

**Ministry of  
Education**

**2014/15 – 2016/17  
SERVICE PLAN**

**February 2014**



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## Message from the Minister and Accountability Statement



I am pleased to present the *Ministry of Education 2014/2015 – 2016/17 Service Plan*.

This year more than 600,000 young British Columbians are relying on our education system to help them explore their world, inspire their minds and discover their potential. We owe it to them to support their aspirations by providing the best possible learning experience. Their futures depend on it, and so does our province's future.

Our education system remains one of the best in the world, in large part thanks to our excellent teachers and dedicated partners. But if it is going to continue to achieve our goal of fostering capable young people ready to thrive in a rapidly changing world, education needs to adapt to that changing world as well.

As successful as we are, we can do better than our current 82 per cent school completion rate. We can certainly do better than the 56 per cent completion rate for Aboriginal students. We can do better than 70 per cent of Grade 7 students meeting expectations in reading. We can do better and we must. We shouldn't be satisfied until each student feels they have the support and opportunity to achieve success in their learning.

That is why we continue with the transformation of the K-12 system launched under BC's Education Plan. I see two core priorities to this transformation:

1. Transforming how we support and enable better learning outcomes for our children.
2. Transforming how we administer education to ensure every possible dollar goes to support students in the classroom.

In the first of these priorities, we will continue refining the new K-9 curriculum, which was released in draft form last fall for public comment. We will also begin work on the new 10-12 curriculum, working with the Ministry of Advanced Education to ensure the curriculum supports a new approach to graduation requirements that provides a seamless transition to post-secondary and aligns with a new Ten Year Skills Training Plan for Youth.

Our new approach to curriculum has been lauded by educators here and internationally for the way it combines a continued focus on "the basics" while also providing teachers greater latitude to tailor learning to the personalized needs of their students. Developed with teams of B.C. teachers and based on insightful research, it reflects the depth of innovation driving our transformation.

This year we will also start implementing a new web-based student information system: MyEducation BC. For administrators and teachers, this technology will dramatically improve our ability to support, capture and record students' success. But even more importantly, it will open up a

range of new opportunities for parents, students and teachers to collaborate and share in each student's learning and growth from kindergarten through to graduation. This new system is one example of how we can apply technology in a way that supports better administration while also enabling a better learning experience.

To ensure each child feels and is safe in school, we will continue building on the progress of our ERASE Bullying Strategy. To date, more than 5,500 people have received anti-bullying and threat assessment training. Over the next four years, 15,000 community partners in total will receive this training. There are now safe school co-ordinators in all 60 B.C. school districts, and the Provincial Advisory Committee met in January to collaborate on the provincial threat assessment guidelines.

Through capital investments, our government has spent or committed more than \$2.2 billion to seismically upgrade or replace 214 high-risk schools. It is estimated that it will cost a further \$600 million to complete upgrades or replacement of the remaining 104 high-risk schools in B.C. and this work continues.

The second priority of transformation will see us focus on clarifying and better aligning the administration and accountabilities of the education system around student achievement. We're fortunate to share leadership of the education sector with our committed partners in boards of education. This year we will work together to deliver on our shared accountability to British Columbians by ensuring the administration of our system is as efficient as possible. We will also bolster our capacity to draw on the data to make better decisions that best support student learning.

We remain committed to achieving a long-term labour agreement with B.C. teachers. When achieved, such an agreement will bring labour peace and stability to our education system, benefiting teachers, parents, students and all British Columbians for years to come. It will also allow us to focus our energies together on how best we can support and develop professional excellence – not just among teachers but across the system.

We have a tremendous group of professionals in the classroom, in board offices and in our ministry. Together their expertise is matched only by their passion for learning. As our system continues to transform, it is imperative that they be supported in adapting their professional practice so they and their students can continue to succeed.

We all want the same thing: to allow B.C.'s children every opportunity to thrive and succeed in a rapidly changing world. I look forward to coming together with all our partners to focus on that shared goal in the year ahead.

The *Ministry of Education 2014/15 – 2016/17 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.



Honourable Peter Fassbender  
Minister of Education  
February 5, 2014

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## Purpose of the Ministry

The K-12 education system in B.C. serves approximately 559,000 public school students, 76,000 independent school students, and over 2,000 home-schooled children. More than 66,300 Aboriginal students are included in these numbers, as are more than 5,000 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education. There were 49,451 public school students in French Immersion programs in 2013/14 – a number that has been growing for over 10 years. Although [independent schools](#) form part of the education system in B.C., and the majority deliver the provincial curriculum, they maintain a level of autonomy with respect to governance, program delivery and staffing.

These facts provide a high-level glimpse at the complexity of delivering education in the province with the goal of consistently preparing capable, engaged, confident young people ready to thrive in a rapidly changing world. Achieving that goal is ultimately relies on the learning partnership between the student, the family and teachers.

The Ministry's role is to support this partnership to ensure each child receives a high-quality education that includes developing the foundational skills of reading, writing, and math, as well as other essentials necessary in the 21<sup>st</sup> century, such as self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy.<sup>1</sup>

The Ministry of Education co-governs K-12 education with boards of education, working closely together with a network of partners, including independent school authorities represented by the [Federation of Independent Schools Associations](#), professional education organizations, community literacy organizations, public libraries, First Nations representatives, provincial ministries and agencies, and the private sector.

Inspired by innovative change already taking place in B.C. communities and developed through many months of consultation with educators, students, parents and other British Columbians, [BC's Education Plan](#) presents a vision for education transformation that responds to the realities and demands of a world that has already changed dramatically and continues to evolve. The Ministry is continues to actively solicit input, feedback, and comments from the public, students, parents, teachers, and education partner organizations through online, social media, and face-to-face engagement efforts. With [BC's Education Plan](#) as the vision for educational transformation, this Service Plan outlines the work the Ministry will continue to undertake to modernize education in B.C. and achieve its vision.

The Ministry's work on that transformation focuses on two broad priority areas:

1. Transforming how we support and enable better learning outcomes for our children.
2. Transforming how we administer education to ensure every possible dollar goes to support students in the classroom.

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<sup>1</sup> Adapted from the Preamble of the *School Act*.

Continued collaboration with all education partners will ensure that B.C. has the highest quality and most efficient education system.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K-12 education system and public libraries. Roles and responsibilities are set out under the [School Act](#), the [Independent School Act](#), the [Teachers 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. Performance is monitored through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level. Under the Teachers Act, a new system is in place to certify, regulate and discipline teachers through shared responsibility between the Ministry and the education sector.

Government is committed to strengthening the accountability of the sector to students, their families and the general public. With that in mind, the Ministry will work with its partners to ensure accountability, performance and quality assurance mechanisms are as effective as possible to meet the public's expectation for responsible and efficient management of the system that puts student needs and achievement above all else.

The Ministry also works in collaboration with the [Ministry of Advanced Education](#), the [Ministry of Jobs, Tourism and Skills Training](#), and education and industry partners to support activities outlined in the [BC Jobs Plan](#) and related [Skills and Training Plan](#) to ensure students transition smoothly to post-secondary and workforce opportunities. For more information on the Ministry's specific activities relating to jobs and skills, please see *Alignment with Government's Strategic Plan 2013/14-2016/17* on page 9. The Ministry also supports connections with communities through [Neighbourhood Learning Centres](#) and [public libraries](#).

To support Government's commitment to the early years, the Ministry works closely with the [Ministry of Children and Family Development](#) to enhance childcare services, Early Childhood Development services and early learning initiatives. 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 is also helping young people begin their journeys toward personal fulfillment and contribution to the province and world.

### ***Transforming Education Together***

*Improved relationships between B.C. and its education partners, from the British Columbia Teachers' Federation to the BC Confederation of Parent Advisory Councils, are leading to improved services for students. For example, the Ministry's close cooperation with Aboriginal organizations, such as the First Nations Education Steering Committee, or FNEESC, is ensuring that Aboriginal perspectives are an integral part of everything we do for the benefit of all students.*

*These relationships are more important now than ever before. That's because assessment, curriculum, graduation, and many other elements of B.C.'s K-12 system are part of the education transformation underway. Whether you are a teacher, parent, representative of industry or business, or an interested member of the public, the Ministry needs to hear your ideas. Share your ideas for working together toward positive change on the engagement portion of [BC's Education Plan](#) website, and be sure to comment on changes to B.C.'s curriculum: <https://curriculum.gov.bc.ca/feedback-form>.*

# Strategic Context

## *Minister's Mandate*

*Government has set the Minister of Education the following key deliverables to achieve over the planning period:*

- 1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.*
- 2. Successfully achieve 10 years of educational stability by overseeing negotiations on a long-term collective agreement with the BC Teacher's Federation.*
- 3. Review the mandate and structure of the BC Public Sector Educators Association (BCPSEA) and provide options for moving forward.*
- 4. Continue the educational reforms contained in the BC Education Plan including providing teachers with performance assessments and support and curriculum enhancements.*
- 5. Implement the anti-bullying support to educators as committed by our government.*
- 6. Implementation of the \$1,200 BC Education and Training Grant Program as promised in Balanced Budget 2013.*
- 7. Work with the Federation of Independent Schools Association, review and provide options for improvement and support educational choice for students and parents in British Columbia.*
- 8. Provide options for the provision of online textbooks for parents to assist their children with homework in the K-12 sector.*
- 9. Implement the \$563 million seismic upgrade program to ensure our educational facilities can protect those learning and working in the event of a major earthquake in our province.*
- 10. Fully implement and build on the resources allocated for arts education committed in Balanced Budget 2013.*
- 11. Work with the ministries of Jobs, Tourism and Skills Training and Advanced Education to ensure seamless transitions to the workforce for students who choose apprenticeship or other post-secondary training programs for those entering the trades.*

*Most of the activities leading to the successful completion of each item on this list will depend on collaboration between government ministries, school districts, teachers, post-secondary institutions, provincial agencies, industry, and employers. To read the complete mandate letter or view other Minister's letters, please visit [http://www.gov.bc.ca/premier/cabinet\\_ministers](http://www.gov.bc.ca/premier/cabinet_ministers).*

## **The Need for Education Transformation**

B.C. students perform among the best in the world by many measures. But, as strong as we may be in education, graduation rates have plateaued at about 80 per cent. Foundational Skills Assessment (FSA) results show some declines in recent years. For example, fewer than 70 per cent of grade seven students now meet or exceed expectations in reading and numeracy. Other results show that BC students are falling behind other jurisdictions where once they led and there is evidence of growing



student disengagement as today's students begin to feel their learning experience is disconnected from their "real world" context. Alongside these trends is a growing body of scientific research into how people learn that suggests the traditional approach to education could be improved upon.

This situation is not unique to B.C. As part of its outreach to other leading jurisdictions, the Ministry has found they are all challenged to respond to similar trends and are pursuing similar shifts in their approach to education and learning. Like B.C., many other education leaders are in the midst of transforming their systems to better meet the needs of today's students through new, more personalized approaches to learning. B.C. is already regarded as an international leader in this work.

[BC's Education Plan](#) provides the vision for how the Ministry and its partners are transforming the education system and supports the Ministry's aim to consistently prepare capable young people ready to succeed in a rapidly changing world. The plan is built on a few key ideas:

- Children are born learners;
- Teachers are passionate about teaching;
- Every student has his or her own unique learning style, as well as individual motivations and interests. Education which brings out the best in each student must take into account diverse learning; and
- An effective education system collaborates and communicates well between its students, families, teachers, schools, districts, Government, and the public.

There are five key components to the transformation underway in B.C.:

- **[Personalized Learning](#)**: creating student-centered learning that's focused on the needs, strengths and aspirations of each individual student, or group of students sharing a common culture, history or language. By providing skills and career pathways and integrated supports for every child and their families, teachers and schools have the flexibility to make sure all students are well served by their educational program.
- **[Quality Teaching and Learning](#)**: building better support for teachers as they continue to adjust their roles to match what students need. With strong professional standards and increased flexibility, teachers are designing personalized education that opens the door to educational success for British Columbia's young people. By recognizing parents as vital partners, and by engaging them more proactively in their child's learning, students are being better supported both at school and at home.
- **[Flexibility and Choice](#)**: increasing choice for students and families with respect to how, when and where learning takes place. Boards of education now have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning. With the new [School Calendar Regulation](#), boards of education and education authorities are now able to offer more creative scheduling options that better meet the needs of students and families. Through active and relevant engagement with all stakeholders, we are building a shared vision and common culture.

- **High Standards:** ensuring the education system provides strong core skills, abilities and knowledge for all students by improving accountability, effective measurement of progress and the quick identification of student challenges. Consistent use of quality data will guide decisions, drive performance, and demonstrate accountability for achieving high standards.
- **Learning Empowered by Technology:** encouraging smart use of technology in schools, giving students and teachers the tools they need to support delivery of personalized learning, as well as better preparing students to thrive in an increasingly digital world.

This transformation is happening in a world of accelerated change: a time of thinking globally and acting quickly, when it is not simply what you know but what you understand and how you use and apply that knowledge that matters. The skills required of today's students when they enter the workforce are changing, and keeping pace with that change is essential to the needs of the province and to their success as individual citizens.

The Economic Forecast Council expects British Columbia's real GDP will grow by 2.3 per cent in 2014 and 2.7 per cent in 2015. Risks to British Columbia's economic outlook include the potential for further slowing of domestic activity, renewed weakness in the US economy and slowing Asian demand. Additional risks include the ongoing sovereign debt situation in Europe and a fluctuating Canadian dollar.

But, with an aging population and shrinking workforce, British Columbia is facing skills shortages in its labour market, particularly in high-skill occupations and high-growth industries,<sup>2</sup> putting added pressure on B.C. graduates.

### ***Promoting the Trades***

*The Ministry of Education is supporting the [BC Jobs Plan](#) and related [Skills and Training Plan](#) by continuing to support students interested in skills and trades.*

*For example, a new partnership with industry, post-secondary institutions, and teachers will result in Pathways: a project to help students, parents, and school counsellors consider trades and technical vocations with time enough to plan for post-secondary study and/or employment. The first Pathways will highlight the energy, information and communications technology, and mining sectors. Recent efforts include:*

- 1. Appointment of a Superintendent for Careers and Student Transitions;*
- 2. Designation of a non-instructional day dedicated to skills, trades, and apprenticeships;*
- 3. co-development with the Industry Training Authority of a skills exploration program for students in grades 10–12; and,*
- 4. creation of a Trades Finder for secondary schools, which is online at [www.learnnowbc.ca/trades/TradesFinder.aspx](http://www.learnnowbc.ca/trades/TradesFinder.aspx).*

*These activities are helping to prepare interested students for trades and technical training programs.*

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<sup>2</sup> *Skills for Growth—BC's Labour Market Strategy to 2020.* [www.workbc.ca/docs/Skills\\_for\\_Growth\\_Strategy.pdf](http://www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf)

### **Alignment with Government's Strategic Plan 2013/14-2016/17**

British Columbians want a strong economy and a secure tomorrow, and that is the basis for the Province's work over the current planning period as outlined in the [Province of British Columbia Strategic Plan 2013/14-2016/17](#).

To strengthen today's economy and tomorrow's security, the Ministry is supporting a more effective skills and training system in B.C. by:

1. Promoting dynamic opportunities in trades and technical fields and improving policies that support these choices.
  - Develop an integrated plan to create multiple pathways to graduation and career preparation.
  - K-12 sector target of a 50-per-cent increase in the number of graduates proceeding immediately from high school to a trades or technical program.
  - Ensure students are better aware of trades and technical career opportunities.
2. Investing in and improving our training facilities and equipment, and ensuring the availability of technical education teachers, particularly with trades certification.
  - Ensure the availability of teachers delivering trades and technical training, and help school districts co-ordinate regional sessions to review labour needs and opportunities.
  - Address equipment and facility needs for trades and technical training through our existing capital envelope. We are seeking partnerships with industry and others to ensure students have access to new, advanced technologies and equipment already available on worksites.
3. Providing quality trades and technical programs and accelerating completion times and rates while maintaining the high standards required by industry.
  - Ensure program dollars are matched to regional needs, and thereby ensure the right seats are available in right places.

# Goals, Objectives, Strategies and Performance Measures

For the year 2014/15, the Ministry of Education is retaining its three main goals and their respective objectives and strategies:

- **Personalized, flexible education that enables students to be successful;**
- **Effective support for teachers; and**
- **An effective, accountable and responsive education system**

The Ministry is working with our education partners to create a high quality, flexible and personalized education system that supports students in their challenges and encourages their natural strengths and motivations. We are committed to an education system that is increasingly open and accountable to students, families, communities and the public; one that is better connected and responsive to their needs. Through the combined efforts of all partners to remove obstacles and provide guidance, our students will have the support they need to become responsible, well-educated citizens, who pursue their dreams, strengthen their communities, and contribute to a more prosperous British Columbia.

[BC's Education Plan](#) provides the vision for the transformation of education in order to improve students' ability to pursue success in school and life. The goals, objectives and strategies in this Service Plan align with [BC's Education Plan's](#) five key elements: [Personalized Learning](#), [Quality Teaching and Learning](#), [Flexibility and Choice](#), [High Standards](#) and [Learning Empowered by Technology](#).

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 supports the provincial Climate Change Adaptation Strategy both through the education of students and the building of schools across the province (see page 37).





## **Goal 1: Personalized, flexible education that enables students to be successful.**

The Ministry is committed to supporting the education system in preparing capable, confident young people ready to adapt and thrive in a world that is ever-changing. 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. A more personalized, student-centred approach to learning allows learners more freedom to pursue their individual interests and passions within a particular topic, while still learning the foundational skills of reading, writing and math.



### ***Revising B.C.'s Curriculum***

*The Ministry of Education is reducing the volume and prescriptive nature of its curriculum documents. The new curricula will emphasize key concepts and competencies, connections across subject areas, and the depth of understanding that can come from inquiries and projects.*

*Extensive consultation and research has made clear that thinking, communication, and personal and social competencies must be central. Draft definitions of these are online:*

*<https://curriculum.gov.bc.ca/>.*

*That website also contains new grades K–9 curricula developed for most core subject areas. The development of additional areas and grades will begin in 2014. To comment or get involved in this transformation of B.C.'s curriculum, visit [www.bcedplan.ca/](http://www.bcedplan.ca/) or <https://curriculum.gov.bc.ca/feedback-form>.*

**Objective 1.1: A personalized learning system that takes into account the learning motivations, needs and styles of individual students.**

While a solid knowledge base in the foundational skills is critical and will be maintained, in order to better prepare students for the future we are now seeing more emphasis on key competencies like self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy. Students also need to be connected more directly with the world outside of school, with increased focus on learning and applying these skills across topic areas.



***Investing in Essential Skills***

*To succeed in school and life, students need to develop 21st century competencies, such as creative thinking, but they also need to master essential skills, such as reading. That's why this Ministry recently launched a K–3 reading project: [Changing Results for Young Readers](#).*

*Since the fall of 2012, this initiative has reached 59 of B.C.'s 60 school districts, and it's engaged 600 educators. Moreover, it's benefited 9,000 students, including 420 suggested by concerned teachers. The results have been encouraging: 86 per cent of the students are now reading at grade level and 94 per cent of those identified by teachers have improved—in fact, one in five are already reading at grade level.*

## Strategies

- Modernizing our current curriculum in collaboration with education partners, parents and the public, and aligning assessment methods to make them more responsive to individual students; and
- Creating an inclusive education system that recognizes and supports the needs of Aboriginal, French-language, English Language Learning (ELL), international and rural students, as well as students with special needs.

### *Aligning Assessment*

*B.C.'s assessment and evaluation programs will need to change to support the transformed curriculum.*

*The Curriculum and Assessment Framework Advisory Group, comprised of individuals from several partner groups and academic institutions, recommended that assessment materials to support classroom learning use multiple approaches, emphasizing student self-assessment and assessment for learning. Further, they recommended that the Ministry work with educators to create developmental continua and exemplars for each of the cross-curricular competencies.*

*The advisory group also discussed provincial assessment, and their conversation lead to the following guidelines:*

- *assess literacy skills, numeracy skills, and competencies in the elementary years;*
- *emphasize competencies and key areas of learning for secondary school students;*
- *support learning by providing relevant, timely feedback; and,*
- *incorporate an array of formats, including performance tasks, structured inquiries, and classroom-based assessments.*

*An Advisory Group on Provincial Assessment (AGPA) will provide additional input. Likewise, the future of provincial assessments will be shaped at the secondary school level by the review of graduation requirements currently underway.*

*For additional information, visit the Ministry's Transforming Curriculum and Assessment website: <https://curriculum.gov.bc.ca/>.*

### ***International Education***

*The Ministry of Education collaborates with provincial ministries, including the Ministry of Advanced Education, the BC International Education Project Council, the [Council of Ministers of Education, Canada](#) (CMEC) and other agencies to ensure alignment of B.C.'s International Education agenda both onshore and offshore. This involves promoting British Columbia in key target markets to increase the number of international students in our schools – where we have capacity.*

*B.C.'s International Education Strategy was announced in May 2012. The Ministry of Education has developed a K-12 International Education Strategic Framework, which includes the following long term goals:*

- *K-12 education system is globally oriented;*
- *K-12 international students have quality learning experiences;*
- *K-12 international students have quality living experiences;*
- *High quality K-12 international education brand; and*
- *Schools and communities gain economic /social /cultural benefits.*

*A comprehensive review of the offshore program has been completed and new requirements and application criteria were implemented in January 2013.*

*The Ministry is also working to create an inclusive, safe and globalized environment for international students through personalized learning and anti-bullying programs. These efforts will facilitate student transitions from the K-12 system to post-secondary and to the labour market. For more information, please visit the [BC Jobs Plan](#) website.*





## Discussion – Performance Measures and Targets

The Ministry of Education is using the same performance measures this year as in each year of this current planning cycle which began in 2012/13. For most performance measures, the Ministry is continuing to use baseline data from 2011/12. The Ministry is also retaining the same targets that were set in 2012/13 and represent steady, system-wide improvement over time. Where a target has been met, updated targets have been set, recognizing change at a system-wide level is gradual. When a new planning cycle is initiated, the Ministry will reassess the state of its performance measures and targets.

### Performance Measure 1: Grade to grade transition rates

Performance Measure	2011/12 Baseline	2013/14 Forecast	2014/15 Target	2015/16 Target	2016/17 Target
Grade 8 to Higher Grade	97%	≥97%	≥97%	≥97%	≥97%
Grade 9 to Higher Grade	96%	≥96%	≥97%	≥97%	≥97%
Grade 10 to Higher Grade	91%	≥92%	≥92%	≥92%	≥92%
Grade 11 to Higher Grade	87%	≥88%	≥88%	≥88%	≥88%

**Data Source:** Grade to grade transition rates are based on data collected by the Ministry of Education.

## Discussion

How students move from one grade to the next gives us a clear idea of whether they are succeeding. The more students transition in a timely fashion from one grade to the next, the greater the likelihood they will graduate and the better prepared they are to move into the workplace or continue their education.

This measure represents the percentage of students who in a given year successfully complete the grade level they are at and transition to a higher grade level the following year. Secondary grade-to-grade transition rates have increased since 2006/07 and remained steady in recent years.

### Objective 1.2: A flexible education system, that provides families, students and teachers choices in how, when and where education is delivered.

Students and families expect choice with respect to how, when and where learning takes place. The Ministry and its partners are becoming more flexible and responsive to the evolving needs of students. Many students 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 career in the trades.

Still other students are interested in athletics and the arts. To this end, the Ministry is supporting the [Ministry of Community, Sport and Cultural Development](#) in the implementation of [Creative Futures](#), a strategy that will help foster a creative workforce by providing more arts opportunities for young British Columbians. Whatever their path, students will continue to create blended learning opportunities through distributed, or online, learning and classroom-based environments.

### ***The Library Transformed***

*BC's libraries are re-inventing themselves to meet the demands of an ever-changing world, where the knowledge and skills of citizens are as important to a healthy community as any other economic resource. In this new knowledge economy, libraries are a central hub.*

*A library is no longer just a collection of books; it's a portal to a world of information and knowledge.*

*Libraries enhance opportunities - for individuals, for schools, and for communities. Libraries help us envision our future; understand our past; and learn new, relevant skills we can apply now, in the ever-changing present.*

*Provincial support for public libraries is helping to support high quality library service for all British Columbians and aiding libraries as they meet these new challenges.*

*Funding is focused on support for equitable access across the province, while ensuring that each library continues to be focused on and responsive to the needs of their community. We also work to make the library system as a whole stronger through supporting shared services, innovation, collaboration, and partnership.*

#### ***Transforming Relationships:***

*To ensure that British Columbians continue to have access to the information they need to help shape the future of our province, public, school, and post-secondary libraries are finding innovative ways to work together alongside community groups, municipalities, businesses and citizens.*

#### ***Our Priorities:***

- *Focusing on new ways to access resources - both digital and physical - through shared services across organizations and jurisdictions;*
- *Developing stronger connections between all libraries and the communities they serve, in support of transformation in both the formal and informal education systems; and*
- *Fostering the vision of efficient, effective, and connected library services for all British Columbians.*

## **Strategies**

- Recognizing multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, apprenticeships, learning in the community, the arts, public libraries, trades training involving local industry and group learning options. For more information, please refer to the [Skills and Training Plan](#); and
- Creating more flexibility within the funding system for education that supports flexible, personalized learning, encourages student participation in trades training, and streamlines transition to post-secondary pursuits.

**Objective 1.3: An education system focused on student success.**

The Ministry and its partners have a unique opportunity to facilitate the development of learners who finish school as capable, engaged, confident young people. It is only by working together that we can determine how to define success in school, how to measure it, how to identify and support students with learning challenges and how to anchor students' learning in the real world.

Families need to be involved in planning their child's education and in helping them to achieve success. In partnership with their children's teacher and their child, parents play a vital role in supporting their child's learning.

Students learn better when they are healthy and safe. To promote positive mental health and wellness while preventing bullying and violent behaviours, the Ministry has introduced the [ERASE Bullying Strategy](#), including an online reporting [tool for students](#).



### ***ERASE Bullying***

*ERASE Bullying, a prevention and intervention strategy, focuses on creating a safe, caring and supportive learning environment for children. Aligned to BC's Education Plan, the strategy supports schools to put in place personalized supports and interventions for students.*

*Since the announcement by the Premier in 2012, the strategy has:*

- *Dedicated District Safe School Coordinators and teams in every school district to address student safety.*
- *Launched a confidential online reporting tool for students and parents to report bullying and harmful behaviours in schools.*
- *Launched online resources for parents, students and educators available through a website and twitter feed.*
- *Implemented a five-year, multi-level regional training program for 15,000 educators and community partners to help them proactively identify and address threats. Currently over 5,500 personnel trained.*
- *Introduced and implemented stronger codes of conduct for schools.*
- *Established an ERASE Provincial Advisory Committee with representatives from police, school and social agency partners.*

*Approximately 12 students from public, independent and First Nations schools will be selected to form the ERASE Student Advisory. With the help of adult subject matter experts, the students will create the social media guidelines for schools. These guidelines will be used to provide direction to students, parents and educators for using social media responsibly and ethically. In addition, they will advise the Minister and the Premier on student safety concerns.*

## **Strategies**

- Creating a positive educational environment that allows students to discover their strengths and provides students with opportunities to overcome challenges and learn to succeed;
- Working with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training and facilitate transitions to the workplace. For more information, visit [LearnLive BC](#) online; and
- Connecting students with opportunities available in various sectors and supporting them to form clear career goals and achieve them. For more information, visit [Discover Trades](#) online or refer to the [Skills and Training Plan](#).

**Performance Measure 2: Transition rate of high school students to public post-secondary education**

Performance Measure	2010/11 Baseline <sup>1</sup>	2013/14 Forecast	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	67%	≥70%	≥70%	≥70%	≥70%

Data Source: Ministry of Advanced Education, Student Transitions Project

<sup>1</sup> Data for the 2010/11 baseline includes 2007/08 high school graduates whose year of entry into the public post-secondary system was 2008/09, 2009/10 or 2010/11.

**Discussion**

The transition rate of high school students to public post-secondary education gives insights into what proportion of high school students are accessing the public post-secondary system. The [Student Transitions Project](#) was created to help us better understand this transition of students.

Immediately after graduating from high school, about half (51%) of the high school graduates in B.C. enrol in post-secondary education. A significant group (12%) transition into post-secondary education after a “gap” year. After three years, two-thirds (67%) of high school graduates have enrolled in post-secondary education. Although these results pertain to the 2007/08 graduating cohort, the results are similar for other cohorts.

Expectations are high for graduating students applying to post-secondary institutions. Colleges and universities are looking for students who can already think creatively and communicate effectively. The rate of transition to post-secondary education 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. However, post-secondary studies may not be relevant to the interests of all students.

From the systems’ perspective, the Ministries of Education and Advanced Education are working closely to ensure a seamless education sector. Transformation in the K-12 system must be linked to transformation in the post-secondary system to allow students to transition smoothly. As additional data and information are analyzed and plans for changes to assessment are implemented, the system will better support students as they transition from the K-12 to the post-secondary system.

For more information on transitions to post-secondary, please visit [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/).



## Goal 2: Effective support for teachers.

At the heart of an outstanding education experience are great teachers who embrace the role of guiding students not only in *what* to learn but *how* to learn. We need to continue supporting B.C. teachers in this role so they can continue helping our students succeed in a rapidly changing world. Toward this end, the teaching profession must be administered in a way that ensures high standards and puts student success and the public interest first. We have moved to a model of regulation that is characterized by shared responsibility among education partners, employers and educators. We all have a role to keep students safe and ensure that they can reach their full potential.

### *10-Year Agreement*

*In October 2012, Premier Christy Clark announced government would review teacher bargaining structures and processes with the goal of providing a more stable learning environment for B.C. students. That vision is driven by the following fundamental considerations:*

- 1. There is a need to transform B.C.'s public education system over the next decade, as recognized by our partners in the education system.*
- 2. To achieve that transformation, we need the full participation of teachers and the full engagement of the public, both of which are undermined by recurring labour disputes.*
- 3. A 10-year agreement would provide the stability required and allow all partners in education, particularly parents and teachers, to focus on the priority of ensuring B.C.'s education system meets the needs of students into the future.*
- 4. Achieving a 10-year agreement requires a new approach from the established model of bargaining, which history has repeatedly demonstrated has caused considerable disruption and distraction in the context of the relationship between government and the British Columbia Teachers' Federation.*

*In January 2013, government set out a [framework for a 10-year agreement](#) as envisioned by the Premier. If achieved, that agreement would provide greater certainty and stability for all partners in the education system, especially students, teachers and parents.*

### Objective 2.1: Improved communication with teachers.

Teachers already communicate, share information and learn from each other. We are supporting and enhancing the potential of that collaboration by helping to expand communication opportunities between teachers, administrators, districts and the Ministry. [Learn Magazine](#) is one example of how the Ministry ensures that teachers, and other members of the education community, are informed about the [Standards of Education, Competence and Conduct](#) required for teaching in B.C.; have the chance to learn from their colleagues who are doing exceptional work in their area; as well as stay on top of timely news pieces in education and other issues important to the teaching community.

## Strategies

- Engaging with teachers to learn what they need to improve classroom practice and to feel effectively supported; and
- Finding new ways to share teachers' knowledge of effective teaching practices across the education system.

## Objective 2.2: Improved support for teachers.

The Ministry is working to support teachers in improving student outcomes through helping them develop their classroom practice, improve their school culture, and attain their career goals.

## Strategies

- Improving educational opportunities, support and mentoring for prospective, new and experienced teachers;
- Working with districts and teachers to ensure teachers have effective technology to support student success;
- Ensuring the availability of teachers delivering trades and technical training, and help school districts coordinate regional sessions to review labour needs and opportunities; and
- Improving oversight for the teaching profession, including performance management practices.

### **Teacher Regulation Branch**

The [Teacher Regulation Branch](#) (TRB), part of the Ministry of Education, was created as part of the implementation of the [Teachers Act](#), which came into force on January 9, 2012. The TRB works to ensure that educators in the K-12 school systems in BC meet and maintain the high standards of competence and conduct required to keep students safe and foster public trust and confidence in the teaching profession.

As the operational arm of the regulatory structure, the Branch provides administrative support to the Commissioner for Teacher Regulation, the BC Teachers' Council, and the Disciplinary and Professional Conduct Board. The work of the Branch includes: assessing applicants for certification; issuing teaching certificates; evaluating teacher education program; and enforcing standards for certificate holders.

Currently there are over 69,000 certified educators in British Columbia. This includes classroom teachers, vice-principals, principals, directors and superintendents in the public, independent and offshore school systems of BC. This number also includes those teaching outside of BC and in other related and unrelated fields.

### **Goal 3: An effective, accountable and responsive education system.**

With school district operating grants surpassing \$4.7 billion in 2013/14, the education system, as stewards of these public funds, needs to demonstrate accountability, professionalism and transparency in its decision-making processes and actions to maintain the confidence of British Columbians. We need to know that students are receiving an education that gives them the best chances in life. An effective, accountable and responsive education system is clearly focused on student outcomes and learning innovations. When all the partners across the education system collaborate and understand their roles, responsibilities and authorities, greater focus can be set on learning. British Columbia's world-class education system is one that is focused on the future, learns from past experiences and reports clearly and publicly on its progress, achievements and challenges.

#### **Objective 3.1: High standards for individual students.**

Student progress will continue to be monitored through rigorous province-wide assessments. Effective classroom assessment practices are essential to student success and will be even more vital in a more personalized learning environment. Educators will have more ability to decide how and when each student is assessed. New tools are being developed to provide greater access and transparency, richer information, and more consistency across the province on student progress. Regular reporting to parents both formally and informally will be enhanced.

#### ***MyEducation BC: Benefits to Students, Parents and Teachers***

*MyEducation BC, the new hosted student information system, will make it easier to engage students in their own learning, for parents to connect with educators, and for teachers to collaborate and share learning materials thanks to the new online platform. The new service will be built around Follett Corporation's Aspen Student Information System software, selected for its proven ability to support the BC Education Plan's focus on personalized learning and other key B.C. requirements, including:*

- *A secure web-based portal, accessible through all browsers (including mobile device browsers), to provide parents, students and teachers with real-time access to student records, assignments and learning resources.*
- *The ability for parents and students to monitor progress on a continual basis and communicate securely with teachers and school-based staff.*
- *A modern, easy-to-learn and easy-to-use interface.*
- *The ability for students to submit work online and for teachers to collaborate and share learning materials across schools or districts.*
- *Features and flexibility to support personalized learning, group collaboration, special needs and flexible scheduling options.*
- *A province-wide solution that maintains a single record for each student throughout their entire education journey, from pre-kindergarten to high school graduation.*



## Strategies

- Supporting, measuring and reporting student success from the early years to graduation in a way that supports learning, connects families and teachers and aligns with targets;
- Creating a new set of graduation standards, based on the knowledge, skills, and core competencies that students will need to compete in today’s global workforce; and
- Facilitating access to the technology students and parents need to support success in personalized learning and setting standards for digital literacy.

### Performance Measure 3: School readiness

Performance Measure	2009/10 – 2010/11 Baseline	2013/14 Forecast	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of children who enter kindergarten "developmentally ready" to learn	69.1%	71%	≥75%	≥75%	≥75%

**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.

## Discussion

By understanding how young children are doing in the province, communities and government ministries are able to provide better supports and services for B.C. families.

With the active involvement of kindergarten teachers, the Early Development Instrument (EDI)<sup>3</sup> collects information 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 EDI is administered by the Human Early Learning Partnership at The University of British Columbia.

The 2009/10 & 2010/11 EDI Provincial Summary Reports indicate 31% of children vulnerable in one or more of the key developmental areas assessed. The Performance Measure for School Readiness baseline of 69 percent is based on this 2009/10 and 2010/11 EDI vulnerability measure. This baseline percentage reflects a realistic representation of the number of children who entered kindergarten “developmentally ready” to learn in the school system, based on parent uptake of available programs.

The Ministry has set targets increasing to 75% for the year 2015/16. It is anticipated that as the number of parents who opt to participate in available programs, such as [StrongStart BC](#), with their children increases, and as school districts expand their efforts to reach out to parents of pre-school

<sup>3</sup> For more information about the Early Development Instrument, please visit <http://earlylearning.ubc.ca/edi/>

aged children, so too will the number of children entering kindergarten “developmentally ready” to learn.

The Ministry is also exploring districts’ classroom assessment processes that would provide greater understanding of children’s development early in the school year. These processes complement the Ministry’s new personalized learning approach as early assessments provide teachers and parents with meaningful information to plan instruction that meet the needs of each child.

**Performance Measure 4: Reading at grades 4 and 7**

Performance Measure <sup>1</sup>	2011/12 Baseline	2013/14 Forecast	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of students in Grade 4 who meet or exceed reading expectations <sup>2</sup>	70%	73%	≥75%	≥75%	≥75%
The percentage of students in Grade 7 who meet or exceed reading expectations	64%	70%	≥73%	≥73%	≥73%

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

<sup>1</sup> 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 83 per cent in 2012/13.

<sup>2</sup> 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 2015/16 when the first cohort of students who experienced full-day kindergarten in 2011/12 reach Grade 4.

**Discussion**

The Foundation Skills Assessment<sup>4</sup> (FSA) 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. Standards set by the Ministry are based on the recommendations of B.C. teachers.

The Ministry 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 information, combined with classroom assessment, enables educators and parents to develop appropriate interventions to assist individual students. As a system-level measure, FSA results also serve to gauge effective administration of the system and value for taxpayer investment.

Government is committed to ensuring that all students are reading, writing, and doing math at grade level by Grade 4.

<sup>4</sup> For more information about the Foundation Skills Assessment, please visit [www.bced.gov.bc.ca/assessment/fsa/](http://www.bced.gov.bc.ca/assessment/fsa/)

### ***Student Achievement around the World***

*The Progress in International Reading Literacy Study (PIRLS) is an international assessment that measures trends in the reading achievement of Grade 4 students.*

*In PIRLS 2011, B.C. students achieved a mean score significantly above both the international and Canadian averages. In total, only 4 jurisdictions statistically outperformed B.C., 10 jurisdictions performed in the same range, and 37 jurisdictions performed below this province.*

*More recently, the Programme for International Student Assessment (PISA) revealed that 15-year-old students in B.C. are still among the best in the world at math, science, and reading.*

*Among the 65 PISA participants, only one jurisdiction statistically performed above B.C.'s range in reading, only two in science, and nine in mathematics. On a straight numerical rank basis, B.C. is 12th in mathematics and sixth in both reading and science. Likewise, in comparison to Canada's other provinces, B.C. students placed second in math and were top ranked in reading and science.*

*B.C.'s performance on PIRLS and PISA has remained relatively static while several other jurisdictions have made significant gains.*

*For more information, visit [www.bced.gov.bc.ca/assessment/nat\\_int\\_pubs.htm](http://www.bced.gov.bc.ca/assessment/nat_int_pubs.htm).*



**Performance Measure 5: Reading and writing at grades 10 and 12**

Performance Measure <sup>1</sup>	2011/12 Baseline	2013/14 Forecast	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of students who pass a Grade 10 language arts provincial exam <sup>2</sup>	91%	94%	≥96%	≥96%	≥96%
The percentage of students who pass a Grade 12 language arts provincial exam <sup>3</sup>	91%	93%	≥94%	≥94%	≥94%

**Data Source:** Provincial Required Examinations data, Ministry of Education.

<sup>1</sup> Of the students who wrote a provincial examination in a grade 10/12 language course, this represents the percentage of students who passed the exam.

<sup>2</sup> Exams include English 10, English 10 First Peoples, and Français langue première 10.

<sup>3</sup> Exams include Communications 12, English 12, English 12 First Peoples, and Français langue première 12.

**Discussion**

Now more than ever students need strong literacy and numeracy skills to succeed in work and life. A strong foundation in these skills is also essential for success in post-secondary education and training.

The Grade 10 language arts exam requires students to read and comprehend text, think critically about literature, and write clearly. It offers another opportunity to identify and better serve students struggling in school.

The Grade 12 language arts exam provides 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 12 exams also serve the Ministry and education system as useful performance indicators. For more information on Grade 10 and 12 language arts and other required exams, please visit [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/).

## Performance Measure 6: Completion rate

Performance Measure	2011/12 Baseline	2013/14 Forecast	2014/15 Target	2015/16 Target	2016/17 Target
The percentage of students who complete school within six years of first starting Grade 8	82%	≥84%	≥84%	≥85%	≥85%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	60%	61%	62%	63%

**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 successfully complete provincial graduation requirements and obtain a [Dogwood Diploma](#) or an [Adult Dogwood](#) 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.<sup>5</sup>

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 outcomes<sup>6</sup> 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.

#### *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.*

*[Completion rates for Aboriginal students](#) in public schools continue to improve. Below is the percentage of Aboriginal students in public schools who completed school within six years of first starting Grade 8.*

Aboriginal Students	2012/13	Change from Previous Year
Overall	60%	+3%
— Female	61%	-1%
— Male	58%	+6%

<sup>5</sup> 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/](http://www.bced.gov.bc.ca/reporting/).

<sup>6</sup> Completion rates require an estimate of migration from British Columbia. Rates are calculated for each district, but migration precludes accurate rates for individual schools.

Aboriginal students are best served by improvements designed specifically to engage them, and to enrich their school experience. The Ministry 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-three out of 60 school districts have signed agreements.

Finally, based in part on input from school districts, and as part of our ongoing goal to have every student achieve their full potential, the Ministry is reviewing the completion rate in conjunction with the results of a pilot, designed to offer a more comprehensive measure of student success. Personalized learning for every student will require new ways of assessing the success of every student.

### ***Success Rate***

*Each year the Ministry produces a Completion Rate which tracks students beginning in Grade Eight to determine the percentage who complete with a Dogwood Diploma within six years. An adjustment is made to estimate the number of students who leave the British Columbia education system for reasons currently unknown. Districts review the completion rate and several then take the additional step of creating a modified version at the district level to account for local contextual factors like changing demographics and short-term international exchange students.*

*The Ministry met with school districts to discuss their concerns and, as a result, a second consistent and complementary measure related to completing school has been created, based on comparing the expected results for individual students with their actual outcome. The intent of the Success Rate is to more accurately reflect the success of every student by removing students who are known to have moved from the Province, international students who are studying in BC on a short-term basis, deceased students, and students who withdraw due to serious illness.*

*The Success Rate, like the Completion Rate, will be useful to track improvement over time. It will take a number of years to build up this history. The process of collecting the data required to create this measure has undergone a Privacy Impact Assessment to ensure the data exchange between school districts and the Ministry is done in a way that protects student's personal information.*

*In 2013, the Ministry worked with all school districts to operationalize the success rate. The pilot showed:*

- it is possible to create the success rate in all districts but the difficulty varies based on the technical resources available to the district,*
- a benefit of the process was that it encouraged school district staff to think about individual student progress, and*
- the success rate is not always higher than the completion rate and in most districts the results of the two measures are very close.*



### ***New Graduation Requirements***

*An education transformation that reinvests curriculum and assessment to better prepare students for the 21st century necessitates a new graduation program to recognize the success of students.*

*This Ministry and an advisory group of experienced education leaders from throughout the province held consultations in the fall of 2012. Thousands of parents, students, teachers, administrators, and representatives of the business, trades, and the post-secondary sectors took part. Some of their ideas are summarized online: [www.bced.gov.bc.ca/graduation](http://www.bced.gov.bc.ca/graduation).*

*With all of that information, the Ministry, aided by the advisory group, identified possible future directions. Following additional work with various partner groups, the Ministry will refine those possibilities into specific recommendations, for Government consideration, toward the development of a new graduation program.*

*The implementation of any new graduation requirements or program will occur over several years.*

### **Discussion – Assessment Transformation**

All forms of assessment play an important role in understanding and improving student learning. Because assessment is closely interconnected with curriculum, a consistent approach will include making sure that all forms of assessment and evaluation are closely aligned with any curriculum changes made.

Assessments will continue to be based on learning standards evaluating student achievement, core competencies, essential concepts and key learning outcomes. However, more flexibility will be introduced into the assessment process wherever possible.

Since curriculum redesign is underway, more specific input on all forms of assessment is necessary to define what the redesigned framework will look like. Further discussions about requirements for effectively supporting transformation efforts in classroom and large-scale assessments will continue during the 2013/14 school year.

### **Discussion – Communicating Student Learning (Reporting)**

Aligning curriculum, assessment, evaluation and communicating student learning approaches will be key in these transformation efforts. To date, consultations regarding communicating student learning have resulted in the following recommendations:

- Shift from “reporting” to “communicating student learning”;
- Support meaningful communication between teachers, parents and learners;
- Report on core competencies and key areas of learning;
- Focus on learning standards (curricular competencies and content/concepts) in areas of learning (subjects);
- Enable ongoing communication (with provincial guidelines and supports);
- Maintain formal, written summative reports at key times in the year;
- Use clear performance standards-based language; and
- Move toward meaningful descriptions, collections, and demonstrations of student learning.

Over this school year, more input will be sought from all stakeholders to inform our direction.





**Objective 3.2: A transparent and responsive education system that works with families, employers and communities to position students for success in post-secondary education and in the workplace.**

Now more than ever, B.C.'s future prosperity is dependent on the education system developing educated and skilled people: self-reliant people skilled at communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy. Families need to be involved in their children's education, feel that their children are engaged at school, and see evidence of their children's progress. Students, families, and teachers all need assurance that the teaching profession is administered in a way that is transparent, ensures high standards for education, certification, conduct and competence, and puts the public interest first.

Creating an education system that can respond to students' personal learning needs requires the accurate collection and understanding of information about students: who they are, how they are doing and what their personal learning needs are. Collection of student information is completed respectfully in full accordance with privacy protection laws.

In our goal to improve outcomes for all students, the Ministry and its partners are reaching out to families and the public to engage in productive dialogue. We are working to make more information and data sets publicly accessible, except those which may hold legally sensitive or personal information. With more information available to students, teachers, parents, interest groups, researchers or members of the public, a richer conversation about education can take place through which new ideas will arise, leading to improvements in both system administration and student learning.

***Open Data and Information***

*Open Data makes data information collected by the Ministry available to the public in an open, standardized and usable format. While the ministry continues to update the [DataBC website](#) with new data sets, we know that raw data isn't always easy for everyone to use. Our goal is to provide tools that make data understandable and accessible – focusing on parents and educators in particular. Publishing relevant data online in both raw and consumable formats will increase transparency of government processes and performance, and will support new tools aimed at improving government services.*

*Open Information makes ministry information that may be of use to citizens publicly available. By releasing this information, we can provide citizen-centered service, keeping the open government principle of transparency at top of mind. Publishing relevant information online provides the public with information they can use to help provide informed input on policy and programs. Open information also proactively responds to common requests for information that come from the public. Visit the [Freedom of Information](#) website for more information on government's proactive approach to providing citizens with open, accessible and transparent information.*

Open data is an important element of the ministry's commitment to open government, which is based on the principles of transparency, participation and collaboration. Everyone is invited to join the interactive conversation on education on [BC's Education Plan](#) website and also to contribute their ideas for transforming curriculum and assessment using the [feedback form](#). With better information feeding different perspectives from a broad range of sources, we are fostering a collaborative system that is responsive to public input and committed to continuous improvement.

### *Inviting Your Input*

*Over the past year we've continued to engage the public in conversations around education transformation. We've asked for input on everything from policy and legislation to proposed new directions in curriculum and the graduation program. Your input continues to inform our work.*

*In the year ahead we'll continue to invite your comments and to share stories about what transformation looks like in BC schools. We recognize that education transformation is happening all across the province, and acknowledge that the ministry has a role in collecting and sharing stories that help to showcase what's possible when we work together with a shared purpose: to provide the best possible education for every BC student.*

*We believe education is everybody's business. That's why we are committed to sharing stories that chronicle our system's transformation, and why we continue to strive to broaden our engagement with the public through multiple platforms, including social media. With more than 4,500 followers on our BC Education Plan Twitter account, 2,100 on our ERASE Bullying Account, and nearly 2,000 more on our [BC Education and Literacy Facebook page](#), we're proud to be part of a collaborative community interested in learning about and contributing to innovation in K-12 education. For complete contact information, please see Ministry Contact Information on page 40.*

*Since the launch of BC's Education Plan in 2011, we've had over 60,000 visits to the [BCEdPlan website](#) and nearly 6,000 comments. We've heard from British Columbians on a number of topics such as curriculum, assessment, reporting, parent-teacher relationships, the need for high quality teaching opportunities, ways to personalize student learning experiences, and so much more. For a synopsis of what we've heard, please see our [What You've Said Report](#).*

## **Strategies**

- Encouraging parents and the public to engage in the process of education transformation, including an enhanced web presence and public dialogue around education transformation;
- Making the data and information of the education system transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C. For an easy to use tool to help parents access a wide variety of information on their children's school, please visit the Discover Your School website at [www.discoveryourschool.gov.bc.ca](http://www.discoveryourschool.gov.bc.ca);
- Working with school districts to set clear targets and accountabilities for increased trades training enrolment, improved trades promotion and expanded partnerships with industry and post-secondary institutions; and
- Improving the accountability framework that guides the education sector toward improving student achievement.

# Resource Summary

Core Business Area	2013/14 Restated Estimates <sup>1</sup>	2014/15 Estimates	2015/16 Plan	2016/17 Plan
<b>Operating Expenses (\$000)</b>				
Public Schools Instruction .....	4,495,835	4,495,835	4,495,835	4,495,835
Public Schools Administration .....	368,974	368,974	368,974	368,974
Learning Improvement Fund .....	60,000	75,000	75,000	75,000
Independent Schools .....	280,700	280,700	280,700	280,700
Transfers to Other Partners .....	78,075	84,087	88,075	88,075
Executive and Support Services .....	45,765	45,765	45,765	45,765
Children's Education Fund special account .....	30,001	30,001	30,001	30,001
Teachers Act Special Account .....	6,400	6,400	6,400	6,400
<b>Total .....</b>	<b>5,365,750</b>	<b>5,386,762</b>	<b>5,390,750</b>	<b>5,390,750</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
Executive and Support Services .....	952	1,238	2	2
<b>Total .....</b>	<b>952</b>	<b>1,238</b>	<b>2</b>	<b>2</b>
<b>Capital Plan (\$000)</b>				
Schools .....	469,054	438,217	421,118	450,898
<b>Total .....</b>	<b>469,054</b>	<b>438,217</b>	<b>421,118</b>	<b>450,898</b>

<sup>1</sup>For comparative purposes, amounts shown for 2013/14 have been restated to be consistent with the presentation of the 2014/15 Estimates.

\*Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

## Resource Summary Public Schools

Public Schools	2013/14 Forecast	2014/15 Budget	2015/16 Plan	2016/17 Plan
<b>Combined Income Statement (\$000)<sup>1</sup></b>				
<b>Total Revenue</b> .....	<b>5,661,778</b>	<b>5,683,595</b>	<b>5,686,095</b>	<b>5,692,094</b>
<b>Total Expense</b> .....	<b>5,612,647</b>	<b>5,667,475</b>	<b>5,668,837</b>	<b>5,681,974</b>
<b>Operating Results</b> .....	<b>49,131</b>	<b>16,120</b>	<b>17,258</b>	<b>10,120</b>
<b>Gain (Loss) on sale of capital assets (if applicable)</b> .....				
<b>Net Results</b> .....	<b>49,131</b>	<b>16,120</b>	<b>17,258</b>	<b>10,120</b>

<sup>1</sup> This combined income statement includes 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 new school and a number of school replacement projects.

### Oak Bay High School

School District No. 61 (Greater Victoria) is replacing this existing 1,500-student-capacity school with a 1,300-student-capacity school on the current site in Victoria. This includes district-funded space for 100 international students. There are currently no known risks with this project, other than standard risks associated with any major capital project in the public or private sector.

The new school will include a Neighbourhood Learning Centre, partnering with Oak Bay Parks and Recreation, with the following proposed features:

- Day Care space;
- After School Care;
- Activity Rooms; and
- Teen Centre.

In addition to these features, the District of Oak Bay has pledged \$1,000,000 to the development of a performing arts theatre that will be converted from an existing gymnasium.

It is estimated that the new school will cost \$52.5 million to build.

This new school is being constructed according to strict seismic and environmental standards that will improve safety of the students and staff and lower operating and maintenance costs for the Board.

### *Shared Services*

*B.C.'s 60 school districts manage a variety of administrative services from school buses to hiring new teachers. The Ministry is working with school districts on common initiatives, or shared services, that have the potential to improve productivity.*

*The Ministry will continue to collaborate with school districts to find greater efficiency in delivering administrative services such as procurement, legal services, human resources and payroll, attendance support and occupational safety, and information and communications technology. Working Groups made up of expert district personnel will develop business cases to guide school district decision-making with a view to reducing the cost of administrative overhead and ensuring maximum resources for the classroom.*

### **Kitsilano Secondary School**

School District No. 39 (Vancouver) is replacing and renovating the existing 1,500-student-capacity school to the same capacity on the current site. The three-stage project will include a new wing and renovation of the old heritage wing/façade. There are currently no known risks with this project, other than standard risks associated with any major capital project in the public or private sector.

The new school will include a Neighbourhood Learning Centre, with the following proposed features:

- Theatre;
- Gymnasium space; and
- Weight/Fitness Facility.

It is estimated that this replacement school will cost \$57.8 million to build.

This new school is being constructed under government's Seismic Mitigation Program according to strict seismic and environmental standards that will improve safety of the students and staff and lower operating and maintenance costs for the Board.

### **Belmont and Royal Bay Secondary Schools**

Belmont Secondary School in School District No. 62 (Sooke) is being replaced through the construction of a 1,200-student capacity school on the site of the former Glen Lake Elementary in Langford, and a new 800-student capacity secondary school at the Royal Bay site in Colwood. The current Belmont Secondary site will be sold and the net proceeds will be contributed to the replacement school project, up to \$30 million. The only known risks with this project, other than standard risks associated with any major capital project in the public or private sector, are the risks associated with the sale of the current Belmont property.

Both projects include Neighbourhood Learning Centre space, which will provide programs to assist students and families in the family support centre, health and wellness screening office, education centre, and intergenerational multipurpose room with a community kitchen, childcare facility along with an expanded gymnasium (Belmont) or expanded theatre facilities (Royal Bay). In addition, a joint-use agreement with the City of Langford will provide for the use of the adjacent sports fields.

It is estimated that the replacement of Belmont Secondary will cost \$53.9 million, and the new Royal Bay will cost \$40.8 million.

These new facilities will be energy efficient resulting in lower operating costs, maximize the use of wood in construction and will be safer in the event of an earthquake. The new schools are expected to open in September of 2015.

### **Centennial Secondary School**

School District No. 43 (Coquitlam) is replacing the existing 1,475 student-capacity Centennial Secondary with a 1,250-student capacity school on its current site located in the City of Coquitlam. There are currently no known risks with this project, other than standard risks associated with any major capital project in the public or private sector.

The 13,955 square metre replacement school will include a 1,870 square metre Neighbourhood Learning Centre to assist students and families in the local community, incorporating the following proposed features:

- Youth and Family Support Centre;
- Fraser Health Clinic Rooms;
- New Canadians Welcoming Centre; and
- Shared reception lunchroom, four classrooms, three boardrooms, four interview rooms.

As with all new schools, the replacement facility will be constructed according to the current seismic standards to improve the life safety of students and staff.

The school has been designed to the latest environmental standards, which will reduce operating costs and carbon emissions. Its design includes innovative mechanical system design featuring:

- Heating and ventilating plant comprised of an air-source roof mounted heat pump and high-efficiency condensing boilers;
- Heat recovery and active chilled beam systems for teaching spaces, private offices, Neighbourhood Learning Centre, and gymnasium areas;
- Hybrid mechanical ventilation using solar chimneys; and
- Solar wall providing passive heat recovery.

The new Centennial Secondary School is estimated to cost \$56.8 million to build and is expected to open in September of 2015.

## 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**

### Ministry Mailing Address

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### Minister's Office

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### BC's Education Plan

Everyone is invited to join the conversation on education on the engagement portion of [BC's Education Plan](http://engage.bcedplan.ca/) website. To read or post comments on various topics, please visit the engagement website at <http://engage.bcedplan.ca/>. Inquiries may also be sent via email to [bceducationplan@gov.bc.ca](mailto:bceducationplan@gov.bc.ca).

### Social Media

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