

Department of
Education and
Early Childhood Development

2015-2016
Annual Report

Table of Contents

Message from the Minister	i
Department Overview	1
Vision	1
Mission	1
Mandate	2
Lines of Business	2
Number of Employees	5
Budget	5
Physical Location	6
Shared Commitments	7
Report on Performance	10
Issue One: Regulated Child Care	10
Issue Two: Early Childhood Learning	16
Issue Three: Primary, Elementary and Secondary Education	23
Issue Four: K-12 School Infrastructure	29
Highlights and Accomplishments	36
Appendix I: Financial Statements	42
Appendix II: Entities Reporting to the Minister	43

Message from the Minister

I am pleased to submit the 2015-16 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, regulated child care, the K-12 school system and public libraries.

During 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.



The following report covers the department's annual objectives for April 1, 2015 to March 31, 2016.

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

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Dale Kirby". The signature is fluid and cursive, with a large initial "D" and a long, sweeping tail.

DALE KIRBY
Minister

Department Overview

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

This branch includes the divisions of: the Centre for Distance Learning and Innovation (CDLI); Early Childhood Learning; Evaluation and Research; Family and Child Development; Program Development; School Services; and Student Support Services.

Corporate Services

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

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.



Department Overview

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*;
- *Teacher Training Act*; and
- *Teachers Association 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).

Department Overview

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 those 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; developing 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 child care centres and family child care homes; providing financial assistance to help recruit and retain ECEs; and supporting the operation and development of family resource centres across the province.

Department Overview

6. Student Assessment and Research

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

Department Overview

NUMBER OF EMPLOYEES

As of March 31, 2016, the Department of Education and Early Childhood Development employed 196 individuals.

Department Employees			
Branch	Female	Male	Total
Executive Services ¹	9	2	11
Corporate Services	24	10	34
Infrastructure	6	10	16
K-12 Education and Early Childhood Development ²	104	31	135
Total	143	53	196

1 These numbers include communications and executive support staff.

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

BUDGET

The department's budget for fiscal year 2015-16, 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 2016", was \$921,545,800.

Department Budget	
Branch	Budget
Executive Services	\$1,353,000
Corporate Services	\$3,897,800
K-12 Education and Early Childhood Development	\$819,466,200
Infrastructure	\$96,828,800
Total	\$921,545,800

The Statement of Expenditure and Related Revenue (Unaudited) for the Year ended 31 March 2016 is located in Appendix I.

Department Overview

PHYSICAL LOCATION

The main offices of the Department of Education and Early Childhood Development are located in West Block, 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

A number of organizations have worked with the Department of Education and Early Childhood Development on initiatives 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 (NLESD) and Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), are directly responsible for the administration and operation of the province's schools and school districts including:

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

K-12 Statistics for 2015-16 – Public Schools			
	Female	Male	Total
Students	32,510	34,290	66,800
Teachers	3,859	1,455	5,314

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 2015-16, the department worked closely with 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.

Shared Commitments

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 2015-16, the department and the PILRB continued advancing early childhood literacy programming through KinderStart, and Every Child Ready to Read programs. The KinderStart initiative provides free books to preschool children upon visiting their public library and signing up for a library card. The Every Child Ready to Read program involves five one hour sessions provided by library staff.

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, 2016, 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.

Shared Commitments

During 2015-16, based on consultation and feedback from regulated child care providers, the department: provided an enhanced equipment grant (30 per cent increase for both center-based and family child care settings); ensured equity in the Early Learning and Child Care Supplement for qualified family child care providers; and offered a 15 percent increase in the voluntary operating grant for centres that could demonstrate eligibility.

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 are a point of contact between the department and these professionals. AECENL 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, approving 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 regularly consults with members of 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 Federation of School Councils, regional health authorities, and other stakeholders.



Report on Performance

March 31, 2016 concluded the period covering the second year of the Strategic Plan for 2014-17. In consideration of 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 2015-16.

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 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; and revised the Inclusion Program. By continuing to make progress on the commitments in the child care strategy, the department is supporting 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

Report on Performance

2015-16 Objective:

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.

Discussion of Results

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

Continued implementation of revised 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 depending on family income and the rate charged by the service. Families select the child care service they wish to access and the approved subsidy is paid directly to the licensee or provider on behalf of the family. During the previous fiscal year, the department examined supports for toddlers under the program and increased the subsidy from \$30 to \$33 per day for those children aged 24 months to less than 36 months who are availing of regulated child care services.

During 2015-16, the department continued examining the revised program and, as such, did not implement additional pieces of the revised Child Care Services Subsidy Program. The budget increased to \$17.3 million to reflect increased subsidies for toddlers and to increase the number of child care spaces. The department also commenced a review of the entire subsidy program, as well as related administrative policies. Draft revised policies are in the final stages of development. Key stakeholder feedback sessions will occur in 2016-17 and the revised program will be implemented once the department reviews the feedback.



Report on Performance

Reviewed the Early Learning and Child Care Supplement

The Early Learning and Child Care (ELCC) Supplement Program provides funding directly to eligible early childhood educators, program operators, and regulated family child care providers on a quarterly basis in addition to wages paid by their employers. Approximately 650-700 supplements are currently paid each quarter. The intent of the initiative is to attract a greater number of qualified individuals to work in regulated child care settings.

A full review of the ELCC Supplement did not occur in 2015-16 due to competing priorities. However, the department conducted a preliminary review and addressed difficulties recruiting staff in family child care homes. Effective October 2015, the ELCC Supplement was increased to \$6,660 for qualified early childhood educators who hold level I or higher child care services certification and provide child care in regulated family child care homes. The previous maximum rates for eligible ECEs in family child care homes were \$2,330 per year for a level I certification and \$4,660 per year for level II certification or higher.

A complete review is planned for 2016-17 and will include key stakeholder consultations and development of policy to increase the supplement by \$3 per hour over three years beginning 2017-18, an identified priority in the Minister's December 2015 mandate letter.



Continued implementation of the ten year child care strategy, Caring for our Future

In addition to initiatives associated with the ELCC Supplement, Child Care Services Subsidy and Inclusion Supports, the department continued to implement key enhancements from the 10-year child care strategy, Caring For Our Future, thereby addressing and strengthening the quality, sufficiency and affordability of the child care system in this province. Key improvements included changes to the Operating Grant

Report on Performance

Program and equipment grant funding. The improvements made were informed through industry feedback to ensure responsiveness to the changing needs of families, operators and early childhood educators.

For child care centres, the following enhancements were implemented:

- The Operating Grant Program increased flexibility by providing up to an additional 15 per cent increase in grant amounts for child care centres that can demonstrate a financial need;
- Existing child care centres where kitchen facilities were unavailable for the provision of meals and snacks were made eligible to apply for the Operating Grant Program at a reduced grant amount; and
- Equipment grant funding was increased by 30 per cent for all child care centres in the province. For regulated family child care homes, equipment grant funding was also increased by 30 per cent.

Continued to support the delivery of family resource programming

During 2015-16, the department provided operation and policy development supports in other key areas, including family resource programming.

The department provided \$6.6 million in operational support to a network of 30 Family Resource Centre (FRC) hubs with 123 satellite offices across the province. Programs offered through FRCs reflect the needs of participating families and the communities in which they are located. Types of family resource programming include family support, parent education, interactive parent and child programs, and Healthy Baby Clubs.

The department supported FRCs during 2015-16 by launching the ELCC Directory on September 2, 2015. The ELCC Directory is a searchable, interactive database and online map of regulated child care centres, family child care homes and family resource centres. The site also includes information about child care availability and posts violation orders. The ELCC Directory may be found at www.childcare.gov.nl.ca.

Report on Performance

Revised the Inclusion Program

The Inclusion Supports Program provides support to regulated child care centres and family child care homes in accommodating children with diverse needs into regular programming. Based on recommendations from an Inclusion Supports Consultant, consultation and/or funding for additional staff or spaces may be provided. To improve the ability of regulated child care providers to accommodate children with diverse needs in regular programming, revisions were needed in a number of areas:

Broaden Available Supports

- The revised program provides enhancements to existing supports such as consultation; providing ratio-enhancement staff; funding spaces to reduce ratio; and providing support for staff to attend training or multi-disciplinary meetings on behalf of children.
- Any staff funded under the Inclusion Program will be required to obtain the minimum educational qualification of Entry Level Certification through AECENL.

Greater Accountability Practices

- Where funding has been approved to support the regulated child care service in enhancing inclusive practices, the Inclusion Consultant will develop an Action Plan in collaboration with the provider. This plan will outline the goals and objectives for the provider, and is intended to measure the progress of the provider in establishing a more inclusive environment.
- Where funding has been approved, the child care provider will develop an Individual Education Plan (IEP) for each child associated with the approval in collaboration with the Inclusion Consultant. This plan will outline the goals and objectives for the child, and is intended to measure the progress of the child and to assist with smoother transitions from one environment to another.
- The regulated child care provider will notify the parent/guardian if an inclusion support is approved, extended, declined, or not renewed.
- The parent/guardian will be listed as a signatory on their child's IEP, will be invited to attend IEP meetings, and will be provided a copy each time the plan is updated.
- An appeals process has been developed.

Transitional Planning

- Policies and procedures have been developed to address transitional planning into

Report on Performance

child care; from one child care service to another; from the child care to the K-12 school system; and/or transitioning out of child care upon the child's 13th birthday.

Streamlined Policies and Procedures

- Policies and forms have been amended to address inconsistencies.

During 2015-16, the department revised the Inclusion Program. It is anticipated that the revisions to the Inclusion Program will come into effect in the fall of 2016.

Strategic Plan Objective for 2016-17

By March 31, 2017, the Department of Education and Early Childhood Development will have further implemented system changes to improve programs and services.

Measure: Further implemented system changes to improve programs and services

Indicators:

- Continued revision of the Child Care Services Subsidy program
- Completed review of Early Learning and Child Care Supplement
- Implemented the revised Inclusion Supports Program



Report on Performance

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 2015-16, the department implemented various early learning initiatives, including a pilot of 24 and 36 month parent resource kits in select 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; and continued professional development initiatives. These initiatives demonstrate the department's commitment to enhancing early learning and child care programs and services 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

2015-16 Objective:

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

Report on Performance

Discussion of Results

Measure: Further implemented initiatives in support of early childhood learning

Piloted 24 and 36 month parent resource kits in select pilot sites located throughout the province

By the time children reach Kindergarten age, parents/caregivers will have been provided with parent resource kits (PRKs) 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 PRKs.

During the fiscal year, piloting of 24 and 36 month PRKs was ongoing at select sites located throughout the province. The primary method of distributing the 36 month PRKs is during Preschool Health Check visits at clinics with the provincial Health regions. To distribute the 24 month PRKs in Eastern, Central and Western Health regions, a "voucher" was provided at the 18 month child health clinic visit. Using the "voucher," parents/caregivers could then come in to pick up their child's PRK when the child turns two years of age.

In Labrador, where a clinic is offered for children during their second year, the 24 month PRK was implemented when children attended their regular clinic visit. The uptake of the 24 month PRKs was high in Labrador when linked to a clinic visit, but low in the other regions where the voucher method was used (100% of parents attending clinic in Labrador vs. approximately 25-30% in other regions using the voucher method).



Given the feedback from staff at health clinics, some modifications to the 24 and 36 month PRKs are required prior to moving toward provincial implementation.

Report on Performance

Continued development and implementation of early learning resources for parents and professionals

During 2015-16, the department made significant progress toward developing and fully implementing early learning resources for parents, including:

- Development and implementation of online and print resources focusing on Play-based Learning: Promoting a Common Understanding; Play-based Learning: Questions and Answers; Early Literacy tip sheets for infant, toddler, preschool, and school-aged children; and Early Literacy: Questions and Answers, in partnership with the PILRB.
- Development of a birth kit for pilot implementation through Public Health Nurses for implementation in 2016-17 is complete. A prototype calendar was developed and was sent to reviewers for feedback. Proposed learning resource options to accompany the calendar were identified.

Continued work associated with full-day Kindergarten implementation

During 2015-16, the department made significant progress in areas associated with full-day Kindergarten (FDK) implementation, including: professional learning needs for teachers; purchasing and storage of resources, furniture and equipment; transitioning children with exceptionalities; and program evaluation.



Report on Performance

Professional learning needs for teachers

A professional learning (PL) framework was developed in partnership with school districts. Four key areas have been identified:

Early Childhood Learning Framework PL will involve a 2.5-3 hour session for teachers, administrators and district personnel. Approximately 50% of current kindergarten teachers have been provided orientation to the framework through pilot implementation.

Orientation to the Completely Kindergarten PL is led by the districts as required for new kindergarten teachers. The PL involves 2 days per new teacher, based on the department-district PL model.

Play pedagogy Play pedagogy PL commenced in the Fall 2015 involving initial meetings with district administrators and Senior Education Officers (SEOs) to outline implementation timeline and district-department responsibilities for PL in this area. The proposed PL implementation is as follows: two days per kindergarten teacher, two days per K-6 Program Specialist and one day per Administrator. This will be provided through provision of additional FDK and play-based learning resources (videos, newsletters, background documents and webinars/Lync meetings, etc.), the Teacher PL website, a two day face-to-face professional learning session at the regional model classroom sites, and followed by ongoing classroom support.

Assessment and documentation Approximately 25 of the 200 current kindergarten teachers and administrators have been provided PL orientation on the Early Years Evaluation (EYE) through EYE pilot phase I in 2014-15. The 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 EYE pilot phase II commenced during fall 2015-16 in the same schools as phase I. The PL involved a 2.5-3 hour session for teachers, administrators and district personnel which were administered by The Learning Bar, who oversees and implementations training and oversight for EYE implementation in partnership with the department and school districts.

Report on Performance

Purchasing and storage of resources, furniture and equipment

The purchase and storage of items required for FDK progressed in key areas during 2015-16:

- District and department representatives finalized a proposed listing of FDK purchases and developed tender specifications.
- The department developed and implemented an administrator FDK resources inventory survey in October 2015. A findings report was compiled in November 2015 which outlined a school by school listing of items required for all kindergarten classrooms. Findings were used to determine the quantity required for each item on the recommended purchasing list for existing and new kindergarten classrooms focusing on three categories: 1) play-based learning (PBL) classroom/teacher resources, 2) PBL student resources for all kindergarten classrooms and 3) furniture and equipment for new classroom set up only and to determine which items are to be purchased through the department and the school districts.
- Department staff met with the Government Purchasing Agency to review and approve draft specifications and the planning process for purchasing.
- The FDK items list for purchasing was finalized and tenders were issued. Purchasing of items for FDK classrooms was completed with items delivered to the Learning Resource Distribution Centre (LRDC). Disbursement of items to schools throughout the province is planned for first and second quarter of 2016-17.

Transitioning children with exceptionalities

The department examined whether existing Transition Guidelines for Students with Exceptionalities would be sufficient in the context of moving from half-day to full-day kindergarten. The existing guidelines were deemed appropriate and may be viewed at <http://www.ed.gov.nl.ca/edu/k12/studentssupportservices/index.html>.

Program evaluation

A draft logic model and framework for FDK program evaluation has been developed. The department collected professional learning baseline data during early fall 2015. It also held discussions with Faculty of Education at Memorial University to determine interest in aspects of a summative evaluation. Follow-up discussion will occur as required/requested by the Faculty.

Report on Performance

Professional learning sessions were developed for Kindergarten teachers discussing the various aspects of providing FDK in a play-based classroom environment. Quantitative and qualitative methods will be used to examine the impact of these sessions. This may include such methods as surveys and possibly classroom visits and observation.

Continued to implement professional development initiatives

Professional development and implementation activities are ongoing through collaboration between the department and the school districts.

- Model classrooms intended to showcase the design of a play-based learning environment are planned throughout the province's school regions. In the Eastern region, a model classroom is complete while model classrooms in Western, Central and Labrador regions are anticipated to be complete in April 2016.
- Commencing in January 2016 multiple sessions were held with school district personnel to discuss and finalize plans for PL implementation for district teachers and department/district personnel. Additional development of PL resources is planned for upload to the Teacher PL Website early in 2016-17 focusing on play-based learning and multi-grade and French immersion classrooms.
- Work on the development of the PL implementation plan for teachers and administrators and development of resources is complete or substantially complete. The plan and related materials will form the basis for teacher PL and are planned to be included on the Teacher PL Website.
- Completion of contract work related to FDK PL is nearing completion. The PL resources include: FDK newsletters (12); FDK slide presentations (33); a common understanding document to highlight play-based learning in the kindergarten classroom; and a FDK classroom makeover video series. All are anticipated to be completed in first quarter of 2016-17.

Report on Performance

Strategic Plan Objective for 2016-17

By March 31, 2017, the Department of Education and Early Childhood Development will have continued to implement initiatives in support of early childhood learning.

Measure: Continued to implement initiatives in support of early childhood learning

Indicators:

- Implemented full-day Kindergarten
- Commenced implementation of Early Learning Childhood Framework
- Implemented revised development schedule for Parent Resource Kits
- Continued pilot implementation of revised KinderStart program guide
- Continued pilot implementation of Early Years Evaluation



Report on Performance

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 prepare them to participate in their community and society. In 2015-16, the department 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 for student support services, school and district based positions; and commenced a review of high school graduation requirements.

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

2015-16 Objective:

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.

Discussion of Results

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

Report on Performance

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

During 2015-16, the department continued to implement the Safe and Caring Schools (SCS) policy and Inclusive Education practices. These initiatives provide 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 safe, caring and inclusive environment in which to learn, grow and succeed. Details of ongoing or completed work are discussed below.

- A Parent/Guardian Brochure overviewing the SCS policy was made available online.
- Six Itinerant Teachers for SCS were hired to work at the school district level and collaborate with the department SCS Consultant. An itinerant teacher serves multiple schools.
- Review 360, a multi-tiered software system to allow the school districts to collect data related to student behavior, was adopted. This data is intended to assist schools, districts, and the department to evaluate the implementation of the SCS policy.
- Financial support was provided to the NLESD to contract for train-the trainer professional learning (PL) sessions on Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) awareness. Using a facilitator's package created collaboratively by the department, NLESD and Egale, a national charity which promotes LGBTQ human rights through research, education and community engagement, trainers will provide awareness sessions to all teachers in the NLESD within a three year period.
- Draft Guidelines for Creating Safe, Caring, and Inclusive Learning Environments for Students and Staff with Diverse Sexual Orientations, Gender Identities and Gender Expressions were reviewed and will be released in Fall 2016. To accompany the release of these guidelines, the department will provide the districts and schools with a facilitator's guide to assist with the implementation of these guidelines.
- The department and the NLESD are continuing to work with Egale to develop 10-15 lesson plans for curriculum integration to raise awareness and acceptance of diversity, with a specific focus on LGBTQ youth. Consultations pertaining to these lesson plans are ongoing, and the expected date of delivery is July 2016.
- The department worked with the NLESD and Egale to complete a PowerPoint presentation that will be used to provide LGBTQ awareness training to all schools

Report on Performance

across the province. These training sessions will be delivered over a three year period with the first sessions beginning in April 2016.

- An online draft presentation for educators providing an overview of the SCS policy was nearing completion.
- A checklist to guide districts and schools with implementation was added to the revised SCS policy. This is used to guide itinerants' work with schools.
- Development of guidelines for the Provision of Secondary and Tertiary Positive Behaviour Supports in Schools was ongoing.
- Restorative Justice (RJ) approaches are advocated by the SCS policy. The department will provide eight days of PL for Itinerants for SCS and Inclusive Education on Relationships First: Restorative Justice Education.
- Students and schools in the province will continue to receive inclusive supports from the department. The final phase of the Inclusive Education Initiative will begin in September 2016. Other supports include but are not limited to: Assistive Technology, Alternate Format Materials, K-3 Working Together initiative, Home Teaching, and Student Assistants. These supports are ongoing each year and are based on student need.
- A Handbook for Parents/Guardians providing an overview of student support services and the program is in the planning stages.
- Reading and writing intervention guidelines for at-risk K-3 students have been developed, as well as an on-line professional learning site to support the implementation of these guidelines. A two year pilot has been completed in



13 schools to assess the effectiveness of the professional learning materials.

Continued curriculum renewal and 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.

Report on Performance

In September 2015, the department implemented the following revised curricula: English Language Arts 3, Health 3, Science 1, Religious Education 4, Francais 2202, Occupational Health & Safety 3203, English 3201 and English 3202. In addition, a pilot commenced in Science 2.

During 2015-16, the department revised Science 2, Science 4 and Science 1206 for September 2016 implementation.

During the fiscal year, the department also developed pilot courses for Science 5, Chemistry 2202/3202, Physics 2204/3204, Francais 3202, Music 2206, Science 3, Science 6, Social Studies (1211/1212), Social Studies 3219, Science 1206, Health 4, Clothing and Textiles and a Grade 6 Career Module for Communications Technology 2104/3104. The pilots will commence in September 2016.

Professional learning sessions were provided, as necessary, to ensure teachers and administrators were familiar with all changes.

Further developed Standards of Practice/Roles and Responsibilities policies

During 2015-2016, the department created roles and responsibilities and standards of practice specific to district personnel providing services and supports to schools. Details of completed and ongoing work are discussed below:

Standards of Practices were completed for Guidance Counsellors, Educational Psychologists, Instructional Resource Teachers, Itinerant teachers for the Deaf and Hard of Hearing, and Speech Language Pathologists. These Standards of Practice are available online (http://www.gov.nl.ca/edu/k12/studentssupportservices/standards_and_practice.html). Professional learning was provided for Educational Psychologist and Guidance Counsellors during spring 2015. This PL was provided by a team of department and district personnel.

Standards of Practice for Teachers of the Blind and Visually Impaired are under development. Roles and responsibilities have been written for the Itinerants for SCS and Inclusive Education and are currently under review to be posted online when completed.

Report on Performance

Commenced review of high school graduation requirements

Students must meet the minimum requirements to graduate from high school and to enter the post-secondary institution of their choice. For example, entrance requirements for Memorial University are different from College of the North Atlantic. The school program is structured on a course credit basis. Students require 36 credits to graduate; however, most students complete 14 credits each year for a total of 42 credits after three years. Existing graduation requirements have been in effect since the 2004-05 school year.

During 2015-16, the department commenced a review of existing requirements to ensure that students graduate with the skills needed to compete for the labour market and various post-secondary institutions. The review involved focus groups and an online feedback survey.

Province-wide school based focus groups were held between August 2015 and November 2015 to gain insight on high school graduation requirements. A total of 54 focus groups were held with the following key stakeholders: students; parents; school staff; school districts; department staff; school board trustees; Newfoundland and Labrador Teachers' Association; School Administrators' Council; other provincial government departments; Premier's Youth Advisory Committee; and post-secondary institutions.



Each session consisted of a guided discussion with respect to current high school graduation requirements and students' needs.

Members of the general public were invited to visit the department's website to provide their feedback or contact the department by phone for a printed package to be mailed to them.

The department will conclude its review of high school graduation requirements during 2016-17 and identify next steps.

Report on Performance

Initiated discussion on math performance

Mathematics education is an essential component of the K-12 curriculum. A high quality foundation in the basic principles of mathematics in key areas is essential for entry to many post-secondary programs and effective functioning in day to day activities. The department periodically conducts a comprehensive review of mathematics curriculum and related supports to ensure that students have the best opportunity to succeed.

Since government commenced its most recent initiative in 2007-08, the Excellence in Mathematics Strategy and subsequently revised K-12 mathematics curriculum and supports for teachers and parents there have been a range of changes in practices related to mathematics. Correspondingly, the department commenced efforts to review mathematics performance. A mathematics performance review background document and a review plan were drafted. However, work on this indicator has been put on hold until the work of the Premier's Task Force on Education has concluded, as mathematics will be one of the areas considered.

Strategic Plan Objective for 2016-17

By March 31, 2017, the Department of Education and Early Childhood Development



will have continued enhancements in select areas of the K-12 education system.

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

Indicators:

- Initiated Premier's Task Force
- Commenced consultations on improving educational outcomes
- Continued curriculum renewal and implemented revised curricula in select areas

Report on 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. In 2015-16, 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 (FDK). These investments improve the capacity, safety, and quality of the provincial K-12 school infrastructure to the benefit of all students.

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

2015-16 Objective:

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.

Discussion of Results

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

Report on Performance

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

2015-16 saw significant progress in the area of major capital projects for the K-12 school system. A total of \$63.2 million was spent to commence, continue or finalize various major capital projects during the year.

Projects that saw completion during 2015-16 include:

Extension and redevelopment of Roncalli Elementary, St. John's - The extension and redevelopment of Roncalli Elementary was completed in fall 2015 at a cost of more than \$23 million. The extension includes a new cafeteria, gymnasium and 20 classrooms. The redevelopment included a reconfiguration of space to create new classrooms, a multi-purpose/lunch room as well as a library resource centre. A former chapel at the front of the school was also replaced by a new administration wing. An official opening was held at the school in March 2016.

Construction of Waterford Valley High, St. John's – The new high school (grades 10-12) opened for students and staff in September 2015 at a cost of close to \$40 million. The school is a modern, state-of-the-art facility which replaces the former Bishops College and Booth Memorial High in St. John's. The new school includes over 30 classrooms, two instructional resource suites, four science labs, two music suites, two art rooms, two skilled trades suites, two computer rooms, home economics room, gymnasium, fitness centre, multi-purpose room/lunchroom, commercial kitchen, and learning resource centre.

Extension and Renovation of Corner Brook Intermediate (former Regina Complex) – The junior high school (grades 7-9) opened for students and staff in September 2015 at a cost of approximately \$16 million. This project consisted of the extension and redevelopment of the former Regina Complex in Corner Brook. A new gymnasium was constructed; existing space was reconfigured to include a new fitness centre, multipurpose/lunch room and kitchen; upgrades were made to the library/resource centre, home economics lab, art room, computer lab, science labs, and applied technology lab; windows were replaced and a new main entrance developed; and upgrades were completed to mechanical and electrical systems, including energy efficient lighting.

Report on Performance

Rebuild of William Gillett Academy, Charlottetown (Labrador) – The school opened for students and staff in spring of 2015, with work finalized during the summer months, at a cost of over \$8 million. The school has an entirely new classroom and administrative section, including a skilled trades room/science lab, a resource centre/computer room, a home economics/lunchroom, and a distance learning room. The gymnasium section, the only remaining section of the original building, was also upgraded and is equipped with new flooring, a new stage which doubles as a music room, as well as stage lighting and curtains. An official opening was held at the school in February 2016.

Extension to Elizabeth Park Elementary, Paradise – An eight classroom extension was constructed onto the existing building to address the growing student population at this school. This was part of a long-term plan when the school was originally constructed in 2010. At that time, the core of the building was constructed larger to accommodate future expansion. This work was completed at cost of approximately \$2.8 million and was occupied by students and staff in September 2015.

Extension and Redevelopment of Exploits Valley High, Grand Falls-Windsor – Phase two of this project was completed during summer 2015. This major phase, completed over two years, saw renovations and upgrades to some classrooms and specialty rooms such as the skilled trades suite, cafeteria, kitchen and music room; electrical and plumbing upgrades, and the installation of a mechanical ventilation system and modern sprinkler system. This major project was completed at a total cost of \$12.9 million.

Labrador Teacher Housing – In 2015-16, NLESD was provided funding to acquire additional housing units for teachers in Nain and Rigolet to address recruitment challenges resulting from the limited availability of housing in these communities. The district successfully tendered the construction of a new house on district-owned land in Rigolet and purchased a new house in Nain at a total cost of over \$528,000.



Report on Performance

Modular Classrooms - Classrooms were installed at Riverside Elementary in Shoal Harbour (1 unit), Villanova Junior High in Conception Bay South (2 units) and St. Bernard's Elementary in Witless Bay (1 unit). This excludes units that are being installed as part of the full day kindergarten initiative.

Construction commenced and/or continued on various projects, including a number of new tender awards. These projects include:

New Grades K-6 school in Paradise – Significant work progressed on this project during the year. By year-end, structural steel had been erected, the building envelope was nearing closure, and some interior fit-up had been completed. The new school is a two-story facility built to accommodate approximately 700 students. It is being 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. The school is expected to open in September 2016.

New Grades 5-7 school in Torbay – In May 2015 the tender for the construction of the school was awarded and work progressed throughout 2015-16. By year-end, all foundation and site services work was complete and masonry work ongoing. The



school will include 31 classrooms, a gymnasium, library resource centre, science lab, computer lab, music rooms, practice rooms, lunch/multipurpose room, and a commercial kitchen. The project is expected to be completed in fall 2016.

New Grades K-7 School in Conception Bay South

– In August 2015 the tender for the construction of the school was awarded and work progressed throughout 2015-16. By year-end, site and foundation work was nearing completion and erection of structural steel was underway. The school will include 32 classrooms, a gymnasium, a library resource centre, science lab, computer lab, two music rooms, lunch /multipurpose room, and commercial kitchen. The project is expected to be

completed in 2017.

Report on Performance

New Grades 5-9 school in Portugal Cove – St. Philip’s – In July 2015 the tender for the construction of the school was awarded and work progressed throughout 2015-16. By year-end, all foundation and site services work had been completed and erection of structural steel was nearing completion. The school, being constructed adjacent to the town hall, will include 31 classrooms, a gymnasium, commercial kitchen, library/resources centre, home economics room, science labs, a technology and fabrication lab suite, two music rooms, an art room and a computer room. The project is scheduled to be completed in early 2017.

Extension and Renovation of St. Peter’s Junior High, Mount Pearl - In October 2015 the construction contract was awarded for the extension and renovation of this school. By year-end, construction of a new bus route around the school was underway in order to make way for the new extension. The project includes a new gymnasium, renovating the existing gymnasium into a cafeteria, kitchen and classroom space, renovating the existing cafeteria into classroom space, extending and modifying the parking lot, as well as replacing windows. The project is expected to be completed in 2017.

New Grades 4-6 School in Gander – In October 2015 the tender for the construction of the school was awarded and work commenced in late 2015-16. Site work was completed under an earlier contract in preparation for construction. Located on Magee Road, at the corner of Raynham Avenue, the facility will include 25 classrooms, a gymnasium, a stage, a library resource centre, two music rooms, a lunch/multi-purpose room and a commercial kitchen. The school is expected to open in 2017.

Virginia Park Elementary - Site work, foundations and structural steel work, tendered in 2014-15, was completed in early 2015-16. Design work for the remainder of the building was completed in mid 2015-16 and the construction tender was issued in October 2015, which closed on March 31, 2016. The tender will be awarded in early 2016-17 once tender bids have been reviewed. Once completed, the school will include 17 classrooms, a gymnasium and stage, a library resource centre, music room, lunch/multi-purpose room, commercial kitchen and a family resource centre, among other spaces.

Planning commenced or continued on a number of other projects throughout the year.

Report on Performance

Planning continued for the extension and renovation of St. Peter's Primary in Mount Pearl and the project for Gander Academy. Progress also continued throughout 2015-16 on the construction of additional space at select schools for the upcoming implementation of full-day Kindergarten in September 2016. Modular classrooms were constructed onto Riverside Elementary in Shoal Harbour, Centreville Academy in Centreville-Wareham, and St. Bernard's Elementary in Witless Bay. In addition, modular classrooms were either under construction off-site or in the process of being installed at St. Edward's Elementary in Conception Bay South, Cape St. Francis Elementary in Pouch Cove, Coley's Point Elementary in Coley's Point, C.C. Loughlin Elementary in Corner Brook, J.J. Curling Elementary in Corner Brook, Holy Cross Elementary in Holyrood, St. George's Elementary in Conception Bay South, Gander Academy in Gander, and St. Peter's Primary in Mount Pearl. Construction of extensions was also underway at Mary Queen of Peace Elementary, St. Francis of Assisi Elementary, Carbonear Academy and Pasadena Elementary. All work is scheduled to be completed prior to September 2016.

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 2015-16 the department funded approximately 100 K-12 major repairs and maintenance projects at schools province-wide at a cost of approximately \$16.7 million. These projects included the replacement and/or repairs of roofs, siding, windows, and other building envelope components; electrical and life safety system upgrades; heating upgrades; and energy management retrofits. These improvements ensure these facilities maintain safe and healthy school environments for students and staff and operate efficiently. Examples of projects funded during the year include:

- Queen of Peace Middle School, Happy Valley-Goose Bay – Heating Boiler Replacement
- LeGallais Memorial, Isle aux Morts - Building Envelope Upgrades
- Woodland Primary, Grand Falls-Windsor - Roof Replacement
- Lumsden Academy, Lumsden - Electrical Upgrade
- Christ the King, Rushoon - Roofing and Window Replacement
- Mount Pearl Intermediate, Mount Pearl - Windows Replacement

Report on Performance

- St. John Bosco, St. John's - Partial Windows Replacement
- Ecole Notre Dame du Cap, Cape Saint-George - Window Replacement
- Centre educative l'ENVOL, Labrador City – Heating Upgrades

The department also funded various renovations and equipment purchases at schools across the province to prepare for the implementation of full-day Kindergarten at a cost of approximately \$2.2 million. This work included the creation of new classrooms and Kindergarten washrooms as well as other minor renovations.

Strategic Plan Objective for 2016-17

By March 31, 2017, the Department of Education and Early Childhood Development will have continued to address priority infrastructure projects to improve facilities throughout the K-12 education system.

Measure: Continued to address 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; and energy efficiency)
- Finalized upgrades, modular classrooms and school expansions related to full-day Kindergarten.

Highlights and Accomplishments

In addition to working towards the outcomes associated with the issues for fiscal year 2015-16, outlined in the “Report on Performance” section of this report, the department notes key accomplishments in a number of other areas.

Public Examinations: Public examinations are based on the provincial curriculum and provide a common standard to assess proficiency in level III academic language mathematics, science and social studies courses. They are administered yearly in June, August or November and are scored by an independent scoring panel made up of teachers. Successful completion of at least four public examination courses is required to graduate with academic or honours status. 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 2015-16 there were 18,543 public exams written by 7,563 high school students.

Compared to previous years there was a gradual improvement in most subject areas. It is significant to note as well that more of our students are graduating with honours or academic diplomas as opposed to general diplomas. This year, more than 71 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.



Highlights and Accomplishments

Scholarships: In 2015-16, scholarships were awarded to 201 high school graduates across Newfoundland and Labrador for the 2014-15 school year. 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 2015 recipient was Laura Dawson, a graduate of Booth Memorial High School in St. John's.
- The \$1,000 Constable W.C. Moss Scholarship was awarded to the son or daughter of the member of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police (active, retired or deceased) who, other than the Junior Jubilee winner, achieved the highest marks. The 2014 recipient was Marc LeGresley, 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.
- 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.

Gender Neutral Washrooms: A new gender neutral washroom that supports inclusive learning environments was completed at the Murphy Centre in St. John's. The washroom includes eight bathroom stalls with floor to ceiling walls and doors and a common wash area. There are also two additional accessible washrooms.

As part of the Provincial Government's commitment to inclusive education, in addition to the washrooms currently provided in schools, gender neutral single washrooms will be included as part of all new school construction. As well, schools across the province will use the LGBTQ guidelines to assist in the creation of gender neutral washrooms when needed.

Outstanding Principals: Three exemplary school principals in Newfoundland and Labrador were named among The Learning Partnership's Canada's Outstanding Principals for 2016. The Learning Partnership is a national organization devoted to strong public education systems.

Highlights and Accomplishments

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.

The 2016 recipients of the honour included: Cindy Barker of Stephenville Elementary School in Stephenville; Denise Francis of St. James Elementary School in Port aux Basques; and Kimberly Leonard of Mary Queen of Peace School in St. John's. They received their awards at a ceremony in Toronto on February 23, 2016.

Semesterisation Pilot Project: The department is in the final year of a three year (2013-14 to 2015-16) semesterisation pilot at Holy Heart of Mary High School. A school with a semester schedule has the following general characteristics:

- two semesters that run from September to late January/early February and late January/early February to June;
- final summative examinations administered at the end of each semester;
- no formal mid-semester examination period; and
- paired linear courses offered throughout the school year.

Semesterisation has been widely recognized throughout North America as an excellent student-centered approach for learning. It provides students more opportunity to complete a greater variety and a greater number of courses each year. The majority of high schools in Canadian provinces, with the exception of Newfoundland and Labrador and Quebec, are semesterised.

The department is conducting a formative evaluation on the project. Data collection continued over the final two years of the pilot (2014-15 to 2015-16) and consisted of document review, key informant interviews, administrator interviews, teacher surveys, student surveys, and parent surveys. Preliminary data suggests that students, teachers, and parents are satisfied with the implementation of semesterisation at Holy Heart.

The department is currently compiling student achievement data from 2009-10 to 2014-15 in order to determine the impact that semesterisation has had on graduation rates, credits achieved, and course grades.

Highlights and Accomplishments

Graduates in June 2016 will represent the first cohort of students at Holy Heart who completed three years of high school following a semesterised program. Additional evaluation activities are planned. The department is in the process of expanding the pilot project to include an additional two schools, based on the positive preliminary findings from Holy Heart and to obtain data from more schools.

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

- A new contract template has been in use since April 2015, with public tenders based on the new template for the 2015-16 school year.
- The Newfoundland and Labrador English School District released a Request for Proposals (RFP) for the procurement of a provincial school transportation software solution. However, the RFP was subsequently not awarded. The department and school district are currently assessing the appropriate next steps.
- The external camera pilot continued throughout 2015-16. The department will continue to examine the feasibility of the technology throughout the pilot, including whether camera evidence leads to successful court convictions.
- The department began reviewing current policies in all areas to identify improvements and more flexible options.



Highlights and Accomplishments

Autism Online Training Program: The department partnered with the other Atlantic Provinces to create the online training program, ASD and Behavioural Interventions: An Introduction for School Personnel.

- The program is designed for all educational personnel including teachers, school administration, student assistants, speech language pathologists, etc.
- The 40 hours of self-paced instruction is offered in both English and French and is made up of 10 eLearning modules.
- In 2015-2016, over 580 educational personnel completed the program.

Mental Health and Addictions: The department is currently pursuing a number of initiatives to address mental health and addictions issues in the school system, including:

- Implementing a three-year pilot course at two schools in the NLESD Western region utilizing the Promoting Alternative Thinking Strategies (PATHS) program. The PATHS is a social-emotional learning program for elementary students to reduce aggression and behaviour difficulties. The curriculum teaches skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem solving.
- Integrating social-emotional learning throughout the K-12 curriculum, supporting implementation of the SCS Policy.
- Consulting with key groups to adopt an approach to boost the high school curriculum to include a focus on increasing awareness of mental health and addictions.
- Developing a new Interim behaviour exceptionality in conjunction with a revised Behavior Management Plan for behavior programming involving students with complex behavior needs.
- Drafting a document on Secondary and Tertiary supports best practices to facilitate behavior programming.

Appendix I: Financial Statements

STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED 31 MARCH 2016 ^{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)	1,406,188	1,486,000	1,353,000
Total	1,406,188	1,486,000	1,353,000
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01 - 13.2.1.03)	3,618,523	3,673,400	3,435,800
Information Management and Special Projects (13.2.2.01)	410,737	464,400	462,000
Total	4,029,260	4,137,800	3,897,800
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)	729,387,147	735,176,100	729,635,300
Program Development (13.3.2.01 & 13.3.2.02)	5,546,216	2,961,500	2,950,000
Student Support Services (13.3.3.01 - 13.3.3.03)	1,442,247	1,779,700	1,802,000
Educational Programs (13.3.4.01 - 13.3.4.03)	13,486,421	15,228,700	15,215,400
Child and Family Development (13.3.5.01 – 13.3.5.04)	37,457,826	58,353,500	58,761,300
Provincial Information and Library Resources Board (13.3.6.01)	11,482,657	11,590,900	11,102,100
Total	798,802,514	825,090,400	819,466,200
Infrastructure (13.4.1.01 & 13.4.1.02)			
Infrastructure (13.4.1.01 & 13.4.1.02)	82,068,779	96,745,700	96,828,800
Total	82,068,779	96,745,700	96,828,800
Total Department	886,306,741	927,459,900	921,545,800

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 2016.

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.

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)*
- Teachers' Certification Committee
- Teacher Certification Review Panel

*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 2015-16, 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*.

Department of
Education and
Early Childhood Development
2015-2016 Annual Report

