

## 10-Point Plan

The ministry released a 10-Point Plan for Education to make practical improvements to enhance students' experiences, create stronger partnerships to set the right foundation for the future, as well as review several initiatives to set the stage for future decisions.

- Highlights include two transportation pilot projects, the first aimed at reducing the travel time for students who spend more than one hour on a bus, and the second, enabling students to better use technology for learning when they travel.
- Other 10-Point Plan items include easing the administrative burden for Alberta's 13 innovative charter schools and forging a stronger partnership with the federal government to address the learning needs of First Nations students.

## Inclusive Education Capacity Building

Efforts to move forward on the shaping of an inclusive education system have focused on ensuring that all students receive a quality education regardless of their ability, disability, language, cultural background, gender or age. The ministry:

- Announced a new inclusive education capacity building model to support inclusive practice in schools across Alberta and distributed \$12 million to school authorities in support of inclusive education
- Distributed an Inclusive Education Planning Tool to school authorities in September 2011, with piloting underway in over 200 schools in 54 school authorities across the province.

## Legislation

- The ministry developed a new process for establishing separate school districts in collaboration with the Public School Boards' Association of Alberta, the Alberta Catholic School Trustees' Association and the Alberta School Boards Association.
- The ministry also developed the *St. Albert and Sturgeon Valley School Districts Establishment Act* to address longstanding issues with respect to the provision of public education in Morinville.

## High School Completion

The High School Completion Framework is supported by a number of innovative projects and initiatives related to five core strategies—student engagement, successful transition, collaborative partnerships, positive connections and tracking progress. As part of its comprehensive strategy, the ministry:

- Developed four reading intervention training models
- Piloted the second year of the three year "Tell Them From Me" Online Student Engagement Survey project in schools jurisdictions
- Posted the high School Completion Progress Report online at [ideas.education.alberta.ca/hsc](http://ideas.education.alberta.ca/hsc).

## Curriculum Redesign

This project reflects the province's commitment to continually improve its work in providing a world-class, student-centred curriculum now and in the future. The ministry:

- Posted the *Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit*
- Co-hosted an Invitational Curriculum Symposium with the Alberta Teachers' Association, resulting in the development of the draft *Guiding Principles for Future Curriculum Design*.

## First Nations, Métis and Inuit (FNMI) Success

- The ministry produced a digital teaching resource entitled *Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum*, designed to help teachers infuse FNMI content, perspectives and indigenous teaching approaches into the education experience.

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<http://education.alberta.ca/department/annualreport.aspx>



## Introduction

The success of every student is our highest priority. The ministry of Education provides leadership to create a learning environment in keeping with the needs of the 21<sup>st</sup> century learner. It supports student achievement and maintenance of a world-class education system by:

- meeting the diverse learning needs of students;
- engaging students' passions and interests;
- promoting continuous improvement in learning through outcomes-based accountability and reporting;
- 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
- providing education sector workforce planning, teacher development and certification.

## Investment in Education

- Total school jurisdiction and ministry spending on operations was \$7.14 billion.
- School board and ministry spending increased from the previous year by \$391.1 million or 5.8 per cent.
- Education property tax revenue contributed about 26 per cent to the education system.
- Seven new schools were completed in 2011-12 and 12 others were modernized.
- Ministry provided an additional \$107 million to the 2011-12 Education budget. School boards reported the hiring of an additional 623 certified teachers and 397 support staff with these funds.



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 2011/2012 are provided below. Rather than relating solely to 2011/2012 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.

## Performance Summary Table

### Goal 1: Success for every student

Outcomes	Performance Measures		Target 2011/12 (%)	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 educational outcomes, and</li> <li>Students are prepared for the 21<sup>st</sup> century</li> </ul>	Overall percentage of students who achieved standards on provincial achievement tests in English and French Language Arts and Français	acceptable excellence	82.0 18.5	<b>Data not available</b>	
	Overall percentage of students who achieved standards on diploma examinations:				
	Language Arts	acceptable excellence	87.9 11.9	<b>Data not available</b>	
	Mathematics	acceptable excellence	81.4 24.6	<b>Data not available</b>	
	High school completion rate of students within five years of entering Grade 10		80.5	<b>79.6 ×</b>	↑
	Overall agreement of parents, teachers and students that students model the characteristics of active citizenship		86	<b>84✓</b>	~
	Overall satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school		72	<b>69✓</b>	~

### Goal 2: Transformed education through collaboration

<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable their learning</li> <li>Students demonstrate openness to new and innovative ideas, and</li> <li>Students demonstrate leadership and collaboration</li> </ul>	Overall satisfaction of students, parents, teachers, school board members and the public with the quality of basic education		88	<b>86✓</b>	~
	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	<b>61✓</b>	~
	Overall satisfaction of parents, teachers and school board members that education leadership effectively supports and facilitates teaching and learning		73	<b>73✓</b>	~
	Overall perception of parents, teachers and school board members that Alberta's education system has improved in the last three years		26	<b>25✓</b>	~
	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	<b>85✓</b>	~
	Overall satisfaction of students, parents, teachers and school board members with the opportunity of students to receive a broad program of studies		83	<b>82✓</b>	~
	Overall satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment		87	<b>87✓</b>	~

### 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>The achievement gap between FNMI and non-FNMI students is eliminated</li> </ul>	Overall percentage of self-identified FNMI students who achieved standards on provincial achievement tests in English and French Language Arts and Français	acceptable excellence	65.7 7.4	<b>Data not available</b>	
	Overall percentage of self-identified FNMI students who achieved standards on diploma examinations:				
	Language Arts	acceptable excellence	84.3 8.1	<b>Data not available</b>	
	Mathematics	acceptable excellence	73.6 12.7	<b>Data not available</b>	
	High school completion rate of self-identified FNMI students within five years of entering grade 10		48	<b>46.9✓</b>	~
	Annual dropout rate of self-identified FNMI students aged 14-18		10	<b>9.0✓<sup>+</sup></b>	↑ <sup>3</sup>
	Overall agreement of self-identified FNMI students and their parents that students model the characteristics of active citizenship		79	<b>78✓</b>	~
	Overall satisfaction of self-identified FNMI parents that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school		68	<b>68✓</b>	↑

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.

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.