

**Ministry of
Education**

**2009/10 – 2011/12
SERVICE PLAN UPDATE**

September 2009



For more information on the British Columbia
Ministry of Education,
see Ministry Contact Information on Page 27 or contact:

Ministry of Education:

PO BOX 9146
STN PROV GOVT
VICTORIA, BC
V8W 9H1

or visit our website at

www.gov.bc.ca/bced

Published by the Ministry of Education

Message from the Minister and Accountability Statement



B.C. has a proud history of academic excellence. Our system is one of the finest in the world and this is reflected by our performance compared to other countries. Currently, 87 per cent of B.C. Grade 4 students are performing at or above international reading standards. Over the next three years, we want to build on this foundation to create an educational system that even better serves students, families and communities.

Through the cooperation of Ministry and district staff, parents' and community groups, we are able to continuously improve learning opportunities in British Columbia. As the Olympics and Paralympics open in 2010, B.C.'s schools will offer a wealth of programs and resources designed to connect students to the spirit and energy of the Games. While there is much to be proud of, our priority continues to be improving outcomes for the almost 20 per cent of British Columbian students who find learning a challenge.

We know that if children are to succeed in school, they need to be developmentally ready to begin. To support that objective we are expanding StrongStart BC early learning centres around the province. These centres help pre-school-aged children to grow linguistically, emotionally, physically and socially and become familiar with a school-like setting. We have also invested nearly \$1 billion in literacy and literacy-related initiatives since 2001 to support preschool-aged children, K-12 students, and adult learners.

As well, we have signed Aboriginal Education Enhancement Agreements in three quarters of all B.C. school districts. These agreements ensure that Aboriginal culture is integrated in public schools, and Aboriginal communities are involved in the design of programs, services and curriculum delivery aimed at improving Aboriginal student achievement.

We know that children's health is a key factor in successful learning. Through ActNow BC, our province has become the first in Canada to require that all students participate in daily physical activity. To support healthy choices, we have banned junk food sales to students in all public schools.

A healthy environment is as important to our students as it is to all British Columbians. The Ministry of Education now requires all new and upgraded schools to adhere to LEED Gold energy and environmental standards that reduce energy consumption and save districts money. This is in support of B.C.'s *Greenhouse Gas Reduction Targets Act*, which calls for a reduction in provincial greenhouse gas emissions by 33 per cent from 2007 levels by 2020, and requires school districts to be carbon neutral starting with the 2010 calendar year. Also, all 60 school districts have signed on to the province's Climate Action Charter which enables them to be fully reimbursed for all carbon taxes paid each calendar year.

Healthy communities support positive learning environments. With declining enrolment, there are opportunities for underutilized school space. We are committed to exploring opportunities and programs such as Neighbourhoods of Learning to strengthen the connections between various community groups, make better use of our schools, and enrich our communities.

As we begin this Olympic school year, we know that it will hold special significance for educators and students alike. However, we remain focused on improving B.C.'s education system to better serve students, families, educators and communities across the province.

This Ministry of Education *2009/10 – 2011/12 Service Plan Update* 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 August 20, 2009 have been considered in preparing the plan, and I am accountable for achieving the specific objectives in the plan.



Honourable Margaret MacDiarmid
Minister of Education and Minister Responsible for Early Learning and Literacy
September 1, 2009

Table of Contents

| | |
|---|-----------|
| Message from the Minister and Accountability Statement | 3 |
| Purpose of the Ministry | 6 |
| Strategic Context | 7 |
| Goals, Objectives, Strategies and Performance Measures | 10 |
| Resource Summary | 22 |
| Resource Summary Table..... | 22 |
| Resource Summary Public Schools..... | 23 |
| Major Capital Projects | 24 |
| Ministry Contact Information | 27 |

Purpose of the Ministry

The Government of British Columbia aims to make B.C. the best-educated, most literate jurisdiction on the continent, and the Ministry of Education is leading the way by supporting early learning, the K–12 school system, public libraries and life-long literacy.

Preschoolers and their families benefit from Ministry initiatives such as StrongStart BC early learning centres, which help B.C. children develop the skills they need to succeed in school and life.



The Ministry provides leadership and funding to the K–12 education system through governance, legislation, policy, and standards, and insists on accountability, from monitoring performance to reporting results.

The K–12 system serves approximately 580,000 public school students, 69,000 independent school students and 2,700 home-schooled children. Approximately 64,000 Aboriginal students are included in these numbers, as are 4,200 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education.

The Ministry of Education also funds adults completing secondary school or upgrading their skills. And British Columbians of all ages can take advantage of the many services and resources available through public libraries to improve their literacy levels and continue to learn at all stages of life.

The second Great Goal for Government is to lead the way in North America in healthy living and physical fitness. The Ministry is helping realize this through its commitment to overall school health and ActNow BC. Schools influence student health, and healthy children are better able to learn.

Another of Government's Great Goals is to lead the world in sustainable environmental management. The Ministry is working with the BC Climate Action Secretariat and others to enhance environmental sustainability now and to instill green values in future generations.

The pursuit of education, literacy, and related goals is enhanced by the efforts of various groups. These include boards of education and independent school authorities, professional education organizations, community literacy organizations, First Nations representatives, provincial ministries and agencies, the private sector, and public libraries. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teaching Profession Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act* and accompanying regulations.

Strategic Context

The Ministry of Education is influenced by the social, economic, and contextual factors of life in British Columbia. Examples include an aging population and the number and location of students, labour relations, and children's health and special needs. Identifying those likely to affect the Ministry's ability to achieve its goals, allows the Ministry to anticipate and rise to challenges, and act on opportunities.

Social Factors

- Enrolment in the K–12 education system declined between 1997/98 and 2008/09 by approximately 60,000 students (public only). Enrolment is expected to continue to decline for at least the next four years.
- The number of children with identified special needs receiving supplemental funding increased by more than 4,500 in the last six years from 18,360 in 2002/03 to an estimated 22,646 in 2008/09.
- More than 64,000 students require English-as-a-second-language services, up from approximately 60,000 in 2003/04.
- Almost one in three children starts kindergarten without the skills they need to succeed. These students are likely to have difficulty throughout their education.¹
- In 2004, more than 25 per cent of B.C. children ages 2–17 were obese or overweight. In the past 25 years, the number of obese adolescents ages 12–17 has tripled.²
- The achievement levels of Aboriginal and non-Aboriginal students continue to differ significantly.
- Almost 40 per cent of adult British Columbians have difficulty understanding and using printed information in everyday life.³
- Online learning is increasingly in demand despite the decline in overall student enrolment.⁴

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

2 Statistics Canada: Shields, M., *Measured Obesity: Overweight Canadian children and adolescents*, page 2, www.statcan.ca/english/research/82-620-MIE/2005001/pdf/cobesity.pdf

3 The International Adult Literacy and Skills Survey. www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2

4 Data Source: www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf, Ministry of Education, page 5. Data includes all school age and adult full-time equivalent students enrolled in public schools.

Economic Factors

- British Columbia's economy contracted modestly by 0.3 per cent in the 2008 calendar year, according to preliminary data from Statistics Canada. The recession marked the first annual decline in the province's real GDP since 1982. The main contributor to the contraction in B.C.'s real GDP in 2008 was a 6.8 per cent decline in real exports of goods and services.
- Economic decline in BC is expected to continue through 2009 with a return to modest growth in 2010. Risks to BC's economic outlook include a severe and prolonged US recession, continued turmoil in global financial markets, slower global demand for BC products, further appreciation of the Canadian dollar, and volatility in financial and commodity markets, as well as ongoing moderation of domestic demand in BC.
- B.C. may see an increase in the number of adult learners due to this economic situation.

Managing staffing costs has always been one of the prime considerations in maintaining overall government affordability, and since 2001 this government has been diligent in reviewing staff spending each year. This is particularly true in these current economic times. All governments are in the similar position of having to balance spending and service levels against revenues that have declined over the past year in this extraordinary fiscal climate.

Staffing costs can be managed through removal of unfilled positions, retirements, staff efficiencies gained through coordination and collaboration across government, administrative program changes, and, if necessary, a reduction in the staffing budget. In the 2010/11 budget, we will be managing staffing costs in the context of the current economic climate, examining all opportunities to continue to reduce these costs where possible. In the 2009/10 budget every effort has been made to preserve high staffing levels for frontline services.

In future years, government will continue to review its staffing budget to ensure those resources are allocated prudently, efficiently, and towards government's key priorities.

Contextual Factors

- The Province has created StrongStart BC early learning centres, which offer free, drop-in programs for families to help preschool-aged children develop the skills they need to succeed in school. There are now 202 StrongStart BC early learning programs open across British Columbia, and these were visited over 90,000 times last year.
- The Province created an Early Childhood Learning Agency⁵ to look into the feasibility of all-day kindergarten for five-year-olds and optional all-day early learning programs for children ages three and four. Government has committed to establishing voluntary all-day kindergarten for five-year-olds, and, as the economy starts to grow again, will consider voluntary preschool opportunities for four-year-olds.
- B.C. is the pan-Canadian lead on literacy, which is one of three priorities for the Council of Ministers of Education, Canada.⁶
- The Government of British Columbia signed the Transformative Change Accord with the Government of Canada and the First Nations Leadership Council in November 2005. The accord aims to close the gap that exists between First Nations and other British Columbians in health, housing, education and economic opportunities.
- The Province has enacted the First Nations Education Act, recognizing First Nations' authority to enact laws with respect to education on First Nations' land. Developed in consultation with the First Nations Education Steering Committee, the First Nations Education Act also allows greater cooperation between boards of education and First Nations, and builds increased consultation between the Province and the First Nations Education Authority.
- B.C. is expanding Canada's gateway to the Pacific by building stronger relationships with Asia-Pacific nations through transportation links, cultural exchange, and educational partnerships.

⁵ For more information about the Early Childhood Learning Agency, please visit www.bced.gov.bc.ca/ecla/

⁶ For more information on the Council of Ministers of Education, Canada, please visit www.cmec.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. By promoting educational excellence, government can help build stronger, more resilient communities.

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 students

Strategies

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



Performance Measure 1: Six-year completion rate

| Performance Measure | 2008/09 Forecast ¹ | 2009/10 Target | 2010/11 Target | 2011/12 Target |
|------------------------------|-------------------------------|----------------|----------------|----------------|
| Completion Rate — Overall | 79% | 80% | 81% | 82% |
| Completion Rate — Aboriginal | 48% | 50% | 52% | 55% |

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

¹ Forecasts and targets have been adjusted to ensure that they are achievable, motivating B.C.'s education partners.

Discussion

Completion rates are determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.⁷

Completion rates were chosen as a performance measure because these rates are tangible evidence that students have succeeded in the K–12 education system. Young adults have a greater chance of making a successful transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.

While the completion rate has increased three per cent since 2001, there is still more work to be done.⁸

Government has supported new measures to improve student achievement, such as the creation of provincial superintendents of achievement, who are helping boards of education examine student outcomes, and the establishment of LearnNow BC, the Province's virtual school, which is providing students around the province with more choices and first-rate tutoring.

PATHFINDERS — Aboriginal Education

Less than half of Aboriginal students are completing school. It doesn't have to be this way.

The Ministry of Education is working with school districts and Aboriginal communities across the province to sign Aboriginal Education Enhancement Agreements. With 45 agreements now in place, B.C. communities are already seeing real benefits.

The Qualicum school district signed their first Aboriginal education enhancement agreement in 2003. Between 2002/03 and 2007/08, the percentage of Aboriginal students completing school rose from 44 per cent to 60 per cent. The Quesnel school district also signed an Agreement in 2003, and, between 2002/03 and 2007/08, their Aboriginal completion rate rose from 40 per cent to 57 per cent.

⁷ Calculation of completion rates requires an estimate of migration from British Columbia. This estimate cannot be generated at the school level; therefore, the completion rate is available only at the district and provincial level.

⁸ For more information on past and present completion rates, please see the most recent Summary of Key Information on the Ministry website at www.bced.gov.bc.ca/reporting/levels/prov_key.php

Objective 1.2: Improved non-academic achievement for all students

The Ministry of Education is committed to ActNow BC, Olympic and Paralympic education opportunities, and 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 health and safety choices.

Strategies

- To focus on Healthy Schools⁹
 - continuing to support Daily Physical Activity (K-12)¹⁰ requirements and the *Guidelines for Food and Beverage Sales in B.C. Schools*;
 - evaluating the BC Anaphylactic and Child Safety Framework;
 - supporting the BC Healthy Schools Network; and
 - developing Healthy Living Performance Standards

PATHFINDERS — Healthy Schools

The BC Healthy Schools Network is promoting a comprehensive school health approach. The result has been inroads into healthy living, healthier school environments, and supportive community partnerships.

For example, the Okanagan's Glenrosa Middle School offered Life Fitness 9 as an alternative physical education course for girls. This course focused on healthy eating, active living, and other healthy habits. In one year, the number of students requesting the course doubled. Parents said that their children were happier and teachers said that Life Fitness 9 helped some students focus and succeed in all their courses.

Objective 1.3: Students focus on career development

Strategies

- To ensure that all students understand 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; and
- To provide occupation-specific training opportunities for students who plan to enter the workforce directly after Grade 12.

⁹To learn more about how the Ministry promotes healthy schools, please visit www.bced.gov.bc.ca/health/

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

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

| Performance Measure | 2008/09 Actual | 2009/10 Target | 2010/11 Target | 2011/12 Target |
|--|----------------|----------------|----------------|----------------|
| Percentage of students satisfied with career or post-secondary preparation in school | 53% | 54% | 55% | 56% |

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

Discussion

It is important that students feel prepared for post-secondary studies and/or their chosen careers.¹¹ 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?”¹²



¹¹ Students have reported that they are satisfied with career or post-secondary education preparations when they respond “all the time” or “many times” on the annual satisfaction survey.

¹² While the annual satisfaction survey has been used to collect data for this performance measure before, the graduate transitions survey was recently used in its place. The graduate transitions survey will not be conducted in 2009/10.

Goal 2: A high quality education system

Choice, flexibility and access, service, and accountability are the hallmarks of a high quality education system. These traits have the power to inspire even higher levels of student achievement.

Objective 2.1: Meeting the specific educational needs of students and parents through choice and flexibility

Strategies

- To provide, through the Distributed Learning Strategy, high quality distributed learning choices, regardless of location, including online education and combinations of classroom and distributed learning instruction;¹³ and
- To support recent agreements that 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 those systems.

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

| Performance Measure | | 2008/09 Actual | 2009/10 Target | 2010/11 Target | 2011/12 Target |
|---|-----------------------|------------------|----------------|----------------|----------------|
| Percentage of public school students and parents satisfied with educational program choices available to them | Parents ¹ | 71% ³ | 76% | 79% | 80% |
| | Students ² | 51% ³ | 54% | 57% | 58% |

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

¹ Data combines responses from elementary and secondary parents.

² Data combines responses from students in grades 10 and 12.

³ The 2008/09 Annual Service Plan Report percentages for this measure included those who replied “don’t know”. To allow for consistent reporting with prior survey years where the “don’t know” option was not available, the recent “don’t know” responses have been removed and the totals adjusted.

¹³ LearnNow BC provides a single point of entry to information about distributed learning in British Columbia. Learn more at www.learnnowbc.ca. This website contains both distributed learning course details and information about student services available online.

Discussion

This measure was chosen because the opinions of students and parents reflect the Ministry's commitment to service and the degree to which the education system is accessible, flexible and successful in meeting the needs of all students.

At the same time, the accuracy of data from the annual satisfaction survey is subject to reasonable participation rates. To encourage participation, the Ministry has made the survey available online and in many languages.

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 to build community capacity and integrate services; and
- To continue to implement the Children and Youth with Special Needs Framework for Action with the Ministry of Children and Family Development, Ministry of Healthy Living and Sport and the Ministry of Health Services.

See also Performance Measure 3

Objective 2.3: A K–12 education system that is accountable

Strategies

- To monitor student achievement 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, to improve student achievement;
- To require all superintendents to report annually on the improvement of student achievement in their school districts, and
- To provide boards of education with administrative direction that will help improve student achievement.

See also Performance Measure 1

British Columbia's boards of education are required by legislation to prepare and submit to the Minister of Education an annual achievement contract.

- To focus school district attention and resources on improving the achievement of all students, including Aboriginal learners;
- To detail the specific goals that boards of education have set 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.



Based on the needs of students, each school district, in completing its achievement contract, identifies areas on which to focus. 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 to meet its targets in the following year. Demonstrating improvement in achievement contracts reflects each district's accountability to the public and commitment to improving achievement for all students.¹⁴

¹⁴ For more information about achievement contracts, please visit www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/

Goal 3: Improved literacy for all British Columbians

To address areas of the Ministry's mandate that expand beyond 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 to make British Columbia the best-educated, most literate jurisdiction on the continent.

The Ministry of Education is the lead ministry on ReadNow BC,¹⁵ the provincial literacy framework, designed to increase awareness of B.C.'s literacy challenge and provide a coordinated approach to the available 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 provide leadership and coordination 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 plans¹⁶ by encouraging boards of education in their collaboration with communities and in their pursuit of literacy goals;
- To make effective use of provincial public library resources¹⁷ by promoting equitable access to information for all British Columbians; and
- To develop a monitoring and evaluation framework to continually and consistently report on progress.

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

¹⁶ To view the 2007/08 district literacy plan guidelines, please visit [j wr <ly y y 0gcf pqy 0 qx0le0c lf rr 0 vo n](#)

¹⁷ For more information on the Public Library Services Branch strategic plan, please visit www.bced.gov.bc.ca/pls/strat_plan.htm

Performance Measure 4: School reading skills

| Performance Measure | | 2008/09 Actual | 2009/10 Target ² | 2010/11 Target ² | 2011/12 Target ² |
|--|-----------------|----------------|-----------------------------|-----------------------------|-----------------------------|
| School reading skills (Foundation Skills Assessment, ¹ grades 4 and 7) — percentage of students who meet or exceed expectations | Reading Grade 4 | 69% | 70% | 72% | 74% |
| | Reading Grade 7 | 66% | 68% | 70% | 72% |

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

¹ Significant changes made to the Foundation Skills Assessment in 2008 are explained at www.bced.gov.bc.ca/assessment/fsa/

² Targets have been adjusted to make them more achievable, motivating B.C.'s education partners.

Discussion

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 those grade levels and focuses on the skills that form the foundation for other learning. Standards set by the Ministry are based on the recommendations of B.C. teachers.

The Foundation Skills Assessment was chosen as a measure because it can indicate a shift in achievement, such as an overall improvement or decline in reading skills. As well, the data gathered from the assessments provide all partners within the education system with an opportunity to plan more effectively and to focus on key priorities with the aim of improving student achievement.¹⁸

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

| Performance Measure | 2008/09 Forecast | 2009/10 Target | 2010/11 Target | 2011/12 Target |
|--|------------------|----------------|----------------|----------------|
| Percentage of adult ¹ B.C. residents who read successfully ² | 66% | 67% | 69% | 70% |

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 levels 3 and above 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-based society.

¹⁸ For more information, please visit www.bced.gov.bc.ca/assessment/fsa/

Discussion

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; results were published in 2005.

The benefit of this survey is that it measures the literacy and numeracy skills of a nationally-representative sample of participants 16 to 65 years of age, from six participating countries, providing a useful benchmarking tool to help measure success in promoting adult literacy.

The challenge in using the survey as a performance measure is that it is conducted sporadically. The next survey to gather information about adult literacy will be the Programme for the International Assessment of Adult Competencies¹⁹ with results available in 2013.

The B.C. Ministry of Advanced Education and Labour Market Development conducted a study of adult literacy based on the International Adult Literacy Skills Survey structure and content.

The results will be compared with those from the International Adult Literacy Skills Survey published in 2005.



¹⁹ For more information about the 2009 Programme for the International Assessment of Adult Competencies, please visit www.oecd.org/document/35/0,3343,en_2649_201185_40277475_1_1_1_1,00.html

Objective 3.2: Improved school readiness

"School readiness" describes the skills, knowledge, and dispositions that young children acquire from their early experiences and bring with them when they enter kindergarten. Rich, play-based early learning experiences prior to school entry can give children an academic and social benefit in kindergarten and beyond.

Strategies

- To continue to support and implement StrongStart BC²⁰ early learning centres and outreach programs to help pre-kindergarten children realize their potential and become life-long learners;
- To implement the BC Early Learning Framework; and
- To plan for the successful implementation of full day kindergarten for five-year-olds and optional pre-kindergarten for four-year-old children in the future.

PATHFINDERS — Early Learning

Almost 30 per cent of children in British Columbia are vulnerable when they start kindergarten. These children may face long-term challenges in school and throughout life.

That's why the Province has helped establish StrongStart BC centres and outreach programs for preschool-aged children and their parents and caregivers. With over 200 programs now open and more than 100 more expected by June 2010, StrongStart BC has quickly become an important part of communities across the province.

Parents and other caregivers have great things to say about StrongStart BC:

— "In one month, I have seen amazing progress and I am learning too as a parent."

And so do the teachers with StrongStart graduates in their Kindergarten classes:

— "Thirty-five to 40 per cent of the children in my class attended StrongStart BC last year. This year these children were not anxious about attending; there was less separation anxiety from parents; they were more familiar with routines, had good focus and ability to transition between activities. These children were noticeably different than the rest of the class. I am certain it was because of StrongStart BC."

— "The modeling the [StrongStart] facilitator does for parents on playing and reading is a high priority. We believe we are seeing a difference in kindergarten as a result."

²⁰ For more information on StrongStart BC, please visit www.bced.gov.bc.ca/early_learning/strongstart_bc/

Performance Measure 6: School readiness (Early Development Instrument) — percentage of children who enter kindergarten "developmentally ready" to learn

| Performance Measure | 2008/09 Forecast | 2009/10 Target | 2010/11 Target | 2011/12 Target |
|--|------------------|----------------|----------------|----------------|
| School readiness (Early Development Instrument) — percentage of children who enter kindergarten "developmentally ready" to learn | N/A ¹ | 73% | 75% | 76% |

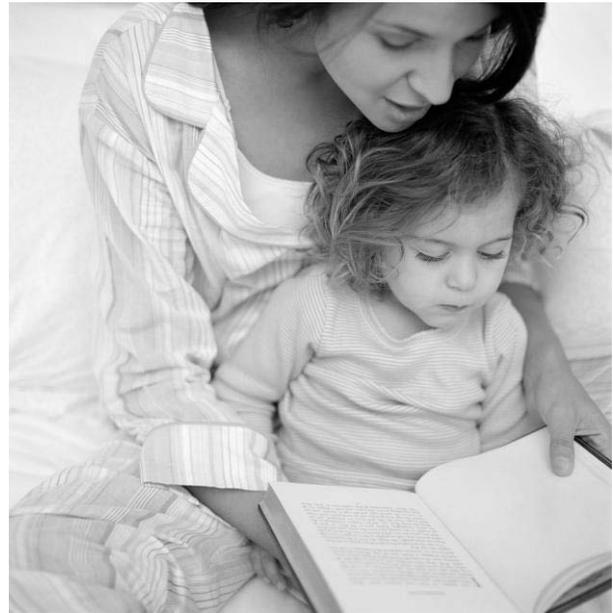
Data Source: The Human Early Learning Partnership (University of British Columbia, funded by the Ministry of Children and Family Development, the Ministry of Education and the Ministry of Healthy Living and Sport).

¹ Data not collected annually at this time by the Human Early Learning Partnership.

Discussion

The tool chosen to gauge children's readiness for school is the Early Development Instrument, created and maintained by the Human Early Learning Partnership at UBC. Kindergarten teachers in B.C. began to collect data for the Early Development Instrument in 1999/00, and, since March 2004, all 60 school districts submit data.

The Early Development Instrument assembles data in five key areas of children's development: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. This information is then examined to teach us more about how and why different groups of children are developing.



Resource Summary Table

Full Time Equivalents (FTE) numbers for each ministry are currently being reviewed across government and therefore are not reported in this Service Plan Update. FTE's are routinely reported in the Public Accounts and more detailed information will now be publicly reported in a new Annual Report on the Corporate HR Plan, released each fall. For more information, see the Budget and Fiscal Plan documentation.

| Core Business Area | 2008/09 Restated Estimates ¹ | 2009/10 Estimates | 2010/11 Plan | 2011/12 Plan |
|--|---|-------------------|------------------|------------------|
| Operating Expenses (\$000) | | | | |
| Education Programs | 5,021,215 | 4,966,415 | 5,003,999 | 5,083,322 |
| Public Libraries | 15,675 | 13,130 | 13,130 | 13,130 |
| Executive and Support Services | 78,605 | 63,013 | 62,528 | 61,510 |
| Total | 5,115,495 | 5,042,558 | 5,079,657 | 5,157,962 |
| Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000) | | | | |
| Executive and Support Services | 5,220 | 1,436 | 1,500 | 1,500 |
| Total | 5,220 | 1,436 | 1,500 | 1,500 |
| Capital Grants (\$000) | | | | |
| Public Schools | 305,425 | 372,903 | 339,853 | 317,691 |
| Total | 305,425 | 372,903 | 339,853 | 317,691 |

¹ Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2009/10 *Estimates*.

Resource Summary Public Schools

| School Districts | 2008/09 Forecasted Estimates ¹ | 2009/10 Budget | 2010/11 Plan | 2011/12 Plan |
|--|---|-------------------|-----------------|-----------------|
| Combined Income Statement (\$000)² | | | | |
| Total Revenue | 5,399,337 | 5,414,120 | 5,405,833 | 5,401,458 |
| Total Expense | 5,308,302 | 5,323,981 | 5,334,655 | 5,337,388 |
| Operating Results | 91,035 | 90,139 | 71,178 | 64,070 |
| Gain (Loss) on sale of capital assets (if applicable) | 0 | 3,550 | 0 | 0 |
| Net Results | 91,035 | 93,689 | 71,178 | 64,070 |

¹ Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2009/10 *Estimates*.

² 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

Alberni District Secondary School

Objective: Replace Alberni District Secondary School (existing capacity 1,300 students) with a new, 1,000-student capacity school on a new site on Roger Street in Port Alberni in School District No. 70 (Alberni).

Costs: The estimated cost for this project is \$50.9 million.

Benefits:

- A new environmentally-friendly secondary facility will have lower operating and maintenance costs for the board of education;
- Secondary programs will be provided in an improved educational environment;
- The new site is more centrally located in proximity to community recreation facilities and the local post-secondary campus; and
- The new school will have a seismically safe design.

Risks:

- Impacts to scope, schedule and budget due to skilled labour and/or project management expertise, and potential for unknown site conditions.



Burnaby Central Secondary School

Objective: Replace Burnaby Central Secondary School with a new, 1,300-student capacity school on the existing grounds in School District No. 41 (Burnaby).

Costs: The estimated cost for this project is \$50.6 million.

Benefits:

- A new environmentally-friendly secondary facility will have lower operating and maintenance costs for the board of education;
- Secondary programs will be provided in an improved educational environment; and
- The new school will have a seismically safe design.

Risks:

- Impacts to scope, schedule and budget due to skilled labour and/or project management expertise, and potential for unknown site conditions.

Chilliwack Senior Secondary School

Objective: Replace Chilliwack Senior Secondary School (existing capacity 900 students) with a new, 1,200-student capacity school on the existing grounds in School District No. 33 (Chilliwack).

Costs: The estimated cost for this project is \$52.3 million.

Benefits:

- A new environmentally-friendly secondary facility will have lower operating and maintenance costs for the board of education;
- Secondary programs will be provided in an improved educational environment; and
- The new school will have a seismically safe design.

Risks:

- Impacts to scope, schedule and budget due to skilled labour and/or project management expertise, and potential for unknown site conditions; and
- Potential for poor soil condition issues due to flood plain location.

New Westminster Secondary School

Objective: Replace the existing New Westminster Secondary School with a new, 1,800-student capacity secondary school (grades 9–12) in School District No. 40 (New Westminster).

Costs: The estimated cost for this project is \$82.1 million.

Benefits:

- A new environmentally-friendly secondary facility will have lower operating and maintenance costs for the board of education;
- Secondary programs will be provided in an improved educational environment; and
- Seismic risk will be reduced.

Risks:

- Impacts to scope, schedule and budget due to skilled labour and/or project management expertise, and potential for unknown site conditions; and
- Potential for further heritage considerations.

Ministry Contact Information

General Enquiries

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

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

General Enquiries Line: 1 888 879-1166

Ministry Mailing Address

PO Box 9146 Stn Prov Govt
Victoria BC V8W 9H1

Minister's Office

Honourable Margaret MacDiarmid
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2
Telephone: 250 387-1977
Facsimile: 250 387-3200
Email: minister.educ@gov.bc.ca

Public Affairs Bureau

Ministry of Education
PO Box 9150 Stn Prov Govt
Victoria BC V8W 9H1
Telephone: 250 356-8156
Facsimile: 250 356-5945