

**Ministry of
Education**

**2015/16 – 2017/18
SERVICE PLAN**

February 2015



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Minister Accountability Statement



The *Ministry of Education 2015/16 - 2017/18 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.

A handwritten signature in black ink, appearing to read 'Peter Fassbender', written over a light grey background.

Honourable Peter Fassbender
Minister of Education
February 2, 2015

Purpose of the Ministry

The purpose of the British Columbia school system is to enable the approximately 553,000 public school students, 81,000 independent school students, and over 2,200 home-schooled children enrolled each school year, to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The Ministry provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The Ministry's role in helping to meet the purpose of the school system involves co-governing the K-12 education system with boards of education, working closely with a network of partners, including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector. Specific 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.

Strategic Direction

The goal of this government is to make sure British Columbians are at the front of the line for the one million job openings forecast for the B.C. economy in the coming years. The ability of British Columbians to fully take advantage of our growing economy is determined in part by ensuring that the right opportunities are made available to students in different areas of the province. To this end, the Ministry is focused on priorities outlined in the [Minister of Education's Mandate Letter](#): a balanced budget; labour stability; successful implementation of [B.C. Jobs Plan](#) and [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#) priorities; and continuation of the educational reforms outlined in the [B.C. Education Plan](#). In accordance with the [Taxpayer Accountability Principles](#), we need to ensure we are stretching the value of every dollar provided by taxpayers to

B.C.'s school system. By working with school districts to reduce the cost of administrative overhead, we can help maximize resources for the classroom. Most of the activities leading to successful delivery of this Plan will depend on effective collaboration between government ministries, school districts, teachers, parents, post-secondary institutions, provincial agencies, industry and employers.

Strategic Context

B.C. has a strong education system, with motivated and talented students, outstanding teachers, committed parents, skilled administrators, and dedicated education partners. B.C. students perform among the best in the world by many [measures](#). A characteristic of a strong education system is that it strives to continuously improve for the benefit of students; accordingly, we must continue to work with our education partners to improve outcomes for all students, and address differences amongst particular groups of students, most notably Aboriginal students.

There is evidence of growing student disengagement as today's students begin to feel their learning experience is disconnected from their "real world" context. The world is changing rapidly and we need to respond. We owe it to our students to keep pace, and create a more flexible and dynamic education system where students are more engaged and better prepared for their life's journey.

This situation is not unique to B.C. As part of its outreach to other leading jurisdictions, the Ministry has found they are all in the position to respond to similar trends and are taking this opportunity to pursue 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.¹

In B.C. we have an incredible opportunity on the horizon: 1 million jobs. About 530,000 young people will enter the job market over the next 10 years. [B.C.'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.

Our directions are informed by economic forecasting and labour information, as described by the [Ministry of Jobs, Tourism and Skills Training](#). The Economic Forecast Council expects B.C.'s real GDP to grow by 2.6 per cent in 2015 and 2.8 per cent in 2016. Downside risks to B.C.'s economic outlook include the potential for a slowdown in domestic and U.S. activity, ongoing fragility in Europe, and slower than anticipated Asian demand. Additional risks include a fluctuating Canadian dollar and weak inflation, in part due to lower oil prices.

¹ B.C. is a member jurisdiction of the [Global Education Leaders' Partnership](#) and B.C.'s innovative [Aboriginal Enhancement Agreement strategy](#) has resulted in one of the highest academic performance rates for Aboriginal students anywhere in the world.

Goals, Objectives, Strategies and Performance Measures

The Ministry will continue to work towards our vision of “capable young people ready to thrive in a rapidly changing world”. Through three goals, we will support government priorities including the [B.C. Jobs Plan](#), [B.C.’s Skills for Jobs Blueprint](#) and [Taxpayer Accountability Principles](#) while strengthening the K-12 education system. The performance measures included in the 2014/15-2016/17 Service Plan have been reviewed, resulting in the replacement of some measures and the introduction of new measures to more accurately reflect the Ministry’s mandate and strategic directions. These changes are discussed in relation to each relevant performance measure. In keeping with the transformation of the education system in B.C., the Ministry will periodically review and reconsider the Service Plan goals, objectives and performance measures.

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

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

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.

Performance Measure 1: Grade to grade transition rates

Performance Measure	2011/12 Baseline	2014/15 Forecast	2015/16 Target	2016/17 Target	2017/18 Target
Grade 8 to Higher Grade	97%	≥97%	≥97%	≥97%	≥97%
Grade 9 to Higher Grade	96%	≥97%	≥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

Students moving from one grade to the next provides an important indication of student success in the K-12 education system. The more students who 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.

Grade 8 and 9 transition rates are stable at 97%. The 3% who do not transition either migrate to another jurisdiction, or repeat the grade. Very few drop out, as most grade 8 and 9 students are legally too young to reside in BC and not attend school. Grades 10 and 11 non-transition rates are stable at 8 percent and 12 percent respectively. The increase over grade 8 and 9 rates is most likely due to students dropping out, but other factors such as out-migration and repeating a grade may exist. To help inform actions and improve student transitions, the Ministry is implementing a system in September 2015 to determine what happens to all students who leave the system before graduating.

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

Strategies

- Recognizing multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, home schooling, apprenticeships, learning in the community, the arts, public libraries, trades training involving local industry and group learning options; and
- Creating more flexibility and accountability within the funding system for education that supports 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.

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 Health on the Healthy Schools BC initiative, which aims to improve the educational and health outcomes of students using a Comprehensive School Health approach. In their Service Plan, the Ministry of Health is reporting on the percentage of students who report at school they are learning to stay healthy. The Ministry of Education's role is to provide advice, consult with education partners on development of resources and implementation of the initiatives, and maintain effective communication. with school districts;
- 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. To support this work, the Ministry has appointed a Superintendent of Careers and Student Transitions, and with the Ministry of Advanced Education has appointed a Superintendent of Graduation and Student Transitions; and
- Creating partnerships between the K-12 education sector, post-secondary institutions, business and local communities to help connect students with opportunities available in various sectors

and supporting them to form and achieve their career goals. For more information, visit [Discover Skills](#) online or refer to [B.C.'s Skills for Jobs Blueprint](#).

Performance Measure 2²: Percentage of students who are prepared for a job in the future or for a post-secondary education

Performance Measure	2013/14 Baseline	2014/15 Forecast	2015/16 Target	2016/17 Target	2017/18 Target
Percentage of grade 10 students who report that they are satisfied that school is preparing them for a job in the future.	37%	39%	41%	43%	45%
Percentage of grade 12 students who report that they are satisfied that school is preparing them for a job in the future.	25%	27%	29%	31%	33%
Percentage of grade 10 students who report that they are satisfied that school is preparing them for a post-secondary education.	48%	49%	50%	52%	54%
Percentage of grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education.	41%	42%	43%	45%	47%

Data Source: Ministry of Education, Satisfaction Survey www.bced.gov.bc.ca/reporting

Discussion

The Satisfaction Survey is administered annually as part of the accountability cycle and gathers opinions from students, parents/guardians and school staff on achievement, human and social development and safety. The number of students reporting satisfaction that school is preparing them for jobs in the future or for post-secondary education shows the impact of working with the Ministry of Advanced Education to increase the number of K-12 students entering post-secondary education and facilitate transitions to the workplace. Students reporting that they are satisfied that school is preparing them for a job, and students reporting that they are satisfied that school is preparing them for a post-secondary education reached lows in 2013/14. These declining numbers are of concern and are areas in which the Ministry will work with its education partners to improve, using [B.C.'s Education Plan](#) and [B.C.'s Skills for Jobs Blueprint](#) as guides to lead this work. In response to feedback from education partners, the ministry will work to continually improve the Satisfaction Survey to provide this and other relevant information to inform actions.

Performance Measure 3³: Student participation in youth apprenticeship programs

Performance Measure	2013 Baseline	2014 Forecast	2015 Target	2016 Target	2017 Target
Percentage increase over previous year in the number of students participating in youth apprenticeship programs*	3,000	3,300	3,700	4,200	5,000

Data Source: Industry Training Authority

* Data for this measure are collected on a calendar year basis.

² Transition rate of high school students to public post-secondary education was replaced with performance measures that reflect paths to both post-secondary education and the world of work at multiple, strategic points in the graduation years.

³ As education partners work together to develop an improved provincial assessment program and Accountability Framework, tools beyond the current Foundation Skills Assessment and provincial examinations are being explored to evaluate system performance; these jointly-identified and developed measures for student success are expected to be reflected in future service plans, providing increased coherence between the Accountability Framework for school districts and the Ministry's Service Plan.

Discussion

Of the one million job openings expected by 2022 in B.C., 43 per cent will require trades or technical training. [B.C.'s Skills for Jobs Blueprint](#) helps align training and education with in-demand jobs. The Ministry of Education is working with the Ministry of Advanced Education, the Ministry of Aboriginal Relations and Reconciliation, the Ministry of Jobs, Tourism and Skills Training, the Ministry of Social Development and Social Innovation, the Industry Training Authority and other partners to provide a head-start to hands-on learning so students are ready for the workforce or more advanced training upon graduation. The increase in the number of students participating in youth apprenticeship programs gives insight into whether students are connected to opportunities available in various sectors. Higher targets in later years demonstrate the impact of improvements to programs designed to expand access to trades training for youth.

Goal 2: Effective support for teachers.

Objective 2.1: Improved communication with teachers.

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.

Strategies

- Improving educational opportunities, support and mentoring for prospective, new and experienced teachers;
- Working with districts and teachers to ensure educators have effective technology to support student success;
- Working with our education partners to support ongoing professional development for teachers, based on the standards established by the BC Teacher's Council and recognizing our shared interest in promoting a strong professional identity within the teaching profession; and,
- Improving access to information regarding best practices in teaching.

Performance Measure 4: Schools on the Next Generation Network

Performance Measure	2014/15 Forecast	2015/16 Target	2016/17 Target	2017/18 Target
Percentage of schools on the Next Generation Network	25%	50%	75%	100%

Data Source: Ministry of Education, Information & Technology Management Branch

Discussion

To ensure students are able to thrive in an increasingly digital world, [B.C.'s Education Plan](#) must continue to support quality learning empowered by technology. The Next Generation Network (NGN) is an initiative that will transform the Provincial Learning Network to a high-capacity modern network that can grow and adapt to changing needs. The initiative will convert approximately 1,650 school district sites to the NGN over a period of three years. When school districts are on the NGN, they will have the bandwidth to facilitate access to technology and services that students, parents and teachers need to support success in the learning environment and promote digital literacy. The NGN will also provide a critical foundation for other system-wide tools such as MyEducationBC and connect schools and communities across the province through a robust data-carrying network.

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

Objective 3.1: High standards for individual students.

Strategies

- Supporting, measuring and reporting student success across the K-12 system 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
- Working with provincial education partners to evaluate and improve B.C.'s provincial assessment program and K-12 Accountability Framework.
- Facilitating access to the technology students and parents need to support success in personalized learning and setting standards for digital literacy.

Performance Measure 5⁴: Completion rate

Performance Measure	2011/12 Baseline	2014/15 Forecast	2015/16 Target	2016/17 Target	2017/18 Target
The percentage of students who complete school within six years of first starting Grade 8	82%	85%	86%	≥86%	≥86%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	61%	62%	63%	≥64%
The percentage of students with Special Needs who complete school within six years of first starting Grade 8	56%	61%	62%	63%	≥64%

Data Source: [Completion rates](#) are based on data collected by the Ministry of Education.

Note: Special Needs students include those with Sensory Disabilities, Learning Disabilities and Behavioural Disabilities

⁴ The School Readiness performance measure was removed from this year's service plan for two reasons. First, Early Development Instrument (EDI) results are impacted by many variables that are beyond the influence of Ministry of Education programs and policies. Second, data collection for the EDI is not completed on an annual basis resulting in difficulties in setting targets and reporting meaningful results in the service plan.

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.⁵ Targets have been set acknowledging that as graduation rates improve, significant year over year increases become more challenging; however, a longer term outlook underscores our gains in this area.

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.

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.;
- Working with school districts on the successful delivery of capital projects that support student learning in communities across B.C.;
- Implementing MyEducationBC, which will offer improved tools for communicating with students and parents about student learning;
- 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, guided by the [B.C. Jobs Plan](#) and [B.C.'s Skills for Jobs Blueprint](#); and,
- Improving the accountability framework that guides the education sector toward improving student achievement.

Performance Measure 6: Capital project performance

Performance Measure	2014/15 Forecast	2015/16 Target	2016/17 Target	2017/18 Target
The percentage of school district capital projects that meet their approved schedule and budget.	80%	83%	86%	90%

Data Source: Ministry of Education, Capital Management Branch

⁵ For more information about past and present completion rates, please visit www.bced.gov.bc.ca/reporting/.

Discussion

This performance measure evaluates the delivery of school districts capital construction projects within the Ministry's annual capital plan. The number and value of projects varies from year to year. This measure allows the ministry to assess how effectively school district capital projects are delivered with respect to scope, schedule and budget. Projects range in size, scope and value and use a variety of procurement methods. The Ministry allocates funding and monitors cash flow, and boards of education are responsible for delivering school capital projects according to approved scope, schedule and budget.

Resource Summary

Core Business Area	2014/15 Restated Estimates ¹	2015/16 Estimates	2016/17 Plan	2017/18 Plan
Operating Expenses (\$000)				
Public Schools Instruction	4,495,835	4,622,235	4,656,535	4,693,435
Public Schools Administration	368,274	339,274	314,274	314,274
Learning Improvement Fund	75,000	98,100	100,000	100,000
Independent Schools	280,700	310,500	358,100	374,400
Transfers to Other Partners	84,087	45,575	82,275	86,475
Executive and Support Services	46,308	45,148	43,248	43,468
British Columbia Training and Education Savings Program special account	30,001	30,001	30,001	30,001
<i>Teachers Act</i> Special Account	6,400	7,610	6,420	6,432
Total	5,386,605	5,498,443	5,590,853	5,648,485
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	1,238	916	2	2
Capital Plan (\$000)				
Public Schools	438,217	392,109	469,751	552,167

¹For comparative purposes, amounts shown for 2014/15 have been restated to be consistent with the presentation of the 2015/16 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	2014/15 Forecast	2015/16 Budget	2016/17 Plan	2017/18 Plan
Combined Income Statement (\$000)¹				
Total Revenue	5,437,173	5,798,773	5,815,973	5,852,973
Total Expense	5,407,076	5,786,538	5,806,552	5,852,973
Net Operating Results	30,097	12,235	9,421`	0

¹ 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 publicly 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, all new or replacement schools are built to the latest seismic safety standards, are built to LEED Gold© or equivalent, and may include up to 15% additional space to accommodate a Neighbourhood Learning Centre (NLC) that enables school districts to partner with local organizations to deliver community services.

There are currently no known risks with any of the projects listed below, other than standard risks associated with major capital projects in the public or private sector. In each case, students, staff, and the local community will enjoy the benefits of having a new school that is seismically safe, more efficient to operate and maintain, and more functional for meeting the needs of 21st Century learners.

Clayton North Secondary School

School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. The school is expected to cost \$55 million and be complete in 2017. Enrolment in this part of Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir which is operating over its current capacity.

Oak Bay High School

School District No. 61 (Greater Victoria) is replacing the existing secondary school with a 1,300-student-capacity school on the current site, which includes district-funded space for 100 international students. It is estimated that the new school will cost \$52.5 million to build and it is scheduled to open September 2015.

Kitsilano Secondary School

School District No. 39 (Vancouver) is replacing and renovating the existing 1,500-student-capacity school on the current site. The three-stage project includes a new wing and renovation of the old heritage wing/façade. It is estimated that the project will cost \$62.2 million and be complete in 2017.

The school is being constructed under government's award-winning [Seismic Mitigation Program](#).

Belmont and Royal Bay Secondary Schools

School District No. 62 (Sooke) replacing 1,200-student capacity Belmont Secondary School with a new school on the site of the former Glen Lake Elementary in Langford, and building a new 800-student-capacity secondary school at the Royal Bay site in Colwood. It is estimated that the replacement of Belmont Secondary will cost \$61.6 million, and the new Royal Bay will cost \$40.8 million. Both schools are scheduled to open in September 2015.

Centennial Secondary School

School District No. 43 (Coquitlam) is undertaking a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The new school is estimated to cost \$56.8 million to build and is expected to be complete in 2016.

Appendix: Ministry Contact Information

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