

**Department of Education and  
Early Childhood Development**

**STATEMENT OF MANDATE**

**2014–2015**





**DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT  
STATEMENT OF MANDATE 2014–15**



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## **1. MESSAGE FROM THE MINISTER AND DEPUTY MINISTER**

We are pleased to present the 2014–15 Statement of Mandate for the Nova Scotia Department of Education and Early Childhood Development. The Statement of Mandate outlines the strategies for the coming year that help advance the department’s vision to support success for every child and youth as well as advance the core priorities of the provincial government.

An important focus for the department in 2014–15, is the comprehensive review of the provincial education system led by the Minister’s Panel on Education. The panel includes individuals with the skills and experience to gather input on the concerns of Nova Scotians related to the public school system. Building on this information, research will be conducted into the high priority concerns identified by Nova Scotians to better understand the issues and recommend options. All of this information will inform the Minister’s Action Plan on Education.

Beginning in 2014–15, the Government of Nova Scotia will reinvest \$65 million in the public education system over four years. In 2014–15 this investment will support a new student support grants program, reduced class sizes for grades primary–2, programming for students with complex challenges, increased guidance counsellors, increased funding for virtual schools, enhanced early literacy strategy and a mathematics strategy.

In 2014–15, the department will move forward with initiatives to coordinate provincial services and programming for children with the development of an Early Years Framework. As well, the department will work with partners to develop a comprehensive wellness visit for children 18 months old. These visits will promote collaboration among service providers and ensure children and families receive services and supports well before they start school.

Increasing student learning and achievement in mathematics and literacy continue to be important outcomes for the department in 2014–15. The department will continue implementation of the new mathematics curriculum, and will further support students and teachers in the area of mathematics. The department will increase support for student learning and achievement in literacy by ensuring that students in grades primary–3 have access to comprehensive early literacy supports.

Addressing the social and emotional learning needs and well-being of all children and youth is an important focus for the department. Beginning in 2014–15 and continuing over three years, Education and Early Childhood Development will provide funding to increase the number of guidance counsellors. During that time, the department will also work with Health and Wellness to increase the number of mental health clinicians and youth health centre coordinators. We will also work with partners to review and revise the provincial, regional, and school codes of conduct to ensure that they are relevant and effective.

The department is working with partners to help students graduate from high school with the knowledge and skills they need to transition successfully to post-secondary institutions and/or the job market. We are working closely with school boards on expanding the number of high schools offering skilled trades courses and we are developing a new Manufacturing Trades course, which will expose students to high-demand areas in the skilled trades.

In 2014–15, we will continue to listen and work with children, youth, families, teachers, communities, schools, and school boards to address current and emerging challenges, build on existing strengths, and identify opportunities.

Original Signed By

**Honourable Karen Casey**  
**Minister, Education and Early Childhood**  
**Development**

Original Signed By

**Frank Dunn**  
**A/Deputy Minister, Education and Early**  
**Childhood Development**

## **2. VISION, MISSION, AND MANDATE**

The vision of the Department of Education and Early Childhood Development is to be a leader in innovation, collaboration, and learning for the success of every child and youth.

In addition to the public service values of respect, integrity, diversity, accountability, and the public good, the department has adopted, espouses, and models the values of:

- Inclusiveness
- Collaboration
- Authentic engagement
- Excellence
- Commitment to the success of all children and youth
- Commitment to ongoing learning

The mission of the Department of Education and Early Childhood Development is to ensure excellence in education and early childhood development for personal fulfillment and to enable children and youth to contribute to a productive, healthy society, and a prosperous, sustainable economy.

The Department of Education and Early Childhood Development has a broad mandate that includes responsibility for early childhood development and the education of children and youth through the public school system.

The department's mandate is carried out through the provision of:

- Child, youth, and family-centred programs and services
- An integrated early years system
- High quality public school programs and services in English and French
- Strong assessment and evaluation services
- Opportunities for every child and youth to achieve success
- A focus on developing cultural proficiency throughout the system to support child development and student learning
- A progressive and responsive policy environment
- Research-orientation and evidence-based decision making
- Effective financial management, facilities planning, and comptrollership
- Effective opportunities for ongoing, high quality professional learning for teachers and principals, with the goal of continually improving teaching practices to ensure student learning and achievement
- Focus on equity and social justice

### 3. STRATEGIC OUTCOMES

The following strategic outcomes define the priority initiatives under way in the Department of Education and Early Childhood Development in 2014–15. Although there are many important activities and priorities underway, these are being highlighted as they are critically important to achieving the longer term strategic goals of the department and are fundamental to the success of the organization.

#### Strategic Outcomes for 2014–15

1. A comprehensive review of the provincial education system resulting in the identification of priority concerns of Nova Scotians, followed by the development of a Minister’s Action Plan that will articulate short-term and long-term areas for improvement in the education system
  - Priority: A highly respected Minister’s Panel will support bringing clarity and focus to our understanding of the concerns and perspectives of Nova Scotians as to what is working and not working to support strengthening the public education system, primary–12.
  - Priority: Partners’ advisory group will assist in the identification of key categories of focus, and evidence-based solutions to address issues.
  - Priority: Development of a Minister’s Action Plan for implementation.
2. An integrated approach for the development and delivery of programs and services for our youngest Nova Scotians and their families with the goal of providing improved support, increasing access to programs, and improving outcomes for children
  - Priority: Through the provincial Early Years Partnership committee, develop an Early Years Framework to guide all programs for children and their families.
  - Priority: Conduct a thorough review of Nova Scotia’s early intervention programs that provide family centred services to children with special needs, from birth to when they enter school.
  - Priority: With our partners across government, develop a comprehensive wellness visit for children 18 months old.
3. Enhanced support for the social and emotional learning of children and youth
  - Priority: Strengthen partnerships and enhance programming and services to better support the social and emotional needs of children, youth, and their families, including the availability of SchoolsPlus, youth health centres, mental health clinicians, and strong guidance support.
  - Priority: The provincial, regional, and school codes of conduct will be revised to ensure relevancy and effectiveness.
4. Improved communication with families related to the reporting of student learning and achievement to ensure parents are well informed with respect to student progress, and that they are able to support their child(ren)’s learning
  - Priority: Identify changes needed to improve the responsiveness and clarity of report cards as one of the tools to communicate student progress.

- Priority: Provide principals with research-based strategies to strengthen the engagement of School Advisory Councils in supporting student learning and achievement at the school level, within the provincial framework.
5. Increased student learning and achievement in mathematics
- Priority: Introduce new mathematics curriculum for grades 4–6 and grade 11, while continuing to support implementation of new mathematics curriculum in grades primary–3 and grade 10.
  - Priority: Provide direct mathematics support and interventions for students, with a focus on grades 7–9, and coaching support for teachers, as well as credit bridging to help more grade 10 students meet mathematics credit requirements.
6. Increased student learning and achievement in literacy through a comprehensive early literacy framework
- Priority: Ensure primary to grade 3 students who require support have appropriate research-based literacy interventions.
  - Priority: Strengthen the early literacy framework to ensure a comprehensive approach to early literacy support, including an evidence-based approach to instructional practices, interventions, and family literacy initiatives.
7. Develop a culture of effective technology integration in work, teaching, and learning environments to ensure the effective use of technology for teaching and learning
- Priority: Through example, department staff will demonstrate and model effective use of technology in program development, service delivery, and partner engagement.
  - Priority: Encourage and promote innovation in teaching with technology through curriculum initiatives, research based practice, grant funding, and a celebration of excellence.

## 4. GOVERNMENT PRIORITIES

Government's six core priorities are:

1. Consumer-focused energy solutions including a regulated, competitive energy market
2. Prosperous businesses of all sizes – creating jobs across the province
3. Responsible fiscal management
4. Investing in student success with a renewed and strengthened education system
5. Accessible, responsive healthcare
6. Helping all Nova Scotians meet their fullest potential by supporting vulnerable communities – seniors, disabled.

The Department of Education and Early Childhood Development has an important role to play in helping government work toward a number of these core priorities, particularly with respect to strengthening the education system in Nova Scotia.

### **CONSUMER-FOCUSED ENERGY SOLUTIONS INCLUDING A REGULATED, COMPETITIVE ENERGY MARKET**

The Department of Education and Early Childhood Development supports this priority area through a focus on enhancing energy literacy in the public school curriculum. Energy literacy is embedded in the science curriculum at all grade levels. The department further supports teachers through a variety of professional development and learning opportunities with a specific focus on energy, including *Energy Perspectives*, which will be offered to teachers as part of the 2014 Summer Institute.

### **PROSPEROUS BUSINESSES OF ALL SIZES – CREATING JOBS ACROSS THE PROVINCE**

The Department of Education and Early Childhood Development is working with its partners to ensure that students graduating from high school have the knowledge and skills they need to transition successfully to post-secondary institutions and/or the job market.

#### Options and Opportunities

In 2014–15, the Options and Opportunities (O<sub>2</sub>) program will be further expanded to four new schools, bringing the total number of high schools offering O<sub>2</sub> up to 63. O<sub>2</sub> provides high school students with the opportunity to pursue hands-on learning experiences with a career focus and prepares students for successful transitions from high school to a career path.

#### Entrepreneurship

The department continues to support entrepreneurship education across the curriculum and in Entrepreneurship 12. In 2014–15, the department will launch a new Cultural Industries 11 course that will allow students to learn about job and career opportunities associated with the production of artistic and creative goods and services.

#### Co-operative Education

The department continues to partner with school boards, industry, and sector associations to offer students co-operative education opportunities throughout the school year and during the summer months. For example, the Construction Association of Nova Scotia offers the *Building Futures for Youth* program, which gives high school students the opportunity to explore careers in the construction trades. Students can also gain certification in Occupational Health and Safety and receive health and safety training through skilled trades courses, technology education, physical education, and science.

### Skilled Trades Education

The department is developing a new Manufacturing Trades course, which will expose students to a variety of high-demand areas in the skilled trades, including iron worker, machinist, marine fitter, metal fabricator, sheet metal worker, and welder. The department will continue to work closely with school boards to expand the number of high schools offering skilled trades courses.

### FutureSeeker Adventure

The department is introducing a new app for mobile wireless devices called FutureSeeker Adventure. The app will allow students to explore their personal career preferences.

## **RESPONSIBLE FISCAL MANAGEMENT**

In fiscal 2014–15, the budget for the Department of Education and Early Childhood Development is \$1,220,027,000. This year’s budget represents the government’s commitment to today’s students. The department will continue to manage and report on its resources in accordance with government policies and practices.

## **INVESTING IN STUDENT SUCCESS WITH A RENEWED AND STRENGTHENED EDUCATION SYSTEM**

Government has committed to invest \$65 million into the Nova Scotia public education system over four years. The first stage of this investment will include a number of direct education supports to classrooms. These supports align with, and build on, the Department of Education and Early Childhood Development’s Vision, Mission, and Mandate, as well as its Strategic Outcomes.

### Class Size Caps

Working in collaboration with school boards, the department will initiate a class size cap for grades primary to 6 over the next four years. The first stage of this process will be to introduce a class size cap of 20 students for grades primary, 1, and 2. The class size cap will be flexible in order to allow schools and school boards to ensure that class sizes support the best possible delivery of the public school program.

### Student Support Grants

The department will introduce student support grants. Grants will allow schools to tailor services and programming at a local level to improve student success. Schools will receive a grant of \$5,000 plus \$1 per student to enable individual schools to fund local initiatives and help address fundraising pressures facing many children, youth, families, and schools.

### Autism Management Advisory Team Report and Action Plan

In collaboration with other government departments, the Department of Education and Early Childhood Development will review the Autism Management Advisory Team Report and Action Plan. The goal of this review will be to provide the best possible support to individuals and their families living with Autism Spectrum Disorder.

### Tuition Support Program

In 2014–15, the department will work with partners to provide access to the Designated Special Education Private Schools (DSEPS) as required beyond the current four-year limit on the Tuition Support Program. Students will still be able to transition from DSEPS back to public schools at any time.

The Tuition Support Program provides options for students with attention deficit/hyperactivity disorder, autism spectrum disorder, or learning disabilities to access education through Designated Special Education Private Schools. These schools are outside the framework of the public school

system. Currently, the Tuition Support Program provides students with funding for a maximum of four years.

#### **ACCESSIBLE, RESPONSIVE HEALTHCARE**

The Department of Education and Early Childhood Development is committed to expanding SchoolsPlus to 28 hub sites across the province by 2017–18. The co-location of mental health professionals at many SchoolsPlus sites will help ensure that more students and families have timely access to mental health supports. In addition to the co-location of professional services in schools, students are supported through a strong focus on mental health education in the curriculum for grades primary–9.

#### **HELPING ALL NOVA SCOTIANS MEET THEIR FULLEST POTENTIAL BY SUPPORTING VULNERABLE COMMUNITIES – SENIORS, DISABLED**

The Department of Education and Early Childhood Development will continue to focus heavily on working with partners to find ways to respond to bullying and cyberbullying, and to promote healthy relationships among students. Part of this work involves engaging as partners with children, youth, families, and educators to make schools safer environments for the diverse populations that they support and serve.

The Department of Education and Early Childhood Development has taken steps to support the development of Gay Straight Alliance forums in schools. These forums help raise awareness about issues related to gender and sexuality, and provide a supportive environment for all students. In addition, the department, in collaboration with the Nova Scotia Human Rights Commission, developed and introduced guidelines for transgender students. The goal of the guidelines is to help raise awareness and educate communities about transgender issues, and to ensure that schools promote a safe, inclusive environment.

The Early Development Instrument (EDI) provides teachers, school boards, and department staff with reliable information on five core domains that are known to be good predictors of adult health, education, and social outcomes. The five domains are Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge. The EDI was first administered to children in the 2012–13 school year; it will be administered again in 2014–15. EDI data allows educators to measure population-based vulnerability rates by geographical area (e.g., provincial, regional, and neighbourhood/school). This information allows teachers, school boards, and the province to direct targeted support to where it is most needed.

## 5. BUDGET CONTEXT

<b>Education and Early Childhood Development</b>			
<b>Program &amp; Service Area</b>	<b>2013–14 Estimate (\$ thousands)</b>	<b>2013–14 Forecast (\$ thousands)</b>	<b>2014–15 Estimate (\$ thousands)</b>
<b>Total Education Gross Program Expenses</b>			
Senior Management	874.0	829.0	1,003.0
Early Years	1,186.0	980.0	56,125.0
Corporate Policy	2,149.7	1,907.0	2,248.0
Corporate Services	15,306.8	13,461.0	15,219.0
Public Schools	34,094.5	38,302.0	35,810.0
Acadian & French Language Services	1,937.0	2,106.0	2,084.0
Public Education Funding	916,955.0	912,666.0	962,606.0
Other Grants	4,900.0	7,659.0	5,525.0
Learning Resources Credit Allocation	6,813.0	6,813.0	6,313.0
Teachers' Pension	58,021.0	60,000.0	61,911.0
School Capital Amortization	63,422.0	66,473.0	71,183.0
<b>Total Education Gross Program Expenses</b>	<b>1,105,659.0</b>	<b>1,111,196.0</b>	<b>1,220,027.0</b>
<b>Additional Information</b>			
Education: Fees and Other Charges	1,846.0	1,875.0	2,326.0
Education: Ordinary Recoveries	16,052.0	22,222.5	16,934.0
<b>Tangible Capital Assets (TCA) Purchase Requirements</b>	<b>7,510.0</b>	<b>6,880.0</b>	<b>0.0</b>
<b>Provincial Funded Staff (FTEs)</b>	<b>213.6</b>	<b>185.4</b>	<b>246.3</b>

## 6. PERFORMANCE MEASURES

Outcome <sup>1</sup>	Measure/Rationale	Data Base Year <sup>2</sup>	Target	Trends	Strategic Actions to Achieve Target
Increased student learning and achievement in literacy	Nova Scotia Assessment: Reading and Writing in Grade 3, percent meeting provincial expectations in reading	76% (2012–13)	Increase over baseline (2016–17)	70% (2013–14)	<ul style="list-style-type: none"> <li>▪ Review of the public school system</li> <li>▪ Early Years initiatives</li> <li>▪ Provincial assessments that provide teachers with reliable data</li> <li>▪ Early literacy and support and intervention available for grades primary–3</li> <li>▪ Professional learning, resources, workshops, institutes</li> <li>▪ Provided Oral Language Kits to grades primary–1</li> <li>▪ Provided the DVD Reading Workshop and Writing Workshop series</li> <li>▪ Distributed Active Young Readers Assessment Resource Grades Primary–3</li> <li>▪ Provision of learning resources that are both appealing and accessible to a wider range of students, including boys and young adolescent males</li> <li>▪ Implemented Active Young Readers for grades primary–3</li> <li>▪ Implemented 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>▪ Expanded the Instructional Leadership Program</li> <li>▪ Increased 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)	75% (2013–14)	
	Nova Scotia Assessment: Reading and Writing in Grade 8, percent meeting provincial expectations in reading	70% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

<sup>1</sup> In the 2012–13 school year, the Department of Education and Early Childhood Development implemented a revised Program for Learning Assessments in Nova Scotia (PLANS). As part of the revised PLANS, results from all provincial assessments are 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.

<sup>2</sup> The reporting years for assessment results, Early Development Instrument date, Early Interventions data, and graduation rates in the Statement of Mandate reflect the school year.

Outcome <sup>1</sup>	Measure/Rationale		Data Base Year <sup>2</sup>	Target	Trends	Strategic Actions to Achieve Target
Increased student learning and achievement in literacy	Nova Scotia Assessment: Reading and Writing in Grade 3, percent meeting provincial expectations	Writing Performance – Ideas	88% (2012–13)	Increase over baseline (2016–17)	88% (2013–14)	<ul style="list-style-type: none"> <li>▪ Review of the public school system</li> <li>▪ Early Years initiatives</li> <li>▪ Provincial assessments that provide teachers with reliable data</li> <li>▪ Early literacy and support and intervention available for grades primary–3</li> <li>▪ Professional learning, resources, workshops, institutes</li> <li>▪ Provided Oral Language Kits to grades primary–1</li> <li>▪ Provided the DVD Reading Workshop and Writing Workshop series</li> <li>▪ Distributed Active Young Readers Assessment Resource Grades Primary–3</li> <li>▪ Provision of learning resources that are both appealing and accessible to a wider range of students, including boys and young adolescent males</li> <li>▪ Implemented Active Young Readers for grades primary–3</li> <li>▪ Implemented 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>▪ Expanded 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)	76% (2013–14)	
		Writing Performance – Language Use	83% (2012–13)	Increase over baseline (2016–17)	79% (2013–14)	
		Writing Performance – Conventions	71% (2012–13)	Increase over baseline (2016–17)	66% (2013–14)	
	Nova Scotia Assessment: Reading and Writing in Grade 6, percent meeting provincial expectations	Writing Performance – Ideas	89% (2012–13)	Increase over baseline (2016–17)	88% (2013–14)	
		Writing Performance – Organization	81% (2012–13)	Increase over baseline (2016–17)	79% (2013–14)	
		Writing Performance – Language Use	82% (2012–13)	Increase over baseline (2016–17)	79% (2013–14)	
		Writing Performance – Conventions	73% (2012–13)	Increase over baseline (2016–17)	65% (2013–14)	
	Nova Scotia Assessment: Reading and Writing in Grade 8, percent meeting provincial expectations	Writing Performance – Ideas	95% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Organization	88% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Language Use	89% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	
		Writing Performance – Conventions	80% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

Outcome	Measure/Rationale	Data Base Year	Target	Trends	Strategic Actions to Achieve Target
Increased student learning and achievement in mathematics	Nova Scotia Assessment: Mathematics in Grade 4, percent meeting provincial expectations	74% (2013–14)	Increase over baseline (2016–17)	No trend available; baseline 2013–14	<ul style="list-style-type: none"> <li>▪ Review of the public school system</li> <li>▪ Provide new mathematics curriculum and resources for grades 4–6 and 11 in 2014–15</li> <li>▪ Implemented new mathematics curriculum for grades primary–3 and 10 in 2013–14</li> <li>▪ Provided funding support for professional learning from teachers and administrators</li> <li>▪ Provided online resources for teachers</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>▪ Expanded the Instructional Leadership Program</li> <li>▪ Studied and continue to work with boards to improve the alignment of teaching assignments with teacher qualifications</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)	73% (2013–14)	
	Nova Scotia Assessment: Mathematics in Grade 8, percent meeting provincial expectations	54% (2012–13)	Increase over baseline (2016–17)	No trend available; baseline 2012–13	

Outcome	Measure/Rationale	Data Base Year	Target <sup>3</sup>	Trends	Strategic Actions to Achieve Target
Nova Scotia is accountable for education based on national and international comparison of assessment results	<p>Programme for International Student Assessment (PISA) results for 15-year-olds, scale score</p> <p>Nova Scotian students perform above the OECD average in all three domains of the PISA assessment (reading, mathematics, and science), but are below the Canadian average. In 2012, mathematics was the domain of focus. Nova Scotia ranked 31st out of 75 countries and 6th in Canada.</p>	<p><u>Reading</u> 516 (NS 2009) 524 (Canada 2009) 496 (OECD 2009)</p> <p><u>Mathematics</u> 512 (NS 2009) 527 (Canada 2009) 497 (OECD 2009)</p> <p><u>Science</u> 523 (NS 2009) 529 (Canada 2009) 501 (OECD 2009)</p>	<p><u>Reading</u> 516 (NS 2009)</p> <p><u>Mathematics</u> 515 (NS 2003)</p> <p><u>Science</u> 520 (NS 2006)</p> <p>Target Year: 2013–14</p>	<p><u>Reading</u> 513 (NS 2003) 528 (Canada 2003) 494 (OECD 2003) 505 (NS 2006) 527 (Canada 2006) 492 (OECD 2006) 516 (NS 2009) 524 (Canada 2009) 496 (OECD 2009) 508 (NS 2012) 523 (Canada 2012) 496 (OECD 2012)</p> <p><u>Mathematics</u> 515 (NS 2003) 532 (Canada 2003) 500 (OECD 2003) 506 (NS 2006) 527 (Canada 2006) 498 (OECD 2006) 512 (NS 2009) 527 (Canada 2009) 497 (OECD 2009) 497 (NS 2012) 518 (Canada 2012) 494 (OECD 2012)</p> <p><u>Science</u> 505 (NS 2003) 519 (Canada 2003) 500 (OECD 2003) 520 (NS 2006) 534 (Canada 2006) 500 (OECD 2006) 523 (NS 2009) 529 (Canada 2009) 501 (OECD 2009) 516 (NS 2012) 525 (Canada 2012) 501 (OECD 2012)</p>	<ul style="list-style-type: none"> <li>▪ Review of the public school system</li> <li>▪ Provided Teaching in Action resources for grades primary–3, 4–6, 7–9, and 10–12</li> <li>▪ Provide new mathematics curriculum resources for grades 4–6 and 11 in 2014–15</li> <li>▪ Implemented new mathematics curriculum for grades primary–3 and 10 in 2013–14</li> <li>▪ Support implementation of Science 10 curriculum</li> <li>▪ Expanded the Instructional Leadership Program</li> <li>▪ Increase board leadership capacity to support school-based professional learning communities</li> <li>▪ Encourage student to participate in mathematics and science competitions</li> <li>▪ Support outreach programs, such as Scientists and Innovators in the Schools and Discovery Centre Science on the Road</li> <li>▪ Nova Scotia Science Olympics grades 4–5</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 3 years. Targets are based on the most recent year each domain was the focus of the assessment.

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>4</sup>	Increase over base line (2016)	<u>Nova Scotia:</u> 549 (2011)  <u>Canada:</u> 548 (2011)  <u>International:</u> 500 (2011)*  *Centre-point is fixed and does not fluctuate	<ul style="list-style-type: none"> <li>▪ Review of the public school system</li> <li>▪ Provincial assessments that provide teachers with better data</li> <li>▪ Early literacy support and intervention available for grades primary–3</li> <li>▪ Professional learning, resources, workshops, institutes</li> <li>▪ Provided Oral Language Kits to grades primary–1</li> <li>▪ Provided the DVD Reading Workshop and Writing Workshop series</li> <li>▪ Distributed Active Young Readers Assessment Resource Grades Primary–3</li> <li>▪ Provision of learning resources that are both appealing and accessible to a wider range of students, including boys and young adolescent males</li> <li>▪ Implemented Active Young Readers for grades primary–3</li> <li>▪ Implemented 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>▪ Expanded the Instructional Leadership Program</li> <li>▪ Increase school 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>4</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
Nova Scotia is accountable for education based on national and international comparison of assessment results  <i>(continued)</i>	<p>Pan-Canadian Assessment Program (PCAP) results for 13-year-olds, scale score<sup>5</sup></p> <p>Nova Scotian students scored below the mean Canadian score in all three domains of the PCAP assessment (reading, mathematics, and science). Nova Scotia ranked 7th of the 11th participating provinces and territories in mathematics, 5th in science, and 5th in reading.</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>	Increase over baseline (2013–14)	<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>▪ Review of the public school system</li> <li>▪ Provide Teaching in Action resources for grades primary–3, 4–6, 7–9, and 10–12</li> <li>▪ Provide new mathematics resources for grades 4–6 and 11 in 2014–15</li> <li>▪ Implemented new mathematics curriculum for grades primary–3 and 10 in 2013–14</li> <li>▪ Support implementation of Literacy Success 10, 11, and 12</li> <li>▪ Support implementation of Science 10 curriculum</li> <li>▪ Expanded the Instructional Leadership Program</li> <li>▪ Increase board leadership capacity to support school-based professional learning communities</li> <li>▪ Encourage student to participate in mathematics and science competitions</li> <li>▪ Support outreach programs, such as Scientists and Innovators in the Schools</li> <li>▪ Nova Scotia Science Olympics grades 4–5</li> </ul>

<sup>5</sup> PCAP 2013 results are scheduled to be released in Spring 2014.

Outcome	Measure/Rationale	Data Base Year	Target	Trends	Strategic Actions to Achieve Target	
Nova Scotian children have improved developmental health profiles at school entry	Early Development Instrument (EDI) <sup>6</sup>	Percent of children vulnerable in at least one EDI domain	26.8% (NS 2012–13) 25.4% (Canada 2012–13)	Decrease from baseline (2016–17)	No trend available; baseline 2012–13	<ul style="list-style-type: none"> <li>▪ Increased access to developmentally appropriate, play-based early learning programs</li> <li>▪ Increase partnerships with community based providers of programs and services for young children (prenatally through school entry) to improve supports to children and their families</li> <li>▪ Create, deliver and secure professional learning, resources, workshops and institutes for existing programs for four year olds</li> </ul>
		Percent of children vulnerable in Physical Health and Well-Being domain	13.1% (NS 2012–13) 9.7% (Canada 2012–13)	Decrease from baseline (2016–17)	No trend available; baseline 2012–13	
		Percent of children vulnerable in Social Competence domain	11.2% (NS 2012–13) 9.2% (Canada 2012–13)	Decrease from baseline (2016–17)	No trend available; baseline 2012–13	
		Percent of children vulnerable in Emotional Maturity domain	11.8% (NS 2012–13) 10.7% (Canada 2012–13)	Decrease from baseline (2016–17)	No trend available; baseline 2012–13	
		Percent of children vulnerable in Language & Cognitive Development domain	6.4% (NS 2012–13) 8.7% (Canada 2012–13)	Decrease from baseline (2016–17)	No trend available; baseline 2012–13	
		Percent of children vulnerable in Communication Skills & General Knowledge domain	10.7% (NS 2012–13) 13.0% (Canada 2012–13)	Decrease from baseline (2016–17)	No trend available; baseline 2012–13	

<sup>6</sup> EDI data show similar results at the provincial and national level. Nova Scotia will continue to work to lower the percentage of children with vulnerabilities.

Outcome	Measure/Rationale	Data Base Year	Target	Trends	Strategic Actions to Achieve Target
More Nova Scotia children have access to Early Intervention	Case load and Wait list data from Early Intervention Programs	336 children on wait lists (2013–14)	Decrease from baseline (2016–17)	Number of children on waitlists: 229 (2010–11) 136 2011–12)* 273 (2012–13) 336 (2013–14)  *additional funding was allocated to reduce waitlists for 2011–12	<ul style="list-style-type: none"> <li>Implement, as a program standard, eligibility criteria with EIPs to ensure consistency province-wide</li> <li>Early Intervention Program Review</li> </ul>
Nova Scotian’s have access to safe, affordable child care	Number of spaces in regulated child care setting <sup>7</sup>	13,249 spaces (2006-07)	17,000 (2013-14)	13,455 (2007–08) 14,135 (2008–09) 14,485 (2009–10) 15,404 (2010–11) 16,377 (2011–12)	<ul style="list-style-type: none"> <li>Department is developing a policy direction and action plan to integrate approaches to early childhood development programs</li> </ul>
	Percentage of subsidized child care spaces <sup>6</sup>	23% of licensed child care spaces were subsidized (3,045 subsidies) (2006-07)	31% of child care spaces subsidized	23% (3,154) (2007–08) 24% (3,425) (2008–09) 27% (3,925) (2009–10) 27% (4,177) (2010–11) 27% (4,427) (2011–12)	

<sup>7</sup> Measure transitioned to the Department of Education and Early Childhood from the Department of Community Services.

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) 89.6% (2012–13)	<ul style="list-style-type: none"> <li>▪ Review of the public education system</li> <li>▪ Enhance pathways toward high school graduation available to students including O<sub>2</sub>, Co-operative Education, Skilled Trades, new Personal Development Credit, Discovering Opportunities, IB Program</li> <li>▪ Support strategies targeting youth including Comprehensive Guidance and Counselling services</li> <li>▪ Expand SchoolsPlus to provide services and supports to students and their families</li> <li>▪ Increased focus and support for social and emotional learning and mental health education</li> <li>▪ Increased support for student transitions into and through high school</li> <li>▪ Achievement Gap Initiative, and the Racial Equity Policy</li> <li>▪ Support the continued expansion of the Nova Scotia Virtual School</li> <li>▪ Expand parent/guardian workshops</li> <li>▪ Expand career development within the public school program</li> <li>▪ Expand the Instructional Leadership Program</li> <li>▪ Increase school board leadership capacity to support school-based professional learning communities</li> </ul>