

**Ministry of
Education**

**2012/13 – 2014/15
SERVICE PLAN**

February 2012



For more information on the British Columbia
Ministry of Education,
see Ministry Contact Information on Page 33 or contact:

Ministry of Education:
PO BOX 9179
STN PROV GOVT
VICTORIA, BC
V8W 9H1

or visit our website at
www.gov.bc.ca/bced

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Message from the Minister and Accountability Statement



Our Government remains committed to ensuring every family in British Columbia has access to high quality education so their children can reach their full potential. The world has changed significantly since our education system was designed and while we continue to have a very strong system, we must make bold changes to support our teachers and ensure that every student receives an education that reflects their unique needs, interests and passions.

That's why we've introduced [BC's Education Plan](#) – a vision for the future of education in British Columbia. The Plan consists of five key elements: personalized learning for every student; quality teaching and learning; flexibility and choice; high standards; and learning empowered by technology.

Education transformation is a shared responsibility and BC's Education Plan was inspired by innovative change already taking place in classrooms across British Columbia. To build on this success, we've launched a province-wide public engagement effort which includes online tools, face-to-face dialogue, meetings, presentations and more to reach out to teachers, administrators, parents, students and the public. Together we will build an even stronger education system for our province – one that better meets the needs of the 21st century and will ensure that our children are prepared for the workforce of today, and in the future.

We have also made significant changes to the way the teaching profession is regulated. The Province recently introduced the *Teachers Act*, which dissolved the BC College of Teachers and replaced it with a 15-member British Columbia Teachers' Council. This has created a more accountable and transparent teacher regulation system, to better protect children and put the public interest first.

Government has recognized that some school districts have experienced tremendous student growth over the past few years, and are experiencing enrolment pressures that need to be addressed. That is why we have committed over \$300 million¹ towards new or expanded schools in seven of the fastest growing districts. This is an investment in our children's education and will support students for years to come, while also easing some of the immediate enrolment pressures.

We have also celebrated the opening of seven new and replacement schools in B.C., including the \$39.9 million state-of-the-art Revelstoke Secondary school, featuring one of the province's first Neighbourhood Learning Centres – and I look forward to celebrating the opening of many more incredible projects in the near future.

Government continues to invest in early learning initiatives. This fall we successfully completed the implementation of full-day kindergarten for all eligible children in the province, which was supported

¹ The start and end dates of capital projects will occur during and beyond the three-year scope of this Service Plan. The Ministry expects that the actual expenditures within the scope of this Service Plan will total in the range of \$125 million.

by an additional \$144.5 million investment to re-purpose existing school spaces and create new classrooms. In addition, we invested \$520,000 to add 10 new StrongStart BC programs in communities across the province, bringing the total number of funded StrongStart BC programs to 326, supporting 385 communities throughout the province.

Lastly, government has made important changes to the education funding formula to increase support for vulnerable students through the CommunityLINK supplement and provide more funding for rural and remote elementary schools and small school districts.

I look forward to continuing to work with all of our education partners as we build a strong education system that meets the needs of all British Columbians.

The *Ministry of Education 2012/13 – 2014/15 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared, and for achieving the plan's specific objectives.



Honourable George Abbott
Minister of Education

February 21, 2012

Table of Contents

Message from the Minister and Accountability Statement	3
Purpose of the Ministry	6
Strategic Context	8
Goals, Objectives, Strategies and Performance Measures	11
Resource Summary	27
Resource Summary Table.....	27
Resource Summary Table Public Schools.....	28
Major Capital Projects	29
Ministry Contact Information.....	33

Purpose of the Ministry

The education system is complex, but at its core, it's a learning partnership between the student, the family and teachers. This partnership – supported by the Ministry – is ultimately responsible for ensuring that every learner receives a high quality education. A high quality education enables learners to realize their full potential and contribute to the well being of our society by developing the foundational skills of reading, writing, and math, as well as other essentials necessary in the 21st century, such as self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy.²



Inspired by innovative change already taking place in B.C. communities and developed through many months of consultation with educators, students, parents and other British Columbians, [BC's Education Plan](#) responds to the realities and demands of a world that has already changed dramatically and continues to change. With [BC's Education Plan](#) as the vision of education transformation, this Service Plan outlines the work the Ministry will undertake to modernize education in B.C. and achieve its vision. In the spirit of collaboration, the Ministry has also approached its external partners to seek input on the goals and objectives of this Service Plan as a first step to enhancing the service planning process.

Co-governed by the Ministry of Education and boards of education, the British Columbia education system is a network of partners, including independent school authorities, professional education organizations, community literacy organizations, public libraries, First Nations representatives, provincial ministries and agencies, and the private sector. As we modernize how education is delivered, each of these partners will have a specific role to play while working collaboratively to support the learning partnership and striving to provide every learner with a high quality education.

The Ministry is supporting the education transformation in all stages of the system, working closely with education stakeholders in early learning programs, the K-12 school system and life-long literacy initiatives. Beyond K-12, the Ministry works with the [Ministry of Advanced Education](#) to ensure students transition smoothly to post-secondary opportunities and supports the connection with communities through [Neighbourhood Learning Centres](#) and through fostering development in [public libraries](#). This collaborative approach includes everyone in the transformation.

² Adapted from the Preamble of the *School Act*.

Preschoolers and their families benefit from Ministry initiatives such as [StrongStart BC](#) early learning programs, which help children develop skills they need to succeed in school and life. Full-day kindergarten for five-year-olds, which is now fully implemented, will also help young people begin their journeys toward personal fulfillment and contribution to the province and world. Through our early learning efforts, the Ministry also regularly consults with the [Ministry of Children and Family Development](#).

The K-12 system serves approximately 580,000 public school students, 70,000 independent school students, and 2,200 home-schooled children. More than 65,000 Aboriginal students are included in these numbers, as are more than 4,450 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education.

Although [independent schools](#) form part of the education system in B.C. and deliver the provincial curriculum, they maintain a level of autonomy with respect to governance, program delivery and staffing.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K-12 education system and public libraries. It also monitors performance through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level. Under the new *Teachers Act*, a new system has been established to certify, regulate and discipline teachers through shared responsibility between the Ministry and the education sector.

Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.



Strategic Context

The Economic Forecast Council estimates that British Columbia's real GDP grew by 2.2 per cent in 2011 and projects that the rate of real GDP growth will remain at 2.2 per cent in 2012, before increasing to 2.5 per cent in 2013. Risks to British Columbia's economic outlook include a return to recession in the US; the European sovereign debt crisis threatening the stability of global financial markets; slower than anticipated economic growth in Asia dampening demand for B.C. exports; and a weakening of the US dollar disrupting the financial markets and raising the cost of B.C. exports abroad.

The Plan to Realize Savings for Reinvestment into Public Education

The K-12 public school sector annually spends approximately \$840 million on district administration, operations and maintenance, and transportation services. In managing these costs, the sector is working toward shared service approaches to enable more effective use of funds to support student learning.

With shared arrangements, there is an opportunity for the 17 school districts in the lower mainland to more efficiently deliver \$400 million of "outside the classroom" services. Potential savings could range from 3 to 8 percent.

Province-wide progress is being made with:

- *Joint tendering and purchasing of transportation services across regions and provincially;*
- *Reduced rates charged for voice services under the Provincially negotiated [TELUS agreement](#); and*
- *Centralized [WorkSafeBC](#) claims management.*

The Need for Education Transformation

- We are entering a world of accelerating change: a time of thinking globally and acting quickly, when it is not what you know but how you use that knowledge that matters.
- B.C. already has one of the best education systems in the world, but not all students graduate and not all those who do graduate have the critical thought and collaboration skills it will take to thrive in the future.³
- Many of today's career opportunities did not even exist a decade ago. Students need to have the skills to adapt in a rapidly changing world.
- With an aging population and shrinking workforce, British Columbia will face skills shortages in its labour market, particularly in high-skill occupations and high-growth industries,⁴ putting added pressure on B.C. graduates.

³ Statistics Canada. (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. (Catalogue no. 89-617-XIE). <http://www.statcan.gc.ca/pub/89-617-x/89-617-x2005001-eng.pdf>

- Increased competition in the global economy makes improving the productivity of B.C.'s workforce a necessary and urgent priority.
- Other education systems are overtaking ours in their ability to prepare students with critical skills and knowledge.⁵
- Students are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time.
- Our education system was designed in an earlier century and cannot meet the challenges students are facing now, or those that they will face in the future.
- Government continues to build relationships with Asia-Pacific nations through transportation links, cultural exchanges, and educational partnerships.
- B.C.'s unemployment rate of around 6.9 per cent is below the national average of 7.6 per cent, but well above levels seen prior to the 2008-09 global recession. A good education, economic growth and job creation are critical to the economic well-being of B.C. families and communities.⁶

BC's Education Plan

- [BC's Education Plan](#) provides the vision for how the Ministry and its partners will transform the education system and improve students' ability to find success in school and life. The plan is built on a few key ideas:
 - Children are born learners;
 - Teachers are passionate about teaching;
 - Every student has his or her own unique learning style, as well as individual motivations and interests. Education which brings out the best in each student must take into account diverse learning; and
 - An effective education system collaborates and communicates well between its partners, whether students, families, teachers, schools, districts, Government, or the public.

⁴ *Skills for Growth—BC's Labour Market Strategy to 2020*. www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf

⁵ [Programme for International Student Assessment](#) (PISA) of 15-year-old's reading, math and science skills.

⁶ [Labour Market Snapshot](#), January 2012, WorkBC.

Five Key Elements to Support Transformation:

- **Personalized Learning:** creating student-centered learning that's focused on the needs, strengths and aspirations of each individual student, or group of students sharing a common culture, history or language, and giving teachers and schools the flexibility to make sure all students are well served by their educational program.



- **Quality Teaching and Learning:** building better support for teachers as they continue to adjust their roles to match what students need. With strong professional standards and increased flexibility, teachers will design personalized education that opens the door to educational success for British Columbia's young people. By also recognizing parents as informal teachers and engaging them more proactively in their child's learning, students will be better supported both at school and at home.
- **Flexibility and Choice:** increasing choice for students and families with respect to how, when and where learning takes place. Boards of education will also have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning.
- **High Standards:** ensuring the education system provides strong core skills, abilities and knowledge for all students by improving accountability, effective measurement of progress and the quick identification of student challenges.
- **Learning Empowered by Technology:** encouraging smart use of technology in schools, giving students and teachers the tools they need to help improve student success, as well as better preparing students to thrive in an increasingly digital world.

The Ministry is aligning its Service Plan with [BC's Education Plan](#) and also with several key strategic shifts of Government: the [BC Jobs Plan](#); the [Citizens @ the Centre: BC Government 2.0](#) strategy; and Government's priorities of [Open Data](#) and [Open Information](#). Implementation of [BC's Education Plan](#) will be accomplished within the Ministry's existing budget.

Goals, Objectives, Strategies and Performance Measures

The Ministry of Education has three main goals:

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

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

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

The Ministry is also supporting implementation of the provincial climate change Adaptation Strategy, which calls on government agencies to consider climate change and its impact, where relevant, in planning, projects, policies, legislation, regulations, and approvals. Adaptation is a vital part of Government's climate change plan. It means taking action now to prepare for a changing climate and the resulting effect on ecosystems, resources, businesses, communities, and people. The Ministry supports the provincial Climate Change Adaptation Strategy both through the education of students and the building of schools across the province (see page 29).



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

The Ministry is committed to ensuring students in British Columbia reach their potential. Rich, play-based, early learning experiences benefit children, academically and socially, increasing the likelihood that they will be reading, writing, and doing math at grade level by Grade 4, and that they will continue to succeed in school and life. A more personalized, student-centred approach to learning is important to allow learners more freedom to pursue their individual interests and passions within a particular topic, while still learning the foundational skills of reading, writing and math.

For more information, please refer to [BC's Education Plan](#) Personalized Learning, Flexibility and Choice, High Standards and Learning Empowered by Technology elements.

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

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



Strategies

- Changing our current curriculum and assessment methods, to make them more responsive to individual students (Personalized Learning for Every Student and Learning Empowered by Technology);
- Creating an inclusive education system that recognizes and supports the needs of Aboriginal, French-language, English Language Learning (ELL), international and rural students, as well as students with special needs (Personalized Learning for Every Student and Flexibility and Choice); and
- Understanding, with our education partners, the technology students need to support success in personalized learning, and how we can facilitate access to that technology together (Learning Empowered by Technology and High Standards).



International Education

The Ministry of Education collaborates with provincial ministries, including the Ministry of Advanced Education, the BC International Education Project Council, the [Council of Ministers of Education, Canada](#) (CMEC) and other agencies to ensure alignment of BC's International Education agenda both onshore and offshore.

This involves promoting British Columbia in key target markets to increase the number of international students in our schools – where we have capacity.

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

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

Students and families deserve choice with respect to how, when and where learning takes place and how students are organized for learning.

The Ministry and its partners need to be flexible and respond to students as they explore and eventually discover their passions. Many students decide on goals that require academic post-secondary study. Others find success with options created to help them realize their dreams even sooner, such as a career in the trades. Still other students are interested in athletics and the arts. Whatever their path, students will continue to create blended learning opportunities through distributed, or online, learning and classroom-based environments.



Strategies

- Increasing access to learning opportunities for students by recognizing a variety of options, including traditional classrooms, distributed learning, independent schools, learning in the community, including public libraries, and group learning options (Flexibility and Choice and Learning Empowered by Technology);
- Creating more flexibility within the funding system for education to support flexible and personalized learning (Flexibility and Choice and Personalized Learning for Every Student); and
- Supporting the development of [Neighbourhood Learning Centres](#) through guidance and sharing of promising practices (Flexibility and Choice and Personalized Learning for Every Student).

Public Libraries –The Community Learning and Gathering Place

British Columbians of all ages can access information, resources, and learning opportunities, both in person and online, via their [public libraries](#) across the province. Through established programming, collections, services and open hours that meet community needs, libraries continue to provide an accessible destination for learners of all ages to pursue their individual interests.

Libraries continually expand their virtual presence through eBook lending, access to databases, and online assistance through chat and email. Libraries are available 24/7 – when and where they are needed.

In addition to resources, programming and expertise, public libraries offer a range of services specifically to K-12 students including study space, group study/meeting spaces, wireless network access homework help and exam proctoring services.

Public libraries serve their local communities as part of a broader provincial network of libraries supported by federations, shared technological systems, and [BC OneCard](#). Public libraries are collaborating with schools, literacy organizations, community partners and each other to provide seamless access to library service in rural and urban areas across the province.

Libraries are an integral element of British Columbia’s “informal” education system, and support the vision set out in the BC Education Plan to the personalized learning transformation by allowing for greater flexibility on when and where lifelong learning takes place, for everyone.



Objective 1.3: An education system that is focused on student success.

The Ministry and its partners in the education system have a unique opportunity to facilitate the development of learners who finish school ready to contribute to strengthening our society. We have to work together to determine how we define success in school, how we measure it, how we identify and support students with learning challenges and how we anchor students' learning in the real world.

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

Distributed Learning

Distributed learning provides both rural and urban students in B.C. improved access, more choice, and the flexibility to learn outside of classroom schedules.

Over 40 percent of all graduating students have participated in at least one distributed learning course, taking advantage of a high-quality and engaging environment that reflects the Ministry's commitment to personalized learning and the principles of supporting the individual needs and interests of each learner.

“This choice has provided me with the foundation to direct and edit my life. I have had the ability to pursue personal interests, take part in unique opportunities, and contribute to society more than if I had stayed in a traditional learning environment.”

*A teen working hard to graduate a year early
School District No. 71 (Comox Valley)*



Strategies

- Creating a positive educational environment that allows students to discover their strengths and provides students with opportunities to overcome challenges and learn to succeed (Personalized Learning for Every Student and High Standards);
- Working with the Ministry of Advanced Education to develop a joint strategy to increase the number of K-12 students entering post-secondary education and training and to facilitate transitions to the workplace (Flexibility and Choice and High Standards); and
- Aligning assessment practices with personalized learning (High Standards, Personalized Learning for Every Student).

Performance Measure 1: Grade to grade transition rates

Performance Measure	2010/11 Baseline	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Grade 8 to Higher Grade	97%	≥97%	≥97%	≥97%	≥97%
Grade 9 to Higher Grade	96%	≥96%	≥97%	≥97%	≥97%
Grade 10 to Higher Grade	90%	91%	≥92%	≥92%	≥92%
Grade 11 to Higher Grade	86%	86%	≥87%	≥87%	≥87%

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

Discussion

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

This measure represents the percentage of students who in a given year successfully complete the grade level they are at and transition to the next grade level the following year. Between 2006/07 and 20011/12, secondary grade-to-grade transitions have continued to climb.

Performance Measure 2: Completion rate

Performance Measure	2010/11 Baseline	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of students who complete school within six years of first starting Grade 8	81.0%	≥81%	≥82%	≥82%	≥82%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	53.7%	55%	56%	57%	58%

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

Discussion

Completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a [Dogwood Diploma](#) within six years of starting Grade 8 for the first time in a B.C. public or independent school.

Completion rates have long been a performance measure because young adults are better positioned to transition to post-secondary studies or the workplace if they complete B.C.’s graduation requirements and receive a secondary school graduation diploma.⁷

To further increase B.C.’s completion rate, Government has supported new measures to increase student engagement through personalized learning. Provincial superintendents of achievement are helping school districts examine student outcomes⁸ by providing districts with data on students at risk of not completing school, and by developing mechanisms that districts can apply to monitor those students’ progress. [LearnNow BC](#), the Province’s virtual learning support service, is providing students around B.C. with more choices and first-rate tutoring.

In addition, Aboriginal students are best served by improvements designed specifically to engage them, and to enrich their school experience. The Ministry is working with school districts and Aboriginal communities throughout the province to establish [Aboriginal education enhancement agreements](#). These agreements establish collaborative partnerships between Aboriginal communities and school districts that involve shared decision making and specific goal-setting to meet the educational needs and interests of Aboriginal students. This provides for local control of strategies and approaches to improve Aboriginal student success. Fifty-three out of 60 school districts have signed agreements.

School Completion Demographics — Aboriginal

The Province, its education partners, and Aboriginal communities are working together to empower Aboriginal students to succeed in school and life.

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

Aboriginal Students	2010/11	Change from Previous Year
Overall	53.7%	+3.3%
— Female	55.9%	+0.2%
— Male	51.5%	+6.3%

⁷ For more information about past and present completion rates and complementary facts in the Ministry’s most recent Summary of Key Information, please visit www.bced.gov.bc.ca/reporting/.

⁸ Completion rates require an estimate of migration from British Columbia. Rates are calculated for each district, but migration precludes accurate rates for individual schools.

Finally, based in part on input from School Districts, and as part of our ongoing goal to have every student achieve their full potential the Ministry is reviewing the completion rate and exploring the creation of a more comprehensive measure of student success. Personalized learning for every student will require new ways of accounting for every student and their successes.

Performance Measure 3: Transition rate of high school students to public post-secondary education

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	68%	≥70%	≥70%	≥70%	≥70%

Data Source: Ministry of Advanced Education, Student Transitions Project

¹ Data for the 2010/11 baseline includes 2006/07 high school graduates whose year of entry into the public post-secondary system was 2007/08, 2008/09 or 2009/10.

Discussion

The transition rate of high school students to public post-secondary education gives insights into what proportion of high school students are accessing the public post-secondary system.

The [Student Transitions Project](#) was created to better understand the transition of students from high school to public post-secondary education.



Immediately after graduating from high school, about half (51%) of the high school graduates in B.C. enrol in post-secondary education. A significant group (11%) transition into post-secondary education after a “gap” year. After three years, two-thirds (67%) of high school graduates have enrolled in post-secondary education. Although these results pertain to the 2005/06 graduating cohort, the results are consistent for other cohorts.

Expectations are high for graduating students applying to post-secondary institutions. Colleges and universities are looking for students who can already think creatively and communicate effectively. The rate of transition to post-secondary education is a good indicator of how well the K–12 education system is preparing students for the 21st century. Research indicates that individuals with post-

secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life.

For more information on transitions to post-secondary, please visit www.bced.gov.bc.ca/reporting/.

Goal 2: Effective support for teachers.

At the heart of an outstanding education experience are great teachers who embrace the role of guiding students not only in what to learn but how to learn. We need to continue supporting B.C. teachers in this role so they can continue helping our students succeed in a rapidly changing world. At the same time, the teaching profession needs to be administered in a way that respects teachers by ensuring high standards put student success and the public interest first.

For more information, please refer to [BC's Education Plan](#) Quality Teaching and Learning, Personalized Learning for Every Student, High Standards and Learning Empowered by Technology elements.

Objective 2.1: Improved communication with teachers.

Teachers already communicate, share information and learn from each other. We can support and enhance the potential of that collaboration by helping to expand communication with other teachers, administrators, districts and the Ministry. Doing so will create increasingly valuable opportunities for teachers and school districts to improve classroom practice and also to inform Ministry actions in the future.

Strategies

- Engaging with teachers to learn what they need to improve classroom practice and to feel effectively supported (Quality Teaching and Learning); and
- Finding new ways to share teachers' knowledge of effective teaching practices across the education system (Personalized Learning for Every Student, Quality Teaching and Learning and Learning Empowered by Technology).



Objective 2.2: Improved support for teachers.

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

Strategies

- Improving educational opportunities for teachers in training before they begin their teaching careers (Quality Teaching and Learning);
- Improving teachers' ongoing professional development opportunities (Quality Teaching and Learning, High Standards and Learning Empowered by Technology);
- Connecting new teachers with experienced teacher mentors (Quality Teaching and Learning and Learning Empowered by Technology);
- Supporting teachers who want to take leadership roles in schools (Quality Teaching and Learning); and
- Working with districts and teachers to ensure teachers have access to effective technology to support student success (Quality Teaching and Learning and Learning Empowered by Technology).



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

With the education system's operating budget surpassing \$4.7 billion in 2011/12, we all need to know that students are receiving an education that gives them the best chances in life. An effective, accountable and responsive education system is clearly focused on student success and consists of people who collaborate and understand their roles in facilitating that success. This education system learns from its past experiences and reports clearly on its progress, achievements and challenges.

For more information, please refer to [BC's Education Plan](#) High Standards, Quality Teaching and Learning for Every Student, Personalized Learning and Learning Empowered by Technology elements.

Objective 3.1: High standards for individual students.

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

Superintendents of Achievement

The Ministry monitors student achievement in school districts through the Office of the Superintendent of Achievement.

The superintendents of achievement help school districts interpret provincial evidence and prepare annual achievement contracts to focus attention and resources on improving the achievement of all students. Each unique contract considers the needs of local students, details specific student-achievement goals, and describes strategies to realize those gains.

When a district does not meet its targets, it is expected to outline how it will adjust the following year. For more information, please visit www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/

Strategies

- Building a better understanding of how to support and measure student success from the early years to graduation in a way that supports learning and aligns with targets (High Standards, Quality Teaching and Learning and Learning Empowered by Technology);
- Creating a new set of graduation standards, based on the knowledge, skills, and core competencies that students will need to compete in today's global workforce (High Standards and Personalized Learning for Every Student); and
- Creating a reporting system that supports student learning and enhances the ongoing connection between families and teachers (Personalized Learning for Every Student, High Standards and Learning Empowered by Technology).

Performance Measure 4: School readiness

Performance Measure	2009/10 – 2010/11 Baseline	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of children who enter kindergarten "developmentally ready" to learn	69.1%	71%	73%	74%	75%

Data Source: The Human Early Learning Partnership, through the University of British Columbia, is funded by the ministries of Children and Family Development, Education, and Health Services.

Discussion

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

The Early Development Instrument⁹ collects information through kindergarten teachers in all 60 B.C. school districts and measures five key areas of a child’s development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. The information gathered is then examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices.

Though sponsored in full by the Province, the Early Development Instrument is administered by the Human Early Learning Partnership at The University of British Columbia.

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

Full-Day Kindergarten

Research shows that a high-quality, play-based early learning program has long-term benefits for children’s academic and social skills. Across the province, the implementation of full-day kindergarten has been successful.

*Kindergarten teacher,
School District No. 63 (Saanich)*



⁹ For more information about the Early Development Instrument, please visit <http://earlylearning.ubc.ca/edi/>

Performance Measure 5: Reading at grades 4 and 7

Performance Measure ¹	2010/11 Baseline	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of students in Grade 4 who meet reading expectations ²	69%	72%	≥75%	≥75%	≥75%
The percentage of students in Grade 7 who meet reading expectations	66%	70%	≥73%	≥73%	≥73%

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

¹ The number of students meeting or exceeding expectations is divided by all students in the province. If the students who did not write the assessment are removed from the calculation, the percentage meeting or exceeding expectations in the performance measure changes. For comparison, if the Ministry recalculated scores without these absent students, the number of Grade 4 students meeting or exceeding expectations in reading is 80 per cent.

² This should be the first performance measure to reflect the effect of full-day kindergarten on student achievement; however, that positive influence will not be evident until at least 2015/16 when students now entering kindergarten reach Grade 4.

Discussion

The Foundation Skills Assessment¹⁰ (FSA) measures the percentage of public and independent school students in grades 4 and 7 who meet or exceed grade-level expectations in reading, writing, and numeracy. These skills form the foundation for other learning, including 21st-century skills such as critical thinking and creative problem solving. The assessment is administered to all students at those grade levels. Standards set by the Ministry are based on the recommendations of B.C. teachers.

With 10 consecutive years of information, the FSA is one of the strongest collections of knowledge on student achievement in North America. The Ministry uses reading as an example of the basic skills necessary for success because years of FSA testing show a clear correlation between students' reading scores and the likelihood that they will complete school. This knowledge allows educators and parents to develop appropriate interventions to assist individual students. Government is committed to ensuring that all B.C. students are reading, writing, and doing math at grade level by Grade 4.

How We Measure Basic Skills

Around the world, different school systems measure the basic skills of reading, writing, and math in different ways. In British Columbia, school districts use classroom assessments by teachers, district-wide literacy and numeracy assessment, and the provincial Foundation Skills Assessment to determine if students are learning basic skills effectively and to target help to children who may be slipping behind their classmates.

It is also clear that school districts, such as Revelstoke, that assess frequently and act quickly during students' early years, have some of the highest literacy rates in the province.

[*Read more ...*](#)

¹⁰ For more information about the Foundation Skills Assessment, please visit www.bced.gov.bc.ca/assessment/fsa/

Performance Measure 6: Reading and writing at grades 10 and 12

Performance Measure ¹	2010/11 Baseline	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of students who pass a Grade 10 language arts provincial exam ²	92.3%	94%	≥96%	≥96%	≥96%
The percentage of students who pass a Grade 12 language arts provincial exam ³	92.6%	93%	≥94%	≥94%	≥94%

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

¹ Percentage of students that have completed a grade 10/12 language course and have passed the associated provincial examination. Students are counted as of September 30th of each school year.

² Exams include English 10, English 10 First Peoples, and Français langue première 10.

³ Exams include Communications 12, English 12, English 12 First Peoples, and Français langue première 12.

Discussion

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

The Grade 12 language arts exam provides a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and 12 exams also serve the Ministry and education system as useful performance indicators. For more information on Grade 10 and 12 language arts and other required exams, please visit www.bced.gov.bc.ca/reporting/.

Objective 3.2: High standards for the education system.

Students, families and teachers all need the teaching profession to be administered in a way that ensures high standards and puts the public interest first. Families need to feel safe sending their children to school and children need to feel safe while at school.

Creating an education system that can respond to students’ personal learning needs requires the accurate collection and understanding of information about students: who they are, how they are doing and what their personal learning needs are.

Strategies

- Improving oversight for the teaching profession, including performance management and incentives (High Standards and Quality Teaching and Learning); and
- Improving the accountability framework that guides the education sector toward improving student achievement (High Standards).

Objective 3.3: A transparent and responsive education system that works with families, business and communities to position students for success in post-secondary education and in the workplace.

The Ministry is working to reach out to families, the public and others, enlisting their aid in our goal to improve outcomes for all students. We are starting by making information and data sets public, except those which may hold legally sensitive or personal information. With more information available to students, teachers, parents, interest groups, researchers or members of the public, anyone can use it to find new ways of looking at education, contribute new ideas and help improve student success.



We are also working toward learning more about the needs of those connected with education, whether students, parents, teachers or members of the public. Everyone is invited to join the interactive conversation on education by reading or posting comments on the engagement portion of [BC's Education Plan](#) website. With better information feeding different perspectives from a broad range of sources, we hope to foster a collaborative system that continuously improves its support of student learning.

Strategies

- Creating a system to engage citizens in the way we transform education, including an enhanced web presence and public dialogue around education transformation (High Standards and Learning Empowered by Technology);
- Creating ways for families to engage in their student's learning and in the process of education transformation (High Standards and Learning Empowered by Technology); and
- Making the data and information of the education system transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C. (High Standards and Learning Empowered by Technology).

Resource Summary

Core Business Area	2011/12 Restated Estimates ¹	2012/13 Estimates	2013/14 Plan	2014/15 Plan
Operating Expenses (\$000)				
Education Programs	5,195,984	5,231,972	5,207,984	5,213,996
Learning Improvement Fund	0	30,000	60,000	75,000
Executive and Support Services	45,893	46,666	46,666	46,666
Ministry Totals	5,241,877	5,308,638	5,314,650	5,335,662
Special Accounts				
<i>Teachers Act</i> Special Account	0	6,210	6,210	6,210
Total Operating Expense.....	5,241,877	5,314,848	5,320,860	5,341,872
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	2,002	978	952	2
Total	2,002	978	952	2
Capital Plan (\$000)				
Public Schools.....	449,801	435,461	423,352	429,851
Total	449,801	435,461	423,352	429,851

¹ For comparative purposes, amounts shown for 2011/12 have been restated to be consistent with the presentation of the 2012/13 Estimates.

Resource Summary Public Schools

Public Schools	2011/12 Forecast	2012/13 Budget	2013/14 Plan	2014/15 Plan
Combined Income Statement (\$000)¹				
Total Revenue.....	5,674,651	5,587,835	5,622,336	5,641,336
Total Expense	5,532,213	5,569,491	5,601,001	5,641,336
Operating Results	142,438	18,344	21,335	0
Gain (Loss) on sale of capital assets (if applicable)	6,337	0	0	0
Net Results	148,775	18,344	21,335	0

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

Major Capital Projects

Ministries must report building projects expected to cost over \$50 million and be up front about risks, which always include changes to scope, schedule, and budget, due in part to any shortages of skilled labour and/or project management expertise, and the potential for unforeseen issues with the site.

For the Ministry of Education, relevant projects include a number of new schools, school replacements or renovations, and the collective capital works to accommodate the Province's full-day kindergarten initiative.

Full-Day Kindergarten Space

Full-day Kindergarten was previously available to over half of B.C.'s eligible Kindergarten students. As of September 2011, full-day Kindergarten is available to all Kindergarten students across the province.

An approved budget of \$144.5 million in capital funding has provided for 712 new Kindergarten classrooms. The plan includes a variety of strategies:

- converted 441 existing surplus grades 1-7 classrooms for Kindergarten use;
- fabricated, delivered, and installed 143 modular classrooms to 99 school sites spread throughout 27 school districts;
- constructed 92 new classrooms through additions to 21 existing schools in nine school districts;
- building a new elementary school in the Willoughby area of Langley (providing space for full-day Kindergarten but also addressing a number of capacity issues in the area);
- developed new high school space in the Enerplex facility in Fort St. John, which freed up elementary classrooms for Kindergarten;
- re-opened Anne McClymont Primary in Kelowna; and
- provided for renovations at Cataline Elementary in Williams Lake for two new classrooms.

Risks associated with implementation, including scope (additional space may be required in some areas), schedule (September 2011 deadline), and cost, have been mitigated with ongoing communications and coordination with school districts.

Greening Our Schools

In schools, teachers work on climate change lesson plans to engage students in thinking about provincial and local adaptation strategies that might be required due to climate change. They also work with school action projects (often led by student environmental groups), such as reducing water use or the planting of native species that require less water.

Since 2007, all Ministry capital project planning has included upgrading building standards for schools to ensure sufficient energy and operating efficiency. The cost of designing and building new schools to meet LEED® Gold or equivalent standards has been built into the capital framework.

The new school in Langley will not be available until September 2012. The school district has developed plans to accommodate Kindergarten students until the new space is ready.

Alberni District Secondary School

School District No. 70 (Alberni) is replacing its existing 1,300-student-capacity school with a 1,000-student-capacity school on a new site in Port Alberni.

The new school includes a Neighbourhood Learning Centre with the following features:

- First Nations' programs, including a meeting space for First Nations' elders, parents, and students, since approximately 30 per cent of the school's students are Aboriginal;
- child and youth support programs, including services relating to guidance, health, and welfare for students and families;
- community support programs, including a multi-use space for education, community support services, fitness; and
- a new community theatre.



The new facility will not only be safer in the event of an earthquake, the environmentally friendly secondary school will lower operating and maintenance costs for the Board, provide a better learning environment for students, and, with a new neighbourhood learning centre, become an even more integral part of the community.

Construction is underway and completion is expected in 2012.

Burnaby Central Secondary School

Burnaby Central Secondary School is being replaced with a 1,300 student capacity school on the existing grounds in School District No. 41 (Burnaby). The new school opened to students in September 2011 however gymnasium demolition and new construction is still underway with expected completion in the spring of 2012.

The new, environmentally-friendly facility will be safer in the event of an earthquake, will lower operating and maintenance costs for the board and provide a better learning environment for students.

Oak Bay High School

School District No. 61 (Greater Victoria) is replacing this existing 1,500-student-capacity school with a 1,300-student-capacity school on the current site in Victoria. This includes district-funded space for 100 international students.

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

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

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

The new facility will be safer in the event of an earthquake, built to the strictest environmental standards that will lower operating and maintenance costs for the Board, and will maximize the use of wood in the construction.

Kitsilano Secondary School

School District No. 39 (Vancouver) is replacing and renovating the existing 1,500-student-capacity school to the same capacity on the current site. The three-stage project will include a new wing and renovation of the old heritage wing/façade.

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

- Theatre
- Gymnasium space
- Weight/Fitness Facility

The new facility will be safer in the event of an earthquake, built to the strictest environmental standards that will lower operating and maintenance costs for the Board, and will maximize the use of wood in the construction.

Revelstoke Elementary and Secondary schools

Revelstoke Secondary School has been replaced with a 500-student capacity school on the existing grounds in School District No. 19 (Revelstoke). The new facility includes a new 275-seat Performing Arts Centre as part of the Neighbourhood Learning Centre initiative.

Revelstoke Elementary School is being replaced with a new school with space for 250 students and 80 Kindergarten students on the existing grounds of the secondary site. Construction is underway; completion is expected in time for the start of school in September 2012.

The new facility will include an Early Learning Hub, Acrobat and Youth Support Programs as part of the Neighbourhood Learning Centre initiative.

Chilliwack Secondary School

Chilliwack Secondary School is growing from a 900 student capacity school to a 1,200 student capacity school on the existing grounds in School District No. 33 (Chilliwack). Construction is underway; completion is expected in 2012.

The new facility will not only be safer in the event of an earthquake, the environmentally friendly secondary school will lower operating costs for the board and provide a better learning environment for a larger number of students.

The Neighbourhood Learning Center at this school will provide space for community and Aboriginal services that will benefit the entire district of Chilliwack.

A unique seismic risk for this project is poor soil condition issues and the need to increase the height of the foundation due to the site's location on a floodplain.

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 9179 Stn Prov Govt
Victoria BC V8W 9H1

Minister's Office

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

Government Communications and Public Engagement

Ministry of Education
PO Box 9150 Stn Prov Govt
Victoria BC V8W 9H1
Telephone: 250 356-5963
Facsimile: 250 356-5945

Public Engagement Website

Everyone is invited to join the conversation on education on the engagement portion of [BC's Education Plan](#) website. To read or post comments on various topics, please visit the engagement website at <http://engage.bcedplan.ca/>.

