Nova Scotia Department of Education
Annual Accountability Report
For the Fiscal Year 2005–2006
# Table of Contents

Accountability Statement ............................................................... iii

Message from the Minister ............................................................ iv

1. Introduction .............................................................................. 1
   1.1 Environmental Context ...................................................... 1
   1.2 Report Structure ............................................................... 2

2. Department Progress and Accomplishments ............................. 3
   2.1 Departmental Goals ........................................................ 3
   2.2 Departmental Priorities and Accomplishments for 2005–2006 ......... 3

3. Financial Results ..................................................................... 23

4. Performance Measures ........................................................... 24

Accountability Statement

The accountability report of the Department of Education for the year ending March 31, 2006, is prepared pursuant to the Provincial Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the Department of Education business plan information for the fiscal year 2005–2006. The reporting of Department of Education performance measures necessarily includes estimates, judgements and opinions by the Department of Education management.

We acknowledge that this accountability report is the responsibility of the Department of Education management. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in the Department of Education business plan for the year.

Hon. Karen Casey
Minister

Dennis Cochrane
Deputy Minister
Message from the Minister

It is my pleasure to present to you the Department of Education’s sixth Accountability Report. This document reports on the Department’s activities undertaken to meet the goals and priorities identified in the Department of Education Business Plan 2005–2006.

Some of the highlights of our accomplishments in 2005–2006 include our continuous efforts to improve the quality of education by setting forth a plan for addressing the fundamental needs of our education system, including smaller class sizes in the early years, more support for students with special needs, quality teaching and clearer testing to measure the progress of our students.

The department’s four-year plan, Learning for Life II: Brighter Futures Together, which builds on the remaining Learning for Life commitments as well as those outlined in the government’s Blueprint for building a better Nova Scotia, was publicly released early in the 2005–2006 fiscal year. Also in 2005–06, the Province responded to a review of the school board funding formula, designed to ensure that there is an equitable level of funding to all Nova Scotian students, and that funding is allocated transparently among boards. The new formula will be fully implemented in 2007–2008.

This year we initiated a new approach to professional learning for Nova Scotia teachers. We know that the most important factor affecting student achievement is the effectiveness of the teacher, and improving the effectiveness of teachers is key to improving education. Based on best practices in teacher professional development, we will be moving toward the creation of professional learning communities within the context of the school accreditation process and school improvement plan.

Initiatives completed in 2005–06 include: new mathematics learning resources in grades P-12; reading and writing programs for grades 6 and over; increased funding for school libraries; expansion of the Reading Recovery Program to all English grade one classes; comprehensive health education programming; development of a Healthy Foods in Schools policy; training in Positive Effective Behavioural Supports; and a cap on all P-2 classes at 25 students.

Initiatives that were focussed on keeping students engaged include: development of the Options and Opportunities program to assist high school students who are not successful in school; implementing new high school career related courses; working with partners to increase apprenticeship opportunities for African Nova Scotian youth, and implementing the Youth Apprenticeship Initiative which allows youth to experience careers in the skilled trades, build important workplace skills and make more informed career choices.

Several key initiatives in the post-secondary sector were implemented including: continuing the expansion of the Nova Scotia Community College; signing nine new MOUs with universities regarding services and programs provided to persons with disabilities; improvements to the Student Assistance program regarding loan limits, parental contribution, debt management and targeted grants.

The department continued to support the development of a skilled and knowledgeable workforce. As lead department with Skills Nova Scotia, the department is implementing initiatives in career development, youth employment and skill development, and workplace training and certification. Also, the Nova Scotia Career Development Initiative ensures that Nova Scotians are better able to access career development programs, services and resources.
The 2005–2006 priorities of the Department reflected the continued focus on building a high quality education system through our public schools, community colleges and universities, and a strong workforce. Through these priorities the Department is able to work toward our core mandate of enabling Nova Scotians to develop their potential through acquisition of knowledge, skills, and attitudes needed to become lifelong learners and to participate effectively in society.

Introduction

1.1 Environmental Context

Although education is a priority of government, as stated in its corporate goal to enhance education and learning opportunities, and to ensure that Nova Scotia has a well-balanced, skilled and knowledgeable labour force, this must be done within the fiscal context of the province as stated in another of its goals, to put and keep Nova Scotia’s finances in order. The education system continues to face considerable demographic pressures in the short term planning context, particularly in rural and small schools. School boards have also identified needs for increased funding to enable them to continue delivering high quality programs and services. Other issues affecting the education system must be addressed including deteriorating equipment and facilities, projected teacher shortages in certain subject areas, aging curriculum, improving student achievement in key subject areas like math, reading and writing, increasing need for professional development, declining enrolments, closing of rural and small schools, upgrading technology, implementing new programs in priority areas, and introducing measures to ensure appropriate standards, accountability, quality and equity.

Society also puts pressure on the education system to address social and health issues and to provide programming and services in social and life skills that were once primarily the responsibility of the family and community. These include issues such as healthy eating, bullying, physical inactivity, smoking and risk-taking behaviours. The education sector must try to address these societal pressures and fulfill its fundamental mandate to support lifelong learning all within the Government’s fiscal commitment to achieve a balanced budget.

Given the financial pressures facing Government, the Department must strengthen accountability for the quality of the education provided to its learners. A key element of this accountability is to ensure that standards of quality are established, measured and reported upon. These standards enable the system to measure its achievements and may be used as a basis for making educational improvements. The communication of these standards has increased public and parental awareness and expectations regarding the quality of educational programs and services provided in Nova Scotia’s public schools.

There are also a number of challenges for the Department in developing a skilled and knowledgeable workforce. Over the next decade, declining population growth, an aging population, changing technology, and rising education and skill requirements will require new partnerships and creative approaches to skill development. The changing nature of work, society, the economy and technology require that learning institutions provide options and opportunities
that will allow students to reach their potential by acquiring the knowledge, skills and attitudes needed in today's world.

One of the critical and emergent issues in higher education is determining who benefits from education and training, and what portion of these costs should be borne by individuals, their families, tax payers and the private sector. This challenge becomes more acute when the creation and expansion of a highly educated workforce and citizenry takes place in a context where student debt loads are among the highest in Canada.

In summary, the key challenges of the education sector must be addressed within the overall fiscal policy of the Province. We must continue to build strong foundations of quality, standards and accountability across the education and training system within this context. The 2005–2006 priorities of the Department reflect the continued focus on building a high quality education system through our public schools, community colleges and universities, and a strong workforce. Through these priorities the Department is able to work toward our core mandate of enabling Nova Scotians to develop their potential through acquisition of knowledge, skills and attitudes needed to become lifelong learners and to participate effectively in society.

1.2 Report Structure

This Accountability Report provides information on departmental activities undertaken to achieve the departmental goals, priorities and outcomes identified in the *Nova Scotia Department of Education 2005–2006 Business Plan*.

The report is structured into three main sections. The first section reviews the departmental goals and priorities for 2005–2006 and provides commentary on departmental accomplishments over the course of the year. The second section reviews the financial results, and the final section provides detailed information on the performance measures and progress toward achieving departmental targets for these measures. Changes to the Department’s performance measures have been highlighted at the end of the document.
2. Department Progress and Accomplishments

2.1 Departmental Goals

The goals providing a focus to the actions of the Department of Education in 2005–2006 were:

- to improve conditions for learning in the public education system
- to strengthen educational programming and services in priority areas
- to provide relevant and high quality post-secondary education and training
- to promote healthy, active learning communities and families
- to foster access, equity, and diversity through and within education and training
- to develop a skilled and adaptable workforce
- to strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results

The priorities that follow support these goals and the goals and priorities of Government.

2.2 Departmental Progress and Accomplishments for 2005–2006

The following is a summary of the progress and accomplishments of the Department of Education in meeting Business Plan priorities. Priorities have been grouped under the appropriate strategic goal. This provides a clear linkage between the department’s strategic planning and the corresponding priority areas in which work for the 2005–2006 year was focussed.

Goal 1: Improve conditions for learning in the public education system

Class Size Initiative

The class size initiative was introduced as part of the Learning for Life (2002) plan and is continuing as part of the “Time to Teach and Time to Learn” theme of Learning for Life II: Brighter Futures Together (2005). Class sizes were capped at 25 in grade 2 in September 2005. The Blueprint for Building a Better Nova Scotia also committed to capping combined grades primary–1 classes at 20 or providing an additional non-teaching adult in classrooms with 21–25 students. Implementation of this initiative began in September 2005. The Department invested $2 million in this initiative in 2005–2006.

School Improvement Planning/Accreditation

Forty-nine schools, representing all school boards, engaged in the school accreditation process in 2005–2006. The school principal and two co-chairs participated in department workshops to assist schools in organizing and implementing an internal school assessment, based on specific school performance and student achievement questions. Schools used their data to set priorities, develop goals and draft school improvement plans in preparation for the visit of an external review team.
Supports for School Advisory Councils
The department assisted school boards in providing resources and professional development to ensure that School Advisory Councils (SACs) have a meaningful voice. The SAC role related to school improvement and planning was clarified during initial development of school accreditation manual.

School Code of Conduct Implementation
To date, 200 schools have received training to support implementation of Positive and Effective Behaviour Supports (PEBS), the School Code of Conduct Guidelines; and a teacher resource, Meeting Behaviour Challenges: Creating Safe and Caring Learning Environments. There are PEBS lead-teams supporting school implementation in all boards.

Behaviour Incident Tracking
The Behaviour Incident Tracking Form pilot began in 11 schools in four school boards in April 2006. Schools send data to the Department of Education, and school reports are generated at the department and returned. Feedback from schools has been positive. Ten schools have agreed to continue the pilot from September - December 2006.

Challenge for Excellence: Enrichment and Gifted Education Resource Guide
In 2005–2006 the department worked with school boards to further support implementation of Challenge for Excellence, including releasing: a Fact Sheet on Enrichment; a video with guide on Enrichment Clusters; a video with guide on Total Talent Portfolios; professional resources for board lead teams, and a resource kit for each school board. In addition, a draft video was prepared on Options in Programming.

Supports for Students with Autism Spectrum Disorder
The department continued to develop resources to assist classroom teachers in addressing the needs of students with Autism Spectrum Disorders, including provision of professional development workshops as well as establishing a Provincial Education Autism Advisory Team which will meet bi-annually to review and recommend best practices, training and resources.

Support for Students with Special Needs
Funding in 2005–2006 was targeted to enhance ratios in core professional services. An annual gap analysis tracked improvements in core professional services ratios. The ratio for resource teachers has gone from 1:220 in 2003-2004 to 1:193 in 2005–2006. The recommended ratios for speech language pathologists (1:2000) and school psychologists (1:2500) for 2005-2006 were respectively 1:2093 and 1:2396.

School Libraries
The Department of Education provided $520,000 in targeted funds to school boards on a per-student basis for 2005–2006, to improve library technician staff to student ratio and to expand library collections. Packages of school library resources were distributed to schools with grades primary–3 in support of literacy and social studies.


**Teacher Professional Growth Planning Process**
The department conducted research and extensive consultations with teachers and school board staff about teacher professional growth planning, and developed background materials. In late 2005, a new approach to teacher professional development was developed in consultation with school boards and schools. The teacher professional growth plan process will be finalized in that specific context in the coming year.

**Early Hiring Job Fairs**
In response to the Education Consultative Forum (ECF) Sub-Committee Report on Teacher Supply and Demand, the fifth annual Early Hiring Job Fair was held at the four Nova Scotia B.Ed granting universities in January 2006 involving the department, all Nova Scotia school boards, the Nova Scotia School Boards Association, the Nova Scotia Teachers Union, and the Nova Scotia Teachers Credit Union. Through this process, 32 Nova Scotia B.Ed graduates were hired early by Nova Scotia school boards. At the request of school boards, the department also coordinated a recruitment process for the 22 graduating students from Dalhousie University’s Speech Language Pathology (SLP) program; five SLP graduates were hired by Nova Scotia school boards through this process. In addition, the department also coordinated school board attendance at the Career Fair at the Université de Moncton to assist school boards in addressing their need for French teachers.

**Meetings for Public School Principals**
The Department of Education organized three meetings for principals of elementary, junior-high and senior-high schools across the province in May 2005. Participants indicated that they appreciated the opportunity to hear from the department and to voice their concerns, as well as to meet and speak with other administrators from across the province. The department made a number of commitments related to committee structures, policy development discussions, information sharing, and pilot projects during these meetings. A list of these commitments was compiled and shared with all participants, including the departmental responses, in fall 2005. In response to the tremendous amount of support to see similar events held again, a second Principals’ meeting was held in spring 2006 with the intention to hold similar events annually.

**Educational Leadership**
A Principal Leadership Advisory Group has been formed to study the results of comprehensive research and consultation with principals on what they need to succeed as educational leaders. The group has been tasked with making suggestions for changes that can enhance their educational leadership role. In addition, three pilot projects for the 2005–2006 school year have been established and are being monitored to determine whether these approaches enhance principals’ capacity to be educational leaders.

**Copyright**
The department assumed chairmanship of the national Copyright Consortium Steering Committee in June 2004, and in 2005–2006 continued to be involved through the Committee in discussions with the federal government on legislative change related to educational use of the internet in classrooms.
New School Construction Projects
The department has identified school capital needs through the continued operation of the School Capital Construction Committee, reporting to the government on prioritized capital funding needs. The delivery of school capital projects is ongoing. In 2005–2006, three new schools were opened for students in September 2005: Kingswood Elementary School (Hammonds Plains South), Cumberland North Academy and Spring Street Academy (Amherst Elementary). Five new school construction projects were started or continued: Barrington Municipal High School, Rankin Iona School, Citadel High School (St. Patrick’s/Queen Elizabeth High Schools replacement), Oyster Pond Academy (Robert Jamieson School) and Sir John A. MacDonald High School (Western HRM).

Additions and Alterations Program
Additions and alterations to enhance or replace major school buildings, on a priority basis, continued in 2005–2006. Four school renovation/additions projects were completed, and 16 addition/alteration projects were underway and will continue in 2006–2007. $24 million was invested in additions and alterations under the phased multi-year program.

Goal 2: Strengthen educational programming and services in priority areas

Pre-Primary Program
The department invested $750,000 in this initiative in 2005–2006. Pilots began in September 2005 and are now underway in nineteen sites. The pilots will continue through the 2006–2007 school year. The program is staffed by two qualified early childhood educators working with each group of up to 18 children. The curriculum is developmentally appropriate and emphasizes skills that must be learned at the age of four years to ensure success in lifelong learning.

Support for Writing Program in Grades 1-3
A Grade Primary Program Guide has been developed and will be launched in Fall 2007. Learning resources to support delivery of grade primary program were purchased and distributed. Teaching in Action: Grades Primary–3 was completed and launched in May 2005 at a workshop for 100 lead teachers who also received related resources. A Literacy: Home-School Communications Resource: Grades Primary–6 was developed and distributed to all elementary schools. This has been very well received. French classroom resources were also provided to support the writing program in grades 1-3.

Reading Recovery™ Program
In 2005–2006, Reading Recovery™ was provided to all students targeted as needing the program, excepting those in French Immersion programs. The French version of the Reading Recovery™ assessment book, *Le sondage d'observation en lecture-écriture*, is in use in the CSAP and new Teacher Leaders for French and French Immersion are currently being trained. As well, Canadian French Immersion standards for Reading Recovery™ have been developed. During the 2005–2006 school year, teacher leaders were trained at Mount Saint Vincent University to support the implementation of Reading Recovery™ in French Immersion.
Active Young Readers
The implementation of Active Young Readers/Jeunes lecteurs actifs grades 4 to 6 was supported with the provision of an number of supplementary resources for teachers and students, and supplemental passages for the Active Young Readers Grades 4–6 Assessment Resource were developed.

The implementation of Active Readers Readers/Lecteurs actifs 7–9 was supported by more than 98,000 print resources for grades 7–9 students, as well as software programs and professional resources. An Active Readers 7–9 Workshop was provided for 100 lead teachers and school boards were provided with Active Readers Program Implementation Support Grants.

Four Let’s Talk about pamphlets for parents about the grades 4–6 reading program and four pamphlets for parents about the grades 4–6 writing program were developed and distributed.

CSAP teachers in grades 3-6 and 7-9 received professional development to support effective classroom teaching and assessment strategies, and each grade 3-6 teacher received a classroom teaching and assessment resource. Three literacy mentors supported grade 3-9 teachers with implementation of effective reading and assessment strategies. Learning resources were provided to all CSAP grade 3-6 classrooms.

Writers in Action
Writers in Action handbooks were provided for each grade 4 student, and supplementary materials provided for grades 4 and 5 teachers and classrooms. The department provided Writers in Action 4 workshops for CSAP teachers and supported the English boards in conducting Writers in Action 5 and Writers in Action 6 workshops to support implementation. An Implementation Workshop for Writers in Action 7 was conducted for 100 lead teachers. All grade 7 English language arts teachers received professional resources and participated in a one-day Writers in Action 7 regional in-service workshop. More than 8,000 resources were provided for grade 7 English language arts classroom writing centres. A Write Traits resource was purchased for each grade 8 classroom.

French learning resources for students were provided to support implementation of Writers in Action/Écrivains à l’œuvre 4–6. Professional development sessions for French immersion teachers and French teacher resources were provided to support implementation of Écrivains à l’œuvre/Writers in Action 7–9.

Supports for Junior High Students in Reading
The department worked with a committee of experienced resource teachers currently working with junior high students requiring supports, motivation and interventions as readers. Literacy kits for resource teachers were provided to support students in grade 8 and 9.
**Targeted Funding for Learners**
$1.9 million was provided for interventions and support for learners in grades 7 and 8 who are struggling with reading and/or writing. These students did not meet expectations for achievement in reading and writing in the 2003 and 2004 administrations of the Elementary Literacy Assessment. Targeted funds are used to implement Literacy Support Plans for these students.

**Literacy Success Strategy**
In partnership with the Nova Scotia Educational Leadership Consortium, the Department of Education provided five days of training for 22 literacy mentors. School boards were provided with $500,000 in 2005–2006 for literacy mentors in grades 7–9. To date, the Department of Education targeted funding supports ten literacy mentors. The *Learning for Life II: Brighter Futures Together* goal is to provide targeted funding for 50 literacy mentors.

**Writers in Action 10**
In 2005-2006 a number of supports for grade 10 English were implemented, including: a three-day *English 10: Writers in Action* implementation workshop for lead teachers; three professional resources for English 10 teachers; resources for grades 10–12 French immersion classrooms; two in-service workshops for all grade 10 English language arts teachers, and three workshop sessions on the new grammar for CSAP French Language Arts Senior High Teachers.

Implementation of English 10 Plus began September 2005 and English 10 Plus teachers attended a provincial implementation workshop. More than $230,000 was invested in resources for English 10 Plus students and teachers.

**French Second Language Programs**
The pilot of an on-line grade 12 core French course continued in 2005–2006. Five schools in the province offered the grade 6 Intensive French program in 2005–2006, in comparison to four schools the previous year. Classroom learning resources and professional resources were provided to the five schools offering the program. On-going professional development was provided to the teachers of the program. The writing and oral skills of students participating in the program were assessed and results compared favourably with those of students in the program in other provinces. The draft version of a grade 9 immersion language skills assessment was completed.

**New Atlantic Canada Curriculum**
An implementation workshop was conducted for 66 grade 7 Social Studies lead teachers, including immersion/Integrated French teachers. Textbooks, curriculum guides, and teacher resources were provided to support Social Studies 7/sciences humaines 7e année. An implementation workshop was conducted for 74 lead teachers for Social Studies Grades Primary–2. Professional development was provided for French early immersion lead teams and late immersion grade 7 teachers. Social Studies Grades Primary–2/sciences humaines M à 2 was implemented in September 2005 and schools were provided with curriculum guides and classroom and teacher resources.
New Mathematics Classroom Assessment Resources

The classroom assessment resource continues in development with the participation of the other Atlantic Provinces through the Council of Atlantic Ministers of Education and Training (CAMET). Draft assessment tasks for grades primary, 1, 2 and 3 have been reviewed by department consultants and teachers. These resources are in development. Field tests of grades primary to 3 assessment tasks were conducted and analyzed.

Mathematics Strategy

In 2005–2006 the department continued to support implementation of the Mathematics Strategy, including providing targeted funding for the expansion and support of mentoring programs. Department of Education targeted funding currently supports 12 full time equivalent math mentors with a goal of providing targeted funding for 60 math mentors in total.

Targeted funding was also provided to support professional development for junior high resource teachers, grade 4 and 9 teachers, school-based mathematics leaders, high school teachers, and the delivery of 5 days of training for 150 junior high mathematics leaders. Resources were provided to school-based math leaders to support professional development sessions in grades p-9. A Mathematics: Home-School Communications Resource: Grades Primary–6 as well as Let’s Talk about … pamphlets for parents and home activity resources for grades primary–3, were developed and distributed.

Textbooks, teacher resources, and other learning resources were provided for Mathematics Essentials 10 as well as a 2-day implementation workshop for Mathematics Essentials 10 teachers. Mathematics Essentials 11 has begun, and resources and professional development were provided for pilot teachers. Two days of in-service education were provided for every grades 10–12 math teacher.

International Baccalaureate Program and Advanced Course Options

The Department invested $225,000 in the International Baccalaureate (IB) initiative in 2005–2006. This funding supported the two schools that already offer the IB program and an additional eight schools that have applied for authorization to offer the IB Diploma Program.

Working with community and university partners, the department developed new public school advanced courses: Advanced Music 11 and Advanced Visual Arts 11 pilots began in September 2005; Advanced Physics 11 and Advanced Physics 12 pilots began in February 2006, and development of Advanced English 11, Chemistry 11, Music 12, Visual Arts 12, Chemistry 12, Global Geography 12, and Global History 12 is underway. In addition, a provincial workshop was conducted and resources provided for all Calculus 12 teachers.
**CSAP Pilot Project**
A four-year pilot project was initiated in 2003 which saw the CSAP assume the lead role in curriculum development and implementation for its students. The department monitors, reviews and approves the annual development and implementation plan, and the curriculum developed under this pilot project. Regular reports on the curriculum and financial plans of the school board were received. A formative evaluation of the curriculum pilot project was completed in November 2005.

**Goal 3: Enable the provision of relevant and high quality post-secondary education and training**

**Infrastructure Renewal Funding for Post-Secondary Education**
The department continued to work with the Atlantic Association of Universities and the Atlantic Provinces Community Colleges Consortium and through the Council of Atlantic Ministers of Education and Training to engage the federal government in discussing a solution to the Atlantic post-secondary education infrastructure renewal need. Options for using money from the federal Infrastructure Trust Fund were developed.

**Nova Scotia Research and Innovation Trust Fund (NSRIT)**
The department worked with the Organization for Economic Development and the NSRIT Advisory Committee to revise the Trust Agreement and the Memorandum of Agreement, establish eligibility criteria for applications, and provide recommendations for research results reporting and annual communication of accomplishments. A report from the Advisory Committee will go to the Beneficiaries Committee.

**Nova Scotia Advisory Board on Colleges and Universities**
A survey of selected stakeholders was completed in December 2005 to examine ways to improve the manner in which the Board is able to provide advice to the Minister on issues of relevance to the public post-secondary education sector. A report was submitted to Minister of Education in March 2006 and implementation of recommendations will be undertaken in 2006-07.

**Memorandum of Understanding with the Nova Scotia Community College (NSCC)**
The department examined options for a long term operational funding agreement with the Nova Scotia Community College and decisions on implementation will be made in 2006-2007.

**NSCC Growth Initiative**
The department provided $7 million in new operating funding to the NSCC in 2005-06. The College has consulted with the department regarding their new Academic Plan which will begin in 2007. A committee with department representation has been established to support new program processes and five proposals for new programs to begin in 2007 were approved by the Minister of Education.
Review of Teacher Education
The department examined options for conducting a review of teacher education, and will make decisions around implementation of the review in 2006–2007.

Goal 4: Promote healthy, active learning communities and families

Youth Health Centres
Funding for this initiative was transferred to Nova Scotia Health Promotion. The Department of Education participates on the Provincial Advisory Committee for the Actioning of Youth Health Centre Standards. These standards include Youth Health Centre facilities in public schools. There are now 34 youth health centres in public schools.

Food and Nutrition Policy Framework
In partnership with Nova Scotia Health Promotion, the department conducted a comprehensive consultation on the components of the Food and Nutrition Policy for Nova Scotia Public Schools and recommendations regarding the implementation process. $250,000 was provided to school boards to support the implementation of the Policy in all schools. Working with various partners, including the Breakfast for Learning Nova Scotia Advisory Council, criteria were determined and guidelines developed for implementation of the breakfast programs. Provincial standards are being developed to ensure consistency with Canada’s Food Guide to Healthy Eating. School boards will have access to a broad range of expertise, resources, and materials to help them meet these standards. In addition, school boards received grants for operating costs to support and expand breakfast programs in schools with elementary-aged students.

School Health Co-Ordinator and Active Healthy Living Consultant
The province’s first School Health Co-ordinator was hired in March 2006 and an Active Healthy Living Consultant will be appointed in Fall 2006. The department provided funding support totalling $512,000 to enable each board to hire an Active Healthy Living Consultant to provide leadership and support for implementation of health education, physical education, and related active, healthy living program initiatives. These consultants were in place for the 2005–2006 school year. The department contributed $32,000 to support eight Sport Animator positions negotiated through the bilateral agreement between Nova Scotia’s Office of Health Promotion and Heritage Canada.

Health Education Curriculum
The department began development of new health education curriculum for grades primary–3 and identified learning resources to support the health education program in these grades. In addition, the department assisted Dalhousie University in the development of a mental health curriculum supplement, Healthy Mind, Healthy Body for use with the department’s Health Education curriculum for grades 4–6. Let’s Talk about ...Health Education: Grades Primary–3 pamphlets for parents were published and distributed. A Let’s Talk about ...Healthy Eating pamphlet was developed, to be distributed in the 2006–2007 school year.
Health/Personal Development
New curriculum for Health/Personal Development and Relationships 7 was introduced in 2005–06 and will be implemented in all schools in 2006–2007. The department conducted regional workshops across the province to support implementation of Health/Personal Development and Relationships 7, with a focus on the LifeWork Portfolio, and mandated one day of in-service education in 2005–2006 for all Health/Personal Development and Relationships 7 teachers.

The department purchased Health for Life textbooks for all grade 7 students and provided the Health for Life I: Teacher Resource for their teachers. The department worked with Nova Scotia Health Promotion to develop and field test A Question of Influence, a supplement to support delivery of the substance use/abuse component of the Health/Personal Development and Relationships curriculum. The department continues to work with health and education community partners to identify and expand opportunities for the involvement of public health professionals in schools, notably to support healthy eating and healthy sexuality education.

Physical Education
Development of new curricula for physical education grades 10–12, Physically Active Lifestyles 11, and a new Physical Education Leadership 12 course is underway. New physical education curriculum is scheduled to begin in grade 10 in September 2007. The department worked with board Active Healthy Living Consultants to provide financial and material support for professional development of physical education teachers. Boards received grants totalling $90,000 for physical education equipment. Funding totalling $320,000 was provided to boards to increase the number of qualified physical education teachers in grades 3–6. The five-year goal is to fund an additional 60 qualified physical education full time equivalent positions for grades 3–9.

Youth Leadership
Duke of Edinburgh Awards are now recognized for credit as personal development academic credits, and the department is actively promoting the Duke of Edinburgh Award program through provision of funding, material and support, and student participation in this program has increased. A Duke of Edinburgh Award Program Guide was designed and published. In addition, the department worked with boards and the Nova Scotia Fitness Association to promote and expand fitness training and certification for youth leaders, and supported the Rural Youth Healthy Relationships Education Project. Guidelines for recognizing youth leadership opportunities are included in Community Based Learning: A Resource for Schools, scheduled for distribution in the 2006–2007 school year.

Adult Learning
The department advanced a number of adult learning and literacy strategies for Nova Scotia. This included conducting consultations on the Adult Learning Program and revising portions of the curriculum, selecting, through nominations, a recipient for the Council of the Federation Literacy Award, initiating a pilot between Chignecto-Central Regional School Board and the Nova Scotia Community College for on-line high school credits for adult learners, initiating local projects linking adult literacy organizations and seniors, and working with partners to implement a health
literacy awareness initiative. The department also continued to review the community learning program through examining definitions, policies, guidelines and tutor training.

To promote the Nova Scotia School for Adult Learning (NSSAL), the department engaged in various promotional events including international adult learners week, international literacy day and an adult literacy and essential skills summit in January 2006.

**Family and Parent-Child Literacy**
The department provided ongoing support and annual funding to the Read to Me!/ Lis-moi une histoire program, the Family Learning Initiative Endowment Fund, initiated a strategic plan for the Family Literacy Advisory Group and initiated family literacy pilots to support parents.

**Community Use of Schools**
The Department of Education continued development of a Community Use of Schools Framework Policy, and has initiated a number of steps to facilitate public access to schools in recent years including standard access protocols and fee standardization. To further facilitate community access the department worked with the Department of Transportation and Public Works to review the options available to review the requirement for groups to obtain insurance coverage for the liability associated with their activities on site. The options developed will be examined and a proposal taken to Cabinet in 2006–2007.

**Multi-Year Agreements with Regional Library Boards**
A new Provincial Librarian was appointed in 2005–2006 and development began on a Strategic Plan for the Provincial Library. As part of this plan, a funding goal will be set to address the development of a multi-year agreement between the Department of Education and Library boards.

**Goal 5: Foster access, equity and diversity through and within education and training**

**Information Economy Initiative Extension**
The IEI-Extension initiative provided 1,502 new computers and accessories. In addition, the Technology Recycling Program provided 4,834 refurbished computers and schools and school board purchased more than 1,400 new computers in addition to those provided by the Province.

School board and Department staff provided more than 1,400 equivalent days of professional development to teachers related to the integration of information technology in their teaching and most of that was supported through in-class mentoring. Ten technicians were added across the province in 2005-06 bringing the total in all school boards to 92.

**Distance Education Courses**
The department released four new correspondence study courses in 2005-06: Biology 11; Chemistry 11; Canadian History 11, and Keyboarding 10. Five courses have been written, and are scheduled to be piloted in 2006-07: Health/Personal Development and Relationships 9; Communications Technology 12; Mathematics 11 Foundations; Global Geography 12; English 7. The department also began development of Science 8 and Accounting 11. Funding was provided
for 79 students in small high schools to enrol in online courses, as well as to school boards to assist with the development of new online courses: Economie 11/12 (CSAP) and Art 10. The department also assisted with funding to school boards to offer Core French 12.

**Increase Participation Rates of Female Students in Physical Activity**

To increase participation rates of female students in physical activity, and increase access to the types of physical activities that engage females, the department conducted research on best practices, prepared a *Girls and Physical Education* resource for board lead teams, and purchased related resources. In partnership with Health Promotion and Protection, the department planned regional workshops/symposia for students and teachers that were conducted in June 2006. The department also provided grants to boards totalling $83,000 to support a range of Girls and Physical Education/Activity projects.

**Implementation of the BLAC Report Recommendations**

To further support implementation of the *BLAC Report on Education: Redressing Inequity-Empowering Black Learners*, the Department assisted school boards to hire ten more Student Support Workers (SSWs) for African Nova Scotian students and other students who require support. In addition, operational guidelines for the SSWs have been completed and two Professional development workshops have been delivered. Currently there are 44 Student Support Workers. Information packages to parents of students in the public school system were developed and distributed, and four workshops on strategies which parents can use to help their children succeed and excel in school were delivered in Tri-county, Halifax, Chignecto-Central, and Cape Breton-Victoria regional school boards.

The department implemented several initiatives to ensure that the African Nova Scotian community takes full advantage of the training opportunities and becomes a full participant in the evolving labour market. This included conducting community workshops on the Skills and Agenda and labour market trends, working with community groups to help early school leavers attain their GED or return to school for upgrading, and providing tutor training sessions for volunteers. In addition, a customized job training grant was launched to enable African Nova Scotian youth access short-term job training.

**Transition Year Program for African Nova Scotian Youth**

Through a partnership with the Nova Scotia Community College, the department is piloting a transition year program for African Nova Scotian youth. Successful students would be guaranteed admission to the College's core programs or proceed to obtain the High School diploma through the Adult Learning Program.

**Africentric Learning Institute**

The department continued to provide logistical support and services to the Council on African Canadian Education (CACE), and to work with the Council on the development of the Africentric Learning Institute which will provide educational research assistance to the Department as well as equip the African Canadian community with policy development and analysis capabilities. A partnership was developed with Mount Saint Vincent University to offer a Masters Degree in
Lifelong Learning with an Africentric focus to 20 African Nova Scotian educators. This is part of capacity building in preparation for the full operation of the Institute. A review committee with CACE and Department of Education membership is exploring the Institute’s structure, program priorities and funding options. A report is due to the Minister by November 2006.

Teaching and Learning Resources to Support Mi’kmaw Language Courses
The grade 7 Mi’kmaw language guide was completed and will be circulated in the 2006–2007 school year. To increase support for Mi’kmaw learners, the department developed a Home-school Liaison Pilot in Spring 2006 at Hants East Rural High School, which will run through the 2006–2007 school year. A “best practices” pilot was established in Spring 2006 regarding First Nation learners and a plan was developed to be implemented in 2006–2007 at the East Antigonish Education Centre.

Racial Equity Policy
The department established a Racial Equity Policy Workgroup to develop a monitoring framework, an action plan template and add resources to the list of authorized learning resources. In addition, the department: completed regional symposia for elementary schools; provided resources to schools on Bias Evaluation Instrument and Critical Literacy; completed junior high implementation in-servicing and a summer institute, and developed a senior high in-service for implementation in Fall 2006.

Canada–Nova Scotia Labour Market Agreement for Persons with Disabilities
A stakeholder consultation session was held in Spring 2005 in which stakeholders were provided with options for redesign of the existing performance-based grant program, and a new financial needs-based grants program was adopted.

Memoranda of Understanding with respect to services and programs provided to persons with disabilities
Memoranda of Understanding on disability related programs and services established with nine universities across the province and the Nova Scotia Community College, and a new Memorandum of Understanding was established with the Independent Living Resource Centre for attendant care services. The two other universities have similar arrangements with larger universities.

Improvements to Student Assistance Program
In partnership with the Canada Student Loan Program, Nova Scotia implemented significant changes to its Student Assistance Program for the 2005–2006 year. These included decreased parental contribution rates; new grants for students from low income families and students with permanent disabilities; and improved debt management measures, including improvements to Interest Relief.

A Steering Committee, co-chaired by the Deputy Ministers of Education and Finance, was formed to examine future funding and delivery of the Nova Scotia Student Assistance Program. Options include a direct-lend model whereby the Province would lend directly to students.
Memorandum of Understanding on Tuition Fees and Funding
A study conducted by the Association of Atlantic Universities with respect to the economic impact of the public post-secondary education system was released in February 2006. The department also reviewed on-line credit transfer products available in other provinces and had informal discussions with Nova Scotia university registrars regarding the possibility of developing a provincial credit transfer database. The department continued to assess options for establishing a working group to collect and examine data regarding accessibility for under-represented groups.

Goal 6: Develop a skilled and adaptable workforce

Options and Opportunities
As part of implementation of the \( O_2: \text{Options and Opportunities for Student Success} \) initiative (\( O_2 \)), all school boards were provided with initial funding totalling $640,000 to hire a Community-Based Learning Consultant and/or to support the new \( O_2 \) program and expand community-based learning. The Program was introduced in Auburn Drive High School, and the department reviewed board plans for expansion of the \( O_2 \) program in 2006–07. In addition, \textit{Life/Work Portfolio: A Teaching Resource} and online resources for students and teachers were launched. Nova Scotia Student Life/Work Portfolio grade 7 implementation workshops were conducted in seven boards.

Career-Related Courses
In 2005-06 development of career-related courses continued, with pilots of Geomatics 12, Health and Human Services 12, Multimedia 12, and Tourism 12. Implementation of these new career-related courses is scheduled for 2006–2007. A Computer Programming 12 workshop was conducted in May 2005 to support implementation of this new course which began in 2005–2006.

Increase Opportunities for African Nova Scotian Youth in Apprenticeship Program
The department worked with partners to increase opportunities for African Nova Scotian youth to utilize the apprenticeship program. Guidelines for awards for short term, job related training were developed, and two information sessions were held on Adult education, the Skills Agenda and Apprenticeship. In addition, promotion of the Short Term Job Training grants continued, in an effort to increase access to customized training.

Skills Nova Scotia
In 2005-06 the Department of Education continued as the lead for the Province’s corporate strategic framework, Skills Nova Scotia. The 2004–2005 Annual Report and 2005–2006 Action Plan was released on June 21, 2005 at a partnered event with Nova Knowledge. The department also led the initiation of a review process to review the goals and objectives set out in the Framework.

Canada/Nova Scotia Skills and Learning Framework (CNSSLF)
The CNSSLF is a partnership arrangement between the federal and provincial governments to carry out joint planning and development in areas of common interest regarding the labour market. The priorities approved by key partners in the agreement for 2005–2006 were: Labour Market Attachment, Workplace Skills and Education, Labour Market Information, Youth, and Innovative Communities Initiative. A partnership paper, \textit{A Framework for Service Delivery Partnership}
Committees was developed and distributed to members in Spring 2005. A Communication Strategy was completed in Summer 2005 and rolled out to CNSSLF Members in the Fall.

Labour Market Information
The department responded to the need for accurate and up-to-date labour market information (LMI) by: continuing to participate in the National Canadian Occupational Projection System partnership to gain access to projections of industrial and occupational employment for Nova Scotia; updating a public website with 2005 labour market information to provide youth, adults and career coaches with LMI on Nova Scotia occupations; developing an LMI internet portal for a single point of entry for access to web-based LMI; investigating the impact of an aging demographic on Nova Scotia (report due Fall 2006); developing a Guide to Labour Market Research; developing enhanced labour force survey estimates of provincial industry and occupational employment, and continuing to work with partners on LMI projects.

A new Career Options website containing enhanced LMI was launched, as well as Career Guides for Adults and for Grade 9 students, which contain career planning and LMI resources to supplement the Career Options Website.

Career Development Programs
The department implemented a plan to ensure that Nova Scotians are better able to access career development programs services and resources needed to succeed in the labour market. This included: developing an inventory tool of all career development programs and services; supporting the Canadian Standards and Guidelines for Career Practitioners; hosting a Career Resource Centre Conference for professional development of Career Practitioners; developing Parents As Career Coaches Workshops Facilitators Manual; participating in the National Integrated Delivery Strategy project with the Nova Scotia Career Development Association, and continuing to work with a variety of education, training and industry partners to ensure career planning and labour market information products reaches students.

High School Graduate Follow Up Survey
A Graduate Intentions survey was administered in Spring 2006, asking 2006 high school graduates for contact information, intended plans following graduation as well as the factors that influenced their decision making. A telephone survey, also conducted in Spring 2006, asked 1998 graduates about their employment and post-secondary education experiences as well as influences on their decision making. Final reports for both surveys will be developed in 2006–2007.

Strategic Initiatives to Address Emerging Skill Needs
In Fall 2005 a consultant was hired to undertake a study looking into the potential socio-economic and policy implications of the changing demographics in Nova Scotia. The final report will be completed in Fall 2006.
**Employer Engagement in Workplace Training and Certification**

The department enhanced employer engagement in workplace training and certification through a number of initiatives, including: defining the scope of work and hiring a Project Developer for the mentor/coach program; conducting extensive research on mentoring to build the theoretical foundation for the Apprenticeship Workplace Mentoring Initiative; developing course material for the mentoring course; enrolling participants in a pilot mentor/coach project with the Boat Builder trade apprentices; initiating development of a client service follow-up survey; conducting a focus group of employers about employer incentives; completing a research study on issues of return on investment; surveying employers regarding virtual campus as training option, and hiring a consultant to explore policy recommendations for employer incentives that support workplace learning.

**Prior Learning Assessment and Recognition (PLAR)**

As part of development a prior learning assessment and recognition (PLAR) initiative, the department delivered professional development opportunities for assessment and recognition techniques, initiated a best practice guide for business/labour, presented at provincial and national conferences and created the provincial PLAR Advisory Council.

**Youth Apprenticeship Initiatives**

Several youth apprenticeship initiatives were introduced to allow youth to experience careers in the skilled trades, build important workplace skills and make more informed career choices, including a communication plan for the Workit initiative that includes a youth-friendly, interactive website to target youth, parents, educators, career practitioners and employers. A series of presentations were also conducted with various stakeholders to introduce the Workit initiative and provide information on opportunities in the skilled trades for youth, career paths for journeypeople in Nova Scotia and the Apprenticeship training system.

In addition, policies and procedures have been developed to register and monitor youth apprentices aged 16-19 years in the Apprenticeship training system. As of December 2005, ten youth were registered as youth apprentices. Funding has been secured for a grant program for students across the Nova Scotia School Boards who are exploring the designated skilled trades, and networks have been established with cooperative education teachers in the public school system based on the two pilot sites of Halifax and Annapolis Valley Regional School Boards. A successful out-of-school youth pilot project was conducted in partnership with the Nova Scotia Automotive Human Resource Sector Council (NSAHRC). Three youth from the project entered into formal apprenticeships with their placement employers.

A focus group was conducted with employers in the automotive industry in partnership with the NSAHRC, and a report was generated which described employers’ needs, their support of youth apprenticeship initiatives and their predictions for youth employment in their industry. A model for a ‘Skilled Trades Day’ was successfully piloted in December 2005 for approximately 200 high school students in grades 10-12, in partnership with Skills Canada-Nova Scotia, the NSCC and Millwood High School.
Youth Employment and Skills Development Strategy
This priority was not advanced due to staffing vacancies. It is carried forward into 2006–2007.

Graduate Follow Up Survey of Private Career Colleges
The department completed the planning process for conducting a survey of private career college students, which will begin in Summer 2006. The report, scheduled for Winter 2007, will demonstrate the extent to which students benefitted from their course of study and the relevance of the curriculum and program supports in their transition to the labour market or further education.

Human Resources Strategy
The department’s Human Resources Strategy is aligned with the Corporate HR Strategy built to address the department’s Business Plan priorities. Accomplishments in support of this priority included:

Foundations for Management
The Foundations for Management website launched on February 28, 2006 providing managers with a web-based HR resource toolkit. The site is currently in a pilot phase.

Workforce Planning Initiative
Several new staff were hired to focus on this initiative. An analysis and plan will be developed following the launch of the Public Service Commission Career Management Program.

Occupational Health and Safety (OHS)
There were many activities that took place to meet obligations under the Occupational Health and Safety Act and policy: OHS Training continued to be rolled out across the department; ergonomic assessments were regularly conducted; indoor air quality assessments were conducted; incidents were investigated as required; hazard assessments and inspections were conducted; and Joint Occupational Health and Safety Committees continued to improve OHS within the department.

Diversity/ Affirmative Action
A progress report was completed for 2005–2006 and can be found in Appendix A. There was a slight increase in diversity representation in 2005–2006, and hiring practices considering diversity, including regular use of diversity talent pool for competitions, were utilized. The department incorporated diversity best practices into the new Foundations for Management website.

French Language Services
An interim coordinator was appointed in May 2006. The department participated in the French Second Language (FSL) Coordinating committee, and a departmental representative actively contributes to the Regulation and the Human Resources sub-committees. French training was provided for Department of Education staff as part of a pilot project managed by Acadian Affairs. Nine staff completed training and progressed to the next level of French competency through the pilot training. Translation assistance was offered through Acadian Affairs for various projects and funding assistance was provided on various initiatives through French Second Language Division.
Performance Management
The first Training Calendar was developed and delivered based on the performance plans received. The department supported the development of divisional and unit training plans and ongoing performance management support was provided as required. Leadership Competency Training was provided to management staff.

Goal 7: Strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results

Literacy and Mathematics Assessments
Preparation has been undertaken for three new assessments in mathematics and language literacy. Advisory groups of teachers met to develop items, and to prepare background documents. Grade 3 math and grade 9 literacy assessments will be undertaken in the 2006-07 school year, and a Grade 3 Literacy Assessment will be administered in November 2007.

The Elementary Literacy Assessment was administered in both French and English in September and October 2005. Standards for the assessment were set and marking took place in November. Schools received individual student reports at the end of January 2006. Students who did not meet expectations in reading and/or writing received support and their progress is monitored annually as part of their Literacy Support Plan.

New National and International Assessments
Work on the new national assessment, Pan-Canadian Assessment Program (PCAP) continued with a planned administration for Spring 2007. Development work on the OECD Progress in Reading Literacy Study (PIRLS), the international reading assessment was completed. The assessment will be administered to grade 4 students in April 2006.

Nova Scotia Examinations
Examinations were administered in June and January according to the examination schedule. Work continues on science examinations. A study guide for mathematics exams was prepared in French and English and distributed to schools for their students. French and French Immersion assessments are in development in math and language arts.

Minister’s Report to Parents
The Minister's Report to Parents was released in 2005. A new format was developed for 2006 to include school board success stories. The first formal report on the Nova Scotia Mathematics exam was published and a new document based on what has been learned from math program assessments has been drafted. The new document "Continuing a Coherent Math Program" a companion to "Toward a Coherent Math Program" will be published in the 2006–2007 school year.
Program, Service and Performance Standards
The department has started identifying where standards are required in key educational areas, based on existing policies, guidelines, and regulations, and is planning what will be needed to monitor and evaluate achievement of those standards. Work has been done to establish greater understanding of how individual initiatives like school accreditation, student assessments, school board priorities and provincial priorities link together, as that has been a need at the school board and school levels, and this work will continue in the coming school year.

Student Records Policy
A Student Records Policy was developed collaboratively with school boards and released in August 2006. Resources were also developed to support policy implementation.

Provincial Report Card
The department participated in the development of a provincial report card and reporting policy framework. An Individual Program Plan (IPP) reporting template was developed to be aligned with the provincial report card, and an IPP reporting template was also piloted and refined.

Atlantic Provinces Special Education Authority (APSEA) administrative review
The proposed action plan was submitted to the APSEA Board on July 6, 2006. The board directed the Program Advisory Committee to develop outreach services on a project basis for one year for students in Newfoundland and Labrador.

Implementation of HR and Payroll Modules
This is a combined provincial/school board implementation of SAP’s human resource and payroll modules across boards and the Province of Nova Scotia. In the Summer of 2004 a decision was made to split the project into two, with the provincial project proceeding first, followed by the school board project. This was done to better focus project resources, ensuring a stable system with accurate payroll results. The provincial project was substantially completed in April 2005, and the school board project began in November 2005 with planned completion in January 2007.

Student Information System
Planning continued for the implementation of a standardized student information system. The project approach was confirmed, the detailed requirements were largely completed, and all necessary information was assembled to decide whether to build a custom system or buy a commercially available package. Work on this initiative will continue in 2006–2007.

Implementation of School Board Accounting Handbook
To improve expenditure processing, budget management, financial reporting and analysis. A handbook was issued to all Nova Scotia school boards, and revisions will be made on a regular basis as accounting practices are revised.
Public Education Funding Review
In April 2004 Mr. Bill Hogg, a former Deputy Minister of Finance was engaged to undertake a study to develop a formula for the allocation of Public Education funding among school boards. The purpose of the study was to ensure an equitable level of funding to all Nova Scotian students, and to develop and administer a formula that allocates funding transparently among boards. Mr. Hogg undertook extensive consultations with school boards, the department and interested parties during his review, and completed a report in December 2004. In the 2006–2007 budget, the Province implemented the recommendations of the report subject to the provision of a transition mechanism. The new formula will be fully implemented in 2007–2008.

Renewal of the Teachers’ Provincial Agreement
The Department successfully concluded a renewal of the Teachers’ Provincial Agreement with the NSTU.

Teacher Certification Processes
Legislation was prepared to enhance the Minister’s powers in relation to the suspension or cancellation of teacher certificates.

Enhanced Support to School Boards in Administration of the Teachers’ Provincial Agreement
The department continued to provide enhanced legal and labour relations support to school boards in relation to the Teachers’ Provincial Agreement, including contract interpretation, grievance handling and arbitrations. Support was also provided in dealing with emergent issues such as Injury on Duty claims, mandatory retirement and human rights issues in general as well as occupational health and safety obligations.
7. **Budgeting Context**

<table>
<thead>
<tr>
<th>Department of Education - Estimated Budget Expenditures by Core Business</th>
<th>Actual 2003–04 ($Millions)</th>
<th>Actual 2004–05 ($Millions)</th>
<th>Actual 2005–06 ($Millions)</th>
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<td>Total Program Expenses - Gross Current</td>
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<td>Net Program Expenses - Net of Recoveries</td>
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<td>1239.1</td>
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<td>Funded Staff (FTEs) Net</td>
<td>335.4</td>
<td>339.9</td>
<td>352.22</td>
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</tbody>
</table>

1 The 2005-2006 actual expenditures represent a $21.3 million over-expenditure from the Approved Gross Estimate, and a $14.6 million over-expenditure from the Approved Net Estimate. A highlight of the variances follows.

**Assistance to Universities:**
- University Operating funding under Strategic Financial Initiative: 11.8
- NSCAD grant under Strategic Financial Initiative: 4.8
- Physiotherapy at Dalhousie University: 0.6
- Funding Allocation to University Sainte Anne re: Fed/Prov Skills Agreement & Taxes: 0.4
- Total Gross, Assistance to Universities: 17.6
  - Dalhousie Occupational Therapy & other recoveries: (0.5)
- Total Net, Assistance to Universities: 17.1

**Department of Education:**
- Increased Teacher Pension purchases of past year service: 1.5
- Library Board Grants under Strategic Financial Initiative: 1.0
- Recorded resale inventory: 2.0
- Increased educational supplies: 1.6
- Economies from Split Disbursement, Interest Relief, Claim for Loss, Loan remission, & Canada Study Grants: (1.6)
- Economies in Classroom Composition funding, and restructuring: (0.8)
- Total Gross, Department of Education: 3.7
  - Increased recoverable learning resources: (2.7)
  - Teacher salary increase transfer: (3.5)
- Total Net, Department of Education: (2.5)

2 The variance between the 2005–2006 budgeted salary and benefits request and 2005–2006 actual expenditures for salaries and benefits is $3.5 million due to unfilled vacancies of 48.4 FTEs.
4.0 Performance Measures

NUMBER OF GRADE LEVELS FOR WHICH CLASS SIZE IS CAPPED AT 25

One of the Department’s core business areas is P-12 Education. The number of grade levels for which class size is capped at 25 is one of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?
The class size initiative was introduced as part of the Learning for Life (2002) plan and is continuing as part of the “Time to Teach and Time to Learn” theme of Learning for Life II: Brighter Futures Together (2005).

REPORTING ON 2005–2006 TARGETS
The Class Size initiative was expanded from grades primary and 1 classes to cap grade 2 classes at 25 students as of September 2005. In addition, combined grades primary–1 had a maximum of 20 students or an additional non-teaching adult in the classroom. Similarly, grades primary and 1 classes with students with special needs who have an individual program plan had a maximum of 20 students or an additional non-teaching adult in the classroom.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
The Initiative will be expanded from grades primary, 1, and 2 classes to cap grade 3 classes at 25 students as of September 2006. It is anticipated that by 2009–2010, grade 6 classes will also be capped at 25 students. In addition, by 2009–2010, combined grades up to grade 5/6 will have a maximum of 20 students or an additional non-teaching adult will be allocated to the class.
NUMBER OF SCHOOLS INVOLVED IN SCHOOL IMPROVEMENT PLANNING/ACCREDITATION
One of the Department’s core business areas is P-12 Education. The number of schools involved in school improvement planning/accreditation is one of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?
School Improvement Planning assists schools in organizing and implementing an internal school assessment, based on specific school performance and student achievement questions. Schools used their data to set priorities, develop goals and draft school improvement plans in preparation for the visit of an external review team.

REPORTING ON 2005–2006 TARGETS

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
The goal is to have all schools involved in this initiative by 2010–2011.
NUMBER OF SCHOOLS THAT RECEIVED PROFESSIONAL DEVELOPMENT ON PEBS

One of the Department’s core business areas is P-12 Education. The number of schools that have received professional development on the Positive and Effective Behaviour Supports (PEBS) is one of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

The number of schools who have received the necessary information and professional development to implement Positive and Effective Behaviour Supports and to develop their School Codes of Conduct.

The Department is committed to training all schools on Positive and Effective Behaviour Supports. Once the training and the pilot on the Behaviour Incident Tracking Form (19 schools) are completed, provincial data will be collected through the provincial School Information System.

REPORTING ON 2005–2006 TARGETS

200 schools have received training

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Reporting will be on data collected on student behaviour and achievement at school, board and provincial levels.
ELEMENTARY LITERACY ASSESSMENT

One of the Department’s core business areas is P-12 Education. The percentage of students meeting expectations on the elementary literacy assessment is one of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Elementary Literacy Assessment has been administered to grade 6 students in October each year since 2003. This assessment provides data on how grade 6 students are performing in basic functional literacy through assessments in reading and writing.

Results grouped to the school level are published annually in the Ministers Report to Parents, and schools also receive individual student reports at the end of January. Parents receive individual reports on their child’s results in March of each year.

REPORTING ON 2005–2006 TARGETS

In 2005–2006, 74% of students met expectations in reading and writing on the elementary literacy assessment in Grade 6. This is consistent with results from 2003–2004 (76%), the first year the assessment was administered. Results were lower than the previous year (81%), largely as a result of change in the results for the writing portion of the assessment. Such changes are common in writing assessments, due to the nature of this kind of assessment. Results in the reading portion of the assessment have remained consistent from year to year.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Students who do not meet expectations in reading and/or writing receive support and their progress is monitored annually as part of their Literacy Support Plan. The department will continue to monitor and assess the results of the literacy assessment, particularly once the assessment has been in place for at least five years, at which point it may be possible to analyse statistical trends.
PROGRAMME OF INTERNATIONAL STUDENT ASSESSMENT
One of the Department’s core business areas is P-12 Education. The results of the Programme of International Student Assessment (PISA) are some of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?
PISA is a well respected international instrument sponsored by the Organization of Economic Development. Every three years it provides reliable measures of student performance.

The average score for over 40 participating countries in PISA is 500. This measure compares the performance of Nova Scotia with the performance of the international community in reading, mathematics, and science. PISA assesses 15-year-old students in reading, mathematics and science, and was administered for the first time in the spring of 2000, and again in 2003. Forty countries and all the Canadian provinces participated in PISA in 2003.

REPORTING ON 2005–2006
TARGETS
The target for this measure was for Nova Scotia students to perform as well or better than the Canadian average.

For PISA mathematics, science and reading, Nova Scotia English students performed higher than the international average, while Nova Scotia French students performed below the international average in reading and science and at the international average in mathematics. The results for Canadian 15-year-old students were higher than Nova Scotia’s results.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
The next assessment is scheduled for 2006. The results will not be available until 2007. The department will continue to support student achievement through initiatives such as Active Readers/Lecteurs actifs, Writers in Action/Écrivains à l’oeuvre, teaching resources for mathematics grades P–9, mandating instructional time allotment for language arts and mathematics for grades P–8 and the new science program for grades P–3.
**NOVA SCOTIA EXAMINATIONS**

One of the Department’s core business areas is P-12 Education. The results of the Nova Scotia Examinations (NSE) are some of the measures for a desired outcome that fall within this core business area.

**WHAT DOES THIS MEASURE TELL US?**

Nova Scotia Examinations (NSE) are administered in senior high school to students in English language arts, sciences, and mathematics. This measure informs us about the percentage of students who achieve a passing mark (50%) in English, Chemistry, Physics, and Mathematics. Results for mathematics, first administered in January 2005, are new to this measure.

The examinations are based on the Atlantic Canada curriculum. The current measures are for students in English boards only, including French immersion.

**REPORTING ON 2005–2006 TARGETS**

Our target for 2005–2006 was to increase the percentage of grade 12 students achieving a passing mark on NSE for English 12, Chemistry 12 and Physics 12. In 2005–2006, Math was also added to the NSE.

This target was achieved in NSE for English 12, and Physics. Nova Scotia students achieving a passing mark on NSE in 2005 were as follows: English: 89%; Chemistry: 59%; and Physics: 59%; and Math 57%. These passing marks are for the exam only which is worth 30% of the students final course marks. The class mark is valued at 70% of the students final course marks and is not included in this measure.

**WHERE DO WE WANT TO GO/BEE IN THE FUTURE?**

The department will continue to support student achievement on Nova Scotia Examinations. In Mathematics a new Mathematics Examination Study Guide was provided to all students to help them prepare for the examination.
**High School Graduation Rate**

One of the Department’s core business areas is P–12 Education. The high school graduation rate is one of the measures for a desired outcome that falls within this core business area.

**What does this measure tell us?**

The graduation rate is the percentage of students receiving a high school graduation diploma compared with the number of students in grade nine three years earlier.

Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual’s future success is built.

**Reporting on 2005–2006 Targets**

The target for this measure was to have the graduation rate continue to increase. This target was achieved: the 2004–2005 graduation rate continued to increase over previous years and is now at 84.3%.

**Where do we want to go/be in the future?**

Our target is to have this percentage continue to increase. Senior high students can choose course options that are consistent with their post-secondary plans, be they university, community college, trades, or the job market. It is expected that having opportunities to prepare for the various post-secondary pathways will keep students motivated to graduate from high school.
**NOVA SCOTIANS WITH POST-SECONDARY EDUCATION**

One of the Department’s core business areas is Higher Education. The percentage of Nova Scotians with post-secondary education is one of the measures for a desired outcome that falls within this core business area.

**WHAT DOES THIS MEASURE TELL US?**

This measure shows the percentage of Nova Scotians aged 25–54 that have a post-secondary certificate, diploma, or degree. Education is a key variable in improved employment prospects and higher earnings. The attainment of post-secondary education prepares Nova Scotians for the labour market. Research conducted by the federal government suggests that 70% of new jobs will require some form of post-secondary education.

**REPORTING ON 2005–2006 TARGETS**

The target of this measure was to increase the percentage of Nova Scotians aged 25–54 that have a post-secondary certificate, diploma, or degree over the baseline data of 58% in 2000. In 2005, 60.5% of Nova Scotians aged 25–54 had a post-secondary certificate, diploma, or degree. The percentage of Nova Scotians 25–54 with post-secondary education remains higher than the national average of 60.4%.

**WHERE DO WE WANT TO GO/BE IN THE FUTURE?**

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

- $123 million is being invested in Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats
- A Memorandum of Understanding with the universities was put in place for the period 2005-06 to 2007-08 which will guarantee funding and control tuition fee increases. Over this period, the parties to the MOU will discuss system efficiencies and partnership savings, research strategies, how the universities can support the economic strategy of the province, improving accessibility for under-represented groups, and improving the credit transfer process. The MOU places a ceiling on tuition fee increases for most programs of 3.9% per year.
- A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–2007 and enhancements have been made to the student loan program to provide more funding to more students.
NUMBER OF DIPLOMAS, CERTIFICATES, AND DEGREES ISSUED BY NOVA SCOTIA INSTITUTIONS

One of the Department’s core business areas is Higher Education. The number of diplomas, certificates, and degrees issued by Nova Scotian institutions is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
This measure reports the number of diplomas, certificates, and degrees issued by Nova Scotian institutions. It includes community college diplomas, undergraduate level diplomas and certificates, graduate level diplomas and certificates, bachelor’s and first professional degrees, Master’s degrees and earned doctorates.

This measure indicates the capacity and ability of Nova Scotia institutions to provide post-secondary education.

REPORTING ON 2005-2006 TARGETS
The target for this measure was to increase the number of diplomas, certificates, and degrees issued by Nova Scotian institutions. In 2000, Nova Scotian institutions issued 12,223 diplomas, certificates and degrees, showing a slight increase over the 12,124 issued in 1998. There were no new data for this measure in 2005-06.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
Our target is to have this number continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

• $123 million is being invested in Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats

• A Memorandum of Understanding with the universities was put in place for the period 2005-06 to 2007-08 which will guarantee funding and control tuition fee increases. Over this period, the parties to the MOU will discuss system efficiencies and partnership savings, research strategies, how the universities can support the economic strategy of the province, improving accessibility for under-represented groups, and improving the credit transfer process. The MOU places a ceiling on tuition fee increases for most programs of 3.9% per year.

• Ensuring that education and training opportunities at the NSCC are linked to economic opportunities in the province.

• A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–2007 and enhancements have been made to the student loan program to provide more funding to more students.
NOVA SCOTIANS ENROLLED IN UNIVERSITIES AND COMMUNITY COLLEGES

One of the Department’s core business areas is Higher Education. Number of Nova Scotians enrolled in universities and community colleges at any location in Canada is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the number of Nova Scotians receiving a public post-secondary education from a Canadian institution. This measure indicates the accessibility to public post-secondary education for Nova Scotians.

REPORTING ON 2005–06 TARGETS

The target of this measure was to increase the number of Nova Scotians enrolled in universities and community colleges over the baseline data of 29,821 for universities and 7,312 for community colleges in 1999–2000. There were no new data for this measure in 2005–2006.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have these numbers continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

• $123 million is being invested in the Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats

• A Memorandum of Understanding with the universities was put in place for the period 2005-06 to 2007-08 which will guarantee funding and control tuition fee increases. Over this period, the parties to the MOU will discuss system efficiencies and partnership savings, research strategies, how the universities can support the economic strategy of the province, improving accessibility for under-represented groups, and improving the credit transfer process. The MOU places a ceiling on tuition fee increases for most programs of 3.9% per year.

• A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–2007 and enhancements have been made to the student loan program to provide more funding to more students.
ENROLMENT AT The NOVA SCOTIA COMMUNITY COLLEGE
One of the Department’s core business areas is Higher Education. Enrolment at the Nova Scotia Community College is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
This measure shows the number of students enrolled in Nova Scotia Community College programs. This measure indicates the accessibility to Nova Scotia Community College.

REPORTING ON 2005–2006 TARGETS
The target of this measure was to increase the enrolment number at Nova Scotia Community College over the baseline data of 8,495 in 2004–2005. In 2005–2006, 8,978 students enrolled at Nova Scotia Community College,  5.6% higher than the previous year.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
Our target is to have these numbers continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.
• $123 million is being invested in Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats
• A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–2007 and enhancements have been made to the student loan program to provide more funding to more students.
CIGARETTE USE
One of the Department’s core business areas is P-12 Education. Cigarette use is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
The measure tells us the percentage of students in grades 7, 9, 10 and 12, that have used cigarettes at least once in the past year.

The Department is undertaking a number of initiatives to help reduce the overall rate of cigarette use among students. Although cigarette use is influenced by several factors, it is hoped that the decision to use cigarettes can be influenced by the education system.

REPORTING ON 2005–2006 TARGETS
The target for this measure was to decrease the number of students who reported using cigarettes at least once in the past year. Data for this measure are available every four years through the Nova Scotia Student Drug Use Survey. The last data available is from 2002, when 23.2% of students in grades 7,9,10 and 12 reported using cigarettes at least once in the past year. Data will be available after the next administration of the Student Drug Use Survey.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
New health curriculum (Grade 7) and curriculum resources are currently being implemented that include strong tobacco education components. Smoke Free for Life curriculum resources are available for grades primary–9. A curriculum supplement, You Choose, was launched in February 2005 to support tobacco prevention education provided by boards and their schools in the context of English language arts courses, grades 10–12. It is expected that professional development for health education will include tobacco prevention education components.
Percent of Public Library Use through the Virtual Library

One of the Department’s core business areas is Higher Education. Use of the Virtual Library is one of the measures for a desired outcome that falls within this core business area.

What does this measure tell us?
This measure shows access to public library services through their web sites, as a percentage of total visits. Public libraries are increasingly using technology to provide library services remotely. This allows Nova Scotians to use their libraries from their homes and workplaces, at any time of day to search the collection, place holds on books, renew their loans, suggest purchases, search databases, ask information questions- in essence, access a full range of library services.

Reporting on 2005–2006 Targets
The target for this measure was to increase the percent of use from the baseline of 27% in 2002–2003. This target was achieved; in 2003–2004, 33.6% of total library visits were through the Virtual Library, in 2004–2005, 31.7% of visits were virtual, and in 2005–2006, 37.93%.

Where do we want to go/be in the future?
Our target is to have this percentage continue to increase and to improve ease of use. Several initiatives are underway to support this, including promotion of use of remote access and increasing the number of resources which are available on-line.
P–12 COMPUTER RATIO
One of the Department’s core business areas is P–12 Education. The P–12 computer ratio is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
There are three measures that can be included for this item. The first reports the ratio of total students to total computers. The second reports the ratio of total students to current computers, where current computers are defined as those computers with PIII-450 MHZ (6 GB hard drive, 128 MB RAM) or better. The last measure reports the number of classrooms with three or more current computers.

The Information Economy Initiative (IEI) Extension has provided 1,502 new computers to grade 8 classrooms throughout Nova Scotia. An additional 4,834 computers were provided to schools through the Technology Recycling Program, a private-public partnership that refurbishes used computer equipment for distribution to schools throughout Nova Scotia. These computers support student learning and achievement in the Nova Scotia Public School Program and help prepare students to function and compete in today’s labour market where technology and communications are so important.

REPORTING ON 2005–2006
TARGETS
Overall, the ratio of students to all computers has continued to improve since the baseline year. More students have access to more computers in our schools. As of March 31, 2006, there were 3.5 students for every computer, and 4.7 students for every computer with Pentium III or better. A total of 3,051 classrooms, or 36% overall, had three or more current computers. The computers are now one year older than last year, and the definition of current computer was revised, with the result that the ratio of students to current computers has changed slightly. The age of the computers also affects the number of classrooms with 3 or more current computers.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
Target ratios vary from 8:1 in grades primary–2, to 2.5:1 in grades 7–12. We need to replace approximately 7,000 older computers per year. Both the IEI and the Technology Recycling Program will help provide computers to our schools.
Number of Recommendations of BLAC Report that have been implemented

One of the Department’s core business areas is P-12 Education. The number of recommendations of the BLAC Report that have been implemented is one of the measures for a desired outcome that falls within this core business area.

What does this measure tell us?
This measure tracks the number of recommendations that have been implemented to date. Note that it does not indicate which recommendations are more important than others.

The Black Learners Advisory Committee (BLAC) Report on Education was completed in 1994. The report is intended to assist government in creating an education system which is equitable, accessible and inclusive for all learners. Recommendations in the report encompass pre-school through to post-secondary education, as well as adult education. The Minister’s response to the 30 recommendations contained in the Report was released in 1995. The Department has reviewed the status of the BLAC Report and has developed a strategy for the full implementation of the recommendations. Implementation of the recommendations have resulted in a number of actions to address the inequalities of education access and outcomes for the African Nova Scotian population.

Reporting on 2005–2006 Targets
As of 2005-06, 25 of the 30 recommendations in the BLAC Report have been initiated and/or implemented.

Where do we want to go/be in the future?
It is expected that by 2007–2008, all of the recommendations will have been initiated and/or implemented.
PERCENT OF SCHOOLS THAT HAD ACCESS TO PROFESSIONAL DEVELOPMENT ON THE RACIAL EQUITY POLICY

One of the Department’s core business areas is P–12 Education. The percentage of schools in-servicing the Racial Equity Policy is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
This measure is the percentage of schools in-servicing the new Racial Equity Policy. It is important that school staff receive in-servicing of the Racial Equity Policy to ensure its proper implementation and understanding.

REPORTING ON 2005–2006 TARGETS
The 2005–2006 target for this measure was to provide professional development for all junior high and middle schools on the Racial Equity Policy. 100% of elementary schools have been in-serviced on the Policy. In 2005–2006 each junior high and middle school had a lead team participate in a one-day professional development session. 100% of junior high schools received professional development on the Policy in 2005–2006.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
Our target is that 100% of senior high schools will be in-serviced in 2006–2007.
Number of New Correspondence Study Courses Available
One of the Department’s core business areas is P–12 Education. The number of new correspondence study courses is one of the measures for a desired outcome that falls within this core business area.

What does this measure tell us?
The measure is an indication of level of access to current correspondence study courses. It indicates demand for alternative credits to achieve a high school certification. Nova Scotians seek alternative opportunities to continue to study toward secondary and post-secondary goals. With a greater range and distribution of courses at the junior high school and senior high grades access to a course or courses makes it possible for students to meet individual educational priorities.

Reporting on 2005–2006 Targets
The target for this measure in 2005–2006 was for Nova Scotia students to be offered 42 Correspondence Study Program courses. This represents an increase of four courses available at the junior high school and senior high school grades. A principal characteristic of the new courses was consistency to ensure all new courses reflect public school program curriculum through rubrics, lessons, assignments, experiments and journal entries.

Where do we want to go/be in the future?
The department’s goal is to continue to increase the number of correspondence study courses and the choice of courses available to students so that all enrolled students seeking a high school credential may have the opportunity to achieve through an alternative educational pathway. The Department’s goal ensures Nova Scotians seeking a high school credential have the opportunity to succeed.
STUDENT ASSISTANCE LEVELS
One of the Department’s core business areas is Post-Secondary Education. The maximum level of student assistance available per week of study is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
This measure replaces the measures “Average Nova Scotia student loan amount” and “Number of Nova Scotia Student Loans Issued”, in order to reflect recent changes to the structure of the Nova Scotia student assistance system.

Increased assistance levels allow students to try and meet the increased cost of post-secondary education. Loan assistance available had not changed for approximately 10 years. As a result, the difference grew between the amount of assistance that students require and the amount they can access from our program. Student assistance helps to fulfill this unmet need in the costs of post-secondary education.

REPORTING ON 2005–2006 TARGETS
In 2005-06 the maximum amount available increased to $360 per week of study, up from $315 per week in 2004-2005. As a result of the increased assistance levels, the Nova Scotia Student Assistance Office issued a total of approximately $146.4 million in provincial and federal loans, compared with approximately $135 million in 2004-2005.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
By working to lower costs (such as tuition) while improving assistance levels, the department’s goal is to make post-secondary education more affordable, and accessible to more Nova Scotians.
GRANTS ISSUED TO UNDER-REPRESENTED GROUPS
One of the Department’s core business areas is Post-Secondary Education. The number and value of grants issued to under-represented groups is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
In 2005–2006 a number of new grants were issued, all of which are administered through the Nova Scotia Student Assistance Office. These grants target student populations generally under represented in post-secondary education. Specifically, these grants target students from low income families and students with disabilities. Grants are seen to be the most effective instrument in improving access, and therefore if we are seeking to provide equity of access to pse.

The grants introduced in 2005–2006 were: Canada Access Grant for First Time Student From Low Income Families; Canada Access Grant for Students with a Permanent Disability; Nova Scotia - Canada Millennium Scholarship Foundation Access Grant for Students from Low Income Families, and the Nova Scotia Post - Secondary Disability Grant. These grants are in addition to grants that were delivered in prior years.

REPORTING ON 2005–2006 TARGETS
There were 5,102 grants issued in 2005–2006, with a total value of $8.9 million. This is an increase of approximately 2,700 grants and $5.5 million.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
The department will continue to improve grants to under represented groups as a critical instrument in promoting equity of access.
PARTICIPATION IN THE NOVA SCOTIA SCHOOL FOR ADULT LEARNING

One of the Department’s core business areas is Skills and Learning. Participation in the Nova Scotia School of Adult Learning is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
The measure provides data on the number of Nova Scotians participating in literacy and upgrading programs through the Nova Scotia School for Adult Learning. The Nova Scotia School for Adult Learning supports the delivery of adult education programs that allow Nova Scotians to improve their literacy skills and earn credits toward the Nova Scotia High School Graduation Diploma for Adults.

Nova Scotians need opportunities to continue to learn throughout their lives. As the labour market changes Nova Scotians need to develop new skills, improve their literacy, and upgrade existing skills. It is not enough just to provide access to programs, we need to ensure that Nova Scotians participate in these programs. This measure is an indication of participation of adults in lifelong learning.

REPORTING ON 2005–2006 TARGETS

In 2005–2006, over 4,500 Nova Scotians participated in programs supported through the Nova Scotia School for Adult Learning, an increase from 4,000 in the baseline year of 2002–2003.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
As the need for lifelong learning continues to grow, it is expected that there will be an increase in program availability leading to greater participation of adult Nova Scotians.
NOVA SCOTIANS RECEIVING THE HIGH SCHOOL GRADUATION DIPLOMA FOR ADULTS

One of the Department’s core business areas is Skills and Learning. The number of adult Nova Scotians receiving a high school graduation diploma is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?
The measure provides data on the number of adult Nova Scotians receiving the high school graduation diploma for adults.

A high school diploma is recognized as the minimum credential required for entry into the labour force and to meet the entrance requirements for many post-secondary institutions. Nova Scotians need opportunities to engage in learning opportunities that lead to the completion of a secondary credential. The previous measure is an indication of participation in programs; this measure is an indicator of how successful participants and the programs are in reaching the participant’s goal of receiving a high school graduation diploma for adults.

REPORTING ON 2005–2006 TARGETS

The target for this measure was to increase the number of adult Nova Scotians receiving the high school graduation diploma for adults from 154 in the base year of 2001. During the school year ending June 2005, over 500 Nova Scotians received the Nova Scotia High School Graduation Diploma for Adults.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

As the need for credentials continues to grow and the access to relevant programs continues to expand, it is expected that the number of adult Nova Scotians receiving the Nova Scotia High School Graduation Diploma will increase over time.
**NUMBER OF CERTIFICATIONS ISSUED THROUGH THE NOVA SCOTIA APPRENTICESHIP PROGRAM**

One of the Department’s core business areas is Skills and Learning. The Apprenticeship Program is one measure of outcomes that fall within this business area. The program also operates under the authority of the *Apprenticeship and Trades Qualifications Act, General Regulations* and specific trade regulations.

**WHAT DOES THIS MEASURE TELL US?**
The measure provides data on the number of individuals pursuing and obtaining certification in designated trades.

Certifying skilled trades professionals is critical to industry and the economic health of Nova Scotia. Under the Act, the Department is obligated to provide access to training and certification in designated trades.

### Reporting on 2005–2006 Targets

The target for this measure was to increase the number of certifications issued from 641 in the base year of 2001. Over the past number of years, participation in the Apprenticeship Program has increased. The demand for certified tradespeople continues to grow.

<table>
<thead>
<tr>
<th>Year</th>
<th># of Active Apprentices</th>
<th># of New Registrations</th>
<th># Apprentices accessing theory training</th>
<th># of Certificates of Qualification Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>3806</td>
<td>1212</td>
<td>1528</td>
<td>660</td>
</tr>
<tr>
<td>2000-01</td>
<td>4070</td>
<td>1216</td>
<td>1684</td>
<td>787</td>
</tr>
<tr>
<td>2001-02</td>
<td>4586</td>
<td>1126</td>
<td>1816</td>
<td>641</td>
</tr>
<tr>
<td>2002-03</td>
<td>4810</td>
<td>1049</td>
<td>1978</td>
<td>800</td>
</tr>
<tr>
<td>2003-04</td>
<td>4327</td>
<td>875</td>
<td>2091</td>
<td>648</td>
</tr>
<tr>
<td>2004-05</td>
<td>4383</td>
<td>937</td>
<td>2178</td>
<td>719</td>
</tr>
<tr>
<td>2005-06</td>
<td>4097</td>
<td>1016</td>
<td>2272</td>
<td>759</td>
</tr>
</tbody>
</table>

*Statistics at fiscal year-ends*

**WHERE DO WE WANT TO GO/BE IN THE FUTURE?**

Our target is to continue to increase the number of participants and program completions.
Participation in Workplace Education Programs

One of the Department’s core business areas is Skills and Learning. Participation in Workplace Education Programs is one of the measures for a desired outcome that falls within this core business area.

What does this measure tell us?
The measure provides data on the number of workplaces participating in Workplace Education Programs and the number of programs provided.

Upgrading of skills is important for Nova Scotians to keep current in today’s labour market. It is important that employers, in conjunction with the Department, provide access to these programs through initiatives such as the Workplace Education Program.

Reporting on 2005–2006 Targets
The target for this measure was to increase the number of participants in Workplace Education Programs from 1,190 in the base year of 2001. Over the past three years the number of workplaces participating in the Workplace Education Programs and the number of programs offered have increased.

<table>
<thead>
<tr>
<th>Year</th>
<th># Workplaces Participating</th>
<th># Programs Offered</th>
<th># Participants*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>31</td>
<td>88</td>
<td>880</td>
</tr>
<tr>
<td>2000-01</td>
<td>37</td>
<td>108</td>
<td>1080</td>
</tr>
<tr>
<td>2001-02</td>
<td>49</td>
<td>119</td>
<td>1190</td>
</tr>
<tr>
<td>2002-03</td>
<td>46</td>
<td>121</td>
<td>1210</td>
</tr>
<tr>
<td>2003-04</td>
<td>48</td>
<td>101</td>
<td>1200</td>
</tr>
<tr>
<td>2004-05</td>
<td>45</td>
<td>122</td>
<td>1220</td>
</tr>
<tr>
<td>2005-06</td>
<td>50</td>
<td>123</td>
<td>1430</td>
</tr>
</tbody>
</table>

*Estimated
Source: Nova Scotia Department of Education

Where do we want to go/be in the future?
Our target is to have these numbers continue to increase.
REPORTING OF COMPLETED PERFORMANCE MANAGEMENT PLANS

WHAT DOES THIS MEASURE TELL US?
Performance management supports implementation of the department’s business plan priorities by aligning individual performance targets with overall department goals. Reporting of completed performance management plans is an indicator of how many department staff are actively following a performance management system.

REPORTING ON 2005–2006 TARGETS
This was a new performance measure introduced in 2005–2006. In 2005–2006, 25% of department staff reported completed performance management plans.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?
The department’s goal is to have every department staff person report a completed performance management plan by 2008–2009, and have all department divisions create training plans in support of the departmental business plan.
There were a number of measures discontinued in 2006–2007 due to programming changes, inability to collect data, or reaching of the target set for the measure:

- Number of youth participating in discussions of issues in the Youth Advisory Council (YAC), Provincial Student Education Council (PSEC) and other forums
- Number of topics addressed during meetings of the Youth Advisory Council (YAC) and Provincial Student Education Council (PSEC)
- Number of Nova Scotians successfully completing the GED Tests
- Number of Nova Scotia departments/agencies that reference Youth Employment and Skills Development Strategy for Nova Scotia in their business plans
- Number of youth participants in the Youth Build project
- Reporting of Assessment Results
- Percent of physically active students in grades 3, 7 and 11.
- Number of courses implemented to reflect ethnocultural diversity.

New measures added to the 2006–2007 Business Plan to replace some discontinued measures will be reported on in the 2006–2007 Department of Education Accountability Report:

- Number of library card holders
- Total number of library visits
- Number of public school online courses
- Student enrollment in public school online courses
- Student assistance loan limit per week of study
- Number of grants issued for under represented post-secondary education groups
- Value of grants issues to under represented post-secondary education groups
- Number of businesses participating in workplace/workforce programs
- Number of workplace/workforce programs delivered
Appendix A:

Department of Education
Diversity Progress Report 2005-2006

June 14, 2006
Introduction and Statement of Commitment:

The Department of Education strives to be an organization that sustains an environment of fairness, equality, mutual respect, and understanding for all staff regardless of their race, ancestry, place of origin, color, ethnic origin, mental or physical disability, spiritual beliefs, gender, sexual orientation, age, marital status, family status, immigrant status, religious affiliation, or socio-economic status.

Our vision for the Department of Education is:
• A model employer that embraces diversity as an organizational strength;
• Identifies and removes barriers of racism and discrimination that exclude or disadvantage employees or applicants;
• Is an inclusive organization;
• Is a learning organization that supports the development of all its workers;
• Has developed strong partnerships with our communities; and
• Has employees with the cultural sensitivity and competency to provide excellent services to all citizens.

We also recognize that in order for us to become an organization that truly benefits from our diversity we must be an organization that is representative of the people we serve and an organization that supports affirmative initiatives to ensure that those that have historically been excluded from employment and promotion achieve employment equity within the Department of Education.

Focus of 2005-06 Progress Report:

This report will provide:
• an updated organizational profile relating to Diversity;
• an overview of key initiatives and activities undertaken during 2005-06;
Organizational Profile as of April 1, 2006:


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</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Persons</td>
<td>40 (0.48%)</td>
<td>5 (1.08%)</td>
<td>41 (0.56%)</td>
<td>4 (1.26%)</td>
<td>49 (0.45%)</td>
<td>3 (0.94%)</td>
<td>.06%</td>
<td>4 (1.1%)</td>
</tr>
<tr>
<td>Blacks</td>
<td>200 (1.97%)</td>
<td>25 (5.41%)</td>
<td>154 (2.12%)</td>
<td>11 (3.49%)</td>
<td>187 (1.88%)</td>
<td>13 (4.09%)</td>
<td>2.0%</td>
<td>15 (4.1%)</td>
</tr>
<tr>
<td>Other Racially Visible Persons</td>
<td>72 (0.71%)</td>
<td>5 (1.09%)</td>
<td>65 (0.89%)</td>
<td>4 (1.26%)</td>
<td>83 (0.84%)</td>
<td>5 (1.57%)</td>
<td>1.0%</td>
<td>7 (1.9%)</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>471 (4.65%)</td>
<td>35 (7.58%)</td>
<td>391 (5.39%)</td>
<td>22 (6.98%)</td>
<td>400 (4.03%)</td>
<td>22 (6.92%)</td>
<td>4.1%</td>
<td>25 (6.9%)</td>
</tr>
<tr>
<td>Total Designated Groups</td>
<td>792 (7.81%)</td>
<td>70 (15.15%)</td>
<td>651 (8.99%)</td>
<td>41 (13.02%)</td>
<td>719 (7.24%)</td>
<td>43 (13.52%)</td>
<td>51 (14%)</td>
<td></td>
</tr>
<tr>
<td>Total Department of Education</td>
<td>10129</td>
<td>462</td>
<td>7243</td>
<td>315</td>
<td>9925</td>
<td>318</td>
<td>364</td>
<td></td>
</tr>
</tbody>
</table>

April 1, 2006 data indicates some increase in diversity representation within the department since the previous reporting period.
Goal: To be a diverse workforce

<table>
<thead>
<tr>
<th>Department Priority</th>
<th>Objective</th>
<th>Strategy/Action</th>
<th>Measures</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Communicate a commitment to Diversity</td>
<td>HR Director and HR CSU team demonstrate commitment to Diversity and Affirmative Action</td>
<td>HRCSU Team promotes diversity through it’s hiring practices, promotion of diversity training and inclusion of diversity principles in development of HR information</td>
<td>HR Director attends Corporate Diversity Roundtable</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>Removal of barriers</td>
<td>Identify and remove barriers to hiring diversity candidates</td>
<td>Analyze and maintain Affirmative Action data on the representation of designated groups within the Department of Education</td>
<td>track number of applications, hiring, promotions and terminations</td>
<td>2005-06 data indicate and increase in diversity representation of 8 - from 43 to 51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilization of AA Casual Inventory: all postings are routed through the Jr. Diversity consultant at PSC</td>
<td>number of candidates referred for consideration in competitions</td>
<td>qualified applicants referred from PSC for consideration in competitions</td>
</tr>
<tr>
<td>Department Priority</td>
<td>Objective</td>
<td>Strategy/Action</td>
<td>Measures</td>
<td>Outcome</td>
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</tr>
<tr>
<td>Legislative, Regulation and policy review</td>
<td>Conduct an Employment Systems review</td>
<td>In conjunction with the Public Service Commission, review Corporate and Correctional Services - Employment System Reviews in the areas of recruitment, selection, retention, training &amp; promotion to identify lessons learned to apply within our Department</td>
<td>Identified strategies from the Review to implement within the Department</td>
<td>Did not occur this year, PSC will determine time frame</td>
</tr>
<tr>
<td>Communication and Education</td>
<td>Promote diversity awareness and understanding with staff</td>
<td>Develop tools to support managers New and existing staff attend mandatory diversity training</td>
<td>tools available to managers number of staff who participate in mandatory training</td>
<td>‘Foundations for Managers’ website resource for managers developed incorporating diversity principles 9 D/AA participants 54 Aboriginal Perceptions participants</td>
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</table>
**Goal:** To be a diverse workforce

<table>
<thead>
<tr>
<th>Department Priority</th>
<th>Objective</th>
<th>Strategy/Action</th>
<th>Measures</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Commitment          | Communicate a commitment to Diversity | Establish an Affirmative Action Committee within the Department of Education  
Deputy Minister communicate to all Department of Education staff the Department’s commitment to Diversity and Affirmative Action | Committee established, terms of reference, meetings being conducted  
Demonstration of commitment through increased participation in education opportunities for staff |                                                                                                                                                                                                          |
| Removal of barriers | Identify and remove barriers to hiring diversity candidates | Analyze and maintain Affirmative Action data on the representation of designated groups within the Department of Education  
Utilization of AA Casual Inventory: all postings are routed through the Jr. Diversity consultant at PSC | track number of applications, hiring, promotions and terminations  
number of candidates referred for consideration in competitions |                                                                                                                                                                                                          |
<p>| Legislative, Regulation and policy review | Conduct an Employment Systems review | In conjunction with the Public Service Commission, review Corporate and Correctional Services - Employment System Reviews in the areas of recruitment, selection, retention, training &amp; promotion to identify lessons learned to apply within our Department | Identified strategies from the Review to implement within the Department |                                                                                                                                                                                                          |</p>
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| Communication and Education | Promote diversity awareness and understanding with staff | Develop tools to support managers  
New staff attend mandatory diversity training  
Promote ‘Diversity for Leaders’ session in the internal HR CSU calendar | tools available to managers  
number of new staff who participate in mandatory training  
number of existing managers who participate in the training |         |
| Proactive partnerships | To establish and/ or maintain corporate and departmental relationships to promote diversity | Determine the committees, partnerships and relationships that support and promote diversity | A reporting of which committees, partnerships and relationships support and promote diversity |         |