Report Card is such a portfolio.

It provides us with an opportunity to measure our progress against our goals as established in each of the four pillars of our Strategic Plan. These pillars capture the key areas of our work: providing an exceptional academic experience; preparing our girls for citizenship and leadership in a global society; strengthening and engaging the SMLS community and ensuring future sustainability and accountability. The Report Card combines data with anecdotal comments, a reporting model used by educators when they measure and describe student success. It is a concrete method to report our progress. It is a reflective self-assessment that is informed by clear data.

Reflection, coupled with detailed assessment, enables clear goal-setting. The second step in our process is to set goals for the year ahead. Armed with clear data, we are able to establish priorities and set measurable objectives. These are set out for our community as yearly priorities in the Report Card.

Last year, we approached our processes through the lens of appreciative inquiry. We asked why we did what we did; through answering this question, we gained a deeper understanding that resulted in either change or continuance of practices. These are reflected through each Strategic Planning pillar. In every step of the way, we considered the impact on our students; enhancing their experiences was the touchstone for every decision.



Jess Mann
and
Dorothy Byers

We are proud to be a single gender school. Everything we do is informed and supported through current research on how girls develop socially, emotionally, spiritually and intellectually. This information enables the development of a rich program that supports our Millies. Dr. JoAnn Deak commented when she visited with us in September that the best place for girls to be during their school years was in a girls' school where their learning was supported through a program developed specifically for them. Her comments crystallize our purpose; you will see them echoed throughout our strategic priorities for the current school year.

We invite you to read through this document, and as you do so, reflect and ponder. We welcome your thoughts and would like to thank you for your passionate support for all that we do for our girls.

Sincerely,

Dorothy Byers
Head of School

Jess Mann
Chair of the Board of Governors



A Message From the Chair, Finance Committee

Stephanie Anderson



Consolidated Financial Results for the Year Ended June 30, 2012

The summary financial information set out below is derived from the 2012 fiscal year audited Consolidated Financial Statements of St. Mildred's-Lightbourn School ("SMLS" or "the school"), which are available on request from the school.

Consolidated Statement of Revenues and Expenditures

For the fiscal year ended June 30, 2012, total revenues exceeded total expenditures by \$0.3 million compared with \$1.1 million in fiscal 2011. Key accomplishments during the year were the launch of the school's Preschool program and further development of auxiliary programs.

Revenues increased by \$0.3 million to \$14.3 million in fiscal 2012 reflecting (i) a 2.5% increase in annual tuition; (ii) higher interest and other income due to a modest improvement in the yield on investments and third party rental activity; and, (iii) lower contributions in a non-gala year.

Substantially all of the school's cash is invested in guaranteed investment certificates (GICs) with Canadian chartered banks, Canadian government treasury bills and Ontario Savings Bonds.

Year over year annual operating expenditures increased by \$1.1 million to \$14.1 million reflecting, in part, increased (i) salaries and employee benefits; (ii) costs associated with an expanded school lunch program; and, (iii) operating expenses related to the enhanced facilities and infrastructure.

Consolidated Statement of Cash Flows

Fiscal 2012 cash flows provided by operating activities increased to \$1.4 million from \$1.0 million in fiscal 2011 due primarily to a decrease in working capital requirements which offset a lower operating surplus in the year.

Total capital expenditures for the fiscal 2012 totaled \$0.8 million (including \$0.5 million in information technology and equipment) decreased from \$5.1 million in the previous year. The total capital expenditure in fiscal 2011 reflects the investment in the now completed Phase 4 of the school's Master Plan.

During the fiscal 2012, the Board of Governors approved a transfer of \$1.0 million from the operating fund to the foundation internally restricted fund to fund bursaries and scholarships in future years.

As at June 30, 2012, total long-term debt was \$4.0 million compared with \$5.5 million in fiscal 2011. Payments against debt of \$1.5 million are reflected in the fiscal 2012 balance.

Liquidity and Outlook

As at June 30, 2012 the school held (i) operating cash and cash equivalents of \$5.2 million, comprising \$2.25 million for working capital requirements and contingencies, \$0.9 million for the scheduled repayment of bank debt and capital lease obligations, and the balance for future operating and planning needs, and (ii) foundations and endowment cash and cash equivalents of \$4.1 million, used to fund academic prizes, scholarships and bursaries.

Tuition fees are set on a competitive basis to recover all expected operating expenditures in a sustainable and fiscally prudent manner. Ongoing capital improvements and Phase 4 debt repayments will continue to be funded, in part, by capital contributions and committed donations to the Building Her Future capital campaign and future donations to the school.

The school's objective is to (i) maintain competitive tuition fees and rates, (ii) enhance our programs and services, and (iii) grow our endowment and foundation accounts, in a sustainable manner.

Audit

For the fiscal 2012 consolidated financial statements of SMLS, the independent auditors, BDO Canada LLP, issued an unqualified audit report for non-profit organizations with a scope limitation in respect of the completeness of contributions received. During the course of the audit, they did not identify any significant weaknesses in the design or implementation of internal control over financial reporting.

The fiscal 2012 consolidated financial statements of SMLS were approved by the Board of Governors on September 24, 2012.

Guiding Principles

Long-term financial strength depends on an academically successful school that fulfills its mission in all respects and has a continuing strong enrolment; a fiscally prudent operating budget capable of preserving the present strengths while providing the financial resources for future investments in our programs and services; increasing endowment and foundation funds to enable the school to support bursaries and scholarships to attract a diverse student body; and maintaining adequate reserves to provide the school with the capacity to withstand unforeseen events.

Governance

The Finance and Audit Committee (effective September 1, 2012) is a standing committee of the Board of Governors, responsible for reviewing and providing guidance on the school's financial matters and activities and reporting to the full Board. In fiscal 2012, the Finance Committee met ten times and the Audit Committee met twice. Effective September 1, 2012, the two committees were combined into the Finance and Audit Committee.

The members of the Finance and Audit Committee are independent of the school's administration, have a strong understanding of financial matters and experience in financial and general business management including short and long term planning, budgeting and financial and management accounting.

2011-2012 Financial Results

Revenues and Expenditures

For the years ended June 30 (in \$ thousands)	2012	2011
Revenues		
Fees and programs	12,756	12,402
Contributions, investment and other	1,585	1,619
	14,341	14,021
Expenditures	14,073	12,976
Excess of revenues over expenditures	268	1,045

Cash Flows

For the years ended June 30 (in \$ thousands)	2012	2011
Operating Activities		
Excess of revenues over expenditures	268	1,045
Amortization and changes in working capital	1,103	(16)
	1,371	1,029
Investment Activities		
Capital assets and long-term investments	(829)	(5,068)
Foundation and endowment resources	(1,027)	(7)
	(1,856)	(5,075)
Financing Activities		
Contributions	894	1,462
Debt	(1,514)	4,120
	(620)	5,582
Increase (decrease) in cash and cash equivalents	(1,105)	1,536

Financial Position

For the years ended June 30 (in \$ thousands)	2012	2011
Assets		
Cash and cash equivalents – Operating	5,214	6,319
Foundation and endowment assets	4,098	3,071
Other current assets	628	766
Capital assets	17,217	17,867
Total assets	27,157	28,023

Liabilities and Fund Balances

Accounts payable, accruals and prepaid fees	2,324	2,472
Debt (current and long-term portion)	3,972	5,486
Deferred capital and other contributions	5,352	4,855
Fund balances	15,509	15,210
Total liabilities and fund balances	27,157	28,023

Thank You to Our Donors

2011 - 2012 Donors

We appreciate the generosity of all our donors. Every effort has been made to ensure these listings are accurate. If you have any questions please contact the Advancement Office.

These listings, representing the various constituencies that are part of the SMLS community, are based on received donations received between July 1, 2011 and June 30, 2012. Donors of \$1,000 or more are in **burgundy** and donors identified with an * are members of the St. Mildred's-Lightbourn School Leaders Circle. Rate of participation is indicated beside each class listing.



Parents

JK - Class of 2025 (13%)

Steven and Amanda Aquino
Fiona and Alan Mittun

SK - Class of 2024 (4%)

Peter and Jacqueline Jowahir

Grade 1 - Class of 2023 (18%)

Jason and Louise Barton
William and Julia May
Stephen and Melissa Phelan
Sam and Peggy Spadafora
Stephen and Jillian Thom

Grade 2 - Class of 2022 (30%)

Andrew and Valencia Bishop
Laurence Chau and Samantha Cheung
Angelo D'Amico and Sandra Pistilli
*Domenic Di Risio and Deborah Cooper
Sean and Cara Garvey
Blake and Daniela Hampton-Davies
Deland and Nicole Kamanga
John Zita and Kelly Da Fonseca

Grade 3 - Class of 2021 (31%)

Donald and Daniela Belovich
*Steven and Maria Bot
Sean and Jennifer Buckley
Laurence and Samantha Chau
Mark and Marianne Cummings
*Tom and Julia Della Maestra
Doug and Mary Ellen Jenkinson

Tingyu and Yimei Lu

Barry and Caroline Sutton

Stephen and Jillian Thom

Andrew Thornhill and Cherilyn Carson-Thornhill

Peter and Abigail Tomas

Earl and Kristine Wells

Grade 4 - Class of 2020 (40%)

Edward and Judy Adam
Steven and Amanda Aquino
Peter Askew and Yasmine Khan
Christopher and Claire Govan
Bilal and Jasmine Haffejee
Blake and Daniela Hampton-Davies
Christopher and Kathleen Jordan
Peter and Jacqueline Jowahir
Kerry and Jess Mann
Duncan Marks
Joe Natale and Melissa Martin
Jason and Sandra Rosset
Darryl and Kelly Simsovic
Sam and Peggy Spadafora
*Peter and Carol Willson
Christopher Wong and Gena Ali

Grade 5 - Class of 2019 (30%)

David and Leesa Civiero
Domenic Di Risio and Deborah Cooper
Mark and Sarah Edgar
Deland and Nicole Kamanga
Timothy Liznick and Sarah Eves
Amanda Moodley and Paul Gambell
Julia and Cyrus Osena
Peter and Abigail Tomas
Earl and Kristine Wells

Grade 6- Class of 2018 (39%)

Edward and Judy Adam
Stephanie Anderson
Steven and Maria Bot
Thomas and Davina Boulton
Mark and Sarah Edgar
Christopher and Claire Govan
David Cairns and Sharon Hotton-Cairns
Joseph and Jennifer Madill
Allen and Christine Magee
Jerzy and Elzbieta Maksimowski
Richard and Judith Nunn
Jason and Sandra Rosset
Kirstine Stewart
***Robert Glegg and Nina Strait-Glegg**
Christopher and Brigitte Szybbo
Stephen and Jillian Thom
Andrew Thornhill and Cherilyn Carson-Thornhill
Andrew and Elizabeth Wilczynski

Andrew and Michelle Werbowski
Andrew and Elizabeth Wilczynski

S3 - Class of 2015 (22%)

Benoit and Elaine Brière
Charles and Patricia Caza
Colin and Sharon Davies
Essam El-Sanadi and Sherine Soliman
Bilal and Jasmine Haffejee
Pamela Janes
Randy and Tracy Kodama
Allen and Christine Magee
Chris Maynard
Mike and Susan Miller
Joe and Melissa Natale
Peter and Penelope Olson
Jim and Barbara Perrone
Mario and Cecilia Toyotoshi

S1 - Class of 2017 (18%)

Sean and Jennifer Buckley
***Robert Glegg and Nina Strait-Glegg**
Adam and Violet Graves
Bilal and Jasmine Haffejee
Harold and Karen Holloway
Jean-Pierre Martin and France Theriault-Martin
Mike and Susan Miller
Joe Natale and Melissa Martin
Graham and Vanessa Smith
***Peter and Carol Willson**

S4 - Class of 2014 (26%)

Edward and Heather Burcher
Bernard and Carole Crotty
Christopher and Kathleen Jordan
Sylvain Laramee and Sylvie Tremblay
Marc and Marjo MacMullin
John and Teri McMahon
Richard and Judith Nunn
Jason and Beverly Price
David and Maritza Rice
Graham and Vanessa Smith
Kirstine Stewart
Michael Whitcombe and Dianne Lemieux

S2 - Class of 2016 (38%)

Randy and Barbara Ambrosie
Stephanie Anderson
Lisa Armstrong
Steven and Maria Bot
Chris and Suzanne Botsifaros
Edward and Heather Burcher
Mehboob and Sophia Damji
William and Margo Haines
Harold and Karen Holloway
Jeffrey Hunt and Lynn Scott
Pamela Janes
***Byron and Catherine Kaczmarek**
David Knight and Pamela Gray
Sylvain Laramee and Sylvie Tremblay
Frank and Wendy Linhart
Joseph and Jennifer Madill
Jerzy and Elzbieta Maksimowski
Kerry and Jess Mann
Chris Maynard
Richard and Judith Nunn
Peter and Penelope Olson
Jason and Beverly Price
Sandra and Jason Rosset
Christopher and Brigitte Szybbo
Boyd and Janice Taylor
Joseph and Beau Tedesco

S5 - Class of 2013 (23%)

Michael Bowick and Joanne Peters
Colin and Sharon Davies
Brian Delorey and Shelley O'Donnell-Delorey
Adam and Violet Graves
Jeffrey Hunt and Lynn Scott
Christopher and Kathleen Jordan
Scott and Bridgette Roos
Eros and Lisa Spadotto
Ewald and Jane Vogel
Stanislaw and Danuta Wesierski

S6 - Class of 2012 (26%)

Randy and Barbara Ambrosie
Edward and Heather Burcher
William and Margo Haines
Harold and Karen Holloway
Pamela Janes
***Byron and Catherine Kaczmarek**
David Knight and Pamela Gray
Sylvain Laramee and Sylvie Tremblay
Jerzy Maksimowski and Elzbieta Luzna
Chris Maynard
Peter and Penelope Olson
Jason and Beverly Price
Joseph and Beau Tedesco

Alumnae

Class of 1938 (100%)

Margaret Burritt

Class of 1941 (50%)

Patricia GIVENS Blair
Helen SCHOFIELD Johnson

Class of 1948 (16%)

Margaret (Meg) MCFADZEN Hennessy

Class of 1953 (33%)

Martha-Jo Breithaupt

Class of 1954 (14%)

Felicia IRETON van Nostrand

Class of 1959 (14%)

Diana Wright

Class of 1960 (11%)

E. Elizabeth Ireton

Class of 1962 (13%)

Margot Holden
Gale BURKE Stafford

Class of 1963 (8%)

Gwyneth PRICHARD Green

Class of 1964 (7%)

Meri Collier

Class of 1971 (4%)

Janet KINGSTON Worboys

Class of 1982 (3%)

Jayne THOMSON Thomson-McWilliams

Class of 1985 (3%)

Heather Hilliard

Class of 1989 (6%)

Daniela MORRA Hampton-Davies
Amy Holland

Class of 1990 (2%)

Amanda Moodley

Class of 1994 (2%)

Sarah CROTHALL Chung

Class of 1998 (5%)

Caitlin Kavander
Angeli Vohra

Class of 2000 (4%)

Leah COUTINHO Mauer
Kavita BHANGU Parashar

Class of 2002 (1%)

Stephanie Kennedy

Class of 2003 (1%)

Jaime Lawson

Grandparents

Harpal and Rajinder
David and Mariella Holmes
Brian and Jane McGarvey
Lorenzo and Mary Morra
Gerardina Wharton

Board Members (100%)

Judy Adam
Barbara Ambrosie
Stephanie Anderson
Donald Belovich
Elaine Briere
Daniela Hampton-Davies
Caroline Hogwood
Doug Jenkinson
Jess Mann
Wendy Newman
*David Rice
Kirstine Stewart
Carol Willson

Current Staff (29%)

Lisa Armstrong
Robyne Balanuik
Dorothy Byers
Donna Cossitt
Sylvia Da Rocha
Vicky DiMichele
Sally Dobie
Paula Granger
Leslie Goodfellow
Sandra Hutton
Irene McRae
A-C Mertei
Fiona Mittun
Susan Nethersole
Peter Okonski
Julia Osena
Ann Prawl
Nicola Rieger
Judy Ross
Sherida Scott
Barbara Smallhorn

Jayne Thomson-McWilliams
Robin Toffolo
Andrew Werbowski
Janet Worboys
Anonymous

Former Staff

Jane Wightman

Former Board Members

Shevawn Adams
Sean Buckley
*Tracy Kodama
*Colleen McMorrow
Daniel Sullivan
*Greg Taylor
Joseph Tedesco

Jam Direct
John Catalano – RBC Dominion Securities
Dr. John Fasken- Orthodontist
The Kennedys Sales Representatives
Manitou Investment Management Ltd.
MolsonCoors
Oak-land Ford Lincoln
Pepsico Beverages
Perspective Marketing Inc.
Precision E-Business Group
Rice Development
RBC Royal Bank
Ron & Loretta Phinney – Royal LePage
Sleep Country Canada
Safari & Company

Legacy Society

A planned gift to St. Mildred's-Lightbourn School, such as a bequest left in your will, makes it possible to leave a personal legacy to the school and enjoy the satisfaction of knowing you are supporting future students on their educational journey of a lifetime.

We appreciate and recognize the thoughtfulness and vision of the following donors who have advised us of their future gifts to the school.

The Adams Family
Margaret Burritt
Olwen (Barrow) Davies
Luz Iglesias '97
Maria Jelinek, Miss Lightbourn School '55
Janet E. Stewart
The Rickards Family *

*added in 2011/2012 year

Major Event Sponsors

2011 SMLS Fall Golf Classic
2012 In Good Taste
2012 Alumnae Brunch

We extend a special thank you to **Willson International**, our Lead Sponsor for the SMLS Fall Golf Classic.

Accuworx Inc.
Allegra Hamilton
Baeumler Quality Construction
Bondfield Construction
Boulevard Lexus
Dana Hospitality Inc.
Fielding & Schiralli Team – Re/Max
HARP Security

Annual Report Card

2011 - 2012

Introduction

A Strategic Plan entitled *"The Journey Continues"* was approved by the SMLS Board of Governors in September, 2009. The plan was created as a "blueprint" to guide the school in setting priorities

as we move forward, while at the same time ensuring that the values and culture of the school are maintained.

This 3rd Annual Report Card examines the progress made over the past year on the following four Strategic Plan objectives:

- 1) Provide an exceptional academic experience**
- 2) Prepare our girls for citizenship and leadership in a global society**
- 3) Strengthen and engage the SMLS community**
- 4) Ensure future sustainability and accountability**

The school's Annual Report Card supports our commitment to enhance communication within the SMLS community. Our goal is to provide transparent, accurate reporting, year over year, on the overall health of the school.

Exceptional Academic Experience

SMLS provides a strong and comprehensive academic program designed specifically to reflect girls' learning styles. We continue to strengthen our academic offerings in the Junior School, Middle Level and Senior School in many ways, as illustrated below. We continue to move forward, recognizing the importance of reaching higher, developing strategies that will enrich the academic program of the school, and ensure that our students are inspired, challenged and supported to aspire to achieve their personal best.

2011-2012 Major Accomplishments

- Finalized the development of the Middle Level program for implementation in the 2012-2013 academic year
- Successfully offered and monitored an Advanced Placement Psychology course through the eLearning Consortium
- Developed and launched a new Preschool program that reflects exemplary early learning practices, enhancing the transition from home to school
- Enhanced our understanding of the teaching and learning strategies for our gifted and talented girls
- Adjusted the Junior School day to respond to how girls learn best, by changing recess and study periods
- Enhanced reporting to parents through more frequent and varied reports to provide an ongoing understanding of their daughter's progress
- Extended the one-to-one laptop program to Grade 4, to develop a foundation of skills to enhance learning through technology

2011-2012 Major Accomplishments (*continued*)

- Conducted a curriculum mapping audit to examine progress of curricular development and determine appropriate program applications, resulting in a continuum of learning that will enhance learning throughout the academic years
- Through the Centre for Leadership and Innovation, explored the theme of diversity within the school, and the impact of teacher practice on student success
- Appointed a team consisting of staff and Board members, to plan for the CA+IS Accreditation Review in 2013

2012-2013 Priorities

- Ongoing research into inquiry-based learning in Junior School, Middle Level and Senior School
- Enhance the use of Blackboard as a teaching and learning tool at all academic levels
- Continue to refine the Middle Level program
- Launch a “Women in Leadership” speakers series, featuring some of Canada’s most powerful and influential female leaders representing fields including science, business and the arts
- Develop the school theme of LEARNING throughout the year to bring focus on lifelong learning with all school community members
- Through the Centre for Leadership and Innovation, continue to customize the academic program to meet the specific needs of girls, by broadening and deepening our understanding of how girls learn
- Offer an eLearning Philosophy Course through the eLearning Consortium
- Further explore online learning opportunities
- Research the feasibility for parent access to electronic report cards to enhance the reporting process
- Implement Renzulli Learning for the Junior School to extend and customize differentiated learning online

The Data	2009-2010	10-11	11-12
Number of Advanced Placement courses	10	11	12
Number of Advanced Placement exams written	70	68	68
Number of Advanced Placement scholars	4	5	5*
Percentage of graduating students accepted to post-secondary institutions	100%	100%	100%
Percentage of full school retention at Sept 9th	89%	85%	89%**
Percentage of students in Grades 1-6 who scored at grade level or above in the Canadian Achievement Test	99%	96%	99%
Average number of years teaching experience	15	14	13.8
Percentage of faculty who have post-graduate degrees	31%	37%	61.5%***
Percentage of annual staff turnover	2.3%	10.5%	1.5%****
Faculty compensation grid as compared to the Halton District School Board	100%	100%	100%

* 2 AP Scholars • 1 AP Scholar with Distinction • 2 National AP Scholars (Canada)

** Includes Preschool • *** Many new hires had post-graduate degrees and some existing staff completed their degrees

****The prior year there was high turnover primarily due to retirements

Citizenship, Lifelong Learning and Leadership in a Global Society

We know that important learning occurs outside the classroom. Our students are provided with a broad range of co-curricular activities and programs, and are actively involved in supporting many local community charities and events. Our Global Studies Program, Round Square Program, and The Duke of Edinburgh's Award Program are strengths upon which we can build.

2011-2012 Major Accomplishments

- Expanded S5 co-op placements locally and volunteer S5 work placements in Nepal, India, Peru, Romania, UK, Thailand and New Zealand
- Placed one SMLS alumna at Beijing Concord College in a summer program
- Established two new exchange programs for S2/S3 with the Round Square Schools in Bogata, Columbia and with Internationella Engelska Skolar, Bromma Sweden
- Continued to develop meaningful sustained community service projects through the "Grads Giving Back" program
- Continued participating in fundraising for Canadian and international charities, raising in excess of \$52,000
- Offered March Break academic program extensions: France (S3), Canfit Pro Accreditation, Hawaii (S4-S6) in partnership with Hillfield Strathallan, and Kenya Service Project in partnership with St. John's Kilmarnock
- Offered Global Studies outreach opportunities with curricular tiebacks to broaden community connections in Grades 1-6; enhanced curricular tiebacks in S3, S4, and S6
- Involved every member of staff in a professional development opportunity guided by strategic planning objectives
- S6 students were recognized as *FIRST* Robotics Community Heroes for consistently demonstrating gracious professionalism and continuously promoting the mission of *FIRST*
- Students were recognized academically for proficiency in Grade 3 spelling, Grades 4, 5, and 6 mathematics, S1 STEM, S5 French, S6 physics, Comm Tech and *FIRST* Robotics
- Students were recognized athletically: S3 Millies qualified for the Under 15 division of OFSSA Provincial Cross Country Championships; both the "Under 14" softball team and the "Under 14" swimming team won PSAA championships

2012-2013 Priorities

- Plan and implement Career Carousel for S3-S6 students
- Plan and implement a mini Soc Doc for Middle Level in addition to our Senior School event
- Offer the following additional S4 Global Studies opportunities: cultural adventure to France and Spain; philanthropic service project to Germany and Poland
- Introduce the “Millie 100 Award” to reflect the pillars of The Duke of Edinburgh’s Award for Grades 3-5
- Expand volunteer opportunities for S6 girls through the Grads Giving Back program
- Offer international summer co-op program in India with Projects Abroad
- Provide exchange opportunities in Columbia (S2-S3), South Africa (S4) and Chile (S5)
- Schedule inspirational speakers such as Spencer West and Dr. Alex Russell in addition to the Women in Leadership series, to further enhance the learning for students and families
- Review of current co-curricular offerings to determine appropriate additional opportunities in sports and the arts

The Data	2009-2010	10-11	11-12
Number of teams and clubs in the Junior School	34	35	32
Number of teams and clubs in the Senior School	56	61	69
Percentage of graduating class who exceeded the 40 hour mandatory community service hours	47%	100%	100%
Number of students who received The Duke of Edinburgh’s Awards:			
	Bronze	50	55
	Silver	23	24
	Gold	4	13
Total awards received	77	92	106
Number of students who participated in exchanges outside Canada	15	13	31*
Number of students who participated in Global Studies placements internationally	41	33	44
Number of students involved in local co-op programs	29	28	24
Number of championships in sports:			
	Gold	13	9
	Silver	5	2
Number of community service organizations the school has worked with this year	30	32	34

*The increase reflects the growth in the exchange program with China

Strong and Engaged School Community

SMLS is a strong and caring community. We benefit from our volunteers who contribute to the betterment of the school and the community. The many connections that exist between parents, Board members, alumnae and staff enrich our lives in many meaningful ways.

2011-2012 Major Accomplishments

- The Capital Campaign was completed, with a total raised of \$6.6 million
- The Pathway of Dreams recognition wall was unveiled at a donor recognition event featuring renowned chef, Jamie Kennedy
- Community outreach was expanded with the hosting of Home Suite Hope's Empty Bowls event
- Initiated a formal referral program resulting in the delivery of 18 gift packages to individuals who referred a new family to SMLS
- The first Outstanding Alumna Award was presented to Melanie Aiken '84 and a new "Marvellous Millies" recognition wall was installed
- The 2012 Alumnae Brunch sold out with 160 guests, including 40 teachers, past and present
- Several initiatives were undertaken to utilize the power of technology and make it easier for our community to connect with the school: streamlining student information forms into a single pre-populated Master Contact & Consent Form, pre-populating the annual student Health Form, and providing online access to forms and documents
- SMLS was selected by Oakville Beaver readers as the Gold winner in their 2011 Readers' Choice Awards in the category of favourite "Private Education"

2012-2013 Priorities

- Execute a successful Annual Fund campaign, improving donor participation rates in all constituent groups
- Foster a strong culture of philanthropy through the active and visible participation and support of the Board of Governors, the Management Team, the Parent Association Executive and the Alumnae Executive
- Expand donor relations by executing a comprehensive series of initiatives established to foster goodwill between donors, future donors and the school
- Continue to market to our "local" community and increase our reach more aggressively to north Oakville and Burlington
- Increase our use of social networking as a communication tool to the parent community through our Twitter, Facebook and LinkedIn accounts
- Continue to reach out to the broader community by connecting with relocation specialists and hosting more real estate groups
- Increase alumnae engagement in the school through targeted invitations to participate in school community events
- Extend the invitation to special speaker events to broader school community
- Complete a parent satisfaction survey and analysis of results to inform future practices

The Data	2009-2010	10-11	11-12
Number of alumnae in database (with known contact information)	1546	1599	1607
Number of class representatives (1959-2011)	59	65	71
Number of parent volunteers	207	193	193
Number of alumnae volunteers	118	119	150
Percentage of alumnae who made a gift	2.0%	2.0%	1.5%
Percentage of staff who made a gift	36.6%	37.7%	28.8%
Percentage of current school families who made a gift	25.1%	22.8%	20.3%
Percentage of Board of Governors who made a gift	80.0%	86.6%	100%*
Number of alumnae on SMLS Facebook and LinkedIn	210	390	528
Total number of people who have confirmed a bequest to the school	4	6	7
Overall giving for the year	\$888,082	\$1,437,999	\$952,620

*Excludes ex-officio members



Sustainable and Accountable School

We continue to recognize our responsibilities to current and future generations of the SMLS community and to the broader community. As we move forward, we sustain our commitment to excellence and innovation by maintaining ongoing prudent fiscal management, and by enhancing our revenue base to support strategic initiatives. Wise and dynamic leadership and governance continue to be important foundations for our future.

2011-2012 Major Accomplishments

- Implemented and monitored the full school lunch and snack program
- Offered integrated teaching around the practice and importance of balanced eating, as demonstrated through the food services program
- Conducted research and offered new after-school programs and facilities rentals
- Implemented and monitored appropriate recycling and composting programs
- Initiated the LEAF Club – a student initiative begun to promote a green and sustainable school community
- Infused diversity across the school curriculum
- Developed and launched a new Preschool program reflecting exemplary early learning practices to enhance the transition from home to school
- Established a school-wide Academic Leadership Team to provide leadership opportunities as we advance school-wide initiatives
- Collected and submitted all information required for LEED certification to the Canada Green Building Council
- The marketing program was significantly enhanced through collaboration with Oakville Independent Schools (OIS), with signage on town and school buses, by our presence on parent websites, in publications such as the real estate magazine produced by the Invidiata Team and Taste of Life, a Chinese language magazine, and the hosting of two realty group workshops

2012-2013 Priorities

- Continue research into additional auxiliary programming opportunities
- Monitor the LEED Certification process
- Become members of the Smart Commute community to encourage staff members to consider sustainable commuting practices
- Decrease printing through enhanced use of Blackboard as a teaching strategy and online availability of publications for parents
- Investigate appropriate new marketing strategies to maximize full enrollment potential
- Development of a financial aid strategy to support and enrich enrollment
- Complete a fulsome internal review in preparation for the CA+IS Accreditation Review
- Utilize the expertise of the CA+IS Visiting Committee to further inform our practices across all aspects of the school community

The Data	2009-2010	10-11	11-12
Percentage of revenue generated from parent fees	95%	91%	93%
Operating cash reserves as % of annual operating budget	26%	29%	41%
SMLS Endowment Fund	\$1,016,167	\$1,065,132	\$1,095,262
SMLS Internally Restricted Fund	\$1,560,127	\$1,560,127	\$2,560,127
Total Junior School enrollment (PK-6)	283	268	263
Total Senior School enrollment (S1-S6)	324	340	333
Average attendance at Board meetings	83%	85%	79%

Glossary of Terms

Advanced Placement (AP)

The Advanced Placement program allows students to participate in university level courses while still in high school. Students can also earn university credits. Advanced Placement examinations are written in Canada, the United States, and internationally in May. The examinations are marked externally and are ranked on a rating system from 1 to 5 (with 5 being the highest mark). All universities in Canada and the United States now recognize Advanced Placement (in fact, taking an AP course enhances a student's university application). There are currently 37 AP courses offered through the College Board system.

Advanced Placement (AP) Scholar

An Advanced Placement Scholar is a student who receives a mark of 3 or above in at least 3 Advanced Placement examinations. The Advanced Placement grading system ranges from 1 to 5 (with 5 being the highest mark).

Auxiliary Programming

Auxiliary programming includes programs such as camps, after school programs and facility rentals.

CIS

Conference of Independent Schools (CIS) is an association made up of 45 independent and private schools. Forty-two of these schools are situated in Ontario, one is in New Brunswick and one is in Buffalo.



CA⁺IS

CA⁺IS (Canadian Accredited Independent Schools) is a community of 95 national and international independent schools. SMLS is a CA⁺IS school. The accreditation process usually occurs every seven years. The process is very lengthy and includes both an internal review of every aspect of the school, followed up by a visit and examination of the school from an external visiting committee from across the country.

The Duke of Edinburgh's Award Program

The Duke of Edinburgh's Award Program was established in 1956 and exists in 132 countries throughout the world. It is composed of three levels: Bronze, Silver and Gold. The four components of the program include: 1) community service; 2) personal skill development; 3) physical activity and 4) adventurous journey. As a graduation requirement, all SMLS students must achieve the Bronze level. Many students exceed this requirement. Two years ago, we also started The Junior Duke of Edinburgh's Award program in the Junior School.



eLearning Consortium

The Conference of Independent Schools is a unique cooperative non-profit, mandated to deliver quality online curriculum for the benefit of students in CIS member schools. These schools have worked together to formulate this model – a ground-breaking achievement for independent schools anywhere in North America. These schools include, among others, St. Mildred's-Lightbourn School, Appleby College, Bayview Glen School, The Bishop Strachan School, Elmwood School, Havergal College, Hillfield Strathallan College, Ridley, Rosseau Lake, Royal St. George's School, St. Andrew's College, St. Clement's School, St. John's-Kilmarnock School, Trafalgar Castle, Trinity College School and The York School.

LEAF

The Leaders in Environmental Action for the Future (LEAF) program provides paid summer internships for high school students, and helps educators from environmental high schools share best practices and scientific resources.

LEED

Leadership in Energy and Environmental Design is a green building rating system. LEED encourages and accelerates global adoption of sustainable green building and development. Points are earned in the following four categories: 1) sustainable site development; 2) energy efficiency; 3) materials selection and 4) indoor environmental quality.



Middle Level

The Middle Level at SMLS is defined as Grade 6 and S1.

Millie 100 Award

A stepping stone leading to The Duke of Edinburgh's Award program that recognizes well-roundedness.

OIS

A group of twelve Oakville Independent Schools participating in a shared communications and marketing program.

One-to-one Laptop Program

One computer for one child.

Pathway of Dreams

A donor recognition wall, established to recognize donors making gifts of \$10,000 or more to the *Building her Future* Capital Campaign.

Renzulli Learning

A unique approach to differentiated and personalized learning enhancing teachers' understanding, and enabling development of students' critical thinking and reasoning skills.

Round Square

Round Square schools share an educational philosophy based on the teachings of Kurt Hahn, which support the growth of the whole person. The philosophy of Round Square is based on the following IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. SMLS is a regional member of this organization.

Soc Doc

A social documentary film festival originally established for students in S3 and S6. A new festival has been created with age-appropriate content for Middle Level students.

STEM

Science, Technology, Engineering, Mathematics.

UOIT

The University of Ontario Institute of Technology, where all eLearning preparation courses (which are a requirement to become a member of the CIS eLearning Consortium) are offered.



ST. MILDRED'S-LIGHTBOURN SCHOOL

The Educational Journey of a Lifetime

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