

Ministry of
Education

2007/08
Annual Service Plan Report



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ADDENDUM TO THE 2007/08 ANNUAL SERVICE PLAN REPORT

This addendum to the 2007/08 Annual Service Plan Report contains data on performance measures not available at the time of publication.

Objective 1.2: B.C. students will learn to make responsible choices related to health and safety

The Ministry of Education is committed to the ActNow BC initiative and is supporting the Government of British Columbia's Great Goal, to "lead the way in North America in healthy living and physical fitness," by ensuring that B.C. students learn to make responsible choices related to health and safety.

Performance Results

Performance Measure	2006/07 Actual	2007/08 Target	2007/08 Actual
Rate of physical activity in K-12 students (percentage of students who exercise for at least 30 minutes per day, five days a week)	49%	50%	51% Exceeded

Data Source: Annual Satisfaction Survey, Ministry of Education.

Discussion of Results

Physical activity is one of the key components of ActNow BC — it helps to prevent obesity related illnesses later in life, as well as helping to improve learning outcomes for students. Students in Grades 4¹, 7, 10 and 12 are asked about their level of physical activity in the Ministry's Annual Satisfaction Survey.

This measure assesses the percentage of children who are physically active 30 minutes per day, five days a week. This measure also allows the Ministry, schools, and school districts to assess the effectiveness of strategies to promote physical activity.

¹ Where there was no Grade 4 class in a school, Grade 3 students, their parents, and school staff were asked to complete the survey.

In the 2005/06 Satisfaction Survey, students were asked if they engaged in moderate to intense exercise for at least 20 minutes per day, five days per week. In the 2006/07 and 2007/08 Satisfaction Survey, students were asked if they engaged in moderate to intense exercise for at least 30 minutes per day, five days a week.

To help students develop healthy habits, the Ministry of Education has introduced the Daily Physical Activity requiring all students in BC to participate daily in healthy levels of physical activity.

Objective 1.3: B.C. students will have the opportunity to focus on career development

Performance Results

Performance Measures	2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual
Participation in industry training programs:				
Secondary School Apprenticeship program	1,431	1,706	1,700	1,860 EXCEEDED
Accelerated Credit Enrolment in Industry Training programs	2,309	2,974	4,000	4,010 EXCEEDED

Data Source: Ministry of Education's 1701 form data, Industry Training Authority data.

Discussion of Results

This indicator measures the number of students who participate in the Secondary School Apprenticeship program and Accelerated Credit Enrolment in Industry Training program. Skilled trades programs provide valuable and rewarding training to students. The number of students participating in these programs indicates the success of the education system in attracting students to a career in the trades sector.

As there are challenges in recruiting skilled trades workers, attracting students to the trades sector and providing them with the opportunity to learn relevant skills is critical in order for Government to meet the requirements of the labour market.

Objective 2.1: An environment of choice and flexibility exists in order to meet the specific educational needs of students (and parents)

Objective 2.2: Better integration of services to improve service delivery to students and parents

Performance Results

Performance Measures	2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual
Percentage of public school students and parents satisfied with educational choices available to them				
Parents	70%	70%	71%	72% EXCEEDED
Students	47%	48%	50%	49% SUBSTANTIALLY ACHIEVED

Data Source: Annual Satisfaction Survey, Ministry of Education.

Discussion of Results

In order to provide the best service and support possible, the Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety. In the annual Satisfaction Survey parents and Grade 10 and 12 students are asked about their satisfaction with the educational choices available to them. The level of satisfaction of parents and students serves as a critical measure for assessing the overall performance of the education system.



Message from the Minister and Accountability Statement

In 2001, our government set out a plan to work with educators, students and parents to ensure a high level of student achievement. We have made significant progress towards our goal of making B.C. the best-educated, most literate jurisdiction on the continent.

Through new and existing programs, we are committed to improving student achievement. In recent international testing, British Columbia placed well in math, reading and literacy. In 2006, B.C. placed fourth in the world in science, sixth in reading and thirteenth in math. And our grade fours are performing strongly on the international stage as well. B.C. was recognized as one of the top five jurisdictions in the world in the PIRLS assessment of reading literacy. To continue to build on these achievements, we are investing more than ever before in our students and schools.

Since 2001 our government has spent more than \$137 million on improving the literacy rate for all our citizens. We have just announced the Immigrant Parents as Literacy Supporters (Immigrant PALS) program for immigrant families and pre-school aged children who have been in Canada for up to three years. This program helps families who are new to British Columbia connect with their child's school.

As part of the provincial literacy plan ReadNow BC, we are establishing StrongStart BC centres throughout the province. These centres use under-utilized space in schools to help pre-schoolers develop linguistically, physically, emotionally and socially, setting them up for success in school. Currently, more than 85 StrongStart BC centres are operating in every corner of the province.

Our goal is to lead the way in North America in healthy living and physical fitness, and that starts with our youngest British Columbians. Starting in September, we are mandating 30 minutes of daily physical activity for all students, removing junk food from school vending machines and providing schools with tools to help their students make healthier choices.

B.C. is focused on leading the world in sustainable management, and education and schools play an important role in supporting this goal. B.C. schools will be built to LEED standards helping to reduce their carbon footprint. In addition, our students are taking an active role in preserving our environment through programs like Ecockits and the McTavish School Recycling System.

The Province is focusing on improving Aboriginal achievement. We are making curriculum more relevant to students. This year our Aboriginal curriculum has expanded to include English First Peoples 12 and First Nations Studies 12. The ministry is also signing Aboriginal

Education Enhancement Agreements with districts and Aboriginal communities to establish a collaborative partnership to set specific goals to improve student achievement. These agreements are the first of their kind in Canada.

The Ministry of Education's *2007/08 Annual Service Plan Report* compares the actual results to the expected results identified in the Ministry's *2007/08–2009/10 Service Plan*. I am accountable for those results as reported.

A handwritten signature in black ink that reads "Shirley Bond". The signature is written in a cursive, flowing style.

Honourable Shirley Bond
Minister of Education and Deputy Premier
Minister Responsible for Early Learning and Literacy

June 20, 2008

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Purpose of Ministry

The Government of British Columbia has set a goal to make B.C. the best-educated, most literate jurisdiction on the continent, and the Ministry leads this initiative. The Ministry provides leadership and funding, develops policy and legislation, oversees system governance, sets results-based standards, develops accountability frameworks, monitors performance and reports results for the K-12 education system. In 2005, literacy, early learning and public libraries were added to the Ministry mandate.

The Ministry of Education provides services to children and families accessing early learning services, students in the K-12 education system, and adults completing their secondary schooling, upgrading their skills and using public library services. The roles and responsibilities of the Ministry and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act*, the *Library Act* and accompanying regulations.

In partnership with boards of education, the Ministry of Education provides early learning services to children (before they enter school) and their families through initiatives such as StrongStart BC centres. The K-12 education system serves approximately 582,000¹ public school students, approximately 69,000 independent school students and almost 2,800 home-schooled children. Of the public school students there are about 59,000 students who are Aboriginal, and about 4,000 students (who have a Charter right to a Francophone education) who are enrolled in Conseil scolaire francophone de la Colombie-Britannique.² The Ministry of Education provides funding for adults for basic literacy and numeracy instruction to complete secondary school graduation requirements and for instruction for adults who are secondary school graduates and who wish to upgrade their skills.

The Ministry of Education is committed to ActNow BC and comprehensive school health. This approach recognizes that healthy children are better able to learn and that schools can directly influence children's health.

In support of the Government of British Columbia's goal to lead the world in sustainable environmental management, the Ministry of Education is working with the BC Climate Action Secretariat and collaborating with other government agencies, boards of education and independent school authorities and the private sector to establish and co-ordinate specific initiatives, strategies and programs to enhance environmental sustainability.

¹ This figure represents a student head count for the 2007/08 school year.

² Each year the Ministry collects information about the B.C. education system and produces student enrolment, teacher and school facility statistics at the school, district and provincial level. For more detailed information, please visit: www.bced.gov.bc.ca/reporting/enrol/student.php.

The Ministry achieves its goals through collaborative relationships with its partners.³ These partners include boards of education and independent school authorities, public libraries, community literacy organizations, First Nations representatives, and provincial ministries and agencies.

³ www.bced.gov.bc.ca/annualreport/2007/educ_part.pdf.

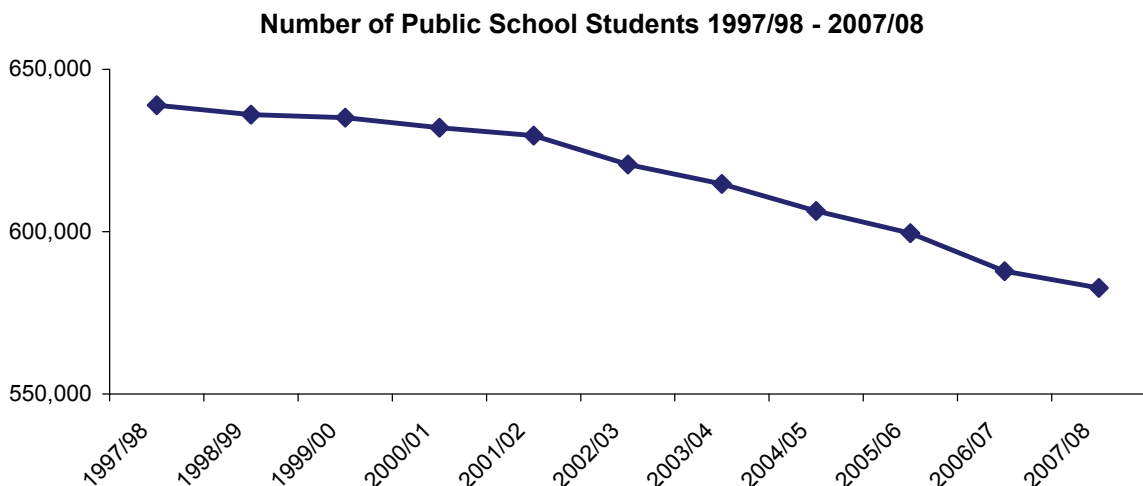
Strategic Context

Like any large organization, the Ministry of Education is influenced by the social, economic, and contextual factors that are part of everyday life in British Columbia. Factors such as the number and location of students, an aging population, labour relations, children’s health, and the special needs of children all impact the education system.

Examination of the Ministry’s risks and opportunities helps to identify those factors that are likely to affect the Ministry’s success in achieving its goals, and allows the Ministry to take advantage of opportunities or to take steps to minimize negative impacts.

Social Factors

- British Columbia’s students perform very well compared to other Canadian and international jurisdictions.
- Despite this overall high performance, the education system does not perform well in serving some groups — Aboriginal students are the most visible example. There is still a significant difference in the achievement levels of Aboriginal and non-Aboriginal students.
- Shifting Enrolment⁴ — Enrolment in the K-12 education system has declined by more than 50,000⁵ students since 2000/01. Despite this decline, there has been a trend toward increasing enrolment in year-round learning opportunities as evidenced by enrolment in online learning, courses offered in the summer, and adult education.



⁴ For additional public and independent school student data, please visit: www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf.

⁵ This figure represents funded school-age and adult FTEs.

- The number of children identified in special needs categories that qualify for supplemental funding has increased by more than 2,300 in the last five years (from 19,272 in 2003/04 to 21,612 in 2007/08).
- There are a significant number of children (29.6 per cent) who are not ready for school when they start Kindergarten — this results in students who are likely to have difficulty in school in the future.⁶
- A growing number of our students require English as a Second Language (ESL) services — almost an additional 3,700 students between 2002/03 and 2007/08.
- Over one million adult British Columbians, approximately 40 per cent, do not have the ability to understand and employ printed information in daily activities, according to the International Adult Literacy and Skills Survey.⁷

Economic Factors

- B.C.'s economy is booming and as a result, entry level workers are in high demand. This factor may have an impact on the secondary school completion rate, transition to post-secondary education and the skills that are required of workers to participate in the workforce.
- Alberta and British Columbia have an agreement to remove barriers to trade, investment and labour mobility between the two provinces. The agreement creates the second-largest economic region in Canada.⁸

Contextual Factors

- The Transformative Change Accord was signed by the Government of British Columbia, the First Nations Leadership Council and the Government of Canada in November 2005. The accord sets out to close the social and economic gap that exists between First Nations and other British Columbians in health, housing, education and economic opportunities.
- The Province of B.C., the First Nations Education Steering Committee and Canada signed the Education Jurisdiction Framework Agreement in July 2006. Through this agreement, and subsequent Federal enabling legislation, Canada has recognized First Nations' power to make laws over education on their own lands. B.C.'s legislation formally recognizes that right and enables boards of education and independent schools to enter into education agreements with participating First Nations.

⁶ The British Columbia Atlas of Child Development (Human Early Learning Partnership); Paul Kershaw, Lori Irwin, Kate Trafford, and Clyde Hertzman. 2005. www.help.ubc.ca/bc-atlas-child-development.htm

⁷ www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2

⁸ For more information about the Trade, Investment and Labour Agreement, please visit: www.tilma.ca/.

- British Columbia is seeking to expand Canada's gateway to the Pacific by building stronger relationships with Asia-Pacific nations through initiatives such as inter-modal transportation links, cultural exchange opportunities, and educational partnerships.
- The Council of Ministers of Education, Canada (CMEC)⁹ serves as an intergovernmental forum for provinces and territories to represent the national and international education interests of Canada's 13 provinces and territories. British Columbia is the lead on literacy, one of CMEC's three Pan-Canadian priorities.
- British Columbia is also the lead province of the Joint Consortium for School Health (JCSH)¹⁰ until 2010. The goal of the JCSH, established in August 2005 by provincial and territorial ministries and federal departments, is to strengthen the capacities of health, education, and other systems and agencies in school health promotion.
- The Ministry of Education, together with its partners, is continuing to address these social, economic and contextual factors by striving to improve student achievement, creating and supporting a high quality education system and improving literacy for all British Columbians.

⁹ For more information on the Council of Ministers of Education Canada (CMEC), please visit www.cmec.ca.

¹⁰ For more information on the Joint Consortium for School Health (JCSH), please visit www.jcsh-cces.ca.

Report on Performance

The Annual Service Plan Report is a means for a Ministry to demonstrate public accountability and communicate achievements to the public. The Ministry's progress in achieving its goals and objectives is assessed through performance measures and a comparison of actual results with targets. This Annual Service Plan Report will provide performance data on the performance measures presented in the *2007/08–2009/10 Ministry of Education Service Plan*.

There was a transition in service planning with the 2008/09 Service Plans; performance measures were streamlined to better accord with the priorities of the Ministry. This year's report is based on the Service Plan developed in 2007/08, and therefore will not reflect these new measures.

The changes will be seen in next years' report and will reflect the Ministry's effort to continuously review and improve upon the reporting of key performance outcomes of Ministry goals. The performance indicators reported in the 2008/09–2010/11 Service Plan provide data on the key outcomes that the Ministry has achieved and will continue to work towards.

The timing of the collection, availability and reporting of some performance data requires the Ministry to report on key outcomes after the publication of the *Annual Service Plan Report*. A supplement to this report will be provided by August 2008 to report on these data not yet available.

Performance Plan Summary Table

Goal 1: Improved student achievement For greater detail see pages 14 to 22	2007/08 Target	2007/08 Actual
1.1 Achievement will improve for all students		
Completion Rate: Overall	81%	Data Available December 2008
Completion Rate: Aboriginal	53%	Data Available December 2008
International Assessment: Programme for International Student Assessment — Reading	Be a leader internationally	Strong performer — SUBSTANTIALLY ACHIEVED
International Assessment: Programme for International Student Assessment — Math	Be a leader internationally	Strong performer — SUBSTANTIALLY ACHIEVED
National Assessment: Pan-Canadian Assessment Program — Reading	Be a leader nationally	4th in Canada — SUBSTANTIALLY ACHIEVED
National Assessment: Pan-Canadian Assessment Program — Math	Be a leader nationally	4th in Canada — SUBSTANTIALLY ACHIEVED
National Assessment: Pan-Canadian Assessment Program — Science	Be a leader nationally	4th in Canada — SUBSTANTIALLY ACHIEVED

Goal 1: Improved student achievement For greater detail see pages 14 to 22	2007/08 Target	2007/08 Actual
1.2 B.C. students will learn to make responsible choices related to health and safety		
Rate of physical activity in K-12 students: Percentage of students who exercise for at least 30 minutes per day, five days-a-week	50%	Data Available July 2008
Proportion of healthy food for sale in schools: Beverage Vending Products	70%	76% EXCEEDED
Proportion of healthy food for sale in schools: Snack Vending Products	60%	47% NOT ACHIEVED
1.3 B.C. students will have the opportunity to focus on career development		
Participation in industry training programs: Accelerated Credit Enrolment in Industry Training programs	4,000	Data Available July 2008
Participation in industry training programs: Secondary School Apprenticeship program	1,700	Data Available July 2008
Transition rate to post-secondary education	79%	Data Available December 2008

Goal 2: A high quality education system For greater detail see pages 22 to 25	2007/08 Target	2007/08 Actual
2.1 An environment of choice and flexibility exists in order to meet the specific educational needs of students (and parents)		
2.2 Better integration of services to improve service delivery to students and parents		
Percentage of public school students satisfied with educational choices available to them	71%	Data Available July 2008
Percentage of public school parents satisfied with educational choices available to them	50%	Data Available July 2008
2.3 A K-12 education system that is accountable		
Percentage of school districts that demonstrate improved achievement in all goal areas addressed by their Accountability Contracts	80%	73% NOT ACHIEVED

Goal 3: Improved literacy for all British Columbians For greater detail see pages 25 to 31	2007/08 Target	2007/08 Actual
3.1 Improved reading levels at all ages through greater access to literacy programs, services and information within communities		
International Adult Literacy and Skills Survey - percentage of adults who read successfully	65%	Data Available January 2009
Foundation Skills Assessment: Grade 4 Reading	80%	New Baseline Established
Foundation Skills Assessment: Grade 7 Reading	78%	New Baseline Established
Foundation Skills Assessment: Grade 4 Numeracy	88%	New Baseline Established

Goal 3: Improved literacy for all British Columbians For greater detail see pages 25 to 31	2007/08 Target	2007/08 Actual
Foundation Skills Assessment: Grade 7 Numeracy	84%	New Baseline Established
Percentage of students who pass Communications 12	98%	Data Available December 2008
Percentage of students who pass English 12	98%	Data Available December 2008
3.2 Improved school readiness		
School Readiness (Early Development Instrument) — per cent of children who enter Kindergarten developmentally ready to learn	75%	70.4% NOT ACHIEVED

Goals, Objectives, Strategies and Performance Results

Goal 1: Improved Student Achievement

Continuous improvement in student achievement refers to both academic achievement (including reading, writing, and numeracy) and non-academic achievement, such as learning to make responsible choices related to health and safety, and demonstrating the qualities of good citizenship.

Objective 1.1: Achievement will improve for all students

Strategies

- To assess, monitor, and report student achievement levels on:
 - Overall student population; and
 - Aboriginal students.
- To improve Aboriginal achievement by supporting school districts as they complete and implement Aboriginal Education Enhancement Agreements and to share information and best practices among school districts and other jurisdictions.

Performance Results

Performance Measures	2006/07 Actual	2007/08 Target	2007/08 Actual
Completion Rate			
Overall	80% ¹	81%	Data Available December 2008
Aboriginal	48%	53%	Data Available December 2008

Data Source: Data for completion rates are based on the Ministry of Education's 1701 form, student transcripts, and provincial exams.

¹ The Ministry has worked with School Districts to address a discrepancy in data collection that resulted in under-reporting the actual percentage of students that graduated with a Dogwood Diploma within 6 years of entering Grade 8. The 2006/07 percentage is based on the adjusted data.

Discussion of Results

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

The completion rate was chosen as a key performance measure because it is tangible evidence that students have succeeded in the K-12 education system, and because it allows students to make a successful transition to the next stage of their life — either post-secondary education or the workplace. Young adults have a far better chance of making a successful transition if they complete the graduation requirements to receive a secondary school graduation diploma.

The completion rate as of the publication date of this report is 80.4 per cent. The 2007/08 completion rate will not be reported until December to allow for students to finish courses, write final exams, and for the results to be tabulated and reported to the Ministry.

The performance targets have been set to work towards the Ministry goal of closing the gap between overall completion rates and aboriginal completion rates by 2015/16.

Performance Results

Performance Measures	2000/01 Actual	2003/04 Actual	2007/08 Target	2007/08 Actual ³
To continue to be a national leader in academic performance and improve B.C.'s world ranking				
Programme for International Student Assessment: Reading	Top performer ¹	Top performer ²	Be a leader internationally	Strong performer ³ — SUBSTANTIALLY ACHIEVED
Programme for International Student Assessment: Math	Strong performer ¹	Top performer ²	Be a leader internationally	Strong performer ³ — SUBSTANTIALLY ACHIEVED

Data Source: Programme for International Student Assessment and Pan-Canadian Assessment Program.

¹ Results are from the Programme for International Student Assessment conducted in 2000.

² Results are from the Programme for International Student Assessment conducted in 2003.

³ The data presented for 2007/08 is from the most recent Programme for International Student Assessment conducted in 2006. The results of this study were released in November 2007.

Discussion of Results

At the international level, British Columbia participates in the Programme for International Student Assessment (PISA). Initiated by member countries of the Organization for Economic Cooperation and Development, this assessment provides policy-oriented international indicators of the skills and knowledge of 15 year-old students.

The Ministry has focused on two of PISA's literacy-related subject areas for this performance measure — reading and mathematics. This assessment is a valuable tool, as it assesses students as they near the end of mandatory schooling, to ascertain whether they are able to analyze, reason, and communicate effectively, and whether they can demonstrate the capacity for life-long learning.

Based on the results of the 2006 PISA assessment, British Columbia's students were strong performers in comparison to 15 year-olds from around the world. Students from Finland and Korea were the top performers in reading and math. Additionally, students from Chinese Taipei and Hong Kong-China performed better than Canada in math.

Changes over time in the performance of students across the country and around the world in relation to British Columbia largely determine whether British Columbia is the top performing jurisdiction in reading and math. Overall, based on the 2000, 2003 and 2006 PISA results, British Columbia's students have maintained a high level of performance over time in comparison to students from around the world.

The target set in the *2007/08–2009/10 Service Plan* reflects the Ministry’s commitment to ensuring that B.C.’s students continue to perform well in relation to students from around the world.

Performance Results

Performance Measures	2007/08 Target	2007/08 Actual
To continue to be a national leader in academic performance and improve B.C.’s world ranking Pan-Canadian Assessment Program: Science	Be a leader nationally	4th in Canada ¹ — SUBSTANTIALLY ACHIEVED
Pan-Canadian Assessment Program: Reading	Be a leader nationally	4th in Canada ² — SUBSTANTIALLY ACHIEVED
Pan-Canadian Assessment Program: Math	Be a leader nationally	4th in Canada ³ — SUBSTANTIALLY ACHIEVED

Data Source: Pan-Canadian Assessment Program 2007 assessment.

¹ Ranked behind Alberta, Quebec and Ontario.

² Ranked behind Quebec, Ontario and Alberta.

³ Ranked behind Quebec, Ontario and Alberta.

Discussion of Results

The Pan-Canadian Assessment Program (PCAP) assesses the reading, science, and mathematics knowledge and skills of 13-year-old students from across Canada. The major component of each PCAP assessment will be one of these areas of learning, but each assessment will include minor components of the other two. PCAP will provide an excellent opportunity to show the education community, as well as the general public, the efficacy of our education system with regard to learning in these subject areas.

The first PCAP assessment was administered in the spring of 2007. Over 30,000 students from more than 1,500 schools across Canada responded to the assessment either in English or in French. The target set in the *2007/08–2009/10 Service Plan* reflects the Ministry’s commitment to ensuring that B.C.’s students continue to perform well in relation to students across the country.

Objective 1.2: B.C. students will learn to make responsible choices related to health and safety

The Ministry of Education is committed to the ActNow BC initiative and is supporting the Government of British Columbia's Great Goal, to "lead the way in North America in healthy living and physical fitness," by ensuring that B.C. students will learn to make responsible choices related to health and safety.

Strategies

- To focus on Healthy Schools by:
 - Continuing to expand Action Schools! BC;
 - Continuing to implement the Guidelines for Food and Beverage Sales in B.C. Schools;
 - Assessing and reporting out on progress made in achieving the Government's goal of eliminating the sale of junk food in B.C. schools;
 - Developing a provincial network of Healthy Schools; working in partnership with the Ministry of Agriculture and Lands and the Ministry of Health to implement and evaluate the School Fruit and Vegetable Snack Program;
 - Developing new teacher and student learning resources related to healthy eating and physical activity;
 - Implementing new teacher and student resources to combat the use of crystal meth;
 - Publishing and distributing, for implementation by B.C. schools, the new curriculum on Health and Career Planning K-7; and
 - Publishing, distributing and supporting the implementation in B.C. schools of the new Physical Education Curriculum K-7.
- To elevate the profile of school safety by holding school districts accountable to the standards outlined in *Safe, Caring and Orderly Schools — A Guide*.

Performance Results

Performance Measure	2006/07 Actual	2007/08 Target	2007/08 Actual
Rate of physical activity in K-12 students (percentage of students who exercise for at least 30 minutes per day, five days-a-week)	49%	50%	Data Available July 2008

Data Source: Annual Satisfaction Survey, Ministry of Education.

Discussion of Results

Physical activity is one of the key components of the ActNow BC initiative — it helps to prevent obesity related illnesses later in life, as well as helping to improve learning outcomes for students. Students in Grades 4¹¹, 7, 10 and 12 will be asked about their level of physical activity in the Ministry’s Annual Satisfaction Survey.

This measure assesses the percentage of children who are physically active 30 minutes per day, five-days-a-week. This measure also allows the Ministry, schools, and school districts to assess the effectiveness of strategies to promote physical activity.

In the 2005/06 Satisfaction Survey, students were asked if they engaged in moderate to intense exercise for at least 20 minutes per day, five days per week. In the 2006/07 and 2007/08 Satisfaction Survey, students were asked if they engaged in moderate to intense exercise for at least 30 minutes per day, five days-a-week.

To help students develop healthy habits, the Ministry of Education has introduced the Daily Physical Activity initiative. This initiative will require all students in B.C. to participate daily in healthy levels of physical activity.

Performance Results

Performance Measures	2005/06 Actual ¹	2007/08 Target	2007/08 Actual ²
Proportion of healthy food for sale in schools:			
Beverage Vending Products	32%	70%	76% EXCEEDED
Snack Vending Products	29%*	60%	47% NOT ACHIEVED

* **Note:** 2005/06 actual percentage of Snack Vending Products updated from 28% to 29% as per School Food Sales and Policies Provincial Report (2005), Page 11.

Data Source: School Food Sales and Policies Provincial Report, 2005 and 2007.

¹ School Food Sales and Policies Provincial Report (2005).

² School Food Sales and Policies Provincial Report II (2007). Based on the different data collection methods and criteria for classifying food and beverage items used in this report, the following assumptions are made to allow for statistical comparison with the 2005 report:

‘Not Recommended’ food and beverage choices are equivalent to the ‘Less Healthy’ choices outlined in the 2005 report.

The number of vending machine slots is uniform across all vending machines (2007).

Midpoints are referenced for all percentage ranges used to categorize the proportion of ‘Not Recommended’ items in vending machines (e.g., “About 10-25%” would be interpreted as 17.5%).

¹¹ Where there was no Grade 4 class in a school, Grade 3 students, their parents, and staff were asked to complete the survey.

Discussion of Results

This measure was chosen because it supports the Ministry's objective of promoting health in B.C.'s schools, and indicates, in conjunction with other performance measures, how much progress has been made in meeting the Government's great goal of leading the way in North America in healthy living and physical fitness.

The School Food Sales and Policies Provincial Report (2005) presented data collected in the spring of 2005. Food and beverage items were categorized into two groups, 'more healthy' or 'less healthy' choices. The survey measured the proportion of vending machine slots offering 'more healthy' choices.

The School Food Sales and Policies Provincial Report II (2007) presented data collected in the spring of 2007, and replaced the two classifications of food and beverage items used in the 2005 report with the four categories used in the Guidelines for Food and Beverage Sales In B.C. Schools. They include 'Choose Most', 'Choose Sometimes', 'Choose Least' and 'Not Recommended'. In addition, the 2007 report only collected data on the percentage of 'Not Recommended' items in vending machines, rather than the proportion of machine vending slots offering 'healthy' choices. The assumptions outlined in the preceding table allow for a reasonable cross-report comparison of the data.

Ministry Response

The School Food Sales and Policies Provincial Report II (2007) revealed that schools face significant challenges in eliminating 'Not Recommended' snacks from vending machines due in part to the fact that the healthy snack market is not yet as mature as the healthy beverage market. The report recommends that "schools and districts can improve these results by working more closely with vendors and emphasizing their interest in, and demand for, healthy choices."

By September 2008, all schools and districts will be required to fully implement the Guidelines for Food and Beverage Sales In B.C. Schools (2007).

Objective 1.3: B.C. students will have the opportunity to focus on career development

Strategies

- To ensure that all students are exposed to the concept of career development and career exploration.
- To provide, as part of the Graduation Program, opportunities for students to practice skills that can be used for employment.

- To provide occupation specific training opportunities for students who plan to enter the workforce directly after Grade 12.

Performance Results

Performance Measures	2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual
Participation in industry training programs:				
Secondary School Apprenticeship program	1,431	1,706	1,700	Data Available July 2008
Accelerated Credit Enrolment in Industry Training programs	2,309	2,974	4,000	Data Available July 2008

Data Source: Ministry of Education's 1701 form data, Industry Training Authority data.

Discussion of Results

This indicator measures the number of students who participate in the Secondary School Apprenticeship program and Accelerated Credit Enrolment in Industry Training program. Skilled trades programs provide valuable and rewarding training to students. The number of students participating in these programs indicates the success of the education system in attracting students to a career in the trades sector.

As there are challenges in recruiting skilled trades workers, attracting students to the trades sector and providing them with the opportunity to learn relevant skills is critical in order for Government to meet the requirements of the labour market.

Performance Results

Performance Measure	2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual
Transition rate to post-secondary education	72%	71%	79%	Data Available December 2008

Data Source: Graduate Transition Survey data are from a telephone survey of 1,000 randomly selected recent graduates.

Discussion of Results

As one of the key objectives of the education system is to prepare students for full and meaningful participation in society, it is important to measure the rate at which students move from graduation to post-secondary education. Transition rates are an indicator of both overall student achievement and of the success of the Ministry in preparing students for life after graduation.

British Columbia has improved access to post-secondary education in recent years but with a strong economy and low unemployment rate, graduates have many opportunities in the workforce, particularly in sectors where formal post-secondary education may not be required (e.g., service sector, tourism, construction).

Secondary School industry training programs, such as Accelerated Credit Enrolment in Industry Training and Secondary School Apprenticeship, have grown substantially in recent years. These programs allow students to both earn credit toward the technical training portion, and get a head start on the work-based training portion of an apprenticeship.

In an effort to further improve transition rates, the Ministries of Education and Advanced Education have partnered to create a number of Regional Student Transition Coordinator positions across the province.

Goal 2: A High Quality Education System

The Ministry believes a high quality education system with increased choice, flexibility and access, improved service for clients, and a continued emphasis on accountability, will result in high levels of student achievement.

Objective 2.1: An environment of choice and flexibility exists in order to meet the specific educational needs of students (and parents)

Strategies

- Rural Education Strategy — to ensure that students, parents, and educators have equitable access to the educational programs and services they need, regardless of where they live in the province.
- Distributed Learning Strategy — to provide choice and equalization of access to education for all students through online instruction, as well as other delivery methods, such as paper-based correspondence material, or a hybrid model where students link to live virtual classrooms or video technology and also attend some in-school sessions.

- To support recent agreements which recognize First Nations' jurisdiction over on-reserve K-12 education, ease transitions between the public and band school systems; and facilitate resource and information sharing between the public and band school systems.

Objective 2.2: Better integration of services to improve service delivery to students and parents

Strategies

- To continue to improve collaboration and cooperation with other ministries, agencies and organizations.
- To focus on enhancing connections between communities and schools in order to build community capacity and integrate services.

Performance Results

Performance Measures	2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual
Percentage of public school students and parents satisfied with educational choices available to them.				
Parents	70%	70%	71%	Data Available July 2008
Students	47%*	48%**	50%	Data Available July 2008

Data Source: Annual Satisfaction Survey, Ministry of Education.

* **Note:** 2005/06 actual percentage of Students updated from 48% to 47% as per 2006/07 ASPR, Page 23.

** **Note:** 2006/07 actual percentage of Students updated from 47% to 48% as per 2006/07 ASPR, Page 23.

Discussion of Results

In order to provide the best service and support possible, the Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety. In the annual Satisfaction Survey parents and students are asked about their satisfaction with the educational choices available to them. The level of satisfaction of parents and students serves as a critical measure for assessing the overall performance of the education system.

Objective 2.3: A K-12 Education System that is Accountable

Strategies

- To continue to support parental involvement in School Planning Councils with online training modules, webcasts, and regional workshops.
- To continue to require all schools to prepare annual School Plans, and all school boards to prepare annual Accountability Contracts, with respect to improving student achievement.
- To continue to undertake District Reviews on a cyclical basis, and to provide an external review of districts' efforts in support of student achievement.
- To assess the progress of schools and boards of education in meeting reporting requirements related to class size.
- To propose legislation establishing a Teachers' Employment Registry, administered by the College of Teachers, which publicly reports the names of teachers disciplined for misconduct involving emotional, physical, or sexual abuse.

Performance Results

Performance Measure	2006/07 Actual	2007/08 Target	2007/08 Actual
Percentage of school districts that demonstrate improved achievement in all goal areas addressed by their Accountability Contracts	67% ¹	80%	73% NOT ACHIEVED ²

Data Source: 2007/08 District Accountability Contracts.

¹ In 2006/07, 97 per cent of school districts reported improvement in some goal areas.

² In 2007/08, 95 per cent of school districts reported improvement in some goal areas.

Discussion of Results

Until October 31st, 2007, British Columbia's boards of education were required to prepare and submit to the Minister an annual Accountability Contract with respect to improving student achievement. The purposes of Accountability Contracts were:

- to focus school district attention and resources on improving student achievement;
- to detail the specific goals set by boards of education to enhance student achievement and to describe the steps they are taking to achieve those goals; and
- to communicate these efforts to a variety of audiences.

Each school district, in completing its accountability contract, identified areas for improvement, based on the needs of the students in the district.

Beginning in July 2008, boards of education will be required to submit Achievement Contracts. Many of the expectations for Achievement Contracts will be similar to those in previous Accountability Contracts, and the 2007/08 year is considered a transition year between Achievement and Accountability Contracts.¹²

For the 2008/09 Annual Service Plan report, the Ministry of Education will be reporting on “Percentage of school districts that report improvement in all common performance areas in Achievement Contracts” to reflect the transition between Accountability Contracts and Achievement Contracts. These three common performance areas represent key goals of B.C.’s education system, and this performance measure will provide an indication of school district performance in all of these areas.

Ministry Response

As 2007/08 is considered a transition year between Achievement and Accountability Contracts, many districts took the opportunity to review their plans together with the identification of new baseline data in some goal areas.

As a result of this transition, the 2008/09 Annual Report will report on the “The percentage of school districts that report improvement in all common performance areas in Achievement Contracts.” The common performance areas are Dogwood completion, Aboriginal student achievement and literacy.

Goal 3: Improved Literacy for all British Columbians

In order to address areas of the Ministry’s mandate that expand beyond the framework of the K-12 education system, the Ministry’s third goal involves literacy, public libraries, and early learning.

Meeting the objectives of this goal will be instrumental in supporting the Government’s first great goal, which is to make British Columbia the best-educated, most literate jurisdiction on the continent.

¹² For more information about the differences between Accountability Contracts and Achievement Contracts, please visit: www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/Transition-Guidelines.pdf.

The Ministry of Education is the lead Ministry on ReadNow BC, the Provincial Literacy Framework, which is designed to increase awareness of B.C.'s literacy challenge and provide a co-ordinated approach to the resources and programs that will ensure all British Columbians have opportunities to improve their literacy skills.

Objective 3.1: Improved reading levels at all ages through greater access to literacy programs, services and information within communities

Strategies

- To improve literacy across all segments of society through collaboration and partnerships among public libraries and the education system (schools), post-secondary institutions and all levels of government by:
 - Supporting literacy programs in public libraries by providing equity grants for projects such as early childhood reading programs; outreach services to the disadvantaged, the disabled and the elderly; and development of collections for the young, and English as a second language readers;
 - Implementing the “Every Child a Card” program by providing every K-12 student in B.C. with the opportunity to receive a free public library card, whether or not they reside in a library service area; and
 - Implementing e-government to provide all British Columbians free and equitable access to government information via the Internet.
- To improve literacy by facilitating access to information and services by:
 - Building a province-wide virtual reference service — the “AskAway” initiative combines the expertise of reference librarians from across the Province and makes quality reference service available online to all British Columbians;
 - Implementing the B.C. OneCard system for all B.C. public libraries;
 - Providing a core suite of licensed electronic information databases — this initiative benefits British Columbians by making available, anywhere in the Province, electronic reference materials covering a broad range of subjects, enabling users to carry out research when and where they choose;
 - Fostering greater cooperation and collaboration among public libraries through the creation of library federations; collectively, libraries can offer more resources and services to their patrons;
 - Supporting technology initiatives in public libraries by providing technology grants for projects such as increasing public Internet access, replacement of outdated hardware and updating software; and

- Supporting standards-based integrated library systems — this initiative will ensure users can access web-based library materials from a range of different devices (for example, personal computers, wireless handheld devices) and operating systems, thus broadening access. Additionally, standards-based systems make it easier for visually impaired patrons to access resources using various accessibility software applications.

Performance Results

Performance Measure	2005/06 Actual	2007/08 Target	2007/08 Actual
International Adult Literacy and Skills Survey — percentage of adults who read successfully	60% ¹	65%	Data Available January 2009 ²

¹ **Data Source:** 2003 International Adult Literacy and Skills Survey.

² The B.C. Ministry of Advanced Education, in collaboration with Ministry of Education, will be conducting a study of adult literacy based on the International Adult Literacy and Skills Survey structure and content. The results of this study will be compared with the results from the full international comparative study conducted in 2003. Results will be available for analysis in Fall 2008, with full results being reported in January 2009.

Discussion of Results

The International Adult Literacy and Skills Survey is an international comparative study conducted to provide participating countries with information about the literacy skills of their adult populations. In 2003, the survey tested more than 23,000 Canadians on their proficiency in numeracy and literacy. The International Adult Literacy and Skills Survey measures the literacy and numeracy skills of a nationally representative sample of participants aged from 16 years to 65 years, from six participating countries, and provides a useful benchmarking tool to help measure success in promoting adult literacy.

This measure was chosen because it indicates how British Columbia performs in comparison to other jurisdictions, and allows the Ministry to assess its progress in meeting the Government's Great Goal of becoming the most literate jurisdiction on the continent.

According to the International Adult Literacy and Skills Survey results from 2003, over one million adult British Columbians, approximately 40 per cent, do not have the ability to understand and employ printed information in daily activities.

Performance Results

Performance Measure		2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual ¹
Reading and Numeracy Skills (Foundation Skills Assessment Grades 4 and 7) — percentage of students who meet or exceed standards	Reading Grade 4	80%	77%	80%	New Baseline Established
	Reading Grade 7	73%	72%	78%	New Baseline Established
	Numeracy Grade 4	86%	86%	88%	New Baseline Established
	Numeracy Grade 7	84%	82%	84%	New Baseline Established

New Baseline

Performance Measure		2007/08 Actual ¹
Reading and Numeracy Skills (Foundation Skills Assessment Grades 4 and 7) — percentage of students who meet or exceed standards	Reading Grade 4	74%
	Reading Grade 7	69%
	Numeracy Grade 4	70%
	Numeracy Grade 7	71%

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

¹ See discussion of results section below for details on the new baseline.

Discussion of Results

The Foundation Skills Assessment is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade level expectations in three key areas of student learning — Reading, Writing and Numeracy. The assessment is administered to all students at these grade levels, and focuses on Reading, Writing, and Numeracy because these skills form the foundation for other learning.

The Foundation Skills Assessment can indicate trends in achievement on a broad scale, such as when there is an overall improvement or decline in reading skills.

Significant changes were made to FSA 2008.

In previous administrations of the FSA, some students were excused or did not participate for various reasons. The previous method of calculating the percentage of students meeting or exceeding expectations was not based on all students but only on those who actually wrote the FSA.

FSA 2008 results now account for all students, including those who did not complete the assessment. This follows the recommendations of the Representative for Children and Youth, Mary Ellen Turpel-Lafond. This change in calculation results in fewer students meeting or exceeding expectations. In addition, the shift from a May to February administration, the new electronic format for portions of the assessment, and the provision of students' actual written responses to parents all changed the nature of the assessment. All of these changes require setting the new baselines outlined above. Direct comparison of results over time will start with FSA 2009.

Performance Results

Performance Measures	2005/06 Actual	2006/07 Actual	2007/08 Target	2007/08 Actual
Percentage of students who pass one of the following courses:				
English 12	98%	97%	98%	Data Available December 2008
Communications 12	97%	97%	98%	Data Available December 2008

Data Source: Data for completion rates are based on the Ministry of Education's 1701 form, student transcripts, and provincial exams.

Discussion of Results

Successful completion of a Grade 12 Language Arts course represents a minimum standard of literacy in the Kindergarten to Grade 12 school system. Students must pass one of these courses in order to graduate, ensuring that students embarking on either post-secondary education or a career possess at least the minimum level of literacy skills required to be successful.

Objective 3.2: Improved School Readiness

Strategies

- To develop Early Learning Standards.
- To establish StrongStart BC Centre pilots, in partnership with boards of education.

Performance Results

Performance Measure	2004/05 Actual	2007/08 Target	2007/08 Actual
School Readiness (Early Development Instrument) — percentage of children who enter Kindergarten ready to learn	72.1% ¹	75%	70.4% NOT ACHIEVED

Data Source: The Human Early Learning Partnership (University of British Columbia — funded by the Ministry of Children and Family Development, the Ministry of Education and the Ministry of Health).

In the *2007/08 – 2009/10 Service Plan*, the Ministry of Education reported this figure as 75 per cent. Refinements made to the data by the Human Early Learning Partnership indicated that 72.1 per cent of children entered Kindergarten “developmentally ready” to succeed.

Discussion of Results

The tool chosen to gauge children’s readiness for school is the Early Development Instrument.

For the Early Development Instrument, data are collected on the following five key areas of children’s development. The data are then considered cumulatively to suggest the developmental status of populations of children:

- physical health and well-being;
- social competence;
- emotional maturity;
- language and cognitive development; and
- communication skills and general knowledge.

The Ministry has developed a performance measure — the percentage of children who enter Kindergarten “ready to learn” — based on the Early Development Instrument. This measure reflects the importance of literacy skills in a child’s intellectual and social development as well as physical, cognitive and social and emotional skills.

The Ministry of Education set a target in the *2007/08 – 2009/10 Service Plan* of having 75 per cent of children entering Kindergarten “ready to learn”. The 2007/08 Early Development Instrument data indicated that 70.4 per cent of children entered Kindergarten “ready to learn”.

In the *2008/09 – 2010/11 Service Plan*, this performance measure reports on the percentage of children “developmentally ready to learn”. This measure is reporting on the same outcome, the wording change is a change in terminology.

Ministry Response

In the 2007/08 school year, the Ministry worked with Boards of Education to introduce StrongStart BC centres in elementary schools, and 86 centres had opened by March of 2008 — exceeding Government's throne speech commitment.

StrongStart BC early learning centres are now expanding across British Columbia with a total of 400 centres projected to open by 2010. StrongStart BC centres are vital to achieving government's goal of increasing literacy levels, improving early learning outcomes, and helping prepare children for success in school and in life. Work is underway to realize this goal by having up to 200 programs operating by June of 2009.

Report on Resources

Resource Summary Table

Core Business Areas	Estimated ¹	Other Authorizations ²	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Education Programs	4,847,452		4,847,452	4,853,620	6,168
Debt Service and Amortization	557,900		557,900	551,245	(6,655)
Public Libraries	15,675		15,675	17,699	2,024
Management Services	19,990		19,990	18,236	(1,754)
Executive and Support Services	53,363		53,363	51,589	(1,774)
Sub-total Operating Expenses	5,494,380		5,494,380	5,492,389	(1,991)
Adjustment of Prior Year Accruals ³				(256)	(256)
Total Ministry of Education.....	5,494,380		5,494,380	5,492,133	(2,247)
Full-time Equivalents (FTEs)					
Management Services	86		86	82	(4)
Executive and Support Services	236		236	237	1
Total	322		322	319	(3)
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)					
Management Services				266	266
Executive and Support Services	6,885		6,885	6,352	(533)
Total	6,885		6,885	6,618	(267)
Capital Plan (\$000)					
Public Schools	256,300		256,300	237,014	(19,286)
Total	256,300		256,300	237,014	(19,286)

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. The source of the Other Appropriations amounts must be indicated in a footnote. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

² For the "Capital Plan" section, the Purpose should identify the category of projects, for example 'Public Schools' or 'Colleges'.

³ Adjustment of prior year's accruals. Amounts reflect adjustment of prior year's expense accruals which were credited to ministry expense and not available for the ministry to spend.

Core Business Areas

To achieve its goals and objectives, the Ministry of Education focuses on the following core business areas:

Education Programs — This core business area provides funding to Boards of Education, independent schools, partner groups and societies in support of K-12 education, early learning and literacy.

Debt Service and Amortization — The Ministry provides funding to Boards of Education to finance capital projects, including seismic upgrades, renovations, expansions, new facilities, and buses. As well, it is responsible for debt service and amortization costs.

Public Libraries — As legislated under the *Library Act*, the Ministry provides leadership, advice, training, funding, and programs to the public library system.

Management Services — This core area provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services and assistance for the Ministry of Education and the Ministry of Advanced Education (including boards, agencies and commissions supported by these two ministries).

Executive and Support Services — This core business area provides executive direction for the Ministry and management and program support for K-12 education, early learning and literacy. As well, this area provides support for the office of the Minister of Education, and includes salaries, benefits, allowances, and operating expenses of the Minister and Minister's staff.

Variations

Education Programs — \$6.2 million above budget mainly due to Distributed Electronic Learning cost pressures for Independent Schools and additional literacy grants issued.

Debt Service and Amortization — \$6.7 million below budget resulted primarily from lower than anticipated interest rates, refinancing savings and higher than anticipated sinking fund earnings.

Public Libraries — \$2 million above budget primarily due to costs related to the *Strategic Plan for Libraries*. Funding was transferred from administration budget for Public Libraries.

Management Services — \$1.8 million below budget due to salary and operating cost savings.

Executive and Support Services — \$1.8 million below budget primarily due to \$2 million in frozen advertising funding.

Income Statement for Schools or Universities and Colleges or Health Authorities

School Districts	2007/08 Restated Budget	2007/08 Actual	Variance
Combined Income Statement (\$000s)			
Total Revenue	5,170,000	5,235,000	65,000
Total Expense	5,119,000	5,133,000	14,000
Operating Results	51,000	102,000	51,000
Gain (Loss) on sale of capital assets (if applicable)	0	7,000	7,000
Net Results	51,000	109,000	58,000

Annual Service Plan Report Appendices

Appendix A: 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 a.m. to 4:30 p.m., excluding statutory holidays.

General Enquiries Line: 1 888 879-1166

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