

DEPARTMENT *of* EDUCATION



2012-2013 Annual Report



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Message from the Minister

As Minister of Education, I am pleased to submit the 2012-13 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 toward achieving success on all objectives. In addition to making progress in developing the early childhood learning curriculum framework and parent resources, the department implemented a promotional campaign focused on early childhood learning. Other activities included commencing priority initiatives under the Safe and Caring Schools Policy, implementing two physical education pilot programs, and expanding the Skilled Trades and Technology program. The department advanced K-12 infrastructure requirements by allocating \$115.2 million to related projects. This funding allowed for the redevelopment of a number of facilities, repairs and maintenance, new school construction, and improved processes for the design and planning of new K-12 schools. 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, 2012 to March 31, 2013 in support of the goals included in the 2011-14 Strategic Plan and the mission that covers the timeframe 2011-17.

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



Respectfully submitted,

A handwritten signature in blue ink that reads "Clyde Jackman". The signature is written in a cursive, flowing style.

CLYDE JACKMAN, MHA
Burin-Placentia West
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 school services, program development, student support services, evaluation and research, the Centre for Distance Learning and Innovation (CDLI), and early childhood learning.

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 foundation that fosters continuous learning and enables each child to become a productive member of society.

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 six 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 conducting relevant research and analysis, and the provision of statistical indicators and background information.

2. Curriculum and Programs

In the K-12 system, responsibilities include developing and monitoring the curriculum, creating or selecting learning resources, developing and implementing distance learning activities, developing programs for improved teaching and learning, collaborating with Aboriginal groups in developing programs and resources for Aboriginal students, developing and supporting inclusion initiatives, supporting safe school initiatives, and providing teacher professional development. The department also fosters improved early childhood learning opportunities through cooperation with other departments and agencies.

3. Support for Students with Special Needs

The department provides a broad range of human and technical support services to children with exceptionalities in inclusive learning environments.

4. Student Assessment, Research and Certification

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. The department collects data and manages databases for core areas such as enrolment, student achievement, and graduate outcomes.

5. Support to School Districts

Responsibilities include school transportation, school construction and major repairs and maintenance, monitoring compliance with codes and legislation, teacher certification, teacher allocation, teacher payroll, and legislation and regulations.

6. Support for Public Libraries

Responsibilities include all matters related to public libraries.

Number of Employees

On March 31, 2013, the Department of Education employed 165 individuals.

Department of Education Employees¹			
Branch	Female	Male	Total
Executive Services ²	9	0	9
Corporate Services	32	23	55
Primary, Elementary & Secondary ³	69	32	101
Total	110	55	165

¹ The department had 29 management positions (15 females and 14 males), which include members of the executive, directors, and managers.

² These numbers include communications staff and executive support.

³ The CDLI also had 10 female and 25 male teachers who, as teachers, are excluded from the total.

Budget

The department's budget for fiscal year 2012-13, 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 2013", was \$866,920,500.

Department of Education Budget	
Branch	Budget
Executive Services	1,206,600
Corporate Services	5,629,200
Primary, Elementary, Secondary	860,084,700
Total	\$866,920,500

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

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 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 Office for the Newfoundland and Labrador English School District, Gander; and, Stephenville High School, Stephenville.

Mandate

The Minister of Education is responsible for select outcomes with respect to early childhood learning and all aspects of K-12 education 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 aspects of early childhood learning include early learning curriculum and related initiatives, such as the development of parent resource kits and early learning programs offered through public libraries.



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 five school boards (Eastern, Nova Central, Western, Labrador and Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador) 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 2012-13 – Public Schools			
	Female	Male	Total
Students	34,617	32,987	67,604
Teachers	3,980	1,535	5,515

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.

Each school board is a category one entity under the *Transparency and Accountability Act* and prepares its own annual report. Effective September 1, 2013, the four English-language school boards will be consolidated into one. Each of these boards will prepare a report for 2012-13, to be tabled in December 2013. The report will include activities for July and August of the 2013-14 fiscal year. The Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador was not affected by this consolidation and will remain in place.

Through collaboration, the department ensures that the delivery of education in Newfoundland and Labrador is efficient, effective and of high quality.

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 fund-raising 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 2012-13, the department and the PILRB advanced 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.

The Teacher Certification Board of Appeals was inactive in 2012-13. It did not have any activities to report, and therefore is not required to submit its own annual report. Details on the Teacher Certification Board of Appeals are in Appendix II.

Report on Performance

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 for 2011-14: enhancing the education system; and improving infrastructure. This section reports on the annual objectives for 2012-13 in support of the goal associated with each issue.

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. During the fiscal year, the department advanced development of parent resources, early literacy programming, and the early childhood curriculum framework. It also implemented a promotional campaign and started a formative evaluation of the resources pilot for parents of children aged two, four and six months. 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.

Continual improvement to education programming in key areas is an important focus of the department. Building on a review of the Safe and Caring Schools Policy, the department implemented priority initiatives to enhance safe and caring learning environments. In addition, physical education programming was enhanced to promote active/healthy living. Skilled trades programming was expanded to contribute to the development of an adequate labour supply in key areas.

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.

2012-13 Objective:

By March 31, 2013, the Department of Education will have commenced further initiatives in support of early childhood learning and initiated further enhancements in the K-12 education system.

Measure 1: Commenced further initiatives in support of early childhood learning	
Planned Result	Actual Result
Continued planning for Parent Resources, Early Literacy Programming, and the Early Childhood Curriculum Framework	Completed
Implemented a promotional campaign	Completed
Commenced a formative evaluation for the Parent Resources Pilot for parents of children aged two, four and six months	Completed
Measure 2: Initiated further enhancements in the K-12 education system	
Planned Result	Actual Result
Commenced implementation of priority initiatives to enhance a safe and caring learning environment	Completed
Developed an action plan for a physical education pilot program	Completed
Expanded the Future in Skilled Trades and Technology Program	Completed

Discussion of Results

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

Continued planning for Parent Resources, Early Literacy Programming, and the Early Childhood Curriculum Framework

Parent Resources

During 2012-13, the department developed parent resource kits, designed to provide parents with resources needed to help children develop key skills in the critical early development period. Materials were selected and/or developed through an inter-departmental committee with representation from departments on the Ministerial Council on Early Childhood Learning as well as the four regional health authorities.

The development of parent resources is a partnership between the Division of Early Childhood Learning in the Department of Education and child health clinics, administered through the regional health authorities.

Resources provided in the kits are complementary to those currently provided by public health nurses, and support the work of public health nurses through the provision of take home resources, key messaging on child development topics, and early learning materials.

During 2012-13, the department completed a pilot of the resource kits for children aged two, four and six months at 20 sites and began implementation in Labrador-Grenfell and Central Regional Health Authorities. Full implementation for the remainder of the province will be completed in the next fiscal year. The department also developed kits for 12 and 18 month old children in 2012-13, with piloting at select child health clinics to occur in the next fiscal year. Through this initiative, the department has enhanced access to information for parents seeking to improve the early learning of their children.

Parent resource kits will also be provided at age 24 and 36 months. The delivery of these kits is not yet finalized and will likely include multiple delivery options, including provision through family resource programs, regulated child care, early intervention and early literacy programs.

Early Literacy Programming

During the fiscal year the department, in partnership with the PILRB, developed and approved the scope for enhanced early literacy programming. In addition, an *Early*

Over the past number of years, the Provincial Government has introduced a number of initiatives to support families, schools, and communities to access enhanced literacy resources and programming.”

Minister Jackman

Literacy Programming Jurisdictional Findings Report with recommendations for programming was drafted.

Other key initiatives included:

- Developed a pilot implementation plan for early literacy programs (activities and timeline);
- Identified 20 pilot sites;
- Developed staff requirements and job specifications for Early Literacy Facilitators I and II positions;
- Completed an implementation budget; and,
- Developed early literacy program formative and summative evaluation frameworks.

In addition, the following early literacy components are under development: outreach programming parameters; parent brochures; and facilitator kits.

Early Childhood Curriculum Framework

An *Early Childhood Curriculum Framework* is currently under development. The scope document was developed and approved in 2012-13. Parts I and II (out of four) were developed and submitted to a reviewers group composed of key stakeholders and personnel from partner departments. The group met on three occasions during the year. Part III of the framework is currently under development.

Once fully developed, 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. Parent and child interaction in relation to emergent literacy skills and child development from birth to age eight will be a priority.

The framework will provide the overarching and guiding principles for early learning across all settings, such as regulated child care, family resource programs, early intervention programs (e.g., *Direct Home Services Program*), schools, early literacy programming, and homes.

Implemented a promotional campaign

The Power of Play multi-media promotional campaign was launched in May 2012. The campaign involved a range of materials including radio and TV advertisements, as well as posters and other promotional items. A second running of this campaign

began October 26, 2012, for a four-week period to coincide with *Play and Learn Week*, November 5-9, 2012, at all K-3 public schools. The week of activities was developed for primary grades to provide consistent information, resources and support to teachers/administrators and parents on the importance of play-based learning and the role of parents in supporting their children's learning and development.

Creative ideas for a multi-media extension of the campaign in 2013-14 are being discussed.

Commenced a formative evaluation for the Parent Resources Pilot for parents of children aged two, four and six months

A logic model and evaluation framework was developed for each of the approved early childhood learning *Birth to Three* initiatives to ensure the intended goals and outcomes of each initiative are being met.

Data collection for the parent resource kits evaluation commenced in 2012-13 at the 20 pilot and 20 comparison sites. Nurses at the sites completed parent resource kit pilot orientation for the two, four and six month kits. A draft report is expected early next fiscal year.

Measure 2: Initiated further enhancements in the K-12 education system

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

The Department of Education has a *Safe and Caring Schools (SCS) Policy*, adopted in 2006. This policy provides a framework for the development and implementation of provincial, district and school-based policies and action plans to ensure that teaching and learning takes place in a safe, caring and inclusive environment.

An external review of this policy, undertaken by Goss Gilroy Inc., was released in November 2012. Based on the review, the department developed a SCS action plan. Priority initiatives commenced during the year are as follows:

- Established a joint working group composed of district and department personnel, to review the existing SCS policy and propose amendments for the development of a revised new policy, based on the SCS action plan.

- Conducted consultations to discuss a draft definition of bullying, protocols and procedures, and sections of the *Schools Act, 1997*, that deal with student conduct, suspension, expulsion, re-admission, review of expulsion and the appeals process. These consultations included the Newfoundland and Labrador Federation of School Councils, Newfoundland and Labrador Teachers' Association, Newfoundland and Labrador School Boards Association, Memorial University of Newfoundland, school district personnel (district office staff, administrators/teachers, students, parent representatives from school councils), Royal Canadian Mounted Police, Royal Newfoundland Constabulary, and other government and community stakeholders.
- Developed a definition of bullying, a code of conduct template for schools and a bullying intervention protocol.
- Trained five suicide intervention trainers.
- Produced and distributed a Newfoundland and Labrador edition of the My Gay Straight Alliance resource to every junior and senior high school in the province.
- Held Lesbian, Gay, Bisexual, Transgender and Queer awareness training sessions with all primary and elementary principals, vice-principals and guidance counselors.

In June 2012, the Minister of Education announced results of the 2011-12 *Safe and Caring Schools Awards*. Eleven graduating students received a \$500 post-secondary tuition voucher under the *Safe and Caring Schools Graduating Student Award* for their effort in combating all forms of bullying. An additional 39 schools received a \$500 *Safe and Caring Schools Special Project Award* for establishing and maintaining safe and caring learning environments.

During national *Bullying Awareness Week* (November 12-17, 2012), the Minister of Education visited students at MacDonald Drive Elementary in St. John's to help raise the profile of initiatives to combat bullying. The minister talked to students about the importance of standing up against bullying and of departmental initiatives implemented to promote safe and caring schools.

Developed an action plan for a physical education pilot program

The department developed an action plan and implemented a physical education pilot program in 2012-13. The plan involved identifying schools, teachers, professional development needs, and necessary equipment and safety inspections to implement pilots for *Passport for Life* and *Move 2 Improve*.

The department commenced a pilot of *Passport for Life* at: Queen of Peace Middle School, Happy Valley-Goose Bay; Burgeo Academy, Burgeo; Holy Cross School Complex, Eastport; and St. Matthew's School, St. John's.

Passport for Life is a program that supports the assessment, development and advancement of physical literacy among students and teachers. Additionally, *Passport for Life* is intended to increase knowledge, awareness and understanding of physical literacy.

Assessment tools encompass four general components of physical literacy: Active Participation, Living Skills, Fitness Skills and Movement Skills. Students are assessed according to the four components by completing online questionnaires and demonstrating fitness and movement skills that the teacher assesses.

As part of *Passport for Life*, teachers use an online platform to collect and record student data related to levels of physical literacy. Each student receives a 'passport' summarizing their physical literacy data, and teachers use the passports to provide individualized attention to help students set goals and work towards continued improvement. Teachers also have access to class-specific information that can be used to guide their physical education lesson planning.

The department also commenced a pilot based on the principles of *Move 2 Improve* in St. John Bosco School, St. John's. The program, which incorporates exercise into students' curriculum, is based on the premise that physical activity helps students improve their concentration and learning skills. Research has found these targeted interventions help keep students focused on their classwork and promote healthy lifestyles.

Expanded the Future in Skilled Trades and Technology Program

During the fiscal year, the department expanded the *Future in Skilled Trades and Technology Program*. Three new small schools were added to the program, including: Henry Gordon Academy, Cartwright; St. Mary's All Grade, Mary's Harbour; and Fortune Bay Academy, St. Bernard's – Jacques Fontaine. These schools were provided with the resources needed to support delivery of the Skilled Trades 1201 course. Other schools were upgraded to a full skilled trades resource set to allow expanded course offerings, including: Indian River Academy, Springdale; and Lewisporte Collegiate, Lewisporte. In addition, Mobile Central High School, Mobile, and St. Joseph's Academy, Lamaline, received tools for Residential Construction 2201. Finally, Bay d'Espoir Academy, Milltown, received equipment for Design and

Fabrication 2202, and Dorset Collegiate, Pilley's Island, received equipment for Power and Energy 3201.

In addition to expanding the *Futures in Skilled Trades and Technology Program*, the department enhanced promotion of women in skilled trades as follows:

- Continued girls only classes in select senior high schools;
- Directed school district staff and school principals to promote women in skilled trades;
- Developed a career development module for intermediate grades;
- Revised the intermediate production technology module based on female focus group data (curriculum implementation was mandatory);
- Created and distributed women in skilled trades promotional material (posters and brochures) to all schools; and,
- Increased the annual number of *Skills Work for Women Conference* from four to six.

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

Indicators:

- Implemented additional initiatives for Parent Resources, Early Literacy Programming, and the Early Childhood Learning Framework
- Conducted evaluation activities for Parent Resources, Early Literacy Programming, and the Early Childhood Learning Framework

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

Indicators:

- Continued implementation of priority initiatives to enhance a safe and caring learning environment
- Commenced development of reading and writing initiatives to support student achievement
- Commenced a review of home schooling provisions in the *Schools Act, 1997*

Issue 2: Improving Infrastructure

During the fiscal year, the Department of Education made progress in a range of infrastructure initiatives throughout the province. New schools, major renovations and repair and maintenance projects ensured students benefited from appropriate learning environments that facilitated effective program delivery, while upholding high safety standards. More than 300 projects received funding including roof, siding, and window replacements; electrical upgrades; and life safety upgrades. Consultants were engaged to begin planning for potential new schools in a number of areas as well as to commence design initiatives. As well, new school construction started or continued throughout the province.

Work that occurred on K-12 school infrastructure supported government's strategic directions. Improved infrastructure ensures students throughout the provincial education system receive maximum benefit from programming through a focus 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.

2012-13 Objective:

By March 31, 2013, the Department of Education will have addressed additional priority projects to improve facilities within approved fiscal resources.

Measure: Addressed additional priority projects	
Planned Result	Actual Result
Commenced planning and continued key school construction and repair and maintenance projects	Completed
Commenced redevelopment of select K-12 school facilities	Completed
Improved processes for the design and planning of new K-12 schools as well as the maintenance and inspection of existing schools	Completed

Discussion of Results

Measure: Addressed additional priority projects

Commenced planning and continued key school construction and repair and maintenance projects

Repairs and Maintenance

Budget 2012 continued government's investment in K-12 repairs and maintenance. As a result, over 300 projects received funding in 2012-13 including roof, siding, and window replacements; electrical upgrades; and life safety upgrades. Examples of these projects included:

- Menihek High School, Labrador City - partial roof replacement;
- St. Gerard's Elementary, Corner Brook - roof replacement and canopy repairs;
- Bonne Bay Academy, Woody Point - Electrical Review and Upgrade;
- St. Michael's School, Stephenville Crossing – fireproofing removal and sprinkler installation;
- Lakewood Academy, Glenwood – window replacement;
- Indian River Academy, Springdale - window and siding replacement;
- Beachy Cove Elementary, Portugal Cove-St. Philip's – roof replacement;
- St. Andrew's Elementary, St. John's – building envelope upgrade;
- O'Donel High, Mount Pearl – partial roof replacement; and,
- Centre éducatif l'ENVOL, Labrador City - electrical upgrade.

Capital Works

Budget 2012 allocated funding to commence and/or continue K-12 capital construction 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 2012 included:

- Planning for potential new schools in Paradise; Conception Bay South; Portugal Cove-St. Philip's; and the Torbay, Flatrock, Pouch Cove, and Bauline area;
- Planning to investigate the feasibility of a new school in Gander;
- Planning related to the reorganization of schools in Corner Brook; and
- Modular classrooms to address capacity issues at select schools.

In fiscal year 2012-13, government allocated \$25.5 million on repair and maintenance projects.

Consultants were engaged to begin planning for potential new schools in Paradise, Conception Bay South, Portugal Cove – St. Philip’s, the Torbay area and Gander. By year end, the space allocations (size of building and program spaces) for each of these schools received approval from the school districts and sites were selected for the Paradise, Torbay area, and Conception Bay South schools. Progress was made regarding a potential site for the new school in Portugal Cove – St. Philip’s, and a potential site was identified by the consultant for the new school in Gander.

A consultant was engaged during the year to undertake preliminary planning related to the Western School Board’s Corner Brook school reorganization. This included the redevelopment of G.C. Rowe Junior High into a K-6 school and the redevelopment of J.J. Curling Elementary. This planning will inform future decisions regarding these projects.

In an effort to address student capacity issues being experienced on the northeast Avalon, modular classrooms were installed during the year at Paradise Elementary in Paradise, St. Edward’s Elementary in Kelligrews, Cape St. Francis Elementary in Pouch Cove, Goulds Elementary in Goulds, and Ecole des Grands-Vents in St. John’s.

Construction continued on the new K-12 school in St. Anthony and the new K-8 school in Carbonear. During the year, new contracts were awarded for the construction of the new St. Teresa’s School in St. John’s, the extension for Holy Spirit High in Conception Bay South and the site work for the new West End High in St. John’s. In addition, the construction tender was issued for the new West End High.

In Fall 2012 government announced a site for the new school to replace Virginia Park Elementary in St. John’s. After considering potential sites in the area, it was decided that the school would be constructed on the existing school site. By fiscal year end, an external consultant was appointed to commence detailed design.

Commenced redevelopment of select K-12 school facilities

During the year, the department commenced and/or continued the redevelopment of multiple school facilities.

The tender was awarded for the redevelopment of Roncalli Elementary in St. John’s. By fiscal year end work had started on this project, which will see the construction of a new extension and major renovations to the existing building.

In fiscal year 2012-13, government allocated \$89.7 million on capital works projects.

The tender closed for the extension and redevelopment of the former Regina High in Corner Brook. This project will create a modern, newly-refurbished junior high school for students in the area.

The tender was issued for the redevelopment (phase II) of Exploits Valley High in Grand Falls – Windsor. The first phase of the project, which consisted of the construction of a new gym, was awarded in 2011-12 and work was finalized during 2012-13.

In June 2012, government announced the rebuild of all classroom and administrative spaces at William Gillett Academy in Charlottetown, Labrador. At fiscal year end, an extension to the Charlottetown Recreation Centre (cost-shared with the Department of Municipal Affairs) had been completed and was being used as temporary classrooms until the rebuild is completed. Once the rebuild is completed, the extension will be converted into a new town hall. In addition, demolition of all existing classroom and administrative spaces at the school was completed and design for the rebuild was nearing completion.

Improved processes for the design and planning of new K-12 schools as well as the maintenance and inspection of existing schools

The annual school inspection checklist developed by the department was updated during the year and provided to school districts. This checklist is designed to: identify early indications of water infiltration; identify sources and conditions that may adversely affect building air quality or health; and provide a short-term and long-term plan to address maintenance deficiencies identified. This is part of a proactive approach to conducting repairs and maintenance at K-12 school facilities. The new annual school inspection checklist, coupled with building envelope assessments as required, has improved the timely identification of both minor and major maintenance projects. These annual inspection forms, in addition to other inspection reports prepared by school districts, consultants and authorities having jurisdiction (e.g., fire department), are logged into the province-wide *School Inspection Enterprise Management System* to ensure that priority issues are identified and addressed in a timely manner.

The department has been working with an external consultant on the consolidation of current planning practices into a new school planning manual to aid in the design of new K-12 school facilities. Significant progress was made by fiscal year end and it is anticipated that this document will be finalized in 2013-14. Once completed, this manual will incorporate all departmental standards for the design of K-12 schools into

one resource and will serve as a comprehensive guiding document for school districts, other government departments, and engineering/architectural firms engaged in the planning and design of new schools, renovations and extensions. In the future, this document will be updated as new standards and curriculum are developed and/or adopted by the department.

In an effort to ensure that all schools receive an annual fire inspection, school districts received fire inspection training from Fire and Emergency Services – Newfoundland and Labrador. In 2012-13, school districts were requested to complete fire inspections at schools that would not be inspected by a local fire department during the year. Districts indicated that all inspections were completed as required.

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

Indicators:

- Continued key school construction and repair and maintenance projects
- Continued redevelopment of select K-12 school facilities
- Commenced energy retrofit initiative



Carbonear Academy

Highlights and Accomplishments

In addition to working towards the outcomes associated with the issues for the fiscal year 2012-13, outlined in the “Report on Performance” section of this report, the department achieved key accomplishments in a number of other areas:

International Reading Assessment: The *2012 Progress in Reading Literacy Study* (PIRLS) report was released by the Council of Ministers of Education, Canada and the International Association for the Evaluation of Educational Achievement. The study tested more than 325,000 students from 45 countries, including over 23,000 students in Canada, and 2,461 in this province.

The results of an international assessment of Grade 4 students’ reading skills indicated that students in this province are performing at the Canadian average, along with their counterparts in Alberta, Ontario and Nova Scotia. Only students in British Columbia scored above the Canadian average. The international comparison showed that this province’s students scored higher than those in Sweden, Germany, Italy, New Zealand, Austria, France, Spain and Norway, among others.

The PIRLS report also examined contextual information on factors that could affect student performance, such as the home and school environment. It showed Newfoundland and Labrador ranked first in Canada in several categories, including: teachers with the most training; teachers with the most experience; teachers who were mostly satisfied with their work conditions; and teachers who report schools were safe and orderly. The province also scored best in the country on issues related to student discipline and bullying.

Multi-Materials Stewardship Board’s (MMSB) Award Winners: Each year the MMSB awards prizes to schools demonstrating outstanding commitment to improving our environment.

The MMSB offered a gold prize of \$10,000 to the school that had the highest percentage increase over its previous *Top Your Total* figure. In addition, the MMSB offered the top-performing schools from the four regions of the province a \$2,000 cash prize, and each school that exceeded its total from last year also received an extra five cent payment for every container above the *Top Your Total* figure. Through the contest, the MMSB is making a financial contribution of more than \$600,000 to schools province-wide.

“Our students are performing well in the classroom, and our teachers are trained and well-prepared to position our students for future success.”

Minister Jackman

Winners of the *Top Your Total* School Contest were: \$10,000 Gold Winner, Northern Lights Academy (Rigolet); \$2,000 Silver Winners - Highest Percentage Increase, Perlwin Elementary (Winterton - Avalon), John Watkins Academy (Hermitage – Central), Main River Academy (Pollard’s Point – Western), Eric G. Lambert (Churchill Falls – Labrador); and \$2,000 Silver Winners – Largest Number of Containers, Crescent Collegiate (Blaketown – Avalon), Exploits Valley Intermediate (Grand Falls-Windsor – Central), Immaculate Heart of Mary (Corner Brook – Western), and Menihek High School (Labrador City – Labrador).

Since 2002, more than 120 million beverage containers have been collected and diverted from Newfoundland and Labrador landfills through MMSB’s school recycling program and as a result schools have raised more than \$12.5 million in recycling refunds and matching grants provided by the MMSB. Schools have reinvested those funds in a wide range of environmental and educational initiatives.

Outstanding Principals: Two exemplary school principals in Newfoundland and Labrador were named among The Learning Partnership’s 51 of Canada’s Most Outstanding Principals for 2013. The Learning Partnership is a national organization devoted to strong public education systems.

Principals are nominated for the Most Outstanding Principals awards 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.

Joy Brown of Coley’s Point Primary in Bay Roberts and Robin McGrath of Holy Cross Elementary School in Holyrood, both employed by the Eastern School District, were selected for the honour and received their awards at a ceremony in Toronto in February 2013.

Inclusion Award Winners: Students and staff at Bishops College in St. John’s received an *Inclusive Education Award* in May 2012 from the Newfoundland and Labrador Association for Community Living. Inclusive education is about developing our learning environments-schools, classrooms, programs and activities so that all students learn and participate together. It is based on the belief that all students have value and can best learn in regular classrooms, alongside students their own age. Inclusion practices contribute to positive, respectful relationships among students.

Six other schools were nominated: Fatima Academy in St. Bride’s; Roncalli Central High School in Avondale; Coley’s Point Primary in Coley’s Point; Menihek High

“Contests like this reinforce stewardship outcomes that we teach in science classrooms where students from K-12 are encouraged to have a sense of personal and shared responsibility for the environment.”

Minister Jackman

“As a government we support the philosophy that all students should attend school with their peers, and receive appropriate, quality programming in inclusive school environments.”

Minister Jackman

School in Labrador City; St. Matthew’s Elementary in St. John’s; and, Sacred Heart Academy in Marystown.

Each year, the Association for Community Living also honours an individual educator, and the 2012 recipient was Mr. Bill Chaisson, Principal of St. Gerard’s Elementary in Corner Brook.

These awards support government’s strategic direction for 2011-14 related to academic/learning foundations, with a focus on character education programming.

Stamp Design Winner: To commemorate the 60th anniversary of the reign of Her Majesty, Queen Elizabeth II, Grade 4 students in school districts throughout Newfoundland and Labrador were invited to design a postage meter stamp design to be placed on all Provincial Government mail for the remainder of 2012. The winner was Karlie Pinsent, a student at Greenwood Academy in Campbellton.

This contest was designed to enhance students’ awareness of this aspect of our history and democracy, and to let them be part of the activities marking this significant event in the reign of Queen Elizabeth II. Grade 4 students are introduced to the relationship between the British monarchy and Canada as part of the social studies curriculum. They study Canadian symbols, such as Canada’s Coat of Arms, and the history of Britain in Newfoundland and Labrador and in Canada.

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.

The department revised and implemented nine curricula for September 2013. This included applicable curriculum guides, revisions to textbooks and new resource materials. Professional development sessions were provided, as necessary, to ensure teachers and administrators were familiar with all changes. The courses include 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.

Scholarships: In 2012-13, scholarships valued at over \$200,000 were awarded to more than 200 high school graduates across Newfoundland and Labrador. 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 include:

- The Junior Jubilee Scholarship, valued at \$2,500, was awarded to the student who attained the highest overall marks in the province;
- 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 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 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 exam mark.

The Department of Education is responsible for exam development, exam administration (in conjunction with school officials), and reporting summary results to all stakeholders. During the fiscal year the department administered 21,011 exams in 15 subjects.

Public Internet Access: The Department continued to support public Internet access at 147 locations throughout the province with approximately \$275,000 in direct funding to maintain connectivity services. Additionally, through the Youth Internship program, 77 youth were provided with employment at sites, primarily in rural and remote locations. In 2012-13, there were 122,217 wireless sessions logged and 2,723 computer training sessions were provided to 8,422 participants.

Appendix I: Financial Statements

STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED 31 MARCH 2013^{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)	1,178,295	1,209,900	1,206,600
Total	1,178,295	1,209,900	1,206,600
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01-13.2.1.03)	4,687,804	4,793,400	4,879,800
Information Management and Community Access Program (13.2.2.01)	764,391	666,000	749,400
Total	5,452,195	5,459,400	5,629,200
Primary, Elementary, and Secondary Education (13.3.1.01 – 13.3.5.01)			
Financial Assistance (13.3.1.01-13.3.1.07)	764,210,437	821,441,900	821,553,200
Program Development (13.3.2.01-13.3.2.02)	3,623,381	3,857,600	3,853,500
Student Support Services (13.3.3.01-13.3.3.03)	2,722,816	2,839,400	2,771,000
Educational Programs (13.3.4.01-13.3.4.04)	20,536,998	21,050,500	20,845,200
Public Libraries & Information Services (13.3.5.01)	11,061,800	11,061,800	11,061,800
Total	802,155,432	860,251,200	860,084,700
Total Department	808,785,922	866,920,500	866,920,500

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 2013.

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 2012-13, the board was inactive, and therefore neither met nor had any activities to report. Accordingly, it is not required to submit its own annual report. If convened during 2013-14, board members will be appointed to carry out the board's mandate and report on its annual activities 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.

