

**Department of Education**

**STATEMENT OF MANDATE**

**2012–2013**





**DEPARTMENT OF EDUCATION**

**Statement of Mandate 2012–13**



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# 1. MESSAGE FROM THE MINISTER AND DEPUTY MINISTER

In February, we announced the province's new multi-year plan for primary to grade 12 education, Kids and Learning First. Kids and Learning First is about improving education outcomes for students by focusing on students' needs, supporting effective teaching, preparing young people for the workforce, and strengthening links between schools, parents/guardians, and the community. The 2012–13 Statement of Mandate for the Nova Scotia Department of Education outlines how we begin to move forward with the province's plan for education.

In 2012–13, the department will look at ways to support greater achievement, independence and development among students with special needs. Working with teachers, parents/guardians, and others in the school system, we will gather better information on the progress of students with special needs, on individual program plans (IPP), and on student to teacher assistant ratios.

The classroom teacher plays a critical role in each student's learning. The department will continue to improve the tools and supports that teachers need for effective classroom instruction. We will support the creation of more professional learning communities in schools where teachers are able to work together to share teaching practices and we will continue the Instructional Leadership Program for principals and vice principals.

In 2012–13, the department will also develop initiatives to maximize the amount of time teachers have in their workday to focus on students. We will work on streamlining administrative tasks and reducing paperwork. The province's new provincial assessment plan will remove duplication between school board and provincial assessments and give students more time for learning in the classroom. As well, we will be consulting with school boards, teachers, and families on whether students have the time they need to improve student achievement in critical areas such as mathematics and literacy.

It is important that our public education system offers the courses and supports students need to obtain a high school graduation diploma and the pre-requisites for post-secondary education or the workforce. The department will review and improve the grade 9 program, a critical transition year, as well as review our high school course offerings based on how courses contribute to the essential skills and knowledge today's graduates need. We will improve access for students across the province by increasing the number of online courses through the Nova Scotia Virtual School in 2012–13. The department will also introduce a new skilled trades course (Manufacturing Trades) linked to shipbuilding; double the number of high schools offering skilled trades; provide funding flexibility to allow more boards to start Options and Opportunities (O<sub>2</sub>) programs; and develop a Discovering Opportunities program in junior high schools, building on the success of O<sub>2</sub>.

In 2012–13, we will continue to work closely with families, teachers, students, school boards, and the community to build on the existing strengths, and address the current and emerging challenges, of our education system.

Original signed by

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**Honourable Ramona Jennex**  
**Minister of Education**

Original signed by

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**Rosalind Penfound**  
**Deputy Minister**

## 2. VISION, MISSION, AND MANDATE

In February 2012, the province released a multi-year plan for education Kids and Learning First that outlines the following vision and goals for education in Nova Scotia.

*Our vision is for every student in every classroom to become well-educated, confident, responsible adults—with the skills they need to create and work in good jobs, ready to build a life for families of their own.*

The four goals for education in Nova Scotia are:

- Put Students First
- Support Effective Teaching in Every Classroom
- Prepare Young People for Good Jobs, Citizenship
- Strengthen Links Between Schools, Parents, and the Community

The mission of the Department of Education is to ensure excellence in education for personal fulfillment and to enable students to contribute to a productive society and a prosperous, sustainable economy. In Nova Scotia education is valued, achievement is celebrated, and learners are provided with opportunities and tools for rewarding and successful learning experiences.

The department's mandate is carried out through the provision of a publicly funded school system with

- high quality educational programs and student services in both of Canada's official languages
- strong assessment and evaluation services
- a focus on developing cultural proficiency throughout the system to support student learning
- a progressive and responsive policy environment
- effective financial management, facilities planning and comptrollership

### **3. CORE BUSINESS AREAS**

Currently, the core business areas of the Department of Education are Public Schools, Acadian and French Language Services, Corporate Policy, and Corporate Services, as described briefly below. The structure of the department is presently under review and the core business areas as outlined below may be affected by this review.

#### **PUBLIC SCHOOLS**

Public Schools comprises African Canadian Services, Education Quality Services, English Program Services, Evaluation Services, French Second Language Program Services, Learning Resources and Technology Services, the Mi'kmaq Liaison Office, Regional Education Services, School Board Labour Relations, and Student Services.

Public Schools is responsible for all educational programs and services for the English language public school system. In close collaboration with the Acadian and French Language Services, it is responsible for services provided to the public school system in assessment and evaluation, educational technology, and school board liaison.

#### **ACADIAN AND FRENCH LANGUAGE SERVICES**

Acadian and French Language Services monitors and approves curriculum development for French first language education, ensures that common services are available in French for the French first language schools, coordinates federal–provincial funding agreements for French minority language education and French second language instruction, and implements the national official languages programs for Nova Scotia.

This core business area is responsible for liaison with all community and representative groups as they relate to French first language education and for the coordination of all French language services as they relate to the *French Language Services Act/Loi sur les services en français* and its regulations, including implementing priorities identified in the departmental *French Language Services Plan*.

#### **CORPORATE POLICY**

Corporate Policy comprises Policy and Planning, Information Management and the departmental library. It is responsible for providing advice and support in policy, planning, legislation, research, coordination, and information and publishing services to all areas of the department. Corporate Policy coordinates departmental accountability processes including the department's Statement of Mandate, Accountability Report, and support to school board planning processes. This core business area is also responsible for supporting records management, copyright, coordination of appointments to agencies, boards, and commissions, and administration and advice on the *Freedom of Information and Protection of Privacy Act*.

## **CORPORATE SERVICES**

Corporate Services comprises Financial Management, Education Funding and Accountability, Facilities Management, Information Technology Services, Statistics and Data Management, and Teacher Certification. It is responsible for the delivery of business and support services to the Department of Education, including financial management and comptrollership responsibilities, provision of facilities planning and capital projects, coordination of pupil transportation with boards, information technology, and province-wide delivery of data communications. This branch provides selected services to school boards including a common-wide area network, management of education related data and statistics, and certification of Nova Scotian teachers.

## **4. GOVERNMENT PRIORITIES**

Government's three core priorities are:

1. Better Health Care for You and Your Family
2. Create Good Jobs and Grow the Economy
3. Get Back to Balance and Ensure Government Lives within its Means

The Department of Education has an important role to play in helping government meet these core priorities. The priorities provide the overarching framework to guide and inform department planning and program and policy development.

### **1. BETTER HEALTH CARE FOR YOU AND YOUR FAMILY**

According to the Public Health Agency of Canada, educational attainment is associated with almost every measure of population health. Furthermore, there is a relationship between low literacy and health problems. Developing a highly literate population starts in early childhood. Poor health is one of the barriers to learning and literacy in children; as well, low literacy levels limit opportunities into adulthood. The province's new plan for education, Kids and Learning First, focuses on improving literacy levels and educational attainment for all children and youth.

Research shows that the environment in which children develop prior to entering public school has lifelong effect on their social, emotional, physical, and mental health and in turn their ability to transition to the school environment and access the full range of learning opportunities within the public school system. In 2012–13, the Department of Education will build on the recommendations from a recent review that assessed how to better align provincial health, education, and social services and programs for pre-natal to school-age children. The department will look at how to improve support for young children and their families before they start school and build connections between early childhood education and the school system.

The department is putting in place curriculum and programming to ensure children develop the literacy and mathematics skills they need for healthy development. The department is expanding Succeeding in Reading, the early literacy support program, from grades primary and 1 to grades 2 and 3. As well, the department is adopting a new mathematics program for all grade levels that will allow students more time to learn and master key mathematical ideas at the right grade level and build on their mathematical knowledge and skills from year to year.

Building on the priority in Kids and Learning First to help students with special needs succeed, in 2012–13 the department will examine ways to utilize iNSchool, the new student information system, to gather information on the progress of students with special needs, on individual program plans (IPP) and on student to teacher assistant ratios. Discussions with teachers, parents/guardians, and others will determine how to use this information to support greater achievement, independence, and development. The department is also increasing the funding allocation for special education in 2012–13 including supports for children with autism.

The department has implemented a number of programs, policies, and practices aimed at addressing healthy eating, physical activity, youth sexual health, tobacco reduction, addiction, and injury prevention, as well as a range of other health issues within the school setting. The department will be looking at ways to increase children's physical activity in the school day, reduce sedentary time after school, and improve active transportation planning to encourage children and youth to walk or bike to school as part of the province's childhood obesity prevention strategy.

The department is also incorporating mental health curriculum into health education and healthy living programs through Well-Beings: the Nova Scotia School Mental Health Framework. This framework provides mental health training to teachers and support staff, strengthens and provides resources for the delivery of health education, and develops tools and information for students and their families.

SchoolsPlus provides a range of services at schools for children, youth, and their families, including counselling, behavioural supports, and mental health services. SchoolsPlus has proven to be effective in addressing the multiple needs of students, reducing behavioural and attendance issues, and increasing student engagement. Currently, SchoolsPlus serves families or groups of schools within every region. In 2012–13, SchoolsPlus will expand to four more groups of schools.

In 2012–13, the department will support and build on programs that help at-risk youth and promote respectful behaviour in schools including the restorative approach to managing conflict currently in use in some schools. In the spring, the Minister will respond to the recommendations from the Task Force on Cyberbullying. The department recognizes that addressing bullying and cyberbullying requires a community-wide approach, an approach that involves schools as well as parents/guardians, and others in the community. The Task Force included a range of groups including police, community leaders, and educators and conducted extensive consultations, meetings, and focus groups hearing from students, parents/guardians, teachers, professionals, and experts in related disciplines.

Supporting the overall health of children and youth extends beyond the school day and involves building on existing relationships and connections with parents/guardians and the broader community. The Community Use of Schools Grants Program is part of the department's efforts to build on these relationships by encouraging community access to schools. The grant, distributed by school boards, supports community groups who wish to use school facilities for physical activity programs as well as for cultural and educational purposes. The grant expands children and youth's access to after-school activity programs located at schools.

## **2. CREATE GOOD JOBS AND GROW THE ECONOMY**

Research has been clear on the importance of a strong education system to grow the economy and support long-term prosperity. jobsHere, the Province's plan for economic development, aims to develop a better trained, better educated workforce for the province and Education is an important piece of this plan. A highly developed education system helps ensure that Nova Scotians have the knowledge and skills needed for the twenty-first century global economy. Kids and Learning First outlines how the department will improve student outcomes and prepare young people for today and tomorrow's workforce.

It is well understood that the instructional practices of the teacher are strongly correlated to student achievement. In 2012–13, the Department of Education will continue the Instructional Leadership Program for principals and vice-principals to help champion effective teaching practices. As well, more schools will be supported to create professional learning communities. Research shows that professional learning communities make a significant difference in teaching practice and lead to better student results.

Over the next two years, the department will be working with the Nova Scotia Teachers Union and school boards to develop provincial teaching standards. These standards may include defined expectations for the background and experience required for courses taught, instructional quality, professional learning, and how teaching should incorporate information and communications technology. In 2012–13, we will update research on the relationship between the educational background of teachers and courses taught to inform ways we can better align the assignment of teachers with a teacher's education, training, and experience.

In 2012–13, the department will begin work to allow teachers to spend more time teaching by streamlining administrative tasks, reducing paperwork, and developing ways for teachers to spend the maximum amount of their workday focused on students. The new plan for student assessments will remove duplication in school board and provincial testing and give students more time in the classroom for learning.

Providing students with the tools and courses they need to graduate from high school is an important piece of developing a skilled workforce and maximizing career opportunities and earning potential for young people. In 2012–13, the department will review high school courses based on student interest and enrolment and how these courses contribute to essential skills and knowledge. The department's new plan for provincial assessments will include assessing high school students earlier to provide teachers with the information they need to help students succeed in school and move onto successful careers.

The Nova Scotia Virtual School increases students' access across the province to courses that may be unavailable in their schools, providing students with access to the courses they need to obtain a high school graduation diploma, as well as the pre-requisites for post-secondary education. In 2012–13, the department will increase the number of online courses through the Nova Scotia Virtual School.

The department continues to provide students with a variety of pathways for educational success, to allow every student the supports they need to complete high school. In 2012–13, a new personal development credit will be introduced in high schools enabling students to pursue individual passions and demonstrate skill development, leadership, and personal growth. As well, the department will introduce a new skilled trades course, Manufacturing Trades, linked to shipbuilding; begin increasing the number of high schools offering skilled trades; provide funding flexibility to allow more boards to start Options and Opportunities (O<sub>2</sub>) programs, a program that helps students regain interest in school and find their post-secondary and career path; and develop a Discovering Opportunities program in junior high school, building on the success of O<sub>2</sub>.

In 2012–13, the department will expand career development efforts in high schools, as outlined in the jobsHere strategy and the Workforce Strategy, including improved career planning, research, and expanded entrepreneurship-related curriculum. High schools will receive a portable Career Kiosk to provide career information to students and teachers, and teachers will be provided with enhanced online resources for existing courses including Career Development 10 and 11 and Life/Work Transitions 10. As well, FutureSeeker, a career adventure application for hand held devices, will be available in 2012–13.

The department will expand the Parents as Career Coaches program to more high schools and introduce the program to junior high schools. iNschool, the province-wide student information system, will also allow parents/guardians and caregivers easier access to information about their children including attendance, marks, assignment due dates, school bulletins and teacher comments, helping them assist their children to obtain the education they need for the workforce and post-secondary education.

Supporting students from all backgrounds to develop to their full potential is an important piece of improving student outcomes. The department continues implementation the province's response to *Reality Check*. In 2012–13 and beyond the department will build more Africentric content into the curriculum, support the training and hiring of more African Canadian teachers, create a committee to monitor progress of implementation of the province's response to *Reality Check* and assign a regional education officer to work with school boards. Also, in 2012–13, the department will expand parenting workshops such as the Positive Parenting Workshops developed for parents/guardians of African Nova Scotian students.

A new education agreement between the province and Mi'kmaq Kina'matnewey (MK) will continue the close working relationship between the department and MK to support Mi'kmaw students. In 2012–13, the department will update the curriculum for Mi'kmaw Studies 10, develop Global Indigenous Studies 12, finalize the Mi'kmaw Language 7 curriculum, and begin development of Mi'kmaw language 8 and 9 curriculum.

A global market place requires people with the ability to speak multiple languages. In 2012–13, the department will continue to help more students communicate fluently in French through support for the Conseil scolaire acadien provincial (CSAP) Francisation program, increasing awareness among entitled families of their children's right to French first language education, and a new funding formula for CSAP

to account for cultural development. The department will offer eight online courses for students in the French immersion program and at CSAP schools.

The department is enhancing the Core French Program with literacy strategies developed based on the results of the Intensive French Second-Language Pilot project, where students had the opportunity to receive most of their instruction in French for half a school year. As well, to provide Nova Scotia French Immersion Program high school graduates an internationally recognized credential in French, the department is analyzing the results of the Diplôme d'étude en langue française (DELF)'s impact on programs, student language skills, and teacher professional development needs.

### **3. GET BACK TO BALANCE AND ENSURE GOVERNMENT LIVES WITHIN ITS MEANS**

The Department of Education is committed to operating in the most efficient and effective way possible. There are 30,000 fewer students in Nova Scotia's schools compared to 10 years ago and this trend is expected to continue. Over the past number of years, funding levels have increased even as student enrolment declined. Within the Kids and Learning First plan for education, the department is working with school boards to bring funding in line with enrollment decline by building on what is working well in the education system and addressing the key challenges to allow all students in Nova Scotia the best education possible.

The Department of Education manages its finances to meet government's annual budget targets that are set based on government living within its means. As part of this process, in 2012–13 the department will implement a new school board funding formula to better align existing resources to areas of need. The amount of funding a school board receives is determined by this funding formula which has as its main driver enrolment.

The new provincial student information system (iNSchool) will be fully implemented in all provincial schools in 2012–13. iNSchool is an integrated, province-wide system to assist the department with managing, analyzing, and reporting on student data. Consistent, up-to-date data will improve efficiencies in managing education programs and services, in gathering information related to student achievement and school performance, and informing decision making to provide programming that more effectively targets the needs of students.

Kids and Learning First outlines strategies to work closely with our education partners to maintain the quality of learning experiences for students, while addressing issues that include making the best use of human resources and optimizing the use of school buildings. Inter-departmental and inter-agency collaboration are important to providing both effective and efficient delivery of education in a sustainable manner. Improved collaboration allows for the sharing of resources and infrastructure, improved access to services, and more effective referral and service delivery. In 2012–13 the department will expand SchoolsPlus. SchoolsPlus allows partner agencies to make use of underutilized school space to provide additional supports and services to students and their families at the school site. Through SchoolsPlus children, youth, and their families have access to a range of services, including counselling, behavioural supports, and mental health services.

## 5. PERFORMANCE MEASURES

This section includes the Department of Education’s performance measures that show the department’s progress towards fulfilling its mandate and the core priorities of government.

| Outcome  | Measure/Rationale  | Data Base Year             | Target                           | Trends   | Strategic Actions to Achieve Target   |
|--|--|----------------------------|----------------------------------|--|---|
| Nova Scotian students have improved reading and writing skills | Early Language Literacy Assessment (grade 3), percent meeting provincial expectations in reading | 75% (2007–08) <sup>1</sup> | Increase over baseline (2011–12) | 82% (2008–09)<br>76% (2009–10)<br>78% (2010–11)<br>74% (2011–12) | <ul style="list-style-type: none"> <li>early childhood program linkages</li> <li>provincial assessment plan</li> <li>Succeeding in Reading available for grades primary to 3</li> <li>professional learning, print and media resources, workshops, institutes</li> <li>review and improve grade 9 curriculum and assessments</li> <li>mobile technology centres (literacy)</li> <li>reduce paperwork for teachers</li> <li>discussion on maximizing the time students have for learning in the classroom</li> <li>Instructional Leadership Program.</li> <li>increase board leadership capacity to</li> </ul> |
|  | Elementary Literacy Assessment (grade 6) percent meeting expectations in reading                 | 84% (2010–11)              | Increase over baseline (2015–16) | 85% (2011–12)  |   |
|  | Elementary Literacy Assessment (grade 6) percent meeting expectations in writing                 | 90% (2010–11) <sup>2</sup> | Increase over baseline (2015–16) | 87% (2011–12)  |   |

<sup>1</sup> The reporting years for assessment results in the *Statement of Mandate* reflect the academic year.

<sup>2</sup> Data for the base year for the grade 6 Elementary Literacy Assessment in writing has been corrected from 94%. The correct result for 2010–11 is 90%.

| Outcome  | Measure/Rationale   | Data Base Year             | Target                           | Trends   | Strategic Actions to Achieve Target  |
|--|---|----------------------------|----------------------------------|--|--|
|  | Junior High Literacy Assessment (grade 9), percent meeting provincial expectations in reading and writing | 82% (2006–07) <sup>3</sup> | Increase over baseline (2011–12) | 81% (2007–08)<br>81% (2008–09)<br>78% (2009–10)<br>74% (2010–11) | support school-based professional learning communities   |
| Nova Scotian students have improved mathematics skills | Early Elementary Mathematical Literacy Assessment (grade 3), percent meeting provincial expectations      | 67% (2006–07) <sub>3</sub> | Increase over baseline (2011–12) | 72% (2007–08)<br>71% (2008–09)<br>75% (2009–10)<br>75% (2010–11) | <ul style="list-style-type: none"> <li>• support implementation of new mathematics curriculum for all grade levels</li> <li>• implementation of the PRIME professional learning program</li> <li>• early childhood program linkages</li> <li>• provincial assessment plan</li> <li>• reduce paperwork for teachers</li> <li>• discussion on maximizing the time students have for learning in the classroom</li> <li>• Instructional Leadership Program</li> <li>• increase board leadership capacity to support school-based professional learning communities</li> </ul> |

<sup>3</sup> Please note that the reporting year has been adjusted for the Junior High Literacy Assessment (JHLA) and the Early Elementary Mathematical Literacy Assessment (EEMLA). The data has not changed and reflects the same cohort of students. The reporting years for the JHLA and EEMLA results have been adjusted to reflect the academic year. In previous years, as part of the business planning process, the results have been reported by fiscal year. Because of the timing of the administration of these assessments they fall within a different academic year and fiscal year. For example, the mathematics assessment written in June 2007 falls within the 2006–07 academic year but within the 2007–08 fiscal year. To maintain consistency with the reporting method used for assessment results by the Program of Learning Assessments for Nova Scotia (PLANS), the reporting years in the *Statement of Mandate* have been adjusted to the academic year.

| Outcome  | Measure/Rationale  | Data Base Year | Target                           | Trends        | Strategic Actions to Achieve Target  |
|--|--|----------------|----------------------------------|---------------|--|
| Nova Scotian students have improved mathematics skills | Elementary Mathematical Literacy Assessment (grade 6), percent meeting provincial expectations | 63% (2009–10)  | Increase over baseline (2015–16) | 62% (2010–11) | <ul style="list-style-type: none"> <li>• support implementation of new mathematics curriculum for all grade levels</li> <li>• implementation of the PRIME professional learning program</li> <li>• early childhood program linkages</li> <li>• provincial assessment plan</li> <li>• reduce paperwork for teachers</li> <li>• discussion on maximizing the time students have for learning in the classroom</li> <li>• Instructional Leadership Program</li> <li>• increase board leadership capacity to support school-based professional learning communities</li> </ul> |

| Outcome   | Measure/Rationale   | Data Base Year  | Target  | Trends   | Strategic Actions to Achieve Target   |
|---|---|---|---|--|---|
| Nova Scotia is accountable for education based on national and international comparison of assessment results | Programme for International Student Assessment (PISA) results for 15-year-olds, scale score | <u>Reading</u><br>516 (NS 2009)<br>524 (Canada 2009)<br>496 (OECD 2009)<br><br><u>Mathematics</u><br>512 (NS 2009)<br>527 (Canada 2009)<br>497 (OECD 2009)<br><br><u>Science</u><br>523 (NS 2009)<br>529 (Canada 2009)<br>501 (OECD 2009) | <u>Reading</u> <sup>4</sup><br>516 (NS 2009)<br><br><u>Mathematics</u><br>515 (NS 2003)<br><br><u>Science</u><br>520 (NS 2006)<br><br>Target Year:<br>2013–14 | No trend available <sup>5</sup> ; base year 2009 | <ul style="list-style-type: none"> <li>increase board leadership capacity to support school-based professional learning communities</li> <li><i>Teaching in Action</i> resources for grades primary–3, 4–6, and 7–9</li> <li>Literacy Success 10, 11, and 12</li> <li>support implementation of the new mathematics curriculum for all grades</li> <li>review and improve grade 9 curriculum and assessments</li> <li>mobile technology centres (literacy)</li> <li>reduce paperwork for teachers</li> <li>discussion on maximizing the time students have for learning in the classroom</li> <li>Instructional Leadership Program</li> </ul> |

<sup>4</sup> Targets are based on the most recent year each domain was the focus of the assessment. PISA assesses reading, mathematics, and science literacy in every assessment cycle and in addition focuses on one domain for each PISA assessment cycle.

<sup>5</sup> PISA is administered every three years. The next assessment cycle is 2012, reporting in 2013.

| Outcome | Measure/Rationale  | Data Base Year   | Target                           | Trends   | Strategic Actions to Achieve Target  |
|---------|--|--|----------------------------------|--|--|
|         | Pan-Canadian Assessment Program (PCAP) results for 13-year-olds, scale score | <u>Reading</u><br>471 (NS 2007)<br>500 (Canada 2007)<br><u>Mathematics</u><br>457 (NS 2007)<br>500 (Canada 2007)<br><u>Science</u><br>480 (NS 2007)<br>500 (Canada 2007) | Increase over baseline (2013–14) | <u>Reading</u><br>489 (NS 2010)<br>500 (Canada 2010)<br><u>Mathematics</u><br>474 (NS 2010)<br>500 (Canada 2010)<br><u>Science</u><br>489 (NS 2010)<br>500 (Canada 2010) | <ul style="list-style-type: none"> <li>• increase board leadership capacity to support school-based professional learning communities</li> <li>• support implementation of <i>Teaching in Action</i> resources for grades primary–3, 4–6, and 7–9</li> <li>• support implementation of Literacy Success 10, 11, and 12</li> <li>• support implementation of the new mathematics curriculum for all grades</li> <li>• support implementation of Science 10 curriculum</li> <li>• review and improve grade 9 curriculum and assessments</li> <li>• mobile technology centres (literacy)</li> <li>• reduce paperwork for teachers</li> <li>• discussion on maximizing the time students have for learning in the classroom</li> <li>• Instructional Leadership Program</li> </ul> |

| Outcome                       | Measure/Rationale                              | Data Base Year  | Target                           | Trends   | Strategic Actions to Achieve Target   |
|-------------------------------|--|---|----------------------------------|--|---|
| Better educated Nova Scotians | Nova Scotia Examinations (NSE) percent passing | <b>Baseline Year:</b><br>2009–10 <sup>6</sup><br><br><u>English</u><br><br>76%<br><br><u>Mathematics</u><br><br>48% | Increase over baseline (2015–16) | <u>English</u><br><br>No results for 2009–10 or 2010–11 <sup>7</sup><br><br><u>Mathematics</u><br><br>52% (2010–11) <sup>8</sup> | <ul style="list-style-type: none"> <li>• Writers in Action/Écrivains à l'oeuvre 4–12</li> <li>• support implementation of new mathematics program for all grade levels</li> <li>• Upgrade the online Mathematics Itembank</li> <li>• Create a Mathematics Professional Learning website</li> <li>• <i>Teaching in Action</i> resources for grades primary–9 and launch Teaching in Action 10–12</li> <li>• Literacy Success 10, 11 and 12</li> <li>• Mobile technology centres (literacy)</li> <li>• Reduce paper work for teachers</li> <li>• discussion on maximizing the time students have for learning in the classroom</li> <li>• increase school board leadership capacity to support school-based professional development communities</li> <li>• Instructional Leadership Program</li> </ul> |

<sup>6</sup> In the 2011–12 *Statement of Mandate* baselines were set for English and mathematics NSE results based on a compilation of past NSE results. The figures in the baseline are not NSE results for 2009–10. In 2009–10 the NSE English and Math exams were not marked centrally and provincial results are not available.

<sup>7</sup> In 2009–10 and 2011–12 the NSE English exams were not marked centrally and provincial results are not available for these years.

<sup>8</sup> In 2009–10 the NSE Math exams were not marked centrally and provincial results are not available for this year.

| Outcome                       | Measure/Rationale           | Data Base Year  | Target                           | Trends          | Strategic Actions to Achieve Target  |
|-------------------------------|-----------------------------|-----------------|----------------------------------|-----------------|--|
| Better educated Nova Scotians | High school graduation rate | 86.1% (2009–10) | Increase over baseline (2013–14) | 88.7% (2010–11) | <ul style="list-style-type: none"> <li>• enhance pathways towards highschool graduation available to students including Options and Opportunities, Co-operative Education, skilled trades courses, new personal development credit</li> <li>• support strategies targeting youth including Comprehensive Guidance and Counseling services, SchoolsPlus, Achievement Gap Initiative, and the Racial Equity Policy</li> <li>• high school course review</li> <li>• implement Discovering Opportunities</li> <li>• implement new Manufacturing Trades course on ship building</li> <li>• expand programs for at-risk youth</li> <li>• expand parent/guardian workshops</li> <li>• expand career development programs</li> <li>• increase school board leadership capacity to support school-based professional learning communities</li> <li>• Instructional Leadership Program.</li> </ul> |

## 6. BUDGET CONTEXT

| <b>Education</b>   |  |  |  |
|--|--|--|--|
| <b>Program and Service Area</b>                            | <b>2011–12 Estimate<br/>(\$ thousands)</b> | <b>2011–12 Forecast<br/>(\$ thousands)</b> | <b>2012–13 Budget<br/>(\$ thousands)</b> |
| <b>Total Education Gross Program Expenses</b>              |  |  |  |
| Senior Management  | 729  | 665  | 884                                      |
| Corporate Policy   | 1,729                                      | 1,611                                      | 1,684                                    |
| Corporate Services   | 16,323                                     | 15,943                                     | 17,737                                   |
| Public Schools   | 34,426                                     | 33,440                                     | 35,080                                   |
| Acadian & French Language Services                         | 1,715                                      | 1,651                                      | 1,744                                    |
| Public Education Funding                                   | 946,410                                    | 943,736                                    | 920,185                                  |
| Other Grants   | 4,900                                      | 4,900                                      | 4,900                                    |
| Learning Resources Credit Allocation                       | 6,813                                      | 6,813                                      | 6,813                                    |
| Teachers' Pension  | 59,631                                     | 60,003                                     | 58,021                                   |
| School Capital Amortization                                | 62,561                                     | 60,761                                     | 65,782                                   |
| <b>Total Education Gross Program Expenses</b>              | <b>1,135,237</b>                           | <b>1,129,523</b>                           | <b>1,112,830</b>                         |
| <b>Additional Information</b>                              |  |  |  |
| Education: Fees and Other Charges                          | (1,853)                                    | (1,878)                                    | (1,831)                                  |
| Education: Ordinary Recoveries                             | (12,036)                                   | (16,102)                                   | (13,952)                                 |
| <b>Tangible Capital Assets (TCA) Purchase Requirements</b> | <b>93,383</b>                              | <b>89,900</b>                              | <b>109,378</b>                           |
| <b>Provincial Funded Staff (FTEs)</b>                      | <b>200.1</b>                               | <b>177.1</b>                               | <b>194.1</b>                             |