

## Legislation

- Alberta's new Education Act was passed in the Legislature and received Royal Assent on December 10, 2012. The new Education Act will bring to life the vision for education that thousands of Albertans shared with us through Inspiring Education.
- The new legislation shifts the focus from the school and the system to the student. It contains some of Canada's most effective and proactive anti-bullying legislation – and acknowledges our partnership approach of parents, students, teachers, administrators and trustees working together to make schools welcoming, caring, respectful and safe places for everyone.
- The Education Act will come into force in time for the 2015-16 school year, once a regulatory review and policy review have been completed and boards have had a chance to align their own policies and procedures.

## Infrastructure

- Alberta's population is growing and demographics are changing, which means we need new and improved schools. In 2012-13, we completed 15 new schools across the province.
- Alberta Education partnered with school jurisdictions, municipalities, community groups, post-secondary institutions, and Métis Settlements on 11 school infrastructure projects. Nearly \$20 million in additional partnership funding will contribute to these projects and enhance the learning environment for students as well as community access to the schools.

## Rural Education

- This year, government implemented a new funding model to address the unique needs of rural Alberta to ensure all students have fair and equitable access to services no matter where they live or go to school.
- Alberta Education collaborated with education partner organizations to provide students, teachers, parents, administrators, trustees, and community members with a two-day symposium focused on rural education.
- Collaboration will continue to share best practices and develop resources for rural boards and teachers.

## International and Intergovernmental Relationships

- Alberta Education continues to develop and maintain alliances within the Council of Ministers of Education, Canada (CMEC) to advance Alberta's agenda and to protect our interests.
- In the fall of 2013, Minister Johnson became the new chair of CMEC and co-head a Canadian delegation to Turkey where education ministers from across the globe shared ideas, insights, and best practices at the meeting hosted by the Organization for Economic Co-operation and Development.

## High School Completion Strategy

- Alberta Education completed year four of the High School Flexibility Enhancement Pilot Project and is working with approximately 90 schools across the province on Phase 2 of the project, titled *Moving Forward with High School Redesign*. Phase 2 is intended to engage high schools in transformation work aligned with the policy shifts in Inspiring Education.
- Alberta Education completed a two year research project entitled "Keeping Kids in School and Engaged," to provide school authorities with truancy prevention strategies.

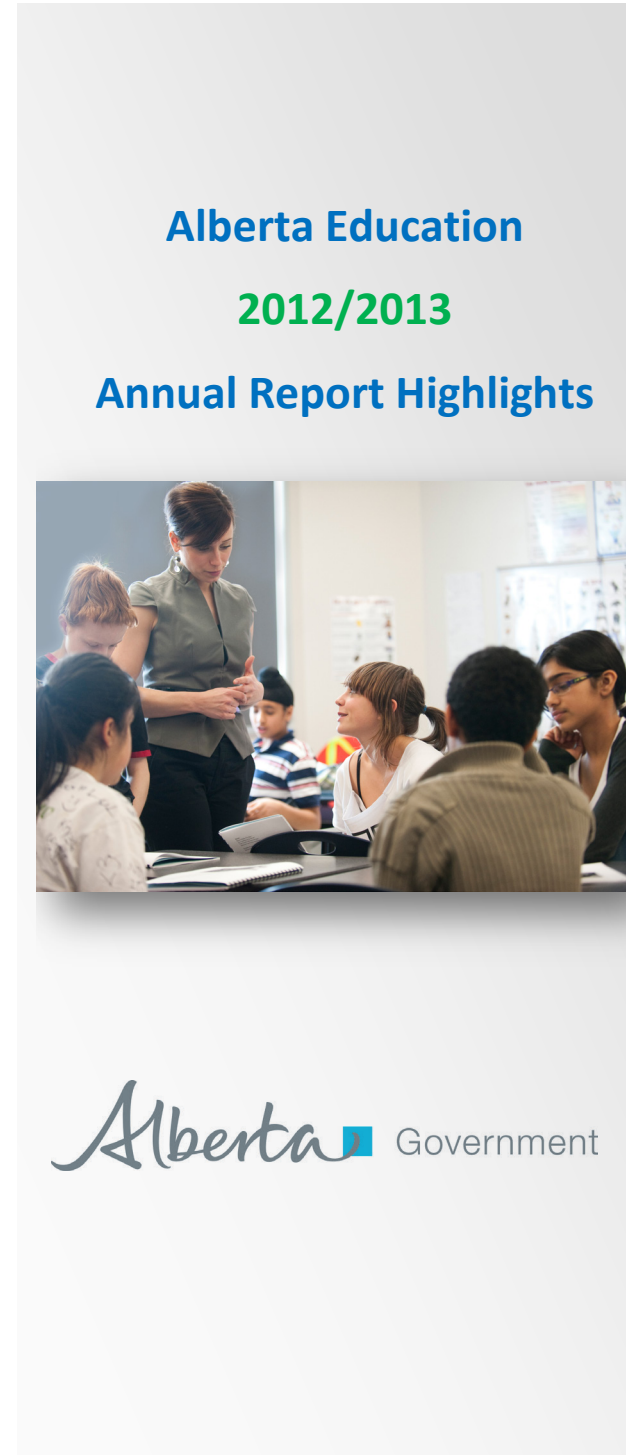
## Healthy Alberta School Communities

- To support Healthy Alberta School Communities, funding was provided to six projects involving 27 schools in seven school districts working collaboratively to include wellness education into the high school curriculum.

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Alberta Education's Annual Report for 2012/2013 is available on the Internet at:  
<http://education.alberta.ca/department/annualreport.aspx>



## Introduction

The success of every student is our highest priority. The ministry of Education provides leadership to ensure we have the best learning environment in place for the 21<sup>st</sup> century learner by:

- meeting the diverse learning needs of students;
- engaging students' passions and interests;
- promoting continuous improvement in learning through outcomes-based accountability and reporting; and,
- determining the knowledge, skills and attributes necessary for student success.

The ministry ensures the effective delivery of education by:

- developing and supporting the implementation of policies, programs and standards;
- providing equitable funding to school authorities;
- monitoring the management of school jurisdictions; and,
- providing education sector workforce planning, teacher development and certification.

## Investment in Education

- In Budget 2013, total support to education increased by \$216 million to more than \$7 billion.
- \$35 million is invested in students every school day.
- For the 2013-14 school year, there is a two per cent increase to inclusive education and class size funding.
- Budget 2013 also includes \$1.4 billion for capital projects over the next three years and more than \$500 million to support the Premier's commitment to an additional 50 new schools and 70 modernizations.

## Northern Student Teacher Bursary

- Alberta Education provided funding for 114 participants in 2012-13. The project was supported by provincial and First Nations school authorities in northern and rural Alberta and every participant was successful in obtaining positions within northern school jurisdictions.



Alberta Education identifies performance measures and targets for key indicators of success of the K – 12 education system, reflecting our commitment to continuous improvement.

Results over time and targets for 2012/2013 are provided below. Rather than relating solely to 2012/2013 spending, these results reflect the cumulative impact of investment of resources and effort over time on the part of government, school boards, parents, teachers and students.

# 2013 Performance Summary Table

## Goal 1: Success for every student

Outcomes	Performance Measures		Target 2012/13 (%)	Current Result <sup>1</sup> (%)	5-Year Trend <sup>2</sup>	
<ul style="list-style-type: none"><li>Students demonstrate proficiency in literacy and numeracy</li><li>Students achieve Alberta's student learning outcomes, and</li><li>Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit</li></ul>	Overall agreement of students, parents and teachers that students are engaged in their learning at school		86	85✓	~	
	Overall percentage of students who achieved standards on provincial achievement tests in English and French Language Arts and Français	acceptable	82.5	81.0✗	~	
		excellence	18.7	16.3✗	↓	
	Percentages of students who achieved standards on diploma examinations:	Language Arts	acceptable	87.0	87.4✓ <sup>+</sup>	~
			excellence	10.6	10.8✓	↓
		Mathematics <sup>4</sup>	acceptable	80.6	76.5	n/a
			excellence	24.1	27.0	
	High school completion rate of students within five years of entering Grade 10		81.0	80.8✓	↑	
	Overall agreement of students, parents and teachers that students model the characteristics of active citizenship		85	85✓	~	
	Overall satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school		77	76✓	↑	

## Goal 2: High quality education through collaboration and innovation

<ul style="list-style-type: none"><li>Effective learning and teaching within caring, respectful, safe and healthy environments is achieved through collaborative leadership</li></ul>	Overall satisfaction of students, parents, teachers, school board members and the public with the quality of basic education		88	86✓	~
	Overall satisfaction of students, parents, teachers, school board members and the public that input is considered, respected and valued by the school, jurisdiction and province		63	62✓	~
	Overall satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning		71	75✓ <sup>+</sup>	~
	Overall perception of parents, teachers and school board members that Alberta's education system has improved in the last three years		40	39✓	~
	Overall satisfaction of students, parents, teachers, school board members and the public with the opportunity of students to receive a solid grounding in core subjects		87	85*	~
	Overall satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies		84	83✓	~
	Overall satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment		88	87✓	~

## Goal 3: Success for First Nations, Métis and Inuit ( FNMI) students

<ul style="list-style-type: none"><li>• First Nations, Métis and Inuit (FNMI) students are engaged in learning</li><li>• FNMI students achieve educational outcomes at the same level as all students</li></ul>	Overall agreement of self-identified FNMI students and their parents that FNMI students are engaged in their learning at school		81	81✓	~
	Overall percentage of self-identified FNMI students who achieved standards on provincial achievement tests in English and French Language Arts and Français	acceptable	66.1	65.6✓	↑
		excellence	8.0	4.9✖	~
	Overall percentage of self-identified FNMI students who achieved standards on diploma examinations:				
	Language Arts	acceptable	84.7	82.0✖	~
		excellence	8.4	5.8✖	~
	Mathematics <sup>4</sup>	acceptable	73.6	64.1	n/a
		excellence	12.7	12.7	
	High school completion rate of self-identified FNMI students within five years of entering grade 10		48	49.9✓	~
	Annual dropout rate of self-identified FNMI students aged 14-18		9.5	8.5✓ <sup>+</sup>	↑ <sup>3</sup>
	Overall agreement of self-identified FNMI students and their parents that students model the characteristics of active citizenship		79	79✓	~
Overall satisfaction of parents of self-identified FNMI students that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school		81	82✓	~	

1. Target Achievement: ✓ Target Met   ✓<sup>+</sup> Target Exceeded   \*Target not met

2. Trend: ↑ Improvement in performance   ~ No significant change in performance   ↓ Decline in performance

3. For the annual dropout rate, a downward trend in the rate indicates improvement.

4. Current year results for Mathematics are not comparable to prior years and cannot be used to assess the achievement of targets.

Significant difference is considered in assessing trends and target achievement for all measures. Targets are considered met if the current result is not significantly different from the target value.