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Message from the Minister and Accountability Statement

Over the next three years of this plan, we are committed to improving our strong record of achievement by maintaining the great education system we have while building stronger supports in schools and communities for students who continue to struggle.

In the 2007 Speech from the Throne, this government committed to improving quality, choice and accountability in education, to leading Canada in partnership with First Nations and to tackling the challenges of global warming. We have already begun these initiatives.

Since 2001, this government has invested over \$130 million in new literacy funding. We are funding StrongStart BC early learning centres across the province to help pre-kindergarten children start school developmentally ready to learn. Over the next three years we will continue to promote literacy for all British Columbians, both through schools and in communities.

With ActNow BC, we're making sure that healthier food is sold in schools, and that students get regular physical activity. By September of 2008, no school will be selling junk food, and our students will be getting 30 minutes of daily physical activity.

This government is working to reduce greenhouse gas emissions by at least 33 per cent below current levels by 2020. In the Ministry of Education, we'll be working with school districts to institute advanced environmental design in all our capital projects, so every new school will be a healthier, more environmentally friendly place to learn and work.

Aboriginal student success is an area of particular focus for the Ministry. Across the province, Aboriginal student school completion rates are more than 30 per cent lower than the cross-province student average. We have now signed Aboriginal education enhancement agreements with over half the school districts in the province. As we complete this process, the agreements help Aboriginal students build academic success, a sense of belonging, youth leadership, and a stronger connection to their culture.

Through enhancement agreements, increased focus on Aboriginal achievement and increased funding, we are working to improve Aboriginal student achievement by 2015/16.

Greater connection to students also means greater connection to communities, and to families. We will continue to work with our many community and education partners as we realize our goals. Their input, and the performance measures of this service plan, will help us assess our success as we move forward.

B.C.'s schools are a rich environment for learning where most students thrive, but our overall student achievement levels and graduation rates have begun to level off. Working together, we can continue to improve the system until every student has the opportunity to reach their true potential.

The Ministry of Education's 2008/09–2010/11 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. All material fiscal assumptions and policy decisions as of February 4th, 2008 have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.



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

February 4, 2008

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Purpose of the Ministry

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 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 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 590,000¹ public school students, approximately 68,000 independent school students and more than 2,800 home-schooled children. Of the public school students there are about 58,000 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 2006/07 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.

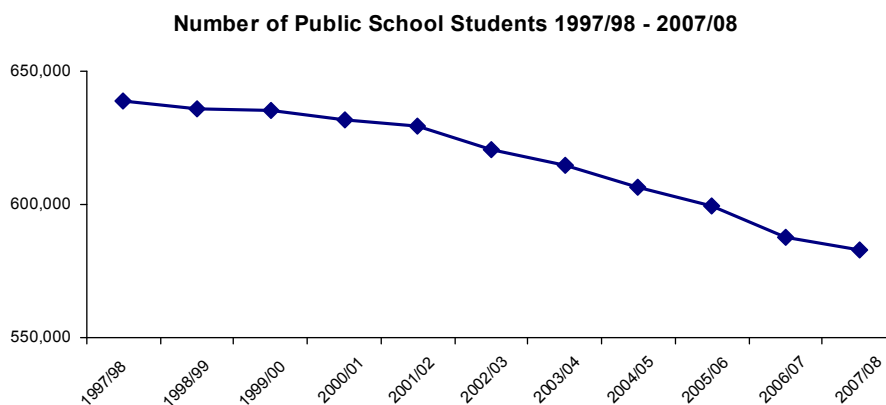
Strategic Context

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 — Between 1997/98 and 2007/08, enrolment in the K-12 education system has declined by approximately 56,000⁵ students. 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.



Data Source: Page 2: www.bced.gov.bc.ca/keyinfo/pdfs/ski_plusglossary.pdf, Ministry of Education. Data includes all school age and adult persons who are working towards a British Columbia Certificate of Graduation at a public school.

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 the public school head count decline in registrations between 1997/98 and 2007/08.

- 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 — an additional 3,400 students between 2002/03 and 2006/07.
- 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
- In the 1998/99 National Longitudinal Survey of Children and Youth, more than one-third of Canadian children were classified as overweight and 18 per cent as obese.⁸

Economic Factors

- B.C.'s economy is booming and as a result, skilled trades 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.⁹

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.

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 Statistics Canada 2002. National Longitudinal Survey of Children and Youth. www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SurvId=4450&SurvVer=1&InstaId=16044&InstaVer=5&SDDS=4450&lang=en&db=IMDB&dbg=f&adm=8&dis=2.

⁹ For more information about the Trade, Investment and Labour Agreement, please visit: www.tilma.ca/.

- 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.
- 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)¹⁰ 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)¹¹ 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.

¹⁰ For more information on the Council of Ministers of Education Canada (CMEC), please visit www.cmec.ca.

¹¹ For more information on the Joint Consortium for School Health (JCSH), please visit www.jcsh-cces.ca.

Goals, Objectives, Strategies and Performance Measures

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

- improved student achievement;
- a high quality education system; and
- improved literacy for all British Columbians.

Well educated citizens are better able to meet the demands of a modern economy, and are more likely to become productive, participating members of society. The Government's great goal — to make British Columbia the best-educated, most literate jurisdiction on the continent — is based on the belief that to strive for excellence is a worthy ambition.

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: Improved Academic Achievement for All Students¹²

Strategies

- To assess, monitor, and report student achievement levels for the overall student population, Aboriginal students and students with special needs.
- To improve Aboriginal student achievement by supporting school districts as they complete and implement Aboriginal Education Enhancement Agreements.
- To share information and best practices among school districts and other jurisdictions.

¹² Student achievement levels are available for a number of student sub populations, including Aboriginal, non-Aboriginal, ESL, French immersion, and by gender on the Ministry website at www.bced.gov.bc.ca/reporting/grad/grad-rpt.php/.

Performance Measure 1: Completion Rate

Performance Measure	2006/07 Actual	2007/08 Forecast	2008/09 Target	2009/10 Target	2010/11 Target
Completion Rate — Overall.	80% ¹	81%	82%	83%	84%
Completion Rate — Aboriginal.	48%	53%	58%	60%	63%

Data Source: Data 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.

The school 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.¹³

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 and receive a secondary school graduation diploma.

Objective 1.2: Improved Non-Academic Achievement for all Students

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 Schools¹⁴ by:
 - developing a new Daily Physical Activity (K-12) strategy;¹⁵
 - continuing to implement B.C.'s Guidelines for Food and Beverage Sales in B.C. Schools;
 - expanding the BC School Fruit and Vegetable Snack program; and
 - expanding a provincial network of Healthy Schools.

¹³ Calculation of the Completion Rate requires an estimate for out migration from B.C. This estimate cannot be generated at the school level, therefore the Completion Rate is available only at District and Provincial level.

¹⁴ To learn more about how the Ministry promotes Healthy Schools, please visit: www.bced.gov.bc.ca/health/.

¹⁵ For more information about the Daily Physical Activity Strategy, please visit: www.actnowbc.ca/EN/actnow_bc_for_students/the_need_for_daily_physical_activity/.

- To ensure that boards of education establish codes of conduct within their school districts that comply with the Provincial Standards for Codes of Conduct, and follow the guidelines outlined in *Safe, Caring and Orderly Schools — A Guide*.¹⁶

Objective 1.3: B.C. Students Focus on Career Development

Strategies

- To ensure that all students are exposed to the concepts 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.

Number of students participating in industry training programs: 2003/04–2006/07

2003/04	1,097
2004/05	2,549
2005/06	3,740
2006/07	4,680

Performance Measure 2: Student satisfaction with preparation for career or post-secondary education

Performance Measure	2006/07 Baseline	2007/08 Target	2008/09 Target	2009/10 Target	2010/11 Target
Percentage of students satisfied with career or post-secondary preparation in school.	49%	50%	51%	52%	53%

Data Source: Annual Satisfaction Survey, Ministry of Education, found at: www.bced.gov.bc.ca/reporting/surveys/sat-bas.php.

The Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety. On the Annual Satisfaction Survey, Grade 10 and 12 students are asked the following questions: “Are you satisfied that school is preparing you for a job in the future?” and “Are you satisfied that school is preparing you for post-secondary education?”¹⁷

¹⁶ To obtain a copy of the *Safe, Caring and Orderly Schools Guide*, please visit: www.bced.gov.bc.ca/sco/.

¹⁷ Students are considered to have reported that they are satisfied with preparation with career or post-secondary education if they provided a response of “all the time” or “many times” on the Annual Satisfaction Survey.

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: Meeting the Specific Educational Needs of Students and Parents Through Choice and Flexibility

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 high quality choices through distributed learning which includes online instruction, paper-based correspondence, and hybrid models which combine classroom and distributed learning instruction.¹⁸
- 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.

Performance Measure 3: Percentage of public school students and parents satisfied with educational choices available to them

Performance Measure		2004/05 Actual	2007/08 Forecast	2008/09 Target	2009/10 Target	2010/11 Target
Percentage of public school students and parents satisfied with educational choices available to them.	Parents	70%	71%	73%	76%	79%
	Students	48%	50%	51%	54%	57%

Data Source: Annual Satisfaction Survey, Ministry of Education, found at: www.bced.gov.bc.ca/reporting/surveys/sat-bas.php.

¹⁸ LearnNow BC provides a single point of entry to information about distributed learning in British Columbia. To learn more about LearnNow BC, go to www.mybcschool.gov.bc.ca/default.aspx. This website contains both distributed learning course details and information about student services available online.

The Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety. The level of satisfaction of parents and students serves as a measure for assessing the overall performance of the education system.

This measure was chosen because it reflects the Ministry's commitment to service, and because it assesses the degree to which the education system is accessible, flexible and meets the needs of all students. The concern with using Satisfaction Survey data is that its accuracy may be impacted if participation rates are low. To encourage participation, the Ministry has made available online versions of the survey.

Objective 2.2: Improve Service Delivery to Students and Parents Through Service Integration

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.

* See Performance Measure 3.

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

Strategies

- To monitor student achievement levels in school districts through the Office of the Superintendent of Achievement, and report trends to the Minister of Education.
- To require all schools to prepare annual School Plans, and all boards of education to prepare annual Achievement Contracts, with respect to improving student achievement.
- To undertake District Reviews on a cyclical basis, and provide an external review of districts' efforts in support of student achievement.
- To support parental involvement in School Planning Councils with online training modules, webcasts, and regional workshops.
- To provide administrative direction to boards of education, as required, in order to improve student achievement levels in a school district.

Performance Measure 4: Percentage of school districts that report improvement in all common performance areas in Achievement Contracts

Performance Measure	2008/09 Target	2009/10 Target	2010/11 Target
The percentage of school districts that report improvement in all common performance areas ¹ in Achievement Contracts.	87%	95%	95%

Data Source: District Review of Achievement Contracts, Ministry of Education.

¹ Common performance areas are Dogwood completion, Aboriginal student achievement and literacy.

British Columbia's boards of education are required, by legislation, to prepare and submit to the Minister an annual Achievement Contract. The purposes of Achievement Contracts are:

- to focus school district attention and resources on improving student achievement;
- to detail the specific goals that boards of education have set as they work 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 Achievement Contract, identifies areas for improvement, based on the needs of students in the district. Goals, objectives and targets are developed for areas that need improvement. Each year, school districts are expected to report their progress in achieving their targets. In cases where a district did not meet its targets, the district is expected to outline how it will adjust its strategies in order to meet its targets in the following year. Demonstrating improvement in Achievement Contracts reflects the district's level of accountability to the public and its commitment to improving achievement for all students.¹⁹

¹⁹ Beginning in July 2008, boards of education will be required to submit Achievement Contracts. Prior to this time, boards of education were required to submit Accountability Contracts. The 2007/08 year is considered a transition year between Achievement and Accountability Contracts. For more information about the transition between Achievement Contracts and Accountability Contracts, please visit: www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/Transition-Guidelines.pdf.

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.

The Ministry of Education is the lead Ministry on ReadNow BC,²⁰ 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.

Foundation Skills Assessment

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 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.

For more information, please visit:
www.bced.gov.bc.ca/assessment/fsa/.

Objective 3.1: Improved Reading Levels at All Ages Through Greater Access to Literacy Programs, Services and Information Within Communities

Strategies

- To provide leadership and co-ordination through ReadNow BC, which involves working with other ministries, boards of education, community organizations, literacy stakeholders, libraries, post-secondary institutions, Aboriginal groups, businesses, and community members to improve literacy in British Columbia.
- To ensure the development and implementation of District Literacy Plans²¹ by supporting boards of education in their collaboration with communities to assess community needs and act on opportunities to improve literacy.
- To make effective use of provincial public library resources by providing equitable access to information for all British Columbians.

²⁰ For more information about ReadNow BC, please visit: www.readnowbc.ca/.

²¹ www.bced.gov.bc.ca/transitional_DLP_2007.pdf.

**Performance Measure 5: International Adult Literacy and Skills Survey —
percentage of adults who read successfully**

Performance Measure	2005/06 Actual	2007/08 Forecast ³	2008/09 Target	2009/10 Target	2010/11 Target
Percentage of adult ¹ B.C. residents who read successfully. ²	60%	65% ⁴	66%	67% ⁵	69%

Data Source: International Adult Literacy and Skills Survey.

¹ Adult is defined as being aged 16 to 65.

² The Ministry of Education has defined reading “successfully” to mean possessing reading skills that correspond to Level 3 on the International Adult Literacy and Skills Survey Assessment Scale. Level 3 has been designated as the desired threshold for coping with the increasing skill demands of a knowledge society.

³ The B.C. Ministry of Advanced 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 reported in Fall 2008.

⁴ The description for this performance measure indicates that in the 2008/09 – 2010/11 Service Plan, this performance measure is seeking specifically to determine the percentage of B.C. resident adults who read successfully in order to control for non English-speaking adults who immigrate to B.C. This will allow for a more precise assessment of literacy programs.

⁵ Next full IALSS administered in 2009. Results will be made available late in 2010 or early 2011.

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.

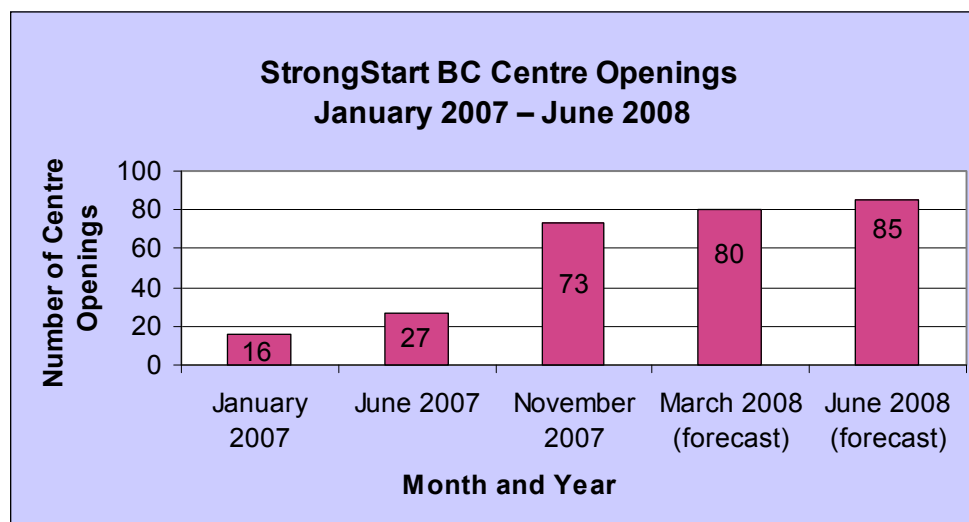
The challenge in using the survey as a performance measure is that it is conducted sporadically. It was conducted in 1994 and in 2003, with the next survey scheduled for 2009.

Objective 3.2: Improved School Readiness

“School readiness” describes the collection of cognitive and social skills, the knowledge, dispositions, and personal experiences children bring with them when entering kindergarten. Being ready at school entry gives children the opportunity to benefit academically and socially.

Strategies

- To continue to support and implement StrongStart BC²² early learning centres to help pre-kindergarten children become developmentally ready to learn.
- To implement the BC Early Learning Framework.



Performance Measure 6: School Readiness (Early Development Instrument) — percentage of children who enter Kindergarten “developmentally ready” to learn

Performance Measure	2004/05 Actual	2007/08 Actual	2008/09 Target	2009/10 Target	2010/11 Target
School Readiness (Early Development Instrument) — percentage of children who enter Kindergarten “developmentally ready” to learn.	72.1% ¹	70.4%	N/A	73%	75%

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).

¹ In the 2007/08 – 2009/10 Service Plan, the Ministry of Education reported this figure as 75%. Refinements made to the data by the Human Early Learning Partnership indicated that 72.1% of children entered Kindergarten “developmentally ready” to learn.

²² For more information about StrongStart BC, go to:
www.bced.gov.bc.ca/literacy/early_learning/strongstart_bc.htm.

The tool chosen to gauge children’s readiness for school is the Early Development Instrument. Kindergarten teachers in B.C. began to collect data for the Early Development Instrument in 1999/2000, and as of March 2004, all 60 school districts had collected the data.

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

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.

In the 2007/08–2009/10 Service Plan, this performance measure reported on the percentage of children “ready to learn”. This measure is reporting on the same issue, the wording change is a change in terminology.

Resource Summary

Core Business Areas	2007/08 Restated Estimates ¹	2008/09 Estimates	2009/10 Plan	2010/11 Plan
Operating Expenses (\$000)				
Education Programs	4,847,460	5,009,015	5,102,216	5,136,633
Debt Service and Amortization	550,163	571,063	580,063	589,663
Public Libraries	15,675	15,675	15,675	15,675
Management Services	20,200	20,664	20,607	20,607
Executive and Support Services	60,960	58,940	59,563	59,588
Total	5,494,458	5,675,357	5,778,124	5,822,166
Full-time Equivalents (Direct FTEs)				
Management Services	88	89	89	89
Executive and Support Services	234	253	253	253
Total	322	342	342	342
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	6,885	5,220	5,220	5,220
Total	6,885	5,220	5,220	5,220
Capital Plan (\$000)				
Public Schools	256,300	305,425	305,425	305,425
Total	256,300	305,425	305,425	305,425

¹ Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2008/09 *Estimates*.

SUCH Sector Resource Summary

School Districts	2007/08 Restated Estimates	2008/09 Budget	2009/10 Plan	2010/11 Plan
Combined Income Statement (\$000s)¹				
Total Revenue	5,200,000	5,403,000	5,503,000	5,564,000
Total Expense	5,149,000	5,318,000	5,425,000	5,491,000
Operating Results	51,000	85,000	78,000	73,000
Gain (Loss) on sale of capital assets (if applicable)	—	4,000	4,000	—
Net Results	51,000	89,000	82,000	73,000

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

Major Capital Projects

New Westminster Secondary School (NWSS)

Objective: Replace the existing New Westminster Secondary School with a new secondary school with capacity for 1,800 (grades 9-12) and construct a new 500 capacity middle school (grades 6-8) on the site of the existing secondary school in School District No. 40 (New Westminster).

Costs: The estimated cost of the two schools is \$104 million, including \$74.5 million for construction of the secondary school and \$29.5 million for the middle school.

Benefits:

- A new secondary facility will have lower operating and maintenance costs for the School District.
- Secondary programs will be provided in greatly-improved educational environment.
- The middle school will reduce overcrowding in the existing elementary schools and reduce the need for a larger secondary school.
- Construction of the middle school on this site in conjunction with the secondary school eliminates the need to purchase an additional school site.
- Completion of the new middle school completes the district's conversion to the elementary/middle/secondary school delivery model.

Risks:

- If not replaced, the School Board will continue operating an aging facility that is becoming increasingly expensive to operate and maintain.
- The district will be required to acquire a middle school site.
- Many elementary students will continue to be accommodated in portable classrooms with inadequate program areas (gym, library, middle school shops, etc.)

Ministry Contact Information

General Enquiries

The Ministry of Education provides a single contact point for the public to ask questions relating to the Ministry's activities. The operating hours for the Ministry's General Enquiries Line is Monday to Friday, 8:30 am to 4:30 pm, excluding statutory holidays.

General Enquiries Line: 1 888 879-1166

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