



# Strategic Plan

## **Vision**

The NSSBA is dedicated to excellence in public education. (Approved 2013)

## **Mission**

Our focus is to achieve continuous improvement for the public education system. (Approved 2013)

## **Values**

- We believe in the principle of accountability in public education
- We believe all students are entitled to an equitable education
- We believe that public education must meet the diversity of student learning needs
- We believe in working together towards equity for all students (Approved 2013)

## **Strategic Plan Definitions**

### **Goals:**

Goals are related to the core mandate of the association.

Goals are a set of statements indicating longer term desired change and/or performance. They further articulate the mission statement and are strategic in nature. They must be challenging but attainable. The goals should be clearly articulated, well defined and focused. They should be specific, realistic, practical, and measurable within the operational constraints dependent on resources and time.

The goals may initially be developed through a strategic planning process. The goals should be re-examined and updated periodically if the organization is to remain dynamic and reflective of the needs of its clients. There should not be more than three to four goals.

### **Priorities:**

Priorities are the strategies and initiatives that the board will undertake over the next year to move towards its stated goals. Every priority should be related to the goal it promotes.

There should be approximately four to six priorities for each goal. The priorities are the actions that will achieve the targets set for each performance measure. If some aspect of a priority is carried over from a previous year, please clearly indicate what new activities will be undertaken in the current year.

### **Performance Measures:**

Performance measures must be linked to the goals, which are directly related to the core mandate of the association. The method used to track progress in achieving desired outcomes with respect to the goals is performance measurement. In preparing performance measures, considerations should be made for what they are intending to accomplish with their identified goals. The measures chosen should be attributable to or influenced by the activities in place to reach the goal.

Also, in determining which performance measures to use, it is helpful to consider what data are currently available for reporting or what data the board plans to collect.

Fewer rather than more performance measures are recommended. Performance measures should be chosen based on their ability to exhibit achievement with respect to the goals.

### **Baseline data:**

For each performance measure, establish baseline data against which achievements for the reporting year will be compared. The baseline year is normally the first year in which data was reported for the performance measure. Include the year and what the data was for that year.

### **Targets**

For each performance measure, establish a target for what the association wishes to achieve in concrete terms. The targets may be specific numerical standards, movement in a desired direction, or a

qualitative statement of preferred achievements over the reporting period. Qualitative statements could be developing a policy manual, or delivery of professional development materials. Targets should be challenging but realistic and represent improvement from the baseline year.

### **Reporting Year**

The reporting year may vary depending on the measure, but reporting timelines are generally set to allow an association to establish and reflect on trends in performance. Therefore, most targets can be set two, three or even four years out. For each target, indicate the time frame within which the board will report. Each year, new performance measures may be added, and others that have reached their reporting year may be dropped. When a measure reaches its reporting year, present the data for the reporting year.

### **Trends / Performance**

Data collection should be taken at set times (annually or semi-annually) between the baseline and the reporting year. This column is used to report on the progress towards the target. The association should report on how they are monitoring the measures, and if measures are not working, report on what steps are being taken to address the issue.

When a target year is reached for a performance measure, this column shows what has been achieved in relation to the target established. Performance should demonstrate the systematic work towards the mandate of the association and the sources of evidence that show targets were met. If the target was not met, explain why this is the case.

### **Supports required**

This column identifies supports that will be required to meet the performance measure, outside of the resources within the association. This may include human resources or funding.

### **Budget**

This column outlines budget implications related to the outcome measure.

**Goal One:** Advocate for a sufficiently funded, equitable public education system that meets the diverse learning needs of all students and prepares them for future success. (Approved 2013: Revised 2014)

**Priorities:**

- Identify per pupil funding in NS compared with other jurisdictions.
- Identify the cost of programs and services for a “typical” class.
- Identify the difference between targeted funding and actual costs.
- Identify the cost of specific programs and services provided equitably to all students.

Performance measure	Baseline & Year	Target & Year	Trends/Performance	Supports Required	Budget
Report on the funding per pupil in NS compared with other Canadian provinces and territories.	No report (2016)	Report received by BOD and distributed to boards, EECD and public. (2017)	Ad hoc committee formed, consultant contracted. Draft report completed for discussion at the May 24, 2017 BOD meeting.	Adhoc committee: 1 BOD, NSSBA Finance Manager and 1 board finance staff. 1 board P&SS staff and 1 board HR staff, as needed.	Included in the 2016-2017 budget.
Report on the cost of a typical class in 2016 as compared with a typical class in	No comparison (2016)	Report received by BOD and distributed to boards, EECD and public. (2017)	<b>August 2017:</b> The report was received by the BOD and shared with the Department of Education and Early Childhood Development. The report will be released to the media.		
Report on the amount school boards spend on special education compared with the amount allocated in the budget.	No report (2016)	Report received by BOD and distributed to boards, EECD and public. (2017)			

Performance measure	Baseline & Year	Target & Year	Trends/Performance	Supports Required	Budget
Report on the actual cost of a program or service compared with targeted funds: <ul style="list-style-type: none"> <li>• typical early years site</li> <li>• SchoolsPlus site</li> </ul>	No report (2016)	Report received by BOD and distributed to boards, EECD and public. (2017)	<b>November 2017:</b> The executive and BOD decided not to have a formal release. This measure is complete.		
Determine cost of offering a program or service to all students: 5.1 SchoolsPlus 5.2 Early Years	No report (2016)	Report received by BOD and distributed to boards, EECD and public. (2017)			
Develop a consistent measure of EA, to allow for comparison among boards.			Not identified as a performance measure by the BOD. No action taken.		

**Goal Two:** Promote quality education for our students as a priority with the public and with government. (Approved 2013)

**Priorities:**

- Enhance understanding of the importance and success of local education initiatives.
- Increase the understanding and support of Nova Scotians who do not have children in the public school system (non-parents).
- Increase collaboration and communication with partners who share responsibility for children and youth (communities and municipal governments).
- Strategic Communications Plan that focuses on non-parents, communities, and municipalities, and on current initiatives including successful local school board initiatives

Performance measure	Baseline & Year	Target & Year	Trends/Performance	Supports Required / Lead	Budget
Provide government and partners with a list of local school board initiatives, including a rationale for their continuance.	No consolidated list available - March 2016	March 2017	A draft list has been started. August 28, 2017- Confirm that this is still desired.	School board communications staff/administrative staff to provide information to NSSBA	
Communications audit of current communications practices and initiatives	No audit - March 2016	May 2017	The audit document has been started. This will be a project for the Communications Student from NSCC  <b>August 2017:</b> A first draft has been completed. Now being edited. Will be presented at September 2017 BOD meeting.	NSSBA Communications Manager will work with NSCC PR student	

<p>Develop a strategic communications plan, reflective of the NSSBA strategic plan</p>	<p>No current plan - March 2016</p>	<p>May 2017</p>	<p>The Communications Committee had a work session to provide input on communications activities and priorities that match the strategic plan.</p> <p><b>August 2017:</b> Colour Communications has been contracted to work with the NSSBA on developing a strategic communications plan in response to the current education climate.</p> <p><b>November 2017:</b> The communications manager has developed a new reporting format for improving communication between the BOD and school boards/board members, and between the governance committee and boards/board members.</p>	<p>NSSBA Communications Manager NSSBA Communications Committee</p>	
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**Goal Three:** Provide professional development and support to school board/board members to increase the effectiveness of governing school boards. (Approved 2013: Revised January 28, 2016)

**Priorities: (Developed January 28, 2016)**

- Support school boards in understanding the role of school boards
- Support board members in their role as governing boards

Performance measure	Baseline & Year	Target & Year	Trends/Performance	Supports Required	Budget
Governance self-assessment materials are available in French and English.	Old version exists from 2003 That was never distributed or used.	a. Distribute self-assessment tool to school boards by October 31, 2015.	The self-assessment tool was posted on the NSSBA website in French and English in November 2015.		
		b. Distribute legislation self-assessment tool to school boards by October 31, 2015.	The legislation self-assessment tool was posted on the NSSBA website in French and English in November 2015.		
		c. Provide tools for the self-assessment of individual school board members in French and English by March 2016.	Completed and distributed - Spring 2016		
		d. Provide tools for the self-assessment and assessment of school board chairs in French and English by March 2016.	Completed - Spring 2016		



		e. Provide tools for self-assessment and assessment of meetings in French and English by March 2016.	Completed - Spring 2016		
		f. Develop and use tools for the self-assessment of the BOD.	<b>November 2017:</b> Draft tools are ready for discussion at the December 2017 BOD meeting.		
Professional development sessions are offered to all school board members.	PD sessions have been offered annually on topics identified by the BOD and member school boards.	a. Provide PD sessions on governance and legislation self-assessment materials to school boards	The self-assessment tools were presented at the PD session on October 30 and 31, 2015. <b>Complete</b>		
	School board member orientation is offered every four years.	b. Provide professional development for school boards on the roles and responsibilities of school boards and school board members.	Roles and responsibilities were discussed as part of the November 2016 board orientation session.		
		c. Provide professional development for school boards on the roles and responsibilities of African Nova Scotian board members	On-going. Responsibility of the governance steering committee. Adhoc committee being formed. Target date for PD is fall 2017.		

			<p><b>August 2017:</b> This is scheduled for the November 2017 PD session.</p> <p><b>November 2017:</b> This has been taken on by the ANS caucus. The focus is not on the “role” but on understanding the importance.</p>		
		<p><b>d.</b> Provide professional development for school boards on the roles and responsibilities, and appointment of Mi'kmaq school board members</p>	<p>On-going. Responsibility of the governance steering committee. Adhoc committee being formed. Target date for PD is fall 2017.</p> <p><b>August 2017:</b> This is scheduled for the November 2017 PD session. A consultant has been hired to work with NSSBA and EECD on this.</p> <p><b>November 2017:</b> All materials are ready and Darren GooGoo will present.</p>		

		e. Provide professional development resources for Affiliate Members	Materials are shared with affiliate members as they are developed.		
All school boards have access to facilitated PD sessions on self-assessment and resulting PD.	No NSSBA sessions on self-assessment.	Develop a plan and seek funding for PD and self – assessment by January 31, 2016.	Funding for professional development and self assessment secured - 2016-2017 budget		Included in approved 2016-2017 budget
		Train facilitators by Spring 2016.	One facilitator trained One private consultant - Spring 2016		
		Support sessions for three school boards throughout 2016.	Spring 2016 - AVRSB, SRSB, HRSB - NSSBA Facilitated: CSAP - Self-led CCRSB – external facilitator CBVRSB – winter 2017 NSSBA Facilitated TCRSB – Spring 2017 NSSBA Facilitated  <b>November 2017:</b> Several boards have scheduled their second session of self-assessment.		
Other areas of professional development are identified by BOD and member school boards (conflict resolution, responding to recommendations of the Auditor General, etc.)		2016-2018 Governance Action Plan Steering Committee established - Spring 2016	Fall 2016 PD Spring 2017 PD Spring 2017 Board Chair and vice chair PD Fall 2017 PD Fall 2017 Board Chair and vice chair PD		

			Individual board PD ongoing		
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**Goal four:** Develop and maintain strong partnerships for the well-being and learning needs of all students. (Approved 2013)

**Priorities:**

- Develop a framework for partnerships.
- Initiate new partnerships with various province-wide organizations that support the well-being and learning needs of all students.  
*NOTE: Outcomes would include organizations such as: Inspiring Communities, Nova Scotia Health Authority, Municipal Affairs, Social Government Departments (Departments of Community Services, Justice, Seniors, Health)*
- Continue to grow existing partnerships.  
*NOTE: Outcomes would include partnerships with organizations such as: ANSEA, NSFHSA, NSEL, Nova Scotia Pupil Transportation Advisory Committee Some of these organizations will move to goal 2 for collaboration related to promotion and communication.*

Performance measure	Baseline & Year	Target & Year	Trends/Performance	Supports Required	Budget
Create a database on current partnerships	Report on Interagency Collaboration - Date?	2017	List maintained  <b>November 2017:</b> The NSSBA is being asked to participate in initiatives and sessions with a variety of partners: Health, Mental Health, Commission on Inclusive Education, Administrative Review, etc		
Develop a framework for partnerships providing direction	No framework - March 2016	2017	No progress		

Identify new partnerships	Member of Education Partners Group (ANSEA, NSTU, NSFHSA, FPANE, EECD)		Meetings with: NS Health Authority and Leaders Advisory Committee - Spring 2016 Pupil Transportation Advisory Committee - ongoing  <b>November 2017: The partners group met on November 24, 2017.</b>		
	Inspiring Communities		Funded for 2016/2017 Multi-year funding anticipated IC established in Northside. Digby confirmed as next site NSSBA ongoing partner.		Targeted government grants

**Goal five: Strengthen the autonomy and authority of governing school boards: responsibilities, duties, powers, and accountabilities.**

**Priorities:**

- Develop a research-based Provincial Governance Framework, including performance accountability standards and measures for consideration by governing school boards
- Define school board autonomy and authority including program development and implementation and budgets  
*NOTE: This will inform PD in goal 3*
- Define the role of school boards and school board members  
*NOTE: This will inform the advocacy to government in goal 1*
- Define the balance between accountability to the public and accountability to the Minister of EECD.

Performance measure	Baseline & Year	Target & Year	Trends/Performance	Supports Required	Budget
Establish steering committee	2015 - no committee	Spring 2016	Committee in place	Contracted consultant	Included in the governance budget
Research governance approaches	CSAB School Boards Matter	Summer 2016	Research and abbreviated paper complete - September 2016	Contracted researcher	
Develop and follow Governance Action Plan	2015- No plan	2016-2018	The work plan is updated regularly		
Stipend Review Process			Minister announced legislation will be amended.		
Capital Construction Committee			Resolution was adopted at 2017 AGM and was submitted to the Minister.		