

2014-2015

Department of Education
and Early Childhood Development

ANNUAL REPORT





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2014-2015 Annual Report

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Message from the Minister



I am pleased to submit the 2014-15 Annual Report for the Department of Education and Early Childhood Development. 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 and Early Childhood Development covers early childhood development, the K-12 school system and public libraries.

In the past fiscal year departmental staff worked towards achieving success on all objectives. The department developed and implemented system changes for regulated child care: supported early childhood learning; enhanced a number of areas of the K-12 education system; and addressed priority K-12 infrastructure requirements. All initiatives supported the strategic directions of the Provincial Government as outlined in the department's Strategic Plan for 2014-2017.

The following report covers the department's annual objectives for April 1, 2014 to March 31, 2015.

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

Respectfully submitted,

SUSAN SULLIVAN
Minister

Department Overview

2014-2015 Annual Report

The Department of Education and Early Childhood Development 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 outcomes with respect to provincial early childhood development and the K-12 education system. The programs and services offered are provided through the department's three branches:

Kindergarten to Grade 12 Education and Early Childhood Development Branch

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

Corporate Services Branch

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

Infrastructure Branch

This branch includes the division of design and construction.

VISION

A community that fosters care and learning in safe and inclusive environments enabling individuals to reach their full potential.

MISSION

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

MANDATE

The Minister of Education and Early Childhood Development is responsible for early childhood development, the K-12 school system and public libraries with the objective of building an educational community in Newfoundland and Labrador that fosters safe, caring and inclusive learning environments for all children and youth in early childhood settings, regulated child care and family resource centres, and pre-school to grade 12.

The mandate for the Department of Education and Early Childhood Development is primarily established under the:

- Departmental Notice under the *Executive Council Act*;
- *Child Care Services Act*;
- *Public Libraries Act*;
- *Schools Act, 1997*;
- *Teachers' Association Act*; and
- *Teacher Training Act*.

LINES OF BUSINESS

The Department of Education and Early Childhood Development has nine main program and service areas:

1. Educational Policy and Direction

The department sets the strategy and vision for the K-12 education system and provincial early learning and child care. 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 responsible for the certification of teachers and the administration of various articles of the teachers' collective agreement. The department also approves the certification of early childhood educators (ECEs), which is completed by the Association of Early Childhood Educators Newfoundland and Labrador (AECENL).

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 Children and Youth with Diverse Needs/Exceptionalities

The department provides a broad range of support services to enhance inclusive practices in child care and learning environments for children and youth with diverse needs/exceptionalities. In regulated child care settings, the Inclusion Support Program is a voluntary program that provides support to child care providers (centre-based or family child care) to support children with diverse needs (up to 13 years) to participate meaningfully in child care programs. In the K-12 system, support for students with exceptionalities is provided within the inclusive education framework. The service delivery model is supported by policies and guidelines and professional learning and is enhanced through 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 implementing early childhood learning resources; developing and monitoring the KinderStart program; the provincial early childhood learning framework; evaluation activities; the provincial early childhood learning strategy, Learning from the Start; early literacy partnerships with public libraries; Parent Resource Kit partnership with regional health authorities; and the Power of Play promotional campaign.

5. Child Care Services and Family Resource Programs

Responsibilities include: monitoring and licensing of regulated child care services (centre-based or family child care home) throughout the province; providing financial support for regulated child care services on behalf of eligible families; providing financial support for the development and operation of eligible child care centres and family child care homes; providing financial assistance to help recruit and retain ECEs and enhance their certification levels; and supporting the development and operation of family resource centres in many areas of the province.

6. Student Assessment and Research

The department collects data and manages databases for core areas such as regulated child care services, student 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.

7. 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).

8. 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.

9. 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, 2015, the Department of Education and Early Childhood Development employed 193 individuals.

Department Employees			
Branch	Female	Male	Total
Executive Services ¹	9	2	11
Corporate Services	24	11	35
Infrastructure	5	7	12
K-12 Education and Early Childhood Development ²	103	32	135
Total	141	52	193

¹These 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 2014-15, 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 2015", was \$920,792,200.

Department Budget	
Branch	Budget
Executive Services	\$1,246,700
Corporate Services	\$4,566,900
K-12 Education and Early Childhood Development	\$786,871,300
Infrastructure	\$128,107,300
Total	\$920,792,200

The Statement of Expenditure and Related Revenue (Unaudited) for the Year ended 31 March 2015 is located in Appendix I.

PHYSICAL LOCATION

The main offices of the Department of Education and Early Childhood Development are located in the West Block of the Confederation Building in St. John's, with additional services being provided by the Learning Resources Distribution Centre located at Pleasantville, St. John's. The offices of child care services are located throughout the province in St. John's, Mount Pearl, Conception Bay South, Harbour Grace, Whitbourne, Clarenville, Gander, Grand Falls-Windsor, Corner Brook, Stephenville, Happy Valley-Goose Bay and Labrador City.

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.



Shared Commitments

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A number of organizations have worked with the Department of Education and Early Childhood Development 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. See Appendix II for a list of entities reporting to the Minister of Education and Early Childhood Development.

SCHOOL BOARDS

The two school boards, Newfoundland and Labrador English School Board (NLESB) 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 2014-15 - Public Schools			
	Female	Male	Total
Students	32,771	34,522	67,293
Teachers	3,918	1,461	5,379

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 2014-15, the department worked closely with the school boards to implement safe and caring schools policy and inclusive education practices, develop and implement policies and guidelines that support students with exceptionalities, and implement revised curricula in a number of areas.

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 2014-15, the department and the PILRB continued advancing early childhood literacy programming.

The PILRB is a category one entity under the *Transparency and Accountability Act* and prepares its own annual report.

REGULATED CHILD CARE PROVIDERS

Regulated child care providers are important partners in the delivery of child care services. As of March 31, 2015, there were 202 child care centres, 135 family child care homes, and one approved family child care agency (with offices in St. John's and Corner Brook) that is licensed by the department to approve family child care homes. The department also works with Family Resource Centres (FRCs) across the province by providing funding that enables these centres to deliver family resource programming reflective of the needs of their communities.

During 2014-15, the department worked with regulated childcare providers to help develop a new *Child Care Act* (which is not yet in force) and develop a new voluntary operating grant program for regulated child care centres.

THE ASSOCIATION OF EARLY CHILDHOOD EDUCATORS NEWFOUNDLAND AND LABRADOR

The Association of Early Childhood Educators Newfoundland and Labrador (AECENL) represents women and men who provide care for children in regulated child care settings and is a point of contact between the department and these professionals. AECENL also provides certification services and professional development within a service agreement framework with the department.

FAMILY AND CHILD CARE CONNECTIONS

Family and Child Care Connections is a community-based, non-profit organization that provides programs and services designed to support children from birth to 12 years of age, their families, and the child care community. As a licensed family child care agency, Family and Child Care Connections is responsible for visiting, monitoring and supporting regulated family child care homes.

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, regulated child care and provincial early childhood learning, the department 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, regional health authorities and other stakeholders.



Report on Performance

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March 31, 2015 concluded the period covering the first year of the department's strategic plan for 2014-17. In consideration of the Provincial Government's strategic directions and the mandate and financial resources of the department, four issues were identified as the department's key priorities in its strategic plan: Regulated Child Care; Early Childhood Learning; Primary, Elementary and Secondary Education; and K-12 School Infrastructure. This section reports on the annual objectives for 2014-15.

Issue One: Regulated Child Care

The Department of Education and Early Childhood Development is committed to supporting a system of quality, sufficient and affordable regulated child care as well as strong family resource programs to provide support to families in caring for their children. To ensure parents who choose regulated child care in this province have access to high quality and affordable services, the department continued to implement the provincial 10-year child care strategy, *Caring For Our Future*, which was released in 2012. In 2014-15, a new *Child Care Act* was introduced (not yet in force), and a new voluntary operating grant program for regulated child care operators was introduced. By continuing to make progress on the commitments in the child care strategy, the department is supporting Government's strategic direction of "Enhanced early learning and child care programs and services that support the needs of children, youth and families in Newfoundland and Labrador."

Goal One:

By March 31, 2017, the Department of Education and Early Childhood Development will have enhanced regulated child care ensuring it is responsive to client needs.

Measure: Enhanced regulated child care

Indicators: Enhanced standards and policies for child care
Enhanced child care programs and services

2014-15 Objective:

By March 31, 2015, the Department of Education and Early Childhood Development will have developed and implemented system changes focused on improving programs and services for clients.

Discussion of Results

Measure: Developed and implemented system changes

Introduced a new *Child Care Act*

The new *Child Care Act*, which when proclaimed will replace the previous *Child Care Services Act*, received Royal Assent on December 16, 2014. The legislative review took place to modernize, strengthen and clarify the current legislation; streamline policies and processes; improve transparency; and improve flexibility for service providers. The new Act requires: child care services and agencies to be licensed unless exempt; establishes the licensing process; appoints inspectors and establishes the powers of inspectors to carry out inspections of child care services and agencies; and establishes the process for issuing orders when a child care service or agency violates the Act or the regulations. The Act will come into force on a day proclaimed by the Lieutenant-Governor in Council. The new Act and accompanying regulations, policies and standards provides a framework for quality, health and safety of child care services in the province.

Developed and commenced implementation of a new operating grant program for regulated child care operators

To help make child care more affordable for parents, the department developed and launched a voluntary Operating Grant Program in December 2014. Through a total investment of \$9.7 million (2014-15), an annual operating grant is available to eligible licensed child care centres, who apply voluntarily, to help offset some of the costs associated with providing child care.

The voluntary Operating Grant Program will require participating child care centres to lower the rates charged to parents to the current Child Care Services Subsidy rates. The Provincial Government will, in turn, provide an annual operating grant ranging from \$780 to \$3,640 per space, depending on the age of the child and enrolment, to compensate centres for the reduced rates. Parents of children at participating licensed child care centres will see their fees reduced to current daily subsidy rates of \$44 per day for infants (birth to under 24 months), \$33 per day for toddlers (24 to under 36 months), \$30 per day for children (three to under 13 years) in full day care, and \$14 per day for afterschool programs (for children 57 months to under 13 years of age).

Revised the Child Care Services Subsidy Program

The Child Care Services Subsidy program helps eligible parents or guardians pay for child care in a licensed child care centre or a regulated family child care home. Some or all of the cost may be covered by subsidy depending on family income. Transportation costs may also be covered. Families select the child care service they wish to access and the subsidy is paid directly to the licensee or provider on behalf of the family.

During 2014-15, a review of the program was completed. On September 1, 2014, the toddler rate increased from \$30 to \$33 per day for those children aged 24 months to under 36 months who are availing of regulated child care services. This increase in the toddler rate reflects the fact that due to the ratio of adults to children, the cost associated with providing regulated child care to toddlers is higher as compared to preschool aged children. In addition to this change, the policy documents

for the program were revised and submitted for approval. Consultation with key stakeholders and continued implementation of the revised program will occur in 2015-16.

Strategic Plan Objective for 2015-16

By March 31, 2016, the Department of Education and Early Childhood Development will have continued development and implementation of system changes to improve programs and services.

Measure: Continued development and implementation of system changes to improve programs and services

Indicators:

- Continued implementation of revised Child Care Services Subsidy Program
- Reviewed the Early Learning and Child Care Supplement
- Continued implementation of the ten year child care strategy, *Caring for our Future*
- Continued to support the delivery of family resource programming
- Revised the Inclusion Program



Issue Two: Early Childhood Learning

The Department of Education and Early Childhood Development is committed to supporting healthy child development through the implementation of early childhood learning initiatives, which not only enhance children's early learning, but also support parental/caregiver involvement and strive to offer a seamless transition from early childhood into the K-12 education system. During 2014-15, the department implemented various early learning initiatives, including parent resource kits, a revised KinderStart program guide, professional development opportunities, promotional activities and work toward the implementation of full-day Kindergarten. These initiatives demonstrate the department's commitment to Government's strategic direction of "Enhanced early learning and child care programs and services that support the needs of children, youth and families in Newfoundland and Labrador."

Goal Two:

By March 31, 2017, the Department of Education and Early Childhood Development will have enhanced early learning opportunities for children.

Measure: Enhanced early learning opportunities for children

Indicators: Enhanced early learning opportunities
Enhanced professional development
Enhanced promotional initiatives

2014-15 Objective:

By March 31, 2015, the Department of Education and Early Childhood Development will have implemented initiatives in support of early childhood learning.

Discussion of Results

Measure: Implemented initiatives in support of early childhood learning

Implemented select early learning opportunities

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. In 2014-15, the department continued implementation of various parent resource kits, while progress was also made in developing parent resource kits in a number of other areas.

Province-wide distribution of two, four and six month kits continued, while province-wide distribution of 12 and 18 month kits was implemented at child health clinics in April 2014.

Based on the preliminary evaluation findings for two, four, six, 12 and 18 month resource kits, a number of recommendations were implemented. Changes include, but are not limited to: reducing the size of packaging where possible to address space and storage challenges; adding more children's books and play items; including English or French on text on outside labels to distinguish "at a glance" between English vs. French first language kits; and adapting and implementing Aboriginal kits for First Nation communities.

The 24 and 36 month resource kits were distributed to pilot sites and are currently being implemented through child health clinics at 18 of 20 pilot sites. Two sites have limited space for storage to implement the kits. The department is currently exploring alternative implementation options for these pilot sites.

Commencement of the summative evaluation of all resource kits is anticipated in 2015-16, pending no delay with pilot-site implementation of the 24 and 36 month kits.

Early Literacy Program

In 2014-15, the department commenced pilot implementation of 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 2014-15, several phases of implementation occurred in specific locations throughout the province, including: phase I which had program offering at each of 12 program sites (January to April 2014); phase II which had 15 programming offerings across 11 program sites (April to July 2014); and phase III which had five program offerings across four sites (September 2014 to December 2014).

As a result of pilot feedback, program guide and implementation revisions are being updated. Options of how to expand the program are being considered.

In addition, public libraries commenced professional learning for library staff to implement a second early literacy program entitled Every Child Ready to Read® (ECRR®). ECRR® is an introductory early literacy program for parents/caregivers that is implemented over several sessions for a total of five hours per program offering.

In 2014-15, the staff at 50 public libraries across the province were trained in ECRR®. Among libraries with trained staff, 42 libraries implemented the program (five hours for at least one offering). Training for the remainder of library staff will be ongoing in 2015-16 to build capacity for all libraries to provide at least two program offerings per annum (for a total of ten program hours per library).

Implemented professional development initiatives

During 2014-15, the department implemented a number of professional development initiatives. An Early Childhood Learning Summer Institute, entitled *Play the Kindergarten Way*, was held over August 27 and 28, 2014 in St. John's for primary teachers and early childhood educators. Other

professional learning events included: Early Childhood Learning (ECL) Framework orientation; KinderStart program orientation; and Early Years Evaluation (EYE) assessment training, all of which commenced in fall 2014. The ECL Framework and KinderStart program orientations will continue in 2015-16.

The department also financially supported the school districts to send approximately 75 district and school personnel to an Early Childhood Education and Care professional learning session in June 2014.

Commenced provincial phase-in of an early childhood learning framework

During 2014-15, the department continued to develop and phase-in the Early Childhood Learning (ECL) Framework. The ECL framework outlines a philosophical and practical 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 ECL framework has commenced implementation at school sites located through the province offering KinderStart and Kindergarten. Kindergarten teachers participating in the KinderStart pilot were provided orientation to the ECL framework in March 2015. Discussions are underway to finalize the logistics for use in regulated child care settings.

Commenced Early Years Evaluation pilot

Early learning educators and officials need indicators of children's development that can guide policy and practice and help them plan programs to meet each child's learning needs. These indicators can also help parents prepare their children for each successive stage of schooling. The Early Years Evaluation (EYE) provides an early indication of KinderStart and Kindergarten-aged children's development. It provides accurate data that helps teachers organize their instruction, increase learning time, and monitor each child's progress. The evaluation also informs parents about their child's progress. The EYE pilot commenced in Fall 2014 and is ongoing at 41 sites located throughout the province. All participating teachers, administrators and district staff were trained during 2014-15. Refresher webinars were held January 7 and 13, 2015. Implementation of the EYE pilot is substantially complete.

Implemented a revised KinderStart Program Guide

As planned, the department implemented a revised KinderStart program guide at pilot sites throughout the province in 2014-15. Key revisions included the orientation, and an overview of enhancements to the program in terms of the number of sessions and steps to ensure consistency in implementation.

The teacher/administrator orientation to the revised KinderStart program guide was completed in 2014-15. Pilot implementation commenced in October 2014 at 26 schools located throughout the province. Bi-monthly check-ins occurred with teachers and administrators to review the pilot process, provide/receive feedback, and give additional resources and training to participants. All participants received training in the ECL Framework during the March 2015 check-in. While there were some implementation challenges such as maintaining program consistency, and ensuring opportunities for working parents/caregivers to attend the sessions and/or have access to

information, preliminary feedback was very positive. Teachers and administrators were pleased with the support provided through newsletters, bi-monthly check-in conference calls, and supplementary KinderStart resources. Phase I of the pilot was completed in June 2015. Phase II of the pilot will commence in Fall 2015 and will specifically focus on addressing Phase I challenges.

Commenced work associated with full-day Kindergarten implementation

During the fiscal year, the department made significant progress in areas associated with full-day Kindergarten implementation:

- A program planning committee met monthly since September 2014. Prior to September, ad hoc meetings were held to work through planning requirements.
- Five areas of focus were identified: professional learning needs for teachers; transitioning children with exceptionalities; regulated child care needs associated with full-day Kindergarten (before and after school care); purchasing and storage of resources, furniture and equipment for full-day Kindergarten; and evaluation of full-day Kindergarten for ongoing in-depth work to prepare for provincial implementation in 2016.
- A draft Professional Learning Plan was developed by the department. A survey was developed and administered to obtain input from current Kindergarten teachers, administrators and district K-6 program specialists. Based on feedback, revisions to the plan were incorporated.
- Infrastructure development continued in partnership with NLESD, including renovations at select schools and a tender for modular classrooms. Please see the Discussion of Results under Issue 4: K-12 School Infrastructure for additional information.

Continued to implement promotional initiatives

During the fiscal year, the department awarded a contract for extension of the Power of Play multimedia campaign. The Power of Play campaign commenced during Fall 2014 to coincide with the 3rd annual Play and Learn Week in public schools. The multimedia and print advertising campaign highlighted the important role of parents in supporting their children's learning and development and how curriculum outcomes are met through play-based learning activities.

New Power of Play resources have been uploaded to the department's website. Work is well underway for 2015-16 topics including a focus on developing new promotional resources. Resources are to be distributed to early childhood settings and parents. Any new resources developed will be included in Parent Resource Kits, where appropriate.

Strategic Plan Objective for 2015-16

By March 31, 2016, the Department of Education and Early Childhood Development will have further implemented initiatives in support of early childhood learning.

Measure: Further implemented initiatives in support of early childhood learning

Indicators:

- Piloted 24 and 36 month parent resource kits in select pilot sites located throughout the province
- Continued development and implementation of early learning resources for parents and professionals
- Continued work associated with full-day Kindergarten implementation
- Continued to implement professional development initiatives



Issue Three: Primary, Elementary and Secondary Education

The Department of Education and Early Childhood Development is committed to ensuring that every child in Newfoundland and Labrador has access to inclusive educational opportunities in safe and caring environments. Enhancing K-12 programs and services supports the learning needs of students and will help prepare them for future educational and career opportunities and to participate in their community and society. In 2014-15, the department continued to implement the Safe and Caring Schools policy, piloted the Working Together to Support Student Achievement initiative, implemented policies to support students with exceptionalities and implemented revised curricula throughout the system. These initiatives demonstrate the department's commitment to Government's strategic direction of "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal Three:

By March 31, 2017, the Department of Education and Early Childhood Development will have enhanced opportunities for the success of students in the K-12 education system.

Measure: Enhanced opportunities for the success of students in the K-12 education system

Indicators: Enhanced resources and programs
Enhanced curricula
Enhanced inclusive education practices

2014-15 Objective:

By March 31, 2015, the Department of Education and Early Childhood Development will have enhanced select areas of the K-12 education system.

Discussion of Results

Measure: Enhanced select areas of the K-12 education system

Continued to implement the Safe and Caring Schools Policy and inclusive education practices

During 2014-15, the Department of Education and Early Childhood Development continued to implement the Safe and Caring Schools Policy and inclusive education practices. The policy provides consistent school-based guidelines and procedures which establish clear expectations and direction for all members of the school community in order to provide students with a secure environment in which to learn, grow and succeed. Details of work undertaken in 2014-15 are discussed below:

- The Safe and Caring Schools Graduating Student Awards were provided to 14 students across the province. Each award is a \$500 voucher to attend a post-secondary institution.
- A Parent Brochure, which provides an overview of the revised Safe and Caring Schools Policy, was posted online.

- Professional learning was provided to all counsellors and psychologists across the province on the revised Safe and Caring Schools Policy.
- The We Create Change Tour took place on April 11, 2014. The We Create Change program collects funds to build schools and improve access to education in developing communities around the globe.
- Three additional Safe and Caring Schools Itinerant units were added to the NLESD to accompany the three existing Safe and Caring Schools positions.
- The department supported the Gay Straight Alliance Conference at Corner Brook Regional High School in May 2014. The goal of the conference was to create awareness, educate, and advocate for the rights of LGBTQ students.
- Itinerant staff continued to support schools with the implementation of the policy based on school development plans.
- Planning continued between Egale Canada and the NLESD for the Train the Trainer Model concerning LGBTQ Awareness sessions for teachers.
- Development of an online draft presentation for educators, which provides an overview of the revised Safe and Caring Schools Policy, commenced.
- Development of a best practices document for educators to support social-emotional learning at the school level commenced.
- Development of an implementation checklist to guide districts and schools with implementation of the revised Safe and Caring Schools Policy commenced.
- Development of guidelines for the provision of Secondary and Tertiary Positive Behaviour Supports in Schools continued.

Piloted prevention and early intervention initiatives in the areas of literacy and numeracy at select sites

During 2014-15, the Department of Education and Early Childhood Development piloted Working Together to Support Student Achievement, which is a joint initiative of the NLESD and the department. Pilot schools, chosen by the NLESD throughout all regions of the province, received professional learning on an inclusive and preventative service delivery framework that focuses on the learning and teaching of reading and writing in primary school. Pilot teachers provided feedback to the department and district on both the framework and the professional learning. Regional interdisciplinary implementation teams in the district were tasked with the management of professional learning in the pilot schools.

Developed and implemented policies and guidelines that further support students with exceptionalities

During 2014-15, the Department of Education and Early Childhood Development developed and implemented policies and guidelines that support students with exceptionalities. These initiatives give direction to teachers, schools and district personnel in providing services and supports to students with exceptionalities. For example, introducing guidelines for Anaphylaxis Management and Diabetes Management in schools will help ensure the health and safety of all students and introducing standards of practice will help ensure consistency in providing supports to students with exceptionalities. Other examples of policies and guidelines implemented this year include:

- Standards of Practice for Speech Language Pathologists.
- Standards of Practice for Guidance Counsellors and Educational Psychologists.
- Standards of Practice for Instructional Resource Teachers.
- Role of the Program Itinerant - Autism Spectrum Disorder (ASD).
- Guidelines for Anaphylaxis Management in Schools.
- Guidelines for Comprehensive Assessment.
- Guidelines for Diabetes Management in Schools.
- Professional Learning Guide for Guidance Counsellors and Educational Psychologists (Diagnostic and Statistical Manual - 5 Diagnostic Criteria).
- Professional learning for teachers concerning the Gifted and Talented Handbook was provided to teacher representatives from all schools.

Work also commenced on the following, which will continue in 2015-16:

- Standards of Practice for Teachers of Deaf and Hard of Hearing Students.
- Roles and responsibilities for Safe and Caring Schools Itinerant Teachers.
- Roles and responsibilities for Inclusive Education Itinerant Teachers.
- A Handbook for Parents/Guardians, which will provide an overview of student support services and the program planning process.
- Transition Guidelines.
- Improvements to the Alternate Format Materials (AFM) Library (resulting in improved access for students and teachers).
- Online multimedia pieces for extended professional learning on teaching students who are gifted and talented.

Implemented revised curricula in select areas

The department 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 2014, the department implemented seven new curricula: English Language Arts grade 11 (3 courses); English Language Arts 2; English Language Arts 6; Art 8; and Art 9. Students that have experienced an innovative, modern curriculum are equipped with the knowledge, understanding and skills necessary to be successful in Newfoundland and Labrador's 21st century economy.

During 2014-15, the department also revised eight curricula to be implemented in September 2015. Professional learning sessions were provided, as necessary, to ensure teachers and administrators were familiar with all changes. The courses revised included: Science 1; Religious Education 4; Occupational Health and Safety 3203; English Language Arts 3; English 3201; English 3202; Health 3; Music 2200; and Francais 2202.

Strategic Plan Objective for 2015-16

By March 31, 2016, the Department of Education and Early Childhood Development will have initiated further enhancements in select areas of the K-12 education system.

Measure: Initiated further enhancements in select areas of the K-12 education system

Indicators:

- Continued to implement the Safe and Caring Schools Policy and other inclusive education practices
- Continued curriculum renewal and implemented revised curricula in select areas
- Further developed Standards of Practice/Roles and Responsibilities policies
- Commenced review of high school graduation requirements
- Initiated discussion on math performance



Issue Four: K-12 School Infrastructure

By improving K-12 school infrastructure, the Department of Education and Early Childhood Development creates and maintains high-quality inclusive learning environments by improving K-12 school infrastructure. In 2014-15, the department continued with the planning and construction of major capital projects including new schools, extensions or redevelopments of existing schools and modular classrooms; and continued with improvements to existing K-12 schools including repairs and maintenance, energy efficiency and upgrades related to full-day Kindergarten. These investments enhance student life by improving the capacity, safety, and quality of the provincial K-12 education system infrastructure. Improved infrastructure benefits students across the education system and supports Government's strategic direction of "Improved infrastructure is in place for students throughout the provincial education system."

Goal Four:

By March 31, 2017, the Department of Education and Early Childhood Development will have improved K-12 school infrastructure to ensure students have access to appropriate learning environments.

Measure: Improved K-12 infrastructure

Indicators: Implemented priority repair and maintenance projects
Continued K-12 major school construction projects
Continued energy efficiency building initiatives

2014-15 Objective:

By March 31, 2015, the Department of Education and Early Childhood Development will have addressed priority infrastructure projects to improve facilities throughout the K-12 education system.

Discussion of Results

Measure: Addressed priority infrastructure projects

Continued with planning and/or construction of K-12 major capital projects

Budget 2014 continued Government's strategic investment in K-12 school facilities by allocating funding to commence or continue various major capital projects including new schools, extensions/redevelopments and modular classrooms to address aging infrastructure and population growth in select areas. At year-end a total of approximately \$57.1 million was spent on major capital projects in 2014-15.

The department was pleased to see the opening of the new St. Teresa's Elementary in September 2014 at a cost of over \$21 million. The new state-of-the-art school is constructed on the site of the former school on Mundy Pond Road and will serve students and staff for many years to come. This is

one of 14 new schools that have opened province-wide since 2004 to address aging school infrastructure and changing demographics.

In fall 2014, phase I of the extension and redevelopment of Roncalli Elementary in St. John's was completed and occupied by students and staff. This included the construction of an extension to the existing building which included a new gymnasium and classroom space. Redevelopment of the existing school spaces continued throughout 2014-15 with a target completion for fall 2015. The tender for the modular classrooms announced in Budget 2014 was awarded in June 2014 and were installed at Beachy Cove Elementary in Portugal Cove-St. Philip's, Paradise Elementary, St. Bernard's Elementary in Witless Bay, and École des Grand Vents in St. John's throughout the year. Classroom installations for modular classrooms announced in Budget 2013 were also finalized at Beachy Cove Elementary and Holy Trinity Elementary. All of these classrooms will help to address immediate student capacity resulting from population growth in these areas until other long-term solutions can be appropriately assessed and/or implemented.

As part of the infrastructure component to implement full-day Kindergarten in fall 2016, as announced in Budget 2014, two modular classrooms were tendered and awarded (included in June 2014 tender noted above) to begin the process of adding additional teaching space at select schools. An additional tender had closed by year-end but had not yet been awarded.

A tender for the extension at Elizabeth Park Elementary in Paradise was awarded in July 2014 and significant progress was made by year-end. The extension, anticipated to be completed in Summer 2015, will see an additional eight permanent classrooms added to the existing building to address the growing student population at this school. The core of the school – space other than classrooms such as the library and gymnasium – was built large enough to anticipate such growth and does not require expansion.

Also in July 2014 a tender for site work, site remediation, foundations and structural steel was awarded for the replacement of Virginia Park Elementary in St. John's. The new building will be constructed adjacent to the existing school on Middleton Street in St. John's. It will include 17 classrooms (extra classroom space has been added to the design to accommodate full-day Kindergarten), a gymnasium and stage, a library resource centre, music room, lunch/multi-purpose room, commercial kitchen and a family resource centre, among other spaces. At year end, significant progress had been made on the contract.

In August 2014 a tender for site development and water/sewer services was awarded for the new grades 4-6 school in Gander. The new school will be located on Magee Road, at the corner of Raynham Avenue. It will include 25 classroom spaces; a gymnasium and stage; a library resource centre; two music rooms; a lunch/multi-purpose room; a commercial kitchen, among other spaces. By year-end, design of the building was nearing completion.

In fall 2014 the site work tender was awarded for the new grades 5-9 school for Portugal Cove-St. Philip's while detailed design continued throughout the year. The construction tender will be issued in April 2015 once design is finalized. This new school will be constructed next to the Town hall and address capacity issues at area schools as a result of population growth.

In early March 2015 the construction tender was awarded for a new grades K-6 school in Paradise. The new school will be a two-story facility built to accommodate approximately 700 students.

It will be constructed near Octagon Pond and will include 36 classrooms, a gymnasium, a stage, a learning resource centre, two music rooms, a lunch/multi-purpose room, a commercial kitchen, as well as a playground and soccer field, among other spaces. By year-end, site work had commenced.

In late 2014-15, construction tenders were issued for a new grades 5-7 school in Torbay and a new grades K-7 school in Conception Bay South. Both schools will address student population growth in these areas. These new schools, in addition to those approved for Paradise and Portugal Cove-St. Phillip's, were identified in independent studies of K-12 school infrastructure needs in these areas as a proactive step to address population growth on the northeast Avalon.

Consultants were appointed during the year to complete preliminary design planning for the new school to replace Coley's Point Primary, the extension at St. Peter's Junior High in Mount Pearl, the partial reconstruction of Gander Academy, and the reconfiguration of G.C. Rowe in Corner Brook. By year-end, this work had been substantially complete for all projects with the design for the extension to St. Peter's Junior High nearing completion.

Further planning also continued throughout the year for the extension and renovation of J.J. Curling Elementary and planning for future plans for C.C. Loughlin Elementary as part of the Corner Brook school reorganization plan. A consultant was also appointed to assess francophone school infrastructure for the greater St. John's area, with some work completed during the year.

Construction continued on other ongoing projects throughout the year: work continued on the new Waterford Valley High in St. John's, which is scheduled to open for students and staff in fall 2015; by year-end the reconstruction of William Gillett Academy in Charlottetown and the redevelopment of Exploits Valley High in Grand Falls-Windsor was nearing completion; work on the new Corner Brook Junior High is expected to be complete for September 2015.

Continued with improvements to existing K-12 schools (including: building envelopes; fire and life safety systems; air quality; energy efficiency; and upgrades related to full-day Kindergarten)

In 2014-15, Government built upon its previous investments in K-12 school repairs and maintenance throughout the province. As a result, the department funded approximately 130 school repairs and maintenance projects at a cost of approximately \$18.5 million to ensure these facilities maintain safe and healthy school environments for students and staff, and protect our investment in existing school infrastructure. These projects included roof, siding and window replacements, electrical and life safety system upgrades and other upgrades. Examples of these projects include:

- Jens Haven Memorial, Nain - Fuel Tank Replacement
- Centre Educatif L'Envol, Labrador City - Electrical Upgrades
- Elwood Elementary, Deer Lake – Heating Conversion
- Ecole Ste Anne, La Grand'Terre (Mainland) - Partial Roof Replacement
- Avoca Collegiate, Badger – Electrical Upgrades
- Bay d' Espoir Academy, Milltown - Roof Replacement
- Mount Pearl Intermediate, Mount Pearl – Window Replacement
- Queen Elizabeth Regional High, Conception Bay South - Window Replacement

The department continued with its energy management pilot program in 2014-15, which saw retrofits completed at all 10 schools selected for the pilot. The energy upgrades included measures such as LED lighting retrofits, air gap sealing, and upgrades to building automation systems, ventilation systems, heating systems and insulation. These retrofits will result in energy savings on a go forward basis.

In 2014-15, the department also proceeded with infrastructure upgrades as part of the implementation plan for full-day Kindergarten. Funding was provided to the Newfoundland and Labrador English School District to proceed with renovations at select schools. By year end, minor renovations had been undertaken at select schools at a cost of approximately \$132,000. Additional schools will receive renovations in 2015-16 as part of the full-day Kindergarten implementation plan.

Strategic Plan Objective for 2015-16

By March 31, 2016, the Department of Education and Early Childhood Development will have further addressed priority infrastructure projects to improve facilities throughout the K-12 education system.

Measure: Further addressed priority infrastructure projects to improve facilities throughout the K-12 education system

Indicators:

- Continued with planning and/or construction of K-12 major capital projects
- Continued with improvements to existing K-12 schools (including: building envelopes; fire and life safety systems; air quality; energy efficiency; and upgrades related to full-day Kindergarten)

Highlights and Accomplishments

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In addition to working towards the outcomes associated with the issues for the fiscal year 2014-15, outlined in the “Report on Performance” section of this report, the department notes key accomplishments in a number of other areas.

Youth Internship Program: In 2014-15, through the Youth Internship Program, 65 youth were provided with employment at public Internet access sites, primarily in rural and remote locations.

Scholarships: In 2014-15, scholarships were awarded to 203 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 awarded included:

- The Junior Jubilee Scholarship, valued at \$2,500, was awarded to the student who attained the highest overall marks in the province. The 2014 recipient was Abigail Newman, a graduate of Mount Pearl Senior High in Mount Pearl;
- 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 2014 recipient was Rebecca Sheppard, a graduate of Ascension Collegiate High School in Bay Roberts;
- 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.

A complete list of the Provincial Government Scholarship winners can be found at <http://www.releases.gov.nl.ca/releases/2014/edu/1107n03.aspx>

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 and Early Childhood Development is responsible for exam development, exam administration (in conjunction with school officials) and reporting summary results to all stakeholders. For 2014-15, there were 19,415 public exams written by 7,814 high school students.

Compared to previous years there is a gradual improvement in most subject areas. It is significant to note as well that more of our students are continuing to graduate with honours or academic diplomas as opposed to general diplomas. This year, more than 72 per cent of graduating students achieved honours or academic diplomas, an increase of almost two per cent from last year. This is important, as it enables our young people to pursue a wide range of post-secondary opportunities.

Student Assessments: The department requires that schools boards participate in student assessment initiatives which are designed to measure student performance in a wide range of areas. The results in key student assessments reported in 2014-15 are as follows:

Pan-Canadian Assessment Program - The Pan-Canadian Assessment Program (PCAP) 2013 tested Grade 8 students in science, math and reading. The results demonstrate the highest ranking achieved by Newfoundland and Labrador since the program began in 2007. The province's students ranked first in Atlantic Canada and fourth in the country in science, with 94 per cent achieving at or above the accepted level of performance. They also showed excellent results in reading, placing first in Atlantic Canada and fifth in Canada. In mathematics, students placed third in Atlantic Canada, and eighth in the country. While the province's national ranking in mathematics did not change, only three other provinces finished significantly higher than Newfoundland and Labrador. Mathematics scores have improved by 15 points since the 2010 assessment, indicating that students are achieving at a higher rate with the renewed mathematics curriculum and the Excellence in Mathematics Strategy.

The Pan-Canadian Assessment Program is an initiative of the Council of Ministers of Education, Canada. A complete report is available at: www.cmec.ca.

International Computer and Information Literacy Study - Newfoundland and Labrador students are excelling in the fields of information and communication technology, as shown through the recently released results of the 2013 International Computer and Information Literacy Study. The study was administered to Grade 8 students in 20 countries, including 1,556 students from 118 schools in this province. Newfoundland and Labrador students scored above the international average, ranking seventh overall.

The focus of the assessment was on two main areas – students' ability to collect and manage information and their ability to produce and exchange information. Questionnaires were also administered to teachers and principals asking about computer use, computing resources and other

information that might contribute to achievement. Results of this study are used to inform policy-makers and educators on how to better understand the contexts and outcomes of information and communication technology related education programs.

The International Computer and Information Literacy Study is an initiative of the International Association for the Evaluation of Educational Achievement. The study was coordinated in Canada through the Council of Ministers of Education, Canada. A complete report is available at:

www.cmec.ca.

Curriculum Outcomes in Math: Memorial University has recognized the success of the revised provincial mathematics curriculum by offering high school graduates who have completed Calculus 3208 the option to write a newly-established Calculus Placement Test (CPT), which can earn them a university mathematics credit (Math 1000) and direct entry into Math 1001. In addition, advanced mathematics students scoring 75 per cent or greater on Mathematics 3200 will be exempt from writing the Math Placement Test (MPT) and given direct entry into Math 1000. Prior to this year, all students – regardless of mark or course – were required to write the MPT before registering for any math course at Memorial University. Effective September 2015, students scoring 65 or greater on Mathematics 3201 will be admitted to Math 1090 without writing the MPT.

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 2013-14 school year, 95.2 per cent of eligible students graduated.

HotShots: HotShots, a pilot project designed to improve students' awareness of energy and conservation, was launched in October 2014 at C.C. Loughlin Elementary in Corner Brook. This project, which includes a Provincial Government investment of \$200,000 over two years, is a joint initiative between the Department of Education and Early Childhood Development and the Office of Climate Change and Energy Efficiency.

The project is being completed as part of the 2011 Energy Efficiency Action Plan, which contains 40 different commitments for economy-wide action on energy efficiency. It builds upon successes to date towards increasing awareness of energy efficiency and conservation, such as government's Turn Back the Tide campaign, which was launched in 2012 to highlight climate change and energy efficiency.

HotShots focuses on providing educational resources for students and teachers that can be used in the classroom, including information packs for all schools and a web portal with curriculum-based resources.

Through the HotShots pilot program, the Provincial Government has partnered with Newfoundland Power and Newfoundland and Labrador Hydro, who currently offer presentations to students in Kindergarten to Grade 6 as part of their takeCHARGE program. As a result of this partnership, these presentations will be delivered in twice as many schools as previous years and will be made available in French for the first time. As a result of this partnership, two contests will also be launched – one for students in Kindergarten to Grade 6 and another for Grades 7-12 students.

Outstanding Principals: Three 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.

Elizabeth Churchill of Elizabeth Park Elementary in Paradise, Della Healey of Mount Pearl Intermediate in Mount Pearl, and Wilson Warren of All Saints All Grade School in Grey River were selected for the honour and received their awards at a ceremony in Toronto on February 24, 2015.

School Transportation Review: The department is continuing its review of priority areas arising from the school transportation consultant report prepared by Deloitte last fiscal year:

- A draft of a new contract template has been prepared by the Department of Justice and Public Safety and is currently being reviewed by the department in consultation with the district. The anticipated completion date is on schedule for April 2015, with public tenders to be based on the new template for the 2015-16 school year.
- The department's pilot of external camera systems on 10 buses has resulted in improved evidence of traffic offenses and charges that have led to a number of unchallenged convictions, however, it was learned through the pilot that due to glare and other factors, the camera systems are not always able to capture a clear image to identify who is driving the vehicle at the time of the incident. The Department of Education and Early Childhood Development is currently working to address this issue. Work is also ongoing to establish policy parameters regarding access to, storage, and disposal of footage. The pilot will continue in September 2015 to clarify whether camera evidence would be accepted in a court, as this has not been challenged to date, and to include a private operator in the pilot in an area where there have been complaints of motorists inappropriately passing school buses.

In addition, the department adopted new regulations allowing school buses to use exterior amber flashing light systems when preparing to stop, in addition to the mandatory red flashing lights that are used when a bus is stopped to pick up or drop off students. The amber lights provide a warning to motorists, allowing them more time to slow down and react safely.

Bullying Awareness: On November 18, 2014, the Minister of Education and Early Childhood Development and the Parliamentary Secretary to the Minister joined the students of St. John Bosco School as they celebrated National Bullying Awareness Week. Minister Sullivan and MHA Hedderson read a story to a Grade 4 and Grade 6 class that highlighted the importance of bullying awareness.

The event took place during Bullying Awareness Week (November 16-22) which was an opportunity for people at the grassroots level in communities to work together to prevent bullying through education and awareness. The Provincial Government supports all forms of combatting bullying in schools and celebrates Pink Shirt Day and awarding of Safe and Caring Schools awards during Violence Awareness week in February.

Release of the Autism Spectrum Disorder and Behavioral Interventions on-line training program: This interprovincial professional learning initiative provides teachers, resource teachers, educational assistants, administrators, and other student support services staff with the opportunity to increase their knowledge and skills related to the strengths and needs of students with ASD.

This new e-learning course for educational personnel, which is available in both English and French, includes approximately 40-hours of self-paced, online content designed to provide consistency in training, build capacity across all four Atlantic provinces, and allow education systems to be more responsive to emerging needs and current research in the field of ASD. The first cohort of educators began the program on April 2 and it is expected that over 200 individuals will have completed the program which ends on June 26, 2015. The program will be offered twice a year in future years.

Collaboration with College of the North Atlantic: During 2014-15, the department collaborated with College of the North Atlantic to enhance access to the Early Childhood Education certificate and diploma programs and provided funding to increase enrolment in the distance program and various bursaries for students and graduates.



Appendix I: Financial Statements

STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED 31 MARCH 2015^{1, 2,3}

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)	1,235,376	1,296,700	1,246,700
Total	1,235,376	1,296,700	1,246,700
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01 - 13.2.1.03)	3,930,443	4,162,000	4,125,000
Information Management and Special Projects (13.2.2.01)	458,447	463,900	441,900
Total	4,388,890	4,625,900	4,566,900
Kindergarten to Grade 12 Education and Early Childhood Development (13.3.1.01 – 13.3.6.01)			
Financial Assistance (13.3.1.01 - 13.3.1.05)	789,205,601	846,747,300	832,970,300
Program Development (13.3.2.01 & 13.3.2.02)	(1,597,176)	2,950,700	2,810,700
Student Support Services (13.3.3.01 - 13.3.3.03)	1,528,324	1,781,200	1,781,200
Educational Programs (13.3.4.01 - 13.3.4.03)	15,591,815	16,074,900	16,020,400
Child and Family Development (13.3.5.01 – 13.3.5.04)	36,774,534	51,037,600	51,078,100
Provincial Information and Library Resources Board (13.3.6.01)	10,445,825	10,445,900	10,317,900
Total	851,948,923	929,037,600	914,978,600
Total Department	857,573,189	934,960,200	920,792,200

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 2015.

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

³ On September 30, 2014, the Department of Education and Early Childhood Development acquired the division of Family & Child Development from the Department of Child, Youth and Family Services. This division is reflected in Child and Family Development (13.3.5.01-13.3.5.04).

Appendix II: Entities Reporting to the Minister of Education and Early Childhood Development

Category One Government Entities

Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador
Newfoundland and Labrador English School Board
Provincial Information and Library Resources Board

Category Three Government Entities

Teacher Certification Board of Appeals (inactive)*
Teacher Certification Review Panel
Teachers' Certification Committee

*The Teacher Certification Board of Appeals is a category 3 government entity. In accordance with sections 14 and 15 of the *Teacher Training Act*, the Minister of Education and Early Childhood Development 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. During 2014-15, the board was not convened. However, if convened, a board will carry out its duties as per its mandate and will prepare an activity plan and report upon its annual activities in accordance with the *Transparency and Accountability Act*.



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