



District Education Council – Superintendent Monitoring Report

Policy Name and Number:	ASD-W-ER 2.1 Academic Excellence
Reports Per Year:	One
Date of Report:	November 21, 2024
Policy Statement:	Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.
Report Filed By:	David McTimoney, Superintendent
Report Supported By:	Jon Hoyt-Hallett, Director of Curriculum and Instruction Susan Young, Supervisor of Data and Accountability

Superintendent Interpretation:

- This policy calls for the superintendent to foster an inclusive student and teacher learning environment that empowers all students to be responsible for their learning so that they will thrive in their life-long learning and work pursuits.
- Academic excellence will be pursued through continuous growth in literacy, numeracy and science, development of critical thinking skills, promotion of teaching excellence, and extended student learning opportunities. Professional learning and teacher coaching will be critical in this pursuit.

Justification:

- In accordance with the *Education Act*, the duties of the superintendent as per Section 48 (a, b, b.1), include:
 - (a) providing leadership in the school district in promoting quality education, inclusive education, enhanced community involvement, and the efficient delivery of services.
 - (b) coordinating and administering the educational programs and educational services prescribed by the Minister.
 - (b.1) ensuring the implementation of best practice in teaching and evaluation methodology.

- For the 2024-25 school year, all K-8 schools have begun implementation of the Holistic Curriculum created by the Department of Education and Early Childhood Development (EECD). The holistic curriculum emphasizes that learning in the subject area curricula does not happen in isolation. It brings a common language to all curricular areas and includes the continuum of learning, starting with early learning. This common language includes Shared Tenets, Pedagogies, Dispositions, and Global Competencies. To further explore the holistic curriculum framework, please follow this link: [Home - NB Curriculum Framework \(nbed.ca\)](https://nbed.ca)
- At the high school level, new graduation requirements are in place for students currently in Grade 11 (per Policy 316, section 6.2). High school students in 2024-25 will accumulate credit hours beginning in Grade 10 as they work towards achieving 100 credit hours required for graduation as outlined in EECD Provincial Policy 316B. Policy 316B indicates that as of 2025-26, graduates must: have met learning requirements prescribed in Grade 9 curriculum, have completed compulsory credit-hours in Grades 10 through 12, have accumulated 100 credit-hours to apply for graduation, and have developed a documented career-life plan. Students in grades 12 during the 2024-2025 school years will continue to work towards graduation requirements found in EECD Provincial Policy 316A (Section 6.1). All high school curriculum will be available on a digital platform by 2027.
- EECD develops and administers a provincial assessment program. Assessments vary for different grade levels. A schedule of the assessments for this school year can be found in the appendices.

Compliance:

- ASD-W develops and monitors a District Plan (DP) as per the Education Act, Section 48(2)(c). The DP for 2022-2025 has three priority areas: Classroom Practices, Learning Environments, and Leadership & Teaming. For 2024-2025, annual goals are established with targets and measures, specific to formative assessment to improve student achievement, well-being, and leadership & teaming. ASD-W will begin developing a new three-year district plan for 2025-2028 in spring/summer of 2025. Data from this year will be critical in efforts for the final year of our current plan and developing the plan for the future.
- For the first time, schools have been asked to complete a provincial assessment reflection based on the results from their school. The reflection tool provided serves as a catalyst for conversation regarding results, trends, strategies, roadblocks, and a call for support.
- ASD-W offers a quality educational program at all levels, K-12. Early French Immersion (Grade 1 entry), Late French Immersion (Grade 6 entry) are offered where sustainable programs can continue year after year. Courses to meet graduation requirements and post-secondary requisites are offered in each of our 19 high school settings. The Essential Skills Achievement Pathway is also offered in most high schools throughout ASD-W.
- ASD-W has 39 Academic Support Teachers (AST) in 39 schools that range in grades from K to 8. There is a renewed focus on professional learning to support better practices across literacy and numeracy instruction and assessment. Data tracking through the year will guide this work at the school and classroom level. There is direct contact with students through this initiative.

- ASD-W encourages learning opportunities for students that extend experiences inside and outside of the regular learning environment. Educators and students are provided with experiential learning opportunities via the Provincial Centers of Excellence (CoE). This initiative aims to reimagine how K-12 students learn about New Brunswick career opportunities, increase career readiness, and connect with experts in the field. Currently there are 6 Centers: Energy, Health, Entrepreneurship, Digital Innovation, Language Learning, and Skilled Trades. An experiential learning lead helps facilitate this work throughout ASD-W, K-12.
- ASD-W has implemented an initiative that will see First Nations history, language, culture, and worldviews as a focus in the English Language Arts curriculum, learning experiences, and activities. This has been implemented at grades 9-12 and the focus continues to be implementation K to 8. This initiative is known as “Creating a Path for Truth”.
- The Early Grades Literacy Assessment (EGLA) 2024-2025 is mandatory for K-2 English Prime Language Arts teachers and for Grades 1-3 French Immersion Language Arts teachers. *EGLA* supports New Brunswick’s *K-2 Modernized English Language Arts Curriculum* and the *L’art du langage en immersion précoce 1e-3e année* documents.

This new reading assessment tool helps teachers assess the five developmental areas needed to become a skilled reader:

- **Phonological Awareness:** hearing and manipulating sounds in spoken words
- **Phonics:** knowing the connections between printed letters and speech sounds
- **Fluency:** reading with accuracy and expression
- **Vocabulary:** understanding and using a range of words when communicating
- **Comprehension:** constructing meaning from oral and print texts
- Data is collected annually on provincial assessments, report card results, and student feedback through surveys. This data helps the district monitor performance, celebrate strengths, and prioritize areas where support is needed.
- Professional learning for teachers and staff remains a critical component of our work and there is evidence to suggest that more teachers are taking part in professional learning opportunities.

Appendices:

- Education Act: Section 36.9(5)(a)(f): Authority and responsibilities of District Education Councils
[E-1.12 - Education Act \(gnb.ca\)](#)
- Education Act: Section 48: Duties of the Superintendent
[E-1.12 - Education Act \(gnb.ca\)](#)
- The ASD-W Draft District Plan (Year 3, 2022-25)*

- EECD Provincial Policy on Graduation Requirements: [316A.pdf \(gnb.ca\)](#)
- EECD Provincial Policy on Graduation Requirements (as of 2026-27): [316AB.pdf](#)
- EECD Link to the Centres of Excellence: [Centres of Excellence](#)

- ASD-W School Provincial Assessment Reflection Tool
- 2023-24 Provincial Assessment Results – Comparison Summary*
- Provincial Assessment Results – Current and Historic*
- School Report Card Monitoring Results
- Provincial Assessment Schedule 2024-25

- All Provincial Assessment Results (for all schools) are Found at the Following Link*:

[Anglophone School District West Reports on Achievement \(gnb.ca\)](#)

* These documents contain provincial assessment results which are under embargo by the Department of Education and Early Childhood Development until the tentative lifting date of Wednesday, November 20, 2024. Once the embargo is lifted, the results will be posted to the DEC Portal.

I report compliance with ASD-W-ER 2.1 – Academic Excellence

David McTimoney