

A photograph of a teacher with blonde hair leaning over a desk to assist a young student with red hair. The teacher is pointing at a worksheet on the desk. The scene is set in a classroom with bookshelves and educational posters in the background. The entire image is framed within a white oval border.

Department of Education
Annual Report
2013 - 2014


Newfoundland
Labrador



Education

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Message from the Minister

As Minister of Education, I am pleased to submit the 2013-14 Annual Report for the Department of Education. This report was produced in accordance with the guidelines established for category one entities under the *Transparency and Accountability Act*.


The mandate for the Minister of Education covers all matters relating to education in the K-12 system, as well as leading the development of initiatives in support of early childhood learning prior to Kindergarten.

In the past fiscal year departmental staff worked towards achieving success on all objectives. In addition to making progress in developing the early childhood learning curriculum framework and parent resources, the department advanced key evaluation activities focused on early childhood learning. The department also completed and released a revised Safe and Caring Schools Policy. K-12 infrastructure requirements were advanced by allocating \$102 million to related projects. This funding allowed for the redevelopment of a number of facilities, repairs and maintenance, new school construction and commencement of an energy retrofit initiative. All initiatives supported the strategic directions of the Provincial Government as outlined in the department's Strategic Plan for 2011-2014.

The following report covers the department's annual objectives for April 1, 2013 to March 31, 2014 and the goals included in the 2011-14 Strategic Plan.

My signature below is indicative of my accountability for the results reported.

Respectfully submitted,



DARIN T. KING, PhD
MHA, District of Grand Bank
Minister



Department Overview

The Department of Education was established under the *Executive Council Act*. It is a category one Provincial Government entity under the *Transparency and Accountability Act* and is responsible for achieving select outcomes with respect to provincial early childhood learning and all aspects of the K-12 education system. The programs and services offered are primarily provided through two branches:

Primary, Elementary & Secondary Branch

This branch includes the divisions of: the Centre for Distance Learning and Innovation (CDLI); early childhood learning; evaluation and research; program development; school services; and student support services.

Corporate Services Branch

This branch includes the divisions of: design and construction; financial services, which also manages student transportation and teachers' payroll; policy, planning and accountability; and information management and special projects.

Vision

An educational community that fosters safe, caring and inclusive learning environments enabling individuals to reach their full potential.

Mission

By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.



The Department of Education Strategic Plan is available at www.ed.gov.nl.ca/edu.

Lines of Business

The Department of Education has eight main program and service areas:

1. Educational Policy and Direction

The department sets the strategy and vision for the K-12 education system and key components of early childhood learning. Decision-making is informed through reviewing and amending legislation and regulations; conducting relevant research and analysis; and providing statistical indicators and background information. The department is also responsible for the certification of teachers and the administration of various articles of the teachers' collective agreement.

2. Curriculum and Programs

In the K-12 system, responsibilities include: developing and monitoring the French and English curricula and programs; creating or selecting learning resources; developing programs for improved teaching and learning; developing and supporting inclusive education initiatives; supporting safe, caring and inclusive environments; providing teacher professional learning opportunities; and collaborating with Aboriginal groups.

3. Support for Students with Exceptionalities

The department provides a broad range of human and technical support services to students with exceptionalities in inclusive learning environments. In the K-12 system, responsibilities include: service delivery frameworks; developing and implementing policies and guidelines; and collaboration with community partners.

4. Early Childhood Learning

The department fosters early childhood learning opportunities through cooperation with other departments and agencies. Responsibilities include: developing and monitoring of the KinderStart program; the provincial early childhood learning curriculum framework; evaluation activities; the provincial early childhood learning strategy, *Learning from the Start*; early literacy partnerships with public libraries; and the *Power of Play* promotional campaign.

5. Student Assessment and Research

The department collects data and manages databases for core areas such as enrolment, student support services, student achievement and graduate outcomes. Responsibilities include: the evaluation, monitoring, test development and certification processes for the K-12 system; administration of the General

Educational Development (GED) tests; and all major functions related to education system performance, such as education statistics, planning, accountability, policy development and research.

6. Support to School Districts

Areas include: school transportation; school construction and major repairs and maintenance; monitoring compliance with codes and legislation (including Occupational Health and Safety compliance); school board operations; teacher allocation; and teacher payroll (including teachers and student assistants).

7. e-Learning

Responsibilities include: the delivery of distance education programs and services to secondary level students attending schools supported by the two provincial school districts; the provision of digital learning resources to support selected intermediate course delivery; the development and delivery of online e course review supports for public and school-based exams; the development and delivery of multimedia learning objects as learner supports for select intermediate and secondary level provincial curricula; the hosting of the provincial K-12 video-conferencing bridging services; and the negotiation, purchase and oversight of select provincial software licensing acquisitions.

8. Support for Public Libraries

Areas include: support for compliance with codes and legislation (Occupational Health and Safety, Access to Information and Protection of Privacy); early literacy; and a community Internet access youth employment program.



Number of Employees

As of March 31, 2014, the Department of Education employed 136 individuals.

Department of Education Employees			
Branch	Female	Male	Total
Executive Services ¹	10	1	11
Corporate Services	26	18	44
Primary, Elementary & Secondary ²	53	28	81
Total	89	47	136

¹ These numbers include communications and executive support staff.

² The CDLI also had 9 female and 21 male teachers who are excluded from the total.

Budget

The department's budget for fiscal year 2013-14, based on public information provided in the "Report on the Program Expenditures and Revenues of the Consolidated Revenue Fund for the Year Ended 31 March 2014", was \$840,625,400.

Department of Education Budget	
Branch	Budget
Executive Services	1,160,200
Corporate Services	4,460,800
Primary, Elementary & Secondary	835,004,400
Total	\$840,625,400

Physical Location

The main offices of the Department of Education are located in the West Block of the Confederation Building in St. John's, with additional services being provided from the Learning Resources Distribution Centre in Pleasantville, St. John's. The CDLI has its main offices in the West Block, Confederation Building, as well as offices at: Memorial University, St. John's; Central Regional Office for the Newfoundland and Labrador English School District, Gander; and Stephenville High School, Stephenville.

For details on expenditures, please refer to Appendix 1: Financial Statements.

Mandate

The Minister of Education is responsible for select outcomes with respect to early childhood learning* and all aspects of K-12 education and public libraries in Newfoundland and Labrador.

The mandate for the Minister of Education is primarily established under the:

- Departmental Notice under the *Executive Council Act*;
- *Schools Act, 1997*; and
- *Teacher Training Act*.

*Select outcomes of early childhood learning include: the development of the early childhood learning framework and related initiatives, such as the *Power of Play* public awareness campaign, full-day Kindergarten, the parent resource kit partnership with child health clinics and the early literacy partnership with the Provincial Information and Library Resources Board (PILRB) with family literacy programming offered at public libraries and other community sites.



Shared Commitments

A number of organizations have worked with the Department of Education on initiatives in areas related to its mandate. Some prepare their own annual report based on requirements under the *Transparency and Accountability Act* while others are not subject to any formal reporting requirements under provincial legislation.

School Boards

The two school boards, Newfoundland and Labrador English School Board (NLESD) and Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), are directly responsible for the administration and operation of the province's schools and school districts including:

- staffing;
- distributing resources, including human resources;
- evaluating, acquiring, distributing and maintaining technology resources;
- acquiring, maintaining and repairing buildings;
- transporting students; and
- developing instructional policies and practices.

K-12 Statistics for 2013-14 – Public Schools			
	Female	Male	Total
Students	32,853	34,583	67,436
Teachers	3,891	1,466	5,357

The department shares a commitment with school boards by maintaining the legislative and regulatory framework defining a school board's operations. The department also approves their annual budgets; administers support services to school boards, students and teachers in collaboration with school board staff; and provides engineering support for school repairs and construction.

In 2013-14, the department worked closely with school boards to develop a new Safe and Caring Schools Policy to foster safe and supportive learning environments. Efforts in this area support the character education programming component of government's Academic/Learning Foundations strategic direction.

Both school boards are category one entities under the *Transparency and Accountability Act* and prepare their own annual reports.

School Councils

The *Schools Act, 1997*, requires each school principal to establish a school council. The primary goal of a school council is to enhance the quality of teaching and learning, resulting in improved student achievement. The council represents the educational interests of all students in the school, advises on the quality of teaching and learning in the school, facilitates parent and community involvement and advises the school board on matters of concern in the school and school community. The councils also recommend, and subsequently support and promote, a plan for improving teaching and learning as approved by the school board; approve and monitor fundraising activities; consider and monitor performance standards; and make recommendations to school principals on various issues. The department and school councils share a commitment to enhance the educational system and learning environments.

Provincial Information and Library Resources Board

The *Public Libraries Act* provides the Provincial Information and Library Resources Board (PILRB) with responsibility for establishing and operating those public libraries in the province that it considers necessary, and for providing support to ensure that library materials, information and programs are available to meet the needs of the public. During 2013-14, the department and the PILRB continued advancing early childhood literacy programming. See the “Report on Performance” section of this report for details.

Other Organizations

The department is involved with a variety of organizations. To ensure the department provides programs and services that meet the needs of the education system and for early childhood learning, the department regularly consults with associations such as the Newfoundland and Labrador Teachers’ Association, the Newfoundland and Labrador Association of Public and Private Employees, the Canadian Union of Public Employees, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Federation of School Councils, the Association of Early Childhood Educators of Newfoundland and Labrador, regional health authorities and other stakeholders.

Report on Performance

March 31, 2014, concluded the period covering the Strategic Plan for 2011-14. In consideration of government's strategic directions and the mandate and financial resources of the department, two issues were identified as the department's key priorities in its Strategic Plan: enhancing the education system; and improving infrastructure. This section reports on the goals for each issue, as well as the annual objectives for 2013-14.

Issue 1: Enhancing the Education System

The Department of Education works diligently to ensure that every child in Newfoundland and Labrador has access to inclusive educational opportunities that form a solid foundation for life-long success.

The department is committed to supporting healthy early childhood learning through the implementation of various initiatives. These initiatives not only enhance children's early learning, but they also support parental involvement and strive to offer a seamless transition from early learning into the K-12 public education system.

A wide range of initiatives contribute to a learning experience that provides students in the K-12 system with the foundations to realize their potential and contribute to social and economic growth.

Through its emphasis on early childhood learning and K-12 education initiatives, the department demonstrated significant progress in support of the government's strategic directions for 2011-14 in the following areas:

- Early Learning with a focus on programming, services, promotion and professional development; and
- Academic/Learning Foundations, with a focus on student supports and curriculum.



Goal One:

By March 31, 2014, the Department of Education will have enhanced early learning opportunities for children, and enhanced opportunities for the academic success of students in the K-12 education system.

Measure 1: Enhanced early learning opportunities	
Planned Result	Actual Result
Enhanced resources and programs	Completed
Measure 2: Enhanced K-12 opportunities	
Planned Result	Actual Result
Enhanced resources and programs	Completed

Discussion of Results

Measure 1: Enhanced early learning opportunities

Enhanced resources and programs

The importance of early childhood learning experiences in shaping children's development throughout their lives is well documented. This has led to a better understanding of the importance of quality early learning opportunities in building a strong foundation for learning and development. During April 1, 2011 to March 31, 2014, the department enhanced resources and programs associated with early learning through a variety of initiatives:



Early Childhood Learning (ECL) Framework

During 2011-12 to 2013-14, the department made substantial progress to develop an ECL Framework. Once completed, the framework will outline a pedagogical approach to early childhood learning with specific emphasis on play-based learning, the important role of adults in supporting children's early learning, a holistic approach to children's development and learning and inclusion of children with exceptionalities. The pilot is planned for

completion in spring 2014. Ongoing evaluation will inform subsequent program design.

Parent Resource Kits

Previous to the planning period, parent resource kits did not exist. The department is developing kits that will be universally available to parents during key periods of a child's development. Parent resource kits for children aged two, four and six months, 12 and 18 months, and 24 and 36 months were developed to complement materials provided by public health nurses through regional health clinics. The two, four and six month kits were developed, refined and distributed throughout the province, while the 12 and 18 month kits were developed and piloted at select sites in the province. Development of distribution and piloting options for 24 and 36 month kits is ongoing.

Early Literacy Programming

Previous to the planning period, a research-based and consistent approach to early literacy programming did not exist. The department completed substantial progress on research and development of early literacy programming that will be delivered for parents and caregivers of children between birth to age three years. A draft scoping document has been prepared and is undergoing peer review. Work toward implementation has included: hiring a provincial early literacy consultant; hiring and training early literacy facilitators; preparing a program training package, facilitator's guide and facilitator kits; and identifying and preparing pilot sites. Provincial early literacy programming will be provided through a partnership between the Division of Early Childhood Learning, Department of Education and the provincial public libraries and outreach programs.

Early Childhood Learning Promotional Campaign

The *Power of Play*, a multi-year promotional campaign aimed at parents, was active over two month periods commencing in May 2012 and November 2013. The objectives of this campaign included an increased awareness of early childhood learning and the importance of learning through play, as well as an increased awareness of the parent/caregiver role in children's learning and development during the early years. The campaign involved posters, and pamphlets distributed at points of interest to parents, as well as radio and television advertising. Play-based learning was highlighted in primary schools across the province as teachers, students and parents participated in the second annual Play and Learn Week, which was held November 4-8, 2013. This was an opportunity to highlight the importance of play to

a child's early development and learning and to provide resources to classrooms, parents and caregivers. Play and Learn Week coincided with the launch of the fall Power of Play promotional campaign, which included new television advertisements.

Website Development

The Early Childhood Learning divisional website has been updated to provide parents and caregivers and early learning professionals access to resources and information on early childhood development and learning. The main objective of this initiative is to provide consistent messages based on best practice research to support the early learning needs of all children. The site includes key features, such as: materials developed for the *Power of Play* promotional campaign, as well as other resources highlighting best practices in early childhood learning; parent information on early literacy has been added to coincide with promotion of the early literacy programming and partnership through the public libraries and outreach; and community mapping of Early Childhood Learning programs and services.

Measure 2: Enhanced K-12 opportunities

Enhanced resources and programs

During April 1, 2011 to March 31, 2014, the department enhanced resources and programs associated with K-12 through a variety of initiatives:

Improved Technology Resources

During 2011-12, the department invested \$11 million in technological resources to support 21st century learning in meeting the educational needs of our children. This investment allowed for the provision of 7,202 computers and 2,115 interactive whiteboards for classrooms and professional development to aid in using this technology.

In 2011-12, the CDLI commenced offering enhanced online tutorials designed to help high school students prepare for public examinations in six Level III courses, including Academic Mathematics 3204, Advanced Mathematics 3205, Biology 3201, Chemistry 3202, English 3201 and Physics 3204. In 2013-14, the CDLI added public examination review material for Mathematics 3200, 3201 and Earth Systems 3209. The resources are free of charge and are available 24 hours a day, seven days a week at www.cdli.ca.

The CDLI offers a variety of supports to learners in the K-12 system. The new resources are in addition to the more than 1,700 online tutorials and course content reviews currently available for more than 40 senior high school courses. As of March 31, 2014, the CDLI offered 41 online courses to students attending 113 schools, primarily located in rural and remote communities throughout Newfoundland and Labrador.

Revised Safe and Caring Schools Policy

The Department of Education first adopted a Safe and Caring Schools Policy in 2006-07. In 2011-12, the department hired an external agency (Goss Gilroy) to evaluate the policy and its implementation. The department made a commitment to follow through with the recommendations made by Goss Gilroy and consulted extensively with stakeholders across the province. The revised Safe and Caring Schools Policy was launched on December 2, 2013. Professional learning for district staff and school administrators and guidance counsellors has occurred and an additional three itinerant positions have been provided to support the implementation of the revised policy. A number of revisions to the *Schools Act, 1997* – to permit administration of the policy and to require schools to have a code of conduct – came into force on December 10, 2013. The new policy provides greater direction to districts and schools for the development of a safe, caring and inclusive learning environment. The policy includes a definition of bullying, a bullying intervention protocol and the requirement for schools to develop a code of conduct.

Enhanced professional learning opportunities through a new delivery model

The department adopted an improved approach to professional learning. The new approach is an improvement over the old approach, which involved the exclusive use



of face-to-face meetings, usually in larger group settings. The current approach allows professional learning to be tailored to the specific needs of teachers. It uses an online approach to convey information on curriculum changes so teachers can then focus their learning on specific

areas, through various conferencing technologies as well as face-to-face meetings. This model is supported by research to be beneficial for learning.



Promoting Physical Activity

In an effort to provide opportunities to advance healthy school environments, the department promoted the Healthy School Planner to stakeholders in the English and French school districts. The planner is a free online tool that schools can use to assess the current health

environment and build a plan to make improvements. The tool enables school staff to assess a school's current status and provide suggestions for improving physical activity in the school environment.

During 2013-14, department officials also met with representatives of Physical Education Special Interest Council and School Sport to explore opportunities to support teachers and students in curricular and non-curricular contexts.

During the second year of the *Passport for Life* pilot in 2013-14, teachers informed the development and implementation of Physical and Health Education Canada's *Passport for Life* online program. *Passport for Life* supports the awareness, assessment, development and advancement of physical literacy among students and teachers. The four components of physical literacy that the Passport assesses are Active Participation, Living Skills, Fitness Skills and Movement Skills. The online tool combines student survey responses with data from participation in fitness and movement skill tasks to generate a Student Passport and a Class Passport. These passports highlight gaps in students' physical literacy levels and support teachers in adapting their programming and instruction to provide targeted lessons that are relevant at both the class and student-levels.

Expanded Futures in Skilled Trades and Technology Program

During the planning period, the department completed offering the *Futures in Skilled Trades and Technology Program* to additional large schools that offer applicable grade levels, an increase of three schools from the start of the planning period. The *Futures in Skilled Trades and Technology Program* was expanded by providing

schools with the resources needed to support delivery of the Skilled Trades 1201 course or upgrading course offerings to a full skilled trades resource set to allow expanded course offerings. In addition, the department continued to encourage greater participation of females in skilled trades by: continuing to offer a grade nine girls skilled trades program in select schools; distributing posters and brochures to all schools promoting women in skilled trades; and revising the intermediate production technology module based on female focus group data.

Goal Summary

The significant enhancements to early childhood learning and K-12 programming help to position our province's youth to improve basic numeracy, literacy skills and knowledge in key areas, as well as to expand their ability to pursue a wider range of opportunities in the K-12 system, post-secondary system and the labour market.

Strategic Plan Objective for 2013-14:

By March 31, 2014, the Department of Education will have commenced additional initiatives in support of early childhood learning and the K-12 education system.

Measure 1: Commenced additional initiatives in support of early childhood learning	
Planned Result	Actual Result
Implemented additional initiatives for Parent Resources, Early Childhood Learning, and the Early Childhood Learning Framework	Completed
Conducted evaluation activities for Parent Resources, Early Literacy Programming, and the Early Childhood Learning Framework	Completed
Measure 2: Commenced additional initiatives in the K-12 education system	
Planned Result	Actual Result
Continued implementation of priority initiatives to enhance a safe and caring learning environment	Completed
Commenced development of reading and writing initiatives to support student achievement	Completed
Commenced a review of home schooling provisions in the <i>Schools Act, 1997</i>	Completed

Measure 1: Commenced additional initiatives in support of early childhood learning

Implemented additional initiatives for Parent Resources, Early Childhood Learning, and the Early Childhood Learning Framework

Parent Resource Kits

By the time children reach Kindergarten age, parents/caregivers will have been provided with parent resource kits at key intervals during the early years that include a range of early learning resources and developmentally appropriate materials to extend their children's learning and development. Language and literacy development through play-based learning is a priority focus in all parent resource kits. The department made progress developing parent resource kits in a number of areas:

Children Aged Two, Four and Six Months: The department completed initial program changes to parent resource kits for children aged two, four and six months based on a review conducted in 2012-13, including: kit modifications (smaller kit size and French and English labels on the kits); new/additional play items; and new/additional promotion items for access to online parent resources. Guidelines were developed and communicated to stakeholders. It also finished province-wide distribution of the kits.

Children Aged 12 and 18 Months: The department completed the purchase of items and the distribution of the 12 and 18 month kits, as well as commenced the pilot of the kits at selected sites throughout the province.

Children Aged 24 and 36 Months: The department completed purchasing items for the kits and was in the process of identifying delivery options for pilot implementation.

Early Literacy Programming

The department is developing an early childhood literacy program that will have a number of key features, including: guiding principles; multiple weekly offerings during the course of a year; trained facilitators with the public libraries board; a program and activity guide; multiple delivery settings; access to early literacy resources, information and activities provided at program sites; provision of contact information for various specialists (such as Speech and Language Pathologists or

early intervention staff); an Aboriginal and/or French first language focus, as required; and an evaluation component of both process and outcomes.

During the fiscal year, the department completed a preliminary early childhood learning program guide and facilitators manual and hired staff. Piloting of the program at 14 pilot sites located throughout the province commenced in January 2014.

Early Childhood Learning (ECL) Framework

The ECL framework will provide the overarching and guiding principles for the early learning of children across all learning environments which include home, child care settings, community and school. During the fiscal year, the framework was developed as an interim guide and pilot implementation is complete. Staff orientation to the framework required for pilot orientation is complete. Staff orientation feedback survey information was used to inform development of future orientation. The final draft of the ECL framework is currently under development. A multi-year implementation plan is proposed with orientation to the ECL framework commencing in school and early childhood settings in fall 2014.

Conducted evaluation activities for Parent Resources, Early Literacy Programming, and the Early Childhood Learning Framework

Parent Resource Kits

Children Aged Two, Four and Six Months: The department received a preliminary evaluation report conducted by its Evaluation and Research Division. The evaluation was intended to identify any issues with the method of distributing the kits at provincial sites, kit contents and overall satisfaction by parents and administrators. During February and March 2014, divisional staff conducted telephone surveys with parents/caregivers who had received the resource kit. As storage at clinic sites was a noted challenge, the size of the parent resource kit packaging was reduced, where possible. Parent and staff feedback on the resources indicated that the play items, especially the books, were well received. Therefore, as funding permitted, additional resources were added to select kits. For example, the two month kit now includes one additional book and activity guide and one fridge magnet. Also, all provincially available kits- two, four, six, 12 and 18 months - now include the adapted parent resource entitled Learning Games (from Creative Curriculum). As well, additional items for French first language kits and Aboriginal kits were recommended.

Resources for these kits have been purchased or developed and kits will be compiled for distribution, as required, commencing fall 2014.

Children Aged 12 and 18 Months: The department conducted an evaluation for 12 and 18 month kits through its Evaluation and Research Division. The evaluation was intended to identify any issues with the method of distributing the kits at pilot sites, kit contents and overall satisfaction by parents and administrators. During February and March 2014, divisional staff conducted telephone surveys with public health nurses and parents/caregivers who had received the 12 month parent resource kit. For the 18 month resource kits, parent/caregivers will be asked to complete a paper survey. This process will start in April 2014 and is expected to end in September 2014. Once the data collection phase has ended in September 2014, the analysis and summary report for both kits will be drafted in early fall.



Early Literacy Programming - Newfoundland and Labrador Provincial Public Libraries Partnership

A Request for Proposals was issued for an evaluation of Early Literacy programming and a contract was awarded to an external consultant in December 2013. Phase I pilot evaluation data collection was collected and the findings report is complete. Overall, the program was viewed positively by both parents and key stakeholders. Some reorganization of the program schedule and content was recommended. Edits were made to the facilitators guide and were to be implemented in phase II, scheduled to occur from April to July 2014. The greatest challenge identified is recruitment and retention of

qualified early literacy facilitators. An enhanced training plan, including additional training for existing and new facilitators was recommended. These recommendations were actioned and are ongoing.

Early Childhood Learning (ECL) Framework

The framework for an evaluation is complete and will focus on: key stakeholder feedback relating to initial orientation and key aspects of the pilot; usability of the draft framework; and practical examples from the pilot outlining the “learning happens here” content used to finalize the ‘in practice’ sections. The evaluation will commence in 2014-15.

Measure 2: Commenced additional initiatives in the K-12 education system

Continued implementation of priority initiatives to enhance a safe and caring learning environment

The department completed consultations on a range of areas related to Safe and Caring Schools including a definition of bullying, the Bullying Intervention Protocol and a Code of Conduct template. In December 2013, the department adopted a revised Safe and Caring Schools Policy. The policy recognizes that bullying is typically repeated behaviour that is intended to cause harm to another person(s). A person participates in bullying if he or she directly carries out, assists or encourages the behaviour in any way. Those that engage in bullying behaviour are perceived to be in a position of power. Bullying can be physical, verbal, social and/or electronic. In some circumstances bullying can be an illegal activity.

Each school is required to develop a Code of Conduct which outlines standards of behaviour, inappropriate behaviours, proactive strategies which promote safe, caring and inclusive learning environments and reactive strategies or appropriate responses to inappropriate behaviour.

The Safe and Caring Schools Policy is supported by six procedures that provide direction and support to schools in implementing the policy, as follows:

1. Positive Behaviour Supports: An effective, efficient and consistent practice for implementing a school's code of conduct. It provides consistent school-wide and school-based guidelines for responding to student behaviour.
2. Code of Conduct Guidelines: Supports schools in the development of a Code of Conduct and provides a sample template which can be easily adopted by each school.
3. Bullying Intervention Protocol: Supports districts and schools in the development of an effective school-wide approach to bullying intervention using strategies which are supported by the philosophy of Positive Behaviour Supports.
4. Nonviolent Crisis Intervention Guidelines: Nonviolent Crisis Intervention training, as provided by the Crisis Prevention Institute (CPI), is recommended by the Department of Education for the prevention and management of disruptive

behaviour. The department, in partnership with school districts, will ensure that certified instructors are available provincially to provide training and support to school-based CPI teams.

5. Teaching Digital Citizenship: Guidelines and resources for teaching students the norms of safe, respectful and responsible behaviour regarding the use of technology.

6. Implementation Progress: Guidelines for supporting districts and schools in the implementation of the revised Safe and Caring Schools Policy. This is currently under development.

The Department of Education annually funds the Safe and Caring Schools Special Project Awards and Graduating Student Awards at a cost of \$27,500. These awards recognize efforts to promote and maintain safe, respectful and positive school environments.

Commenced development of reading and writing initiatives to support student achievement

The department developed one reading and writing initiative during the fiscal year. The “Working Together to Support Student Achievement” initiative was developed by the department in partnership with the districts. The initiative implements a framework that provides early, systematic assistance to children who are having difficulty learning. It seeks to prevent academic failure through early intervention, frequent progress measurement and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Discussion and decision-making related to the framework is the product of Professional Learning Communities (PLCs) within the school and district. Regional PLCs have been meeting to discuss implementation needs and plans.

The initiative will move forward gradually and on a regional basis. Schools will be chosen as pilot schools and these pilot schools will act as model schools as the initiative expands. Further professional learning will be required prior to implementation. It is expected that pilot schools will begin implementation in September 2014 in the Labrador region of the Newfoundland and Labrador English School District. Implementation in the Conseil scolaire francophone provincial will commence after all documents have been translated.

Also during 2013-14, a K-12 provincial literacy plan was finalized. The plan focuses on K-12 literacy, with an emphasis on school-based literacies and the language of the workplace, and complements provincial initiatives in early literacy. The plan is also in alignment with national and regional commitments. The plan is scheduled to be released in 2014-15.

Commenced a review of home schooling provisions in the *Schools Act, 1997*

The department commenced planning for the home schooling review through an analysis of existing documentation and processes, a jurisdictional review and the identification of key stakeholders and next steps to be taken. The department is continuing to explore options to strengthen home schooling provisions in the *Schools Act, 1997*.

Issue 2: Improving Infrastructure

Population shifts, changing demographics, emphasis on new program areas and aging facilities all require continual strategic review of school infrastructure. The Department of Education made progress in a range of infrastructure initiatives



throughout the province. New schools, major renovations and repair and maintenance projects ensure students benefit from appropriate learning environments that facilitate effective program delivery, while upholding high safety standards.

Through its emphasis on improving infrastructure, the department demonstrated significant progress in support of the government's strategic directions for 2011-14 in the following area:

- Infrastructure with an emphasis on K-12 school infrastructure, air quality, fire and life safety issues, repairs and maintenance and facility upgrades.

Goal Two:

By March 31, 2014, the Department of Education will have improved K-12 education infrastructure to ensure students have access to appropriate learning environments.

Measure: Improved K-12 infrastructure	
Planned Result	Actual Result
Implemented select repair and maintenance projects	Completed
Continued K-12 school construction projects	Completed

Discussion of Results

Measure: Improved education infrastructure

Implemented select repair and maintenance projects

Over the past three years government continued its unprecedented investments in repair and maintenance projects at the K-12 schools province-wide. During this timeframe \$72.3 million was spent on repairs and maintenance projects including, among other projects: roof, siding and window replacements; fire and life safety systems; maintenance and upgrades; electrical upgrades; plumbing upgrades, energy retrofits; and other site upgrades.

Continued K-12 school construction projects

From fiscal years 2011-12 to 2013-14 the department continued significant K-12 major capital projects throughout the province, including:

- Completion of four state-of-the-art new schools in the communities of Baie Verte, Port Hope Simpson, St. Anthony and Carbonear;
- Completion of five extension, renovation or redevelopment projects at New World Island Academy in Summerford, Riverside Elementary in Shoal Harbour, St. Paul's Intermediate in Gander, Holy Spirit High in Conception Bay South and Carbonear Academy in Carbonear;
- Planning and/or commencement of construction of eight new schools in the communities of Conception Bay South, Paradise, Portugal Cove-St. Philip's, Torbay, Gander and St. John's (West End High School, St. Teresa's School, Virginia Park Elementary); and

From fiscal years 2011-12 to 2013-14, approximately \$72.3 million was spent on repairs and maintenance projects.

- Planning and/or construction of eight extension, renovation or redevelopment projects at Roncalli Elementary in St. John’s, Exploits Valley High in Grand Falls-Windsor, William Gillett Academy in Charlottetown, former Regina High and G.C. Rowe Junior High as part of the K-6 reorganization in Corner Brook, Elizabeth Park Elementary in Paradise, Gander Academy in Gander and Holy Heart High in St. John’s.

Goal Summary

The department’s significant investments to improve K-12 infrastructure ensures that students have access to appropriate learning environments that are safe and healthy. For additional details on the K-12 school infrastructure program expenditures, please refer to www.gov.nl.ca/edu/k12/repairs/index.html. Also, further details in support of the goal of improved K-12 education infrastructure are noted below in the results for 2013-14.

Strategic Plan Objective for 2013-14

By March 31, 2014, the Department of Education will have addressed further priority infrastructure projects within approved fiscal resources.

Measure: Addressed further priority infrastructure projects	
Planned Result	Actual Result
Continued key school construction and repair and maintenance projects	Completed
Continued redevelopment of select K-12 school facilities	Completed
Commenced energy retrofit initiative	Completed

Measure: Addressed further priority infrastructure projects

Continued key school construction and repair and maintenance projects

Repairs and Maintenance

In 2013-14 government continued its systematic investment in repairs and maintenance at K-12 school facilities throughout the province. As a result, approximately 250 projects received funding including roof, siding, and window replacements; plumbing upgrades; electrical upgrades; and fire and life safety upgrades. These investments protect our existing school infrastructure to ensure that they remain suitable learning environments for years to come.

In fiscal year 2013-14, government spent \$19.3 million on repairs and maintenance projects.

Major Capital Projects

Budget 2013 continued government's unprecedented investment in K-12 infrastructure with funding allocated to commence and/or continue major capital projects throughout the province, including planning and/or construction for multiple school extension and redevelopments and new schools. New capital projects announced as part of Budget 2013 included:

- Planning for a new Grades 4-6 school in Gander;
- Planning for an extension at Elizabeth Park Elementary in Paradise;
- An assessment of the long-term infrastructure needs of Coley's Point Primary in Coley's Point;
- Modular classrooms at Holy Family Elementary in Paradise, Beachy Cove Elementary in Portugal Cove-St. Philip's and Holy Trinity Elementary in Torbay while planning continued for new schools in these areas; and
- Planning for the redevelopment of G.C. Rowe in Corner Brook as part of the long-term K-6 reorganization plan.

Fiscal year 2013-14 saw the completion of two new schools in the province. White Hills Academy, the new K-12 school in St. Anthony, opened its doors to students and staff in November 2013 at a cost of approximately \$18.7 million. This school is attached to the new Polar Centre recently constructed in the community. Carbonear Academy, the new K-8 school in Carbonear, opened its doors in September 2013. Construction of a four-classroom expansion to address higher than anticipated enrolments at Carbonear Academy was ongoing during the year and was complete at fiscal year-end. The cost of the new school and extension was approximately \$22 million. Both of these new schools provide students in the St. Anthony and Carbonear areas with state-of-the-art facilities to learn and thrive for years to come.

In September 2013 the extension and renovations at Holy Spirit High in Conception Bay South was completed and opened for students and staff at a cost of approximately \$2.7 million. This extension provides students with a new fitness center, multi-purpose room and additional classroom space to address student capacity.

In July 2013 the construction tender was awarded for the new high school in the West End of St. John's. Construction commenced during the year and by fiscal year-end significant progress had been made on the erection of structural steel. In

In fiscal year 2013-14, government spent \$64.5 million on major capital projects.

addition, the site work contract awarded during fiscal year 2012-13 was completed in early fall 2013.

During the year, planning and design continued for a new Grades K-6 school in Paradise, a new Grades K-7 school in Conception Bay South, a new Grades 5-9 school in Portugal Cove-St. Philip's, a new Grades 5-7 school in Torbay, a new Grades 4-6 school in Gander as well as the new grades K-6 school to replace Virginia Park Elementary in St. John's. In addition, sites were selected for the new schools in Gander and Portugal Cove-St. Philip's.

Construction continued on the new K-6 school to replace St. Teresa's Elementary in St. John's. At year-end, construction was still underway and the new state-of-the-art school is scheduled to open for students and staff in September 2014.



In an effort to address immediate student capacity issues being experienced on the northeast Avalon, tenders were awarded to install modular classrooms at Holy Family Elementary in Paradise, Beachy Cove Elementary in Portugal Cove-St. Philip's and Holy Trinity Elementary in Torbay while planning continued for new schools in these areas. By year-end, installation was complete at Holy Family Elementary and nearing completion at Beachy Cove Elementary, while the construction of the classrooms for Holy Trinity Elementary was complete and ready for shipment to the school.

The department commenced planning for the extension at Elizabeth Park Elementary in Paradise by engaging an external consultant to undertake necessary planning and design services. By year-end, design was nearing completion.

An external consultant was also engaged to undertake the assessment of the long-term infrastructure needs of Coley's Point Primary in Coley's Point. The department received the consultant's findings in January 2014 and this information was used to inform the 2014-15 budget process.

Continued redevelopment of select K-12 school facilities

Construction continued on the redevelopment of Roncalli Elementary in St. John's. Significant progress was made on the construction of an extension, which is scheduled to be completed in fall 2014. The renovations component of the project is progressing, which is on schedule to be completed in fall 2015.

In April 2013 the construction tender was awarded for the extension and redevelopment of the former Regina High in Corner Brook. Work commenced in spring 2013 and significant progress was made throughout the year. The project is scheduled to be completed in fall 2014, which will create a modern, newly-refurbished junior high school for students in the area.

In June 2013 the construction tender was awarded for the second phase of the redevelopment of Exploits Valley High in Grand Falls-Windsor. The first phase of the project, which consisted of the construction of a new gym, was completed in fiscal year 2012-13. Significant progress was made throughout the year and the project is on schedule to be completed in late fall 2014.

In September 2013 the construction tender was awarded for the rebuild of William Gillett Academy in Charlottetown, Labrador. Construction commenced in fall 2013 and significant progress was made by year-end. The project is on schedule for completion in late fall 2014.

A consultant was engaged during the year to undertake planning related to the redevelopment of G.C. Rowe Junior High in Corner Brook into a K-6 school. By year-end the space program had been developed and a floor plan was being developed in consultation with the NLESD.

Commenced energy retrofit initiative

In July 2013 an external consultant was engaged, through a request for proposals, to assess 10 pilot schools across the province and recommend possible scopes of work for retrofits that would result in reduced energy consumption. In fall 2013 the department received the consultant's findings and recommendations, which were used to determine the scope of work that will be undertaken at each of the pilot schools.

Following discussions with the department regarding the consultant's findings, the NLESD staff commenced some of the retrofits in late 2013-14. This included building automation system upgrades at Cannon Richards Memorial Academy in Flower's Cove, air gap sealing and domestic water retrofits at Beaconsfield Junior High in St. John's and domestic water retrofits at Clarendville Middle School and Clarendville High School in Clarendville. The NLESD will continue with retrofits at further schools in fiscal year 2014-15, which will include lighting upgrades, air gap sealing and domestic water retrofits.

In addition, in February 2014 the department issued a tender to upgrade the automated building systems at three schools - Indian River Academy in Springdale, Beaconsfield Junior High in St. John's and Clarendville High School. By year-end the contract was awarded and work will continue into fiscal year 2014-15.



Highlights and Accomplishments

In addition to working towards the outcomes associated with the issues for the fiscal year 2013-14, outlined in the “Report on Performance” section of this report, the department notes key accomplishments in a number of other areas.

Curriculum Development: The Department of Education is responsible for a process of continual curriculum development to ensure that students in the K-12 system acquire the cognitive and social skills, as well as knowledge in various academic areas, necessary to make optimal economic and social contributions.

In September 2013, the Department of Education implemented nine new curricula: Advanced Mathematics 3200, Academic Mathematics 3201, Applied Mathematics 3202, Calculus 3208, English 1201, English 1202, Literacy 1204, Grade 1 English Language Arts and Grade 5 English Language Arts.

During 2013-14, the department revised seven curricula to be implemented in September 2014. This included applicable curriculum guides, revisions to textbooks and new resource materials. Professional learning sessions were provided, as necessary, to ensure teachers and administrators were familiar with all changes. The courses revised included English 2201, English 2202, Writing 2203, Grade 2 English Language Arts, Grade 6 English Language Arts, Grade 8 Art and Grade 9 Art.

Youth Internship Program: In 2013-14, through the Youth Internship Program, 65 youth were provided with employment at public Internet access sites, primarily in rural and remote locations.

Scholarships: In 2013-14, scholarships were awarded to 204 high school graduates across Newfoundland and Labrador¹. The scholarships, which ranged in value from \$1,000 to \$2,500, are used to help students pursue post-secondary education. Eligibility for scholarships is based on public examination results. The scholarships awarded included:

The department administers curriculum for 275 subjects in the K-12 system.

The province’s scholarships for 2013-14 were valued at over \$200,000.

¹ A complete list of the Provincial Government Scholarship winners can be found at <http://www.releases.gov.nl.ca/releases/2013/edu/1028n02.htm>

During the fiscal year the department administered 21,011 exams in 13 subjects.

- The Junior Jubilee Scholarship, valued at \$2,500, was awarded to the student who attained the highest overall marks in the province. The 2013 recipient was Justin Drover, a graduate of Holy Heart High School in St. John's;
- The \$1,000 Constable W.C. Moss Scholarship was awarded to the son or daughter of the member of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police (active, retired or deceased) who, other than the Junior Jubilee winner, achieved the highest marks. The 2013 recipient was James MacDonald, a graduate of Holy Trinity High School in Torbay;
- The Electoral District Scholarships, valued at \$1,000 each, were awarded to the three high school graduates with the highest marks in each district; and
- The Centenary of Responsible Government Scholarships, valued at \$1,000 each, were awarded to 55 high school graduates with the highest marks who did not qualify for the Electoral District Scholarships.

Public Examinations: The achievement of learning outcomes by students is evaluated as a condition of graduation from high school with academic or honours standing through public examinations. Public examinations are based on the provincial curriculum and provide a common standard to assess proficiency in a specific subject area. Public examinations are administered yearly in June, August or November for Level III academic courses. Exams are scored by an independent scoring panel made up of teachers. The final mark in each of these courses is based on 50 per cent of the school mark and 50 per cent of the public exam mark. In August and November the final mark is based on this 50/50 shared mark or a 100 per cent public exam mark, whichever is the highest.

The Department of Education is responsible for exam development, exam administration (in conjunction with school officials) and reporting summary results to all stakeholders.

Safe and Caring Learning Environments: The department sponsored *At the EDGE – Creating Direction for Peace and Justice* by providing \$15,000 to help facilitate the event and to sponsor the attendance of teachers. The conference focused on themes such as how social and cultural values impact youth; how adults and institutions instill these values in young people; and how everyone can become more effectively engaged in addressing bullying, social injustice and attitudes and actions that cause harm. The conference supports the department's efforts to ensure all students are treated with dignity and respect, through the Safe and Caring Schools initiative.

On September 26, 2013, the Minister of Education joined students from Holy Heart of Mary Regional High School and St. Bonaventure's College in a launch of the *beCOMING Canada* video series, produced by Passages to Canada, an initiative of Historica Canada. Passages to Canada is a national storytelling initiative that offers volunteers from a range of ethno-cultural, religious and linguistic backgrounds the opportunity to share stories of their heritage and identity with schools and community groups.

As part of a three-year plan to build awareness around lesbian, gay, bisexual and transgender issues, the Provincial Government invested \$90,000 in the MyGSA (or My Gay-Straight Alliance) resource, which is developed in partnership with Egale Canada and designed to provide support for administrators, teachers and students who want to establish a gay-straight alliance in their school. Newfoundland and Labrador is the only province in the country to offer such a resource to all schools that offer Grades 7-12.

Egale Canada made a presentation to an international conference in Switzerland, where participants spoke about best practices taking place around the world to create safer and more inclusive schools. The department's work in development and distribution of the MyGSA resource was highlighted at that conference as an example of providing leadership, and creating partnerships, which will help address related issues.

The province has invested a further \$100,000 in professional learning to build awareness in the education system of issues around sexual orientation and gender identity. To date, sessions have been completed with all Kindergarten to Grade 12 principals, vice-principals and guidance counsellors, as well as school district staff and the Department of Education.

On February 24, 2013, it was announced that more than 40 schools throughout the province will receive Automated External Defibrillators (AEDs) as part of the Heart and Stroke Foundation's AED Program – Schools. The AED Program – Schools is designed to provide a safer environment for students, staff and members of the school community. Priority is provided to those schools where a student or staff member has an identified pre-existing heart condition.

In 2012,
47,539
students were
transported
seven million
kilometres –
the equivalent
of nine round
trips to the
moon.

School Board Reorganization: The Provincial Government announced in March 2013 that there will be one English-language school board in Newfoundland and Labrador, effective September 1, 2013, with the headquarters located in St. John's. Regional offices are located in Gander, Corner Brook and Happy Valley-Goose Bay. An initial nine member School Board Transition Committee was appointed to implement the new board and was comprised of eight previously-elected trustees of the four former boards and an external chairperson. The committee focused on the board's organizational structure, finances, busing, operations, human resources and programs. Effective October 4, 2013, seven individuals were added to the board, joining the eight members of the School Board Transition Committee who became trustees of the school board on September 1, 2013.

Graduation Rate: The graduation rate for eligible students from the province's school system has reached record levels. The graduation rate has been consistently over 90 per cent since 2008. For the 2012-13 school year, 95.2 per cent of eligible students graduated. This is the best result recorded to date.

Outstanding Principals: Two exemplary school principals in Newfoundland and Labrador were named among The Learning Partnership's Canada's Outstanding Principals for 2014. The Learning Partnership is a national organization devoted to strong public education systems.

Principals are nominated for Canada's Outstanding Principals by their peers, school staff and community members in each province and territory. Nominations are reviewed and final winners selected on a representation-by-population basis by a national selection committee made up of a group of education, community and private sector leaders.

Sheldon Barry of Holy Heart High School in St. John's and Roger Gillingham of Baccalieu Collegiate in Old Perlican were selected for the honour and received their awards at a ceremony in Toronto on February 25, 2014.

School Transportation Review: In August 2013, the department accepted a report by Deloitte on a review of the province's school transportation system. The most significant findings concerned the use of routing software to help determine the most efficient use of buses; the need to revisit the administration of busing contracts with private operators to ensure the continuation of a safe, reliable service; the equitable delivery of driver training to both board-employed and contracted drivers;

the need to examine various ways to monitor activities on school buses; and to ensure that transportation policies are administered consistently across the province. During 2013-14, departmental priorities included a review of busing contracts with private operators and acquisition of new routing software.

Cultural Programming Website: The department launched a new, interactive website designed to highlight and promote components of the *Cultural Connections Strategy*, including: ArtsSmarts, which promotes the active engagement of students in the arts through school-based projects; the *School Touring Program*, which provides financial assistance to professional artists and arts organizations to tour productions to more than one school; the *Student Travel Grant Program*, which provides funding for students to visit and/or perform at historical and cultural venues across the province; the *Arts and Culture Infused Curriculum Program*, which provides funding to allow artists to work with students and teachers in schools; the *Resource Acquisition Program*, which allows for the purchase of Newfoundland and Labrador resources such as books, theatre scripts, music and videos; and the *Fine Arts Equipment Acquisition Program*, which provides funding for the purchase of fine arts equipment for schools.

Staff Professional Development: On December 3, 2013, the Department of Education hosted a Professional Development Day for all staff at the Holiday Inn in St. John's. A planning committee solicited ideas on topics to be covered. From that feedback a number of sessions were offered ranging from information technology to work life balance. Staff feedback from the day was extremely positive and a number of professional learning topics were identified for future staff development.



Appendix I: Financial Statements

STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED 31 MARCH 2014^{1, 2}

Area	Estimates		
	Actual (\$)	Amended (\$)	Original (\$)
Executive Services (13.1.1.01 & 13.1.2.01)			
Executive Services (13.1.1.01 & 13.1.2.01)	1,198,785	1,218,900	1,160,200
Total	1,198,785	1,218,900	1,160,200
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01-13.2.1.03)	3,768,874	4,041,200	4,037,400
Information Management and Community Access Program (13.2.2.01)	464,173	474,700	423,400
Total	4,233,047	4,515,900	4,460,800
Primary, Elementary and Secondary Education (13.3.1.01 – 13.3.5.01)			
Financial Assistance (13.3.1.01-13.3.1.07)	788,667,756	807,255,000	802,130,300
Program Development (13.3.2.01-13.3.2.02)	6,387,793	2,970,500	2,845,800
Student Support Services (13.3.3.01-13.3.3.03)	1,962,528	2,039,600	2,028,000
Educational Programs (13.3.4.01-13.3.4.04)	17,815,930	18,260,600	18,149,100
Public Libraries & Information Services (13.3.5.01)	10,492,229	10,492,300	9,851,200
Total	825,326,236	841,018,000	835,004,400
Total Department	830,758,068	846,752,800	840,625,400

1. Expenditure and revenue figures included in this document are based on public information provided in the Report on the Program Expenditures and Revenues of the Consolidated Revenue Fund for the Year Ended 31 March 2014.

2. Audited financial statements are a requirement at the government level and are made public through the Public Accounts process. The Department of Education is not required to provide an audited financial statement.

Appendix II: Teacher Certification Board of Appeals

The Teacher Certification Board of Appeals is a category 3 government entity. During 2013-14, the board was inactive, and therefore neither met nor had any activities to report. Accordingly, it is not required to submit an annual report. If convened during 2014-15, board members will be appointed to carry out the board's mandate and the requirements for performance-based planning and reporting in accordance with the *Transparency and Accountability Act*.

In accordance with sections 14 and 15 of the *Teacher Training Act*, the Minister of Education may convene a board of appeals to hear two types of appeals where a teacher remains aggrieved by the decision of the Registrar of Teacher Certification and Records following a re-examination of an application; and where a teacher or the teacher certification committee remains aggrieved by a decision of the Teacher Certification Review Panel.

A person who is a member of the Teachers' Certification Committee or the Teacher Certification Review Panel is not eligible for appointment to a board of appeals. Members of a board of appeals are appointed on an ad-hoc basis. The decision of a majority of the members of a board of appeals is the decision of the board. The finding or decision of the board is final and binding to the parties to the appeal.

The Teacher Certification Board of Appeals members serve without remuneration. Incidental expenses incurred by the board are minimal and are covered in their entirety by the Department of Education. The board is not required to prepare financial statements.



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Labrador

Education

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