

Education and Early Childhood Development

Annual Report
2014–2015

**Education and Early Childhood Development
Annual Report 2014–2015**

Province of New Brunswick
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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)

10487 | 2015.11 | 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, 2014 to March 31, 2015.

Respectfully submitted,



Honourable Serge Rousselle, Q.C.
Minister

From the Deputy Minister to the Minister

**Honourable Serge Rousselle, Q.C.
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 2014–2015.

Respectfully submitted,



John McLaughlin
Deputy Minister, Anglophone sector

From the Deputy Minister to the Minister

**Honourable Serge Rousselle, Q.C.
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 2014–2015.

Respectfully submitted,



Gérald Richard
Sous-ministre, Secteur francophone

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Minister's message

Education and early childhood are key priorities of our government. The Department of Education and Early Childhood Development is dedicated to providing early childhood services and the best public education system possible, where all children and students have a chance to achieve their potential.

Important work was accomplished this year in broadening the eligibility for subsidies for day care while increasing daily subsidies. This will help parents to participate in the workforce while their children are cared for in licensed day cares— one of our government priorities for families.

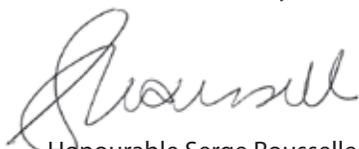
This annual report also reflects our goal to ensure all young New Brunswickers receive the education they need to help us move New Brunswick forward.

This year, groundwork was laid for several major initiatives, including the province's new Education Plan and the Child Care Sector Task Force. The department is working with other branches of government on the provincial literacy strategy and an integrated service delivery model to support our province's children and youth. These initiatives will shape how we meet the needs of New Brunswickers for years to come.

Important work continued this year with our Aboriginal partners in education to extend the tuition agreements in preparation for new agreements to be implemented in the coming school year. This is part of the department's ongoing commitment to providing education to all.

Important investments in new schools and in improved schools made in 2014–2015 will help us accomplish our goal of ensuring that our school infrastructure provides a safe, healthy learning environment for our students. We launched a midlife upgrade program, where strategic investments are made to existing schools to prolong their life at a fraction of the cost of new construction.

Despite the challenges our provinces faces, the department continues to work to ensure the school system is sustainable for the long term while achieving our goals of preparing New Brunswick's children and youth for post-secondary education and the workforce, and of supporting parents with quality day care so they can participate fully in the workforce. By working with our partners, we can continue to make New Brunswick a great place in which to raise a family.



Honourable Serge Rousselle, Q.C.

Minister of Education and Early Childhood Development

Deputy Minister's message

As part of the department's mandate, we strive to provide a safe, healthy learning environment for all of New Brunswick's children. The department continues to work with educators, support staff, administrators and parents to support the learning of our children and students. A new 10-year education plan is being developed, and consultations with our partners and stakeholders are underway.

Improving our students' literacy skills continues to be the department's Number One priority. The school system and our early childhood education programs continue to support the development of our students through new and improved curriculum as well as a balanced assessment program that encourages teachers to use ongoing assessment in the classroom. We have taken important steps toward ensuring diversity is embraced and celebrated in our education system. We continue to offer support for educators to receive training in early childhood learning— to ensure our students enter the school system with the best start our province can offer.

For several years, the department has focused on improving the literacy skills of our students. We are seeing very promising results from these efforts in the achievement levels of our Grade 7 and Grade 9 students on provincial literacy assessments. Our students are developing stronger and more robust literacy skills.

This past year, we launched coding programs to help our students develop this essential skill to be successful in the knowledge economy. An early start to understanding coding and computer science will ensure our students have a foundation for success in many 21st century career paths. The department has developed learning modules and resources on coding, used in our classrooms daily. In December, more than 100 schools participated in the Hour of Code, which saw participation from schools in 180 countries. Our students tackled 54,082 coding sessions during this one-week event, representing 16 per cent of the Canadian participation rate.

The Child Care Sector Task Force will review child care and, through consultations and surveys, determine the needs of New Brunswick's parents and how we can better support operators as they provide this crucial support for parents of young children.

The team at the department, as well as our partners, including the seven school districts, the district education councils, teachers, administrators, community partners in both education and early childhood, and day care operators, all contribute to the ongoing success in guiding and supporting the academic, social and personal achievements of New Brunswick's children.



John McLaughlin
Deputy Minister
Anglophone sector

Deputy Minister's message

The mission of the Department of Education and Early Childhood Development is to guide children of all ages toward the acquisition of knowledge so they can reach their potential and contribute to a changing, productive, democratic society. We believe we were able to carry out this mandate during the 2014–2015 fiscal year by providing a healthy and safe learning environment for New Brunswick children.

A major achievement this year was the completion of efforts to implement the language and cultural development policy (Politique d'aménagement linguistique et culturelle). This collective undertaking has enabled the entire Acadian and francophone communities, together with the government, to develop a policy that paves the way to fulfilling the dual mission of the Acadian and francophone education system: ensuring a solid general education for children and students and promoting their overall development while participating in the transmission of language and culture.

The department continues to work with school districts, teachers, educators and parents to encourage our students to learn. A 10-year plan is being developed that will build on the mobilization of our partners and stakeholders involved in the New Brunswick education system.

The same holds true for the early childhood sector in terms of the establishment of a task force that will help better identify day care services needs in New Brunswick. Moreover, we continue to offer support to educators so they can obtain the training they need to support the children in their learning and in their successful transition to the school system.

In short, the initiatives undertaken and implemented during the 2014–2015 fiscal year help chart a course toward ensuring the future of New Brunswick's education system. It is on this foundation that the department is committed to pursuing the development of education and early childhood together with its partners; i.e., school districts, district education councils, teachers, administrators, school staff, parents and community partners in education and in the early childhood sector. Together, we are working to ensure the best possible start and the academic, social, and personal success of New Brunswick's children.



Gérald Richard
Sous-ministre
Secteur francophone

Strategic priorities

Strategy management

The Government of New Brunswick (GNB) uses a formal management system built on leading business practices 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 2014–2015 fiscal year, the Department of Education and Early Childhood Development focused on these strategic priorities:

Through family and early childhood agencies, provided services to an average of 3,800 children and their families each month. This represents an increase of more than 100 per cent since these services were redesigned in 2013.



Increased daily maximum subsidies for infants (from zero to 24 months) by \$1 per day, from a daily maximum rate of \$27.50 to \$28.50 and increased daily maximum subsidies for preschool-aged children (from two to five years) by 50 cents, from a daily rate of \$23.75 to \$24.25.



Revised provincial assessment program to align with national and international measures focusing on reading, mathematics and science. (Anglophone sector)



Trained 514 teachers across New Brunswick through the department's new online training program, which provides essential skills for supporting learners with Autism Spectrum Disorder. (Anglophone sector)



Published and launched the *Linguistic and Cultural Development Policy*. (Francophone sector)



Implemented a formal management system within the Direction des programmes d'études et de l'évaluation and the Direction des services d'appui à l'éducation to better meet the needs of New Brunswick teachers and students. (Francophone sector)



Amended the *Education Act* to reflect the current language and concepts used in inclusive education.



Coordinated the renewal of the five-year Enhanced First Nation Education Programs and Services Agreement for 16 First Nation communities.



Trained 75 staff (across nine schools in Francophone School District South) in daily management to assist schools to systematically drive improvement and ultimately increase student outcomes.

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)
Prepare the workforce.	Number of entrepreneurial projects implemented (francophone sector only)
Fiscal responsibility	Measures
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 day care spaces
Smarter government	Measures
Enhance employee involvement, commitment and productivity.	Number of paid sick days used (Part 2)
	Percentage of 2013 employee performance reviews completed

More jobs

Objective of the measure

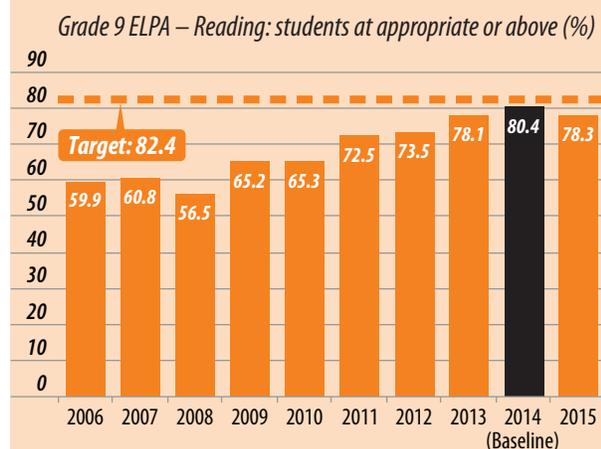
Students ready for post-secondary.

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.



Overall performance

There has been a steady increase in student results, with a slight decrease in 2014–2015.

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?

A screening tool to determine literacy needs of students as they enter Grade 9 has been identified. Intervention materials to support student learning are available.

High school English language arts standards were finalized, and lead educators in high schools were involved in developing training for other high school teachers.

Groups of educators examined research in improving high school structures and instructional and assessment practices. A final report on recommendations has been submitted.

Teachers continue to build capacity in formative assessment practices in literacy. This helps educators target areas of need for students and adjust instruction accordingly.

Professional learning on curriculum updates for grades 7 and 8 language arts was provided to teachers.

More jobs

Objective of the measure

Students ready for post-secondary.

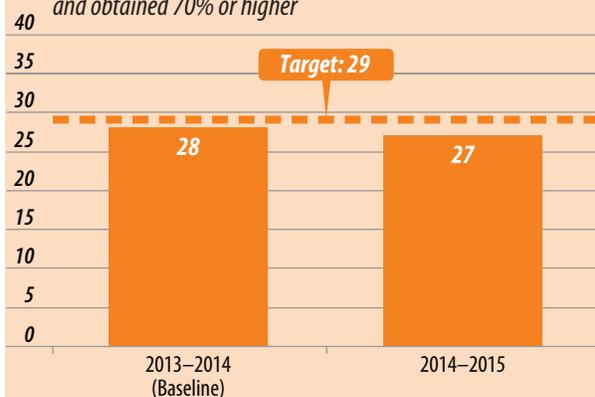
Measure

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

Description of measure

The Grade 11 French assessment consists of a reading 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 having written both components (reading and writing) of the assessment and having obtained an average equal to or greater than 70 per cent.

Percentage of students who took Grade 11 French exam and 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 2015 was not reached, which means that the department must continue its efforts to improve students' performance in French.

Why do we measure this?

New Brunswick students must be prepared for the labour market, be able to seize any opportunity that presents itself to improve their quality of life, and be able to make a positive contribution to society and the economy as full-fledged citizens.

Reading and writing skills are essential for participating in the labour force.

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

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

A report entitled *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 likely to improve their teaching practices, which should have a positive effect on student learning.

In all school 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, therefore, enable all teachers, including those who teach Grade 11 French, to share and test various successful teaching practices to help the students with their learning.

In the past year, some school 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

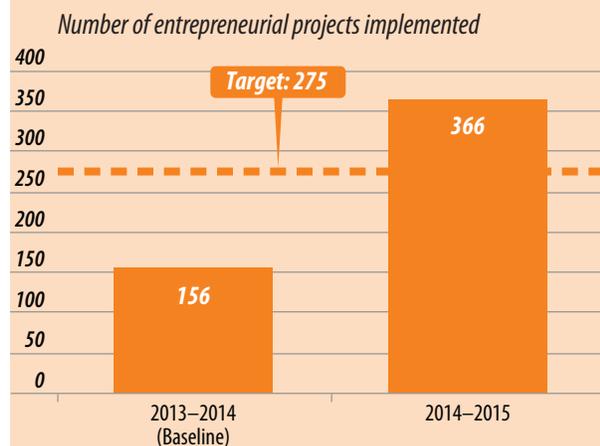
Prepare the workforce.

Measure

Number of entrepreneurial projects implemented— francophone sector only.

Description of measure

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



Overall performance

The target was reached. The fund provided financial support for entrepreneurial projects in more than 92 per cent of New Brunswick's francophone schools.

Why do we measure this?

An entrepreneurial spirit means the attitude or mindset leading a student to take initiatives, take up challenges and become an actor 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. They 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 should therefore continue to put mechanisms in place to promote the implementation of entrepreneurial projects in the schools.

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

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 therefore agreed this year to provide the services of one person on a full-time basis to this organization.

An exploratory study was conducted in partnership with l'Université de Moncton to measure the impact of entrepreneurial education projects on students' entrepreneurial spirit.

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

Fiscal responsibility

Objective of the measure

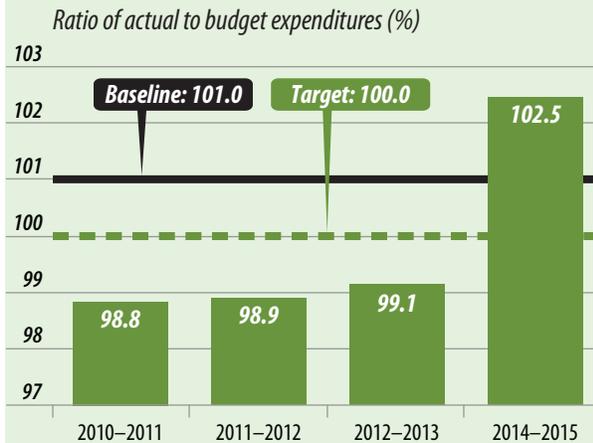
Reduce expenditures.

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.



Overall performance

Actual expenditures were higher than budgeted.

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?

The department did overspend even though it made every effort to contain expenditures. This is mostly due to the fact that, in previous years, the budget was reduced for a number of initiatives that were not implemented or the savings were not achieved. Specifically, budget reductions relating to management of unscheduled absences, commodity tax review, increased Information Technology (IT) efficiency and general reductions were not achieved during the year.

Best place to raise a family

Objective of the measure

Students ready to contribute to society.

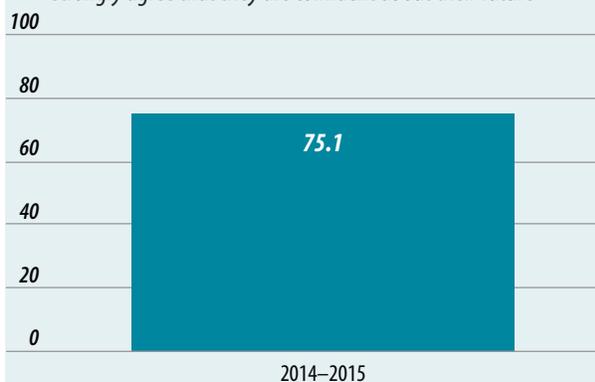
Measure

Percentage of Grade 12 respondents who agree or strongly agree that they are confident about their future (2013–2014 school year)— anglophone sector.

Description of measure

This indicator measures how confident New Brunswick's students are about their future.

Percentage of Grade 12 respondents who agree or strongly agree that they are confident about their future



Overall performance

This is the first year this question was asked as part of the Grade 12 Exit Survey.

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, 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, innovative and to stretch their potential.

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

The ratio of guidance teachers to students is gradually being improved in response to recommendations of the *Strengthening Inclusion, Strengthening Schools* report to enable guidance personnel to allocate more time to supporting students' education and career paths in addition to responding to emotional/behavioural needs.

A pilot Grade 9-Grade 10 curriculum highlighting personal development and career planning was introduced. This pilot will be expanded to additional schools next year.

Work has begun on the development of screening tools and interventions in mathematics and literacy for students transitioning into Grade 9.

A pilot involving the use of assistive technology in transitioning students with diverse needs from high school to post-secondary education or employment has continued and will expand to all four anglophone districts in 2015–2016.

In collaboration with Council of Atlantic Ministers of Education and Training (CAMET), the department has extended its agreement with *Career Cruising* for three years. The ability to track usage statistics, student career portfolio development and parental engagement to make evidence-informed decisions is central in moving forward with this career development software.

In collaboration with CAMET, the department launched *Future in Focus — Atlantic Career Development Framework: 2015–2020*, which spells out its policy direction and five-year goals for career planning and development.

Best place to raise a family

Objective of the measure

Students are ready to contribute to society.

Measure

Percentage of Grade 12 respondents who “agree” or “completely agree” that they are confident about their future (2013–2014 school year)—francophone sector.

Description of measure

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

Percentage of Grade 12 respondents who agree or strongly agree that they are confident about their future



Overall performance

This is the first time this question has been asked on the Grade 12 graduate survey.

Why do we measure this?

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 continually adapt because they will experience multiple job changes. New jobs are created regularly while others are lost. Broad 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 all students so they can acquire the knowledge, skills and attitudes needed to carry out their life-career plans and to envision their future with confidence after finishing high school.

Throughout their academic career, students, therefore, 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 in the reporting year to achieve the outcome?

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 certainly encourages 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, which enables them to develop the skills they will need to pursue studies at the college level in various fields. This program has been very successful and continues to grow.

A pilot project involving four high schools, the Workplace Essential Skills Program (WES), was developed during the past year 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 implemented at the start of this past year. The Personal and Social Development course for grades 6 to 8 was revised to include the specific learning outcomes for life-career development. Proposals have been developed to promote the implementation of life-career portfolios for all students in grades 6 to 12. The department is looking at the role of guidance counsellors to see if they can spend more time in the elementary schools. All of these projects will be implemented in francophone schools in the 2016–2017 school year.

Best place to raise a family

Objective of the measure

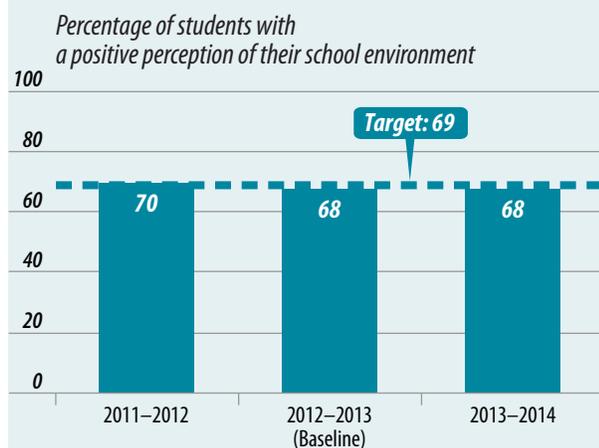
Help families.

Measure

Student perception of their school environment: this index is based on a selection of items from the Grade 12 Exit Survey (2013–2014 school year)—anglophone sector.

Description of measure

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



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 for a breakdown of the survey results.

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?

A new dossier, Diversity and Respect, was created in 2015. The Positive Learning Environment component of this portfolio includes initiatives relating to bullying prevention and intervention, positive learning environment planning, and Lesbian, Gay, Bisexual, Trans and Questioning (LGBTQ) inclusive education.

During the spring session, the first annual report on bullying, *Promoting Diversity and Respect in New Brunswick Schools*, was presented in the Legislative Assembly of New Brunswick. It provided statistical information as well as an overview of the activities and programs underway in schools to create the learning environment needed to achieve academic and social success for all students.

The New Brunswick LGBTQ Inclusive Education Resource was launched, and 100 schools attended professional learning opportunities hosted by facilitators from Egale Canada Human Rights Trust. This resource is now available online <http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html>.

Funding was provided to the anglophone school districts to provide core mental health training for educational personnel. The following annual training has been identified as essential for school and district Educational Support Services personnel to meet the mental health needs of students:

- School Crisis Prevention and Intervention (PREPaRE);
- Suicide Prevention (ASIST);
- Non-violent Crisis Intervention (NVC);
- Violence Threat Risk Assessment (V-TRA);
- Mediation Training and Services;
- 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).

Internet Child Exploitation (ICE) resources have been included in the grades 3 to 5 wellness curriculum.

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

The department is participating in *Transformation Research in Adolescent Mental Health* (TRAM). This initiative is designed to transform the delivery of mental health services for young 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, RCMP and stakeholders such as Partners for Youth.

Best place to raise a family

Objective of the measure

Help families.

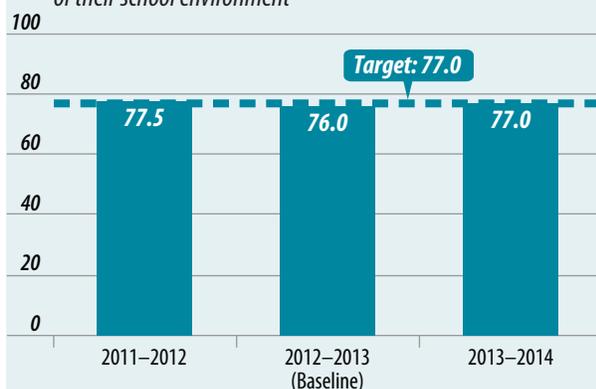
Measure

Student perception of their school environment: this index is based on a selection of items from the Grade 12 Exit Survey (2013-2014 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.

Percentage of students with a positive perception of their school environment



Overall performance

Baseline: 76% (Francophone sector)

Target: 77% (Francophone sector)

Actual: 77% (Francophone sector)

Why do we measure this?

Students must feel safe in their school environment. This feeling is the basis of all learning. This measure helps educators understand students' perceptions and experiences, which guide in the development of programs and services, as well as the implementation of anti-bullying strategies. The department realizes 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 in the reporting year to achieve the outcome?

During the week of Nov. 17-21, all francophone schools participated in the third provincial Anti-Bullying Week. Seventy-two grade 6 to 12 schools welcomed Christian (Kit) Goguen's Livre ouvert (open book) tour, in which he talked about the importance of resilience.

All principals were given a training day on anti-bullying and on approaches advocated in cases of bullying. This year, as part of a Memorandum of Understanding with the Department of Public Safety, all schools were given educational resources for students in grades 4 to 10 on the sexual exploitation of children and Internet safety.

In the spring, the first annual report on bullying was presented to the Legislative Assembly of New Brunswick. It includes statistical data and an overview of programs and activities to create a respectful, healthy and safe learning environment in the school system.

The anti-bullying movement has evolved toward a broader vision; i.e., one of diversity and respect.

Best place to raise a family

Objective of the measure

Help families.

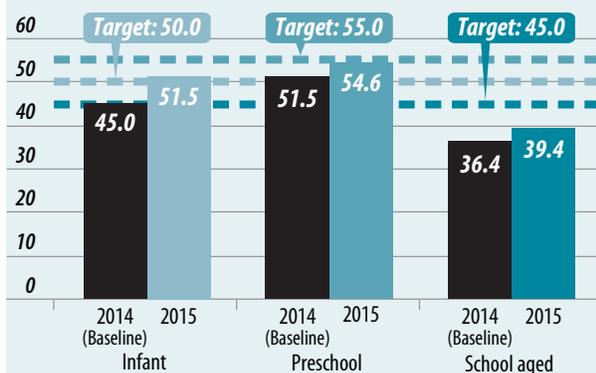
Measure

The percentage of communities (based on the 33 New Brunswick Health Council communities) that have an adequate ratio of day care 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 day care 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.

Percentage of communities with an adequate ratio of day care spaces, by program type



Overall performance

As of March 31, 2015:

- 51.5% of (or 17 out of 33) communities reached target for infant spaces.
- 54.6% of (or 18 out of 33) communities reached target for preschool spaces.
- 39.4% of (or 13 out of 33) communities reached target for school-aged spaces.

Why do we measure this?

The goal is to expand the number of early learning and day care 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;
- create new spaces in the areas of greatest need;
- help parents find day care spaces by establishing a provincial day care spaces registry; and
- facilitate equal access to day care 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 day care workers.

In 2014-2015, there were increases to the funding for day care educators wage enhancement: an increase of 25 cents per hour for educators with a recognized training in early childhood education and an increase of eight cents per hour for untrained educators through QIFS.

Additional funding was provided to the Early Learning and Child Care Trust Fund for the provision of financial support to the creation of new childcare spaces and for training for early childhood educators.

Day care subsidy rates have increased to better support working or studying parents in obtaining affordable day care. The control point for annual family income to be eligible for a full subsidy has risen to \$30,000, and the control point for the annual family income cut-off point has been increased to \$55,000.

The department increased daily maximum subsidies for infants (from zero to 24 months) by \$1 per day, from a daily maximum rate of \$27.50 to \$28.50 and increased daily maximum subsidies for preschool-aged children (from two to five years) by 50 cents, from a daily rate of \$23.75 to \$24.25.

Smarter government

Objective of the measure

Enhance employee involvement, commitment and productivity.

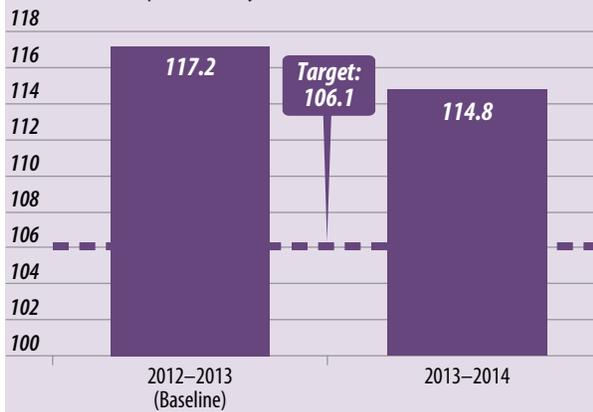
Measure

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., school district employees) in the 2013–2014 school year. The target was calculated by applying a 20-per-cent sick day reduction for Part 2 employees when compared to actuals from the 2011–2012 school year.

Number of paid sick days used, Part 2 (000)



Overall performance

The target was not met.

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 school district. High levels of 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?

A project team was put in place to begin the development of an absenteeism initiative for Part 2. This initiative will provide 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 employee performance reviews completed.

Description of measure

Performance Management is measured in number of performance reviews completed and reported as a percentage of overall performance reviews completed based on eligible employees. Eligible employees have been employed and working for a minimum of six months as of Dec. 31 of each year with the department and also include Personal Services Contracts, secondments, etc., that are coming for renewal.



Overall performance

Overall performance was very good as the department surpassed the target and exceeded the baseline data. Given that this was the first time for the new format of the performance management process, the results are excellent.

Why do we measure this?

Performance Management is important to help 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?

In February 2013, a new performance management process was implemented in the department. Workshops facilitated by Human Resources Branch were held for all supervisors.

Communications were sent to supervisors throughout the year to remind them of their responsibilities regarding mid-year reviews, coaching and year-end reviews.

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);
- oversee, support and regulate early childhood services for the province; and
- ensure the public's interest in the safety, security and healthy development of children up to age 12 who receive regulated day care services.

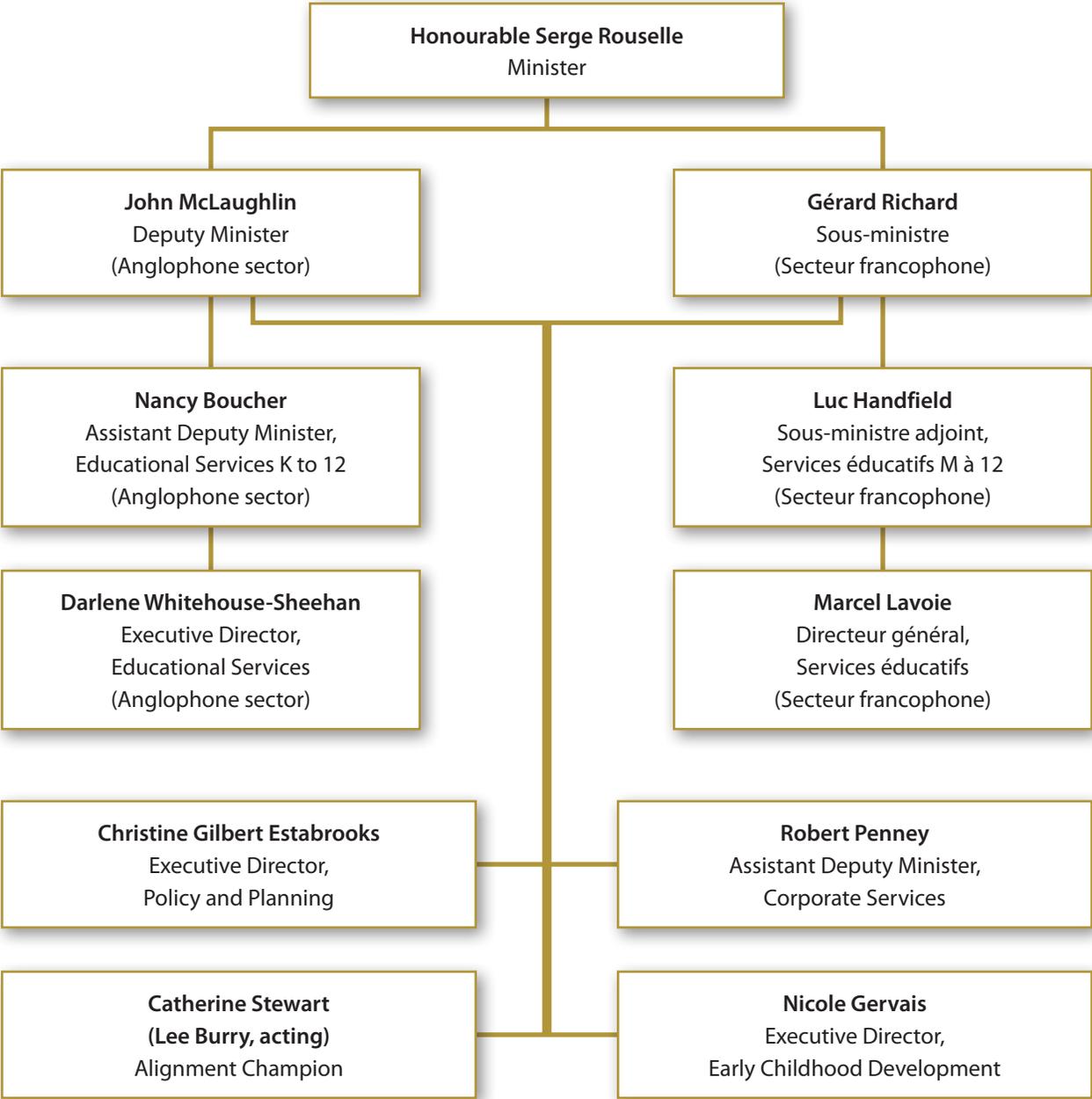
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students. The Minister prescribes curriculum and establishes educational goals and standards.

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 own 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 school 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 school 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 782 licensed day cares.

High-level organizational chart



Division overview and highlights

Early Childhood Services Division

Overview

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;
- Enhanced Support Worker Program;
- Prenatal Benefits Program;
- Quality Improvement Funding Support program;
- Preschool Autism Program;
- Early Language Program (Talk With Me); and
- Excellence in Parenting/Born to Read.

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

Highlights

- Effective April 1, 2014, salaries for educators with recognized training increased by 25 cents per hour, which brings the increase in the wage to \$5 per hour.
- It should also be noted that in its third year of existence, the pay equity exercise saw an increase in salaries for educators with no recognized training of eight cents per hour, rising to \$2.98 per hour since April 1, 2014.
- There was additional funding for 25 spaces in the support staff program to ensure the participation of students with special needs whose parents are working or in training. This funding helped support 28 additional children, for a total of 251 children.

- The department continued its partnership with the New Brunswick Association for Community Living to finalize a three-year agreement aimed at facilitating community inclusion.
- The results of the department's compliance audit of prescribed standards for preschool autism agencies were shared with the agencies involved. The improvements to the preschool autism program are based on these results to maximize the direct services to children on the autism spectrum and their families.
- The annual inspection reports for day cares (including reports dated Jan. 1, 2014) were posted on the department's website in the List of Approved Child Day care Centres at <http://www.gnb.ca/0000/ECHDPE/ELCC-DayCare-Promo.asp>.

Key Performance Indicators

- One-thousand new licensed day care spaces created, bringing the total number of licensed spaces to 25 557 and thus bringing the coverage for the province to 26.4 per cent, up one percentage point from the previous year.
- From April 2014 to March 2015, 774 children received services from the preschool autism program. During September 2014, 161 children transitioned to the school environment.

Anglophone Educational Services Division

Overview

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. Division staff work with external partners and provincial, regional and national stakeholders to improve learning and service delivery for students. The division consists of five branches, including the Office of First Nation Perspectives, which supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

Highlights

- More than 900 educational personnel across the four Atlantic provinces (including 514 from New Brunswick) completed the department's new online training program, which provides essential skills for supporting learners with Autism Spectrum Disorder.
- The New Brunswick LGBTQ Inclusive Education Resource K–12 was launched. Representatives from 100 schools, the department and school district offices attended professional learning.
- A major revision of the provincial K–8 report card was undertaken in consultation with about 3,900 parents and 1,300 educators. It was piloted in Anglophone West School District.
- EECD has revised its provincial assessment program with the introduction of the New Brunswick Balanced Assessment Framework. This new framework outlines the purpose of classroom based formative assessment to benchmarking and progress monitoring to large scale summative assessment. Although each of these assessment types provide information at different educational levels and for different purposes, together they provide a holistic and systemic assessment structure that informs decisions from the individual student through to the provincial, national (PCAP) and international (PISA) levels. As part of the new framework, the provincial assessment program is being restructured to align with national and international assessments which focus on critical skills in reading, mathematics and scientific literacy.
- The Middle School Technology Curriculum was revised; coding is now addressed in the new curriculum.
- A mathematics improvement project was undertaken with Anglophone East School District at Grade 8; math screener results improved by 15 per cent in pilot schools.
- A partnership was formed with New Brunswick Community College to develop collaboratively online courses for high school students and those beyond high school for academic upgrading.
- Professional standards of practice were developed for psychologists, social workers and speech language pathologists working in schools.
- Mi'kmaq and Wolastoqiyik language curriculum, face-to-face and online versions are being completed and will be available in September 2015.

- The Office of First Nation Perspectives and Curriculum K–12 reviewed existing K-9 social studies curriculum identifying where First Nations supporting content and/or outcomes can be embedded; beginning with Grade 9 "Canadian Identity," changes were drafted, including a new learning outcome on residential schools.

Key Performance Indicators

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 on provincial assessments.
- Middle level — 85 per cent of students, in their program of study, will achieve or surpass the expected level of language and mathematical literacies on provincial assessments.
- High school — 85 per cent of students, in their program of study, will achieve or surpass the expected level language literacies on provincial assessments.

School improvement —

knowledge transfer among school leaders

The School Improvement Review process goal is to align school, district and department practices with current research on school effectiveness.

The measure is based on the degree to which school self-assessments agree with the ratings of external reviewers, using the provincial indicator document.

Data indicate substantial progress in reducing rating splits between internal review teams (i.e., school self-assessment) and external review teams during the past two years:

- There was a reduction of 36 per cent in the number of two- and three-point splits (using a four-point scale) from 2013–2014 to 2014–2015. This is statistically significant.

Inclusive Learning Environments

From baseline measures, either established or to be determined, the following targets will be achieved by June 2016:

- 100 of 218 school leaders participated in training on the New Brunswick LGBTQ Inclusive Education Resource. Remaining school leaders will participate in the 2015–2016 school year.
- 98 per cent of high school principals participated in three full-day professional learning sessions regarding ways to improve inclusive education practices.

Each year, a random sample of Personalized Learning Plans (four per cent) is reviewed by the Educational Services Support team (the department and school districts) to assess the quality of key components of the plan. In 2014–2015, modified personalized learning plans were the focus. The goal is for 100 per cent of plans to meet the identified expectations; the department looks at improvement from the fall to the spring:

- Personalized Learning Plans (modified) have current and up-to-date justification statements; 56 per cent to 68 per cent.
- Personalized Learning Plans (modified) have current SMART (specific, measurable, action-oriented, realistic, time bound) goals; 77 per cent to 76 per cent.
- The Personalized Learning Plans (modified) have current outcomes to achieve learning goals; stayed at 70 per cent.
- Specific information about instructional strategies was included in Personalized Learning Plans (modified); 59 per cent to 76 per cent.

Improve First Nation cultural understanding

- Increase by five per cent the number of school-wide initiatives that promote First Nation cultural understanding. A baseline was to be established in 2013–2014; however, due to the ongoing negotiations for enhancement agreements that sees 50 per cent of tuition fees reimbursed to school districts for additional supports and services for students from First Nation communities, the baseline has not yet been established. Reports are coming in for the 2014–2015 school year.

Anglophone school districts

Overview

The English-language public education system consists of four anglophone school 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 school district. The anglophone school districts are responsible to ensure:

- implementation of provincial educational policy;
- development of district education and expenditure plans;
- identification of school 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 school district, please consult: <http://www.gnb.ca/0000/SchoolDistricts.asp>

Francophone Educational Services Division

Overview

Francophone Educational Services is responsible for:

- defining the expectations in terms of what the students must learn from kindergarten to Grade 12;
- providing 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;
- fostering the cooperation and collaboration of education partners to implement the education plan of Acadian and francophone schools.

Highlights

- Published and launched The Linguistic and Cultural Development Policy: A Societal Project for the French Education System.
- Provided ongoing professional development in inclusive education for school staff.
- Developed and tested online courses on autism for educational staff.

- Implemented a new Grade 12 math curriculum enabling students to learn math according to their areas of interest, their passions and their career and life plans.
- Published performance standards for writing at the elementary school level to improve students' (written) literacy skills.
- Published the manual *Le Nouveau-Brunswick* to support the teaching of social studies in grades 3 and 4.
- 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 New Brunswick teachers and students. This organizational model makes it easier to understand learning-related challenges and to find solutions more quickly.

Key Performance Indicators

Literacy and numeracy

Targets:

- 85% of students attain at least level 3 (expected) on provincial Grade 2 and Grade 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:

- 76% of students attain at least level 3 (expected) on Grade 2 silent reading assessment.
- 75% of students attain at least level 3 (expected) on Grade 2 oral reading assessment.
- 63% of students attain at least level 3 (expected) on Grade 4 reading assessment.
- 76% of students attain at least the appropriate level on the Grade 5 French assessment.
- 68% of students attain at least the appropriate level on the Grade 8 French assessment.
- 78% of students attain at least the appropriate level on the Grade 3 math assessment.
- 67% of students attain at least the appropriate level on the Grade 8 math assessment.

- 53% of students attain the appropriate level in Grade 10 math (path A) and 61% of students attain the appropriate level in Grade 10 math (path BC).
- 60% of students 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 grade 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 before 2016 with respect to the number of students involved in the process of developing their life/career plans.
- 366 educational entrepreneurial projects have been implemented in the francophone schools.

Identity-building

Target:

- 95% of graduates report having taken part in cultural activities organized by the school.

Current measure:

- 89% of graduates report having taken part in cultural activities organized by the school.

Francophone school districts

Overview

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

- compliance with provincial education policies;
- direction and priorities for their respective district;
- 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 school district, please consult <http://www.gnb.ca/0000/SchoolDistrictsf.asp>

Policy and Planning Division

Overview

The Policy and Planning Division is divided into four 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 the New Brunswick public school system.

Highlights

- Amended the Education Act to reflect the new nomenclature and concepts used in inclusive education.
- Coordinated the renewal of the five-year Enhanced First Nation Education Programs and Services Agreement.
- Revised Policy 409 to include triggers for sustainability studies to provide a common provincial approach to address the question of the minimum criteria for a sustainability study.

Key Performance Indicators

- 77% (24 out of 31) of requests under the Right to Information and Protection of Privacy Act were processed within the legislated timeframe (90% target).

Performance Excellence Unit

Overview

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;
- identifying and carrying-out Lean Six Sigma projects aligned with the department's strategic objectives and aim to improve processes through the elimination of waste and variation; and
- enabling a culture of performance excellence to foster people and information readiness.

Highlights

- Initiated a pilot project in Francophone School District South to deploy a formal management system. The goal is to align department, school district and school performance to increase the improvement rate across key business areas (e.g., student achievement, student support services, professional learning, transportation, facilities).
- Trained seven Green Belts in Francophone School District South to lead improvement projects in schools and school district operations.

- Trained 75 staff (across nine schools in Francophone School District South) in Daily Management to help them systematically drive improvement and ultimately increase student outcomes.
- Trained five teams within the department on Daily Management to enable them to continuously improve their processes and drive results.
- Carried out a number of improvement projects that resulted in improved administrative processes and student outcomes.
- Implemented a calendar of commitments to enable the department's leadership team to communicate and drive execution of its strategy.

Corporate Services Division

Overview

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 school 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.

The **Information Systems Services Branch** is responsible for the implementation and support of IT in the public school system and in central office. This includes responsibility for the implementation and management

of administrative information systems, coordinating the implementation of province-wide information systems with school district technical staff and management of the wide area network (WAN) that connects all schools, school districts and central office.

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 school 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 with support and expertise in the planning and management of educational facilities and pupil transportation. The objective is to create a healthy and secure learning and working environment as well as the implementation of a safe and efficient pupil transportation service.

Highlights

- Increased financial transparency through changes in Main Estimates presentation.
- Implemented a strategic infrastructure renewal program and "Quadruple Bottom Line" (QBL) assessment tool for the objective ranking of proposed capital projects.
- In-sourced cost containment and expenditure reduction initiatives.
- Led the department's Strategic Program Review exercise.

Financial information

Departmental expenditure status report by program/primary

Fiscal year ending March 31, 2015 (\$000)

	Budget	Actuals
<i>Corporate and other Education Services</i>		
– Personnel Services	8,897,428	8,530,156
– Other Services	1,566,172	684,053
– Materials and Supplies	54,900	41,124
– Property and Equipment	16,500	22,519
– Contributions, Grants and Subsidies	–	1,716
– Debt and Other Charges	–	–
Total	10,535,100	9,279,568
<i>Elementary and Secondary Education</i>		
– Personnel Services	860,037,245	880,306,719
– Other Services	123,008,872	118,974,219
– Materials and Supplies	16,089,404	23,238,346
– Property and Equipment	6,003,071	9,724,384
– Contributions, Grants and Subsidies	5,619,747	7,943,435
– Debt and Other Charges	250,000	185,239
– Miscellaneous	–	–
Total	1,011,008,339	1,040,372,342
<i>Early Childhood Development</i>		
– Personnel Services	3,318,900	2,674,804
– Other Services	273,000	797,645
– Materials and Supplies	6,700	39,395
– Property and Equipment	–	19,455
– Contributions, Grants and Subsidies	69,620,400	67,988,043
– Debt and Other Charges	–	–
Total	73,219,000	71,519,342
GRAND TOTAL	1,094,762,339	* 1,121,171,252

* The department had a large budgetary over-expenditure in 2014–2015 even though it made every effort to contain costs. This was caused by previous years' budget reductions relating to a number of initiatives that were not implemented or for which the savings were not achieved. Specifically, budget reductions relating to management of unscheduled absences, commodity tax review, increased IT efficiency and general reductions were not achieved during the year.

Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the Deputy Minister of the Department of Human Resources (DHR) delegates staffing to each deputy head for his or her respective departments. Please find below a summary of the staffing activity for 2014–2015 for the Department of Education and Early Childhood Development.

Number of permanent and temporary employees, as of December 31 of each year		
Employee type	2014	2013
Permanent	180	184
Temporary	33	32
Total	213	216

The department advertised 40 competitions, including 31 open (public) competition and nine closed (internal) competitions.

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

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)	0
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, Part 2 (School Boards) and Part 3 (Hospital Corporations) of the Public Service.	16(1) or 16(1)(c)	2
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)	2
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

Bill #	Name of Legislation	Date of Royal Assent	Summary of changes
37	<i>An Act to Amend the Education Act</i> http://www.gnb.ca/0062/acts/BBA-2014/Chap-37.pdf	May 21, 2014	The amendment to the Act reflects new nomenclature used in inclusive education.

Summary of Official Languages activities

Introduction	The Department of Education and Early Childhood Development developed a draft action plan that included strategic means for each of the four sectors of activity found in GNB's <i>Plan on Official Languages 2011–2014</i> . Although the plan has not yet been approved by senior management, the department has been successful in improving awareness and promoting Official Languages internally.
Focus 1	<ul style="list-style-type: none"> – One of the objectives/challenges 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. This can take the form of selecting a common language of communication on certain days or through providing opportunities to discuss key elements of grammar and vocabulary. The department is a strong proponent for second-language training as well as conducting meetings in both Official Languages. – All linguistic profiles are reviewed on an annual basis to validate accuracy. The linguistic profiles are well-maintained and kept up-to-date to ensure it has the capability to offer quality services in both Official Languages. – The department's semi-annual all staff event is simultaneously translated; speakers at the event may present in English and/or French.
Focus 2	<ul style="list-style-type: none"> – The department continued to create an environment where employees were free to use their Official Language of choice. – Employee Official Language preference is contained in the Human Resources Information System (HRIS). – All performance reviews are carried out in the employee's Official Language of choice. A random review of departmental performance reviews (i.e., five per cent) is performed by the Human Resources Branch to ensure they are completed in the employee's Official Language of choice. – All seasonal/holiday/employee appreciation activities are held in both Official Languages.
Focus 3	<ul style="list-style-type: none"> – 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 try to identify solutions to ensure Official Languages policies are being followed and that the service provided is of a superior level.
Focus 4	<ul style="list-style-type: none"> – Performance Review Forms now include a section where Official Languages are discussed. – iLearn modules on Language of Work and Language of Service policies are promoted and completion rates are monitored.
Conclusion	The Deputy Ministers have implemented a monthly "coffee break" for Part 1 employees. This is done to provide highlights and news of the department to employees at central office. Each Deputy Minister speaks in his respective language in a welcoming, engaging and often humorous way. This has been a very successful initiative reflected by the large number of employees who frequently attend.

Summary of recommendations from the Office of the Auditor General

Name and year of audit area with link to online document	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

Report on the *Public Interest Disclosure Act*

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 2014–2015 fiscal year.

Appendix

Grade 12 Exit Survey

Results by statement included in index (%)
Anglophone sector (see page 13)

How do you feel about each of the following statements?	2011	2012	2013
My learning is interrupted by the behaviour problems of other students.	35.2	34.1	40.8
My school is a place where I never felt like an outsider.	59.7	56.6	54.0
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
Discipline is managed effectively at my school.	71.2	67.7	66.3
Students are generally well behaved in class.	77.8	77.4	74.5
I felt respected at my school.	79.4	77.4	75.8
I enjoyed my school experience.	80.0	78.2	77.0
If I had a problem, there was an adult I could talk to at my school.	78.3	79.0	79.1
I feel safe at my school.	86.7	84.5	87.0

Grade 12 Exit Survey

Results by statement included in index (%)
Francophone sector (see page 14)

How do you feel about each of the following statements?	2011	2012	2013
My learning is interrupted by the behaviour problems of other students.	40.1	37.8	41.8
My school is a place where I never felt like an outsider.	67.3	64.0	69.7
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
Discipline is managed effectively at my school.	78.4	76.4	80.6
Students are generally well behaved in class.	85.0	86.2	82.0
I felt respected at my school.	86.8	85.9	84.1
I enjoyed my school experience.	87.6	85.4	85.3
If I had a problem, there was an adult I could talk to at my school.	85.4	82.7	87.3
I feel safe at my school.	90.2	91.9	87.7