

Annual Report 2004-05

Department of Education



GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR





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Government of Newfoundland and Labrador
Department of Education
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Table of Contents

MESSAGE FROM THE MINISTER	i
OVERVIEW	1
VISION	1
MISSION	1
LINES OF BUSINESS	1
FINANCIAL AND HUMAN RESOURCES	2
SHARED COMMITMENTS	3
OUTCOMES OF OBJECTIVES	5
ENABLE LEARNERS TO ACHIEVE HIGH STANDARDS	5
Improved achievement	5
Improved literacy levels and general education levels of the population.....	7
PROMOTE AND SUPPORT HIGH PERFORMANCE AT ALL LEVELS OF THE EDUCATION SYSTEM	10
Improved responsiveness of the education system.....	10
Improved transition of all students into and through the education system.....	11
Improved preparation for post-secondary education	13
BUILD A PROVINCIAL INFRASTRUCTURE OF SUPPORT FOR THE EDUCATION SYSTEM	14
Improved level and scope of support for planning and accountability	14
Effective use of technology to maximize learning access, learning effectiveness, instructional management and administration	14
Provision of safe and positive learning environments for all students	15
Increased public knowledge of key aspects of the education system.....	16
Increased demand internationally for this province’s educational products and services.....	17
BOARDS AND COMMITTEES	19
OPPORTUNITIES AND CHALLENGES AHEAD	20
FINANCIAL STATEMENTS	23

Message from the Minister

November 21, 2005

Honourable Harvey Hodder, M.H.A.
Speaker of the House of Assembly
East Block
Confederation Building

Dear Mr. Speaker:

I am pleased to submit the 2004-05 Annual Report for the Department of Education.

The mandate of the Minister of Education includes: all matters relating to education in the K-12 system; literacy development; monitoring and ensuring progress of post-secondary education; and training, certifying and setting qualifications for apprentices and journeypersons.

The department enjoyed success during this reporting period, the last in its draft strategic plan. I received the assistance of many people in meeting my mandate and I wish to sincerely thank the staff of the department, the Provincial Information and Library Resources Board, Memorial University of Newfoundland, College of the North Atlantic, all school board members and district personnel, teachers and parents.

In fiscal year 2005-06, my department will prepare a new strategic plan in accordance with the *Transparency and Accountability Act*. Together we shall face and overcome the challenges of declining enrolment in the K-12 sector and the challenges of affordability and accessibility in our post-secondary sector.

The following report covers the period April 1, 2004 to March 31, 2005. My signature below is indicative of my accountability for the actual results reported herein.

Respectfully submitted,



JOAN BURKE, M.H.A.
Minister

The Department of Education is responsible for the education of all citizens from pre-school to post-secondary and beyond.

VISION

The vision of education for Newfoundland and Labrador includes:

- learners who are self-reliant and prepared to meet personal and work-related challenges;
- active partnerships among communities, community organizations, and educational institutions;
- educational personnel who are challenged to be creative and innovative in the pursuit of excellence, and;
- delivery of education that is efficient, effective and of high quality.

MISSION

The mission of the Department of Education is to provide an affordable, high quality education to Newfoundlanders and Labradorians so that they are able to acquire, through lifelong learning, the knowledge, skills and values necessary for personal growth and the development of society.

LINES OF BUSINESS

The Department of Education has six main program and service areas. They are:

Curriculum and Programs

In the K-12 system responsibilities include developing and monitoring the curriculum, creating or selecting learning resources, developing and implementing distance learning activities, developing programs for improved teaching and learning, and providing teacher professional development in new curriculum areas. In addition, support services to children with special needs are provided by administering student support programs and the allocation of a full range of personnel to school districts. In the post-secondary sector responsibilities include developing and monitoring curriculum for entry-level and advanced-level apprenticeship training and Adult Basic Education Program Levels I, II and III. The department also monitors and approves all curriculum offered in private colleges.

Student Assessment and Certification

Responsibilities include the evaluation, monitoring, test development and certification processes for the K-12 system, and the administration of journey person certification examinations for designated trades, including the Interprovincial Standards Examinations for Red Seal trades.

Research, Records and Reporting/Accountability

Responsibilities include all major functions related to education system performance such as education statistics, planning, evaluation, accountability, policy development, and research. The department collects data and manages databases for core areas such as enrolment and graduate outcomes.

Support to Federal, Provincial and Territorial Agreements & Initiatives

The department coordinates the activities of a number of federal-provincial agreements for which it is a key stakeholder such as Official Languages in Education, the Community Access Program and the Apprenticeship Training Federal Contribution Agreement. The department also provides support to several federal-provincial-territorial committees.

Finance and Administration of the Department of Education and the Education System

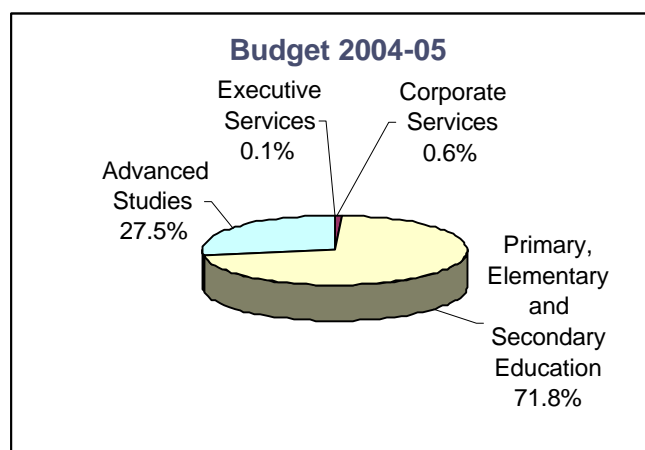
Responsibilities include: legislation, regulation, policy and directives related to the education system; human resource development; technology support; and financing the K-12 and post-secondary systems.

Student Financial Assistance

The department is responsible for major functions related to student aid for post-secondary education including the assessment of eligibility for student loans and grants.

FINANCIAL AND HUMAN RESOURCES

In 2004-05, the department had a budget of \$860 million and 248 staff positions. The main offices of the Department of Education are located in the West Block of Confederation Building in St. John's. Regional offices, delivering provincial apprenticeship programs and services, are located in Corner Brook, Grand Falls–Windsor and Happy Valley–Goose Bay.



The Department of Education website is: <http://www.gov.nl.ca/edu>

To ensure the delivery of education in Newfoundland and Labrador is efficient, effective and of high quality, the Department of Education must work in concert with numerous partner organizations.

SCHOOL BOARDS

The five school boards are directly responsible for the administration and operation of the province's schools and school districts. This includes:

- staffing;
- the distribution of resources, including human resources;
- technology;
- building acquisition, maintenance and repair;
- student transportation; and
- development of instructional policies and practices.

The school boards shall ensure the effective operation of primary, elementary and secondary schools in their district.

K-12 Statistics for 2004-05

5 School Boards
303 Public Schools
79,439 Students
5,634 Full-time Equivalent Teachers

SCHOOL COUNCILS

The *Schools Act, 1997* requires each school principal to establish a school council who will: represent the school's educational interests; advise on the quality of teaching and learning in the school; facilitate parent and community involvement; and advise the school board on matters of concern. The councils also: recommend, and then support and promote, a plan for improving teaching and learning as approved by the school board; approve and monitor fund-raising activities; consider and monitor performance standards; and make certain recommendations to school principals.

POST-SECONDARY EDUCATIONAL INSTITUTIONS

Public post-secondary education is delivered in the province through two main institutions: Memorial University of Newfoundland operating four campuses, including one in Harlow, England, which in total serviced 18,944 post-secondary students in the fall of 2004; and College

of the North Atlantic operating 17 campuses in the province, which serviced 6,408 post-secondary students in the fall of 2004. In addition to the public post-secondary system, the department works with the Newfoundland and Labrador Association of Career Colleges regarding issues impacting the private career colleges. The department also works with apprentices, employers, colleges and the federal government to help apprentices receive the necessary work experience and technical training to become certified journeypersons.

Post-Secondary Students	
Institution	Fall 2004
Memorial University of Newfoundland	17,785
Marine Institute of Memorial University	1,159
College of the North Atlantic	6,408
Private Colleges	2,521

LABOUR MARKET DEVELOPMENT

The department partners with other provincial and federal government departments regarding the development of labour market policies and programs. Partnering provincial departments include: Human Resources, Labour and Employment; and Innovation, Trade and Rural Development. Partnering federal departments include: Human Resources and Skills Development Canada; Industry Canada; and the Atlantic Canada Opportunities Agency.

OTHER ORGANIZATIONS

The department also shares commitments with: the Provincial Information and Library Resources Board; the Student Loan Corporation of Newfoundland and Labrador; the Council on Higher Education; the Ministerial Council on Early Childhood Learning; the federal Department of Canadian Heritage; and non-profit centres who deliver Adult Basic Education Level I. The department is often involved in discussions 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 Literacy Network Ad-hoc Group; the Newfoundland and Labrador Federation of School Councils; the Canadian Federation of Students; and provincial student unions. These discussions provide valuable information and help shape the department's policy development and decision-making processes.

Outcomes of Objectives

The major themes of the department's draft strategic plan are used below to present the outcomes of objectives for fiscal year 2004-05.

1. ENABLE LEARNERS TO ACHIEVE HIGH STANDARDS

Improved achievement

Programme for International Student Assessment

In December 2004, the results of the 2003 Programme for International Student Assessment (PISA) were released showing significant advances in Newfoundland and Labrador's educational standing, both nationally and internationally. Students performed at the Canadian average in reading and science while mathematics scores improved significantly. Canada is consistently among the top performing countries in the world. Newfoundland and Labrador students performed at, or near, the Canadian average in all testing areas placing them among the top performing students in the world.

Newfoundland and Labrador led the Atlantic Provinces. The province showed improvement in all testing areas placing: fifth in reading, up from ninth in 2000; fifth in science, up from seventh in 2000; and sixth in mathematics, up from ninth in 2000.

Provincial Assessment Results

Results for assessments in intermediate, elementary and primary language arts were released to school districts in September 2004, and showed improvement in reading and writing at all levels.

High School Results

High school results were released in July 2004, and showed improvement over the July 2003 results. The overall pass rates for all high school and public examination courses were 90 per cent and 88 per cent respectively. The marks in all courses except two were higher than the average marks from the previous school year, and the difference between school marks and public exam marks was smaller compared to other years.

Supplementary public exams were written in August 2004, instead of November as in previous years. There was an average pass rate of 52 per cent as compared to 44 per cent



in 2003. The opportunity to write supplementary exams prior to the opening of universities and colleges gave students the opportunity to meet admission requirements for September 2004.

Course	Percentage of Passes		Average Mark	
	2002-03	2003-04	2002-03	2003-04
English 3201	New Course	92%	New Course	65%
French 3200	96%	98%	70%	73%
Academic Math 3204	71%	75%	58%	60%
Advanced Math 3205	91%	95%	70%	74%
Biology 3201	89%	83%	65%	62%
Chemistry 3202	90%	90%	68%	68%
Physics 3204	88%	87%	64%	66%
Earth Systems 3209	71%	81%	58%	61%
World History 3201	86%	87%	65%	66%
Histoire mondiale 3231	90%	91%	67%	68%
World Geography 3202	93%	94%	68%	69%


Examination Protocol

In an effort to ensure the highest possible academic standards are achieved by learners, the department surveyed both intermediate and high school principals to determine the amount of time used to administer both mid-year and end-year examinations. The results revealed a significant difference between schools and school districts. Further consultation with the school districts led to the development of a province-wide protocol to ensure consistency. This protocol sets provincial time allotments for examinations, maximizes the instructional time available to students, and eliminates mid-term examinations at the intermediate level.

Student Support Services

The Division of Student Support Services continued to provide leadership and support to personnel who work with children with special needs across the province. The division has nine professional development consultants who assist teaching and support personnel through consultation and workshops on areas such as learning disabilities, behaviour challenges, cognitive disabilities, autism, speech and language issues, vision and hearing issues, physical disabilities, and exceptional ability.

The Ministerial Advisory Committee on Student Support Services continues to perform the important function of ensuring that the perspectives of parents, advocacy groups and other professional partners are reflected in policy development and service design.



An updated version of the *Pathways to Programming and Graduation* guide was completed as a collaborative project of the Department of Education, school boards, and the Newfoundland and Labrador Teachers' Association. This guide will enhance the practice of inclusionary education, so that all children are supported to be fully participating members of their community school.

Improved literacy levels and general education levels of the population

Budget 2004 announced the creation of the Division of Adult Learning and Literacy. The mandate of the division is to: provide for a greater understanding of adults' access and participation in education; enhance policies and approaches to increase their undertaking of learning activities; and coordinate and integrate literacy efforts in the province.

The Department of Education partners with federal, provincial and community organizations to improve the literacy levels of all Newfoundlanders and Labradorians. Several initiatives were sponsored by the department and its literacy partners during 2004-05.



Early Childhood Literacy

Early childhood literacy/family literacy program grants of approximately \$250,000 were provided to 34 projects for community groups, schools, libraries and other organizations throughout the province. These grants were provided through the *Stepping into the Future* early childhood development initiative which targets children ages zero to six and their families.

The KinderStart program is provided under the *Stepping into the Future* initiative and delivers up to eight orientation sessions for children and their parents in the year prior to school entry. Information from teachers, principals and parents indicates the program has been successful in introducing children to the school environment and helping them adjust to Kindergarten. The department also collaborated with the Conseil scolaire francophone provincial to publish *Bon Départ*, a French version of the KinderStart program.

Adult Literacy

Adult literacy program grants of \$259,850 were provided to seven non-profit community based organizations throughout the province. These grants were awarded to deliver adult basic literacy and Adult Basic Education Level I programs for the period September 2004 to June 2005.



Adult Basic Education Level I Pilot

The pilot project for a new Adult Basic Education (ABE) Level I model continued in partnership with the National Literacy Secretariat, Human Resources Skills Development Canada. The department distributed \$369,000 in the second and final year of the pilot to ABE Level I sites. An external evaluation was conducted and has assisted government plan and develop policy to direct ABE Level I in the future.

Literacy Network Ad-hoc Group

In accordance with a 2002 consultant's report which evaluated the Literacy Development Council (LDC), the LDC wound up operations providing a smooth transition for the Literacy Network Ad-hoc Group (LNAG) to form a new provincial literacy grassroots network by January 2006. The newly formed LNAG has a strong advisory and advocacy mandate which is similar to coalitions in other jurisdictions, and will continue the work of many LDC initiatives until the new network is established. The newly formed Division of Adult Learning and Literacy will continue to provide grants to non-profit community based organizations. The LDC ceased operations in December 2004, and its legislation is being repealed.

Career Education

Career Education, K-12 and post-secondary, is universally recognized as critical to students' future success in life. The department recognizes that all students should have a career plan by the end of senior high school. In 2004-05, the department changed graduation requirements to include a mandatory course in career planning as part of the high school program. A new two-credit course, Career Development 2201, was developed and piloted in four of the province's schools. This new course has a community contribution component requiring each student to engage in 30 hours of volunteer activity. The course pilot will be expanded in school year 2005-06, with full implementation anticipated for September 2006.

New Curriculum

During the 2004-05 school year, the department continued to meet its goal of offering new curricula in mathematics, science, core French, and social studies. A new mathematics curriculum was introduced at Grade 5, while a practical science course, one of two planned for high school, was introduced at Level II. The revised Grade 6 core French program was implemented, and developmental work continued for Grades 7-9 with the intention of enhancing student participation leading to higher rates of participation in the senior high core French program. In social studies, new curriculum with enhanced emphasis on Newfoundland and Labrador, was introduced to students enrolled in Kindergarten, Grade 1,



Grade 2, and Grade 7.

In keeping with government's commitment to develop a religious education curriculum consistent with the amended Term 17 of the Canadian Constitution, the department authorized a French language version of the curriculum and purchased custom designed learning resources for use by teachers and students. The Enseignement religieux program was implemented in French immersion and French first language schools in September 2004.

The department authorized for use in September 2004, English Second Language 2205. This is the second in a suite of four courses intended to assist schools in programming for new Canadians. Students from other countries settling in Canada through government sponsored resettlement programs demonstrate a range of needs related to language, culture and academics. The revised courses are intended to contribute to academic success and facilitate the transition to school and community.

Trousse d'appréciation de rendement en lecture

In conjunction with school districts offering early French immersion, the department implemented the *Trousse d'appréciation de rendement en lecture* in primary schools. These resources assist teachers track children's early literacy development in French immersion, thereby contributing to the provincial strategy on literacy development and ensuring student success in French as a second language.

French Second Language Financial Assistance

With financial contributions from the federal Department of Canadian Heritage, the Department of Education offers a range of opportunities for students and teachers to visit predominantly French speaking places, such as Saint-Pierre, and/or study French in Canada. Students and teachers may avail of one- to two-week short courses, take four- or five-week summer programs, or complete one or two university semesters. In 2004-05, the Department of Education provided financial assistance to 1,134 students in the amount of \$605,500.

Program	Students	Amount
Anglophone post-secondary bursaries	28	\$73,500
Francophone post-secondary bursaries	9	\$26,000
Summer bursaries Grade 11	37	\$65,500
Summer bursaries Grades 9 & 10	19	\$33,000
Teacher bursary program	21	\$30,000
Memorial University Programme Frecker	50	\$91,000
Saint-Pierre summer camp Grades 6 & 7	20	\$13,500
Cultural visits by 63 schools	950	\$273,000

2. PROMOTE AND SUPPORT HIGH PERFORMANCE AT ALL LEVELS OF THE EDUCATION SYSTEM

Improved responsiveness of the education system

White Paper

On June 29, 2004, the White Paper on Public Post-Secondary Education was launched in accordance with the 2004 Speech from the Throne. The White Paper's mandate is to examine post-secondary concerns of quality, affordability and accessibility. Furthermore, it will identify initiatives to enhance the employment prospects of graduates and examine whether Memorial University of Newfoundland and College of the North Atlantic are meeting their potential to attract investment and generate economic development opportunities in Newfoundland and Labrador.

Enhancement of the Current Provincial Apprenticeship System

This project, designed to meet the current and anticipated shortage of skilled tradespeople across the country by expanding apprenticeship linkages within industry and creating more employment opportunities for apprentices, was completed in March 2005, with the development of a new Apprenticeship and Certification website. A new project, entitled *Shaping the Provincial Apprenticeship System – A Strategic Approach*, will build on the work accomplished during the enhancement project by promoting the skilled trades to industry, and encouraging employers to provide more employment opportunities for apprentices. Both projects are funded under the Labour Market Development Agreement.

The *Atlantic Common Core Curriculum Partnership Program* was developed in 2004-05, to provide training standards across the four Atlantic Provinces. Uniform training standards facilitate the mobility of apprentices from province to province. As of March 31, 2005, training standards were completed for 22 programs.

There were 2,807 students enrolled full-time in apprenticeship training programs offered at both public and private training institutions during 2004-05. Throughout 2004-05, 487 new apprentices were registered, and 346 journeyman certificates were issued. In total there were 3,694 active apprentices registered in 37 designated programs at the end of fiscal year 2004-05.





Skilled Trades Career Promotion Project

The Department of Education, in collaboration with industry stakeholders and training providers, established a regional steering committee for the development and implementation of a regional strategy for promoting the skilled trades and repositioning apprenticeship careers as a first-choice option among youth, their parents and educators. This project, which stems from the Canadian Apprenticeship Forum's national Skilled Trades promotional campaign, complements the completed *Enhancement of the Current Provincial Apprenticeship System* initiative, and the new *Shaping the Provincial Apprenticeship System* initiative.

Improved transition of all students into and through the education system


Ministerial Council on Early Childhood Learning

A new Division of Early Childhood Learning was created within the Department of Education in January 2005, to focus on the learning needs of pre-Kindergarten children, and to develop programs to prepare them to be successful when they enter the formal school system. The division will provide support to the new Ministerial Council on Early Childhood Learning.

The Ministerial Council on Early Childhood Learning consists of the Minister of Education who is chairperson, the Minister of Health and Community Services, the Minister of Human Resources, Labour and Employment who is also Minister Responsible for the Status of Women, and the Minister Responsible for Aboriginal Affairs. The council held its first meeting in February 2005, and agreed to:

- develop a framework to coordinate provincial government early childhood learning programs and services, and foster its implementation;
- provide strategic direction to initiatives in the area of early childhood learning which will prepare children to develop to their full potential, and be successful both in school and in later life;
- receive reports and presentations from researchers and others who have experience and expertise in the field of early childhood learning, and consider research findings and other evidence that can inform policy decisions and strategic directions for early childhood learning; and
- maximize the benefit to the province from federal funding programs for early childhood learning.

Research demonstrates that early childhood education provides a solid foundation for students' later success in the school system. Currently there are several early childhood programs and services, funded by both the provincial and federal governments, being offered



in the province. As well, the federal government has announced significant funding for this program area. It is anticipated that a formal federal-provincial agreement to support early childhood learning will be finalized in the new fiscal year.

The division and the council will: provide strategic direction for provincial early childhood learning programs and services; ensure resources are being used effectively to meet the needs of young children; identify gaps in the types of services available and examine the potential for new, more effective delivery models; determine whether there are geographic areas which do not have access to services; and ensure that children who could benefit most from early childhood education have appropriate learning opportunities.

Tuition Freeze & Debt Reduction

Funding was provided to Memorial University of Newfoundland and College of the North Atlantic for fiscal year 2004-05 to facilitate a tuition freeze for post-secondary students. This ensures that Newfoundlanders and Labradorians have access to high quality programming at an affordable cost.

Effective August 1, 2002, the province implemented the Debt Reduction Grant Program whereby a portion, up to the full amount, of the provincial student loan may be converted into a non-repayable grant. This program was the result of consultations during a comprehensive review of the provincial Student Loan Program. To qualify borrowers must:

- graduate from a post-secondary program within the province that is at least 80 weeks in duration;
- borrow more than \$165 per borrowing week during a given semester;
- be successful in at least 80 per cent of a full course load; and
- have applied and been deemed eligible for assistance for at least half of the required length of the post-secondary program.



The main difference between the Debt Reduction Grant Program and the Loan Remission Program is that students qualify for debt reduction on a semester by semester basis as opposed to loan remission which was based upon the full program of study. As well, graduates do not have to apply for debt reduction, as they did with loan remission, as it is automatically applied.

In October 2004, the department issued notices to qualifying Memorial University of Newfoundland graduates under the Debt Reduction Grant Program. The Loan Remission Program expired on July 31, 2004. However, graduates of

the 2002-03 and 2003-04 academic years, who had applied for loan remission, were assessed for benefits under both programs, and received relief from the program offering the greatest benefit.

The department views education as vital for success, and is committed to accessibility and affordability. Through the tuition subsidy and the Debt Reduction Grant Program, Newfoundland and Labrador has one of the most comprehensive student financial support packages in the country.

Improved preparation for post-secondary education

Provincial Government Scholarships

On September 27, 2004, the provincial government scholarships for academic year 2003-04 were announced. There were 201 scholarships totaling more than \$200,000 awarded to senior high school students to provide support as they continue their studies at the post-secondary level. All scholarships were awarded on the basis of performance on public examinations administered by the department.

Student Loan Program

The Canada-Newfoundland and Labrador Agreement for the Administrative Integration of the Canada Student Loans Program, and the Newfoundland and Labrador Student Financial Assistance Program became effective on April 1, 2004. Under the agreement, the federal and provincial portions of a Newfoundland and Labrador student loan are managed through a single integrated service centre. The National Student Loans Service Centre is a single point of contact for cashing, administering and repaying student loans. A single application is now used for both federal and provincial loans. In addition, some policies in key student loan areas were harmonized with the policies of the Government of Canada.

Provincial student loans were issued to 10,624 students totaling \$30.1 million in fiscal year 2004-05. Federal student loans were also issued totaling \$46.6 million.

Student Loans Portfolio 2004-05		
Item	Number	Amount
Applications Received	12,838	N/A
Applications Approved (NL Loans Only)	10,624	\$30,853,647
Loan Remission	538	\$4,378,003
Canada Study Grants for Students with Disabilities	36	\$171,844
Canada Study Grants for Students with Dependents	519	\$655,500

3. BUILD A PROVINCIAL INFRASTRUCTURE OF SUPPORT FOR THE EDUCATION SYSTEM

Improved level and scope of support for planning and accountability

School Board Restructuring

In 2004-05, government reduced the number of school boards from 11 to five in an effort to reflect demographics which have seen declines in enrolment by 23 per cent and the number of schools by 29 per cent since 1996. Measures implemented during this restructuring were administrative and did not involve any reconfiguration of schools. Hence, efficiencies in administration were achieved ensuring education resources were targeted to the province's classrooms.



The Labrador School District and the Conseil scolaire francophone provincial were not involved in the restructuring effort. The Western School Board was created incorporating the Northern Peninsula/Labrador South Board, the Corner Brook/Deer Lake/St. Barbe Board and the Cormack Trail Board. The Nova Central School Board was created incorporating the Baie Verte/Central/Connaigre Board and the Lewisporte/Gander Board. The Eastern School Board was created incorporating the Burin Board, the Vista Board, the Avalon West Board and the Avalon East Board.

Effective use of technology to maximize learning access, learning effectiveness, instructional management and administration

Community Access Program

The Canada-Newfoundland and Labrador Community Access Program (CAP) is a joint initiative of the department and Industry Canada. CAP's goal is to ensure that all residents of the province have convenient and affordable access to the Internet and the skills to use same. A total of 164 CAP sites received funding in 2004-05. A typical CAP site offers the use of digital cameras, scanning and printing facilities, and a knowledgeable staff to provide help and guidance. Under the CAP Youth Initiative, a total of 108 youth interns between the ages of 15 and 30 were hired to work at CAP sites in public libraries, schools, community centres and other co-locations throughout the province.



Centre for Distance Learning and Innovation

The Centre for Distance Learning and Innovation (CDLI) is successfully linking e-teachers to many small rural and remote schools enabling them to supplement their course offerings. During the past several years, CDLI has been converting high school courses to a combined direct teacher delivery and on-line format.

CDLI Statistics			
	2002-03	2003-04	2004-05
Number of Courses	18	25	30
Number of Teachers	18.5	23.5	25.5
Course Registrations	1000	1200	1300
Percentage Passes	88	90	90

CDLI has multimedia learning objects (online tutorials) available which were developed by practicing classroom teachers, and intended for use by students enrolled in the applicable courses. There are 50 to 100 clips per course, each with a total running time of approximately eight minutes, providing hours of online review. Learning objects were developed for:

- Biology 3201
- Earth Systems 3209
- English 3201
- French 2200
- French 3200
- Mathematics 3204
- Mathematics 3205
- Physics 2204
- Physics 3204
- World Geography 3202
- World History 3201

In addition, tutorials were created providing answers and highlighted common student errors for the June 2004 public examinations in Chemistry 3202, Mathematics 3204, Mathematics 3205, and Physics 3204. These tutorials were made available so students could take advantage of the extra review and instruction provided by these learning clips. Students are able to access and use these clips from any location with an Internet connection.

Provision of safe and positive learning environments for all students

Promotion of Healthy Living

The department and its partners moved further ahead with their commitment to healthy living during 2004-05. The department: introduced a new physical education curriculum in Grades 7-9; changed the graduation requirements so that all students must now complete two high school credits in physical education; introduced a teacher/student resource package and engaged youth, through government sponsored school-based projects, in addressing tobacco

use among teenagers; created a new human dynamics course for high school which gives students the opportunity to explore the challenges that many young people face as they mature and move into adulthood; and worked towards ensuring school cafeterias offer healthy eating choices.

Safe and Caring Schools

The department is a partner in the Violence Prevention Initiative, and is committed to being proactive in addressing issues of violence in our schools and developing safe and caring learning environments. Six behaviour support specialists were hired in September 2004, to assist Safe and Caring Schools teams in the school districts across the province. These specialists provide on-going support to teachers and principals in efforts to reduce disruptive behaviour in classrooms. The focus for the first year was to reinforce school-wide and individual supports in specific schools where students with severe emotional-behavioural disorders were identified. The department reaffirmed its commitment to secure schools which are healthy places in which students learn.




School Maintenance and Infrastructure

In fiscal year 2004-05, \$17 million was spent on the province's schools. This funding was utilized for major maintenance and repairs to existing schools, and construction projects such as the Francophone school/community centre, the extension and renovations to North Shore Elementary in Meadows, and improvements to St. Bernard's School in Witless Bay. These expenditures resulted in substantial improvements to school buildings, and will ensure that students, teachers and staff have safe and healthy educational environments. The province also made payment on existing debt from the Education Investment Corporation in the amount of \$76 million as part of the wind up process for that corporation.

Increased public knowledge of key aspects of the education system

School Fees

On September 1, 2004, *School Fees: A Discussion Paper and Framework for Action* was released. This paper examined the school fees issue from many perspectives including those of parents, teachers, school administrators, school board personnel and government. This comprehensive report clarifies what constitutes a legitimate school fee. It differentiates school fees as defined by legislation from fund-raising activities, and the cost of materials parents are expected to purchase for their child in preparation for the school year. In addition



to government funding, school fees contribute to a school's ability to offer many additional educational opportunities to students. Refusing to pay, when one can afford to, limits a school's ability to provide those enriching opportunities to children. However, all stakeholders must work together to ensure no student is stigmatized due to a legitimate inability to pay. The full discussion paper is available on the Internet via the department's website.

The Apprenticeship Experience

The Apprenticeship Experience: 2003 Survey of Registered Apprentices of Newfoundland and Labrador was released on June 14, 2004. This report details the experiences and challenges faced by apprentices in the province. It explores the apprentices' employment status prior to registration, their current status, their in-class training and on-the-job work experience, and their level of satisfaction with the trades program. The study also examines sources of funding, difficulties experienced by apprentices in finding trade-related employment, and their pursuit of advanced level training. A section devoted to the unique experience of women in trades is also included in the report.

CareerSearch 2004

CareerSearch 2004 was released on November 30, 2004, providing students, parents, policy makers, program administrators and the general public with follow-up information on students who graduated from public and private post-secondary institutions in 2002. *CareerSearch* provides current information on the job prospects, salaries, and debt levels of recent graduates, allowing students to make informed choices regarding career planning goals and post-secondary study. *CareerSearch* helps ensure that institutions are accountable for the programs they offer.



Increased demand internationally for this province's educational products and services

International Students

The department continued to support and promote both secondary and post-secondary endeavours to attract international students, develop international partnerships, and deliver curriculum internationally in 2004-05. International students contribute to this province both socially and economically, and are the primary focus of this department's international education strategy. International student enrolment continued to increase in 2004-05.

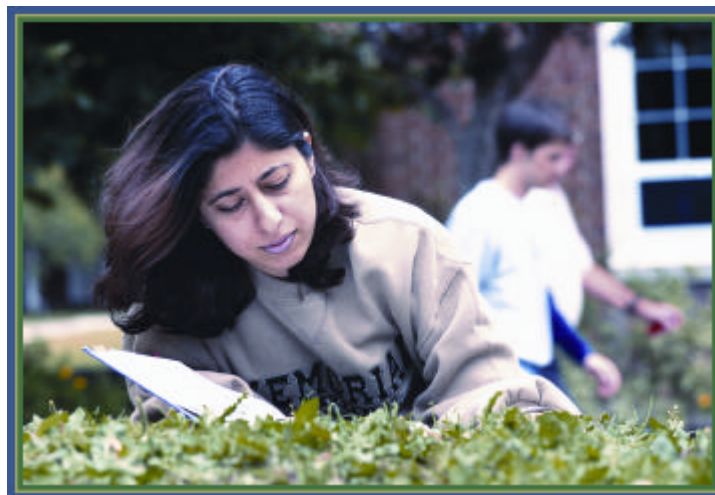


International Student Enrolment in Newfoundland and Labrador				
Institution	2001-02	2002-03	2003-04	2004-05
College of the North Atlantic	64	59	51	47
Memorial University	420	553	693	730
Private Training	N/A	7	0	10
Secondary School System	N/A	0	19	47
Total	484	619	763	834

The department has been working with the South Oceans Group, a conglomerate of private high schools in China. This project offers Chinese high school students the opportunity to study Newfoundland and Labrador curriculum in China, and subsequently obtain an equivalent high school diploma. Chinese students also studied College of the North Atlantic curriculum in 2004-05, with some students completing part of their study in China and part in Newfoundland and Labrador.

The Qatar Campus of College of the North Atlantic is a partnership between the Government of Qatar and College of the North Atlantic, offering the college's curriculum. As the campus development nears completion, student enrolment continues to increase. The campus employs in excess of 130 Newfoundlanders and Labradorians.

Students Studying Newfoundland and Labrador Curriculum Internationally				
Institution		2002-03	2003-04	2004-05
China	College of the North Atlantic	531	559	556
	Private Training	0	6	0
	South Ocean (Secondary)	0	26	66
Qatar	College of the North Atlantic	278	622	815
Total		809	1213	1437



The Teacher Certification Board of Appeals

In accordance with Section 14(1) of *The Teacher Training Act*, the Minister of Education may convene a board of appeals to hear two types of appeals: where a teacher remains aggrieved by the decision of the Registrar of Teacher Certification and Records following a re-examination of an application; and where a teacher or the Teacher Certification Committee remains aggrieved by a decision of the Teachers' Review Panel. The board of appeals appointed by the Minister of Education consists of: one member nominated by the Newfoundland and Labrador Teachers' Association; two members nominated by the Teacher Certification Committee; one member who is an employee of the Department of Education; and one member nominated by the above four members to be chairperson of the board of appeals. Members of a board of appeals are appointed on an ad-hoc basis. The finding or decision of the board is final and binding on the parties to an appeal. The minister was not requested to convene a board of appeals during fiscal year 2004-05.

The Power Engineering Examination Committee

A Provincial Power Engineering Examination Committee has been established by the department consisting of three representatives from industry with power engineering expertise. This committee provides examination review and marking services to the department on a quarterly basis, and advice regarding applicants' eligibility for examination on an as-needed basis. In fiscal year 2004-05, the committee met six times for a total of 12 days, 350 Power Engineering examination papers were written, and 50 new Power Engineering certificates were issued.

Apprenticeship, Certification and Industrial Training

Challenges

Apprenticeship Completion Rate

Over the past decade in Canada, roughly half of apprentices did not complete the apprenticeship program in which they were registered. Contributing factors to apprenticeship non-completion include: duration of programs; inability to maintain steady employment; poor credential recognition across regions; low levels of essential skills; lack of access to training; and personal reasons.

Employer Participation

Employer participation is an essential component of the apprenticeship system. Employers provide the required on-the-job training and guidance to apprentices as they complete their program. Unfortunately, a number of issues, including cost and awareness, exist which limit employer participation.

Opportunities

Through the new project, *Shaping the Provincial Apprenticeship System – A Strategic Approach*, four strategic initiatives will be implemented to address apprenticeship issues. These include: employer participation; apprentice completion rate; apprentice job opportunities; and apprentice mobility.

Through another new project, *Occupational Integration of Registered Apprentices in Newfoundland and Labrador*, the department will conduct a two-phase study. The study will explore the factors behind the general inability of many registered apprentices to achieve certification as journeypersons in their designated trades, and how and where the current system fails them.

Both projects are funded under the Labour Market Development Agreement.

Centre for Distance Learning and Innovation

Challenges

Lack of connectivity in small communities throughout the province continues to be a key barrier to the implementation of distance learning. The department has been involved in an ongoing initiative to improve connectivity since June 2003. The *Connecting Learners and Communities* broadband initiative is a shared funding agreement between the provincial and federal governments. The initiative is designed to provide high speed internet service to rural schools and the communities in which they are located.



International Education

Challenges

A decline in the number of students expected to attend provincial post-secondary institutions is anticipated due to provincial demographics. The most significant decline is expected to commence in school year 2010-11, 18 years after the cod moratorium, and continue through school year 2014-15. Increasing numbers of international students will help offset this anticipated decline, and ensure this province maintains a comprehensive post-secondary educational system.

Opportunities

According to Citizenship and Immigration Canada, the number of foreign students enrolled in Canadian universities continues to rise. In 2004, there were 153,638 international students studying in Canada. Newfoundland and Labrador has only about 0.6 per cent of the Canadian market, but efforts by the department and the post-secondary and secondary institutions are showing good results. The department needs to continue to promote Newfoundland and Labrador as a destination of study for foreign students if this province is to get a reasonable share of those students coming to Canada.


K-12

Challenges

Changes within K-12 education over the past several years, particularly the consolidation of the province's 11 school boards to five on September 1, 2004, will necessitate a re-examination of the policies and practices related to the funding of the education system. Funding policies and practices must be aligned with government's stated priorities and commitments as articulated in the 2003 Progressive Conservative election platform, *Our Blueprint for the Future*. This must be achieved over time, and within the province's fiscal capabilities.

Continued declining enrolment has created new issues as more students, particularly in rural regions of the province, are being transported to central locations to access quality education.

Aging school infrastructure must be addressed in order to avoid further deterioration of existing schools. Buildings which have past their useful lives must also be identified. There is a need for a comprehensive long-term school facilities review, the result of which will be a plan to address educational infrastructure. This review will examine current infrastructure and future requirements with a view to targeting funds effectively and efficiently.



The implementation of new graduation requirements in September 2005, requires appropriate and continued resources to ensure goals, specifically in the areas of healthy living and career education, are met. Other issues requiring attention include:

- student achievement;
- safe and caring learning environments;
- maintaining supports to students with special needs;
- school bus safety;
- promotion of healthy lifestyles;
- cultural content in schools;
- pockets of large class sizes;
- subject areas where the curriculum is dated;
- Aboriginal education;
- teacher recruitment and training;
- opportunities for students to engage in extra-curricular activities;
- increased technology needs;
- aging science laboratory equipment; and
- the rising cost of school and curriculum resources, particularly the cost of textbooks and other school materials for which parents/guardians are asked to contribute.

All these challenges exist amid an atmosphere where public expectations of the education system are very high, and there is a continuous and persistent demand on all resources.

Opportunities

Government's platform document, *Our Blueprint for the Future*, provides direction to target available funding to areas of concern, and address needs within the education system.

The merger of school boards will provide an opportunity to review the effectiveness of the education system, identify any unforeseen gaps in service, and examine how government's resourcing of the education system can be improved to address current and future needs. In addition, the teacher allocation model which was implemented in 2000 has served the province well. However, due to a continued decline in enrolment, it is time to examine whether the current model will best serve the needs of students into the foreseeable future.

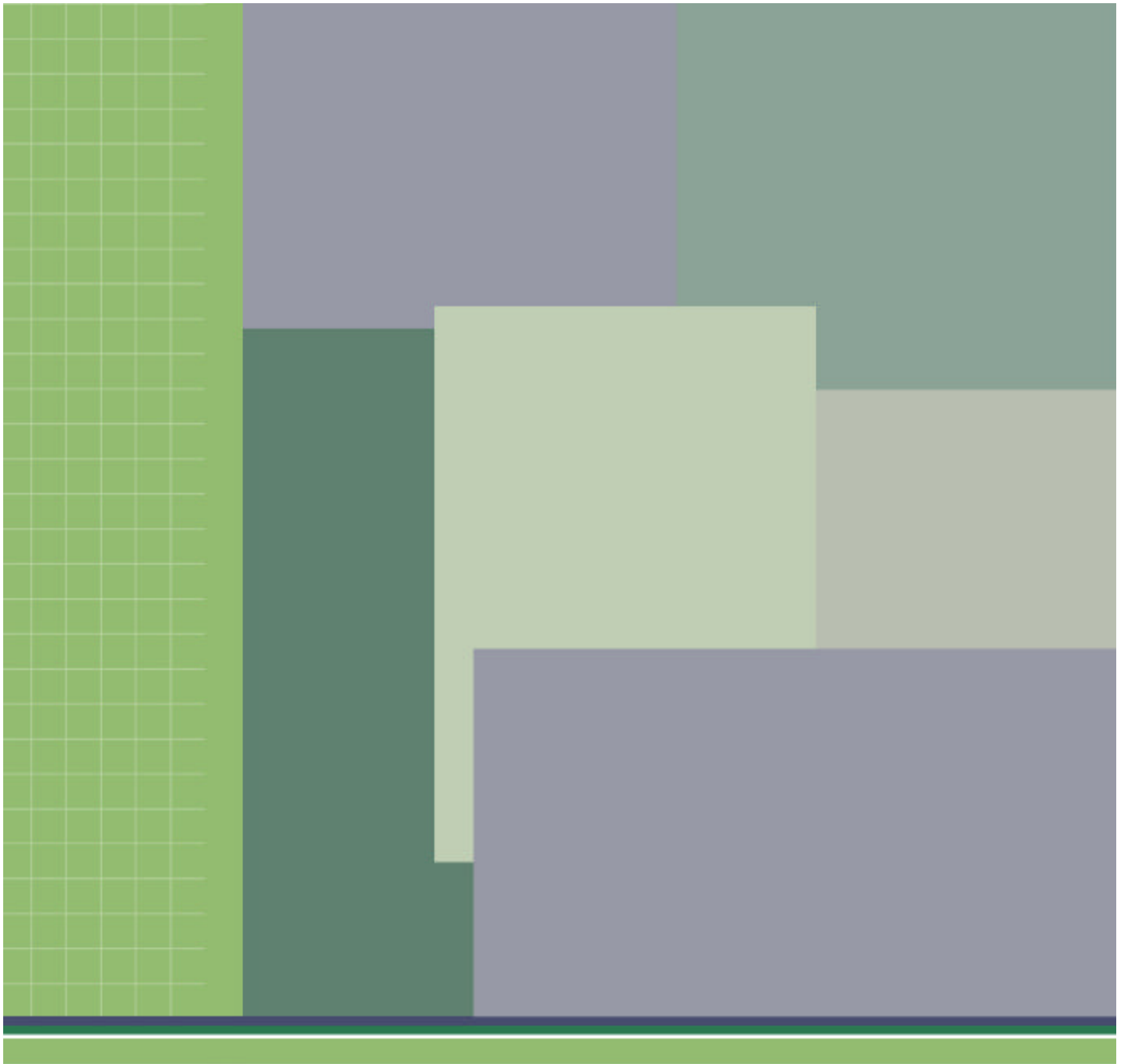
Continued testing and performance-related initiatives are also important measures for gauging improvement and ensuring accountability of the education system. Results of provincial, national and international assessments will continue to impact decision-making, and provide stakeholders with opportunity to ensure the education system continues to serve the needs of students and society as a whole.

Financial Statements

Expenditure and revenue figures (cash-based) included in this document were based on draft information, as the Public Accounts had not yet been formally released. Readers are cautioned that these figures may be subject to adjustment.

STATEMENT OF EXPENDITURE AND RELATED REVENUE SUMMARY FOR THE YEAR ENDED MARCH 31, 2005 (Unaudited)

	Actual(\$)	Amended(\$)	<u>Estimates</u> Original (\$)
Executive Services(13.1.1.01 & 13.1.2.01)			
Total	1,241,449	1,253,400	1,097,500
Corporate Services (13.2.1.01 - 13.2.2.01)			
General Administration (13.2.1.01 - 13.2.1.04)	4,815,743	4,936,100	4,811,100
Community Access Program (13.2.2.01)	368,494	756,000	756,000
Total	5,184,237	5,692,100	5,567,100
Primary, Elementary and Secondary Education (13.3.1.01 - 13.3.5.01)			
Financial Assistance (13.3.1.01 - 13.3.1.09)	650,704,953	660,880,100	590,420,800
Program Development (13.3.2.01 - 13.3.2.02)	1,035,522	1,383,700	1,288,500
Student Support Services (13.3.3.01 - 13.3.3.03)	2,938,204	3,064,700	3,018,000
Educational Programs (13.3.4.01 - 13.3.4.06)	11,673,982	9,243,000	14,073,100
Public Libraries & Information Services (13.3.5.01)	8,299,399	8,586,200	8,336,200
Total	674,652,060	683,157,700	617,136,600
Advanced Studies (13.4.1.01 - 13.4.5.02)			
Post-Secondary Education (13.4.1.01- 13.4.1.06)	1,735,189	2,057,700	2,200,900
Memorial University of Newfoundland (13.4.2.01 - 13.4.2.02)	163,626,095	163,642,400	157,604,200
College of the North Atlantic (13.4.3.01 - 13.4.3.02)	51,444,617	53,639,300	50,758,600
Student Financial Services(13.4.4.01 - 13.4.4.03)	18,790,736	24,774,500	24,809,500
Industrial Training (13.4.5.01 – 13.4.5.02)	703,817	(610,400)	832,300
Total	236,300,454	243,503,500	236,205,500
Total Department	917,378,200	933,606,700	860,006,700



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