

**Department of Education and  
Early Childhood Development**

**STATEMENT OF MANDATE**

**2013–2014**





**Department of Education and Early Childhood Development**

**Statement of Mandate 2013–14**



## TABLE OF CONTENTS

<b>1. MESSAGE FROM THE MINISTER AND DEPUTY MINISTER .....</b>	<b>1</b>
<b>2. VISION, MISSION, AND MANDATE .....</b>	<b>2</b>
<b>3. GOVERNMENT PRIORITIES.....</b>	<b>3</b>
BETTER HEALTH CARE FOR YOU AND YOUR FAMILY.....	3
CREATE GOOD JOBS AND GROW THE ECONOMY .....	4
MAKE LIFE MORE AFFORDABLE AND BREAK THE CYCLE OF POVERTY .....	4
GET BACK TO BALANCE AND ENSURE GOVERNMENT LIVES WITHIN ITS MEANS.....	5
<b>4. PERFORMANCE MEASURES .....</b>	<b>7</b>
<b>5. BUDGET CONTEXT.....</b>	<b>16</b>



## 1. MESSAGE FROM THE MINISTER AND DEPUTY MINISTER

I am pleased to present the 2013–14 Statement of Mandate for the Nova Scotia Department of Education and Early Childhood Development. In 2013–14, the Department of Education and Early Childhood Development will continue to support a high quality, accessible education system for all students in grades primary–12. We will continue to implement Kids and Learning First, the province’s multi-year plan to improve education outcomes. This will involve working with partners to put students first, support effective teaching in every classroom, prepare young people for good jobs, and strengthen the links between schools, parents, and the community.

The department continues to improve curriculum and assessments to better meet the needs of students. The department is working with its partners to provide students with help in critical subjects, reduce duplication in testing, and provide teachers and schools with information to help every student succeed. In 2013–14, a new Mathematics program will be introduced to provide students with more time to master key skills before moving on to other concepts. In addition, a new Program of Learning Assessment for Nova Scotia will be fully implemented, to better support instructional planning and education decision making at the school, school board, and provincial levels. The new assessment program will assess students in early grades, helping teachers provide interventions and to ensure that students do not fall behind. The program will also remove duplication between school board and provincial testing, reducing the assessment burden on both students and teachers.

The Department of Education and Early Childhood Development and its partners will work together in the coming year to strengthen early learning. The new Early Years Branch will ensure a coordinated approach to better support children and their families before they begin school. This will involve an integrated approach to service delivery from a number of key departments, including Education and Early Childhood Development, Health and Wellness, Community Services, and Justice.

Staff at the Department of Education and Early Childhood Development recognize the need to ensure that students are well prepared to pursue post-secondary education and have the 21st century skills and knowledge required for good jobs. We will continue to integrate technology into the classroom and curriculum, and provide ongoing support for successful programs like Options and Opportunities (O<sub>2</sub>) and Skilled Trades. In 2013–14, the department will also market Co-operative Education to communities and employers in areas where fewer co-op opportunities exist for students. This will help ensure that more students and employers are able to benefit from this highly successful program.

To provide more students with access to a variety of courses that may not have been previously available to them, the department will continue to expand successful programs and initiatives such as the Nova Scotia Virtual School. We will have already more than doubled the number of courses offered through the Nova Scotia Virtual School and we will continue to increase the number of courses available to students. We will also continue to expand the number of seats available to students, with the goal of tripling the number of seats to 1500 by 2013–14.

In the year ahead we will listen to and work with students, families, teachers, school boards, and the community to build a better education system, support achievement for every student, and continue to identify ways to put kids and learning first in Nova Scotia.

Originally signed by

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**Honourable Ramona Jennex**  
**Minister of Education and Early**  
**Childhood Development**

Originally signed by

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**Carole Olsen**  
**Deputy Minister of Education and Early**  
**Childhood Development**

## 2. VISION, MISSION, AND MANDATE

The vision and goals of the Department of Education and Early Childhood Development are outlined in Kids and Learning First, the province's multi-year plan for education.

*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 and Early Childhood Development 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 of Education and Early Childhood Development has a broad mandate that includes responsibility for education and training through the public school system, as well as early childhood development from 0 to age 6.

The new Early Years Branch is focused on developing child and family centered policy, research, and evaluation mechanisms to inform the strategic direction for early years work, with a focus on the establishment of an integrated early years system.

The department's mandate for students in grades primary–12 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
- encouraging and supporting high quality professional learning for teachers, with the goal of continually improving teaching practices to help strengthen student outcomes and success

### 3. GOVERNMENT PRIORITIES

Government's four core priorities are:

1. Better Health Care for You and Your Family
2. Create Good Jobs and Grow the Economy
3. Make Life More Affordable and Break the Cycle of Poverty
4. Get Back to Balance and Ensure Government Lives within its Means

The Department of Education and Early Childhood Development has an important role to play in helping government work toward these core priorities.

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

Education plays an important role in improving the social and economic determinants of health. According to the Public Health Agency of Canada, educational attainment is associated with almost every measure of population health. The Department of Education and Early Childhood Development is committed to providing every student with the skills and knowledge they need to be productive, healthy citizens. This involves improving literacy and mathematics skills, supporting initiatives to meet the wide variety of student needs, as well as providing students with nutritious food and the knowledge they need to make healthy life choices.

The Department of Education and Early Childhood Development promotes healthy active living through curriculum, programming, and supports for students, their families, and the community. The department has implemented a number of programs, policies, and initiatives aimed at addressing healthy eating, physical activity, youth sexual health, tobacco reduction, addiction, and injury prevention.

The department works closely with partners, including school boards and the Department of Health and Wellness, to promote healthy eating, regular physical activity, and other positive health choices in schools. As outlined in *Thrive! A Plan for a Healthier Nova Scotia*, the Departments of Education and Health and Wellness are conducting a review of the Food and Nutrition Policy for Nova Scotia Public Schools. The review will update and clarify guidelines for schools, and will ensure that the policy aligns with the recently updated *Canadian Food Guide*. It is expected that the revised policy will be ready for release in the 2013–14 school year.

In addition to updating the policy, the Department of Education and Early Childhood Development, in partnership with the Department of Health and Wellness, is supporting Thrive! through a two-year transition of the Provincial Breakfast Program to a new registered charity, Nourish Nova Scotia. Eighty-five percent of Nova Scotia public schools offer universal, free breakfast programs to students in grades primary–12. The new registered charity model will allow Nourish Nova Scotia to leverage more funding from a broader range of partners to support breakfast programs. Nourish Nova Scotia will eventually expand to include school gardens, lunch and snack programs, cooking skills programs, and a variety of other initiatives designed to give students access to healthy food choices and to encourage good eating habits.

The province also continues to take steps to help keep kids safe in schools and to address issues of bullying and cyberbullying. Recent changes to the *Education Act* regarding reporting incidents of severely disruptive behaviour, including bullying and cyberbullying, will come into effect in 2013. The amendments clarify, update, and define the role of all school staff in reporting incidents of severely disruptive behaviour. They also more clearly define the role of principals in dealing with these incidents. Training modules are being delivered to teachers, principals, and support staff to help them better

understand their new responsibilities, and to help them identify and address severely disruptive behaviour when they encounter it.

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

The close connection between a strong education system and a strong economy is well-known. Education is a crucial component of the province's plan to create good jobs and grow the economy. Kids and Learning First outlines how the Department of Education and Early Childhood Development will improve student outcomes and support jobsHere by preparing young people for the workforce.

The Options and Opportunities (O<sub>2</sub>) and Co-operative Education programs have been highly successful in engaging students in their education, providing them with hands-on learning opportunities, and connecting them with the workforce and career paths. These programs provide students with an understanding of the link between the classroom and the work environment through community learning experiences, including paid or unpaid work placements, mentorships, internships and volunteering. These experiences allow students to learn in social, collaborative environments, with an emphasis on activities that speak to their individual interests. Building on the success of these programs, in 2013–14, the department will pilot the new Discovering Opportunities program to key schools across the province. Discovering Opportunities will support grade 9 students who are struggling in school, helping them re-engage in their learning.

The Department of Education and Early Childhood Development is working closely with school boards to expand the number of high schools offering skilled trades courses, with the goal of doubling the number of schools from 9 to 18. This will ensure that more students have access to courses that provide them with valuable hands-on, work-related experience. The department will also introduce a new Manufacturing Trades course, which will expose students to the skilled trades related to shipbuilding, including: iron worker, machinist, marine fitter, metal fabricator, sheet metal worker, and welder. The Manufacturing Trades 11 course will be piloted beginning in September 2013.

The department is supporting programs for both French first- and second-language students, aimed at ensuring that they have the language skills they need to be successful throughout their school years. This will help ensure that more Nova Scotian students are able to communicate fluently in French, enhancing their employability and opening up new potential career paths for them to explore.

The department is working with partners to include more career planning and job research opportunities for students, including expanding the Parents as Career Coaches program to more junior high and senior high schools over the next few years. The program equips parents with the tools they need to better support their children in making informed and successful education and career choices. The goal is to double the program by June 2014.

#### **MAKE LIFE MORE AFFORDABLE AND BREAK THE CYCLE OF POVERTY**

In Nova Scotia, public education is open to all school-aged children and youth between the ages of five and twenty-one, or until they graduate from high school. Research clearly shows that individuals who graduate from high school are more likely to find good paying jobs compared to those who do not graduate. In addition, the Department of Education and Early Childhood Development and its partners offer a number of universal services to students, such as free breakfast programs for students in grades primary–12.

The Department of Education and Early Childhood Development is working closely with key partners to ensure that teachers have the subject matter expertise and ongoing professional supports they need to lead high quality instruction in the classroom. Further, in 2013–14, the department will begin

introducing the new provincial mathematics curriculum. The new curriculum will focus on the most important things to learn at each grade level, provide early interventions to help all students meet expectations, and ensure that teachers and students have the time they need to master key ideas and skills. A major focus of the new approach will be to teach through problem solving, encouraging students to use personal strategies to find solutions. The new Mathematics 10 course, includes a unit of financial mathematics, which will help improve the financial literacy of students. The department is also expanding early literacy support, through Succeeding in Reading, to grade 3 in 2013–14. Succeeding in Reading provides developmentally-appropriate instruction for identified students.

The department is continuing to expand the highly successful SchoolsPlus model. SchoolsPlus is an integrated approach to service delivery that provides a range of programs and services to children, youth, and families, including counselling, behavioural supports, and mental health services. SchoolsPlus has proven to be very successful in coordinating community and agency activities and resources, reducing gaps and duplication among service providers, making services more accessible to students and their families, and improving student engagement and school success. As part of Kids and Learning First, the department will continue to expand SchoolsPlus, with the goal of having 28 hub sites, allowing all schools across Nova Scotia to have access to services by 2017–18.

The Department of Education and Early Childhood Development will work with school boards to gather data on primary students through the Early Development Instrument (EDI). The EDI is an early child development questionnaire that measures five core areas of early child development that are good predictors of adult health, education, and social outcomes. This data helps to identify vulnerable populations of children. Schools, school boards, and the department will work with communities and partners to use this information to provide supports and services to students and families, and to focus these supports where they are most needed. This will help to ensure that children enter school well positioned to learn and are able to benefit from all the educational activities in their learning environment.

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

The Department of Education and Early Childhood Development is committed to operating in the most efficient and effective way possible. The department is working with school boards to provide students with the best possible education while meeting government's commitment to reduce spending and get back to balance. There are approximately 30,000 fewer students in Nova Scotia's public schools compared to 10 years ago, and enrolment continues to decline across the province. The department is also proceeding with an administrative reorganization. The new administrative structure will be designed to support implementation of Kids and Learning First and will result in improved efficiencies.

The Nova Scotia Virtual School (NSVS) helps to ensure equity of access to courses, to curriculum, and specialized instruction that students require for graduation. Online learning also helps to enhance technological skills and broaden students' perspectives on learning in the 21st century. As part of Kids and Learning First, the department committed to expand the number of provincially funded virtual school seats to 1500, and to doubling the number of courses from 22 to 44 by 2013–14. The department has already more than doubled the number of NSVS courses, meeting the commitment outlined in Kids and Learning First, and plans continue to increase the number courses available to students. The NSVS will provide more students with access to quality instruction and courses aimed at addressing their learning interests and needs.

In the context of continually declining school enrolment, the Department of Education and Early Childhood Development works closely with school boards as part of the annual budgeting process to ensure that reductions to school board budgets are manageable, and to establish clear parameters that

protect learning in the classroom. This includes ensuring that funding is focused in the areas of greatest need. iNSchool, the new provincial student information system, allows schools, school boards, and the department to gather information on student achievement, behaviour, sub-populations, and a variety of other data. This information helps the department and its partners improve efficiencies in managing education programs and services.

#### **4. PERFORMANCE MEASURES**

In the 2012–13 school year, the Department of Education and Early Childhood Development implemented a revised set of provincial assessments. The revised Program for Learning Assessments in Nova Scotia (PLANS) will better support instructional planning and inform education decision making at the school, school board, and provincial levels. Additional information about the PLANS can be found at <http://plans.ednet.ns.ca/nova-scotia-assessments>.

As part of the revised PLANS, results from all provincial assessments will be presented under four performance levels, descriptions of which vary based on the assessment. For all assessments level 3 is the expected performance for the grade and level 4 is considered to be above expectation, though not above the grade level. Therefore, for the purposes of the performance measures in this section, the percentage of students meeting expectations are those students performing at, or above, level 3 on the particular assessment.

New baseline measures for 2012–13 have been established, which means that comparisons to results from previous school years are not possible. As a result, there is limited data with respect to trends for the measures in this section that are based on provincial assessments. In addition, baseline data is not yet available for some measures.

Outcome	Measure/Rationale	Data Base Year <sup>1</sup>	Target	Trends	Strategic Actions to Achieve Target
Nova Scotian students have improved reading skills	Nova Scotia Assessment: Reading and Writing in Grade 3, percent meeting provincial expectations in reading	76% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	<ul style="list-style-type: none"> <li>▪ Early Years initiatives</li> <li>▪ Provincial assessments that provide teachers with better data</li> <li>▪ Succeeding in Reading available for grades primary–3</li> <li>▪ Professional learning, resources, workshops, institutes</li> <li>▪ Purchasing learning resources that are both appealing and accessible to a wider range of students, including boys and young adolescent males</li> <li>▪ Implement Active Young Readers for grades primary–3</li> <li>▪ Implement Young Writers in Action               <ul style="list-style-type: none"> <li>○ Mobile technology centres for grades primary–3 (literacy)</li> <li>○ Reading/Writing Connection (grades 2–3)</li> </ul> </li> <li>▪ Reduce paperwork for teachers so that they have more time to focus on teaching and learning</li> <li>▪ Maximize the time students have for learning in the classroom</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase school board leadership capacity to support school-based professional learning communities</li> </ul>
	Nova Scotia Assessment: Reading and Writing in Grade 6, percent meeting provincial expectations in reading	76% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
	Nova Scotia Assessment: Reading and Writing in Grade 8, percent meeting provincial expectations in reading	Data for this measure is not available as the first assessment will be administered in June 2013.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

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

Outcome	Measure/Rationale <sup>2</sup>		Data Base Year	Target	Trends	Strategic Actions to Achieve Target
Nova Scotian students have improved writing skills	Nova Scotia Assessment: Reading and Writing in Grade 3, percent meeting provincial expectations	Writing Performance – Ideas	88% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	<ul style="list-style-type: none"> <li>▪ Early Years initiatives</li> <li>▪ Provincial assessments that provide teachers with better data</li> <li>▪ Succeeding in Reading available for grades primary–3</li> <li>▪ Professional learning, resources, workshops, institutes</li> <li>▪ Purchasing learning resources that are both appealing and accessible to a wider range of students, including boys and young adolescent males</li> <li>▪ Implement Active Young Readers for grades primary–3</li> <li>▪ Provide Teaching in Action resources for grades primary–3, 4–6, 7–9, and 10–12</li> <li>▪ Implement Young Writers in Action               <ul style="list-style-type: none"> <li>○ Mobile technology centres for grades primary–3 (literacy)</li> <li>○ Reading/Writing Connection (grades 2–3)</li> </ul> </li> <li>▪ Reduce paperwork for teachers so that they have more time to focus on teaching and learning</li> <li>▪ Maximize the time students have for learning in the classroom</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase school board leadership capacity to support school-based professional learning communities</li> </ul>
		Writing Performance – Organization	80% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Language Use	83% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Conventions	71% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
	Nova Scotia Assessment: Reading and Writing in Grade 6, percent meeting provincial expectations	Writing Performance – Ideas	89% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Organization	81% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Language Use	82% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Conventions	73% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

<sup>2</sup> The measures related to writing skills for the Nova Scotia Assessment: Reading and Writing (grades 3, 6, and 8) have been sub-divided into the four areas of writing performance that are evaluated as part of these assessments. This allows for a better understanding of where students are meeting expectations and where they may be struggling.

Outcome	Measure/Rationale		Data Base Year	Target	Trends	Strategic Actions to Achieve Target
Nova Scotian students have improved writing skills  <i>(continued)</i>	Nova Scotia Assessment: Reading and Writing in Grade 8, percent meeting provincial expectations	Writing Performance – Ideas	Data for this measure is not available as the first assessment will be administered in June 2013.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	<i>(as on previous page)</i>
		Writing Performance – Organization	Data for this measure is not available as the first assessment will be administered in June 2013.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Language Use	Data for this measure is not available as the first assessment will be administered in June 2013.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Conventions	Data for this measure is not available as the first assessment will be administered in June 2013.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

Outcome	Measure/Rationale	Data Base Year	Target	Trends	Strategic Actions to Achieve Target
Nova Scotian students have improved mathematics skills	Nova Scotia Assessment: Mathematics in Grade 4, percent meeting provincial expectations	Data for this measure is not available as the first assessment will be delivered during the 2013–14 school year.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	<ul style="list-style-type: none"> <li>▪ Support implementation of new mathematics curriculum for all grades</li> <li>▪ Provide new mathematics resources for grades primary–3 and 10 in September 2013</li> <li>▪ Implementation of a comprehensive professional learning program</li> <li>▪ Early Years initiatives</li> <li>▪ Implement provincial assessment plan</li> <li>▪ Reduce paperwork for teachers so that they have more time to focus on teaching and learning</li> <li>▪ Discussion on maximizing the time students have for learning in the classroom</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase school board leadership capacity to support school-based professional learning communities</li> </ul>
	Nova Scotia Assessment: Mathematics in Grade 6, percent meeting provincial expectations	73% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
	Nova Scotia Assessment: Mathematics in Grade 8, percent meeting provincial expectations	Data for this measure is not available as the first assessment will be delivered in June 2013.	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

Outcome	Measure/Rationale	Data Base Year	Target <sup>3</sup>	Trends <sup>4</sup>	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> 516 (NS 2009) 524 (Canada 2009) 496 (OECD 2009)  <u>Mathematics</u> 512 (NS 2009) 527 (Canada 2009) 497 (OECD 2009)  <u>Science</u> 523 (NS 2009) 529 (Canada 2009) 501 (OECD 2009)	<u>Reading</u> 516 (NS 2009)  <u>Mathematics</u> 515 (NS 2003)  <u>Science</u> 520 (NS 2006)  Target Year: 2013–14	<u>Reading</u> 513 (NS 2003) 528 (Canada 2003) 505 (NS 2006) 527 (Canada 2006) 516 (NS 2009) 524 (Canada 2009)  <u>Mathematics</u> 515 (NS 2003) 532 (Canada 2003) 506 (NS 2006) 527 (Canada 2006) 512 (NS 2009) 527 (Canada 2009)  <u>Science</u> 505 (NS 2003) 519 (Canada 2003) 520 (NS 2006) 534 (Canada 2006) 523 (NS 2009) 529 (Canada 2009)	<ul style="list-style-type: none"> <li>▪ Provide Teaching in Action resources for grades primary–3, 4–6, 7–9, and 10–12</li> <li>▪ Support implementation of the new mathematics curriculum for all grades</li> <li>▪ Provide new mathematics resources for grades primary–3 and 10 in September 2013</li> <li>▪ Review and improve grade 9 curriculum and assessments</li> <li>▪ Reduce paperwork for teachers so that they have more time to focus on teaching and learning</li> <li>▪ Maximize the time students have for learning in the classroom</li> <li>▪ Support implementation of Science 10 curriculum</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase board leadership capacity to support school-based professional learning communities</li> </ul>

<sup>3</sup>PISA assesses reading, mathematics, and science literacy in every assessment cycle and in addition focuses on one domain for each PISA assessment cycle. PISA is administered every three years. Targets are based on the most recent year each domain was the focus of the assessment. That is, in 2003 the domain of focus was Mathematics, in 2006 the domain of focus was Science, and in 2009 the domain of focus was Reading. Targets were established in this way as there is richer information available about student performance in each subject area for the year in which it that area or domain was the primary focus of the PISA assessment. The next assessment cycle is 2012, reporting in 2013; the domain of focus will be Mathematics.

<sup>4</sup>Italics indicate the year in which each subject area was the primary domain of focus.

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  (continued)	Progress in International Reading Literacy Study (PIRLS)	Results for grade 4 students, scale score	<u>Nova Scotia:</u> 542 (2006) <sup>5</sup>	Increase over base line (2016)	<u>Nova Scotia:</u> 549 (2011)  <u>Canada:</u> 548 (2011)	<ul style="list-style-type: none"> <li>▪ Succeeding in Reading available for grades primary–3</li> <li>▪ Professional learning, resources, workshops, institutes</li> <li>▪ Purchasing learning resources that are both appealing and accessible to a wider range of students, including boys and young adolescent males</li> <li>▪ Implement Active Young Readers for grades primary–3</li> <li>▪ Implement Young Writers in Action               <ul style="list-style-type: none"> <li>○ Mobile technology centres for grades primary–3 (literacy)</li> <li>○ Reading/Writing Connection (grades 2–3)</li> </ul> </li> <li>▪ Reduce paperwork for teachers so that they have more time to focus on teaching and learning</li> <li>▪ Maximize the time students have for learning in the classroom</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase board leadership capacity to support school-based professional learning communities</li> </ul>
		Percentage of students meeting the intermediate international benchmark and above	<u>Nova Scotia:</u> 82% (2006) <sup>5</sup>	Increase over base line (2016)	<u>Nova Scotia:</u> 85% (2011)  <u>Canada:</u> 86% (2011)	

<sup>5</sup> In 2006, only five Canadian provinces (Nova Scotia, Alberta, British Columbia, Ontario, and Québec) participated in the PIRLS assessment; Canada as a whole did not participate in the 2006 PIRLS assessment. As a result, there are no Canada-wide results for the 2006 PIRLS.

Outcome	Measure/Rationale	Data Base Year	Target	Trends	Strategic Actions to Achieve Target
<p>Nova Scotia is accountable for education based on national and international comparison of assessment results</p> <p><i>(continued)</i></p>	<p>Pan-Canadian Assessment Program (PCAP) results for 13-year-olds, scale score</p>	<p><u>Reading</u> 471 (NS 2007) 500 (Canada 2007)</p> <p><u>Mathematics</u> 457 (NS 2007) 500 (Canada 2007)</p> <p><u>Science</u> 480 (NS 2007) 500 (Canada 2007)</p>	<p>Increase over baseline (2013–14)</p>	<p><u>Reading</u> 489 (NS 2010) 500 (Canada 2010)</p> <p><u>Mathematics</u> 474 (NS 2010) 500 (Canada 2010)</p> <p><u>Science</u> 489 (NS 2010) 500 (Canada 2010)</p>	<ul style="list-style-type: none"> <li>▪ Increase board leadership capacity to support school-based professional learning communities</li> <li>▪ Support implementation of Teaching in Action resources for grades primary–3, 4–6, 7–9, and 10–12</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>▪ Provide new mathematics resources for grades primary–3 and 10 in September 2013</li> <li>▪ Reduce paperwork for teachers so that they have more time to focus on teaching and learning</li> <li>▪ Maximize the time students have for learning in the classroom</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase school 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
Better educated Nova Scotians	High school graduation rate	86.1% (2009–10)	Increase over baseline (2013–14)	88.7% (2010–11) 88.6% (2011–12)	<ul style="list-style-type: none"> <li>▪ Enhance pathways toward high school graduation available to students including O<sub>2</sub>, Co-operative Education, Skilled Trades, 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>▪ Support the continued expansion of the Nova Scotia Virtual School</li> <li>▪ Expand programs for at-risk youth</li> <li>▪ Expand parent/guardian workshops</li> <li>▪ Expand career development programs</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase school board leadership capacity to support school-based professional learning communities</li> </ul>

## 5. BUDGET CONTEXT

<b>Education and Early Childhood Development</b>			
<b>Program &amp; Service Area</b>	<b>2012–13 Estimate (\$ thousands)</b>	<b>2012–13 Forecast (\$ thousands)</b>	<b>2013–14 Estimate (\$ thousands)</b>
<b>Total Education Gross Program Expenses</b>			
Senior Management	\$884	\$977.9	\$874
Early Years	\$0	\$155.0	\$1,186.0
Corporate Policy	\$1,684	\$1,621.8	\$1,688
Corporate Services	\$17,737	\$14,342.3	\$15,632
Public Schools	\$35,080	\$37,099.6	\$34,231
Acadian & French Language Services	\$1,744	\$2,039.3	\$1,937
Public Education Funding	\$920,185	\$922,852.0	\$916,955
Other Grants	\$4,900	\$9,103.2	\$4,900
Learning Resources Credit Allocation	\$6,813	\$6,812.7	\$6,813
Teachers' Pension	\$58,021	\$58,021.0	\$58,021
School Capital Amortization	\$65,782	\$65,782.0	\$63,422
<b>Total Education Gross Program Expenses</b>	<b>\$1,112,830</b>	<b>\$1,118,806.8</b>	<b>\$1,105,659</b>
<b>Additional Information</b>			
Education: Fees and Other Charges	\$1,831	\$1,823.6	\$1,846
Education: Ordinary Recoveries	\$13,952	\$21,615.9	\$16,052
<b>Tangible Capital Assets (TCA) Purchase Requirements</b>	<b>\$2,125</b>	<b>\$2,925.0</b>	<b>\$7,510</b>
<b>Provincial Funded Staff (FTEs)</b>	<b>212.62</b>	<b>190.02</b>	<b>213.62</b>