

**Ministry of
Education**

**REVISED 2011/12 – 2013/14
SERVICE PLAN**

May 2011



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Message from the Minister and Accountability Statement



Our Government continues to focus on ensuring all children receive a high-quality education in British Columbia. As the world around us continues to change in the 21st century, the way we educate our children must be flexible and reflect those changes. We are committed to a public education system that will be tailored to the unique needs and interests of every child so that B.C.'s students will be prepared to compete in a world-wide job market.

This is an exciting time of change for British Columbia – we have a new Premier and a new agenda: to put families first. Families will be at the forefront of all decisions within the ministry and across government.

To that end, we are committed to finding new and innovative ways to improve the delivery of education in this province. We need a system in B.C. that aligns with the needs of students, parents, and teachers—one that gives students the skills they need to participate in a knowledge-based society, while also allowing them to explore an educational path that is best suited to their interests, their capabilities, and their chosen future. Technology is changing the school landscape and we need to harness the opportunities that technology provides so we can better meet the unique needs of individual students through a personalized approach to learning.

Early learning initiatives have been highlighted as a priority for this Government because research shows that high-quality early learning programs have the potential to improve the lives of B.C. children. That's why more than half of kindergarten-age children began full-day kindergarten in September 2010 and all children will have this opportunity for the 2011/12 school year.

Full-day kindergarten will continue to build on the growing success of our StrongStart BC early learning programs. The province is now home to over 315 StrongStart BC early learning programs that supported almost 25,000 children in 2009/10. In 2007/08, there were over 91,000 visits by children and their families to StrongStart BC programs. In 2009/10, that increased to nearly half a million visits.

We have signed 51 Aboriginal education enhancement agreements with school districts across the province and we are committed to continuing efforts to improve Aboriginal achievement levels in all school districts. These agreements ensure that Aboriginal culture is integrated into public schools, and Aboriginal communities are involved in the design of programs, services, and curriculum delivery for our Aboriginal students.

Our Government has a vision for schools: a place where British Columbians can access education and community services under one roof. We are turning this vision into a reality through the Neighbourhood Learning Centre initiative. Services such as child care, health clinics, sports programs, seniors' centres, and family resource programs may be included in any neighbourhood learning centre—it is up to the individual community.

Boards of education continue to incorporate high environmental standards in their buildings and operations and, as part of a carbon neutral government, all boards measure and report their greenhouse gas emissions. All new and replacement schools are being designed to meet LEED® Gold standards.

Together with our education partners, we continue to seek better, more effective ways to direct dollars toward student learning, focus resources on individual students, and trim administrative costs.

The Ministry of Education *2011/12 – 2013/14 Revised Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared, and for achieving the plan's specific objectives. All material fiscal assumptions and policy decisions as of April 29, 2011, have been considered in preparing the plan.



Honourable George Abbott
Minister of Education

April 29, 2011

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Purpose of the Ministry

A good education gives learners the foundational skills of reading, writing, and math, as well as others essential in the 21st century, such as creative and critical thinking, collaboration, communication, and cultural awareness.

That is why the Government of British Columbia is enhancing its already world-class education system and engaging students in deeper learning that builds on their individual needs, interests, and passions.

The Ministry of Education is leading this transformation in all stages of the system, working closely with education stakeholders in early learning programs, the K–12 school system, and life-long literacy initiatives, including neighbourhood learning centres and public libraries. This personalized approach includes students, parents, and teachers as partners in the learning experience.

Preschoolers and their families benefit from Ministry initiatives such as StrongStart BC early learning programs, which help children develop skills they need to succeed in school and life. Full-day kindergarten for five-year-olds, which will be fully implemented by September 2011, will also help young people begin their journeys toward their individual contributions to the province and world.

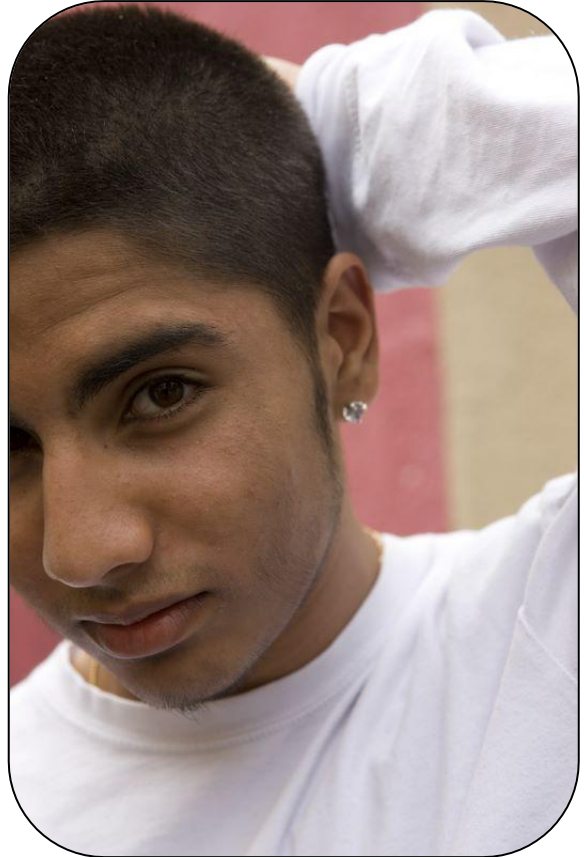


Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K–12 education system. It also monitors performance through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level.

The K–12 system serves approximately 580,000 public school students, 70,000 independent school students, and 2,200 home-schooled children. More than 65,000 Aboriginal students are included in these numbers, as are more than 4,450 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education.

Recognizing that learning doesn't just take place in the classroom or end when students turn eighteen, the Ministry continues to support public libraries and neighbourhood learning centres and the many services and resources they offer to community members of all ages. In addition, the Ministry supports adults interested in completing secondary school or upgrading their skills to be competitive in the 21st century.

The Ministry of Education works closely with boards of education and independent school authorities, professional education organizations, community literacy organizations, public libraries, First Nations representatives, provincial ministries and agencies, and the private sector. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teaching Profession Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.



Strategic Context

The Ministry of Education is influenced by the social, economic, and contextual factors of life in British Columbia. Examples include declining student enrolment, labour relations, children's health, special needs, and technological advances. Identifying those factors likely to affect the Ministry's ability to achieve its goals allows the Ministry to anticipate challenges and act on opportunities.

A Changing World

- Students are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time.
- Many of today's career opportunities did not even exist a decade ago. Students need to have the skills to adapt to a rapidly changing world.
- Today's employers are looking for workers with well-developed skills in areas such as critical thinking, communication, innovation, problem solving, and teamwork.
- There is a global movement to transform education systems to ensure learners are prepared for success in the 21st century.
- Increased competition in the global economy makes improving the productivity of B.C.'s workforce a necessary and urgent priority.
- Government continues to build relationships with Asia-Pacific nations through transportation links, cultural exchanges, and educational partnerships.
- British Columbia's real gross domestic product (GDP) shrank by 2.3 per cent in 2009, as part of the far-reaching impact of the global recession. The Economic Forecast Council estimates that B.C.'s GDP growth for 2010 was 3.3 per cent, and for 2011 it is projecting 2.6 per cent growth.

A Changing Population

- With an aging population and shrinking workforce, British Columbia will face skills shortages in its labour market, particularly in high-skill occupations and high-growth industries,¹ putting added pressure on B.C. graduates.
- The aging population means less tax revenue to invest in services such as health and education.
- Over the past 25 years, the number of obese adolescents ages 12–17 has tripled.²
- Almost 40 per cent of adult British Columbians are unable to understand complex printed information in their choice of Canada's official languages.³

1 *Skills for Growth—BC's Labour Market Strategy to 2020*. www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf

2 Shields, M. (2005). *Measured Obesity: Overweight Canadian children and adolescents*. Statistics Canada (Catalogue no. 82-620-MWE2005001). www.statcan.gc.ca/pub/82-620-m/2005001/pdf/4193660-eng.pdf#page=2

A Changing Education System

- Enrolment in the K–12 system declined between 1997/98 and 2010/11 by approximately 60,500 students (public only).
- Almost one in three children starts kindergarten without the skills needed to succeed (see page 11). These students are likely to have difficulty throughout their education.
- Full-day kindergarten for five-year-olds will be fully implemented by September 2011.
- Aboriginal student outcomes continue to demonstrate that the K–12 system needs to better meet their needs, especially in terms of tailoring their learning toward personal passions, including their individual cultures, histories, and languages.
- The Ministry of Education is working with various partners, including other ministries, to further pursue the goal articulated through the Transformative Change Accord signed in November 2005. That accord aims to close the gap between First Nations and other British Columbians in health, housing, education, and economic opportunities.
- The number of children with special needs funding increased by 5,900 between 2002/03 and 2010/11, from 18,360 to 24,260.
- More than 64,450 students receive English-as-a-second-language services, up from approximately 60,150 in 2003/04.
- Online and distributed learning, offering even more personalized schooling choices, more than doubled in demand between 2006/07 and 2009/10 to over 71,000 students, despite the decline in overall student enrolment across the school system.⁴
- About 20 per cent of B.C.'s teachers and administrators could be retiring in the next five years. Many of these experienced educators have specialized skills that are needed by the school system.
- The current collective agreement between the British Columbia Public School Employers' Association and the British Columbia Teachers' Federation expires June 2011.
- Economic challenges often inspire adults who may not have completed school to return and improve their workplace potential. The number of adult learners in the K–12 system rose from 22,676 in 2009/10 to 25,465 in 2010/11.
- Public library demand also increases during difficult economic times. Library visits were up 17 per cent from 2008 to 2009. Library circulation was up over 10 per cent for the same time period.

³ Statistics Canada. (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. (Catalogue no. 89-617-XIE). www.statcan.gc.ca/pub/89-617-x/89-617-x2005001-eng.pdf#page=109

⁴ Data includes all school-age and adult students enrolled in public and independent schools. For more information and complementary facts in the Ministry's Student Statistics report, please visit www.bced.gov.bc.ca/reporting/

Goals, Objectives, Strategies, and Performance Measures

The Ministry of Education, together with its partners, has three main goals:

- **ensuring B.C.’s young children benefit from high-quality early learning experiences;**
- **extending the success of B.C.’s K–12 system by responding to the unique needs of all students; and**
- **helping all learners improve their lives through life-long learning and literacy opportunities.**

With the Province and its partners giving the very young the best possible start in school and life, responding to the individual needs of those students throughout school, and supporting adults who need or want to learn more, all British Columbians will have the opportunity to develop essential skills for success in the 21st century. Our citizens can then pursue their dreams, strengthen their communities, and contribute to a better, more prosperous British Columbia.

The Ministry is also supporting implementation of the provincial climate change Adaptation Strategy, which calls on government agencies to consider climate change and its impact, where relevant, in planning, projects, policies, legislation, regulations, and approvals. Adaptation is a vital part of Government’s climate change plan. It means taking action now to prepare for a changing climate and the resulting effect on ecosystems, resources, businesses, communities, and people. The Ministry of Education supports the provincial Climate Change Adaptation Strategy both through the education of students and the building of schools across the province (see page 27).

Goal 1: High-quality early learning

High-quality early learning programs are important to ensure young children are given the best start possible. The Ministry and its partners are working to build a variety of learning options that suit the unique needs of families.



Objective 1.1: Increase the number of children ready for success in kindergarten

Rich, play-based, early learning experiences benefit children, academically and socially, increasing the likelihood that they will be reading, writing, and doing math at grade level by Grade 4, and that they will continue to succeed in school and life.

Strategies

- Complete implementation of full-day kindergarten for five-year-olds.⁵
- Work with education partners, including Aboriginal partners, to determine how best to carry out early childhood assessment.
- Reach most areas of the province with StrongStart BC⁶ early learning centres and outreach programs.

StrongStart BC

Almost 30 per cent of children start kindergarten without the skills they need to succeed. That's why the Province established StrongStart BC programs: to provide rich early learning opportunities for young children and their families that can spark a life-long love of learning.

Almost 25,000 children registered in these programs for the 2009/10 school year and, with 316 programs now open, StrongStart BC has become an important service in B.C. communities.

I'm thrilled with the StrongStart BC programs. It's a tremendous benefit. The kids have fun, and the parents do too.

Parent, Abbotsford

Performance Measure 1: School readiness

Performance Measure	2009/10 to 2010/11 Forecast ¹	2011/12 to 2012/13 Target	2013/14 to 2014/15 Target
The percentage of children who enter kindergarten "developmentally ready" to learn	72%	73%	74%

Data Source: The Human Early Learning Partnership, through the University of British Columbia, is funded by the ministries of Children and Family Development, Education, and Health Services.

¹ Since not all school districts participated in EDI data collection in 2009, the forecasts and targets are provided in two-year waves.

⁵ For more information about full-day kindergarten, please visit www.bced.gov.bc.ca/early_learning/fdk/

⁶ For more information about StrongStart BC, please visit www.bced.gov.bc.ca/early_learning/strongstart_bc/

Discussion

It is important to celebrate success right from the start. At the same time, it is important that B.C.'s education partners determine who needs help, and that they provide assistance as early as possible.

The Early Development Instrument⁷ collects information through kindergarten teachers in all 60 B.C. school districts and measures five key areas of a child's development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. The information gathered is then examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices.

Though sponsored in full by the Province, the Early Development Instrument is administered by the Human Early Learning Partnership at The University of British Columbia.

The Ministry of Education is also exploring other assessment processes that would provide developmental information at the individual learner level. This complements the Ministry's new personalized learning approach.

Full-Day Kindergarten

Research shows that a high-quality, play-based early learning program has long-term benefits for children's academic and social skills. Across the province, the implementation of full-day kindergarten has been successful.

Teaching 20 students a day rather than 40 really makes a difference. I'm enjoying the chance to get to know my students earlier in the year.

*Kindergarten teacher,
School District No. 63 (Saanich)*

Goal 2: Responsive K–12 education

Choice, excellence, and accountability can inspire higher levels of student literacy and achievement. The Ministry is committed to ensuring that students have opportunities to follow their passions, and all of B.C.'s education partners, including government, boards of education, superintendents, principals, and teachers, must continually respond to the varying needs of students, especially those who might be struggling.

Objective 2.1: Build a school system with personalized learning approaches and flexible choices

Strategies

- Develop new forms of schooling to support the unique needs and interests of students.

⁷ For more information about the Early Development Instrument, please visit www.earlylearning.ubc.ca/EDI/

- Revise and streamline curriculum to better accommodate the knowledge and skills needed to succeed in the 21st century, and to offer more personalized programming and instruction tailored to students' interests.
- Continue to support schools and districts in the creation of neighbourhood learning centres⁸ to accommodate a wider range of programs and services for students, parents, families, and the community, both during and outside of school hours.
- Expand the integration of Aboriginal content and knowledge into B.C.'s curriculum.

Distributed Learning

Distributed learning programming provides both rural and urban students in B.C. improved access, more choice, and the flexibility to learn outside of classroom schedules.

Nearly one third of all graduating students have participated in a distributed learning course, taking advantage of a high-quality and engaging environment that reflects the Ministry's commitment to personalized learning and the principles of supporting the individual needs and interests of each learner.

I was able to work at my own pace and could always count on my teachers being just an email away. Their support allowed me to reach for my goals and dreams each and every day without worrying that I might fall behind in my school work.

High-performance athlete and former student of Rocky Mountain Distributed Learning School

- Continue to support family choice through independent schools and home schooling options.

⁸ For more information about neighbourhood learning centres, please visit www.neighbourhoods-of-learning.gov.bc.ca/

⁹ For more information about distributed learning courses and student services available online, please visit www.learnnowbc.ca

Reciprocal Tuition

Not long ago, some students who wanted to go to a First Nations' band school faced a dilemma: attend a public school instead or add to the band school's costs. The federal government funds band schools for only on-reserve Aboriginal students.

B.C.'s Ministry of Education, working to create flexibility for students, has found a solution: reciprocal tuition. In November 2009, the Ministry and First Nations Education Steering Committee signed an agreement, allowing full funding for all students living off-reserve and enrolled in a band school.

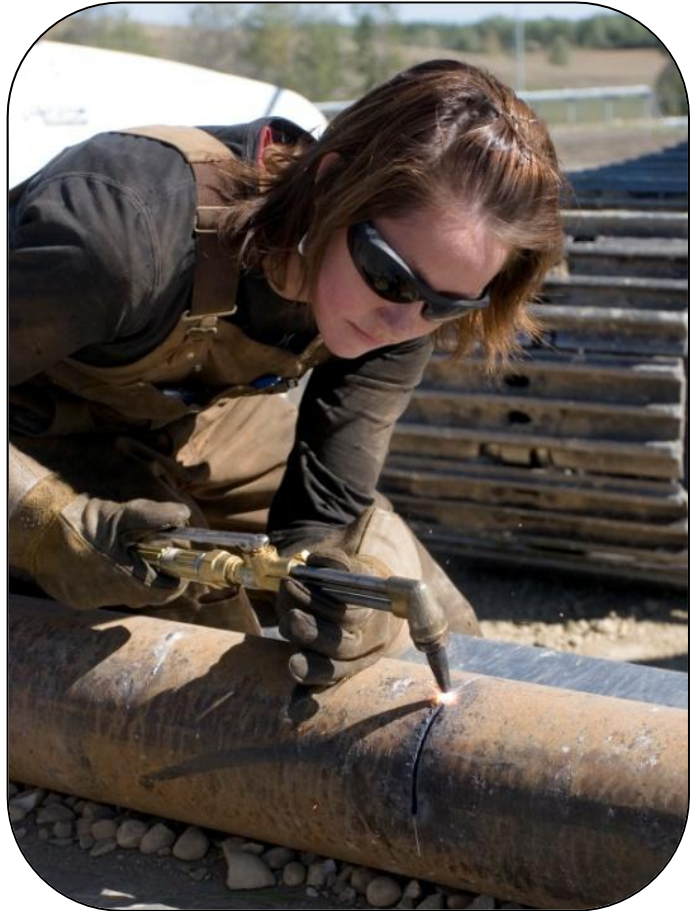
- Assist the revitalization of indigenous languages in schools, through the Ministry's Second Language Template, in collaboration with teachers, school districts, and First Nations communities.
- Support school districts and Aboriginal communities to facilitate authentic and meaningful personalized learning for students, such as receiving credit towards graduation for contributing to the health of a community.
- Design and enable programs that support project-based learning leading to graduation, enabling all students to pursue their passions while contributing to their community.
- Support French immersion as a program of choice in the province.
- Provide, through the Distributed Learning Strategy, high-quality distributed learning choices, including online education,⁹ which can be combined with classroom instruction.

Objective 2.2: Support individual learners as they pursue their interests and reach for their goals

All of B.C.'s education partners must have the flexibility to respond to students as those learners explore and eventually discover their passions. Many decide on goals that require academic post-secondary study. Others find success with options created to help them realize their dreams even sooner, such as a head start on a career in the trades. Still other students are interested in athletics and the arts.

Strategies

- Offer learners at all levels an education program suited to their talents and interests.
- Allow learners the opportunity to explore career options tailored to their developmental level and interests.
- Provide opportunities for learners to explore occupation-specific training, such as the Work Experience 12 and apprenticeship courses.
- Continue to support the Distributed Learning Strategy, which provides online education opportunities.
- Ensure that all learners are prepared to enter the workforce or continue their education after graduation.
- Build comprehensive school health capacity in B.C. with the expansion of the Healthy Schools Network and implementation in B.C. schools of the Healthy Living Performance Standards.
- Reinforce the importance of healthy living through the Daily Physical Activity¹⁰ requirements and the *Guidelines for Food and Beverages Sales in BC Schools*.¹¹



¹⁰ For more information about the Daily Physical Activity Strategy, please visit www.bced.gov.bc.ca/dpa/

¹¹ For more information about how the Ministry promotes healthy schools, please visit www.bced.gov.bc.ca/health/

Objective 2.3: Identify and better serve students who need extra help

Success in school is one of the cornerstones of a better life and a B.C. graduation certificate is proof of the skills and knowledge needed to compete with the best in the world. But it is clear that almost one in five students don't succeed, either by not graduating or graduating without critical skills. All of B.C.'s education partners have to do a better job of finding students who are struggling, identifying their challenges, and helping them to succeed before they fail.

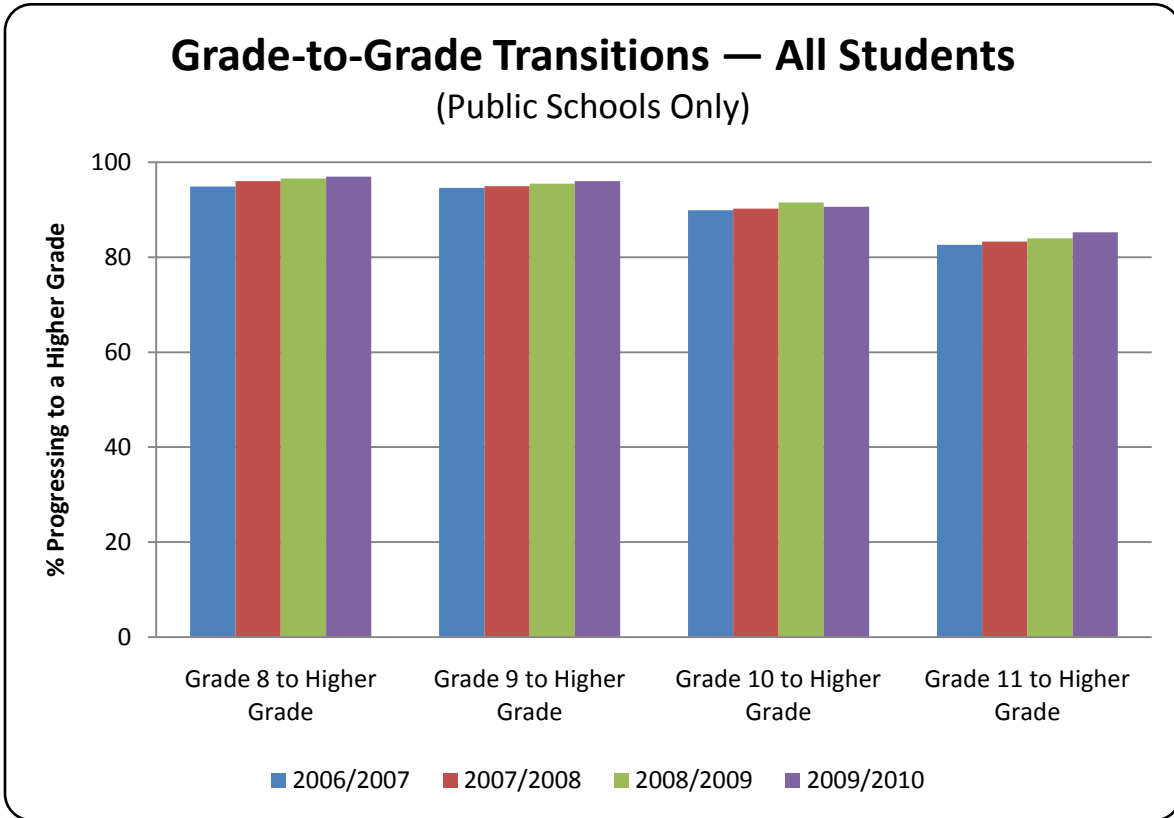


Strategies

- Ensure that every student with special needs entitled to an individualized education plan has a current, fully implemented plan, developed in consultation with his or her parents.
- Expect all school districts and schools to address the needs of under-performing students in achievement contracts and annual school plans.
- Increase the effectiveness of interventions designed to help under-performing students through the work of the Ministry's superintendents of achievement and district superintendents.
- Provide targeted supplemental funding for instruction tailored to Aboriginal students, including bringing Aboriginal content into the classroom.
- Provide funding to support immigrant or refugee students learning English or French as an additional language.

Grade-to-Grade Transitions

As students move through school, grade-to-grade transition (how students move from one grade to the next) gives us a clear idea of whether they are succeeding or falling behind. Between 2006/07 and 2009/10, secondary grade-to-grade transitions have continued to climb.



Performance Measure 2: Reading at grades 4 and 7

Performance Measure ¹	2010/11 Forecast	2011/12 Target	2012/13 Target	2013/14 Target
The percentage of students in Grade 4 who meet reading expectations ²	72%	74%	75%	75%
The percentage of students in Grade 7 who meet reading expectations	70%	72%	73 %	73%

Data Source: Foundation Skills Assessment data, Ministry of Education.

¹ The number of students meeting or exceeding expectations is divided by all students in the province. If the students who did not write the assessment are removed from the calculation, the percentage meeting or exceeding expectations in the performance measure changes. For comparison, if the Ministry recalculated scores without these absent students, the number of Grade 4 students meeting or exceeding expectations in reading is 80 per cent.

² This should be the first performance measure to reflect the effect of full-day kindergarten on student achievement; however, that positive influence will not be evident until at least 2014/15 when students now entering kindergarten reach Grade 4.

Discussion

The Foundation Skills Assessment¹² measures the percentage of public and independent school students in grades 4 and 7 who meet or exceed grade-level expectations in reading, writing, and numeracy. These skills form the foundation for other learning, including 21st-century skills such as critical thinking and creative problem solving. The assessment is administered to all students at those grade levels. Standards set by the Ministry are based on the recommendations of B.C. teachers.

With 10 consecutive years of information, the Foundation Skills Assessment is one of the strongest collections of knowledge on student achievement in North America. The Ministry of Education uses reading as an example of the basic skills necessary for success because years of FSA testing show a clear correlation between students' reading scores and the likelihood that they will complete school. This knowledge allows educators and parents to develop appropriate interventions to assist individual students. Government is committed to ensuring that all B.C. students are reading, writing, and doing math at grade level by Grade 4.

How We Measure Basic Skills

Around the world, different school systems measure the basic skills of reading, writing, and math in different ways. In British Columbia, school districts use classroom assessments by teachers, district-wide literacy and numeracy assessment, and the provincial Foundation Skills Assessment to determine if students are learning basic skills effectively and to target help to children who may be slipping behind their classmates.

It is also clear that school districts, such as Revelstoke, that assess frequently and act quickly during students' early years, have some of the highest literacy rates in the province.

www.bced.gov.bc.ca/news/docs/2010/fs_Compl etionRates_101130.pdf

¹² For more information about the Foundation Skills Assessment, please visit www.bced.gov.bc.ca/assessment/fsa/

Performance Measure 3: Reading and writing at grades 10 and 12

Performance Measure ¹	2010/11 Forecast	2011/12 Target	2012/13 Target	2013/14 Target
The percentage of students who pass a Grade 10 language arts provincial exam ²	94%	95%	96%	96%
The percentage of students who pass a Grade 12 language arts provincial exam ³	92%	93%	94%	94%

Data Source: Student Assessment Branch, Knowledge Management Division, Ministry of Education.

¹ This performance measure may allow for comparisons with other jurisdictions; even if other provinces do not report on their exams, most have this data.

² Exams include English 10, English 10 First Peoples, and Français langue première 10.

³ Exams include Communications 12, English 12, English 12 First Peoples, and Français langue première 12.

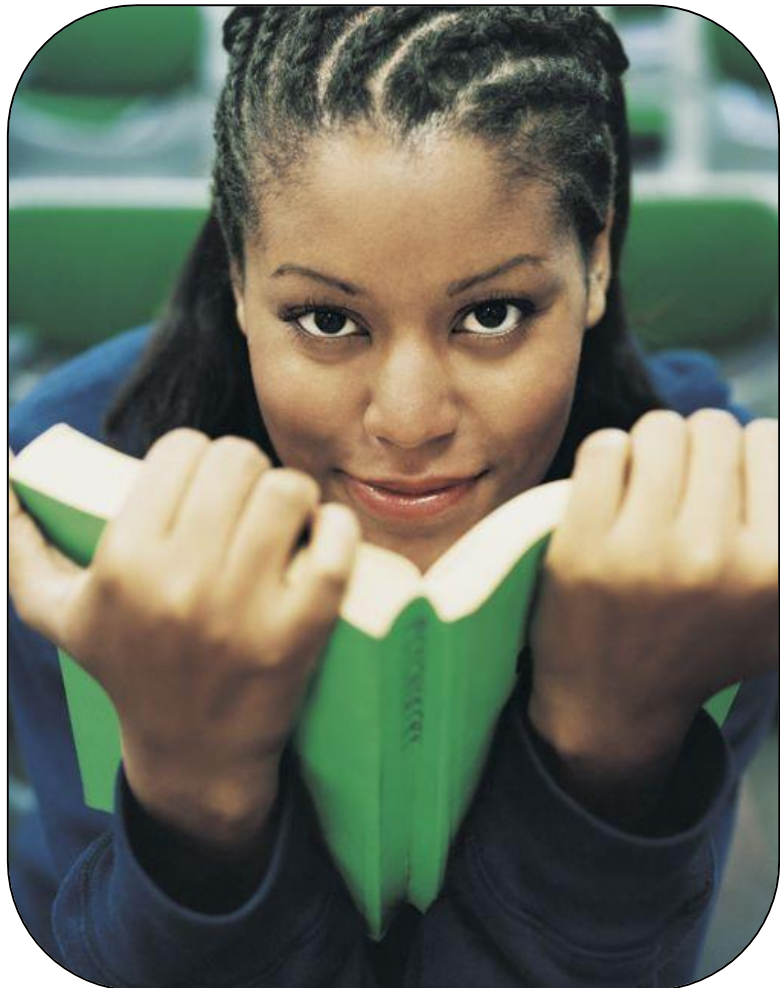
Discussion

The Grade 10 language arts exams require students to read and comprehend text, think critically about literature, and write clearly.

These exams offer another opportunity to identify and better serve students struggling in school.

The Grade 12 language arts exams provide a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and Grade 12 exams also serve the Ministry and education system as useful performance indicators.



Objective 2.4: Use achievement statistics to improve education delivery

Even after students leave the K–12 education system, data regarding their achievement outcomes and experiences should be analyzed for the benefit of future students.

International Assessments

B.C.'s students are consistently ranked among the best in the world on international assessments and British Columbians should be proud of this fact. But it is also a fact that other school systems are as good, or better, and that B.C.'s scores are gradually being overtaken by jurisdictions such as Shanghai and Hong Kong in China.

In an increasingly international workplace, a stronger education can make the difference between thriving and failing. British Columbian students have always scored high in comparison to other regions, but B.C. needs to be forward-thinking to hold or improve that standing.

For more information on the PISA international assessment of reading, math, and science ability in 15-year-olds, please see www.pisa.oecd.org/dataoecd/34/60/46619703.pdf

Strategies

- Assist school districts in making better use of information and evidence arising from provincial and district achievement data to better serve all students, with additional attention on Aboriginal students, students with special needs, and students in care.
- Support the development of networks among school districts, schools, and teachers to build capacity in teaching and share promising practices throughout the province.
- Work with individual districts to develop strategies for improving student learning outcomes.

Superintendents of Achievement

The Ministry monitors student achievement in school districts through the Office of the Superintendent of Achievement.

The superintendents of achievement help school districts interpret provincial evidence and prepare annual achievement contracts to focus attention and resources on improving the achievement of all students. Each unique contract considers the needs of local students, details specific student-achievement goals, and describes strategies to realize those gains.

When a district does not meet its targets, it is expected to outline how it will adjust the following year. For more information, please visit www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/

Performance Measure 4: Completion rate

Performance Measure	2010/11 Forecast	2011/12 Target	2012/13 Target	2013/14 Target
The percentage of students who complete school within six years of first starting Grade 8	81%	82%	82%	82%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	52%	55%	56%	57%

Data Source: Completion rates are based on data collected by the Ministry of Education.

Discussion

Completion rates are determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.

Completion rates have long been a performance measure because young adults are better positioned to transition to post-secondary studies or the workplace if they complete B.C.’s graduation requirements and receive a secondary school graduation diploma.¹³

To further increase B.C.’s completion rate, Government has supported new measures to increase student engagement through personalized learning. Provincial superintendents of achievement are helping school districts examine student outcomes¹⁴ by providing districts with data on students at risk of not completing school, and by developing mechanisms that districts can apply to monitor those students’ progress. LearnNow BC, the Province’s virtual learning support service, is providing students around B.C. with more choices and first-rate tutoring.



¹³ For more information about past and present completion rates and complementary facts in the Ministry’s most recent Summary of Key Information, please visit www.bced.gov.bc.ca/reporting/

¹⁴ Completion rates require an estimate of migration from British Columbia. Rates are calculated for each district, but migration precludes accurate rates for individual schools.

**School Completion Demographics —
Aboriginal**

The Province, its education partners, and Aboriginal communities are working together to empower Aboriginal students to succeed in school and life.

Below is the percentage of Aboriginal students who completed school within six years of first starting Grade 8.

Aboriginal Students	2009/10	Change from Previous Year
Overall	50.4%	+1.6%
— Female	55.7%	+3.3%
— Male	46.2%	+1%

In addition, Aboriginal students are best served by improvements designed specifically to engage them, and to enrich their school experience. The Ministry of Education is working with school districts and Aboriginal communities throughout the province to establish Aboriginal education enhancement agreements. These agreements establish collaborative partnerships between Aboriginal communities and school districts that involve shared decision making and specific goal-setting to meet the educational needs and interests of Aboriginal students. This provides for local control of strategies and approaches to improve Aboriginal student success. Fifty-one out of 60 school districts have signed agreements.

School Completion Demographics — ESL

In B.C. schools today, there are more than 60,000 students, speaking more than 90 languages, using English-as-a-second-language (ESL) programs. B.C.'s ESL programs have an admirable record of achievement; many English language learners graduate each year at the same or higher rates than other students.

At the same time, many small but distinct groups are performing significantly below the provincial average. Looking carefully at why these groups may not be succeeding can aid school districts as they continue to address the needs of all students.

ESL Students (language at home)	# of Students ¹	2009/10 Completion Rate	Change from Previous Year
Overall	14,235	82%	0%
Chinese	1,724	99%	+1%
Punjabi	1,356	91%	-1%
Mandarin	1,175	93%	0%
Korean	943	86%	0%
Cantonese	914	97%	+4%
Filipino / Tagalog	474	83%	0%
Spanish	368	60%	-2%
Vietnamese	338	82%	+5%
Persian	323	80%	+1%
Hindi	228	81%	-2%
Other	6,392	70%	0%

¹ Represents 6-year completion cohort for students who have ever attended ESL programs.

For more information, please see

Performance Measure 5: Transition to post-secondary programs

Performance Measure ¹	2010/11 Forecast	2011/12 Target	2012/13 Target	2013/14 Target
Percentage of students who enrol in post-secondary study or skills training within two years of completing school ¹	67%	68%	69%	70%

Data Source: These rates are based on data collected by the Ministry of Education and what is now the Ministry of Science and Universities.

¹ Many jurisdictions track comparable data, enabling the Ministry to evaluate B.C.'s relative performance.

Discussion

Expectations are high for graduating students applying to post-secondary institutions. Most colleges and universities are looking for students who can already think creatively and communicate effectively. The rate of transition to post-secondary programs is a good indicator of how well the K–12 education system is preparing students for the 21st century. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life.

Goal 3: Life-long learning and literacy

The ability to read is a critical skill for individuals to function and thrive in society. Today’s many technologies don’t replace reading—they put additional demands on an individual’s literacy. Life-long learning helps those in the workforce develop new skills and remain competitive in a global economy.

The Ministry of Education is responsible for coordinating provincial support for public libraries and ReadNow BC, the Province’s literacy action plan.¹⁵ Boards of education, communities, and others are working together to ensure that all British Columbians are literate, and to increase access for learners wanting to further their education and upgrade their skills for the 21st century.



¹⁵ For more information about ReadNow BC, please visit www.readnowbc.ca

Objective 3.1: Guarantee adult learners the basic skills for success

A good education, including strong reading skills, allows individuals to adapt to changes in the world. The Ministry of Education is working, in cooperation with other ministries and organizations, to ensure that every adult in the province has the 21st-century skills they need to succeed.

Strategies

- Offer K–12 education in essential courses to all adult students, including those interested in upgrading their skills and graduates who feel they could benefit from further study.
- Continue to support the Ministry-approved literacy foundations curriculum to better serve all learners with a focus on reading skills. This curriculum can help adults with low levels of literacy transition into post-secondary education or the workforce.
- Continue to lead the development of neighbourhood learning centres that function as community hubs, drawing in adults and inspiring them to take advantage of opportunities for life-long learning.
- Improve, through the collaborative efforts of various ministries and stakeholder groups, the literacy skills of British Columbians, including the ability to access and understand information about their health.

Performance Measure 6

Discussion

In the service plan published a year ago, the Ministry said it was deliberating on a new measure, such as a literacy, employment, or income rate, to gauge student success later in life. The Ministry wanted to capture the full range of student learning needs and experiences, from those who complete school on schedule, to those who graduate late, to those who earn school leaving certificates, and from those who pursue post-secondary credentials to those who immediately seek a place in the workforce.

That plan stemmed from a growing understanding that there are many paths to academic completion and personal fulfillment, which is, in part, what has now moved the Ministry to promote personalized learning. B.C.'s education partners need to collectively invest in personalized learning to ensure that B.C. graduates have not only mastered the foundational skills but developed the competencies, such as creative and critical thinking, needed to succeed in the 21st century. Only by taking strong action now can B.C.'s education system remain among the best in the world.

Accordingly, the Ministry will not introduce a single new performance measure at this time but in upcoming service plans publish a new and improved suite of goals, objectives, strategies, and performance measures tied to personalized and 21st-century learning. With a unified set of performance measures, the Ministry's future service plans will better guide and hold to account the Ministry and all its partners, ensuring that together they provide each generation with an education that reflects the realities of the times.

Objective 3.2: Increase the focus on reading in communities

The Ministry works with boards of education, community organizations, literacy stakeholders, libraries, post-secondary institutions, Aboriginal groups, businesses, and community members to improve reading skills for B.C. families and communities.

Strategies

- Work to build greater connection and mutual support between public, K–12 and post-secondary library systems.
- Continue to support strong early and family literacy programs through the public library system.
- Ensure district literacy plans¹⁶ address all local learners through literacy goals on which boards of education and their communities can collaborate.
- Continue to lead the development of neighbourhood learning centres as welcoming places where people of all ages and cultures can access education, health care, recreation, and other services that ultimately help promote the well-being of children, youth, families and the whole community.

Neighbourhood Learning Centre



Community of Likely

When the school-age population shrinks, a school can become less important, but exactly the opposite has happened in the Cariboo community of Likely.

The economic base in Likely has shifted in recent years. Seniors and single adults now account for a growing share of the local population. Likely Elementary Junior Secondary School has faced challenges associated with declining enrolment, but by embracing the community school approach, a model used in Likely since 1998, the school is used year-round for everything from public health services to job-related training. It also hosts a public library, arts programs, literacy programs, and recreation opportunities for people of all ages.

Students and community members are able to participate in joint activities, such as learning opportunities in the community forest, and everyone feels they have a vested interest in the children, the school, and the community of Likely.

We have very few young families living here now. [...] The entire community—not just parents—is involved in keeping [our town] vibrant.

*Kathleen Davis,
Community school coordinator*

¹⁶ For more information about district literacy plans, please visit www.readnowbc.ca/dlp.html

Resource Summary

Resource Summary Table

Core Business Area	2010/11 Restated Estimates ¹	2011/12 Estimates	2012/13 Plan	2013/14 Plan
Operating Expenses (\$000)				
Education Programs	5,103,531	5,182,854	5,204,854	5,204,854
Public Libraries	13,130	13,130	13,130	13,130
Executive and Support Services	47,292	45,893	45,893	45,893
Total	5,163,953	5,241,877	5,263,877	5,263,877
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	1,852	2,002	840	2
Total	1,852	2,002	840	2
Capital Plan (\$000)				
Public Schools	348,883	449,801	339,035	236,126
Total	348,883	449,801	339,035	236,126

¹ Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of 2011/12 Revised Estimates.

Resource Summary Public Schools

School Districts	2010/11 Forecast	2011/12 Estimates	2012/13 Plan	2013/14 Plan
Combined Income Statement (\$000)¹				
Total Revenue	5,526,225	5,525,850	5,552,150	5,557,875
Total Expense	5,504,942	5,512,850	5,533,150	5,534,875
Operating Results	21,283	13,000	19,000	23,000
Gain (Loss) on sale of capital assets (if applicable)	29,144	0	0	0
Net Results	50,427	13,000	19,000	23,000

¹ This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

Ministries must report building projects expected to cost over \$50 million and be up front about risks, which always include changes to scope, schedule, and budget, due in part to any shortages of skilled labour and/or project management expertise, and the potential for unforeseen issues with the site.

For the Ministry of Education, relevant projects include a number of new schools, school replacements or renovations, and the collective capital works to accommodate the Province's full-day kindergarten initiative.

Full-Day Kindergarten Space

Full-day kindergarten is currently available to over half of B.C.'s eligible kindergarten students. By September 2011, full-day kindergarten will be available to all kindergarten students across the province.

At an estimated cost of \$144.5 million in capital funding, implementation will provide for approximately 665 new kindergarten classrooms. The plan includes a variety of strategies:

- converting more than 400 existing surplus grades 1–7 classrooms for kindergarten use;
- fabricating, delivering, and installing approximately 135 modular classrooms to 25 school districts (approximately 100 schools);
- constructing 92 new classrooms through additions to 21 existing schools in nine school districts;
- building a new elementary school in the Willoughby area of Langley (providing space for full-day kindergarten but also addressing a number of capacity issues in the area);
- developing new high school space in the Enerplex facility in Fort St. John, which will free up elementary classrooms for kindergarten;
- re-opening Anne McClymont Primary in Kelowna; and
- providing for renovations at Cataline Elementary in Williams Lake for two new classrooms to meet full-day kindergarten demand.

Risks associated with implementation, including scope (additional space may be required in some areas), schedule (September 2011 deadline), and cost, are being mitigated with ongoing communications and coordination with school districts.

Greening Our Schools

In schools, teachers work on climate change lesson plans to engage students in thinking about provincial and local adaptation strategies that might be required due to climate change. They also work with school action projects (often led by student environmental groups), such as reducing water use or the planting of native species that require less water.

Since 2007, all Ministry capital project planning has included upgrading building standards for schools to ensure sufficient energy and operating efficiency. The cost of designing and building new schools to meet LEED® Gold or equivalent standards has been built into the capital framework.

The new school in Langley will not be available until September 2012. The school district is developing plans to accommodate kindergarten students until the new space is ready.

Alberni District Secondary School

School District No. 70 (Alberni) is replacing its existing 1,300-student-capacity school with a 1,000-student-capacity school on a new site in Port Alberni.

The new school includes a neighbourhood learning centre with the following features:

- First Nations' programs, including a meeting space for First Nations' elders, parents, and students, since approximately 30 per cent of the school's students are Aboriginal;
- child and youth support programs, including services relating to guidance, health, and welfare for students and families;
- community support programs, including a multi-use space for education, community support services, fitness; and
- a new community theatre.



The new facility will not only be safer in the event of an earthquake, the environmentally friendly secondary school will lower operating and maintenance costs for the Board, provide a better learning environment for students, and, with a new neighbourhood learning centre, become an even more integral part of the community.

Burnaby Central Secondary School

Burnaby Central Secondary School is being replaced with a 1,300-student-capacity school on the existing grounds in School District No. 41 (Burnaby). Construction has commenced and completion is expected in the spring of 2012.

The new facility will not only be safer in the event of an earthquake, the environmentally friendly secondary school will lower operating and maintenance costs for the board and provide a better learning environment for students.

Revelstoke Elementary and Secondary Schools

Revelstoke Secondary School is being replaced with a 500-student-capacity school on the existing grounds in School District No. 19 (Revelstoke). The new facility will include a new 275-seat Performing Arts Centre as part of the Neighbourhood Learning Centre initiative.

Revelstoke Elementary School will be replaced with a new school with space for 250 students and 80 kindergarten students on the existing grounds of the secondary site. The new facility will include an Early Learning Hub, Acrobat and Youth Support Programs as part of the Neighbourhood Learning Centre initiative.

Chilliwack Senior Secondary School

Chilliwack Senior Secondary School, which can currently accommodate 900 students, will be replaced with a 1,200-student-capacity school on the existing grounds in School District No. 33 (Chilliwack).

The new facility will not only be safer in the event of an earthquake, the environmentally friendly secondary school will lower operating and maintenance costs for the board and provide a better learning environment for a larger number of students.

The district has also received approval for 15 per cent additional space for the creation of a neighbourhood learning centre at the school.

A unique seismic risk for this project is poor soil condition issues and the need to increase the height of the foundation due to the site's location on a flood plain.

Centennial Secondary School

Centennial Secondary School, which can currently accommodate 1,475 students, is being replaced with a new school for 1,250 students on the existing grounds in School District No. 43 (Coquitlam).

The new, environmentally friendly facility will be safer in the event of an earthquake and will also lower operating and maintenance costs for the board and provide a better learning environment for students.

The district has received support for 15 per cent additional space for the creation of a neighbourhood learning centre at the school.

A unique risk for construction at this site is the presence of a fuel pipeline that must be accommodated during construction.

Ministry Contact Information

General Enquiries

The Ministry of Education provides a single contact point for the public to ask questions relating to the Ministry's activities.

The operating hours for the Ministry's general enquiries line is Monday to Friday, 8:30 am to 4:30 pm, excluding statutory holidays.

General Enquiries Line: 1 888 879-1166

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