

# **Results-based Plan Briefing Book 2012-13**

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**Ministry of Education**

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## **Published Results-based Plan 2012-13**

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### **Ministry of Education**

## **PUBLISHED RESULTS-BASED PLAN 2012-13**

### **MINISTRY OVERVIEW**

The Ministry of Education strives to promote a strong, vibrant, publicly funded education system that is focused on three goals: high levels of student achievement, reduced gaps in student achievement and high levels of public confidence. The ministry also supports success for children and families in the early years, with a focus on quality child care. This includes policy, funding, contract management and licensing responsibilities.

In order to meet its fiscal plan, the government has focused on finding savings in education while protecting the gains made over the past eight years, such as higher student achievement and graduation rates. That means keeping class sizes small, continuing to roll-out full-day kindergarten and keeping teachers in the classroom.

#### **Mandate**

Ontario students will receive the best publicly funded education in the world, measured by high levels of achievement and engagement for all students. Successful learning outcomes will give all students the skills, knowledge and opportunities to attain their potential, to pursue lifelong learning, and to contribute to a prosperous, cohesive society.

The ministry seeks to strengthen Ontario's publicly funded education system through stronger partnerships, and to create a more integrated early learning and child care system for children and their families.

The wisdom of educators, parents, students and all those working in education, early learning and child care will continue to be sought and valued. The government's goal is to create a publicly funded education system that can reach every student.

#### **Key Priorities and Results**

The ministry's work supports four government priorities:

- Success for Students
- Strong People, Strong Economy
- Better Health
- Safer Communities

Student achievement from kindergarten to Grade 12 is the top priority in education. The overall skill and knowledge level of Ontario's students must continue to rise to remain competitive in a global economy. At the same time, the achievement gap must be closed between students who excel and students who struggle because of personal, cultural or academic barriers.

In addition, preparing Ontario's young people for success starts before they enter the classroom. Quality child care programs will provide children and their families with essential support and learning in the early years. A more integrated early learning and care system will help contribute to greater achievement for Ontario's students.

### Highlights of Achievements

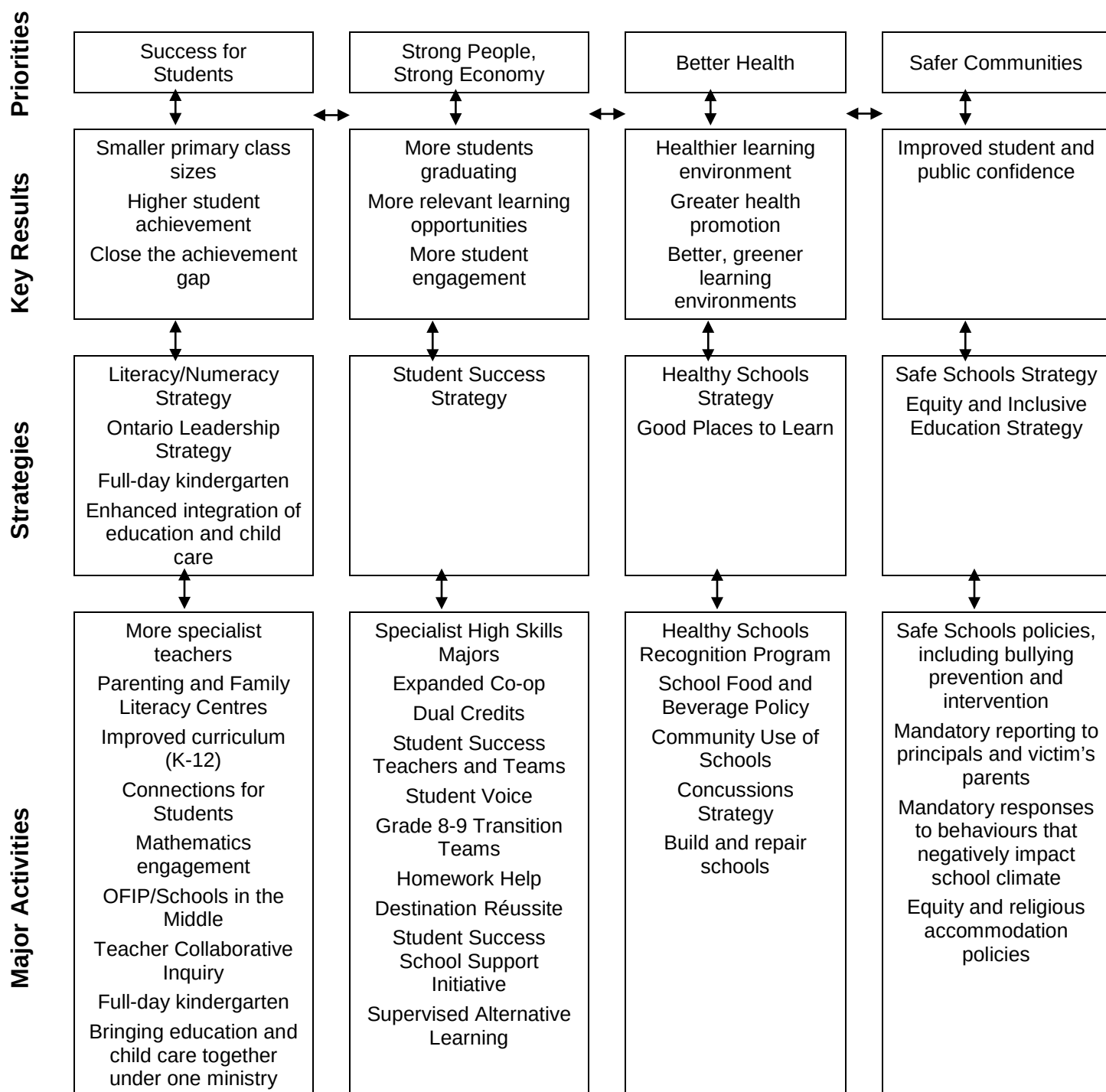
Ontario continues to be [recognized as a worldwide leader](#) in education excellence. A report released by the [Organisation for Economic Co-operation and Development](#) (OECD) in March 2012 explains that the Ontario government's emphasis on education has achieved positive results in increasing literacy and numeracy comprehension, improving graduation rates and reducing the number of low-performing schools. This builds on previous OECD reports that have ranked Ontario students among the best in the world.

Ontario students are also ranked amongst the highest achievers in the country. According to the [Pan-Canadian Assessment Program 2010](#) report released in November 2011, Ontario students were the only group to perform above the Canadian average in all three areas of math, reading and science.

It is clear that Ontario students are getting a high-quality education. Our students are well-positioned for a successful future — within Canada, Ontario or anywhere in the world.

In addition, the Ministry of Education continues to host international delegations examining best practices in education reform and student success. By coordinating these visits, the ministry continues to build more opportunities for staff to learn from what is working in other jurisdictions as well as share lessons learned from efforts to improve educational outcomes for Ontario students.

## Ministry Contribution to Key Priorities & Results



### Success for Students

The ministry continues to implement initiatives that help ensure more students succeed including [Full-day kindergarten](#), [Safe and Inclusive Schools](#), [Equity and Inclusive Education](#), the [Literacy and Numeracy Strategy](#), the [Student Success Strategy](#), the [Aboriginal Education Strategy](#), and [Ontario's Comprehensive Mental Health and Addictions Strategy](#).

## **New Initiatives**

### *Safe, Inclusive and Welcoming Schools*

In Fall 2011, Ontario introduced a [comprehensive action plan](#) to make our schools safe, inclusive and accepting places to learn. As part of the plan, the *Accepting Schools Act* was introduced to help make Ontario's schools safe by ensuring boards take preventative measures against bullying, consider tougher consequences for bullying, and support students who want to promote understanding and respect for all. The plan builds on the success of the safe schools, and equity and inclusive education strategies.

### *Concussion Strategy*

In March 2012, the government introduced a broad provincial strategy to build awareness about [concussion prevention](#), identification and management inside and outside of schools. As part of the plan, the *Education Amendment Act (Concussions)*, 2012 was introduced. If passed the act would help protect students engaging in intramural or inter-school athletics or health and physical education classes from the potentially serious, long-term and harmful effects of concussions. It would also ensure that students who sustain concussions are not returning to play or learn too soon, risking further complications.

### *Fundraising/Corporate Partnership Guidelines*

Ontario will release the first guidelines for school fundraising and corporate partnerships to give school boards, schools and parents clarity on appropriate practices when raising additional funds for education. The guidelines will include guiding principles and best practices. They will also require school boards to make new or revised policies publicly available on their websites.

### *21st Century Teaching and Learning Initiative*

The ministry has begun working with education stakeholders to develop a shared vision where technology is in the repertoire of every teacher and school administrator as an effective vehicle for improving student achievement, closing the gap and improving public confidence in publicly funded education. In addition to beginning research, several consultations were held and boards were invited to express their interests in participating in pilot projects on effective practices for teaching and learning in a digital world. As a result, the ministry and the Council of Ontario Directors of Education are co-sponsoring the Pilots for System Learning Collaborative Research Investigation, together with 47 participating school boards and an external research team.

### *Ontario Skills Passport*

The Ontario Skills Passport is a bilingual web-based resource that provides descriptions of the essential skills and work habits important for work, learning and life. It includes sample tasks that show how these skills are used in over 400 occupations. The Ontario Skills Passport is being refreshed to make it more user friendly and easier to access. The refresh is expected to be completed in 2012.

## **Ongoing Initiatives**

### *Full-Day Kindergarten*

In September 2012, about 122,000 four and five year-olds will participate in [full-day kindergarten](#) – expanding from the approximately 50,000 children participating in the 2011-12 school year. Full-day kindergarten provides children with a seamless day of learning and play to provide them with a solid foundation for future learning, making the transition to Grade 1 more seamless.

At full-day kindergarten schools where there is sufficient demand, boards are required to offer before and after-school programs for four and five year-olds to give children more opportunities to learn, play and grow – and to make life easier for busy parents. School boards may deliver these programs directly or enter into agreements with qualified third-party providers to offer these programs on school sites before and after school hours.

The government has allocated just over \$887 million in capital funding to date to support school boards with the implementation of full-day kindergarten.

### *Child Care*

To enhance the [integration of child care and education](#), responsibility for child care was fully transferred to the Ministry of Education from the Ministry of Children and Youth Services, as of January 1, 2012. The ministry supports success for children and families in the early years, with a focus on quality child care. This includes policy, funding, contract management, and licensing and inspection responsibilities.

The ministry will continue to work with its partners to modernize Ontario's child care system and support centres as they transition to offering affordable care to families with younger children.

### *Parent Engagement*

Parent engagement matters. Study after study has shown that student achievement improves when parents play an active role in their children's education, and that good schools become even better schools when parents are involved. It is recognized that parent engagement is a key factor in the enhancement of student achievement and well-being. The ministry provides funding, support and resources to help encourage and support meaningful [parent engagement](#).



### *Student Achievement*

The [Literacy and Numeracy Strategy](#) is focused on helping students establish a solid foundation in reading, writing and math by age 12.

In 2002-03, only 54 per cent of Grade 3 and 6 students were achieving the provincial standard (equivalent to a B grade) in reading, writing and math assessments. Students who struggle with these skills often become discouraged and later drop out of school.

In 2010-11, 69 per cent of Grade 3 and Grade 6 students met the provincial standard (equivalent to a B grade) in reading, writing and math. This represents a 15 percentage point increase since 2002-03. The results for each school are available on the [Education Quality and Accountability Office website](#) (EQAO).

The government's target is to have 75 per cent of students meet the provincial standard and continues to implement initiatives to help more students be confident and competent in reading, writing and math. There are several initiatives in place to help Ontario students get there.

- As of the 2012-13 school year, 13,630 additional teaching positions are being funded. This is the total number of new teaching positions based on investments made since 2003.
- The government has introduced full-day kindergarten which consists of a staffing model of teachers and Early Childhood Educators working together in the classroom. As of September 2012, the program will be implemented in about half of Ontario's elementary schools.
- [Parenting and Family Literacy Centres](#) serve young children and their parents/caregivers, and are located in schools in high-needs communities. There were 155 centres in the 2011-12 school year and the program is expanding for the 2012-13 school year. The centres are also part of the Province's Poverty Reduction Strategy.
- Approximately 70 Student Achievement Officers and 70 School Effectiveness Leads work directly with principals, teachers and board leaders to improve student learning and achievement in reading, writing and math.
- Funding has been targeted for boards to hire additional expertise (e.g., Student Work Study Teachers, and Numeracy Facilitators for Small and Northern Boards).
- The ministry supported more than 2,600 elementary schools where less than 75 per cent of students have met the provincial standard, through the Ontario Focused Intervention Partnership and Schools in the Middle initiatives. Boards receive funding for professional learning about reading, writing and mathematics for teams of teachers and principals to help them boost student achievement to the next level.
- Support for before and after school tutoring programs for all school boards will continue in 2012-13.

- The Collaborative Inquiry for Learning in Mathematics, Early Primary Collaborative Inquiry and Student Work Study Teachers promote [collaborative inquiry](#) in schools and boards. Every school board in Ontario is currently participating in one of these initiatives.
- Expanding a Summer Literacy Learning Program in low-income communities will help support primary school students in building better literacy skills.

#### *Ontario First Nation, Métis and Inuit Education Policy Framework*

The ministry continues to work with district school boards, Aboriginal organizations and communities, and the federal government to implement the strategies and initiatives outlined in the [Ontario First Nation, Métis and Inuit Education Policy Framework](#).

In Fall 2012, the ministry will release its second progress report to provide an overview of the steps the ministry, school boards, schools and community partners have taken to implement the strategies outlined in the framework and to support First Nation, Métis, and Inuit student success. The ministry is planning to release provincial baseline data on self-identified First Nation, Métis and Inuit students in the next progress report.

The ministry will continue to work in partnership with Aboriginal Affairs and Northern Development Canada, the Chiefs of Ontario Office and the Ministry of Aboriginal Affairs to develop a First Nation Student Achievement Strategy. The strategy will support First Nation student achievement and facilitate successful transitions between First Nation/federal schools and the provincially funded education system.

#### *Curriculum and Assessment*

The ministry continues to keep the curriculum current and relevant. The revised curriculum is based on research and extensive consultations, and supports the ministry's goals and policies.

Revised curriculum policy documents are anticipated to be in place for the following subjects, beginning September 2012:

- Grades 1 – 6, Social Studies, History and Geography Grades 7 and 8/*Études sociales, histoire et géographie*.

The ministry signed a multi-year contract for a provincial Learning Management System in June 2011. As a result, school boards can now use the management system for blended learning. This means that tools such as discussion threads, chats and dropboxes are available for students enrolled in traditional face-to-face classes. The ministry will be working with boards to implement the rollout of blended learning over the next three years so that all students from kindergarten to Grade 12 have access to these tools in a safe and customized environment.

To support school boards with the implementation of the Provincial e-Learning Strategy, blended learning, [Homework Help](#) and the use of ministry-provided digital resources, the ministry is providing funding for one e-Learning contact per school board for the 2012-13

school year. The purpose of the position is to ensure there is coordination and leadership in boards when implementing these initiatives.

In addition, financial literacy learning has been strengthened in the existing curriculum since September 2011. Working with the [Ontario Securities Commission](#) and the [Investor Education Fund](#), the Province is developing new financial literacy resources for teachers to help students in Grades 4 to 12 learn financial skills so they can make informed and effective financial decisions. These include resources to support teacher planning, videos and electronic learning activities for the classroom and to support teacher professional learning. Summer institutes and workshops have also been offered in partnership with education partners.

The draft [Full-Day Early Learning-Kindergarten Program](#) document, which identifies the learning expectations in the program, will be finalized for use in September 2013.

A feasibility study on the development of a provincial report card for full-day kindergarten will be conducted. A Growing Success policy for full-day kindergarten will be developed for implementation in September 2013 along with implementation guidelines and resource supports.

A review of the Ontario Student Record (OSR) Guidelines is underway and the updated version will be implemented in the 2013-14 school year.

In collaboration with Formation du personnel à l'amélioration de la réussite scolaire des élèves (FARE) the ministry will provide in-service professional learning opportunities for French-language teachers throughout Ontario.

#### *Performance Measures*

In 2010-11, 69 per cent of Grade 3 and Grade 6 students met the provincial standard (equivalent to a B grade) in reading, writing and math. This represents a 15 percentage point increase since 2002-03. The results for each school are available on [the EQAO website](#).

#### *Mental Health and Addictions Strategy*

The [Mental Health and Addictions Strategy](#) focuses on children and youth for the first three years of the initiative (2011-12 to 2013-14), to create a more integrated and responsive system.

For the first three years, the Ministry of Children and Youth Services (MCYS) will lead this initiative with their partner ministries, the Ministries of Education; Health and Long-Term Care; Training, Colleges and Universities, as well as Aboriginal Affairs and the Attorney General. They will work together with their sectors and communities to support children and youth who have mental health and/or addictions needs to reach their potential and thrive.

The Ministry of Education will work to support the strategy with a goal of early identification and intervention through:

- Developing a K-12 Mental Health Educator Guide/Website to provide information on promoting healthy development, early signs of mental health and addictions issues, and classroom strategies.
- Providing funding to boards to hire a Mental Health Leader to lead the development and implementation of a comprehensive board-level action plan to address student mental health and addictions needs.
- Implementing a School Mental Health ASSIST program to support boards in establishing effective school-based delivery of mental health and addictions promotion and prevention programming. ASSIST will provide mental health and addictions awareness materials to all educators, and capacity building for the 15 focus boards through infrastructure and leadership development support.
- Providing support for mental health awareness and literacy training by funding educator release time to support professional learning opportunities.
- Supporting educator participation in Working Together for Kids' Mental Health, an initiative being led by MCYS to enhance the capacity of cross-sectoral child and youth serving-professionals to identify and respond effectively to child and youth mental health and addictions needs.
- Beginning work in preparation to further enhance the education curriculum to promote healthy development and mental health (starting in 2012-13), as part of the multi-year curriculum review cycle process.

### **Strong People, Strong Economy**

A strong publicly funded education system will help ensure the long-term success of the Province's economy. Ontario remains focused on helping more students achieve success in high school and graduate with the skills and knowledge needed to succeed in the global economy. This will provide Ontario with the innovators and leaders it needs to keep the economy strong in the future.

The [Student Success Strategy](#) helps Grades 7 to 12 students tailor their education to their individual strengths, goals, and interests. The Strategy includes initiatives to engage students as well as provide individual support to students as required to ensure a good outcome for every student.

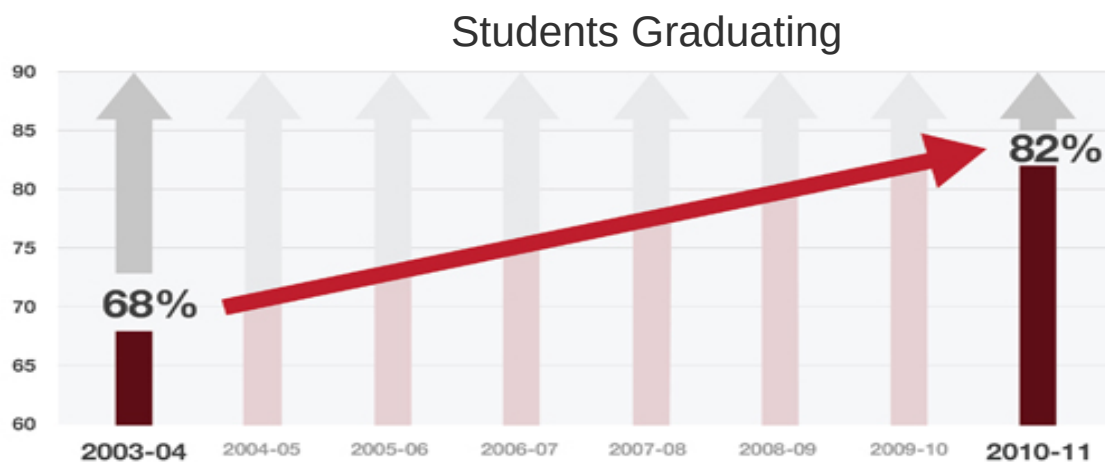
In 2003-04, only 68 per cent of students were obtaining their high school diploma. Studies show that those students who do not graduate face a future with an increased risk of unemployment, financial difficulties and social issues. In response, the government set a graduation target of 85 per cent.

To help more students graduate, several programs will continue to expand in the fiscal year 2012-13:

- [Specialist High Skills Majors](#) (SHSM) are bundles of 8-10 classroom courses, workplace experiences and sector certifications in 18 different economic sectors such as information and communications technology, manufacturing, and hospitality.
  - o In 2012-13 more than 1,500 SHSM programs will be offered in about 670 secondary schools.
  - o Enrolment in this program is expected to grow from 34,000 participants to approximately 38,000 in 2012-13.
- [Expansion of Cooperative Education](#) allows high school students to apply two co-op credits towards the 18 compulsory credits required for graduation and additional co-op credits towards the 12 optional credits for an Ontario Secondary School Diploma.
- [Dual Credits](#) allow students to earn credits that count toward both their high school diploma and their college diploma/degree or apprenticeship certification. In 2012-13 approximately 20,000 students will participate.
- [Student Voice](#) strengthens student participation in their school and the development of provincial education policy. It includes a Minister's Student Advisory Council, funding for student-led projects and regional student forums.
- Destination Réussite supports French-language school boards in the implementation of Student Success Strategy initiatives at their schools through regional teams that include school board and college/university staff. Destination Réussite – volet 2 supports 34 French-language schools.
- The [Student Success School Support Initiative](#) will be expanded to include a total of 27 school boards with a total of approximately 124 participating schools.

### Performance Measures

Programs such as those listed above, as well as others like the Re-engagement Initiative (12, 12+), are helping to increase [Ontario's graduation rate](#). For the 2010-11 school year, the graduation rate was 82 per cent. This represents an increase of 14 percentage points – or about 93,000 additional students – compared to the rate in 2003-04.



### Better Health

Promoting student health and well-being is a priority for Ontario's education system. Healthy students have demonstrated higher levels of learning and skill development, and are more likely to be healthy adults. They also have a higher quality of life and lower impact on the health care system.

Ontario's [Healthy Schools Strategy](#) focuses on supporting learning and growing via good food, daily physical activity and health promotion through:

- The [School Food and Beverage Policy](#), which took effect September 1, 2011, requires only food and beverages that meet the nutrition standards be sold on school premises for school purposes.
- [The Healthy Schools Recognition Program](#) encourages schools to declare a commitment to developing a healthier learning environment.
- The [Community Use of Schools](#) program provides funding to all school boards to help offset the cost of providing not-for-profit community groups access to school facilities outside of school hours, so that those groups can provide affordable programming for the community.
- Additionally, the [Priority Schools Initiative](#) provides funding to schools in high-needs neighbourhoods so that boards can offer school space free of charge to not-for-profit groups. There are currently 220 "priority schools" located in 38 school boards across Ontario.
- The government introduced a new [concussion strategy](#) to build awareness about concussion prevention, identification and management inside and outside of schools. The strategy includes introducing the [Education Amendment Act \(Concussions\), 2012](#). If passed, the act will help protect students engaging in school sports and health and physical education classes from the potentially serious, long-term and harmful effects of concussions. It would also ensure that students who sustain concussions are not returning to play or learn too soon, risking further complications. The concussion strategy will also:
  - o provide resources to parents, teachers and school staff about the seriousness of concussions;
  - o build awareness beyond schools about the dangers of concussions and how they should be managed; and
  - o establish a committee to provide advice on concussion prevention, identification and management in schools and to study how evidence-based resources can be best used.

### *Performance Measures*

Over the last five years, more than 2,300 schools have pledged to undertake more than 11,600 healthy activities through the [Healthy Schools Recognition Program](#).

Since the [Community Use of Schools](#) program began in 2004, all Ontario school boards have participated in the initiative.



## Safe, Inclusive and Welcoming Schools

Every Ontario student has the right to feel safe and to be safe when they go to school. They deserve an education that is free from discrimination and harassment. Safe and inclusive schools are also a prerequisite for student success and academic achievement.

Ontario's [Safe Schools Strategy](#) allows children to learn, grow and achieve in a safe and secure environment. Ontario's [Equity and Inclusive Education Strategy](#) fosters positive school and board environments in which all students, parents, school staff, and other members of the school community are welcome and respected; and every student is supported and inspired to succeed in a culture of high expectations for learning.

Since 2004, the government has invested about \$297 million in safe schools and equity and inclusive education to support the work of school boards and school community.

The following initiatives are being introduced or expanded in support of the Safe Schools Strategy, and to create more equitable, inclusive school environments.

- Ontario introduced a [comprehensive action plan](#) to make our schools safe, inclusive more accepting places to learn. The plan includes:
  - o [The Accepting Schools Act](#) which, if passed, will require all school boards to take preventative measures against bullying, issue tougher consequences for bullying, and support students who want to promote understanding and respect for all.
  - o Bringing mental health support workers into schools — as part of Ontario's Comprehensive Mental Health and Addictions Strategy — and continued support for Kids Help Phone.
  - o The creation of an Accepting Schools Expert Panel to provide advice about resources that focus on a whole school approach, including prevention and early intervention.
  - o Direction to Ontario's Curriculum Council to report back in 2012-13 on strengthening equity and inclusive education principles, and bullying prevention strategies across the curriculum and suggesting ways to support this learning in Ontario schools.
  - o Direction to Ontario's Curriculum Council to report back in 2012-13 on integrating equity and inclusive education, and bullying prevention across the curriculum.
  - o A public awareness campaign, which will stress that all Ontarians have a role in preventing and ending bullying.
- In January 2011, the ministry renewed their partnership with [Kids Help Phone](#) with a three-year contract at \$1 million per year for a total of \$3 million. The funding will help provide children with 24/7 online and phone counselling for issues including bullying and cyber-bullying.
- In 2012-13, \$36 million will be provided in annual funding to school boards to provide programs for expelled and long-term suspended students and to acquire additional para-professional resources to work with at-risk students.
- In 2012-13, \$3 million will be allocated to the Student Support Leadership Initiative. The initiative is part of Ontario's Safe Schools Strategy and is in alignment with the

implementation of A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health and Ontario's Comprehensive Mental Health and Addictions Strategy.

- In 2012-13, \$10 million will be provided to 34 high schools located in urban neighbourhoods that face challenges such as poverty, criminal and gang activity, lack of community resources and student achievement issues.
- As of September 2011, the ministry requires all violent incidents in schools to be reported to the ministry.
- In 2012-13, the government will invest up to \$5 million to put resources in place that will support safe, inclusive and welcoming schools.
- The ministries will recognize exceptional and innovative work being done in schools to create a safe and caring school environment through the [Premier's Safe Schools Awards](#).
- Boards are to focus on embedding the principles of equity and inclusive education in all aspects of school and board operations and learning environments to support safe, respectful and welcoming schools.
- The ministry will continue to support implementation of the [Equity and Inclusive Education Strategy](#). In 2012-13 the ministry will invest \$2.9 million to continue to support implementation of the strategy in schools and boards, including:
  - o Providing funding to the seven Equity and Inclusive Education Implementation (EIE) Networks (six regional English-language networks and one provincial French-language network). This is a highly effective way to support implementation in schools and school boards. Every school board is a member of one of the networks.
  - o Funding diverse equity and education stakeholders to develop evidence-based resources and provide professional learning to build knowledge, skills and capacity among teachers, school and system leaders, students, parents and community members to create safe, inclusive and welcoming schools.

### *Performance Measures*

As a result of an ongoing partnership with the Ministry of Education, [Kids Help Phone](#) has helped more than 50,000 Ontario kids with bullying-related issues by phone and through their online counselling, information and referral services – surpassing the original target of helping 30,000 kids.



## Reach Every Student

There are a number of other new or ongoing ministry initiatives that support success for students: strong people, strong economy; better health; and safer communities. They are also helping to increase student achievement, close the achievement gap and raise public confidence in the publicly funded education system. These include:

- Engaging parents through funding for [School Councils](#) and [Parent Involvement Committees](#), as well as through [Parents Reaching Out Grants](#).
- Creating inclusive, equitable school and board environments to support student achievement and help narrow the gap in student achievement through [Ontario's Equity and Inclusive Education Strategy](#), and [Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#).
- Supporting French-language and Aboriginal education through increased funding and expanded programs.
- Supporting Aboriginal education through ongoing implementation of the [Ontario First Nation, Métis and Inuit Education Policy Framework](#).
- Continuing to repair, renovate and build new schools, and make schools more [energy efficient](#).
- Completing 135 [Renewable Energy](#) projects in 126 schools.
- Delivering \$160 million in targeted funding outside of the [Grants for Student Needs](#) for boards to support student achievement, including programs like Schools in the Middle, Safe and Inclusive Schools and Official Languages in Education.
- Offering adult education in school boards provides opportunities for adults to return to complete their Ontario Secondary School Diploma/specific courses required for entry into postsecondary institutions and apprenticeship programs. Support to school boards in 2012-13 will include:
  - o Enhancing the capacity of school boards to recognize and assess the prior learning of mature students by: i) conducting an environmental scan of how boards maximize resources to support initial intake and guidance counselling for adults returning/transitioning to adult and continuing education programs; and ii) developing and field testing Prior Learning Assessment and Recognition (PLAR) Grade 9 and 10 Individual Assessments for the workplace pathway.
  - o Developing and distributing an information management reference guide for Adult and Continuing Education credit programs to enhance collection, reporting and analysis of data through board student management systems and OnSIS.
  - o Providing a forum to discuss the results of the action research projects to support use of data as part of school improvement planning in adult and continuing education credit programs aligned with the board improvement planning cycle and School Effectiveness Framework.

## **Support for Educators**

There are also several commitments to — and supports and programs for — boards and educators that will be continued, introduced or expanded in fiscal year 2012-13. These include:

- Working with teachers' federations, support staff unions, and school boards, the government continues to meet 2012-13 funding commitments established as part of the 2008 provincial discussion table agreements.
- As of March 2012, provincial discussions to facilitate the successful renewal of school board collective agreements expiring on August 31, 2012 were ongoing. The government will work closely with school boards, support staff unions, and teachers' federations throughout the provincial discussions and local collective bargaining process to ensure Ontario's gains in education are protected while the government's fiscal mandate is honoured.
- Rewarding and recognizing educators and support staff with the [Premier's Awards for Teaching Excellence](#).
- Enhancing and lengthening teacher education programs in Ontario with an emphasis on practical, hands-on experience to provide every new teacher the best start possible to their career.
- Delivering the [Building Futures Program](#), which provides workshops to potentially more than 8,000 teacher candidates annually.
- Supporting the needs of beginner teachers by providing professional learning, mentoring, orientation and a performance appraisal system specifically geared to beginner teachers, through the [New Teacher Induction Program \(NTIP\)](#).
- Facilitating the professional learning of experienced teachers through a growth-oriented [Teacher Performance Appraisal](#) process.
- Offering the [Teacher Learning and Leadership Program](#), which provides an opportunity for experienced teachers to receive funding for advanced, self-directed professional learning projects, to receive leadership training and to share their expertise with colleagues.
- Providing up to six professional activity days in the school year, of which two must be devoted to provincial education priorities.
- Enhancing the work of boards as they continue to provide training to Student Success and cross panel teams focusing on tracking and monitoring of students, supporting smooth transitions from elementary to secondary school (year-to-year and between schools) coordinating timelines, facilitating staff learning and assessing team effectiveness.
- Continuing oversight and partnership with the [College of Early Childhood Educators](#). The college was established under the *Early Childhood Educators Act, 2007*, and sets professional standards for Early Childhood Educators.
- Continuing to support the Qualifications Upgrade Program. The program helps individuals working in the regulated child care system to obtain their diploma in Early Childhood Education (ECE) and qualify for registration with the College of Early

#### Childhood Educators.

- Reinforcing the use of a process for collaborative, job-embedded professional learning – through the Student Success Professional Learning Cycle and the implementation of literacy and numeracy strategies.
- Supporting collaborative projects with participation from universities, school boards, colleges and community/health organizations (almost 150 partners in total) through the [Knowledge Network for Applied Education Research](#), to advance knowledge related to teaching and learning, equity, transitions and engagement.
- Sharing, on the ministry's website, plain language summaries (Research in Brief) of ministry-funded research that can inform teachers' classroom practice.
- Hosting the eighth annual Ontario Education Research Symposium will give researchers, educators and policy makers the opportunity to build networks and partnerships, gain insights into existing education research, identify gaps for future research, and share approaches for connecting research to practice.
- [Managing Information for Student Achievement](#) (MISA) Local Capacity will be provided with \$3.2 million in funding and MISA Professional Network Centres (PNCs) will be provided with \$1.61 million in funding so boards and schools can better use evidence and data to improve student outcomes.
- Continuing support through the [Ontario Leadership Strategy](#). Now in its fifth year of implementation, the strategy fosters leadership of the highest quality in schools and boards across the province. This year, boards will be provided with \$4 million in school-year funding to further implement the Board Leadership Development Strategy. The strategy consists of succession planning, mentoring for newly appointed school leaders, principal/vice-principal performance appraisal, and terms and conditions of employment of principals and vice-principals (Policy/Program Memorandum 152).
- Supporting system leadership by piloting a supervisory officer performance appraisal model in 20 school boards across the province.
- Continuing to support the mentoring of newly appointed supervisory officers and directors of education, and executive leadership development for experienced supervisory officers and directors of education.
- Revising the Ontario Leadership Framework. The framework provides the foundation for the leadership strategy by describing what good leadership looks like. It is being revised to reflect evolving research on the leadership practices most critical to student success. It will be launched in 2012-13.
- Using a recent ministry evaluation of the Ontario Leadership Strategy to inform next steps for the strategy in 2012-13. This will include further support for system level leadership, and further alignment of leadership development initiatives with initiatives to improve student achievement (e.g., School and Board Improvement Plans for student achievement) and well-being (e.g., Accepting Schools).

## **Key Investments**

- Investing \$21 billion in education for the 2012-13 school year. This represents a stable level of funding from the previous year. Overall, funding in education has increased by \$6.5 billion or 45 per cent since 2002-03, and a per-pupil increase of almost \$4,000 a student, which is an increase of 55 per cent.
- Following through on the commitments of the 2008 provincial discussion agreement, the 2012-13 Grants for Student Needs includes investments that result in:
  - o 580 more elementary specialist teachers.
  - o 260 more teachers in Grades 4 to 8 to reduce class sizes.
  - o 215 more secondary teachers to support expanded programming.
  - o 220 additional Student Success and Literacy and Numeracy Teachers.
- Investing \$3.67 billion in Ontario's rural schools. Since 2003, annual funding for rural boards has increased by \$959 million - \$4,581 more per student, an increase of 61 per cent.
- Investing \$1.49 billion in Ontario's Northern schools. Since 2003, annual funding to Northern boards has increased by \$366 million - \$6,192 per student, an increase of 71 per cent.
- Investing \$1.34 billion in Ontario's French-language schools in 2012-13, an increase of 1.5 per cent from the previous year. Since 2003, annual funding for French-language boards has increased by \$586 million - \$6,156 more per student, an increase of 68 per cent.
- Increasing funding for First Nation, Métis and Inuit education initiatives from \$12.1 million in 2007-08 to \$40.2 million for the 2012-13 school year, an increase of \$2.4 million over 2011-12 and an increase of 233 per cent since the grant was introduced.
- Funding for special education will remain approximately \$2.52 billion for the 2012-13 school year. This is an increase of over \$891 million, or 55 per cent since 2003.
- Continuing to invest in schools and school boards through Grants for Student Needs to support the parent engagement activities of their school councils and Parent Involvement Committees.
- Investing \$133 million to modernize the existing child care sector which includes close to \$49 million to retrofit school and community-based child care centres that are transitioning to offering care for younger children.
- Providing just over \$887 million in capital funding to school boards to build new classrooms and renovate existing ones to support the implementation of the first four years of full-day kindergarten.
- Providing stabilization funding to help child care centres. This funding is being phased in over the period of full-day kindergarten implementation, growing to \$51 million annually.
- Committing \$12 million in new transition capital funding over five years to help non-profit child care centres with retrofits and renovations to provide child care for younger children.
- Providing \$150 million for School Condition Improvement again in 2012-13 for boards to address renewal needs.

- Allocating up to \$350 million in funding to complete major capital priority projects (project timelines may extend up to and include the 2015-16 school year).
- In addition to the GSN, up to \$675 million in funding will be provided to school boards to support the ongoing expansion of Full-Day Kindergarten to reach about 122,000 students, or approximately half of Ontario's four and five year-olds.

## Poverty Reduction

The Ministry of Education is also supporting [Ontario's Poverty Reduction Strategy](#). This is a long-term strategy focused on improving opportunities for Ontario's children.

A strong early learning and child care system will make Ontario's education system stronger – and a strong publicly funded education system is key to the poverty reduction plan.

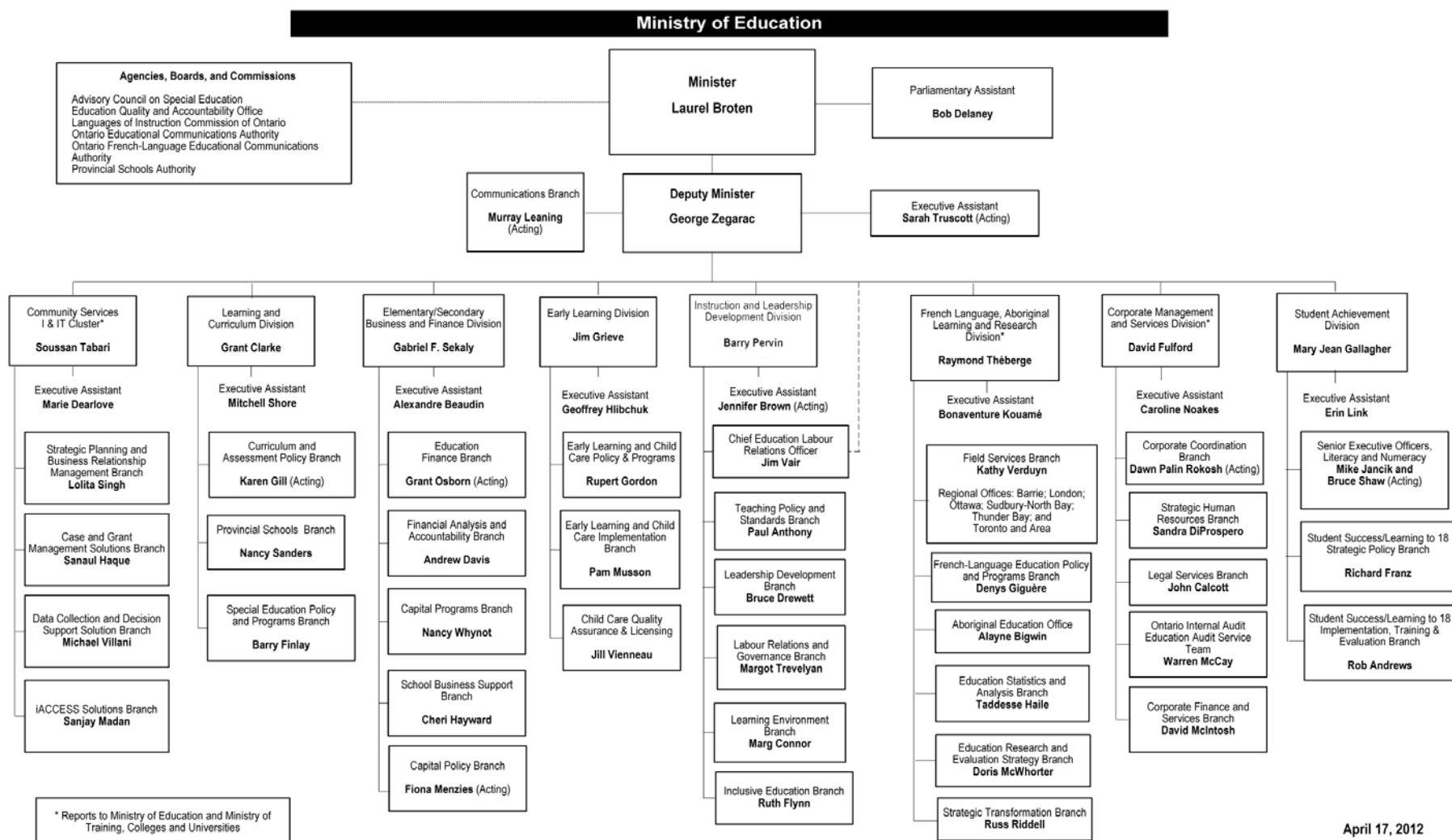
High-quality child care is also critically important to the well-being of low-income families. In 2010, Ontario committed to permanently filling the funding gap in child care left by the federal government with an investment of \$63.5 million per year.

[Full-day kindergarten](#) will help give children the best possible start to school and to life. Full-day kindergarten continues to be closely integrated with the Poverty Reduction Strategy, and particular attention was paid to low-income neighbourhoods in the initial phases of implementation.

In addition, we have built on our investments to help students in risk situations and underserved communities, including:

- Increasing the number of [Parenting and Family Literacy Centres](#) in the 2012-13 school year. Centres are located in high-needs communities.
- Providing support to schools experiencing challenges to improving student achievement through the [Ontario Focused Intervention Partnership](#), Schools in the Middle and Student Success School Support Initiative.
- Providing \$42 million to the [Community Use of Schools](#) program, including a \$7.5 million investment in the Priority Schools.
- Refocusing the demographic allocation of the Learning Opportunities Grant to give greater priority to lower income communities. The demographic allocation is \$348.7 million for 2012-13, an increase of 66 per cent since 2003.
- Focusing a portion of the [Parents Reaching Out](#) Grant funding to help parents in low socio-economic areas participate in their child's education.
- Helping the education community to identify and remove discriminatory biases and systemic barriers to support student achievement, and help narrow the gaps in student achievement through Ontario's Equity and Inclusive Education Strategy.

# **ORGANIZATION CHART**





## LEGISLATION

Day Nurseries Act, R.S.O. 1990, c. D.2, as amended by 1997, c. 30, Sch. C; 1999, c. 12, Sch. E, G; 2001, c. 13; 2002, c. 17; 2006, c. 19, Sch. C; 2006, c. 32, Sch. C; 2006, c. 33, Sch. Z.3; 2006, c. 35, Sch. C; 2009, c. 33, Sch. 7; 2010, c. 10. [responsibility shared with Minister of Children and Youth Services. See O.C. 1325/2010].

Regulates the establishment, operation and licensing of day nurseries.

Early Childhood Educators Act, 2007, S.O. 2007, c. 7, Sch. 8, as amended by 2009, c. 33, Sch. 6; 2010, c. 10; 2010, c. 15.

Establishes an independent professional regulatory body for early childhood educators (ECE College) with a Council comprised of elected ECEs and LGIC appointees, and establishes the scope of practice of ECEs. College sets the standards of the profession, the qualification for membership and regulates members.

Education Act, R.S.O. 1990, c.E.2 as amended by 1991, c.10; 1991, c.15; 1992, c.15; 1992, c.16; 1992, c.17; 1992, c.27; 1992, c.32; 1993, c.11; 1993, c.23; 1993, c.26; 1993, c.27, Sched.; 1993, c.41; 1994, c.1; 1994, c.17; 1994, c.23; 1994, c.27; 1995, c.4; 1996, c.2; 1996, c.11; 1996, c.12; 1996, c.13; 1996, c.32; 1997, c.3; 1997, c.16; 1997, c.19; 1997, c.22; 1997, c.27; 1997, c.31; 1997, c.32; 1997, c.43, Sched.; 1998, c.3; 1998, c.14; 1998, c.33; 1999, c.6; 1999, c.9; 2000, c.5; 2000, c.11; 2000, c.12; 2000, c.25; 2000, c.26, Sched.; 2001, c. 8; 2001, c. 13; 2001, c. 14, Sched.; 2001, c.17; 2001, c.23; 2001, c.24; 2002, c. 7; 2002, c. 8, Sched. A; 2002, c. 8, Sched. I; 2002, c. 17, Sched. C.; 2002, c. 17, Sched. D; 2002, c. 17, Sched. F, Table; 2002, c. 18, Sched. G; 2002, c.22; 2003, c.2; 2004, c.8; 2004, c.31; 2005, c.4; 2005, c.5; 2006, c. 2; 2006, c. 5; 2006, c. 9, Sched. H; 2006, c. 10; 2006, c. 17; 2006, c. 21, Sched. F; 2006, c. 28; 2006, c. 32, Sched. C; 2006, c. 33, Sched. Z.3; 2006, c. 34; 2006, c. 35, Sched. C; 2007, c.7, Sched. 9; 2007, c. 14; 2008, c. 2; 2008, c.7, Sch. F; 2008, c. 14; 2008, c. 19, Sch. D; 2009, c. 18, Sch. 10; 2009, c. 25; 2009, c. 33, Sch. 2, 6, 8, 13; 2009, c. 34, Sch. I.; 2010, c. 10; 2010, c. 26; 2011, c. 1, Sch. 3; 2011, c. (, Sch. 10.

EXCEPT: s. 57 [see O.C. 39/2011] and ss. 257.2.1; 257.5; 257.6(3) to (7); 257.7(3); 257.10(4),(5); 257.12; 257.12.1; 257.12.2; 257.12.3; 257.13 and 257.19(4), [see O.C. 1690/2003].

AND SUBJECT TO O.C. 1701/2003 RE s. 2 (2) and ss. 266.1 to 266.5.

Governs elementary and secondary education in Ontario.

Education Amendment Act, (No. 1) 1986, S.O. 1986, c. 21.

Only s. 4 remains in force and unconsolidated. It provides that the school referred to in the Essex County French-language Secondary School Act, 1977, may be transferred to a

Roman Catholic school board, notwithstanding s. 5 of that Act.

Education Quality and Accountability Office Act, 1996, S.O. 1996, c.11; S.O. 1997, c.31; 2004, c.8; 2004, c.17; 2006, c. 21, Sched. F; 2006, c. 35, Sched. C.

Establishes the Education Quality and Accountability Office, which evaluates the effectiveness of elementary and secondary education and assesses pupils' academic achievement.

Fairness for Parents and Employees Act (Teachers' Withdrawal of Services) 1997, c. 32; 2006, c. 21, Sched. F; 2009, c. 33, Sch. 20.

Provided for payments to parents in circumstances where teachers withdrew services.

Lake Superior Board of Education Act, 1976, S.O. 1976, c. 59.

Allowed the former Lake Superior Board of Education to sell a teacher's or caretaker's residence to an employee of the Board.

Ministry of Community and Social Services Act, R.S.O. 1990, c. M.20, as amended by 1993, c. 2; 1994, c. 27; 1997, c. 25; 2006, c. 19, Sch. C, D; 2006, c. 34; 2006, c. 35, Sch. C. [responsibility shared with Minister of Children and Youth Services in so far as it relates to child care services and programs. See O.C. 1325/2010].

Provides for funding and oversight of social programs.

Ontario College of Teachers Act, 1996, S.O. 1996, c.12, as amended by S.O. 1997, c.31; 2001, c.9; 2001, c.14; 2001, c.24; 2002, c.7; 2004, c.26; 2006, c. 10; 2006, c. 19, Sched. C; 2006, c. 21, Sched. F; 2009, c. 33, Sch. 13.

Establishes an independent professional regulatory body for Ontario teachers with Council comprised of elected teacher representatives and LGIC appointees. College sets the standards of the profession, qualifications for membership and regulates members. All teachers in the public system must be members of the College.

Ontario Educational Communications Authority Act, R.S.O. 1990, c.O.12; 1997, c. 26, Sched.; 1999, c. 12, Sched. Q; 2002, c. 8, Sched. G; 2002, c. 8, Sched. I; 2002, c. 18, Sched. G; 2004, c. 17; 2006, c. 35, Sched. C.; 2007, Sched. 7; 2008, c. 10.

Establishes broadcasting entity – TVO - with mandate to provide English-language educational broadcasting and delivery of distance education to students. Licensed by the CRTC, the federal broadcasting regulatory body.



Ontario French-language Educational Communications Authority Act, 2008, S.O. 2008, c.10.

Establishes broadcasting entity - TFO - with mandate to provide French-language educational broadcasting and delivery of distance education to students. Licensed by the CRTC, the federal broadcasting regulatory body.

Ontario Institute for Studies in Education Repeal Act, 1996, S.O. 1996, c.16.

Repealed the Ontario Institute for Studies in Education Act.

Ontario School Trustees' Council Act, R.S.O. 1980, c.355.

Establishes the Ontario School Trustees' Council.

Ottawa-Carleton French-Language School Board Transferred Employees Act, R.S.O. 1990, c.O.44 as amended by 1992, c. 17; 1993, c. 11; 1993, c. 23; 1993, c. 27, Sched.; 1994, c. 1; S.O. 1997, c.31; 2002, c.17, Sched. F, Table.

Governs the transfer of employees from the former Ottawa and Carleton school boards to either of the former French-language school boards in Ottawa.

Provincial Schools Negotiations Act, R.S.O. 1990, c.P.35 as amended by S.O. 1996, c.12; S.O. 1997, c.31; 2003, c.2; 2006, c. 10; 2006, c. 19, Sched. L; 2006, c. 35, Sched. C.

Governs collective bargaining regime for teachers in provincial schools for blind and deaf through the Provincial Schools Authority, consisting of members appointed by the Government.

Sabrina's Law, 2005, S.O. 2005, c.7.

Requires school boards to have an anaphylactic policy.

School Trust Conveyances Act, R.S.O. 1990, c.S.3; 2002, c.17, Sched. F, Table.  
Empowers interested persons to act as trustees for accepting conveyances of land for the purposes of establishing a school.

Teachers' Pension Act, R.S.O. 1990, c.T.1 as amended by S.O. 1991, vol.2, c.52; S.O. 1993, c.39; S.O. 1998, c.34; 2005, c. 31, Sched. 21; 2006, c. 33, Sched. Z.8; 2009, c. 18, Sch. 29; 2009, c. 34, Sch. V.

Continues the Ontario Teachers' Pension Plan Board and provides for the governance and management of the pension plan for elementary and secondary school teachers and teachers in other designated institutions.

Teachers' Pension Act, 1989, S.O. 1989, c.92; S.O. 1993, c.39; S.O. 1998, c.34.

Schedule containing teachers' pension plan retained in force, but may be amended by partners.

Teaching Profession Act, R.S.O. 1990, c.T.2, amended 1991, vol. 2, c.52; S.O. 1996, c.12; S.O. 1997, c.31; S.O. 2000, c.12; 2002, c.7; 2006, c. 21, Sched. F.

Establishes the Ontario Teachers' Federation to promote interests of teachers and profession. Every teacher employed by a board is a member. Board of Governors is made up of representatives of teacher unions.

Upper Canada College Act, R.S.O. 1937, c.373; 1958, c.120; 2006, c. 10.

Governs Upper Canada College.

Notes:

1. Legislation administered by other ministries but of particular importance to the Ministry of Education includes: Assessment Act, Human Rights Code, Municipal Elections Act, 1996, Municipal Act, 2001, Municipal Conflict of Interest Act, Municipal Freedom of Information and Protection of Privacy Act, Municipal Property Assessment Corporation Act, 1997, Immunization of School Pupils Act and the Ontarians With Disabilities Act, 2001.
2. The list does not include private Acts, which may be relevant to the Ministry of Education; nor does it include Acts that are purely amending Acts.

## AGENCIES, BOARDS AND COMMISSIONS (ABCs)

| AGENCIES, BOARDS AND COMMISSIONS                                                  | 2012/13<br>Expenditure<br>Estimates<br>\$ | 2011/12<br>Expenditure<br>Interim Actuals<br>\$ | 2010/11<br>Expenditure<br>Actuals<br>\$ |
|-----------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------|-----------------------------------------|
| Minister's Advisory Council on Special Education                                  | 75,000                                    | 50,000                                          | 61,896                                  |
| Ontario Educational Communications Authority (TVO)                                |                                           |                                                 |                                         |
| Operating Expense                                                                 | 46,890,000                                | 47,729,000                                      | 52,117,700                              |
| Capital Expense                                                                   | 2,668,700                                 | 5,100,000                                       | 1,000,000                               |
| Education Quality and Accountability Office                                       | 31,282,100                                | 32,904,100                                      | 32,848,506                              |
| Languages of Instruction Commission                                               | -                                         | -                                               | 10,889                                  |
| Provincial Schools Authority                                                      | 30,100                                    | 7,775                                           | 10,681                                  |
| Curriculum Council                                                                | 123,000                                   | 12,025                                          | 130,182                                 |
| L'Office des télécommunications éducatives de langue française de l'Ontario (TFO) |                                           |                                                 |                                         |
| Operating Expense                                                                 | 24,088,700                                | 21,370,000                                      | 25,362,244                              |
| Capital Expense                                                                   | 1,000,000                                 | 1,000,000                                       | 1,000,000                               |

The Ministry is responsible for the following classified agencies:

**Operational Enterprise Agencies** (sell goods or services to the public in a commercial manner):

### ***Ontario Educational Communications Authority (TVO)***

TVO is Ontario's publicly funded educational media organization. TVO provides high-quality English-language educational programming and services through broadcast, distance education, and interactive web access. Distance education for secondary school credit is provided through the Independent Learning Centre. TVO is governed by the *Ontario Educational Communications Authority Act*. Its broadcast licence is governed by the federal *Broadcasting Act* and CRTC licensing.

### ***L'Office des télécommunications éducatives de langue française de l'Ontario (TFO)***

The Ontario French-language Educational Telecommunications Authority/ l'Office des télécommunications éducatives de langue française de l'Ontario (TFO) provides broad-range educational and cultural programs and services. Until 2007, TFO operated as an associated business arm of TVO. Since April 1, 2007, TFO has operated independently of TVO. On July 25, 2008, TFO's status as an operational enterprise agency was confirmed through the *Ontario French-language Educational Telecommunications Authority Act*. Its broadcast licence is governed by the federal *Broadcasting Act* and CRTC licensing.

**Operational Service Agencies** (deliver goods or services to the public, usually with no or minimal fees):

***Education Quality and Accountability Office (EQAO)***

EQAO is responsible for ensuring greater accountability and enhancing of the quality of education in Ontario. This is achieved through the development and administration of large-scale student assessments and the public release of assessment findings together with recommendations for system improvement.

***Provincial Schools Authority***

In 1975, under the *Provincial Schools Negotiations Act*, a bargaining unit was created of all teachers, principals and vice-principals employed in provincially operated schools, called Provincial School Authority Teachers (PSAT). The Provincial Schools Authority (PSA) was also established as the employer of record to negotiate collective agreements with the PSAT on behalf of the ministries of Education and Community Safety and Correctional Services. The PSA handles grievances, leaves, and related administrative functions.

**Advisory Agencies** (provide information and advice to assist the development of policies or delivery of programs):

***Minister's Advisory Council on Special Education***

The Minister's Advisory Council on Special Education advises the Minister on any matter related to the establishment and provision of special education programs and services for students with special education needs.

***Curriculum Council***

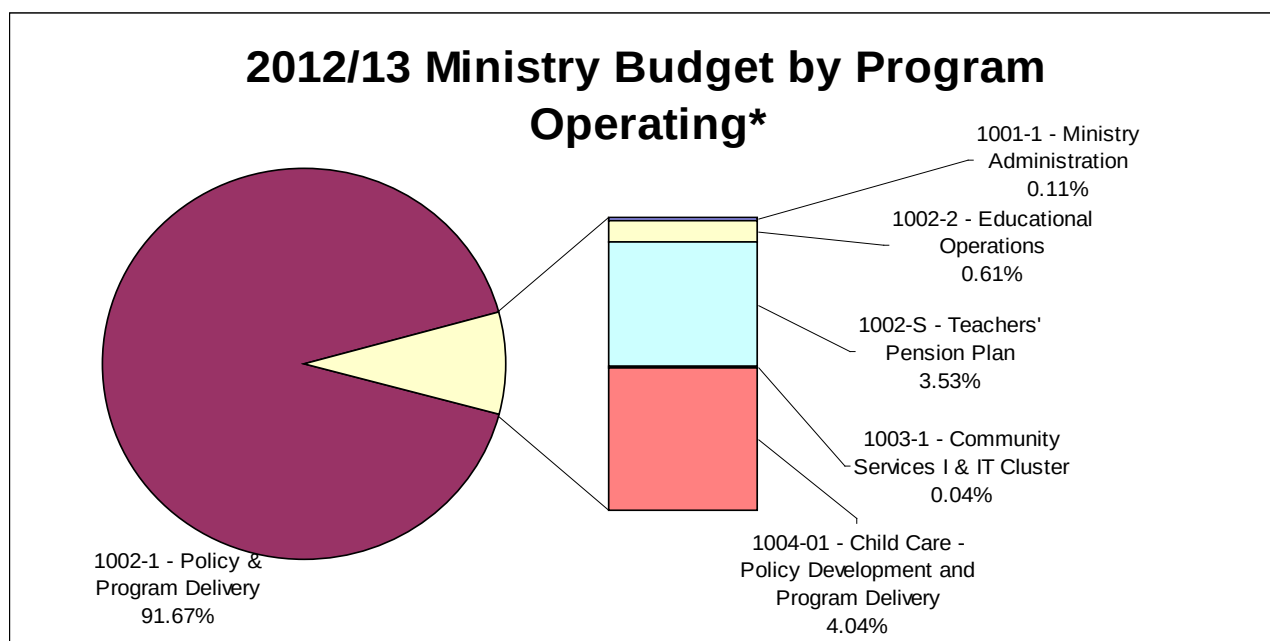
The Curriculum Council provides high-level strategic policy advice to the Minister on issues affecting the elementary and secondary curriculum. The Curriculum Council allows a forum of knowledgeable English-language and French-language education sector leaders to engage in high-level discussion, at the request of the Minister, and provide advice, driven by sound educational pedagogy. As required, the Council may convene a working group of experts to gather further information and conduct consultations to inform their deliberations.

***Languages of Instruction Commission of Ontario***

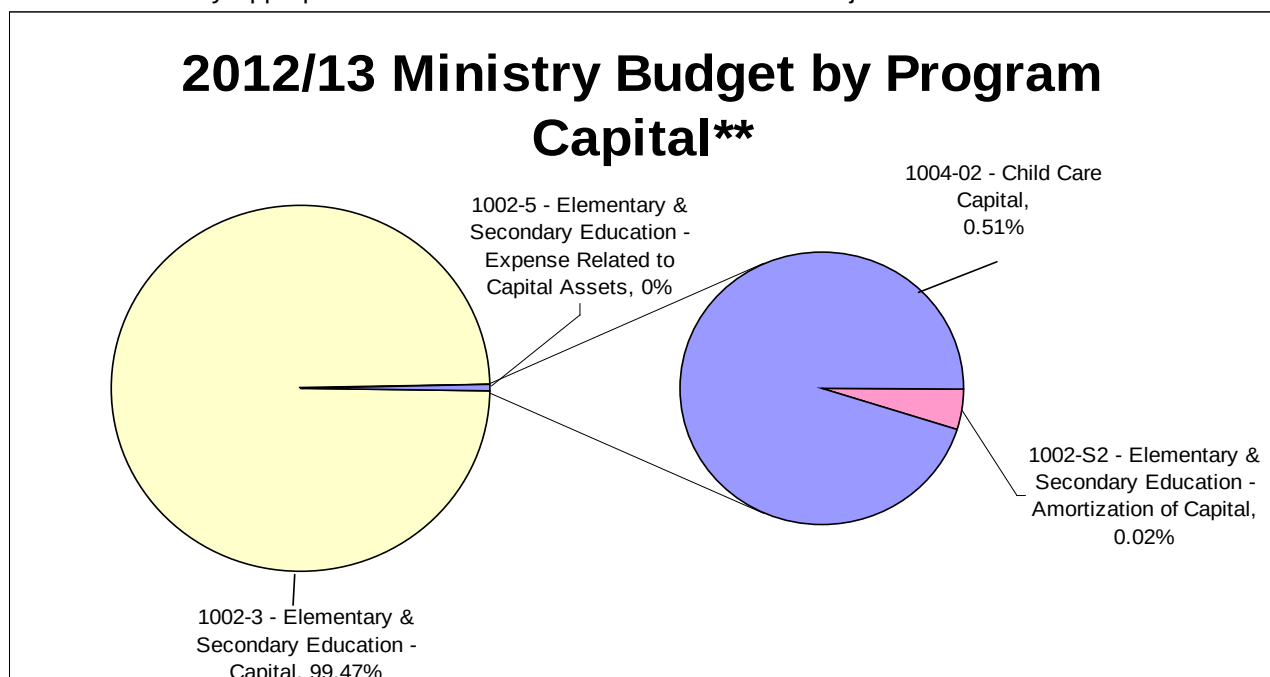
The Languages of Instruction Commission of Ontario is no longer active. The ministry plans to develop a submission to dissolve this agency during fiscal year 2012-13.

## FINANCIAL INFORMATION

The following chart depicts the ministry's investment in 2012-13 in activities that provide Ontario students with an excellent and accountable elementary/secondary education, so their futures and that of the Province will be characterized by continued prosperity, stability and growth. The ministry's budget supports the key government priority "Student Success".



\*Includes Statutory Appropriations but does not include consolidation adjustments



\*\*1002-5 and 1002-S2 represent less than 0.01% of ministry's total capital

## MINISTRY PLANNED EXPENDITURES 2012/13 (\$M)\*

|                  |          |
|------------------|----------|
| <b>Operating</b> | 24,047.4 |
| <b>Capital</b>   | 1,602.5  |
| <b>TOTAL*</b>    | 25,649.9 |

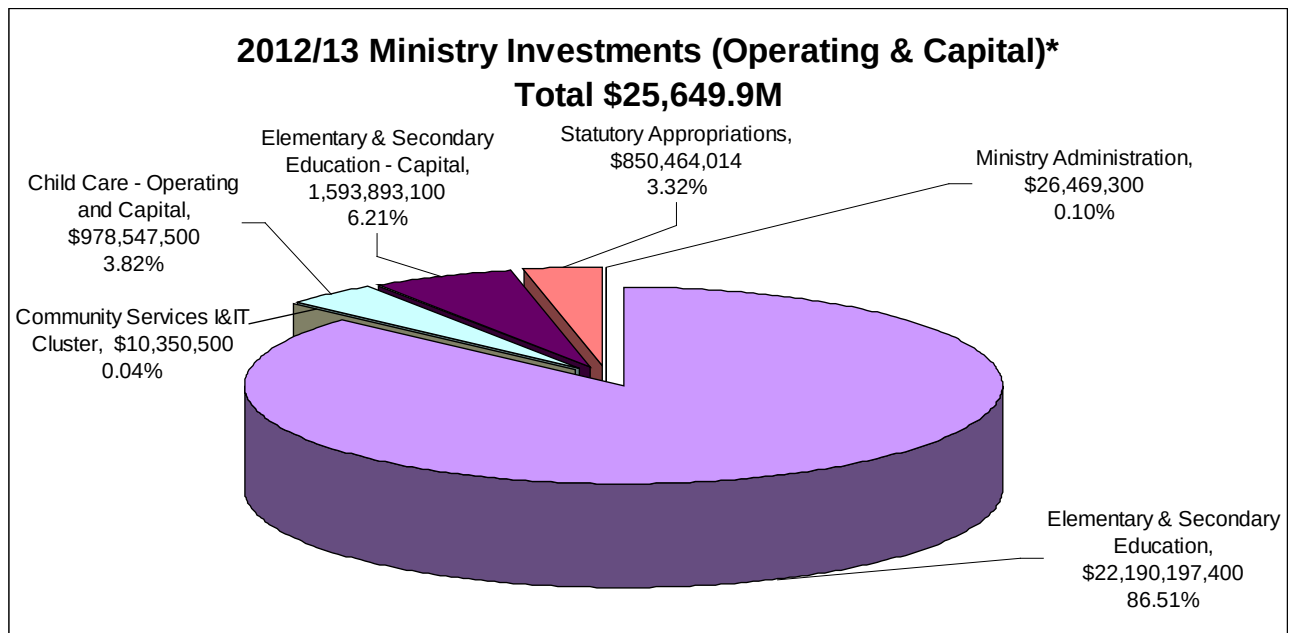
\*Includes Statutory Appropriations but does not include consolidation adjustments. After consolidation adjustments (for agency and school board expense), the total 2012/13 planned expenditure is \$24,742.1 million

### Operating and Capital Summary by Vote\*

| Votes/Programs                                               | Estimates<br>2012-13  | Change from<br>Estimates<br>2011-12 |              | Estimates<br>2011-12 * | Interim Actuals<br>2011-12 * | Actuals<br>2010-11 *  |
|--------------------------------------------------------------|-----------------------|-------------------------------------|--------------|------------------------|------------------------------|-----------------------|
|                                                              | \$                    | \$                                  | %            | \$                     | \$                           | \$                    |
| <b>OPERATING AND CAPITAL EXPENSE</b>                         |                       |                                     |              |                        |                              |                       |
| Ministry Administration                                      | 26,469,300            | 228,300                             | 0.9          | 26,241,000             | 25,424,800                   | 25,717,687            |
| Elementary and Secondary Education                           | 23,784,090,500        | 679,712,600                         | 2.9          | 23,104,377,900         | 22,933,123,400               | 29,457,329,438        |
| Community Services I&IT Cluster                              | 10,350,500            | (1,055,400)                         | (9.3)        | 11,405,900             | 11,192,000                   | 9,749,432             |
| Child Care                                                   | 978,547,500           | 103,301,800                         | 11.8         | 875,245,700            | 874,720,600                  | 849,006,274           |
| Less: Special Warrants                                       | -                     | -                                   | -            | -                      | -                            | -                     |
| <b>Total Operating and Capital Expense to be Voted</b>       | <b>24,799,457,800</b> | <b>782,187,300</b>                  | <b>3.3</b>   | <b>24,017,270,500</b>  | <b>23,844,460,800</b>        | <b>30,341,802,831</b> |
| Special Warrants                                             | -                     | -                                   | -            | -                      | -                            | -                     |
| Statutory Appropriations                                     | 850,464,014           | 324,126,327                         | 61.6         | 526,337,687            | 522,257,500                  | 521,748,082           |
| Ministry Total Operating & Capital Expense                   | 25,649,921,814        | 1,106,313,627                       | 4.5          | 24,543,608,187         | 24,366,718,300               | 30,863,550,912        |
| Consolidation & Other Adjustments                            | (907,865,700)         | (109,879,900)                       | -            | (797,985,800)          | (498,758,700)                | (8,484,284,200)       |
| <b>Total Including Consolidation &amp; Other Adjustments</b> | <b>24,742,056,114</b> | <b>996,433,727</b>                  | <b>4.2</b>   | <b>23,745,622,387</b>  | <b>23,867,959,600</b>        | <b>22,379,266,712</b> |
| <b>OPERATING AND CAPITAL ASSETS</b>                          |                       |                                     |              |                        |                              |                       |
| Elementary and Secondary Education                           | 401,000               | (319,000)                           | (44.3)       | 720,000                | 720,000                      | 687,685               |
| Child Care                                                   | 5,523,500             | 5,523,500                           | -            | -                      | -                            | -                     |
| Community Services I&IT Cluster                              | 1,000                 | 1,000                               | -            | -                      | -                            | -                     |
| Less: Special Warrants                                       | -                     | -                                   | -            | -                      | -                            | -                     |
| <b>Total Operating and Capital Assets to be Voted</b>        | <b>5,925,500</b>      | <b>5,205,500</b>                    | <b>723.0</b> | <b>720,000</b>         | <b>720,000</b>               | <b>687,685</b>        |
| Special Warrants                                             | -                     | -                                   | -            | -                      | -                            | -                     |
| Statutory Appropriations                                     | -                     | -                                   | -            | -                      | -                            | -                     |
| <b>Total Assets</b>                                          | <b>5,925,500</b>      | <b>5,205,500</b>                    | <b>723.0</b> | <b>720,000</b>         | <b>720,000</b>               | <b>687,685</b>        |

\* Estimates for the previous fiscal year are re-stated to reflect any changes in ministry organization and/or program structure. Interim actuals reflect the numbers presented in the 2012 Ontario Budget.

Note: Commencing in 2009-10, the Province's minor Tangible Capital Assets (mTCA) are capitalized on a prospective basis. Direct comparison between 2010-11, 2009-10, and 2008-09 may not be meaningful.



\*Includes Statutory Appropriations but excludes consolidation adjustments and assets.





## **Appendix**

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### **Ministry of Education**

## 2011/12 Annual Report

The Ministry of Education seeks to establish and maintain a high-quality and sustainable publicly funded education system focused on the goals of high levels of student achievement, reduced gaps in student achievement and high levels of public confidence. The ministry also supports success for children and families in the early years, with a focus on quality child care. This includes policy, funding, contract management and licensing responsibilities.

Ontario continues to be [recognized as a worldwide leader](#) in education. A report released by the [Organisation for Economic Co-operation and Development](#) (OECD) in March explains that the Ontario government's emphasis on education has achieved positive results in increasing literacy and numeracy comprehension, improving graduation rates and reducing the number of low-performing schools. This builds on previous OECD reports that have ranked Ontario students among the best in the world.

In November 2011, the [Pan-Canadian Assessment Program 2010](#) – administered by the [Council of Ministers of Education, Canada](#) – showed that Ontario students were the only group to perform above the Canadian average in all three areas of math, reading and science. In fact, Ontario students scored significantly higher than the Canadian average in all three subjects and were first when it came to reading – the only students to perform above the national average in that area.

In addition, the ministry:

- Supported [French-language education](#) with the [Politique d'aménagement linguistique](#) and the implementation of the Policy Statement and Guidelines on the [Admission, Welcoming, and Support of Students in French-Language Schools](#) in Ontario.
- Supported French-language education with resources and training on the "Approche culturelle de l'enseignement" that will allow educators to support students in the development of their cultural identity.
- Supported First Nation, Métis and Inuit student achievement, by working in collaboration with Aboriginal communities and organizations, school boards, post-secondary institutions, other ministries and the federal government to deepen the implementation of the [Ontario First Nation, Métis and Inuit Education Policy Framework](#).
- Supported [students with special education needs](#) through increased funding and by providing school boards with flexibility in the purchase of specialized equipment for students with special education needs.
- Assisted school boards as they adjust to declines in enrolment.
- Expanded [Homework Help](#) from 31 English-language boards to all English-language boards in the province. Homework Help provides one-on-one online math tutoring through the Independent Learning Centre/TVO to Grades 7 to 10 students from certified Ontario teachers. [SOS Devoirs](#), the French-language equivalent, provides tutoring to students from Grades 1 to 12.

- Released the revised Ontario Schools – Policy and Programs, which sets out the ministry's requirements governing the policies and programs in all schools in Ontario.
- Produced additional resources to support [Growing Success: Assessment Evaluation and Reporting Policy, First Edition covering Grades 1 to 12](#), including instructional presentations on policy and videos demonstrating effective practices.
- Conducted a series of regional in-services on Growing Success implementation strategies for the fall progress report card in September and October.
- Conducted an initial round of regional consultations on assessments, evaluation and reporting policies for [full-day kindergarten](#) in February 2012.
- Established the [Knowledge Network for Applied Education Research](#), a partnership with the Ontario Institute for Studies in Education and the University of Western Ontario. It has also funded 45 collaborative projects to advance knowledge related to teaching and learning, equity, transitions and engagement.

Other initiatives undertaken in fiscal year 2011-12 to help the ministry achieve its core goals included:

## **CHILD CARE**

- Transferred [child care](#) licensing responsibilities, in addition to program and policy responsibilities, funding, and contract management, from the Ministry of Children and Youth Services to the Ministry of Education. The transfer supports improved integration of child care and education.
- Started posting detailed results of [child care licensing](#) inspections on the ministry website.
- Introduced a requirement for child care centres to post information in the centres about serious occurrences – such as a serious injury to a child, a fire or a complaint about a service standard – in the child care centre.
- Investing \$63.5 million a year in child care funding to permanently fill a federal funding gap.

## **ELEMENTARY STUDENTS**

- Increased opportunities for elementary students in the three [French-as-a- Second-Language](#) programs (Core French, Extended French and French Immersion) to improve and apply their oral communication skills within a real-life context. This was identified as a key priority under the Official Languages in Education Program. Students participated in exchange programs, field trips and summer camps, and also attended activities such as French concerts, plays and films.
- Expanded a Summer Literacy Learning Program in summer 2011 in low-income communities in 36 district school boards to help support primary school students in building better literacy skills.
- Continued implementing [full-day kindergarten](#) in nearly 800 schools in the 2011-12 school year, benefiting about 50,000 students.

- Supported board planning and implementation of before and after-school programs at schools offering full-day kindergarten.
- Continued using the [Full-Day Early Learning-Kindergarten Program](#) document, and provided training sessions for board teams who are implementing the program.
- Approximately 70 Student Achievement Officers and 70 School Effectiveness Leads worked with elementary principals and teachers to improve student learning and achievement in reading, writing and math.
- Provided over 12,000 students with targeted help (Grade 6 Number Sense work materials for teachers). These materials are for teachers to help students who struggle in mathematics (including those with special education needs and English language learners).
- Supported more than 2,600 elementary schools, where less than 75 per cent of students have met the provincial standard, through the [Ontario Focused Intervention Partnership](#) and Schools in the Middle initiatives.
- Expanded classroom-based professional [learning through inquiry](#), using student work to improve teaching and learning in reading, writing and math (Collaborative Inquiry for Learning in Mathematics, Early Primary Collaborative Inquiry, Student Work Study Teachers).

## SECONDARY STUDENTS

- Increased opportunities for secondary students in the three [French-as-a-Second-Language](#) programs (Core French, Extended French and French Immersion) to improve and apply their oral communication skills within a real life context. This was identified as a key priority under the Official Languages in Education Program. Students participated in exchange programs, field trips and summer camps, and also attended activities such as French concerts, plays and films.
- Expanded the [Specialist High Skills Majors](#) program from 1,300 to over 1,500 programs in more than 670 schools. Enrolment in this program is expected to grow from 34,000 participants to approximately 38,000 in 2012-13.
- Helped more students to become engaged in their learning by supporting 1,900 [student-led projects](#) in almost 900 schools, and holding [regional student forums](#), including five online.
- Continued the [Minister's Student Advisory Council](#) for its fourth year to gain student feedback on changes in the education system, including input about curriculum under review.
- Increased participation in [Dual Credit programs](#) to approximately 15,000 students, many of whom face the greatest challenges in graduating.
- Provided on-going funding support for school based-mentoring programs for students "at risk" through [Big Brothers Big Sisters of Canada](#).
- Through the [Re-engagement Initiative \(12&12+\)](#), 14,000 students were contacted. Seven thousand returned and achieved over 23,000 credits. Of the returning students, 2,300 earned a graduation diploma.

- Increased the instructional knowledge and skills of Grades 7 to 12 educators to meet the diverse needs of all students through the Differentiated Instruction Professional Learning Strategy, and maintaining a focus on assessment and evaluation based on essential understandings outlined in the [Ontario curriculum](#).
- Developing and researching the effectiveness of implementing Gap Closing: Grade 9 Mathematics resources.
- Continued to support the work of Student Success School and Cross Panel Teams in tracking and monitoring individual student progress from Grade 9 to the completion of diploma requirements by:
  - o Providing supports and interventions to help students complete graduation requirements;
  - o Enhancing the Transition Planning and Implementation Initiative intended to support the individual needs of students as they move from elementary school to secondary school; and
  - o Assisting secondary schools in creating a welcoming and caring environment for Grade 9 students.
- Continued the Student Success School Support Initiative to provide direct support to principals from 124 schools in 17 boards across the province. These boards were selected because they had significant number of students who may not be on track to graduate.
- Supported action research for school boards using data for school improvement planning in adult and continuing education credit programs. This aligned with board improvement planning cycles and the School Effectiveness Framework. Twenty-four school boards conducted action research projects and participated in three regional professional learning workshops for adult and continuing education school board administrators.
- Distributed Grade 9-10 Prior Learning Assessment and Recognition Individual Assessments and provided training to support the implementation of consistent, high-quality prior learning assessment and recognition for mature students.
- Held a think tank session on Emerging Transition Pathways for Adults to graduate/enter postsecondary programs. The session provided a forum for discussing the phase one adult and continuing education school improvement projects results. Superintendents, research staff, principals, vice-principals and guidance teachers from 24 boards attended.
- Supported regional collaboration in the delivery of adult education and training programs to help adult learners make smoother transitions between/among programs offered by the ministries of [Education](#); [Training, Colleges and Universities](#); and [Citizenship and Immigration](#). The ministries provided support for four regional partnership projects to conduct research and determine feasibility of common intake and assessment processes, networking service providers, a community hub model and enhanced counselling models.
- Continued support to the Ontario Federation of Indian Friendship Centres to support the delivery of the Alternative Secondary School Programs Within Native Friendship Centres Program at 11 sites.

## SAFE, INCLUSIVE AND HEALTHY SCHOOLS

- Trained more than 470 staff from school boards and public health units on the [School Food and Beverage Policy](#) and connecting the policy to secondary classroom teaching. Since the 2009/10 school year, more than 1,400 school board staff have been trained on the policy.
- Challenged Ontario students to do one more thing to make their school healthier as part of the [Healthy Schools Recognition Program](#).
- Introduced a broad provincial strategy to build awareness about [concussion prevention](#), identification and management inside and outside of schools. As part of the strategy, the government introduced the *Education Amendment Act (Concussions), 2012*. If passed, the act would help protect students engaging in school sports and health and physical education classes from the potentially serious, long-term and harmful effects of concussions and help to ensure that students who sustain concussions are not returning to play or learn too soon, risking further complications.
- Provided \$10 million to 34 [high schools located in urban neighbourhoods](#) that face challenges such as poverty, criminal and gang activity, lack of community resources and student achievement issues.
- Provided \$36 million in annual funding to school boards to operate programs for expelled and long-term suspended students and to acquire additional para-professional resources to work with at-risk students.
- Invested \$1 million annually with [Kids Help Phone](#) to provide a bullying prevention hotline 24 hours a day, seven days a week.
- Provided more funding to the [Community Use of Schools](#) program to help cover the costs of inflation, ensuring that school space for after-school activities continues to be affordable for not-for-profit groups.
- Expanded [Priority Schools](#) from 175 schools to 220 schools, providing funding to schools in high-needs neighbourhoods so that boards could offer school space free of charge to not-for-profit groups.
- Released [Provincial Model](#) for a Local Police/School Board Protocol in January 2011. Boards revised their local police protocols for September 2011 based on the provincial model. In partnership with staff from police services, the ministry provided training to approximately 150 staff from school boards and local police services personnel who will be negotiating a local police/board protocol.
- Recognized 10 safe schools teams as part of the first [Premier's Safe Schools Awards](#). The awards recognize exceptional and innovative work being done in schools to create a safe and caring school environment.
- Provided \$3 million to boards to support the Student Support Leadership Initiative.
- Provided funding to support creating safe, inclusive and welcoming schools, including:
  - o One-time funding of \$2 million to school boards to build school capacity for involving elementary and secondary students in a range of activities that support safer schools.

- o One-time funding of \$4.75 million to school boards to be used for resources, training or programs that support a whole school approach to promoting a positive and inclusive school climate.
- o \$1.85 million to education stakeholders and community-based organizations to develop resources to support safe, inclusive and welcoming schools.
- Introduced a [comprehensive action plan](#) to make our schools safer, more accepting places to learn. The plan includes:
  - o [The Accepting Schools Act](#) introduced in November 2011. If passed, the act would require all school boards to take preventative measures against bullying, issue tougher consequences for bullying, and support students who want to promote understanding and respect for all.
  - o Bringing mental health support workers into schools — as part of Ontario's Comprehensive Mental Health and Addictions Strategy — and continued support for Kids Help Phone.
  - o The creation of an Accepting Schools Expert Panel to provide advice about resources that focus on a whole school approach, including prevention and early intervention.
  - o Direction to Ontario's Curriculum Council to report back in 2012-13 on strengthening equity and inclusive education principles, and bullying prevention strategies across the curriculum and suggesting ways to support this learning in Ontario schools.
  - o Direction to Ontario's Curriculum Council to report back in 2012-13 on integrating equity and inclusive education, and bullying prevention across the curriculum.
  - o A public awareness campaign, which will stress that all Ontarians have a role in preventing and ending bullying.
- As a result of the [Equity and Inclusive Education Strategy](#), all school boards now have an equity and inclusive education policy, and religious accommodation guideline in place. The principles of equity and inclusive education are to be embedded in all school and school board operations and learning environments.
- Continued to provide \$125,000 in funding to each of the seven Equity and Inclusive Education Implementation Networks (six regional English-language Networks and one Provincial French-Language Network). The networks support effective implementation of the Equity and Inclusive Education Strategy. Every school board is a member of one of the networks.
- Funded a diverse range of equity and education stakeholders to develop resources and provide professional learning opportunities to support implementation of the Equity and Inclusive Education Strategy.

## **SUPPORTING EDUCATORS**

- Recognized educators and support staff with 17 [Premier's Awards for Teaching Excellence](#) for their contributions to helping students and children recognize their full potential. Two new award categories were created for Early Childhood Educators to recognize the importance of early learning.



- Continued overseeing the [College of Early Childhood Educators](#). The college was established under the *Early Childhood Educators Act, 2007*, and sets professional standards for Early Childhood Educators.
- Renewed the Qualifications Upgrade Program to help individuals working in the regulated child care system to obtain their diploma in Early Childhood Education (ECE) and qualify for membership with the College of Early Childhood Educators.
- Created the [Early Learning Framework website](#), a resource for program development in early childhood settings in Ontario. It provides a starting point for reflection and discussion on ways to support optimal growth and learning for young children.
- Supported the growth and professional development of more than 10,000 beginning teachers through the [New Teacher Induction Program](#).
- Facilitated the professional learning of experienced teachers through a growth-oriented [Teacher Performance Appraisal](#) process, which features an annual learning plan.
- Provided summer learning opportunities in literacy and mathematics for thousands of teachers across the province through their boards.
- Enabled a 10-minute increase in teacher preparation time (from 220 to 230 minutes) by adding 580 more elementary specialist teachers.
- Increased the number of working days for Education Assistants from 188 to 194.
- Continued to meet funding commitments to support continued labour peace and stability in schools with increased salaries and benefits for all staff who bargain collectively.
- Provided opportunities to approximately 350 experienced teachers in 2011-12 to expand their knowledge and skill base and share exemplary practices with other teachers through the [Teacher Learning and Leadership Program](#).
- Continued to advance student achievement with ongoing support for teachers, education assistants, principals, vice-principals, education support professionals, para-professionals, office support workers, custodians, board administrators and other board staff in the education sector.
- Ensured literacy instruction is across the curriculum and focused support on instructional practices in mathematics through job-embedded professional learning and the support of provincial-level coaches working with Grades 7 to 12 educators across the province.
- Introduced la Trousse d'acquisition de compétences linguistiques en français to support teachers in implementing the Actualisation Linguistique du Français curriculum.
- To date, more than 15,000 educators have been prepared to support Applied Behaviour Analysis (ABA) in our publicly funded schools. A significant number of educators also enhanced their ABA knowledge and skills through yearly ministry funding to school boards to support further ABA training (\$3 million for 2011-12). School boards have reported that they are providing special education programs and services to more than 13,000 students with [Autism Spectrum Disorders](#).
- Provided \$4 million to school boards to support fourth-year implementation of the [Ontario Leadership Strategy](#). The strategy includes succession planning, mentoring for newly appointed school leaders and principal/vice-principal performance appraisals.
- Continued to support school leaders through the leadership strategy. Approximately



3,362 principals and vice-principals participated in mentoring, including 1,774 mentees and 1,588 mentors.

- Supported system leadership by launching a pilot of a supervisory officer performance appraisal model in 20 school boards across the province.
- Continued to support mentoring of newly appointed system leaders, and executive leadership development for experienced supervisory officers and directors of education. Approximately 152 supervisory officers and directors of education participated in mentoring, including 67 mentors and 85 mentees.
- All boards put in place terms and conditions of employment for principals and vice-principals in accordance with [Policy and Program Memorandum 152](#).
- Conducted an evaluation of the [Ontario Leadership Strategy](#) to determine its impact and next steps for leadership development. The evaluation found a high level of stakeholder satisfaction with the strategy, a high degree of alignment with leadership activities across the ministry, and that boards have made significant progress in implementing the leadership initiatives.
- Produced many new print and multimedia resources to provide support for the Literacy and Numeracy and Student Success initiatives and to increase accessibility to current research. Examples include:
  - Multimedia resources – The Three-Part Lesson in Mathematics, Co-producing Learning: The Family Path webcasts.
  - What Works: Research into Practice monographs – Supporting Early Language and Literacy, Technology in the Mathematics Classroom.
  - Capacity-Building Series monographs – Writing to Learning, Asking Effective Questions.
- E-Learning Ontario supports district school boards to reach students through digital learning. This includes a new Province-wide Learning Management System license for the delivery of online learning, blended learning and collaborative professional learning communities; a virtual library of digital resources (Ontario Educational Resource Bank - OERB) as well as training for teachers and educational staff across the province.
- Approximately 125 English-language online courses are now available to English-language school boards. English-language teachers and students can access approximately 20,000 online resources in the [Ontario Educational Resources Bank](#). There are 73 French-language online courses available to French-language school boards. French-language teachers and students can access approximately 8,000 online resources in the Banque de ressources éducatives de l'Ontario.
- Provided funding for one e-Learning Contact per school board for the 2011-12 school year to support school boards with the implementation of the Provincial e-Learning Strategy, blended learning, [Homework Help](#) and the use of ministry-provided digital resources.
- In 2011, ministry-provided centrally licensed digital resources (13 web services, two software titles and four sole source upgrades) were funded for a total cost of \$2 million.
- Hosted six regional sessions across the province in fall 2011 on [Aboriginal Perspectives: The Teacher's Toolkit](#) to help teachers and administrators better integrate Aboriginal perspectives into the curriculum.

## KEY INVESTMENTS

- Invested \$1.32 billion in Ontario's French-language schools in 2011-12, an increase of 4.7 per cent from the previous year. Since 2002-03, annual funding for French-language school boards has increased by \$562 million. This works out to \$6,273 per student - a 69 per cent increase.
- Since 2006, invested \$60 million through targeted funding outside the [Grants for Student Needs](#) to build capacity and improve the learning environment for students with Autism Spectrum Disorder. Of that \$60 million, nearly \$36 million has been allocated for training.
- The government invested \$200 million in support of [full-day kindergarten](#) in its first year of implementation and is investing \$300 million for Year 2.
- Provided a projected \$37.1 million through the First Nation, Métis, and Inuit Education Supplement of the Grants for Student Needs (GSN) in 2011-12. The supplement supports the delivery of Native Languages and Native Studies courses as well as other programs designed for Aboriginal students.
- Provided \$5.1 million to school boards outside the GSN to support the implementation of the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). This includes targeted support for professional development in Aboriginal education, as well as project-based funding to support First Nation, Métis and Inuit student achievement.

## OTHER EDUCATION INITIATIVES

- Ontario hosted 74 visits by nearly 1,350 international representatives from 27 countries examining best practices in education reform and student success.
- Provided resources and funding to trustee associations to develop strategic planning capacity within school boards in order to meet the requirements of *Bill 177*.
- Continued to support the repair and maintenance of schools through the new \$150 million School Condition Improvement allocation.
- Provided over \$650 million in funding for 78 projects to address capital priorities identified by school boards. This includes new schools, school consolidations and additions.
- Piloted a variety of innovative green products and technologies in over 150 Ontario schools through the [Green Schools Pilot Initiative](#).
- More than 2,500 schools are benefiting from \$600 million invested towards making schools more [energy efficient](#), including schools that are now benefiting from [renewable energy technologies](#).
- Invested \$10.6 million to support and expand the [Parenting and Family Literacy Centres](#) network to 155 across the province, including 10 new centres.
- Provided funding for more than 1,700 projects in 2011-12 to enhance parent engagement at the local, regional and provincial levels through the [Parents Reaching Out \(PRO\) grants](#) program. Since the launch of PRO Grants in 2006, the ministry has awarded almost 9,000 project grants to school councils and 280 regional grants,

totalling nearly \$14 million in funding. A portion of PRO Grants directly support Ontario's Poverty Reduction Strategy.

- Invested \$6 million in Focus on Youth, which offers summer program and employment opportunities in the inner city areas of four urban centres.
- Held the Minister's Second Annual [Parent Involvement Committee Symposium](#) in April 2011. The symposium gave parents opportunities to learn more about the ministry's parent engagement policy, regulation and initiatives, and to share effective practices for [parent engagement](#) in support of student achievement and well-being.
- Funded the development of practical, user-friendly tools and resources to help Parent Involvement Committees (PICs) and boards, schools councils and schools work with parents to further their involvement in their children's education.
- Released the first [Guideline for Fees for Learning Materials and Activities](#), giving parents and schools clarity on the appropriate use of school fees.
- Implemented the [Connections for Students](#) model in all school boards. The model supports children transitioning from intensive behavioural intervention (IBI) therapy services provided by the Ministry of Children and Youth Services to applied behaviour analysis (ABA) instructional methods in publicly funded schools. As of December 2011, 987 children and youth were served Province-wide by Connections for Students.
- Increased ABA expertise funding to \$11.3 million. The funding allows school boards to hire additional board-level applied behaviour analysis expertise professionals.
- Continued the Provincial Initiative on Assessing Achievement in Alternative Areas (A4) through phase two projects. Funding is provided to seven school boards to enhance school board capacity to collect, analyze and use data to report on the progress of students with special education needs who do not access the Ontario curriculum and do not participate in [EQAO](#) assessments.
- Continued the development and revision of the resource guide *Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12. (Learning for All, K-12)*. This resource provides a framework for teachers for the identification and tracking of strengths and needs of individual students, and for planning instruction based upon these strengths and needs. Funding is provided to all 72 school boards and school authorities to participate in regional professional learning activities and support a wide and in-depth use of this resource. Additional funds are provided to 18 lead school boards to coordinate regional professional learning and develop sharable resources through teacher-led projects.
- As part of Ontario's Comprehensive Mental Health and Addictions Strategy:
  - o Began drafting a K-12 resource guide/website for educators to promote healthy development, early signs of mental health and/or addictions issues, and classroom strategies.
  - o Provided funding to 15 focus school boards to hire mental health leaders to support the development and implementation of a comprehensive school board-level strategy to address student mental health/addictions needs.
  - o Provided funding for School Mental Health ASSIST to help school boards establish effective school-based delivery of mental health and addictions programs and services.

- o Provided funding to all school boards to support mental health literacy training and participation in Working Together for Kids' Mental Health. This Ministry of Children and Youth Services-led initiative helps child and youth serving-professionals to better identify and respond effectively to children and youth with mental health/addictions needs.
  - o Provided one-time funding to each government-approved care and/or treatment education program to support the purchase of new/updated educational equipment and/or resources focused on the learning, achievement and wellbeing of students in these programs.
- The [Curriculum Council](#) considered the topic of financial literacy in the existing grades 4 to 12 curriculum.
  - Continued to deepen the implementation of the [Ontario First Nation, Métis and Inuit Education Policy Framework](#) by including strategies that enhance First Nation, Métis and Inuit peoples' perspectives in the curriculum.
  - Successfully piloted blended learning in 16 district school boards across Ontario and 12 French-language school boards.
  - Funded pilot projects that focus on the effective use of evidence to inform classroom practice and increase student achievement through Managing Information for Student Achievement (MISA) Professional Network Centres to expand and strengthen research and evaluation capacity throughout the province.
  - Five boards participated in a Supervised Alternative Learning (SAL) Plan pilot. This pilot is examining how to track skills and knowledge acquired through experiences that may be a part of a SAL student's learning plan and that are outside of their credit courses.
  - Held the seventh annual Ontario Education Research Symposium in February 2012. It brought together approximately 420 educators, researchers and policy makers to share approaches for connecting research to classroom practice.
  - Continued the review of the following curriculum documents in 2011-12:
    - o Grades 9 to 12, Native Studies
    - o Grades 1 to 12, Native Languages
    - o Grades 9 to 12, Classical Studies and International Languages
    - o Grades 11 to 12, Interdisciplinary Studies
    - o Grades 1 to 8, Social Studies/History/Geography
    - o Grades 9 to 12, Canadian & World Studies
    - o Grades 1 to 12, French as a Second Language (Immersion, Extended and Core Programs)
    - o Grades 9 to 12, Health and Physical Education
    - o Grades 9 to 12, Social Sciences and Humanities
    - o Grades 4 to 8, anglais pour débutants
    - o Grades 9 to 12, anglais pour débutants
  - Completed training for the revised curriculum policy document for mandatory implementation beginning in September 2010:
    - o Grades 9 to 12, The Arts/Éducation artistique

- Established a Tri-partite Steering Committee and Working Group to support the development of a First Nation Student Achievement Strategy, in partnership with the Chiefs of Ontario and the federal government.
- Hosted Circle of Light – A First Nation, Métis and Inuit Education Conference in November 2011. The conference provided an opportunity for approximately 1,000 educators in the provincial and First Nation/federal education systems to participate in joint professional development opportunities.

### **Ministry Expenditures\***

|                                                  | <b>Ministry Actual Expenditures (\$M) 2011-12</b> |
|--------------------------------------------------|---------------------------------------------------|
| <b>Operating</b>                                 | 23,019.9                                          |
| <b>Capital</b>                                   | 1,346.8                                           |
| <b>Staff Strength<br/>(as of March 31, 2012)</b> | 1747.7**                                          |

\*Includes Statutory Appropriations, Bad Debt Expense, and reconciliation adjustments but does not include consolidation adjustments. This number is based on Interim Actuals, and final actual expenditures will be stated in 2011/12 Public Accounts.

\*\*This number excludes seasonal staff, students, and employees on leave.