

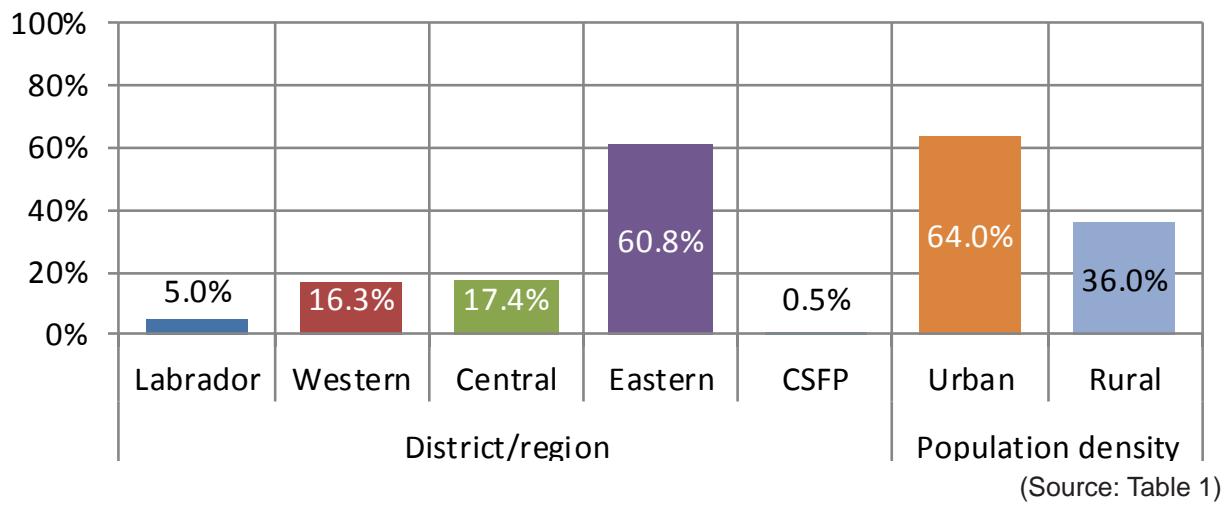
# Chapter 3: A Profile of the Educational System

This chapter will explore three core components of the educational system – students, educators, and schools. For each, information will be provided for both the 2014/15 school year as well as the five year trend (2010/11 – 2014/15) where applicable.

## Student enrolment

In 2014/15, 67,293 students were enrolled in the province's public school system. This is down slightly from 67,436 in 2013/14. As shown in figure 1, the largest percentage of students can be found in the Eastern region of the NLESĐ (60.8%) or in urban areas (i.e. with a population of 5,000 or more) of the province (64.0% vs. 36.0% in rural areas).

**Figure 1: Distribution of students across the province (2014/15)**



(Source: Table 1)



## Five year enrolment trends

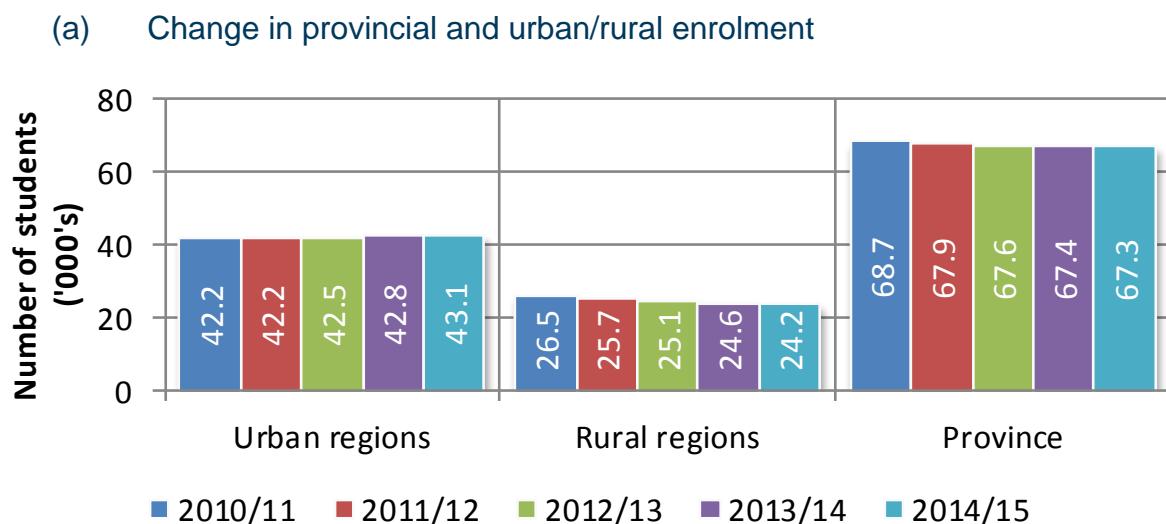
While enrolment has declined over the past five years, the year to year change is getting smaller. For example, between 2010/11 and 2011/12 enrolment decreased by 1.3%). This compares to virtually no change (i.e. 0.2%) in enrolment between 2013/14 and 2014/15.

Not all areas experienced a decline in enrolment between 2010/11 and 2014/15. As shown in figures 2a and b, enrolment growth occurred in urban areas (by 2.0%), the Eastern region (by 0.6%) and in the CSFP (by 34.6% from 266 students in 2010/11 to 358 in 2014/15).

Finally, figure 2c reports the change in enrolment in four different grade groupings: primary (Kindergarten to Grade 3), elementary (Grades 4 to 6), intermediate (Grades 7 to 9) and high school (Levels I to III). The primary group is the only instance where enrolment has been on the rise. Starting in 2010/11, enrolment has gradually increased each year from 19,319 to 20,143 in 2014/15 (an increase of 4.3%).

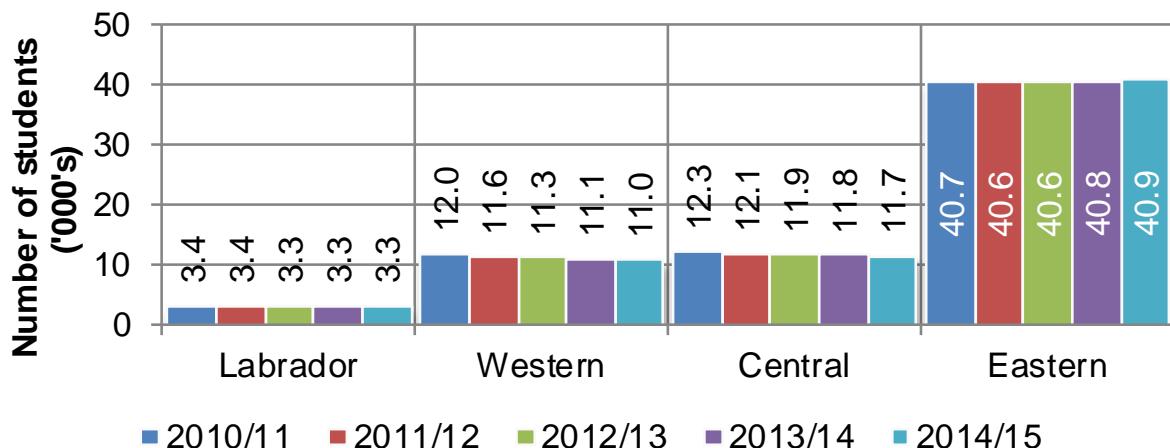


**Figure 2: Student enrolment trends (2010/11 - 2014/15)**



(b) District/regional enrolment

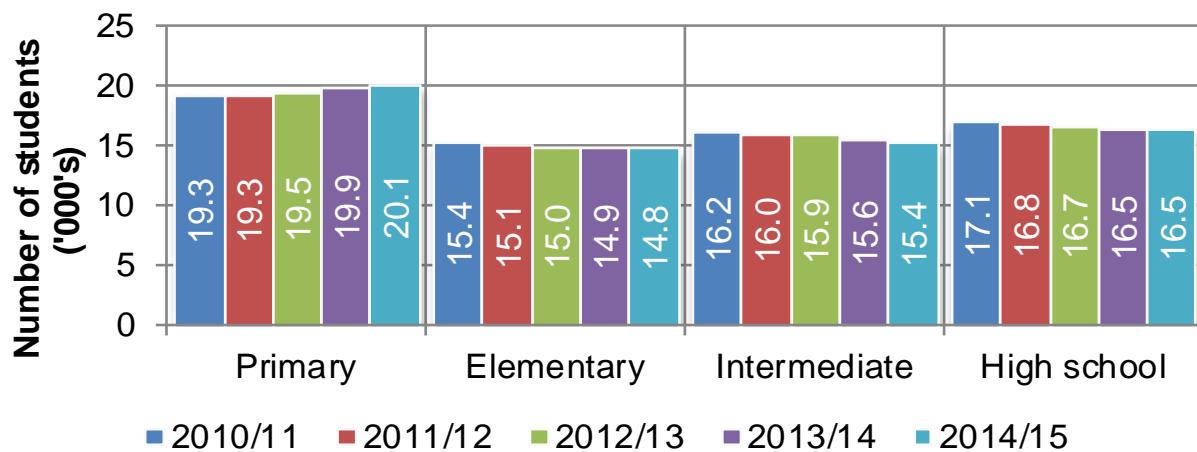
(i) NLESD



(ii) CSFP



(c) Enrolment by grade level



(Source: Table 2)

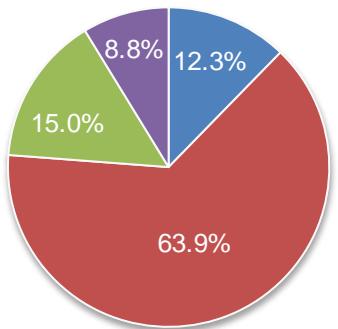
## Educators

In 2014/15, 5,379 full-time equivalent (FTE) educators were employed in the province. This is up slightly from 5,357 in 2013/14. The typical educator in the province is 42.1 years of age with 14.7 years of experience. As shown in figure 3,

- Approximately two thirds (63.9%) were classroom teachers and 14.5% were instructional resource teachers (IRTs),
- Over half (58.4%) were located in the Eastern region of the NLES, and
- 61.4% were 40 years or older, and
- 34.4% had between 10 and 19 years of experience.

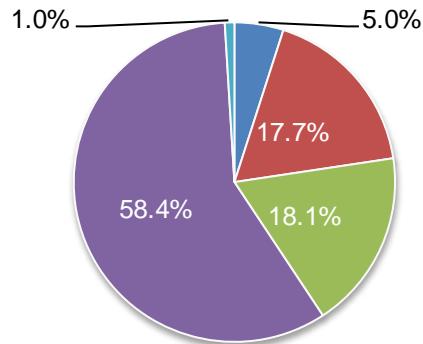
**Figure 3: A profile of the province's educators (2014/15)**

(a) By position<sup>1</sup>



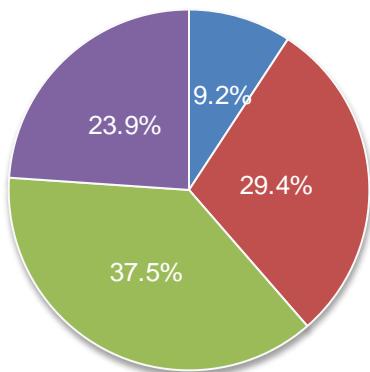
■ Admin. ■ Class teacher  
■ IRT ■ Other

(b) By district and region



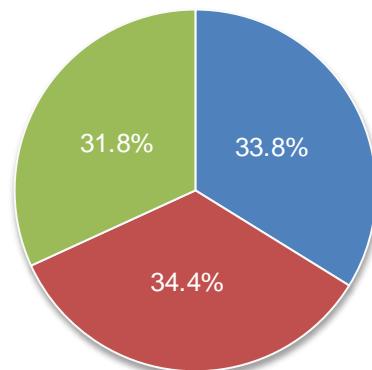
■ Labrador ■ Western ■ Central  
■ Eastern ■ CSFP

(c) By age



■ < 30 years ■ 30-39 ■ 40-49 ■ 50 +

(d) By experience



■ < 10 years ■ 10-19 ■ > 20 years

(Source: Table 3)

<sup>1</sup> The Instructional Resource Teachers (IRTs) (formerly known as Special Education teachers) category includes Teachers for the Severely Mentally Handicapped and Teachers for the Severely Physically Disabled. The 'other' category in the following figure includes positions such as itinerant teachers, guidance counsellors and English as Second Language (ESL) teachers.

## Five year trends in FTE educators

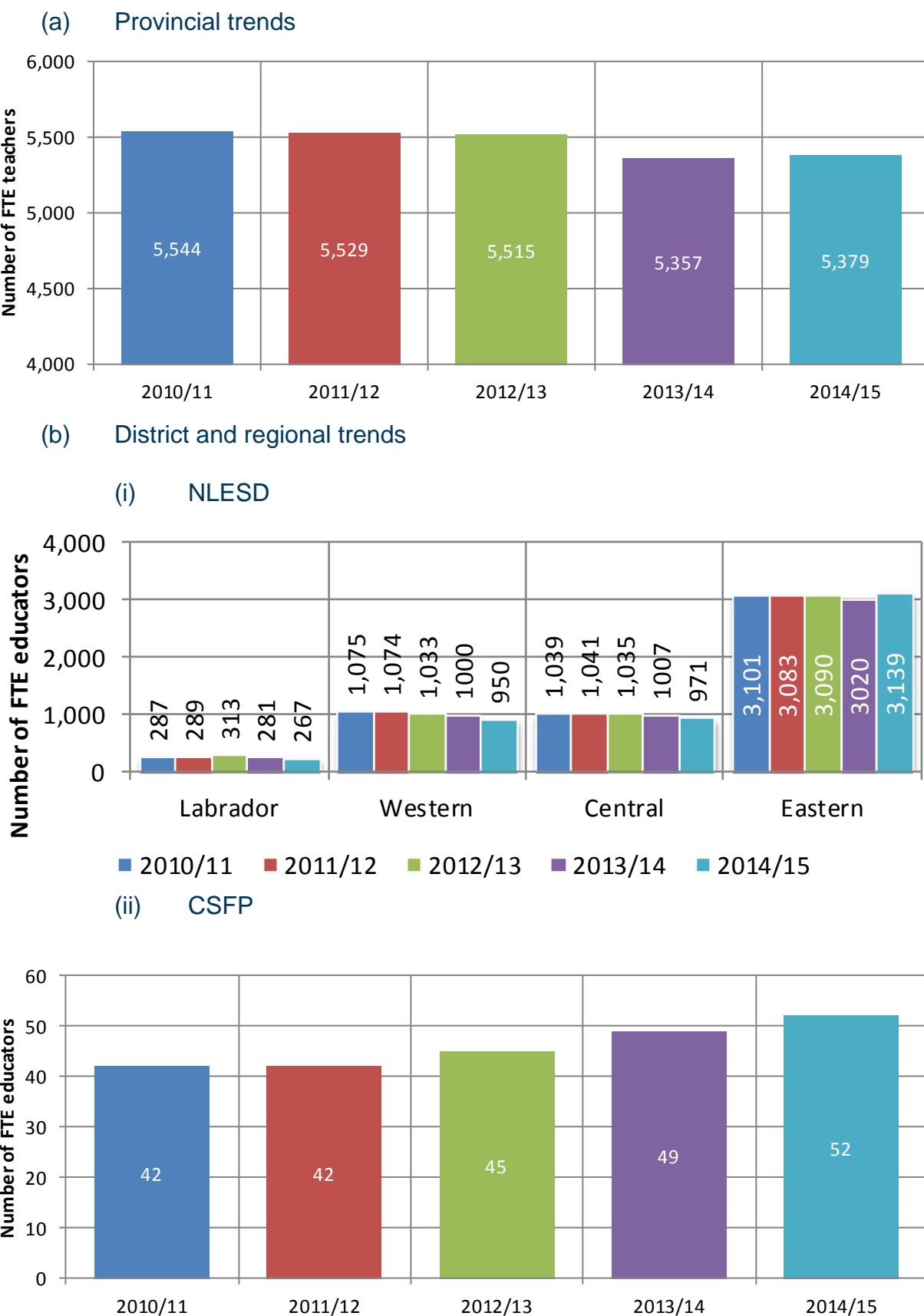
During the past five years the number of FTE educators in the province declined by 3.0 percent (from 5,544 in 2010/11 to 5,379 in 2014/15). While this decline occurred each year, there was a slight increase (of 22 positions) between 2013/14 and 2014/15. As shown in figure 4, the number of educators is declining across the province with two exceptions – the Eastern region of the NLES and the CSFP. While the number of educators in the Eastern region grew smaller each year between 2010/11 and 2013/14, there was a small increase between 2013/14 and 2014/15. In the CSFP, the number of FTE positions in the CSFP has steadily increased from 42 in 2011/12 to 52 in 2014/15 (see figure 4b).

The province's workforce is aging. Since 2010/11, the majority of educators have been between 40 and 49 years of age. Additionally, the percentage of educators in the oldest age group (50 years or older) is increasing (see figure 4c), and the percentage of younger educator (i.e. under 30 years of age) has gradually decreased from 12.3% in 2010/11 to 9.2% in 2014/15 (see figure 4c).

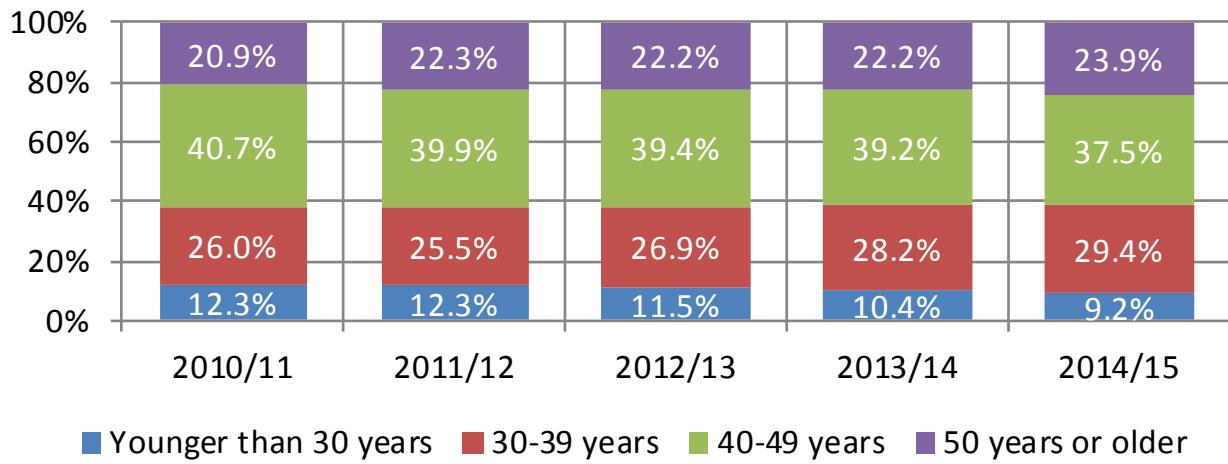
Along gender lines, the majority of educators are women. Over the past five years, women accounted for over 70% of the teaching workforce and the percentage has increased each year (see figure 4e). Between 2010/11 and 2014/15, the percentage of female educators increased from 71.1% to 72.8% whereas the percentage of male educators decreased from 28.9% to 27.2% (see figure 4d).



**Figure 4: Trends in the number of FTE educators (2010/11 – 2014/15)**

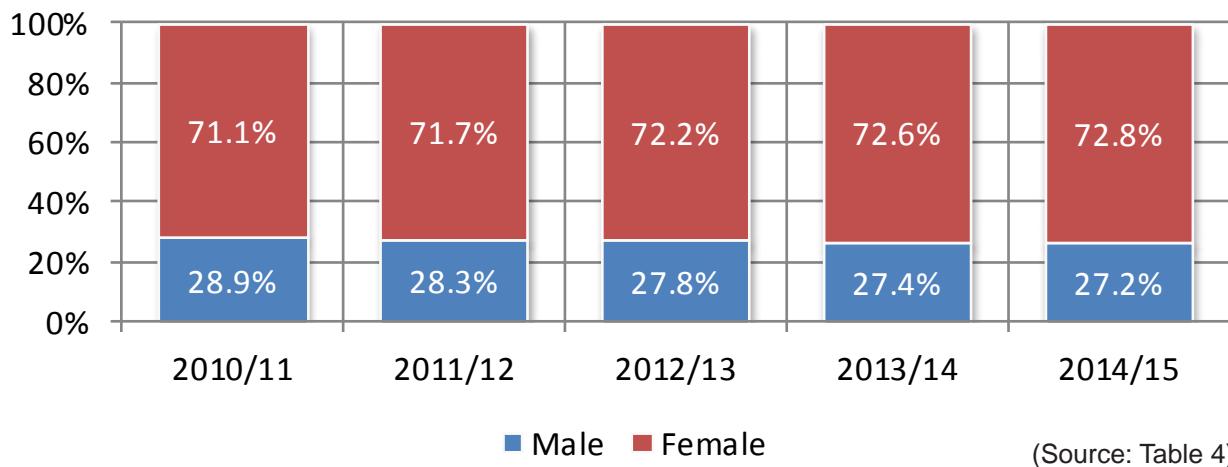


(c) Age



■ Younger than 30 years ■ 30-39 years ■ 40-49 years ■ 50 years or older

(d) Gender



■ Male ■ Female

(Source: Table 4)

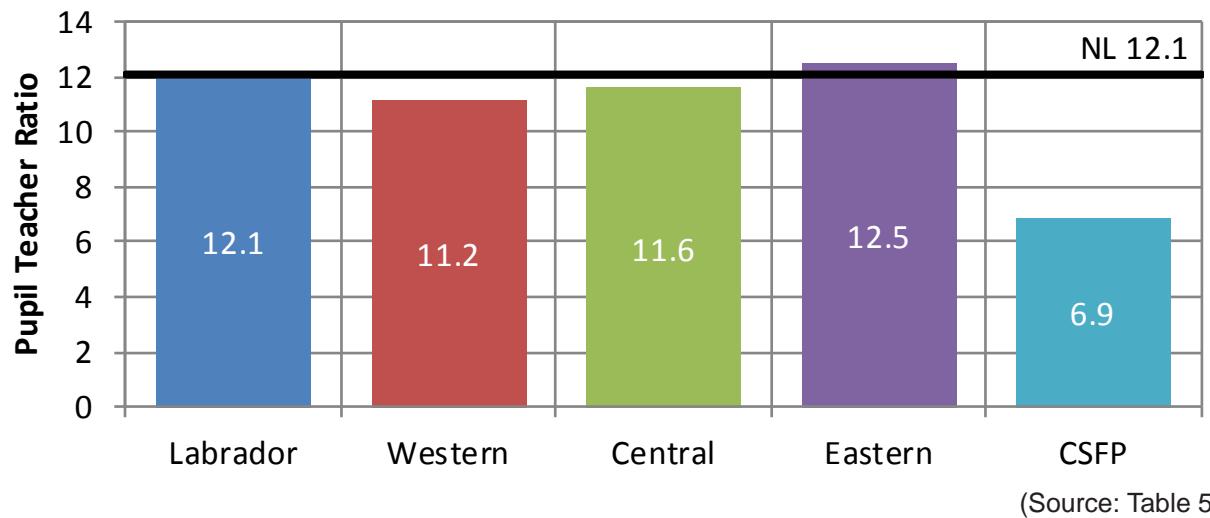


## Pupil Teacher Ratio

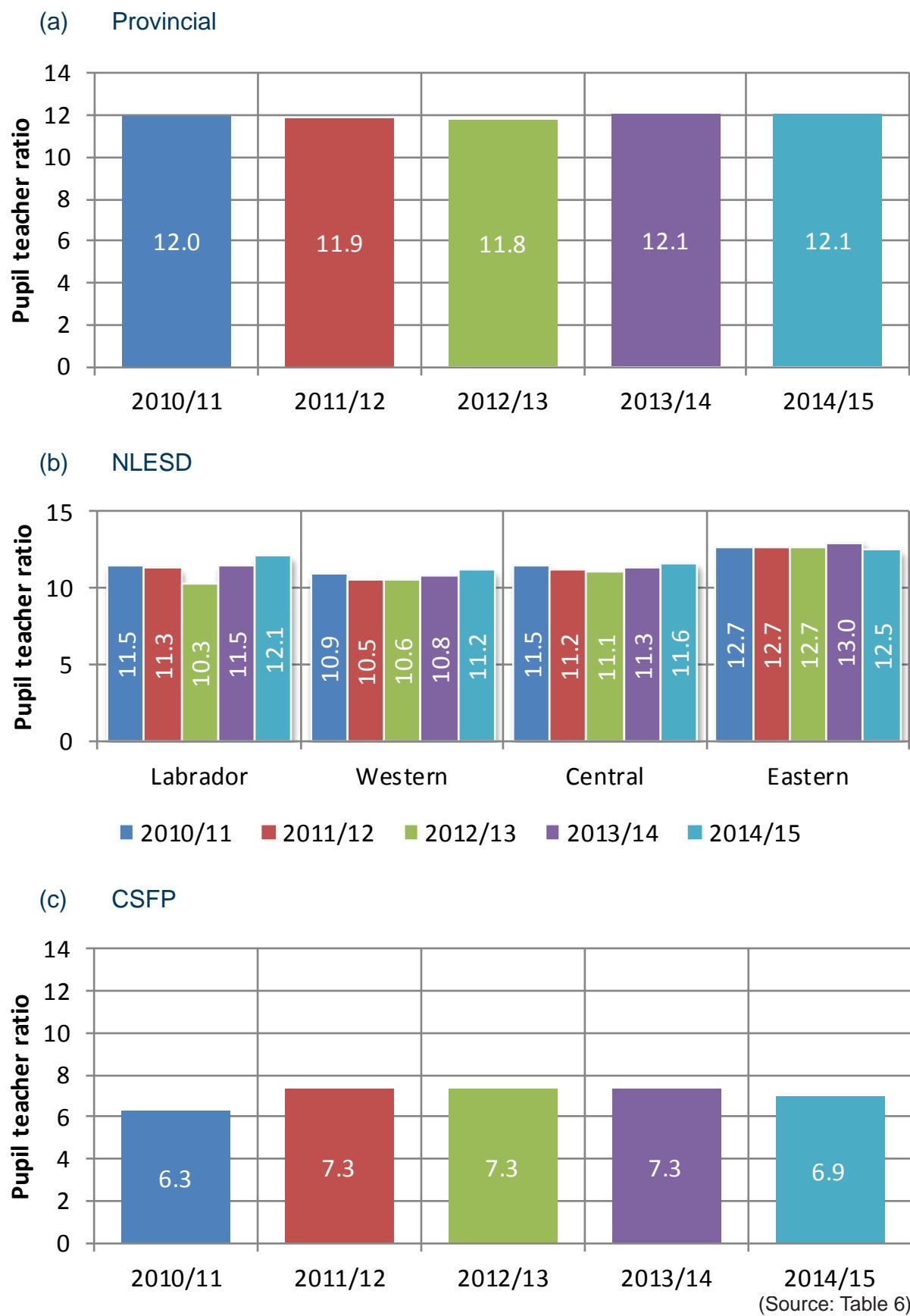
The pupil teacher ratio (PTR) is a measure of human resources to the system. The PTR is calculated by dividing the full-time equivalent (FTE) enrolment by the number of FTE school-based educators, including principals, assistant principals, and learning resource teachers (many of whom also teach in classrooms). However, this is not meant to represent an average or ideal class size.

In 2014/15, the provincial PTR was 12.1 meaning there was one educator for every 12.1 students. Across the province, the PTR ranged from 6.9 in the CSFP to 12.5 in the Eastern region of the NLESND. The Eastern region was the only place where the PTR was higher than the provincial PTR (see figure 5). Across the province, there has been little change in the PTR since 2010/11 (see figure 6).

**Figure 5: Pupil Teacher Ratio (2014/15)**



**Figure 6: Trends in the PTR (2010/11 - 2014/15)**



(Source: Table 6)

## Schools

In 2014/15, there were 262 public schools in the province with close to half located in the Eastern region of the NLES and approximately two thirds in a rural region of the province (see figure 7).

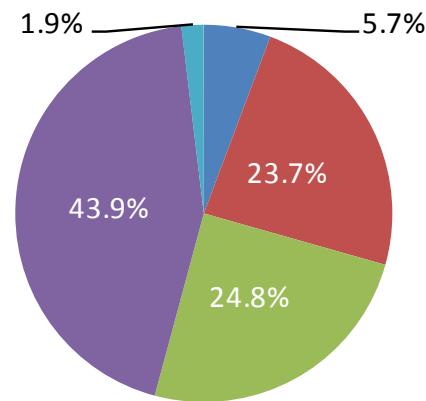
The number of public schools in the province is declining (see figure 8). During the past five years, there was a 3.7% reduction in the number of schools (from 272 in 2010/11 to 262 in 2014/15). This decline was seen in both urban and rural regions of the province.

The Eastern and Western regions experienced the greatest change in the number of schools. Between 2010/11 and 2014/15, six schools in the Eastern region and three in the Western region closed. There was no change in the Labrador region of the NLES and the CSFP where the number of schools remained at 15 and 5 respectively.



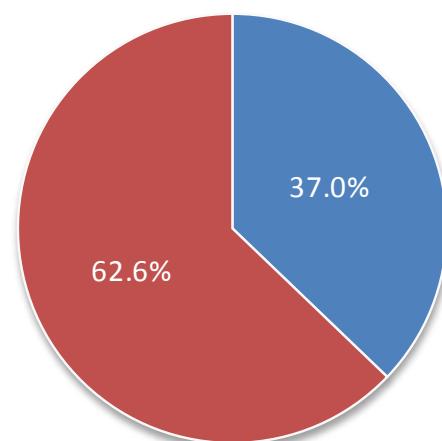
**Figure 7: Schools in the province (2014/15)**

(a) District/regional overview



■ Labrador ■ Western ■ Central  
■ Eastern ■ CSFP

(b) By population density



■ Urban regions ■ Rural regions

(Source: Table 7)

**Figure 8: Change in the number of schools (2010/11 – 2014/15)**



(Source: Table 8)

## School configuration

Schools can be grouped based on the grades they offer. Currently, there are six different school configurations in the province. They include:

Configuration type	Grades offered
Primary	Any combination of grades between Kindergarten and Grades 3, 4, or 5 with no higher grades present
Elementary	Kindergarten to Grades 6, 9, or any combination in this range
Intermediate	Often includes Grades 7 to 9, but can include 1 or 2 grades above or below (e.g., Grades 6 to 9)
Secondary	Any combination of grades between Grades 7 and 10 to 12
Senior High	Grades 9 to 12 or Grades 10 to 12
K – 12	All grades between Kindergarten and Grade 12

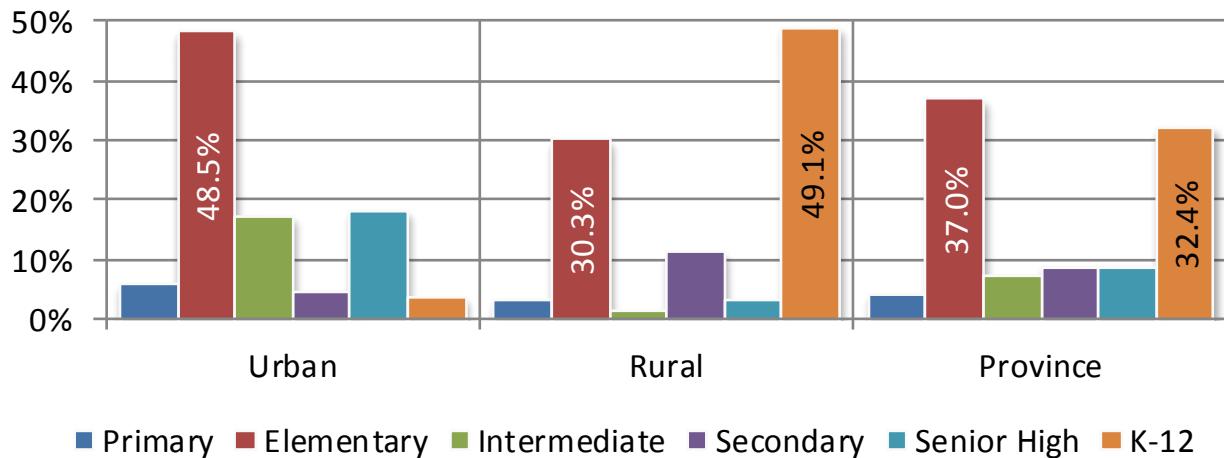
In 2014/15, the majority of the province's schools were either elementary or K-12. Combined, they accounted for over two-thirds of all the schools (see figure 9a). In terms of population density, approximately half of the schools in urban regions were elementary, whereas the majority of schools in rural areas were K-12 schools. With the exception of the Eastern region, the majority of schools were K-12 (see figure 9b). The percentage of K-12 schools ranged from 53.3% in the Labrador region to 38.5% in Central. However, in the Eastern region, close to half of the schools (47.8%) were elementary. In the CSFP, there were two elementary and three K-12 schools.

As shown in figure 9c, there has some change in the profile of schools in the province. While the percentage of elementary, intermediate and secondary schools have decreased between 2010/11 and 2014/15, the percentage of K-12 schools has steadily increased. For example, in 2010/11, 30.5% of the schools in the province were K-12. By 2014/15, the percentage increased to 32.4%. There was virtually no change in the percentage of primary or senior high schools during this time.

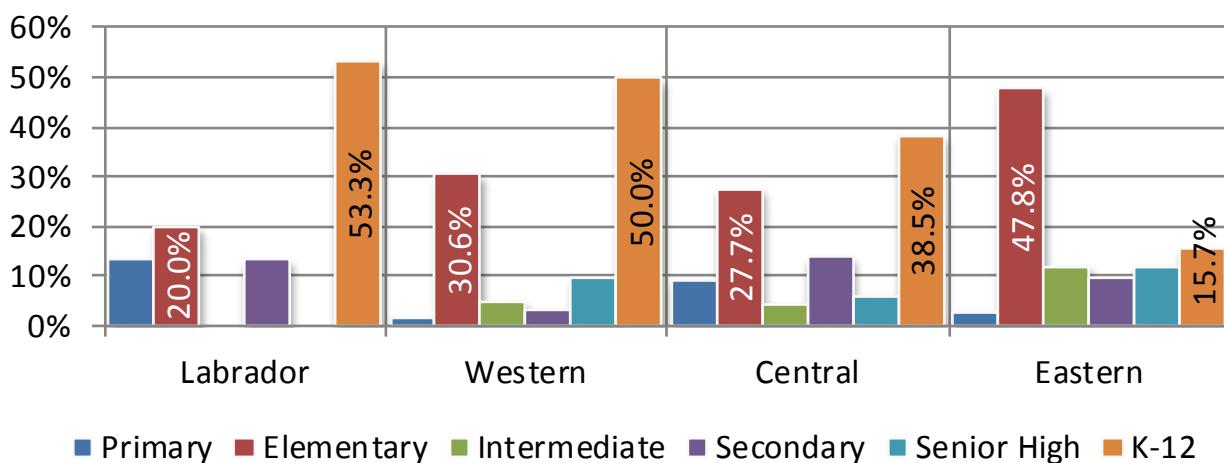


**Figure 9: School configurations**

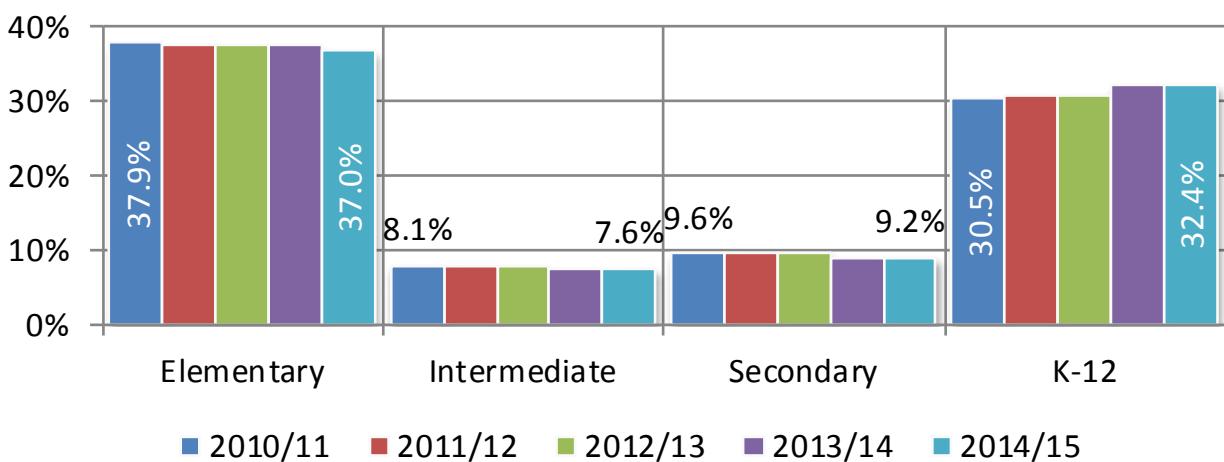
(a) Provincial and urban/rural distribution (2014/15)



(b) District/regional breakdown (2014/15)



(c) Change in school configurations (2010/11 - 2014/15)



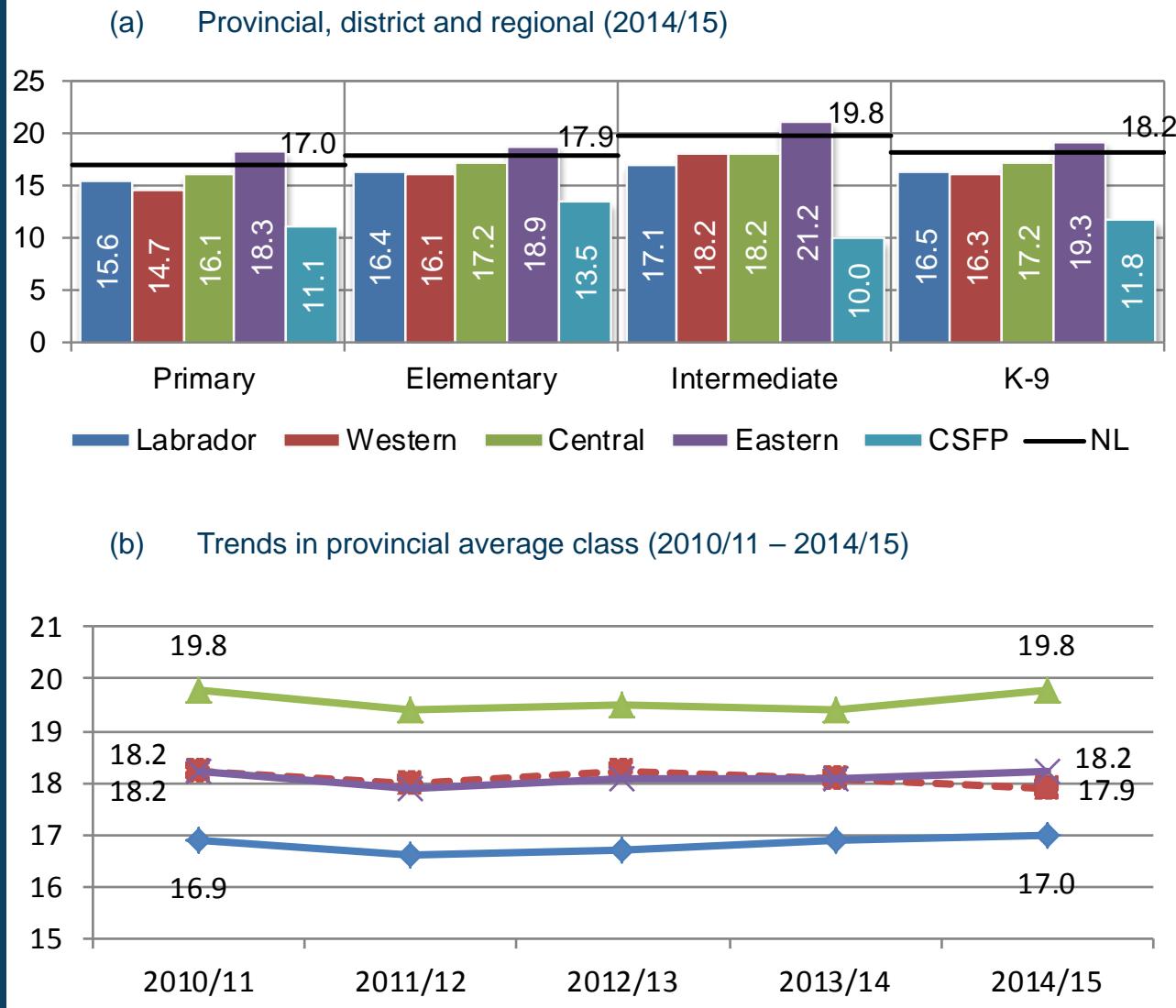
(Source: Table 9)

## Class size

Average class size is defined as the total number of students in a group of classes divided by the total number of classes. Average class size information is available for four grade groupings: primary (K-3), elementary (4-6), intermediate (7-9), and K-9.

In 2014/15, the provincial average class size ranged from 17.0 in the primary level to 19.8 for the intermediate grades. Across the province, the highest average class sizes were found in the Eastern region and the smallest in the CSFP (see figure 10a). As shown in figure 10b, there has been little change in average class sizes over the past five years.

**Figure 10: Average class size**



(Source: Table 10)