

Education and Early Childhood Development

Annual Report
2015–2016

**Education and Early Childhood Development
Annual Report 2015–2016**

Province of New Brunswick
PO 6000, Fredericton NB E3B 5H1 CANADA

www.gnb.ca

ISBN 978-1-4605-0932-6 (bilingual print edition)
ISBN 978-1-4605-0934-0 (PDF: English edition)

ISSN 2368-4763 (Bilingual print edition)
ISSN 2368-4771 (PDF: English edition)

10929 | 2016.11 | Printed in New Brunswick

Transmittal letters

From the Minister to the Lieutenant-Governor

The Honourable Jocelyne Roy Vienneau
Lieutenant-Governor of New Brunswick

May it please your Honour:

It is my privilege to submit the Annual Report of the Department of Education and Early Childhood Development, Province of New Brunswick, for the fiscal year April 1, 2015, to March 31, 2016.

Respectfully submitted,



Honourable Brian Kenny
Minister

From the Deputy Ministers to the Minister

Honourable Brian Kenny
Minister of Education and Early Childhood Development

Sir:

I am pleased to be able to present the Annual Report describing operations of the Department of Education and Early Childhood Development for the fiscal year April 1, 2015, to March 31, 2016.

Respectfully submitted,



John McLaughlin
Deputy Minister, Anglophone sector

Sir:

I am pleased to be able to present the Annual Report describing operations of the Department of Education and Early Childhood Development for the fiscal year April 1, 2015, to March 31, 2016.

Respectfully submitted,



Gérald Richard
Deputy Minister, Francophone sector

Table of contents

Minister's message	1
Deputy Minister's message	2
Deputy Minister's message	3
Strategic priorities	4
Highlights	5
Performance measures	6
Overview of departmental operations	21
Division overview and highlights	23
Financial information	29
Summary of staffing activity	30
Summary of legislation and legislative activity	31
Summary of Official Languages activities	32
Summary of recommendations from the Office of the Auditor General	33
Report on the <i>Public Interest Disclosure Act</i>	33
Appendix	34

Minister's message

Our government is committed to ensuring that New Brunswick's children and youth receive a quality education. We want New Brunswickers to begin learning at birth and to continue learning throughout their lives. Our province needs engaged residents who are ready to contribute to the economy and the social fabric of New Brunswick in a meaningful way.

It is clear that New Brunswickers place a high value on education. We are making record investments to ensure our infrastructure meets the current and future needs of our system so that we can continue to provide the quality education that New Brunswickers expect and deserve.

This annual report reflects the hard work that is going on every day in our schools, districts, childcares and within the Department of Education and Early Childhood Development. During the last year, many positive initiatives were undertaken in a number of areas, including literacy, mathematics, science, French second language, coding, technology, mental health, inclusion and early learning.

We are committed to building excellence in New Brunswick's early learning and education system. Each year, we will continue to build on our success and find new ways to improve. We remain committed to working hard to ensure that we have a sustainable early learning and education system that will serve current and future generations of New Brunswickers.

A handwritten signature in cursive script that reads "Brian Kenny".

Honourable Brian Kenny
Minister of Education and Early Childhood Development

Deputy Minister's message

The Department of Education and Early Childhood Development continues to partner with districts, District Education Councils (DECs), teachers, administrators, early childhood stakeholders, parents, learners, First Nations and communities to ensure children and youth in New Brunswick have the tools they need to succeed.

The past year saw many positive initiatives that contributed to the overall enhancement of the early learning and education system. One of the largest projects was the coordination of the development of 10-year education plans, including a comprehensive public engagement process led by co-chairs Karen Power and Gino LeBlanc. Work continued on the key priority areas of literacy, mathematics and science. Several pilot projects in literacy and mathematics, with a focus on intervention, were implemented for students transitioning into Grade 9. Professional learning was provided to all teachers on First Nations literacy. Many new resources were developed to help educators incorporate First Nations content in their everyday practice. The *Spotlight on Science Skills* resource document was provided to teachers in grades 3 to 8 to support improved instruction in scientific skills.

This was the first school year that the Intensive/Post-Intensive French program was fully implemented across the province from grades 4 through 12. Implementation of the Second Language Portfolio began for Grade 9 students. A minimum of 10 per cent of learning time was reallocated to coding/cybersecurity instruction in grades 6 to 8 Middle School Technology Education (MSTE) and up to 30 per cent of learning time in grades 9 and 10 Broad Base Technology Education (BBTE).

The year also saw many enhancements for early learning. The annual inspection reports of licensed daycares began being posted on the department's website and are retroactive to January 2014. In its fourth year, the pay equity exercise saw an increase in salaries of a further eight cents per hour for early childhood educators without recognized training, raising the increase to \$3.07 per hour effective April 1, 2015. Increased funding was allocated under the Enhanced Support Worker Program to ensure the participation of an additional 19 children with disabilities and additional needs whose parents are working or in training.

The department is committed to providing a safe and healthy learning environment for all children and youth in New Brunswick, and it continues to work with our partners to that end.



John McLaughlin
Deputy Minister, Anglophone sector

Deputy Minister's message

The mission of the Department of Education and Early Childhood Development is to have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfilment and to contribute to a productive, just and democratic society. The 2015–2016 year saw continued improvement in several areas.

One area of focus was to improve literacy outcomes. To that end, a literacy framework for kindergarten to Grade 6 teaching staff was developed, and performance standards were established for writing at the elementary school level to improve students' written literacy.

The importance of having appropriate resources for mental health and inclusion was recognized. Examples include the implementation of a positive mental health project in three school districts and the department; the publication and launching of a teaching resource on sexual and gender diversity; the provision of professional development on sexual and gender diversity for school staff; and the provision of online training in autism for educational staff.

Work continued on the pilot project in Francophone School District South to deploy a Formal Management system with a goal of aligning department, district and school performance to increase the improvement rate across the key areas of student achievement, student support services, professional learning, transportation and facilities. As part of the pilot project, leaders were trained to lead improvement projects in schools and district operations. A number of improvement projects were completed that resulted in improved administrative processes and student outcomes.

Additional highlights include the development of the Summary of the Profile of Students in the Acadian and Francophone School System in New Brunswick; the revision of the provincial Student Assessment Program; and the implementation of an official management system within the Programmes d'études et de l'évaluation Branch and the Services d'appui à l'apprentissage Branch to better meet the needs of teachers and students.

These are just a few examples of the positive initiatives happening in our early learning and education system. The department will continue to work with our partners to ensure that New Brunswick children and youth reach their potential.



Gérald Richard
Deputy Minister, Francophone sector

Strategic priorities

Strategy management

The **Government of New Brunswick (GNB)** uses a formal management system built on leading business practices with the purpose to develop, communicate and review strategy. This process provides the public service with a proven methodology to execute strategy and continuously drive improvement.

The development of the strategy, using the formal management system, starts with a strategic vision of *Moving New Brunswick Forward*. This vision is anchored in four strategic themes which include:

1. **More jobs** — Creating the best environment for jobs to be generated by New Brunswickers, by businesses, by their ideas, by their entrepreneurial spirit, and by their hard work. This includes providing seamless support to businesses, leveraging new technologies and innovation by supporting research and development, and developing a skilled workforce by improving literacy and education.
2. **Fiscal responsibility** — Getting New Brunswick's fiscal house in order through a balanced approach to decrease costs and increase revenues.
3. **Best place to raise a family** — Designing social programs to make life more affordable and make New Brunswick the best place to raise a family.
4. **Smarter government** — Providing taxpayers with better value for their money by transforming the culture of government by eliminating waste and duplication, adopting new innovations in technology to improve services and savings, and improving accountability measures.

Highlights

During the 2015–2016 fiscal year, the Department of Education and Early Childhood Development focused on the following strategic priorities:

- ♦ *Implemented an official management system within the Programmes d'études et de l'évaluation Branch and the Services d'appui à l'apprentissage Branch to better meet the needs of teachers and students.*
- ♦ *Coordinated the development of 10-year education plans led by co-chairs Karen Power and Gino LeBlanc, which included a comprehensive public engagement process.*
- ♦ *Provided professional learning opportunities in First Nation literacy for all teachers*
- ♦ *Provided the Spotlight on Science Skills resource document to teachers in grades 3 to 8.*
- ♦ *Fully implemented the Intensive/Post-Intensive French program across the province from grades 4 to 12.*
- ♦ *Allocated a minimum of 10 per cent of learning time to coding/cybersecurity learning in grades 6 to 8 Middle School Technology Education (MSTE) and up to 30 per cent of learning time in grades 9 and 10 Broad Base Technology Education (BBTE).*
- ♦ *Posted the annual inspection reports of licensed daycares on the department's website.*
- ♦ *Developed a literacy framework for kindergarten to Grade 6 teaching staff.*
- ♦ *Established performance standards for writing at the elementary school level to improve students' written literacy skills.*
- ♦ *Published and launched a teaching resource on sexual and gender diversity.*

Performance measures

More jobs	Measures
Students ready for post-secondary.	Percentage of students who achieved appropriate or above on Grade 9 English Language Proficiency Assessment: Reading (anglophone sector only).
	Percentage of students who took the Grade 11 French exam and who obtained 70 per cent or higher (francophone sector only).
	Number of entrepreneurial projects implemented (francophone sector only).
Fiscal responsibility	Measure
Reduce expenditures.	Ratio of actual to budgeted expenditures.
Best place to raise a family	Measures
Students ready to contribute to society.	Percentage of Grade 12 respondents who agree or strongly agree that they are confident about their future (both sectors).
Help families.	Student perception of school environment (both sectors).
	Percentage of coverage of daycare spaces.
Smarter government	Measures
Enhance employee involvement, commitment and productivity.	Number of paid sick days used (Part 2).
	Percentage of 2015 employee performance reviews completed.

More jobs

Objective of the measure

Students ready for post-secondary.

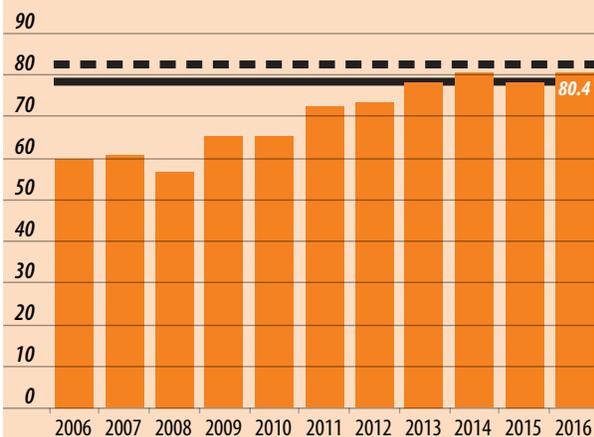
Measure

Percentage of students who achieved appropriate or above on the Grade 9 English Language Proficiency Assessment (ELPA) score: reading (anglophone sector only).

Description of measure

The ELPA assesses students' reading and writing skills based on the English Language Arts curriculum outcomes (Grade 8) and related achievement standards. It is an assessment of functional literacy.

English Language Proficiency Assessment:
Reading students at appropriate or above (%)



Overall performance

There has been a steady increase in student results, hovering between 78 per cent and 80 per cent for the past four years.

————— Baseline: 78.3%
- - - - - Target: 82.4%
Actual: 80.4%

Why do we measure this?

The Grade 9 ELPA is a graduation requirement for all students registered in the anglophone school system. It is an assessment of students' literacy skills based on the Atlantic Canada English Language Arts Curriculum Outcomes (Grade 8) and the New Brunswick Provincial Achievement Standards in Reading and Writing (end of Grade 8). Students who are not successful receive interventions and rewrite the assessment in Grade 11 and/or Grade 12. The goal is to ensure students leaving anglophone schools have at least functional literacy skills to transition to a post-secondary education or the world of work.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

Professional learning modules and intervention tools were developed for inspiring and instructing adolescent readers.

The Learning Strategies 120 course was redesigned. This course is intended to provide intervention for students who need literacy support and are planning to attend post-secondary education or to look for work.

Reading and writing achievement standards were implemented through professional learning time for teachers responsible for grades 10–12 English Language Arts.

Formative assessment practices continued to be a system-wide focus.

The provincial report card was updated for kindergarten to Grade 8 to align with best practices for formative assessment and to focus on learning.

Funding was provided to build middle level teachers' capacity to plan instruction to meet grade level reading standards.

Professional learning on curriculum updates to the Grade 9 English Language Arts curriculum was provided to teachers.

More jobs

Objective of the measure

Students ready for post-secondary.

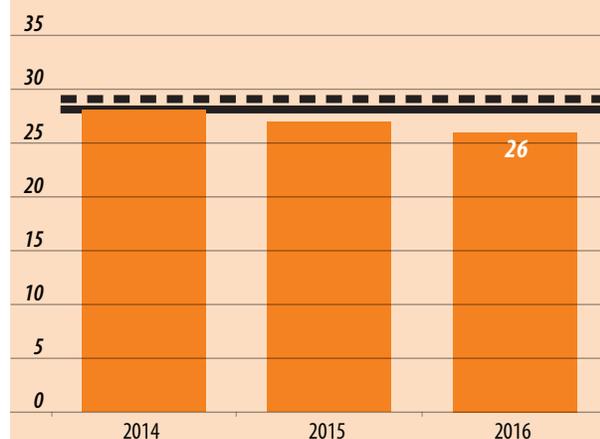
Measure

Percentage of students who took the Grade 11 French exam and who obtained 70 per cent or higher (francophone sector only).

Description of measure

The Grade 11 French assessment consists of a reading component and a writing component. This assessment is administered in May (writing) and June (reading) of each school year to all students taking the Grade 11 French course. The measure represents the percentage of students who participated in both components and obtained an average equal to or greater than 70 per cent.

Students who took the Grade 11 French exam and who obtained 70% or higher (%)



Overall performance

The percentage of students obtaining a result equal to or greater than 70 per cent remains stable. The target set for 2016 was not reached, which means that the department must continue its efforts to improve the students' performance in French.

— Baseline: 28%
- - - Target: 29%
Actual: 26%

Why do we measure this?

Students must be prepared for the labour market and be able to seize opportunities to improve their quality of life and to make a positive contribution to society and the economy as full-fledged citizens.

Reading and writing skills are essential to participate actively in the labour force.

The department has set up a provincial assessment to measure students' progress in reading and writing and to provide staff with the support they need to help improve students' outcomes.

What initiatives or projects were undertaken during the year to achieve the targeted outcomes?

A report, *Compléments aux résultats*, was prepared for Grade 11 French teachers to help them better interpret their students' outcomes on the provincial assessment. This report identifies the success rate for each of the skills assessed. Thus, the teachers are able to target measures that may improve their teaching practices, which should improve student learning.

In all francophone districts, teachers have had a chance to meet regularly to discuss their students' progress and challenges with respect to their learning. The professional learning communities enable all teachers, including those who teach Grade 11 French, to share and test various successful teaching practices in order to help students learn.

Some districts began to set up various educational projects in relation to the implementation of Formal Management in the schools. Some high schools proposed educational projects for the French courses to find best practices that will enable students to refine their French skills.

More jobs

Objective of the measure

Prepare the workforce.

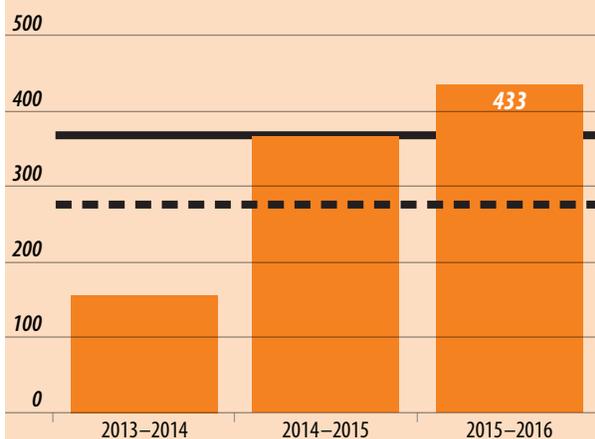
Measure

Number of entrepreneurial projects implemented (francophone sector only).

Description of measure

Number of entrepreneurial projects implemented under the Entrepreneurial Spirit Development Fund.

Number of entrepreneurial projects implemented



Overall performance

The target was reached. The Entrepreneurial Spirit Development Fund provided financial support for entrepreneurial projects in nearly 97 per cent of francophone schools.

— Baseline: 366
- - - Target: 275
Actual: 433

Why use these data?

An entrepreneurial spirit means the attitude or mind-set leading a student to take initiatives, take up challenges and become the master in his or her future. Getting students to develop their entrepreneurial spirit means encouraging them to innovate, to make their ideas a reality, to expand their area of action, and to make choices that will have a positive effect on their overall health and on their community engagement.

With priority being given to the development of an entrepreneurial spirit, the department enables students to develop the skills they need to make the transition to post-secondary education or the labour market. These students will develop qualities and skills that will be useful to them throughout their lives: self-confidence, a sense of responsibility, leadership, ingenuity, creativity and pride in identity and culture. The Acadian and francophone education system must continue to put in place mechanisms that promote the implementation of entrepreneurial projects in the province's schools.

What initiatives or projects were undertaken during the year to achieve the targeted outcomes?

As the managing organization of the Entrepreneurial Spirit Development Fund, Place aux compétences (PAC) continues to play an important role in the schools that want to implement entrepreneurial projects. The department agreed this year to provide the services of one person who worked on a full-time basis to this organization.

The development of an entrepreneurial spirit is one of the priorities of the provincial education plan. The department will continue to place emphasis in this area during the next few years.

Fiscal responsibility

Objective of the measure

Reduce expenditures.

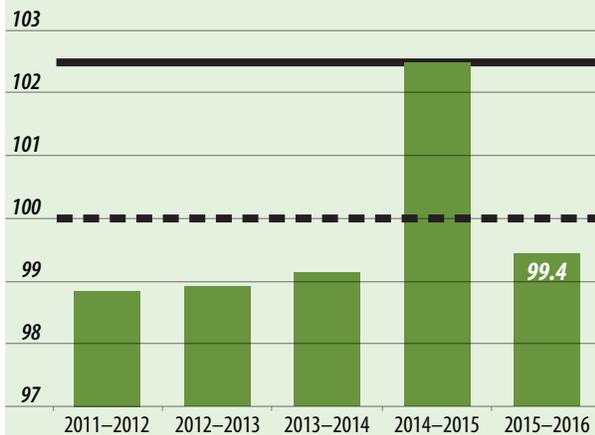
Measure

Ratio of actual to budgeted expenditures.

Description of measure

The ratio measures whether the department is over-budget or under-budget. The ratio will exceed 100 per cent when spending is over-budget and will be less than 100 per cent when spending is under-budget.

Ratio of actual to budgeted expenditures (%)



Overall performance

Actual expenditures were higher than budgeted.

— Baseline: 102.4%
- - - Target: 100.0%
Actual: 99.4%

Why do we measure this?

This indicator measures the department's ability to manage its overall expenses compared to budget and its ability to take corrective actions if expenses are projected to be over-budget during the year.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

During the year, a number of budgeted projects were delayed and not (or only partially) completed. Savings were also realized from a decrease in energy and fuel prices.

Best place to raise a family

Objective of the measure

Students ready to contribute to society.

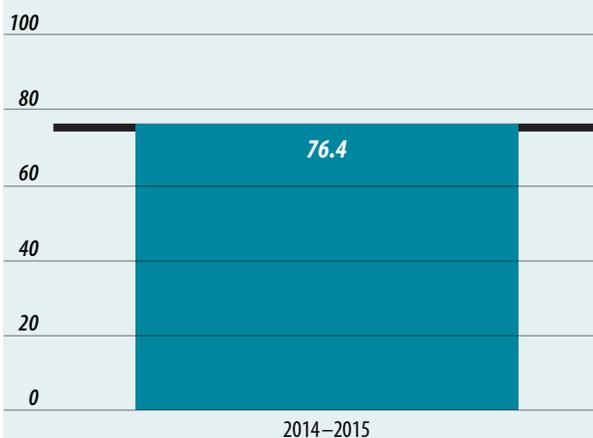
Measure

Percentage of Grade 12 respondents who agree or strongly agree that they are confident about their future; 2014–2015 school year (Anglophone sector).

Description of measure

This indicator measures how confident students are about their future.

Grade 12 respondents who agree or strongly agree that they are confident about their future (%)



Overall performance

This is the second year that this question has been asked on the Grade 12 graduate survey.

— Baseline: 75.1%
- - - - - Target: N/A
Actual: 76.4%

Why do we measure this?

This measure reflects success of the education system and its partners in two key areas. The first is the provision of learning experiences that foster self-discovery, mastery of skills, and awareness of career paths, career planning and goal-setting — a winning combination of knowledge, competence and attitudes for the 21st century.

The second is the investment in the wellness and mental resiliency of students. The goal is for them to leave the education system equipped with knowledge and habits that will see them through their life and career paths, able to communicate, connect, problem-solve and manage their lives with flexibility and confidence. Students without confidence in their future have few reasons to be motivated and innovative as well as to stretch their potential.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

An Intervention Process Map was developed to guide educators to provide appropriate supports when students have not mastered learning outcomes. The initial focus was on the process for academic intervention for students struggling in mathematics. The work was expanded to include intervention for literacy and behaviour concerns.

A response to intervention (RTI) guide for addressing student behaviour, *A PBIS resource guide for school-based teams*, was completed.

Work is ongoing to improve alignment of student learning goals and program expectations with assessment and reporting practices. The review of the K–8 report cards was completed, and the development of supporting materials was started.

Improvements to better serve First Nation students continued:

- First Nation elders and community members are participating in schools to support classroom practice;
- work began to add First Nation content to the Social Studies and Art curricula;
- the Native Studies curriculum is being revised;

- ten online modules for teachers were developed to build their knowledge of First Nation history. Teachers felt more learning was needed in areas such as treaties, residential schools, myths and realities, health and the *Indian Act*; and
- beginning-level Wolastoqiyik and Mi'Kmaq language curriculum was developed. When students feel their language and culture are respected, they are more confident in themselves, their school and their learning.

Consultation and development of a functional curriculum (life skills) for students with profound/severe disabilities were undertaken.

The Level 2 (advanced) Autism Training course for resource teachers was completed. Sixty-five teachers were trained.

A Student Needs Assessment and Independence Rubric was developed and validated in the four anglophone districts. This will help educators to determine student needs for resource personnel support.

Universal Design for Learning (UDL) action research conducted in the anglophone districts was reviewed and captured in a monograph as a resource for educators.

Best place to raise a family

Objective of the measure

Students ready to contribute to society.

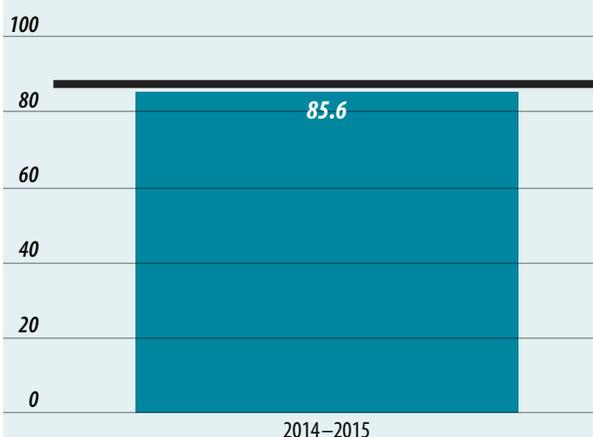
Measure

Percentage of Grade 12 respondents who “agree” or “completely agree” that they are confident about their future; 2014–2015 school year (francophone sector).

Description of measure

This measure reports on the level of confidence among Grade 12 students with respect to their future.

Grade 12 respondents who “agree” or “completely agree” that they are confident about their future (%)



Overall performance

This is the second year that this question has been asked on the Grade 12 graduate survey.

— Baseline: 87.4%
- - - - - Target: N/A
Actual: 85.6%

Why use these data?

The current context of the working world is seen as more and more uncertain given the technological changes and profound transformations it is undergoing. In fact, individuals are forced to adapt continually because they will experience multiple job changes during their lives. New jobs are created regularly while others are lost. Trends characterize current and future labour markets, namely the economic context, an aging population, environmental protection, increasingly higher skill levels for new jobs and the shortage of skilled labour to fill these positions. Given these new realities, it is important for schools to provide training based on the needs of each student so he or she can acquire the knowledge, skills and attitudes needed to carry out his or her life-career plans and to envision his or her future with confidence after high school.

Throughout their academic career, students need to be motivated to have different experiences that promote self-awareness, help them discover their options, better target their future goals and establish an action plan for building, carrying out and successfully completing a life-career plan.

What initiatives or projects were undertaken during the year to achieve the targeted outcomes?

Many elective courses were offered to high school students so they could explore various areas of interest. These courses are offered either in person or online. For example, high school students have access to courses in carpentry, woodworking, professional cooking, landscaping, music and the visual arts. Some students had the opportunity to take courses offered by post-secondary institutions, which encouraged them to pursue their studies after high school.

To meet the particular needs of many students having great difficulty, the department established the Essential Skills Program (ESP), which enabled them to develop the skills they will need to pursue their studies at the college level in various fields. This program has been very successful and continues to grow. Twenty high schools offered ESP in 2015–2016.

A pilot project involving nine high schools, the Workplace Essential Skills Program (WES), was implemented for those students who want to enter the labour market directly after high school. This program is designed to develop the skills needed for specific positions identified by local businesses.

The department established a provincial strategy on life-career development, which was implemented two years ago. The Personal and Social Development course in grades 6 to 8 was revised to include specific learning outcomes for life-career development. Proposals have been developed to promote the implementation of life-career portfolios through Career Cruising for all students in grades 6 to 12. These initiatives will be piloted in the 2016–2017 school year.

Best place to raise a family

Objective of the measure

Help families.

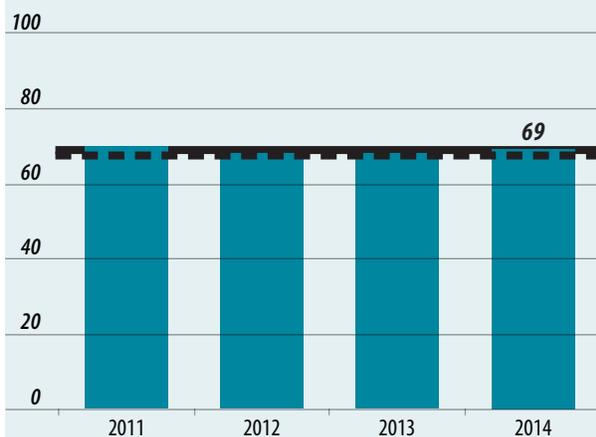
Measure

Student perception of their school environment: this index is based on a selection of items from the Grade 12 Exit Survey; 2014–2015 school year (anglophone sector).

Description of measure

This indicator measures how students feel about their school environment. It includes sense of belonging, disciplinary climate, academic challenge and overall satisfaction with the school experience.

Student perception of their school environment: based on a selection of items from the Grade 12 Exit Survey (%)



Overall performance

While slight changes have been observed on some of the individual components of this index, student perception has remained steady over the past five years. See Appendix.

— Baseline: 68%
- - - Target: 69%
Actual: 69%

Why do we measure this?

The goal is to create safe, welcoming, affirming and inclusive learning environments for all students.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The Mathematics Improvement Pilot was extended to kindergarten and Grade 1 in seven schools in Anglophone School District North. The initial Grade 8 pilot indicated that gaps in mathematical knowledge and skills were already significant at this grade. A strong foundation in mathematics supports students in areas such as problem solving, computational thinking and financial literacy.

Work is ongoing on the development of screening tools and professional learning about appropriate intervention approaches in mathematics and literacy for students transitioning into Grade 9.

A minimum of 10 per cent of learning time has been reallocated to coding/cybersecurity learning in grades 6 to 8 Middle School Technology Education (MSTE) and up to 30 per cent of learning time in grades 9 and 10 Broad Base Technology Education (BBTE). Computer Science 110 course revisions were begun to embed hands-on coding activities.

Several initiatives were undertaken to support First Nation students to feel more included, respected and confident in their learning environments as well as to feel connected to what is being taught:

- professional learning for all teachers in New Brunswick was provided on First Nation literacy to empower teachers to include First Nation content in everyday practice;
- the *High School Literacy Lesson Plan Kit* containing First Nation novels and resources was completed to enable teachers to better implement First Nation content;
- thirty informational videos addressing First Nation history, culture, language, organization, community and available community services were produced in various locations. These will help teachers serve all students and to build their professional learning portfolios; and

- a Cultural Framework of Standards was produced as a resource for teachers when teaching outside of their cultural experience.

Initiatives relating to bullying prevention and intervention, positive learning environment planning, school mental health and lesbian, gay, bisexual, transgender and questioning (LGBTQ) inclusive education continued under the *Diversity and Respect* dossier created in 2015.

Professional learning continued to be provided on the *New Brunswick LGBTQ Inclusive Education Resource* for educators, available at: <http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html>.

Essential annual training for educational personnel to meet the mental-health needs of students was provided:

- School Crisis Prevention and Intervention (PREPaRE);
- Suicide Prevention (ASIST);
- Non-violent Crisis Intervention (NVCi);
- Violence Threat Risk Assessment (V-TRA).
- Mediation Training and Services; and
- Changing Minds/Mental Health First Aid.

Professional learning was provided for bullying prevention and intervention initiatives (Respect in Schools, Positive Learning and Working Environment, Student Anti-Bullying conference and Positive Behaviour Interventions and Supports – PBIS).

Elementary and high school curricula to support mental fitness and resiliency were finalized.

The department continued its participation in *Transformation Research in Adolescent Mental Health* (TRAM). This initiative is designed to transform the delivery of mental-health services for Canadians between the ages of 11 and 25 who are experiencing mental illness. In New Brunswick, the project is a collaborative initiative involving the Office of the Child and Youth Advocate, various government departments including Health, Public Safety and Education and Early Childhood Development, the RCMP and stakeholders such as Partners for Youth.

Best place to raise a family

Objective of the measure

Help families.

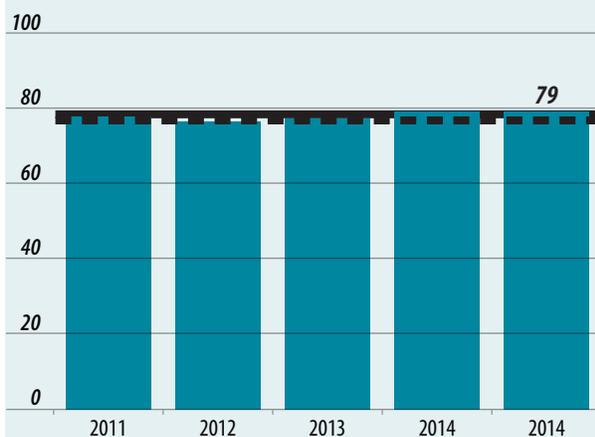
Measure

Index of topics relating to the school environment in the Grade 12 Exit Survey; 2014–2015 school year (francophone sector).

Description of measure

This indicator measures the students' sense of belonging to their school and their experiences in terms of being bullied at school. See Appendix for a breakdown of the survey results.

Index of topics relating to the school environment in the Grade 12 Exit Survey (%)



Overall performance

— Baseline: 77%
- - - Target: 77%
Actual: 79%

Why use these data?

The students must feel safe in their school environment. This feeling is the basis of all learning. This measure helps the teachers understand students' perceptions and experiences, which guides the department in the development of programs and services, as well as the implementation of anti-bullying strategies. The department knows that the sense of belonging in school is a key factor in the establishment of a respectful, healthy and safe learning environment.

What initiatives or projects were undertaken during the year to achieve the targeted outcomes?

All francophone schools participated in the Diversity and Respect Week, Nov. 16–20. A number of activities were held in the schools.

High school students had the opportunity to participate in the first forum on sexual and gender diversity organized jointly with La Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB).

A team of workers from each high school received training on sexual and gender diversity. Close to 50 per cent of high schools (10) have a sexual/gender diversity and allies committee.

A number of schools received training and support with respect to mental health.

Best place to raise a family

Objective of the measure

Help families.

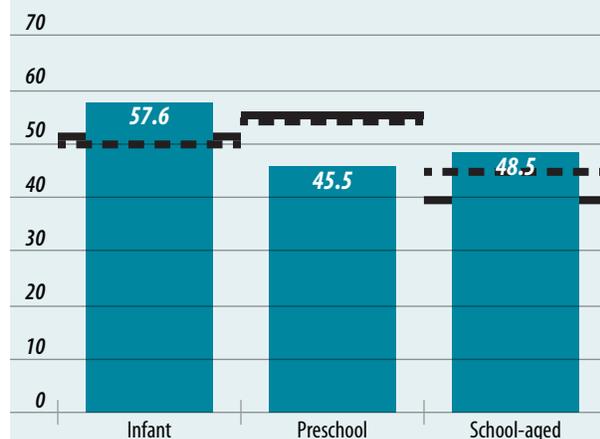
Measure

The percentage of communities (based on the 33 New Brunswick Health Council communities) that have an adequate ratio of daycare spaces by program type.

Description of measure

Access to day care supports workforce retention of parents. The objective is that a community should have enough daycare spaces to cover 13 per cent of its infant population, 48 per cent of its preschool population and 20 per cent of its afterschool population. This measure will therefore track the percentage of communities (based on the 33 New Brunswick Health Council communities) that have achieved this ratio.

Communities that have an adequate ratio of daycare spaces by program type (%)



Overall performance

Infant	<p>————— Baseline: 51.5% (17 out of 33 communities)</p> <p>- - - - - Target: 50.0% (with at least 13% dedicated spaces)</p> <p>Actual: 57.6% (19 out of 33 communities)</p>
Preschool	<p>————— Baseline: 54.6% (18 out of 33 communities)</p> <p>- - - - - Target: 55.0% (with at least 48% dedicated spaces)</p> <p>Actual: 45.5% (15 out of 33 communities)</p>
School-aged	<p>————— Baseline: 39.4% (13 out of 33 communities)</p> <p>- - - - - Target: 45.0% (with at least 20% dedicated spaces)</p> <p>Actual: 48.5% (16 out of 33 communities)</p>

Why do we measure this?

The goal is to expand the number of early learning and daycare spaces in New Brunswick to 30,000 by 2020. Related aims:

- to ensure there is an equitable ratio of total spaces available to the two linguistic communities;
- to create new spaces in the areas of greatest need;
- to help parents find daycare spaces by establishing a provincial daycare spaces registry; and
- to facilitate equal access to daycare spaces by preventing discrimination based on income or other factors.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The department administers Quality Improvement Funding Support (QIFS), which provides funding to approved daycares to increase the availability and quality of early learning and childcare services. QIFS makes funding available to increase wages of daycare workers.

As March 31, 2016, there were 26,851 childcare spaces. This was an increase of 1,712 spaces from Oct. 1, 2014 (25,139), or 28.5 per cent of the target.

There was an increase of eight cents per hour for untrained educators, bringing their hourly wage enhancement to \$3.07.

The Early Learning and Child Care Trust Fund continued to provide financial support to the creation of new childcare spaces and for the training for early childhood educators.

Smarter government

Objective of the measure

Enhance employee involvement, commitment and productivity.

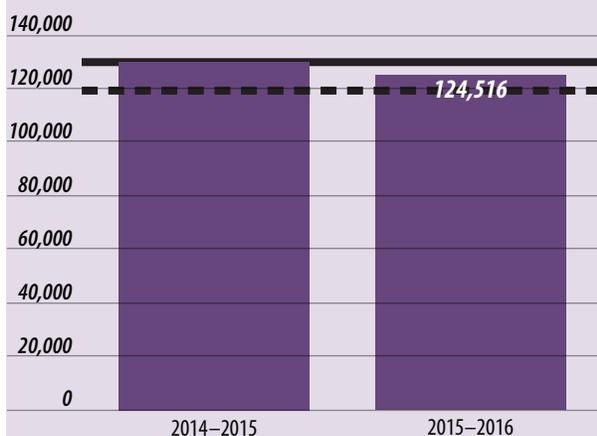
Measure

Number of paid sick days used (Part 2).

Description of measure

This measure looks at the overall number of sick days taken by Part 2 employees (i.e., district employees) in the 2014–2015 and 2015–2016 school years. The targets were calculated by applying a 10-per-cent sick day reduction for Part 2 employees when compared to actuals from the prior school year.

Number of paid sick days used (Part 2)



Overall performance

The target was not met.

— Baseline: 130,135
- - - Target: 119,291
Actual: 124,516

Why do we measure this?

Attendance Management is an important responsibility within any organization. Employee attendance has a direct impact on the level of service provided by the school and the district. Strong attendance can lead to excellent quality of service to students, high productivity, increased morale of co-workers and ultimately student achievement.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The project team implemented an absenteeism program, *In Education, Every Day Counts*, which ensures a comprehensive and consistent approach by which immediate supervisors promote a healthy workplace and support attendance concerns that will help to reduce preventable absences, support employees experiencing difficulty with regular attendance and strive to have a healthy and productive workforce.

Smarter government

Objective of the measure

Enhance employee involvement, commitment and productivity.

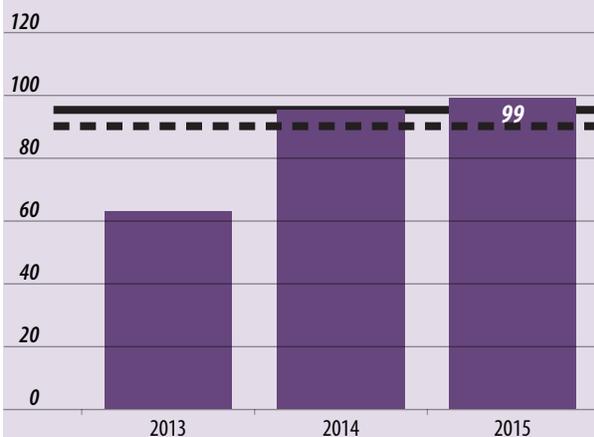
Measure

Percentage of 2015 permanent employee performance reviews completed.

Description of measure

Performance Management is measured by the number of performance reviews completed and reported as a percentage of overall performance reviews completed based on eligible employees. Eligible employees are those who have been employed and working for at least six months as of Dec. 31 of each year with the department.

Employee performance reviews completed (%)



Overall performance

The department surpassed the baseline and target.

— Baseline: 95%
- - - Target: 90%
Actual: 99%

Why do we measure this?

Performance Management is important to foster an environment that encourages open communication where relationships are strengthened and employees feel supported. It increases the commitment to the organization by creating an engaged workforce where employees are given the opportunity to discuss areas of achievement as well as opportunities for improvement.

Work plans should align with the strategic goals of the department and provide clarification of job performance expectations; The learning and development plan allows managers and employees to plan employee development and set career goals. The process allows for on-going, two-way feedback and coaching during the year and then again at the annual performance evaluation.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

- A refresher information session was held for the supervisors of the department.
- A communications plan was created and implemented;
- Communication was sent to supervisors throughout the year to remind them of their responsibilities regarding the annual review timelines.
- Weekly communication was sent to senior management to inform them of the percentage of performance evaluations completed for each branch.
- Quarterly reporting to the Department of Human Resources/Treasury Board.

Overview of departmental operations

The Department of Education and Early Childhood Development's vision is to make a difference in diverse classrooms and early learning environments by focusing on strategic services to support the learning and development of all children and students. The department's role is:

- to provide public education (kindergarten through Grade 12);
- to oversee, support and regulate early childhood services for the province; and
- to ensure the public's interest in the safety, security and healthy development of children up to age 12 who attend regulated daycares.

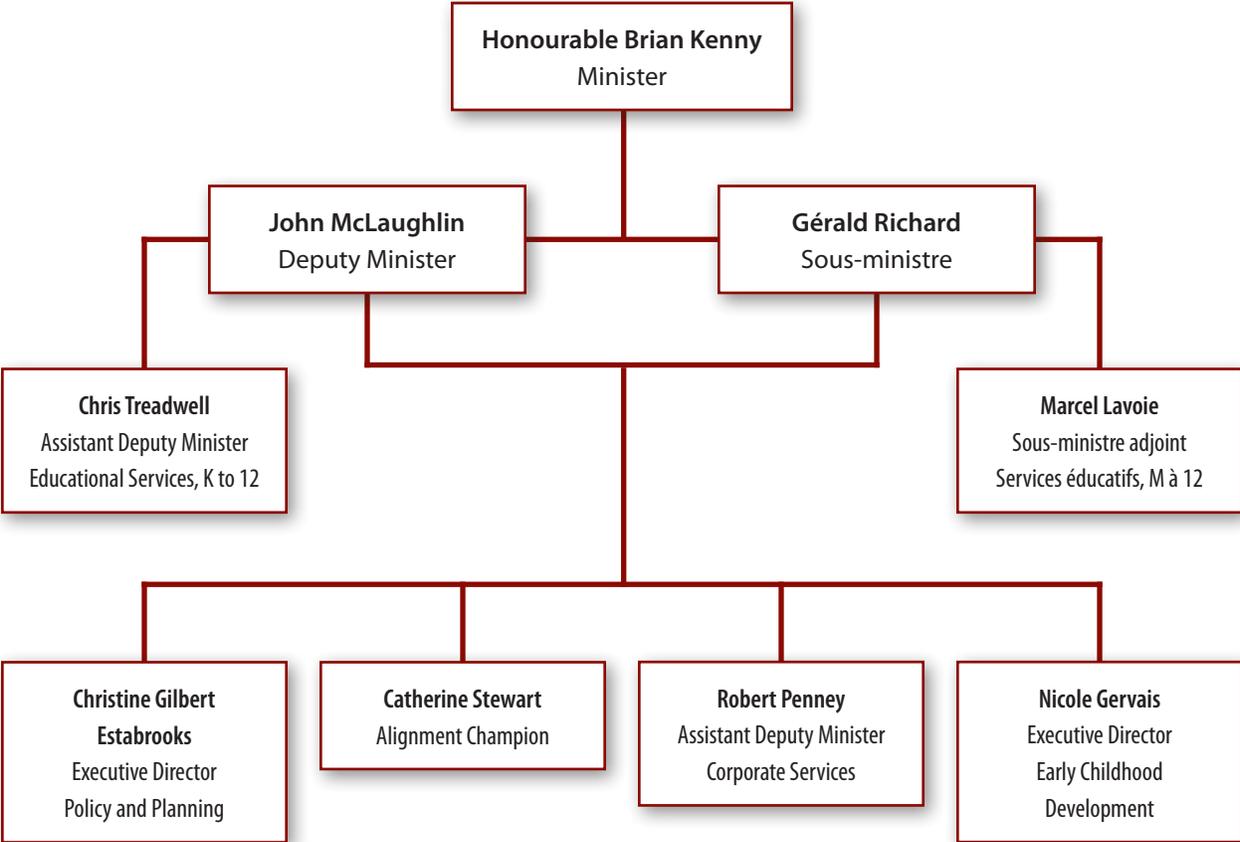
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students. The Minister prescribes curriculum and establishes educational goals and standards.

Serving Canada's only officially bilingual province, New Brunswick's education system offers students the opportunity to learn in English and French through two parallel, but separate education systems. Each linguistic sector of the department is responsible for its curriculum and assessment.

The public education system has seven school districts — four anglophone and three francophone. District Education Councils (DECs), consisting of publicly and locally elected members, are responsible for establishing the direction and priorities for their respective district and for making decisions as to how the districts and schools are operated.

Early childhood services and programs are mainly delivered through community-based organisations. However, services are aligned according to the different geographical zones and the Official Language used in the districts. The department plays a crucial role in regulating the services through legislation and standards. While the department delivers some programs and services, most early childhood programs are contracted to community-based organizations or to private agencies that offer services such as the preschool autism program or the early intervention program for families with children who are at risk of developmental delays. Programs and services also include a network of 815 licensed daycares.

High-level organizational chart



Division overview and highlights

Early Childhood Services Division

The **Early Childhood Services Division** provides leadership for the early childhood development sector. It is also responsible for ensuring the bridging of early childhood services and school services as well as monitoring early childhood programs and services. It administers the following early childhood programs and services for the department:

- Day Care Assistance Program;
- Early Intervention Program (family and early childhood), including the Developmental Child Care Program;
- Day Care Services: licensing and monitoring;
- Enhanced Support Worker Program;
- Prenatal Benefit Program;
- Quality Improvement Funding Support program;
- Preschool Autism Program;
- Early Language Program (Talk With Me); and
- Excellence in Parenting/Born to Read.

The division consists of nine branches: five anglophone branches (one central and five within the coverage areas of the districts) and four francophone branches (one central branch and three within the coverage areas of the districts).

HIGHLIGHTS

- ♦ *The annual inspection reports of licensed daycares have been posted on the department's website since May 2015. These reports are retroactive to January 2014.*
- ♦ *It should also be noted that in its fourth year of existence, the pay equity exercise saw an increase in salaries of a further eight cents per hour for educators with no recognized training, raising the increase to \$3.07 per hour effective April 1, 2015.*
- ♦ *Increased funding was allocated under the Enhanced Support Worker program to ensure the participation of an additional 19 children with disabilities and additional needs whose parents are working or in training in 2015–2016, the total number of children served under this program was 226. The department continued its*

partnership with the New Brunswick Association for Community Living to support the project aimed at facilitating inclusion practices within early learning and childcare facilities.

- ♦ *The New Brunswick Child Care Review Task Force was established with the mandate to provide a path for creating the right conditions for childcare and to suggest ways to address the challenges parents face in obtaining access to quality and affordable childcare services. An engagement process with parents, educators and daycare operators was completed in the fall of 2016.*
- ♦ *The 30-hour online courses to provide educators with training specific to the Early Learning and Child Care Curriculum Framework and the Curriculum éducatif were completed.*

Key Performance Indicators (KPIs)

- 1,712 licensed daycare spaces were created, bringing the total number to 26,851 and thus bringing the coverage for the province to 28.53 per cent, up 1.3 percentage points from the previous year.
- From April 2015 to March 2016, 816 children received services from the preschool autism program.
- In September 2015, 185 children transitioned to the school environment.

Anglophone Educational Services Division

The **Anglophone Educational Services Division** is responsible for the establishment of provincial education standards, programs (including French Second Language) and services as well as monitoring effectiveness and equity of the K–12 education system. The division contributes to the development, implementation and monitoring of the provincial education plan and public accountability processes. The division works with external partners and provincial, regional and national stakeholders to improve learning and service delivery for students.

The division consists of the following branches: Curriculum Development and Implementation, Assessment and Evaluation, Student Services, Professional Learning Services and the Office of First Nation Perspectives, which supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

HIGHLIGHTS

- ◆ 2015–2016 marked the first school year that the Intensive/Post-Intensive French program was fully implemented across the province from grades 4 through 12. Implementation of the Second Language Portfolio has begun for Grade 9 students.
- ◆ As part of ongoing work to improve mathematics, research continued using formalized processes, instructional strategies, and supports in ASD-North with K–1 teachers. Five pilots were ongoing in literacy and mathematics for students transitioning into Grade 9. The focus was on intervention and included the review of screening tools, and development of professional learning and guidelines for instruction.
- ◆ The Spotlight on Science Skills resource document was provided to teachers of grades 3 to 8 to support improved instruction in scientific skills.
- ◆ Collaborative efforts across departments and districts ensured a welcoming transition for Syrian newcomers to New Brunswick. By spring 2016, 439 Syrian students were registered in anglophone schools.
- ◆ A new Leadership for Inclusive Schools course was developed as a mandatory component of the principal certification process in New Brunswick.
- ◆ A Student Needs Assessment and Independence Rubric was developed and validated. This will assist educators to determine student needs for resource personnel support.
- ◆ The Level 2 (advanced) Autism Training course for resource teachers was completed, and 65 teachers were trained.
- ◆ A minimum of 10 per cent of learning time has been reallocated to coding/cybersecurity learning in grades 6 to 8 Middle School Technology Education (MSTE) and up to 30 per cent of learning time in grades 9 and 10 Broad Base Technology Education (BBTE).
- ◆ Eight online high school courses were newly developed or updated, incorporating Universal Design for Learning (UDL) principles and now accessible using many different types of devices. New courses included beginning level Wolastoqiyik and Mi'Kmaq language.
- ◆ Professional learning was provided for all teachers on First Nation literacy and many new resources were developed to assist educators to incorporate First Nation content in their everyday practice, including:
 - ten online modules on First Nation history;
 - thirty informational videos addressing First Nation history, culture, language, organization, community and available community services;
 - the High School Literacy Lesson Plan Kit containing First Nation novels and resources; and
 - a Cultural Framework of Standards for teachers when teaching outside of their cultural experience.
- ◆ The Provincial Assessment Program has undergone a total revision with a completion date of 2016–2017. The program now aligns with national and international measures in reading, science and mathematics at grades 4, 6 and 10.
- ◆ Five years of school review data was analyzed and emerging priorities for school effectiveness presented to district leadership teams.

Key Performance Indicators (KPIs)

Literacy and numeracy

From baseline measures, achievement on provincial assessments will increase at a rate of at least two per cent per year toward the following targets:

- Elementary level: 90 per cent of students, in their program of study, will achieve the expected level of language and mathematical literacies.

Data:

- 2014–2015 Grade 2 Reading: 76.9%
- 2015–2016 Grade 2 Reading: 73.8%
- Overall decrease of 3.1 percentage points

- Middle level: 85 per cent of students, in their program of study, will achieve or surpass the expected level of language and mathematical literacies.

Data:

- 2014–2015 Grade 6: Math, Science, Reading Pilot year
- 2015–2016 Grade 6: Math 20.2%, Reading 54.1%, Science 25.7%

- High school: 85 per cent of students, in their program of study, will achieve or surpass the expected level language literacies.

Data:

- 2014–2015 ELPA Grade 9: Reading 78.3%
- 2015–2016 ELPA Grade 9: Reading 80.4%
- Overall increase of 2.1 percentage points

Inclusive Learning Environments

LGBTQ-Inclusive Education:

- In 2014–2015, 100 of 218 school leaders (46%), participated in training on the New Brunswick LGBTQ Inclusive Education Resource.
 - Goal for 2015–2016 school year: 100% of remaining school leaders
 - Data: All but 14 elementary schools were provided with the training (94%)

Each year, a random sample of Personalized Learning Plans — Modified (four per cent) is reviewed by the Educational Services Support team (the department and districts) to assess the quality of key components of the plans. The goal is for 100 per cent of plans to meet the identified expectations. This includes:

Personalized Learning Plan (Modified Plans) components	2014–2015	2015–2016
PLPs have current and up-to-date justification statements	68%	56%
PLPs have current SMART goals (specific, measurable, action-oriented, realistic, time bound)	76%	71%
PLPs have current outcomes to achieve learning goals	70%	74%
Specific information about instructional strategies is included	76%	70%

Improve First Nation cultural understanding:

- Work is ongoing to incorporate indigenous world views into the Language Arts curriculum, addressing specific skills. In 2015–2016, new resources were identified for 64 of the 153 learning outcomes of the English Language Arts curriculum for grades 9 to 12:
 - Baseline 2014–2015: 0%
 - 2015–2016: 42%
 - Goal for 2019–2020: 100%

Anglophone school districts

The English-language public education system consists of four anglophone districts, each governed by a District Education Council (DEC), whose members are publicly and locally elected. Each DEC hires a superintendent to oversee the leadership of the district. These districts are responsible to ensure:

- implementation of the provincial educational policy;
- development of district education and expenditure plans;
- identification of district priorities;
- implementation of provincial curricula and related programs and services; and
- establishment of local policies to address its needs.

HIGHLIGHTS

- ♦ *For highlights about each district, consult:*
<http://www.gnb.ca/0000/SchoolDistricts.asp>.

Francophone Educational Services Division

The **Francophone Educational Services Division** is responsible for:

- defining the expectations in terms of what the students must learn from kindergarten to Grade 12;
- providing the various stakeholders at the provincial and local levels with information about the degree of success in terms of student learning;
- offering school programs and learning support services to promote the inclusion and educational success of all students;
- delivering online courses; and
- encouraging the cooperation and collaboration of education partners to implement the education plan of the Acadian and francophone school systems.

HIGHLIGHTS

- ◆ *Publication and launching of a teaching resource on sexual and gender diversity.*
- ◆ *Providing professional development on sexual and gender diversity for school staff.*
- ◆ *Online training in autism for educational staff.*
- ◆ *Implementation of a positive mental health project in three districts and the department (Services éducatifs francophones).*
- ◆ *Development of the Summary of the Profile of Students in the Acadian and Francophone School System in New Brunswick.*
- ◆ *Publication of a literacy framework for kindergarten to Grade 6 teaching staff.*
- ◆ *Published performance standards for writing at the elementary school level to improve students' (written) literacy skills.*
- ◆ *Revision of the provincial Student Assessment Program.*
- ◆ *Implemented a Formal Management system within the Programmes d'études et de l'évaluation Branch and the Services d'appui à l'apprentissage Branch to better meet the needs of teachers and students. This organizational model makes it easier to understand learning-related challenges and to find solutions more quickly.*

Key performance indicators (KPIs):

Literacy and numeracy

- Targets:
 - 85% of students attain at least level 3 (expected) on provincial Grades 2 and 4 reading tests.
 - 85% of students attain at least the appropriate level on provincial elementary school French and math tests.
 - 85% of students attain the appropriate level on provincial Grade 10 math and Grade 11 French tests.
- Current measures:
 - 77% of students attain at least level 3 (expected) on Grade 2 silent reading assessment.
 - 79% of students attain at least level 3 (expected) on Grade 3 oral reading assessment.
 - 56% of students attain at least level 3 (expected) on Grade 4 reading assessment.
 - 71% of students attain at least the appropriate level on Grade 8 French assessment.
 - 81% of students attain at least the appropriate level on Grade 3 math assessment

- 75% of students attain at least the appropriate level on Grade 8 math assessment.
- 49% of student attain the appropriate level in Grade 10 math (path A) and 64% of students attain the appropriate level in Grade 10 math (path BC).
- 60% of student attain the appropriate level in Grade 11 French (regular).

Inclusion

- Targets:
 - 100% of principals participate annually in professional development opportunities in connection with best education practices that promote the introduction of an inclusive learning environment.
 - 100% of resource teachers and other learning support services staff participate annually in professional development opportunities in connection with inclusive teaching.
- Current measure:
 - 100% of principals, resource teachers and other learning support services staff participated in professional development opportunities in connection with inclusive principles.

Life/Career

- Targets:
 - All grades 6 to 12 students are involved in a process of developing their life/career plan.
 - At least 200 educational entrepreneurial and self-directed projects are implemented annually in the schools.
- Current measures:
 - No data will be available with respect to the number of students involved in the process of developing their life/career plans.
 - A total of 433 educational entrepreneurial projects have been implemented in the province's francophone schools.

Identity building

- Target:
 - 95% of graduates report having taken part in cultural activities organized by the school.
- Current measure:
 - 88% of graduates report having taken part in cultural activities organized by the school.

Francophone school districts

The French-language public school system consists of three francophone districts, each governed by a District Education Council (DEC), whose members are elected publicly and locally. Each DEC hires a superintendent. These districts are responsible to ensure:

- compliance with provincial education policies;
- their direction and priorities;
- preparation of education and expenditure plans;
- implementation of curricula, policies and provincial services; and
- establishment of local policies to best meet their respective needs.

HIGHLIGHTS

- ♦ For highlights about each district, consult: <http://www.gnb.ca/0000/SchoolDistrictsf.asp>

Policy and Planning Division

The Policy and Planning Division is divided into three branches. It is responsible for policy development and advice, submissions to Executive Council and Board of Management, legislature support and coordination and the preparation of briefing materials for key government activities. It is responsible for the administration of the *Education Act*, the *Early Childhood Services Act*, the *Right to Information and Protection of Privacy Act*, the *Personal Health Information Privacy and Access Act*, the *Public Interest Disclosure Act*, the federal *Copyright Act* and other legislation relevant to the mandate of the department.

The division collects and analyses key statistical information and develops and implements relevant data gathering instruments to ensure timely and sound information, project management, surveys, accountability tools and performance indicators. It is responsible for the management of ministerial correspondence as well as the linguistic revision of documents to ensure quality for the department and its stakeholders. The division oversees all aspects of teacher certification in New Brunswick.

HIGHLIGHTS

- ♦ Coordinated the work of the Education Plan Secretariat and the public engagement process led by co-chairs Karen Power and Gino LeBlanc for developing 10-year education plans.
- ♦ Updated Policy 504 — *School Vehicle Inspections, Maintenance and Reduction of Idling* to specify the parameters regarding idling for school buses and increase efficiency of pupil conveyance.
- ♦ Updated Policy 702 — *Tobacco-Free Schools* to prohibit smokeless tobacco items such as electronic cigarettes in schools.
- ♦ Revised Regulation 2001-24 *School Districts and Subdistricts*, under the Education Act, to alter the boundaries of subdistricts within certain districts, prior to the DEC elections in May 2016.

Key Performance Indicators (KPIs)

- 84 per cent (32 out of 38) of requests under the *Right to Information and Protection of Privacy Act* were processed within the legislated timeframe (90 per cent target).

Performance Excellence Unit

The Performance Excellence Unit is responsible for the implementation of GNB's Formal Management system within the department, including:

- working with senior management to develop, communicate and execute the department's strategy;
- measuring departmental performance with tools such as SOMIA (Strategy, Objective, Measure, Initiative and Action Plan), Balanced Scorecard and Key Performance Indicators (KPIs);
- identifying and carrying-out Lean Six Sigma projects aligned with the department's strategic objectives and aimed to improve processes through the elimination of waste and variation; and
- enabling a culture of Performance Excellence to drive results and continuous improvement.

HIGHLIGHT

- ◆ *Continued the pilot project in Francophone School District South to deploy a formal management system. The goal is to align department, district and school performance to increase the improvement rate across key business areas (e.g., student achievement, student support services, professional learning, transportation, facilities). As part of the pilot:*
 - *Trained 17 Green Belts to lead improvement projects in schools and district operations.*
 - *Carried out a number of improvement projects that resulted in improved administrative processes and student outcomes.*

Corporate Services Division

The **Corporate Services Division** is responsible for providing efficient and effective support in the areas of Human Resources, Information Systems Services, Finance and Services, Educational Facilities and Pupil Transportation to the K–12 and Early Childhood sectors both at the central office and district levels.

The **Human Resources Branch** develops, promotes and supports human resource programs and practices that result in a workplace culture committed to achieving a standard of excellence in education and all aspects of service delivery. The branch is responsible for providing comprehensive human resources services to the department's senior administrators, other central staff and representatives in the public school system.

Information Technology Strategy and Planning is responsible for IT strategy development and planning activities for the use of information technology in the public school system. This includes responsibility for providing IT leadership, guidance and support to the department's central office staff, early childhood development and the two district IT shared services teams. The branch collaborates closely with Service New Brunswick to ensure business strategies and priorities are understood and IT demand is managed to ensure effective IT service delivery to the department

The **Finance and Services Branch** consists of the following units: Budget and Accounting, School District Financial Services, School District Payroll Services and Administrative Services. The branch mandate includes budgeting, accounting, effective departmental internal controls, financial reporting of district operations, payroll services for Part 2 of the Public Service as well as providing general office and administrative support services. The branch promotes accountability and is committed to the continued improvement in the management of financial and administrative support resources.

The **Educational Facilities and Pupil Transportation Branch** provides districts, the department and GNB with support and expertise in the planning and management of educational facilities and pupil transportation. The branch responsibilities include, but are not limited to, the department's major capital program, its fleet management programs and its safety, security and emergency response programs. The goal is to enable students to realize their potential through the provision of an appropriate, healthy and safe learning and working environments in a fiscally responsible manner.

HIGHLIGHTS

- ◆ *Increased financial transparency through changes in Main Estimates presentation.*
- ◆ *In-sourced cost containment and expenditure reduction initiatives.*
- ◆ *Led the department's Strategic Program Review exercise.*
- ◆ *Provided support in achieving a budget surplus on departmental expenditures.*

Financial information

Departmental expenditures: Status report by program/primary, fiscal year ending March 31, 2016		
	Budget (\$000)	Actuals (\$000)
Corporate and other Education Services		
Personnel Services	20,899,100	18,777,079
Other Services	22,106,050	19,453,531
Materials and Supplies	1,868,250	1,176,683
Property and Equipment	5,567,900	6,271,822
Contributions, Grants and Subsidies	7,516,700	7,509,258
Debt and Other Charges	–	–
TOTAL	57,598,000	53,188,373
School Districts		
Personnel Services	877,944,882	895,392,213
Other Services	127,094,610	94,188,122
Materials and Supplies	8,161,090	19,783,650
Property and Equipment	1,591,700	6,606,522
Contributions, Grants and Subsidies	300,000	36,480
Debt and Other Charges	227,600	714,619
TOTAL	1,015,319,882	1,016,721,606
Early Childhood Development		
Personnel Services	2,986,800	3,296,380
Other Services	869,700	1,258,522
Materials and Supplies	114,800	214,081
Property and Equipment	–	228,648
Contributions, Grants and Subsidies	72,783,700	68,760,215
Debt and Other Charges	–	–
TOTAL	76,755,000	73,757,846
GRAND TOTAL	1,149,672,882	1,143,667,825*

Note: Figures are draft and may vary slightly from information subsequently published in Supplementary Information Volume 2 Public Accounts.

Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the Deputy Minister of the Department of Human Resources delegates staffing to each Deputy Head for his or her respective departments. Please find below a summary of the staffing activity for 2015–2016 for the Department of Education and Early Childhood Development.

Number of permanent and temporary employees, as of December 31 of each year		
Employee type	2015	2014
Permanent	183	180
Temporary	50	33
TOTAL	233	213

The department advertised 35 competitions, including 27 open (public) competition and eight closed (internal) competitions.

Pursuant to section 15 and 16 of the *Civil Service Act*, the department made the following appointments using processes other than the competitive process to establish merit:

Appointment type	Appointment description	Section of the <i>Civil Service Act</i>	Number
Specialized Professional, Scientific or Technical	An appointment may be made without competition when a position requires: <ul style="list-style-type: none"> – a high degree of expertise and training – a high degree of technical skill – recognized experts in their field 	15(1)	0
Equal Employment Opportunity Program	Provides Aboriginals, persons with disabilities and members of a visible minority group with equal access to employment, training and advancement opportunities.	16(1)(a)	2
Department Talent Management Program	Permanent employees identified in corporate and departmental talent pools, who meet the four-point criteria for assessing talent, namely performance, readiness, willingness and criticalness.	16(1)(b)	0
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school boards) and 3 (hospital corporations) of the Public Service.	16(1) or 16(1)(c)	3
Regular appointment of casual/temporary	An individual hired on a casual or temporary basis under section 17 may be appointed without competition to a regular properly classified position within the Civil Service.	16(1)(d)(i)	0
Regular appointment of students/ apprentices	Summer students, university or community college co-op students or apprentices may be appointed without competition to an entry level position within the Civil Service.	16(1)(d)(ii)	0

Pursuant to section 33 of the *Civil Service Act*, no complaints alleging favouritism were made to the Deputy Head of the Department of Education and Early Childhood Development and no complaints were submitted to the Ombudsman.

Summary of legislation and legislative activity

There has been no legislative activity for the period covered by the annual report.

The legislation and regulations for which the Department of Education and Early Childhood Development is responsible are at: http://www2.gnb.ca/content/gnb/en/departments/attorney_general/acts_regulations.html

Summary of Official Languages activities

Introduction

With the advent of the newly revised GNB's *Plan on Official Languages — Official Bilingualism: A Fundamental Value*, the Department of Education and Early Childhood Development has developed and approved an action plan that includes strategic means for each of the four sectors of activity identified (i.e., Language of Service; Language of Work; Development of the Two Official Linguistic Communities; and Knowledge of the *Official Languages Act* and other obligations).

The Official Language policy and action plan apply to the department; however, given the linguistic duality within the education system, it does not apply to divisions of the department that have been established on the basis of one or the other of the two Official Languages. This policy does not apply within the schools and district offices.

Focus 1

- One of the objectives the department continued to focus on was increasing the level of participation in casual/formal second-language communication at central office.
- Employees at the department are encouraged to speak to one another in their second Official Language to improve their second-language skills. The department is a strong proponent for second-language training as well as conducting meetings in both Official Languages.
- The department continues to work toward ensuring that linguistic profiles are reviewed to validate accuracy. Efforts have been made, and continue to be made, to maintain the linguistic profiles and ensure the department has the capability to offer quality services in both Official Languages.
- The department's annual all-staff event is simultaneously translated; speakers at the event may present in English and/or French.

Focus 2

- The department continues to create an environment where employees are free to use their Official Language of choice.
- Employee Official Language preference is contained in the Human Resources Information System (HRIS) and in the employee files.
- All performance reviews are carried out in the employee's Official Language of choice. A communication to ensure that the verification of the language at the performance review occurs is forwarded to executive directors, directors, and managers by the Deputy Ministers annually in time for performance reviews.
- All seasonal/holiday/employee appreciation activities are held in both Official Languages. For example the Deputy Ministers have implemented a monthly "huddle" for Part 1 employees to provide highlights and news of the department. Each Deputy Minister speaks in his respective language in a welcoming and engaging way. This has been a very successful initiative reflected by the large number of employees who frequently attend.

Focus 3

- The department's annual report contains a section dealing with Official Languages and provides a status report where activities are reflected.
- The department continues to identify solutions to ensure Official Languages policies are being followed and that service is provided in both Official Languages.

Focus 4

- As part of the annual performance review, employees are required to read and review the policy on Official Languages.
- iLearn modules on Language of Work and Language of Service policies are promoted and completion rates are monitored and now reported quarterly.

Summary of recommendations from the Office of the Auditor General

Name and year of audit area with link to online document	Recommendations	
	Total	Adopted
Accounts Receivable – First Nation Tuition (2013) http://www.gnb.ca/oag-bvg/2013v1/chap5e.pdf Chapter 5, pages 217 to 222	1	1
Administration of School Raised Funds (2015) Insert Hyperlink Chapter 4, pages 77 to 91Chapter 4, pages 83 to 86	7	Target implementation date: April 2017

Report on the *Public Interest Disclosure Act*

As provided under section 18(1) of the *Public Interest Disclosure Act*, the chief executive shall prepare a report of any disclosures of wrongdoing that have been made to a supervisor or designated officer of the portion of the public service for which the chief executive officer is responsible. Policy and Planning is the division responsible for overseeing such disclosures. The Department of Education and Early Childhood Development did not receive any disclosure(s) of wrongdoings in the 2015–2016 fiscal year.

Appendix

Grade 12 Exit Survey, Anglophone sector

How do you feel about each of the following statements?	2011	2012	2013	2014	2015
My learning is interrupted by the behaviour problems of other students.	35.2%	34.1%	40.8%	40.9%	41.5%
My school is a place where I never felt like an outsider.	59.7%	56.6%	54.0%	58.3%	57.0%
Students are generally well behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	61.0%	59.2%	58.6%	64.7%	59.0%
Discipline is managed effectively at my school.	71.2%	67.7%	66.3%	66.3%	63.6%
Students are generally well behaved in class.	77.8%	77.4%	74.5%	75.9%	76.0%
I felt respected at my school.	79.4%	77.4%	75.8%	78.2%	76.3%
I enjoyed my school experience.	80.0%	78.2%	77.0%	78.1%	75.4%
If I had a problem, there was an adult I could talk to at my school.	78.3%	79.0%	79.1%	80.1%	79.9%
I feel safe at my school.	86.7%	84.5%	87.0%	87.3%	87.9%

Grade 12 Exit Survey, Francophone sector

How do you feel about each of the following statements?	2011	2012	2013	2014	2015
My learning is interrupted by the behaviour problems of other students.	40,1 %	37,8 %	41,8 %	39,9 %	38,0 %
My school is a place where I never felt like an outsider.	67,3 %	64,0 %	69,7 %	68,3 %	61,4 %
Students are generally well behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	76,6 %	73,7 %	76,4 %	74,7 %	79,0 %
Discipline is managed effectively at my school.	78,4 %	76,4 %	80,6 %	75,8 %	81,3 %
Students are generally well behaved in class.	87,6 %	85,4 %	85,3 %	86,7 %	89,0 %
I felt respected at my school.	86,8 %	85,9 %	84,1 %	84,0 %	84,9 %
I enjoyed my school experience.	85,0 %	86,2 %	82,0 %	82,8 %	83,3 %
If I had a problem, there was an adult I could talk to at my school.	85,4 %	82,7 %	87,3 %	87,8 %	88,4 %
I feel safe at my school.	90,2 %	91,9 %	87,7 %	92,6 %	92,6 %