

**NOVA SCOTIA DEPARTMENT OF EDUCATION
ANNUAL ACCOUNTABILITY REPORT
FISCAL YEAR 2009–2010**



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ACCOUNTABILITY STATEMENT

The accountability report of the Department of Education for the year ending March 31, 2010, is prepared pursuant to the *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 2009–10. The reporting of Department of Education outcomes 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: 2009–10*.

Original Signed By

Hon. Marilyn More
Minister

Original Signed By

Rosalind Penfound
Deputy Minister

MESSAGE FROM THE MINISTER

It is my pleasure to present to you the Department of Education's tenth 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: 2009–2010*.

In 2009–10, the department continued to work with partners in education to build a high quality, accessible education system that meets the educational needs of all Nova Scotians. The province-wide school accreditation process entered its fifth year of implementation in 2009–10 with all 432 schools in the province involved in the program. The department continued to promote skilled trades education through a variety of courses introduced throughout 2009–10, including, Skilled Trades 10, Construction Trades 11, and grade 12 co-operative education courses. Over 200 high school graduates received the Options and Opportunities Certificate of Achievement and 120 of these graduates were accepted to the Nova Scotia Community College for September 2009. The department increased training available for French Immersion resource teachers and, working with school boards and a number of other partners in education, implemented a review of curriculum outcomes in a number of subject areas. The department continues to provide resources and professional learning opportunities to support existing curriculum.

Many of the key issues that face education require the department to work collaboratively to effect change. In 2009–10, the Department of Education continued as an active partner in the Strategy for Children and Youth: Our Kids Are Worth It. Under this strategy, the department established pilots for the SchoolsPlus program in schools in four school boards. The vision of SchoolsPlus is for schools to become centres of service delivery enabling enhanced collaboration by bringing professionals and programs together to help children, youth, and families. An external evaluation of SchoolsPlus began in September 2009, and a report will be completed in 2010; initial feedback on the SchoolsPlus program has been very positive.

The department continued to work with partners to ensure that Nova Scotia post-secondary students have access to equitable and high quality education. A consultant was hired in January 2010 to begin a review of the higher education system in Nova Scotia. Governance structures and funding models in other jurisdictions are part of the review. The department has continued to work with the Nova Scotia Community College to expand enrolment. In 2009–10, the department committed \$2 million to create 250 new community college seats targeted to high-demand trades and professions. Through the second Memorandum of Understanding (MOU) with Nova Scotia's universities, the tuition freeze continued in 2009–10. In addition, the Nova Scotia University Student Bursary Trust reduced tuition fees for students studying in Nova Scotia. Statistics Canada reported that Nova Scotia was the only province to lower university tuition fees for 2009–10.

The 2009–2010 accomplishments of the department reflect our continued focus on building a high quality education system. The department's priorities in 2009–10 helped Nova Scotians to acquire the knowledge and skills needed to become lifelong learners and to fully participate at all levels of the education system.

1.0 INTRODUCTION

This accountability report provides information on departmental activities undertaken to achieve the departmental goals, priorities, and outcomes identified in the *Department of Education Business Plan: 2009–2010*.

1.1 ENVIRONMENTAL CONTEXT

Education is a key component of government's four year plan to create good jobs and grow the economy in Nova Scotia. In 2009–10, the department worked closely with its partners to provide learners with increased opportunities and tools to help them achieve personal fulfilment and become members of an educated, productive society.

The education system continues to face considerable demographic pressures in the short-term planning context, particularly in rural and small schools. Other pressures on the education system include projected teacher shortages in certain subject areas; declining enrolments; and aging equipment and facilities.

Broader societal issues also put pressure on the education system. To fulfil its fundamental mandate to support lifelong learning, the education sector, in partnership with others, must address social and health issues that were once primarily the responsibility of the family and community. These include issues such as healthy eating, bullying, physical inactivity, smoking, risk-taking behaviours, and identification of disruptive student behaviour.

As with many organizations and businesses in the province, the 2009–10 global economic situation had an impact on the activities of the Department of Education and the context in which the department operates. Given the current economic situation, 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.

Learning institutions need to provide opportunities that will allow students to acquire the knowledge and skills needed in today's world. 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 post-secondary education. A further consideration for the post-secondary education sector is that Nova Scotia students have one of the highest student debt loads in Canada. A critical and emergent issue for the department is determining what portion of the costs of post-secondary education should be borne by individuals, their families, tax payers, and the private sector.

1.2 REPORT STRUCTURE

This accountability report is structured into three main sections. The first section (1.0, 2.0, and 3.0) reviews the departmental goals, priorities and performance measures for 2009–10 and provides commentary on departmental accomplishments over the course of the year. The second section (4.0) reviews the financial results. A section at the end of the document (5.0) outlines the changes to the department’s performance measures.

2.0 DEPARTMENT PROGRESS AND ACCOMPLISHMENTS

2.1 DEPARTMENTAL GOALS

The goals providing a focus to the actions of the Department of Education in 2009–10 were:

1. Improve conditions for learning in the public education system.
2. Strengthen educational programming and services in priority areas.
3. Enable the provision of relevant and high quality post-secondary education and training.
4. Promote healthy, active learning communities and families.
5. Foster access, equity, and diversity through and within education and training.
6. Develop a skilled and adaptable workforce.
7. 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 2009–10

The following is a summary of the progress and accomplishments of the Department of Education in addressing business plan priorities. Please refer to the *Department of Education Business Plan: 2009–2010* for a detailed description of departmental priorities. Priorities in the table below have been condensed for reporting purposes.

GOAL 1: IMPROVE CONDITIONS FOR LEARNING IN THE PUBLIC EDUCATION SYSTEM

Goal 1 Priorities	Accomplishments
Increase the number of schools participating in the Nova Scotia School Accreditation Program (NSSAP) as resources allow.	This goal was realized in the 2009–10 school year. All 432 public schools are now involved at some stage of the NSSAP. In 2008–09, there were 312 schools participating in NSSAP.
Increase the number of schools accredited in the NSSAP.	There were 36 schools officially accredited in 2009–10, bringing the total number of officially accredited schools under the NSSAP to 52.
Support professional learning and work with key partners to respond to the recommendations of the Education Professional Development Committee.	<p>In fall 2009, the department released its response to the report and recommendations of the Education Professional Development Committee. The response focused on three strategic directions: 1) Develop a comprehensive instructional leadership program; 2) Increase the number of mentoring and coaching opportunities for principals and teachers, and 3) Develop the capacity, knowledge, and skills of teachers, principals, and schools to implement effective practices in professional learning.</p> <p>The first strategic direction is being implemented and work is underway on the second and third. The department continues to work with education partners to enhance opportunities for teacher collaborative time by ensuring effective use of the current time available and examining ways to create more time for collaboration.</p>

Goal 1 Priorities**Accomplishments**

Support evidence-based decision making through the Achievement Gap Initiative (AGI) and Tripod Project.

The Achievement Gap Initiative (AGI) and Tripod Project is intended to advance the measurement and analysis of the department's *Racial Equity Policy*. In November 2009 a survey was administered to 66 schools in six school boards (16,953 students). The survey responses will allow the department to gain a better understanding of the needs of all students, many of whom come from diverse linguistic and cultural backgrounds, and respond more effectively to students who may not be doing well in school. Results were computed and distributed to participating boards and schools. Training workshops were held February 11, 2010.

Develop the Instructional Leadership Program to support school principals and aspiring school-based leaders.

In 2009–10, recommendations for program content and delivery for a new Instructional Leadership Academy were developed by an advisory committee. The goal of the Instructional Leadership Program is to improve the capacity for and practice of leading the teaching and learning processes and to significantly increase student learning and achievement in Nova Scotia public schools.

The program will be composed of six graduate-level courses. Writers will be hired to develop the first two courses in consultation with a Curriculum Review Team of practicing principals. An advisory council will be established to oversee the development and delivery of the program. It is anticipated that the first cohort of principals will begin the program in winter 2011.

Goal 1 Priorities	Accomplishments
Implement the <i>Our Kids Are Worth It: Strategy for Children and Youth</i> .	<p>The Department of Education is the lead department for SchoolsPlus, an integrated service delivery model. SchoolsPlus pilot sites were implemented in four boards serving 18 schools. A DVD on SchoolsPlus has been produced. An external review of the SchoolsPlus pilot sites is being finalized.</p> <p>As part of the SchoolsPlus program a pre-school program was administered at one school in the Strait Regional School Board.</p> <p>In 2009–10, the Early Development Instrument (EDI) was administered in Strait Regional School Board and South Shore Regional School Board.</p>
Implement phase two of the Positive Effective Behaviour Supports Strategy (PEBS) with in-servicing for board lead teams regarding targeted behaviour and academic interventions for students demonstrating disruptive behaviour.	All schools have now received professional development in the first phase of PEBS implementation. Schools involved in the first roll out of the Student Information System are being supported in behaviour incident tracking data analysis.
Increase the alignment between teacher post-secondary educational background and subjects taught.	The issue has been brought to the attention of board human resource directors who report that qualifications are carefully considered before appointments are made. The Halifax Regional School Board, in particular, has formalized reporting on qualification criteria in the appointment process.
Continue the province’s School Capital Construction Program.	One new school finished construction in 2009–10. All of the projects in the additions and alterations program will continue in 2010–11. In 2009–10, 33 projects began within the government’s energy reduction initiative and will be completed in 2010–11.

Goal 1 Priorities**Accomplishments**

Review of the implementation of the *BLAC Report on Education*.

Dr. Enid Lee completed her review of the implementation of the *BLAC Report* and submitted her report, *Reality Check*. The review was completed with the participation of the school boards, department staff, the Council on African Canadian Education, the Black Educators Association, and parents of African Nova Scotian learners. Following feedback from the general public, the Minister's response will be released in the summer of 2010.

Examine the effectiveness of policies and practices dealing with absenteeism and student engagement in the learning process.

The Minister's Working Committee on Classroom Climate and Absenteeism was created in May 2009 to identify best practices and recommend effective policies with respect to the issues of absenteeism and increasing student engagement. The committee submitted its report and recommendations to the Minister of Education in fall 2009.

In winter 2010 the Minister held four focus groups with principals, parents, school advisory council members, and students to discuss the report and recommendations and gain a better understanding of their potential impact. The Minister's response is expected by September 2010.

GOAL 1: PERFORMANCE MEASURES

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

One of the department's core business areas is primary–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 falls 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 2009–2010 TARGETS

The department invested \$20,816,000 in the Class Size Initiative in 2009–10.

Primary to grade 3 classes remained capped at 25 students. The cap of 28 for grade 4 was removed, but it is expected classes will not exceed 30. The cap of 20, or an additional adult, remained only for combination classes that include grade primary students (e.g., primary–1, primary–1–2, primary–1–2–3). Other grade 1–3 combinations were capped at 25, including a combination 3–4 class. These adjustments yielded savings of \$442,000.

French Immersion continued with the usual procedures of consultation with school advisory councils if the numbers exceeded the primary–3 cap.

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

In this period of fiscal restraint, it will not be possible to achieve the 2010–11 target to apply a class size cap of 25 students to grades primary–6. In the future, we will re-evaluate the relative benefits of Class Size Initiative investments, and reconsider both the viability and the efficacy of expanding the Class Size Initiative, as resources allow, up to and including grade 6 as originally planned.

NUMBER OF SCHOOLS OFFICIALLY ACCREDITED IN THE NOVA SCOTIA SCHOOL ACCREDITATION PROGRAM (NSSAP)

One of the department's core business areas is primary–12 education. The number of schools officially accredited under the Nova Scotia School Accreditation Program (NSSAP) by the department is one of the measures for a desired outcome that falls within this core business area.

The NSSAP is the government's quality assurance mechanism for schools. Accredited schools have demonstrated improved results in student achievement and school performance. Accrediting schools represents an opportunity for government to celebrate the good work happening in schools.

WHAT DOES THIS MEASURE TELL US?

Schools that are successfully accredited in the NSSAP have proven that they have the capacity to create meaningful, long-term, sustainable change, with improved outcomes in student achievement and school performance.

Accreditation is achieved when a school presents convincing evidence (data) indicating growth in relation to the goals identified in their school improvement plan. Accreditation is about the demonstration of improvement. Accreditation provides a means to address both the validity and the implementation of the school's improvement plan. Each school receives an independent judgment from an accreditation team from the Department of Education, on its accomplishments in relation to its goals.

REPORTING ON 2009–10 TARGETS

All schools are now involved in the NSSAP as part of a continuous cycle. There were 36 schools, representing all school boards, who were officially accredited by the department in 2009–10, bringing the total number of accredited schools to date to 52.

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

The target is to increase the number of accredited schools to 110 by 2010–11. We are on track to meet this target.

Number of Schools Officially Accredited under the NSSAP

Year	# of Schools
2007–08	11
2008–09	16
2009–10	52
2010–11	110
2011–12	200
2012–13	300

PERCENTAGE OF GRADES 10–12 CLASSROOMS WITH THREE OR MORE CURRENT COMPUTERS

One of the department’s core business areas is primary–12 education. Percentage of grades 10–12 classrooms with three or more current computers is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This is a measurement of access to information and communications technology (ICT) in primary–12 classrooms. Ready access to ICT is critical to aid in the support of student learning.

REPORTING ON 2009–10 TARGETS

The latest data, from 2008–09, indicates that 53% of classrooms have three or more current computers. The ratio of computers to students is 1:2 for grades 10–12 and 1:8 for primary–3. The overall ratio across all grades is 1:3.4, lower than the 2007–08 ratio of 1:3.2. Data from 2009–10 will be available in fall 2010.

In 2009–10, the department invested \$4,280,000 in the Information Economy Initiative. This funding supports boards in purchasing hardware, such as computers and LCD projectors (\$900,000); and software (\$300,000); funding technicians to service computers (\$2,370,000); and providing technology mentors to lead professional development of teachers in the effective use of ICT to support teaching and learning (\$710,000).

Percentage of classrooms with three or more computers

Grade	% of classrooms
Primary–3	52%
Grades 4–6	78%
Grades 7–9	81%
Grades 10–12	58%

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

Implementation of our strategy for 21st century learning will ensure that students develop the information and digital literacies required of information-age learners, employers, and employees.

Our strategy provides for the equitable access to current technology for learning. We want to address the significant disparity in access to ICT in schools across the province to ensure that older schools as well as newer ones have modern technology.

It is the department’s target to ensure that all our graduates have had access to learning experiences prerequisite to digital literacy by increasing the percentage of grade 10–12 students who have access to three or more computers to 65 percent by 2010–11. Our minimum target ratios are 1:2.5 for secondary and 1:8 for elementary, which will involve putting more than 6,000 new computers in our classrooms.

HIGH SCHOOL GRADUATION RATE

One of the department's core business areas is primary–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 9 three years earlier.

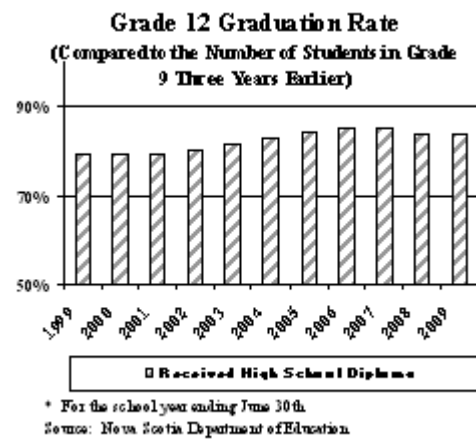
Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual's future success is built.

REPORTING ON 2009–10 TARGETS

The graduation rate from the 2008–09 school year was 83.8%. As the graph illustrates, since 2005–06 the graduation rate has decreased slightly.

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

Our target is to continue to increase the graduation rate over the baseline. The department has implemented a number of programs aimed at addressing student engagement and encouraging students to stay in school. Senior high students can choose course options that are consistent with their post-secondary plans, be they university, community college, skilled trades, or the job market. For example, the department's O₂: Options and Opportunities program offers Career Academies, with significant opportunities for co-operative education in the workplace. Opportunities for co-operative education beyond the O₂ program have also expanded dramatically. In addition, skilled trades education courses have been implemented in seven schools. It is expected that having enhanced and engaging opportunities to prepare for the various post-secondary pathways will help improve students' motivation to graduate from high school.



GOAL 2: STRENGTHEN EDUCATIONAL PROGRAMMING AND SERVICES IN PRIORITY AREAS

Goal 2 Priorities	Accomplishments
<p>Respond to recommendations from the <i>Minister's Review of Services for Students with Special Needs</i>.</p>	<p>The <i>Special Education Policy</i> has been updated and the <i>Special Education Appeal Guidelines</i> have been released.</p> <p>A learning disabilities consultant has been hired and work has begun on provincial Learning Disabilities Guidelines.</p> <p>The Tuition Support Program has been reviewed and the Minister's response was released.</p> <p>An assistive technology DVD has been released to support use of assistive technology by students.</p> <p>The <i>Teacher Assistant Guidelines</i> have been reviewed and released, and teacher resources on programming related to life skills have been developed and released.</p> <p>The <i>School Psychology Guidelines</i> have been released and distributed to school boards.</p>
<p>Continue to provide support to school boards for professional development and resources for teachers to develop and consolidate skills in teaching students with Autism Spectrum Disorder.</p>	<p>The department has supported boards through targeted funding to acquire resources for Autism and to assist in the provision of professional development and training.</p> <p>The Autism Management Advisory Team released its report to the Minister in April 2010. The Minister committed to releasing a response by fall 2010.</p> <p>The Provincial Education Autism Advisory Team (PEAAT) met four times during the current school year to advise the department on priorities for training and to share expertise.</p>

Goal 2 Priorities**Accomplishments**

Increase training available for French immersion resource teachers.

The first cohort of teachers has graduated from the resource program, and the second cohort is expected to graduate in January 2012. Registration for a third group is taking place.

Implement the action plan to increase enrolment in French second language.

A promotional campaign to increase student interest in French Second Language is being developed. The campaign involves the development of a website that is scheduled for launch in June 2010.

The number of grade 12 students participating in the DELF (Diplôme d'études en langue française) assessment increased from 112 to 249 students. Twenty-seven teachers have been trained to administer and correct DELF.

The French program evaluation with grade 12 students has been put on hold because of the expansion of the DELF assessment.

Increased funding for core French mentors has been approved. The number of mentors has increased from one half-time mentor to two full-time mentors.

The number of Core French pilot classes increased from 8 to 19, involving 5 of the 7 regional school boards.

Chimie (Chemistry) 11 has been reviewed and will be available in fall 2010.

Preliminary work was undertaken with school board staff to plan for the selection, adaptation, and possible translation of a variety of online courses.

The Intensive French Review has been completed and a final report is expected in summer 2010.

Goal 2 Priorities**Accomplishments**

To help meet the need for qualified French second language educators, the department will increase the number of teachers participating in the online French language course.

Three online sessions took place in the spring and fall of 2009 and a winter session in 2010. Fifty-one teachers participated in the sessions to increase their competency in French Second Language instruction (up from 47 participants in 2008). Participants who complete the sessions receive a certificate of participation.

Two summer institutes were held in August 2009 involving 72 participants from the areas of Core French grades 4–9, Integrated French grade 7, and Late French Immersion grade 7.

Eighty-two teachers and administrators received bursaries enabling them to participate in seven summer language opportunities.

Early Years Programming: work with school board staff to ensure that classrooms have developmentally appropriate and educationally sound learning resources in place and that teachers and administrators have continued access to professional learning opportunities to support both grade primary and primary-to-grade-1 transition.

The department, in collaboration with school boards, provided opportunities for a two-part regional workshop for grade 1 teachers and their principals, with a focus on literacy and “evidence of knowing.” The department also conducted an invitational workshop for teachers of grade primary students, with respect to connecting play with learning in science, visual arts, and movement.

Resources were provided for primary and grade 1 classrooms and teachers, including *Primary Program: A Teaching Resource* and classroom resources.

The department offered a very successful summer institute, Literacy in the Early Grades, with 74 teacher participants.

Goal 2 Priorities**Accomplishments**

Review curriculum outcomes in selected subject areas, to reduce the total number of outcomes that teachers are required to address and students are expected to achieve.

The department, in collaboration with representatives of the Nova Scotia Teachers Union, school boards, and the Department of Health Promotion and Protection, has completed the review of curriculum outcomes for both Health Education primary–6 and Healthy Living 7–9. The review fulfilled the Supporting Schools commitment to reduce the total number of outcomes.

The department, in collaboration with a range of education partners, has undertaken a comprehensive revision of curriculum outcomes for mathematics primary–6. Further to consultations in 2010–11, this work will be completed in the coming school year with pilots commencing in September 2011.

The department, in collaboration with Council of Atlantic Ministers of Education and Training partners, has completed the review of social studies outcomes for grades 4, 6, and 9.

Goal 2 Priorities

Accomplishments

Support new and existing curriculum in Nova Scotia public schools.

The department provided support to school boards in a number of curriculum areas, including science, arts education, public school advanced programming, literacy, and mathematics. Support included a range of activities, for example, development of new curriculum guides, supplements, and teaching resources; grants programs to support schools that offer students opportunities to write Advanced Placement examinations; and, provision of regional workshops, and other professional learning opportunities to support the introduction of new courses, new curriculum for existing courses, and resources.

Events and items of particular note:

- The department hosted the Nova Scotia 2009 Science Olympics with more than 60 student participants from grades 4 and 5 classrooms around the province. Science Olympics resources were distributed to all elementary schools.
- In collaboration with the Canadian Space Agency, with support from NASA, the department hosted a live downlink event from the International Space Station with Canada's first Expedition astronaut Dr. Robert Thirsk, linking sixteen students in grades 9, 10, and 11 with the Expedition crew aboard the International Space Station.
- The department provided \$1,271,000 to school boards to support implementation of the International Baccalaureate (IB) Diploma Program. Over 300 IB Diploma students wrote IB examinations in May 2009. Their results surpassed those of their counterparts in other jurisdictions in 24 of 28 courses.

Goal 2 Priorities

Accomplishments

Use the results from the Language Literacy Assessment Program administered to grades 3, 6, and 9 to monitor progress of students in reading and writing through key stages.

This work is ongoing. The department provides consultant services to assist boards and their schools in using assessment data to design instruction that addresses learners' specific needs and to plan and implement supports and interventions to scaffold students' development as readers and writers.

The department supported the implementation of Literacy Development Response as it moved into grade 5. The department continued to support the professional learning of teachers of grades 3 and 4 with respect to effective instructional practices that strengthen student literacy and completion of Literacy Development Response documentation. The department continued to support teachers of grades 6–9 with the instructional response to students identified through the Elementary Literacy Assessment and teachers of grades 6–9 with the completion of Literacy Support documentation.

The department supported the implementation of Learning through Literacy as it moved into grade 12. The department continued to support the professional learning of senior high teachers of English, mathematics, science, and social studies with respect to effective instructional practices that strengthen student literacy.

Work with partners under the auspices of the Council of Ministers of Education (CMEC) to develop the *Education for Sustainable Development (ESD) Framework for Collaboration and Action*.

This work is ongoing at the national level. The department has evaluated and listed a number of ESD tools and resources in the Authorized Learning Resources list. ESD outcomes are addressed in various curricula at all grade levels. Plans for a Nova Scotia ESD website are in development.

The department provided *Green Technology for Exploring Technology 10* summer institute in 2009. The department has planned summer institutes and other workshops to be provided in 2010–11.

GOAL 2: PERFORMANCE MEASURES

EARLY ELEMENTARY LITERACY ASSESSMENT (GRADE 3), LANGUAGE ARTS

One of the department's core business areas is primary–12 education. The percentage of Early Elementary Literacy Assessment (grade 3) students meeting provincial expectations in language arts is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Language Literacy Assessment was first administered to grade 3 students in the fall of 2007. The assessment provides grade 3 English program teachers with information about student performance relative to the Early Stage outcomes in reading. Students who do not meet the provincial expectations are supported.

Results aggregated at the school, board, and provincial levels are published annually in the *Minister's Report to Parents and Guardians*. Schools receive a comprehensive report about each student.

REPORTING ON 2009–10 TARGETS

In 2009–10, 76% of students met expectations in reading. This is about the same as the result for 2007–08 (the baseline year), at 75% meeting expectations, and a decrease from 82 % meeting expectations in 2008–09.

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

The target for this measure is an increase over the baseline of 75% by 2011–12.

Percent of Grade 3 Students Meeting Expectations

Year	% of students meeting reading expectations
2007–08	75%*
2008–09	82%
2009–10	76%

*baseline

ELEMENTARY LITERACY ASSESSMENT (GRADE 6)

One of the department's core business areas is primary–12 education. The percentage of students (grade 6) meeting provincial expectations in reading and writing is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Elementary Literacy Assessment has been administered to grade 6 (English and French) students in October of 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 aggregated to the school, board, and provincial levels are published annually in the *Minister's Report to Parents and Guardians*. Schools also receive comprehensive individual student reports. Parents receive individual reports on their children's results.

REPORTING ON 2009–10 TARGETS

In 2009–10, 81% of students met expectations in reading and writing overall. In 2008–09 and 2007–08, 82% of students met the expectations in reading and writing, and in 2006–07, 78% met the expectations.

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

The target is to increase the percentage of students meeting expectations over the 2004–05 baseline of 81 percent. 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 determine statistical trends more reliably.

Percent of Grade 6 Students Meeting Expectations	
Year	% of students meeting expectations
2004–05	81%
2005–06	74%
2006–07	78%
2007–08	82%
2008–09	82%
2009–10	81%

JUNIOR HIGH LITERACY ASSESSMENT (GRADE 9)

One of the department's core business areas is primary–12 education. The percentage of students meeting provincial expectations in junior high literacy is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The purpose of the Junior High Literacy Assessment (French and English) is to monitor the progress of individual students in reading and writing, relative to a representative number of Atlantic Canada Language Arts curriculum outcomes or French first-language curriculum outcomes. Information from the assessment is reported at the student, school, board, and provincial levels. Detailed student reports are provided to schools so that teachers can use the information to support students in areas of need. The department also prepares a report for parents which is sent home from schools.

This measure indicates how our students are performing in relation to provincial expectations in reading and writing.

REPORTING ON 2009–10 TARGETS

In 2009–10, 78% of students met provincial expectations in junior high literacy, which includes results from both reading and writing. This is down from 2008–09 (80%) and 2007–08 (81%). The target for this measure is an increase over the baseline of 2006–07 (82%), by 2011–12. There are a number of strategies in place to help achieve this target.

Reading results for 2007–08, 2008–09, and 2009–10 were 87%, 85%, and 82% meeting expectations respectively. The downward trend in the reading results is being investigated. Writing results for 2007–08, 2008–09, and 2009–10 were 90%, 92%, and 95% meeting expectations respectively. A marked upward trend in writing results is observed.

Percent of Junior High Students Meeting Expectations

Year	% of students meeting expectations
2006–07	82%
2007–08	81%
2008–09	80%
2009–10	78%

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

The department is interested in restoring the reading results to their previous levels. The target is to increase the percentage of students meeting expectations over the 2007–08 results.

Writing results continue to strengthen. The department has achieved its target with regard to student writing skills and these results must be sustained.

EARLY ELEMENTARY MATHEMATICS ASSESSMENT (GRADE 3)

One of the department's core business areas is primary–12 education. The percentage of students meeting provincial expectations on the Early Elementary Mathematics Literacy Assessment (grade 3) is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The Early Elementary Mathematics Literacy Assessment in English, French, and French Immersion formats provides information about individual student achievement as well as system performance in relation to the English and French mathematics curricula. Information from the assessment is reported at the student, school, board, and provincial levels. Detailed student reports are provided to schools so that teachers can use the information to support students in areas of need. The department also prepares a report for parents that is sent home from schools.

The measure will indicate the percentage of students who are meeting provincially established expectations for mathematics achievement.

REPORTING ON 2009–10 TARGETS

The assessment was first administered in 2007–08. In this baseline year (2007–08), 67% of students met the provincial expectations. In 2009–10, 71% of students met expectations. While more data is needed to determine a trend, the results indicate that more students are having success in mathematics at the grade 3 level.

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

The target is to increase the percentage of students meeting expectations over the 2007–08 baseline by 2011–12.

Year	% of students meeting expectations
2007–08	67%
2008–09	72%
2009–10	71%

GOAL 3: ENABLE THE PROVISION OF RELEVANT AND HIGH QUALITY POST-SECONDARY EDUCATION AND TRAINING

Goal 3 Priorities	Accomplishments
<p>Bring tuition fees to the national average by 2010–11.</p>	<p>For the 2009–10 academic year tuition fees for Nova Scotian students studying in Nova Scotia were reduced by \$1,022 via the Nova Scotia University Student Bursary. In October 2009 Statistics Canada reported that Nova Scotia was the only province to lower university tuition fees for 2009–10.</p> <p>The average undergraduate tuition fee for Nova Scotian universities was reported to be down \$181 (3.2%), from \$5,877 to \$5,696 for all students studying in Nova Scotia, and down to \$5,345 for Nova Scotian students studying in the province. Nova Scotia is on track to achieve its goal of having tuition fees for Nova Scotian students studying in Nova Scotia on par with the national average for the 2010–11 academic year.</p>
<p>Administer the terms and conditions of the Memorandum of Understanding (MOU) on University Funding and Tuition Fees to ensure that tuition fees will be frozen for all students studying at Nova Scotia universities over a three year period.</p>	<p>2009–10 was the second year of funding under the 2008 MOU. Universities received an additional \$28.5 million in operating grants in 2009–10, \$1.5 million less than originally agreed upon as a result of a province-wide fiscal restraint measure that imposed grant reductions to many of the province’s grant recipients. Tuition fees for 2009–10 remained frozen for all students at 2006–07 levels.</p>
<p>Continue dialogue with post-secondary education institutions to consider innovative approaches to addressing the infrastructure renewal needs within this sector.</p>	<p>The federal Knowledge Infrastructure Program approved \$114 million in projects for Nova Scotia universities and \$17.5 million for NSCC. \$56.7 million of this funding was provided by the federal government and the province provided \$27.5 million. The remaining funding was made available through low interest loans to the universities, plus contributions from the universities themselves. Projects got underway in 2009 and must be completed by March 31, 2011.</p>

Goal 3 Priorities

Accomplishments

Continue investment in capacity at the Nova Scotia Community College.

The department worked to secure \$2 million in new funding for the 2010–11 budget year to support the addition of 250 new seats at the Nova Scotia Community College.

Conduct research of relevance to Nova Scotia Education Policy via the Minister’s Post-secondary Education Research Advisory Panel.

In 2009–10, a report was released entitled *Economic Impact of International Students Enrolled in Nova Scotia Universities: An Expenditure Analysis*. Two new studies were initiated in 2009–10: *Changing Work-Study Patterns of Post-Secondary Students in Canada* and *Breaking Down the Barriers to Post-Secondary Education*. These two studies will be completed in 2010–11.

Implement the Minister’s response to the review of teacher education in Nova Scotia.

In 2009–10, the department continued to work with key partners to develop new legislation that will provide authority for Ministerial approval of Bachelor of Education programs offered in Nova Scotia, and require universities wishing to offer the BEd program to meet certain requirements outlined in regulations. The proposed legislation will be submitted to the Legislative and Regulatory Review Committee for consideration for the fall 2010 sitting of the House of Assembly.

The department is moving forward with development of a Practicum Task Force and the Minister’s Advisory Council on Teacher Education.

To support this work, a follow-up survey of graduates of Bachelor of Education programs in Nova Scotia was launched in spring 2010. The survey will evaluate student experiences of Nova Scotia BEd programs and solicit graduate assessments of the programs’ success in preparing them for the classroom.

Goal 3 Additional Accomplishments

Initiatives/Commitments	Accomplishments
Conduct a jurisdictional review to identify policy options and best practices with respect to governance models and financing arrangements for post-secondary institutions.	A consultant was hired in January 2010 to begin a review of the higher education system in Nova Scotia. Governance structures and funding models in other jurisdictions are part of the review. The consultant is expected to file his report with the Premier by the end of July 2010.

GOAL 3: PERFORMANCE MEASURES

AVERAGE NOVA SCOTIA TUITION FEE

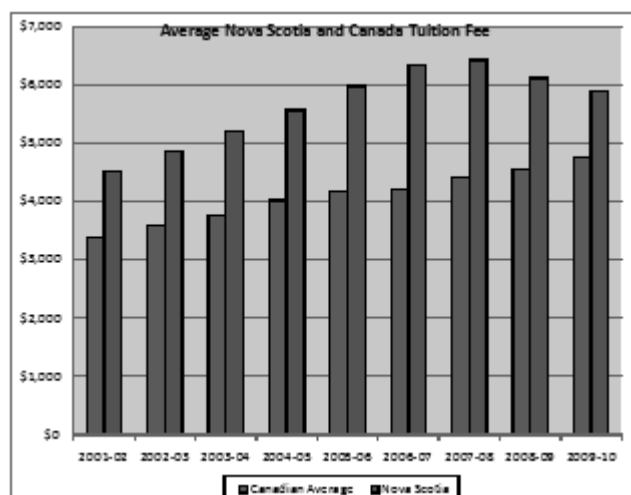
One of the department's core business areas is Higher Education. Average Nova Scotia tuition fee is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the average undergraduate tuition at Nova Scotia universities, weighted by number of students enrolled by institution and field of study. This measure indicates the affordability, accessibility, and competitiveness of public post-secondary education in Nova Scotia.

REPORTING ON 2009–10 TARGETS

The target of this measure was to reduce the average tuition fee in Nova Scotia below the baseline of \$6,422 in 2006–07. In 2009–10, the average tuition fee in Nova Scotia was \$5,696, 12.8% lower than the baseline of \$6,422 in 2006–07. The 2009–10 tuition fee for Nova Scotia students studying in Nova Scotia was \$5,345, 9% lower than the 2008–09 tuition fee of \$5,877. The average undergraduate tuition fee for Canada in 2009–10 was \$4,917.



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

The target is to reduce average university tuition in Nova Scotia to the national average in 2010–11. Several initiatives are being undertaken to make university education more affordable in Nova Scotia.

A Memorandum of Understanding with the universities was put in place for the period 2005–06 to 2007–08 that guaranteed funding and held tuition fee increases for most programs to a maximum of 3.9%. In January 2007, the province used Federal Infrastructure Trust Fund money to provide the Canada-Nova Scotia Student Bursary in the amount of \$440 per full-time student and \$220 per part-time student. In the 2007–08 academic year, tuition fees for all Canadian students were frozen at 2006–07 levels. Furthermore, tuition fees for Nova Scotia students studying at Nova Scotia universities were reduced by \$500 for a student carrying a full course load. On March 31, 2008, a second MOU was signed with the universities covering 2008–09, 2009–10 and 2010–11. This agreement freezes tuition fees for all students over the 3-year period.

The Nova Scotia University Student Bursary Trust was established on March 28, 2008, which will provide a benefit of \$761 in 2008–09, \$1,022 in 2009–10, and \$1,283 in 2010–11 to Nova Scotia students studying at Nova Scotia universities. Canadian students from outside Nova Scotia will benefit from a bursary of \$261 in 2010–11.

NOVA SCOTIANS ENROLLED IN CANADIAN UNIVERSITIES

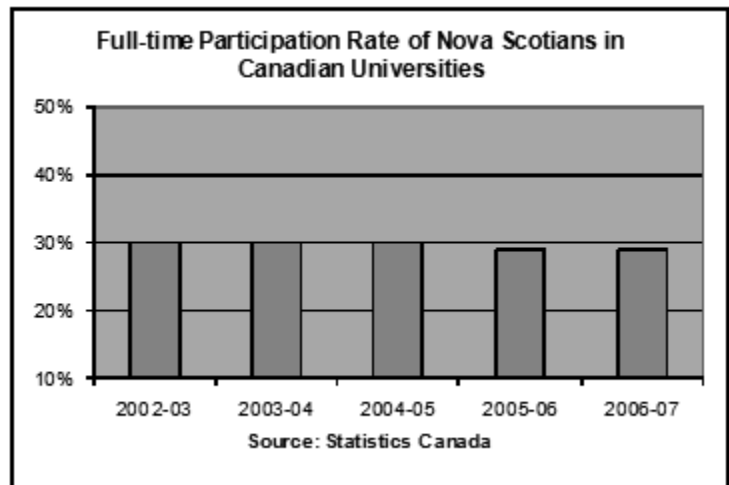
One of the department's core business areas is Higher Education. The enrolment of Nova Scotians in universities at any location in Canada is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the number of Nova Scotians studying full-time in public post-secondary education from a Canadian university. This measure indicates the accessibility to public post-secondary education for Nova Scotians.

REPORTING ON 2009–10 TARGETS

The target of this measure was to increase the number of Nova Scotians in universities over the baseline data of 32,230 in 2002–03. In 2003–04, 33,175 students were enrolled, exceeding the 2002–03 target; however in subsequent years the number of students enrolled has declined slightly, due in part to declining population in Nova Scotia. The most recent data available from 2007 shows that the overall participation rate of Nova Scotians in universities has remained relatively stable during the same period of time, as illustrated in the chart.



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

Our target is to increase participation over the 2002–03 baseline. Several initiatives are being undertaken to help with access to post-secondary education.

Enhancements have been made to the student loan program to allow for quicker and more efficient processing of student loan applications.

The Nova Scotia Student Grant will provide up to the first 20% of a student's Nova Scotia Student Loan (to a maximum of \$1,560/year) in non-repayable assistance. This grant, funded through a redistribution of funding for the Nova Scotia Debt Reduction program, will assist approximately 9,000 students annually at a cost of \$7.5 million.

The Nova Scotia Grant for High Need Students with Dependants will provide \$20/week in non-repayable assistance (up to \$1,040/year) to students with high need and dependant children.

The supplemental loan program for students in medicine, law, and dentistry will provide up to an additional \$140/week of loan assistance to students in these programs, to a maximum of \$7,280/year.

Several steps have been taken to reduce average university tuition in Nova Scotia to the national average in 2010–11, making university education more affordable in Nova Scotia.

NOVA SCOTIANS WITH POST-SECONDARY EDUCATION

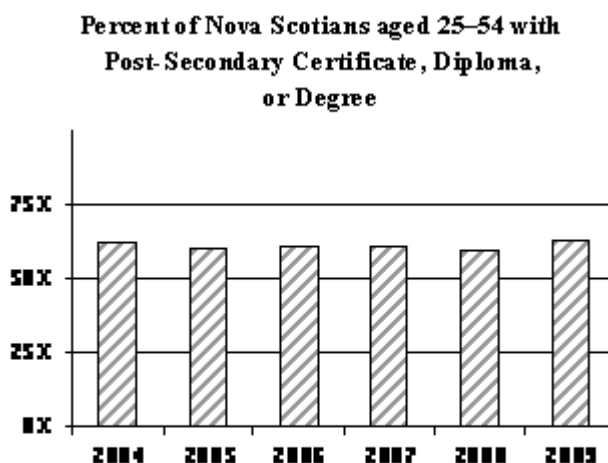
One of the department's core business areas is Higher Education. The percentage of Nova Scotians with post-secondary education is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the percentage of Nova Scotians aged 25–54 who have a post-secondary certificate, diploma, or degree. Education is a key variable in improved employment prospects, higher earnings, and social engagement. The attainment of post-secondary education better 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 2009–10 TARGETS

In 2009–10, 62.7% of Nova Scotians aged 25–54 had a post-secondary certificate, diploma, or degree. The percentage was slightly lower than the national percentage (63.0%). This is partly due to the out-migration of Nova Scotians. According to Statistics Canada Census 2006, over the period of 2001 to 2006, 10% of Nova Scotians aged 25–54 who had a post-secondary certificate, diploma, or degree moved to other provinces. The graph shows that in 2009–10, the percentage of Nova Scotians with post-secondary education was greater than the baseline of 61.8% in 2004–05.



Source: Statistics Canada Labour Force Survey

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

Our target is to have the percentage of Nova Scotians aged 25–54 who have a post-secondary certificate, diploma, or degree increase. Several initiatives are being undertaken to help with access to post-secondary education:

- The new Nova Scotia Community College Waterfront Campus in Dartmouth opened in September 2007. Planning for Phase 2 of the growth plan is underway.
- The 2010–11 budget has committed \$2 million to add another 250 seats to the College's enrolment capacity, and the province is in discussion with NSCC regarding a further enrolment growth strategy.
- Several steps have been taken to reduce average university tuition in Nova Scotia to the national average in 2010–11, making university education more affordable in Nova Scotia.

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 and certificates, 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 Scotian institutions to provide post-secondary education.

REPORTING ON 2009–10 TARGETS

The target for this measure was to increase the number of diplomas, certificates, and degrees issued by Nova Scotia institutions over the baseline of 12,398 for 2003–04. The most recent data available from 2007 shows that Nova Scotia institutions issued 14,340 diplomas, certificates, and degrees, an increase of 15.7% over the baseline.

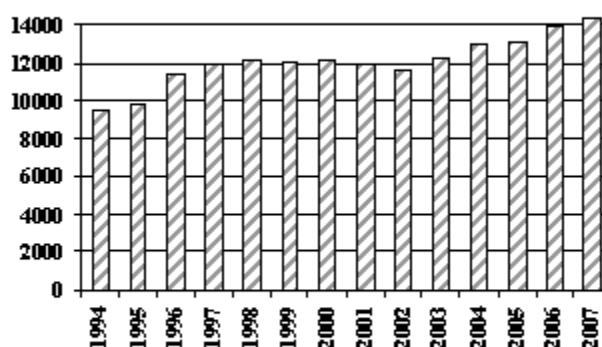
WHERE DO WE WANT TO GO/BE IN THE FUTURE?

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

The new Nova Scotia Community College (NSCC) Waterfront Campus in Dartmouth opened in September 2007. Construction of the second building at the new campus, a trades training facility called the Centre for the Built Environment, was completed at the end of March 2010. This completes a growth initiative for the NSCC that began in 2003 to add 2,000 seats to the college's enrolment capacity. By the 2009–10 academic year enrolments had increased to 10,433, exceeding the 2,000 seat enrolment growth target. The 2010–11 budget has committed \$2 million to add another 250 seats to the college's enrolment capacity, and the province is in discussion with NSCC regarding a further enrolment growth strategy.

A Memorandum of Understanding (MOU) with the universities was put in place for the period 2005–06 to 2007–08 that guaranteed funding and held tuition fee increases for most programs to a maximum of 3.9%. In January 2007, the province used Federal Infrastructure Trust Fund money to provide the Canada-Nova Scotia Student Bursary in the amount of \$440 per full-time student and \$220 per part-time student. In the academic year 2007–08, tuition fees for all Canadian students were frozen at 2006–07 levels. Furthermore, tuition fees for Nova Scotian students studying at Nova Scotian universities were reduced by \$500 for a student carrying a full course load. The province has committed to reduce tuition fees to the national average by 2010–11. Several steps have been taken to reduce average university tuition in Nova Scotia to the national average in 2010–11, making university education more affordable in Nova Scotia.

of Diplomas, Certificates, and Degrees Issued by Nova Scotia Institutions



Source: Statistics Canada Table 31 (Education in Canada Format). Data from 2003–07 have been obtained from MPHEC Credentials Granted and NSCC Count of Graduates

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?

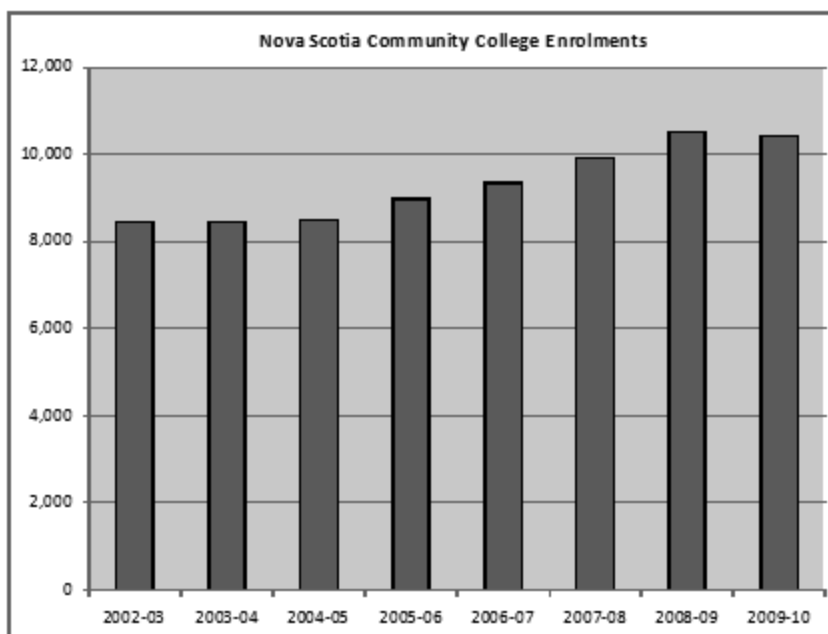
This measure shows the number of students enrolled in Nova Scotia Community College (NSCC) programs. This measure indicates the accessibility to NSCC.

REPORTING ON 2009–10 TARGETS

This measure met its target to increase the enrolment number at NSCC over the baseline data of 8,978 in 2005–06. In 2008–09 enrolments were at 10,505, 17% higher than the baseline. Enrolment for 2009–10 was 10,433.

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

Our goal is to have enrolment numbers continue to increase. The target for 2010–11 is to have enrolment increase to 10,725. Several initiatives are being undertaken to help with access to post-secondary education.



The new NSCC Waterfront Campus in Dartmouth opened in September 2007. Construction of the second building at the new campus, a trades training facility called the Centre for the Built Environment, was completed at the end of March, 2010. This completes a growth initiative for the NSCC that began in 2000 to add 2,000 seats to the college's enrolment capacity. By the 2009–10 academic year enrolments stood at 10,433, exceeding the 2000 seat enrolment growth target. The 2010–11 budget has committed \$2 million to add another 250 seats to the college's enrolment capacity, and the province is in discussion with NSCC regarding a further enrolment growth strategy. Enhancements have also been made to the student loan program to provide more funding to more students, and NSCC tuition fees for 2009–10 remained at the 2008–09 level of \$2,700.

GOAL 4: PROMOTE HEALTHY, ACTIVE LEARNING COMMUNITIES AND FAMILIES

Goal 4 Priorities	Accomplishments
<p>Implement the Health Promoting Schools Strategy in partnership with the Department of Health Promotion and Protection, school boards, and district health authorities.</p>	<p>The second Health Promoting Schools Showcase took place in October 2009. At this event, the department launched the Health Promoting Schools website and logo. A Health Promoting Schools brochure was published and distributed.</p>
<p>Review health education curriculum and support its delivery. This will include</p> <ul style="list-style-type: none"> • supporting boards and schools in strengthening delivery of mental and emotional health education components of the curriculum, grades 4–9 • reviewing curriculum outcomes for Health Education Primary–6 and Healthy Living 7–8 • developing new curriculum resources for Healthy Living 9 	<p>All commitments under this priority were fulfilled.</p> <p>Two curriculum supplements addressing mental health were distributed to all teachers of Health Education grades 4–6 and Healthy Living grades 7–9. Professional learning opportunities have been offered to support implementation.</p> <p>The review of curriculum outcomes for Health Education primary–6 and Healthy Living 7–8 has been completed.</p> <p>New Healthy Living 9 student resources have been provided to schools. Healthy Living 9 teacher resources will be provided in fiscal 2010–2011.</p> <p>Supplementary resources to support delivery of Health Education 4–6 and Healthy Living 7–9 have been distributed to schools.</p>
<p>Support the implementation of standards for the provincial breakfast program.</p>	<p>The department, in partnership with the Department of Health Promotion and Protection, cost-shared the provision of co-ordinator services to support school boards and their schools in implementing <i>Provincial Breakfast Program Standards</i> released in 2008. The standards are intended to ensure the quality of breakfast programs within Nova Scotia’s public schools and in community settings that have established partnerships with schools.</p> <p>Currently, 325 schools provide healthy breakfasts that help nurture and nourish young minds and bodies.</p>

Goal 4 Priorities**Accomplishments**

Collaborate with the Department of Health Promotion and Protection to support delivery of the Active Kids, Healthy Kids strategy.

In collaboration with the Department of Health Promotion and Protection, the department supported the Sports Animator program. The department also supported the Keeping Pace of Young People's Eating and Physical Activity study, involving 2,200 grades 3, 7, and 11 students. Trends will be calculated using similar studies from 2002 and 2006.

The department has piloted Fitness Leadership 11 in nine schools.

Increase supports for physical education.

The department sustained \$1,530,400 to school boards to fund 25.5 physical education positions in grades 3–9. The intent of this funding is to increase students' access to physical education with the goal of daily physical education when resources allow. The department provided \$800,000 to school boards to support implementation of the physical education graduation credit, an increase of \$300,000 from the previous year.

The department developed three new grade 11 physical education courses to be implemented in the 2010–11 school year: Yoga 11, Physically Active Living 11, and Physical Education 11.

The department has provided safety mats to some junior high schools to support rhythmic gymnastics and related activities and sports.

GOAL 5: FOSTER ACCESS, EQUITY, AND DIVERSITY THROUGH AND WITHIN EDUCATION AND TRAINING

Goal 5 Priorities	Accomplishments
<p>Increase access to correspondence and online courses.</p>	<p>The Nova Scotia Virtual School has a common platform currently used by more than 10,000 students and teachers. The department funds 200 seats annually for students to take online courses within their own board or from another board. Priority for those seats is given to students in rural high schools with fewer than 300 students. The department has implemented a registration portal for the Nova Scotia Virtual School. It is the department's intent to make online courses available to senior high students province-wide when resources become available.</p> <p>International Baccalaureate online courses were cancelled by the International Baccalaureate Organization.</p> <p>The department revised some correspondence courses. Enrolment in the correspondence study program is steady at about 2000 active students per year.</p>
<p>Provide more supports for African Nova Scotian learners.</p>	<p>In-school literacy support for African Nova Scotian students was provided in partnership with several school boards.</p> <p>Four workshops in Cultural Competencies were delivered to guidance counselors by department and school board staff.</p> <p>The department developed a partnership with St. Francis Xavier University to deliver a part-time BEd program, with the goal of increasing the number of African Nova Scotian BEd students.</p>

Goal 5 Priorities

Accomplishments

Provide more supports for African Nova Scotian learners. (Continued)

Twenty parent workshops were delivered across the province as part of parent/community outreach and education.

The department worked with BEA/CACE to plan, develop, and deliver the African Nova Scotian youth leadership conference to 150 participants.

Increase programs and services for Mi'kmaw Learners and Increase Knowledge about Mi'kmaq Culture.

Provincial assessments have been implemented in Mi'kmaw Schools in the province as part of Mi'kmaw Kina'matnewey's School Improvement Plan, and professional learning opportunities offered by the department have been made available to teachers who teach in the Mi'kmaw school system.

The review of Mi'kmaq Studies 10 curriculum began in May 2010.

The Mi'kmaq Liaison Office has provided a number of supports:

- supported the *View Finders* film festival for youth across the province and *Festival in a Van*, which took the *View Finders* festival to five different Mi'kmaw schools across the province
- established a Cross Cultural Consultant position, which is located at the Confederacy of Mainland Mi'kmaq (The consultant visited over 2,000 students in the public school system to make cultural and historical presentations. In addition, in 2009–10, the consultant conducted three summer camps in Mi'kmaw communities for Mi'kmaw learners)
- provided support for the Mi'kmaw Science Camp
- developed a learning guide to accompany the film *Wabanaki: Dreamcatchers*, and distributed both items to schools across the province
- purchased and distributed a commemorative Rita Joe book to all elementary school libraries
- supported Treaty Day 2009, a celebration of the Treaty of 1752
- supported the online Mi'kmaq Dictionary project, housed at Cape Breton University and available to all students and teachers in the Nova Scotia public school system

Goal 5 Priorities

Accomplishments

Continue to support Gaelic language curriculum implementation.

The department offered a successful Gaelic Language and Culture workshop. The department provided program grants totaling \$200,000 to boards for schools offering Gaelic language. In partnership with the Office of Gaelic Affairs, the department also offered a Gaelic language summer institute.

Assess progress of *Racial Equity Policy* implementation.

The department has provided print and web-based resources to support board level implementation of the *Racial Equity Policy*. The department has also established a Bias Evaluation Instrument Review Committee. The *Bias Evaluation Instrument* is a resource review instrument that supports all components of the *Racial Equity Policy*.

The department is working in collaboration with school boards to align board policy implementation with implementation of the provincial *Racial Equity Policy*. This includes developing a tool that will allow boards to map their progress with respect to Race Relations, Cross Cultural Understanding, and Human Rights work.

A Racial Equity Policy and Achievement Gap Initiative (AGI) Advisory Committee has been established to support the identification and integration of AGI findings with the *Racial Equity Policy*, and the department has collaborated with guidance counsellors to integrate cultural proficiency in the work practices at the department and board level.

The department is exploring various avenues to collect race-based demographic information, such as collaborating with leads for the Student Information System and reviewing steps to implement the findings from various research initiatives.

Goal 5 Priorities

Accomplishments

Enhance the Nova Scotia Student Assistance Program.

The Nova Scotia Student Assistance Office (NSSAO) continues to make enhancements to the Nova Scotia Student Loan program, as well as implementing changes for the Canada Student Loans program to improve service and programs to students.

NSSAO managed the transition to a new federal grant program in the 2009–10 academic year providing students with non-repayable grants, reducing debt at graduation.

Continued work to improve the Student Assistance Management System (SAMS) resulted in more streamlined processes (faster assessments resulted in students receiving funding in a more timely manner).

Through an outreach initiative, the NSSAO developed a brand identity: “As life open its doors, so do we.” Promotional products and the website reflect the new branding. A number of new pamphlets have been developed to provide students with targeted information on the student loan life cycle.

Work continues in the program area to ensure programs delivered meet the needs of students and are reviewed for continued relevance.

Extensive work continues on improving portfolio management and ensuring expected service delivery standards by the service provider are met.

Ensure ease of access to library resources through the Borrow Anywhere, Return Anywhere pilot.

The Borrow Anywhere, Return Anywhere service is an in-person reciprocal borrowing system, that was launched by the Minister of Education in October 2009. Pilot service agreements have been signed by all participating public, college, and university libraries. Customer take up was immediate and positive. Pilot evaluation and recommendations will take place in 2010–11.

Goal 5 Priorities

Accomplishments

Improve post-secondary access for persons with disabilities.

A literature review and research methodology was completed for a study on the transition of students with disabilities from high school to post-secondary.

A review of the eligibility requirements for persons with disabilities accessing post-secondary supports has been completed. No changes were required.

The department has implemented a pilot project with the Community Partnership Network that provides funding to persons with disabilities who partake in occupational training programs and who are not eligible for student loan funding.

Results from the Student Satisfaction Survey have been reported to all partner universities and the Nova Scotia Community College. The results include information on the students' transition to post-secondary training.

The department partnered with the Nova Scotia Community College and the Department of Labour and Workforce Development on the implementation of a disability supports program for students with disabilities in the Adult Learning Program.

GOAL 5: PERFORMANCE MEASURES

STUDENT ENROLMENT IN ONLINE COURSES

One of the department's core business areas is primary–12 education. Student enrolment in online public school courses 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 an indication of level of access to current public school courses. It indicates demand for alternative credits to achieve 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 senior high grades, it is possible for students, particularly those in small high schools, to meet individual educational priorities.

REPORTING ON 2009–10 TARGETS

The department funds 200 seats annually for students to take online courses within their own board or from another board. Priority for these seats is given to students in rural high schools with fewer than 300 students.

Enrolment in Online Courses	
Year	Students Enrolled
2006–07	94
2007–08	94
2008–09	194
2009–10	200

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

It is our intent to make online courses available to senior students province-wide when resources become available. The department is developing additional online courses that fulfill graduation requirements. This year, for example, we are developing Visual Arts 10, Visual Arts 11, and Advanced Visual Arts 11 and 12 to add to our current offering of 28 courses.

NUMBER OF STUDENTS WITH DISABILITIES GRADUATING WITH A POST-SECONDARY CERTIFICATE, DIPLOMA, OR DEGREE

One of the department's core business areas is Higher Education. The number of students with disabilities graduating with a post-secondary certificate, diploma, or degree who receive assistance from the Province of Nova Scotia 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 with disabilities graduating with a certificate, diploma, or degree from post-secondary institutions. When compared to the participation numbers, it can inform what effects the provision of disability supports during post-secondary education have on retention and graduation.

REPORTING ON 2009–10 TARGETS

There has been a steady increase in the number of students with disabilities graduating from post-secondary education. The increase is comparable to the percentage increase in enrolments.

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

The target for this measure is to increase the number of students with disabilities graduating with post-secondary certificates, diplomas, or degrees to 740 students by 2010–11.

Several initiatives are being

undertaken to increase the number of students graduating: improved marketing materials (website, handbooks, brochures); special project funding to institutes; and establishing goods and services standards.

of Students with Disabilities Graduating with a Post-secondary Certificate, Diploma, or Degree

Year	# of Students with Disabilities Graduating
2004–05	358
2005–06	478
2006–07	537
2007–08	578
2008–09	614

Data from 2009–10 is not yet available

NOVA SCOTIANS WITH DISABILITIES ENROLLED IN COLLEGES AND UNIVERSITIES

One of the department's core business areas is Higher Education. This measure that reports the number of Nova Scotians with disabilities enrolled in colleges and universities falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the number of Nova Scotians with disabilities attending post-secondary education. Post-secondary education makes a profound difference in obtaining employment for persons with disabilities. Statistics show that 6% of students who enroll at university are students with disabilities, yet historically only 3% of students enrolled in university access Nova Scotia programs for students with disabilities.

REPORTING ON 2009–2010

TARGETS

There has been an 83% increase in the number of students self-disclosing a disability and attending post-secondary education from 2003–04 to 2008–09.

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

The target for this measure is to increase the numbers of students with disabilities participating in post-secondary education to 3,000 by 2010–11 (particularly students directly from high school). Several initiatives are being undertaken to increase enrolment, including

- building connections with the primary–12 system and studying the transition of students with disabilities from high school into post-secondary programs to positively affect high school to post-secondary transition numbers
- surveying students with disabilities to determine success strategies and gaps

Number of Nova Scotians with Disabilities Enrolled in Colleges and Universities

Year	# of Students with Disabilities Enrolled
2003–04	1600
2004–05	1949
2005–06	2273
2006–07	2469
2007–08	2738
2008–09	2927

Data from 2009–10 is not yet available

In the *Department of Education Statement of Mandate: 2010–11*, this performance measure is listed as a percentage. There has been difficulty in the past in obtaining the total enrolment numbers of students from the universities, private career colleges, and the Nova Scotia Community College for current and prior years to calculate a percentage. In addition, the anticipated rate of change from one academic year to the next may be in the 0.1% range whereas total number of students may provide a more useful comparison.

VALUE OF GRANTS ISSUED TO UNDER-REPRESENTED GROUPS

One of the department's core business areas is Higher Education. The 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?

These grants target student populations generally under represented in post-secondary education—specifically, students from low-income families and students with disabilities. Grants are seen to be the most effective instrument in improving access and achieving equity of access to post-secondary education.

In 2008–09, the Nova Scotia Grant for High-Need Students with Dependants was introduced. Eligible students received an additional \$20 per week of study in the form of a non-repayable grant, on top of their Nova Scotia Student Loan. It complements the Canada Student Grants for Students with Dependants introduced by the federal government in 2009–10.

The Canada-Nova Scotia Access Grant was introduced in 2008–09 and was available to dependant students whose parental contribution is less than \$1,000. In 2009–10, the grant was expanded from its original criteria to include students in their first year of study in addition to their second, third, and fourth year of studies to compensate for the cessation of the Canada Millennium Scholarship Foundation grants. The grant may be up to \$2,500 to address assessed costs that are not covered through student loans and other sources of funding for some students from low-income families. All applicants to the Nova Scotia Student Assistance Office are automatically considered for the grant upon applying for assistance.

REPORTING ON 2009–10 TARGETS

The target for this measure was to increase the value of grants by 10% over the 2004–05 baseline of \$3,036,462. The total value of grants issued to under-represented groups in 2009–10 was \$23,024,535, up 758% from the 2004–05 baseline. This increase is largely due to the number of federal grants available to students across Canada; however, Nova Scotia has introduced three new grants since 2004–05.

2004–05 Grants to Nova Scotian Students	value of grants (\$)	2009–10 Grants to Nova Scotian Students	value of grants (\$)
Students with dependants full-time (federal grant)	\$1,598,316	CSGP:* Students with Dependants—full-time	\$1,932,150
High-need part-time students (provincial grant)	\$43,605	CSGP: Students from Low Income Families	\$12,311,005
Female doctoral students (federal grant)	\$23,509	CSGP: Students from Medium Income Families	\$2,812,300
Students with permanent disabilities (federal-provincial grant)	\$1,229,545	CSGP: Students with Permanent Disabilities	\$1,943,650
High need students with permanent disabilities (federal grant)	\$141,487	CSGP: Part-time Students with Permanent Disabilities	\$20,000
		CSGP: Part-time Students with Dependants	\$280
		CSGP: Part-time Students from Low Income Families	\$71,222
		CSGP: Accommodations Grant for Students with Permanent Disabilities	\$1,178,975
		PAG: Secondary Disability Grant (provincial grant)	\$1,052,322
		Canada-Nova Scotia Access Grant (provincial grant)	\$1,177,500
		Nova Scotia Students with Dependants—full-time (provincial grant)	\$525,131
Total	\$3,036,462	Total	\$23,024,535

* CSGP—Canada student grant program (federal grants)

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 to post-secondary education. These grants will increase opportunities for under-represented groups to participate in post-secondary education.

GOAL 6: DEVELOP A SKILLED AND ADAPTABLE WORKFORCE

Goal 6 Priorities	Accomplishments
Expand the O ₂ : Options and Opportunities program.	<p>The department provided \$7,099,000 to school boards to support implementation of the O₂: Options and Opportunities program in 44 schools, representing an increase of \$759,000 from the previous year. The department also provided mentor services for O₂ teachers and their principals.</p> <p>The program expanded from grade 10 to grade 11 in nine schools and from grade 11 to 12 in eight schools in 2009–10.</p> <p>More than 240 students graduated from this program in 2009 with at least four co-operative education credits, a certificate in workplace health and safety, and a clear, solid career plan to carry them forward. Over 70% planned to continue their education in university, community college, apprenticeships, or the military.</p> <p>Current enrolment in O₂ is 1,620 students. Enrolment has quadrupled since the program was introduced in 2006–07 in 27 schools.</p>
Support boards and their schools in the growth of community-based learning.	<p>The department provided grants to school boards to support expansion of co-operative education. The department also provided mentor services for co-operative education teachers and their principals.</p> <p>In 2009, more than 3,000 students earned 3,536 co-op credits. Since 2006, the number of high schools offering co-operative education has risen from 13 to 83 schools. This growth represents thousands of connections between employers and students.</p>

Goal 6 Priorities

Accomplishments

Support boards and their schools in the growth of community-based learning. (Continued)

As part of co-op expansion efforts, the department has developed and strengthened partnerships with the Nova Scotia Community College and industry. One example is the Building Futures for Youth program. It allows Grade 10 and Grade 11 co-op students to explore careers in the construction industry. The program can provide up to three co-operative education credits, banked apprenticeship hours, and eligibility for one of three Construction Association of Nova Scotia/Nova Scotia Community College scholarships. In 2009, 36 students from four school boards were able to take advantage of this opportunity.

The department completed development of Community-Based Learning 10 and the in-school pre-placement component for co-operative education, and updated the Workplace Health and Safety 11 half-credit course.

Expand skilled trades education.

Implementation of Skilled Trades 10 began in February 2009 in seven schools with 131 students. Students investigated the 61 designated trades in Nova Scotia and what making a living as a tradesperson could mean for them.

Construction Trades 11 was implemented in September 2009. Skilled Trades Co-op 12 was implemented in February 2010.

Develop an enhanced pilot Workplace Health and Safety Unit for Healthy Living 9.

The department hosted a focus group for safety association, industry, and government partners. The department, in collaboration with the Workers' Compensation Board and the Department of Labour and Workforce Development, developed an eight-hour module for Healthy Living 9. The module and related learning and teaching resources were piloted in five schools in 2009–2010. The department provided a professional development workshop and ongoing support for pilot teachers.

Goal 6 Priorities

Accomplishments

Provide more resources for the Youth Pathways and Transitions Initiative.

As part of the Business Education initiative, the department implemented Business Technology 11. Support included the provision of an implementation workshop and learning resources requisite to these courses.

The department implemented Career Development 10 and completed the new Career Development 11 half-credit course which will be available for implementation in 2010–11.

The department approved two financial management resources to help students develop financial life skills.

Two schools in every region that implemented the new Child Studies 11 curriculum received a set of Real Care Baby II manikins for classroom use. The set includes five babies for student practicum use and two demonstration babies: Drug-Affected Baby and Fetal Alcohol Spectrum Disorder Baby.

The department launched new curriculum and resources for Communications Technology 11 and Communications Technology 12, with two full days of professional development for technology education teachers from across the province. Hands-on resources, as well as print resources and software, were also provided to support implementation.

The department provided high schools with the first twenty-five brochures in the Career Pathways series; each brochure provides Nova Scotia specific information on an occupation for which there are employment prospects in Nova Scotia.

The department piloted an academic version of Accounting 11.

Goal 6 Priorities**Accomplishments**

In partnership with the Department of Community Services, support young adults with special needs who are transitioning from secondary school to community living and work.

The Department of Education, in partnership with the Department of Community Services, funds two post-secondary transition support programs: access to Community Education and Employment in the Halifax Regional School Board and Strait-to-Work in the Strait Regional School Board.

GOAL 6: PERFORMANCE MEASURES

STUDENT ENROLMENT IN THE OPTIONS AND OPPORTUNITIES PROGRAM

One of the department's core business areas is primary–12 education. This measure that reports the number of students enrolled in the O₂: Options and Opportunities program falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This is a measurement of the extent to which students, families, employers, and educators see value of O₂ through high school. In particular, growing enrolment reflects not only initial interest in the program but also continuing commitment through the three years of high school. It also measures teachers' capacity to offer this demanding and highly effective program.

REPORTING ON 2009–10 TARGETS

The target for this measure is to increase enrolment over the baseline of 1,301 in 2008–09. Enrolment in 2009–2010 school year is 1,621, an increase of 320 students from 2008–09. Participation in this program has quadrupled in almost four years.

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

O₂ is one of our great success stories in public education. O₂ is an exciting high school program that offers students the chance to re-engage in learning, with hands-on, career-related experiences both in the classroom and in the community.

The department intends, when resources are available, to expand this very successful program to additional schools. Our goal is an additional 10 schools. The department also intends to design a similar program for junior high students, beginning with an alternative program of the calibre of O₂ at the grade 9 level, as resources become available.

NUMBER OF CREDITS COMPLETED BY STUDENTS IN THE CO-OPERATIVE EDUCATION PROGRAM

One of the department's core business areas is primary–12 education. This measure that reports the number of credits completed by students in the co-operative education program falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This is a measurement of the extent to which students, families, employers, and educators see value in students' exploration of career interests and experience within the workplace. It also measures system capacity to offer such learning opportunities.

REPORTING ON 2009–10 TARGETS

Our target was to increase the number over baseline data of 1,283 credits completed in 2005–06. Schools reported that by the end of the first semester this school year, more than 3,000 students had earned 3,536 co-op credits.

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

The expansion of co-operative education has been a huge success. The department wants to sustain funding to support expansion and to see the number of credits earned continue to increase.

As we work with partners to create a culture of workplace safety in our province, the department is committed to increasing workplace health and safety awareness through the expansion of co-operative education and related experiences. The department will continue to support related safety certification programs. It is our intent that students will carry workplace health and safety knowledge with them throughout their careers, as we work to create a more safety-conscious Nova Scotia.

GOAL 7: STRENGTHEN ACCOUNTABILITY IN THE AREAS OF GOVERNANCE, RESOURCE INVESTMENT AND UTILIZATION, AND REPORTING OF RESULTS

Goal 7 Priorities	Accomplishments
Measure and report on student achievement through provincial assessments and participate in international and national assessments.	<p>The following assessments were administered during 2009–10:</p> <ul style="list-style-type: none">• Junior High Literacy Assessment / Appréciation de rendement en littératie au secondaire• Early Elementary Mathematical Literacy Assessment• Nova Scotia Examinations Math 12 / Examen de la Nouvelle-Écosse Mathématique 12• Nova Scotia Examinations Advanced Math 12 / Examen de la Nouvelle-Écosse Mathématique Avancée 12• Nova Scotia Examinations English 12• Nova Scotia Examinations English/Communications 12• Early Language Literacy Assessment• Elementary Literacy Assessment / Appréciation de rendement en littératie à l'élémentaire• Programme for International Student Assessment <p>The following reports indicating results were developed: the <i>Minister's Report to Parents and Guardians</i>, individual student reports, parent reports, and school and board reports.</p> <p>The department has implemented dataPLANS, an online reporting system. This online tool allows schools and school boards to acquire charts, tables, and graphs with provincial assessment results over time.</p> <p>The results of the Programme for International Student Assessment (PISA), which was administered in 2009, will be released in December 2010.</p>

Goal 7 Priorities

Accomplishments

Implement the Provincial Student Information System (SIS).

The governance structure for the Provincial Student Information System Program was created and implemented.

The solution architecture was finalized, including the following four systems in the overall solution:

1. Core student information system (SIS)
2. Extended services and programming system
3. Data warehouse, reporting and analytical system
4. Curriculum and instructional management system

Work to establish process and data standards is ongoing.

The decision to implement the PowerSchool student information system from Pearson School Systems as the core SIS was made, and the contract for the supply of PowerSchool licences and implementation services was negotiated with Pearson School Systems. The PowerSchool Implementation project was initiated in February 2010.

Server infrastructure for PowerSchool was acquired and installed. Procurement documentation for the extended services and programming system was initiated.

Implement recommendations of the multi-year operating funding strategy with library boards.

Due to the economic downturn, government was unable to sign a multi-year agreement with regional library boards. However, the Library Funding Task Force recommendations were taken into consideration during the budget process, yielding an increase of \$900,000, or a 6.8% increase in overall funding to regional library boards.

Implement the departmental French Language Services (FLS) Plan.

The implementation of a current French Language Services Plan continues. A draft plan for 2010–11 was developed.

Goal 7 Priorities**Accomplishments**

Undertake a review of the department's publishing needs and practices.

This project has not progressed, due to new divisional priorities and staff shortages. The project will be reactivated in July 2010.

Undertake a review of policies pertaining to private career colleges.

The department reviewed and developed operational policies related to college inspections, training completion fund remittances, financial statements review, and college advertising.

Goal 7 Additional Accomplishments**Initiatives/Commitments****Accomplishments**

Timely approval of District Health Authority, school board, and community agency budgets.

In the 2009–10 year budget activities were scheduled and undertaken such that individual school boards were provided with their 2010–11 funding levels on April 1, 2010.

Increase clarity of the School Review Process through amendments to the *Education Act*.

The department held two meetings in fall 2009 with a focus group of school board staff and School Advisory Council representatives to discuss their experiences with the new school review process, which was implemented in 2008. Participants made recommendations for adjustments to the process.

Amendments to the *Education Act* respecting the school review process were made in spring 2010. The amendments reflect the feedback received from the focus group and ensure that communities have the opportunity to be fully involved in the school review process any time a public school is considered for permanent closure. The changes also provide clarity about the circumstances under which a school must be reviewed.

GOAL 7: PERFORMANCE MEASURES

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

One of the department's core business areas is primary–12 education. The results of the Programme for International Student Assessment (PISA) are included as the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

PISA is a well respected international instrument sponsored by the Organization for Economic Co-operation and Development (OECD). 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, then again in 2003 and 2006. Forty countries and all the Canadian provinces participated in PISA in 2003. Today over 50 countries participate. The most recent administration of PISA was in the spring of 2009.

REPORTING ON 2009–10 TARGETS

Results from the 2009 assessment will be available in December 2010.

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

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 primary–9, mandating instructional time allotment for language arts and mathematics for grades primary–8, and the new science program for grades primary–6.

PISA Results 2006

Subject	Nova Scotia's Average	Canadian Average
Reading	505	427
Math	506	527
Science	520	534

Source: 2006 Programme for International Student Assessment

Note: Averages are presented as scaled scores where 500 is set as the international average. Both Nova Scotia and Canada performed above the international average.

NOVA SCOTIA EXAMINATIONS

One of the department's core business areas is primary–12 education. The results of the Nova Scotia Examinations (NSE) are some of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

NSE were administered in senior high school to students in English language arts and mathematics. This measure informs us about the percentage of students who achieve a passing mark (50%) in English, and mathematics.

REPORTING ON 2009–10 TARGETS

NSE English: Results for 2007–08 and 2009–10 (no results available for 2008–09) exhibit 79% and 76% of students, respectively, passing the examination.

NSE Mathematics: The percentages of students passing the examination were 26% in 2007–08, 51% in 2008–09, and 45% in 2009–10.

NSE Chemistry: This examination has been discontinued.

NSE Physics: This examination has been discontinued.

Year	Percent of Students Passing the Examination			
	English	Mathematics	Chemistry	Physics
2007–08	79%	26%	N/A	N/A
2008–09	N/A	51%	N/A	N/A
2009–10	76%	45%	N/A	N/A

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

The department will continue to support student achievement on Nova Scotia Examinations. The department is reviewing the mathematics curriculum.

3.0 HUMAN RESOURCES STRATEGY

Priorities

To make a difference through a skilled, committed and accountable public service

As our workforce ages and the competition for skilled employees becomes even tighter, we need to be proactive in workforce planning and talent management if we want to make a difference through a skilled, committed, and accountable public service.

The Department of Education has committed to develop a succession plan/talent management plan. This year the department will focus heavily on performance management and career development plans in preparation for creating the succession/talent management plan.

To be a preferred employer

The Department of Education will be an advocate for change within government around the areas of classification, compensation, and benefits in order to recruit, retain, and develop staff.

Accomplishments

In 2009–10, several employees enrolled in training and development courses that were available through LearnNet and Human Resources. Training sessions such as career development, performance management, attendance management, and recruitment and selection were offered. Two employees successfully completed training modules as part of the Leadership Development Program.

Department of Education HR staff provided support during the roll out of the non-bargaining unit classification project.

In 2010–11 the department will continue to work on the bargaining unit job description refresh strategy.

Priorities**Accomplishments**

To be a safe and supportive environment

In 2009–10, the department will complete and implement the results of the Occupational Health and Safety (OHS) Audit.

As part of the department’s commitment to create a healthy and respectful workplace, it is important for all employees and managers to know how to resolve issues of harassment, sexual harassment, and discrimination as early as possible.

Therefore, the department will continue to support the roll out of the Respectful Workplace Policy, ensuring that all employees are trained by March 2010.

A day-long facilitated session was held with the Joint Occupational Health and Safety Committee to develop an action plan regarding the OHS audit response to the Public Service Commission. Since then, four separate working groups have been established and are actively producing a plan for senior management to consider.

209 employees attended the Respectful Workplace training held by the Public Service Commission in 2009–10. As of March 2010, approximately 76 percent of Department of Education employees attended the Respectful Workplace training. Exact figures are difficult to determine as employees may have taken the training prior to 2009.

To be a learning organization

The department will develop a department-wide orientation program for new employees, both at the manager and staff level. The program will be linked corporately.

An online orientation program has been completed. The program will be posted on the online staff portal in summer 2010.

4.0 FINANCIAL RESULTS

Education Programs and Assistance to Universities		
	2009–10 Estimate	2009–10 Actual
Program & Service Area	(\$ thousands)	(\$ thousands)
Senior Management	750.0	822.8
Corporate Policy	1,689.0	1,415.0
Corporate Services	16,058.0	14,901.2
Public Schools	32,123.0	31,098.2
Higher Education	44,002.0	42,589.3
Acadian & French Language Services	1,144.0	1,010.1
Public Education Funding	930,615.0	929,499.5
Other Grants	18,163.0	18,535.8
Learning Resources Credit Allocation	4,813.0	5,288.4
Teachers' Pension	58,712.0	58,474.0
School Capital Amortization	60,954.0	59,743.5
Community College Grants	116,124.0	115,907.6
Total Education Program Expenses	1,285,147.0	1,279,285.4
Total Assistance to Universities	455,802.0	450,359.2
Total Education Prog. & Assistance to Universities	1,740,949.0	1,729,644.6
TCA Purchase Requirements	182,091.0	147,204.6
Provincial Funded Staff (FTEs)	312.7	277.8

Department of Education

Operating expenditures of the Department of Education were \$5.8 million less than approved. Significant components under expenditures were as follows:

- Program grants were \$1.5 million underspent primarily as a result of student assistance grants being less than anticipated.
- Amortization charges were \$1.2 million less than budgeted as a result of decreased tangible capital expenditures.
- Public education funding was underspent by \$1.1 million, as a result of under expenditures in formula grants and teacher benefit premiums, offset by increased expenditures in non-formula grants and increased school lease costs.

- Contribution to teacher's pensions were underspent by \$238,000.
- Funding to the Nova Scotia Community College was \$216,000 less than budgeted.

Assistance to Universities

University assistance was underspent by \$5.4 million primarily as a result of under expenditures in special payments including an under expenditure on Knowledge Infrastructure Projects by \$7.7 million, offset by \$2.0 million of increased university funding.

5.0 NEW AND DISCONTINUED PERFORMANCE MEASURES IN 2009–10

Discontinued Performance Measures in 2009–10

- number of schools that have received professional development on the Positive and Effective Behaviour Supports (PEBS)—met the target of 434 schools
- use of web-based library—measure was discontinued as the public libraries are no longer able to collect this data

New Performance Measures in 2009–10

- student enrolment in the Options and Opportunities program (Goal 6)
- number of credits completed by students in the Co-operative Education program (Goal 6)