

**Ministry of
Education**

**REVISED 2013/14 – 2015/16
SERVICE PLAN**



For more information on the British Columbia
Ministry of Education,
see Ministry Contact Information on Page 34 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

Published by the Ministry of Education

Message from the Minister and Accountability Statement



I am pleased to present the *Ministry of Education Revised 2013/2014 – 2015/16 Service Plan*.

British Columbia has a great education system. We have skilled teachers and high levels of student achievement. But as good as it is - education must keep pace with a rapidly changing world.

In the coming year, we will continue to build a strong economy and a secure tomorrow for all children. We're committed to long term education stability through lasting labour peace with teachers. Such an agreement would provide greater certainty and stability for all partners in the education system. It would serve to enhance B.C.'s education system and help us to further address complex classroom needs.

We are also making our education system more flexible, dynamic and adaptable by focusing on personalized learning for every student, quality teaching, flexibility and choice, high standards, and learning empowered by technology.

To help guide this transformation we want to make sure students have more access to skills and trades training so they can take advantage of the jobs of the future and help build the economy. To support this major initiative, a new Superintendent of Trades and Transitions is helping to expand educational pathways and learning opportunities for students pursuing trades and technology careers.

As well, a Superintendent of Reading is working with teachers in school districts across the province to improve reading skills, particularly for students in kindergarten to grade three. This work will continue in the coming year.

Our ERASE Bullying strategy is the most comprehensive anti-bullying and threat assessment program in Canada. As part of this program, more than 4,000 people have already received training and there are safe school co-coordinators in all 60 school districts. Training will resume this September, and over the next four years, some 15,000 school staff and community partners in every region of B.C. will receive anti-bullying and threat assessment training.

We've reached out to stakeholders to review B.C.'s graduation program and the future of student assessment and our review of curriculum is continuing.

Through capital investments across B.C. we are providing students with modern learning environments. As well, since 2001, government has spent or committed more than \$2.2 billion to seismically upgrade or replace 213 high-risk schools. It is anticipated it will cost a further \$600 million to address the remaining 102 high-risk schools in the province.

In the year ahead, I look forward to working with our education partners to provide all students in British Columbia with the best education possible.

The *Ministry of Education Revised 2013/14 – 2015/16 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.

A handwritten signature in black ink, appearing to read 'P. Fassbender', followed by a period.

Honourable Peter Fassbender
Minister of Education

June 18, 2013

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	30
Resource Summary Table.....	30
Resource Summary Table Public Schools.....	31
Major Capital Projects	32
Ministry Contact Information.....	34

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 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.¹

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 evolve. The engagement and consultation begun through the development of [BC's Education Plan](#) has led to a shift in how ministry business is conducted. The Ministry is continuing to actively solicit input, feedback, and comments from the public, students, parents, teachers, and education partner organizations through online, social media, and face-to-face engagement efforts. With [BC's Education Plan](#) as the vision for educational transformation, this Service Plan outlines the work the Ministry will continue to undertake to modernize education in B.C. and achieve its vision.

Co-governed by the Ministry of Education and boards of education, K-12 education in British Columbia is part of a complex 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 continues to have a specific role to play in working collaboratively to support the learning partnership and striving to provide every learner with a high quality education.

The Ministry supports education transformation at all stages of the formal and informal education system, working closely with education stakeholders in early learning programs, the K-12 school system, and community literacy and life-long learning initiatives.

To support Government's commitment to the early years, the Ministry works closely with the [Ministry of Children and Family Development](#) to enhance childcare services, Early Childhood Development services and early learning initiatives. 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 is also helping young people begin their journeys toward personal fulfillment and contribution to the province and world.

In collaboration with the [Ministry of Advanced Education](#) and education and industry partners, the Ministry is supporting activities outlined in the [BC Jobs Plan](#) and related [Skills and Training Plan](#) to ensure students transition smoothly to post-secondary and workforce opportunities. The Ministry also

¹ Adapted from the Preamble of the *School Act*.

supports connections with communities through [Neighbourhood Learning Centres](#) and through fostering development in [public libraries](#).

The K-12 system serves approximately 564,000 public school students, 74,300 independent school students, and 2,100 home-schooled children. More than 65,600 Aboriginal students are included in these numbers, as are more than 4,700 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 the majority 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.

Taking the Next Steps Together

Improved relationships between B.C. and its education partners are leading to improved services for students. For example, the Ministry's close cooperation with Aboriginal organizations, such as the First Nations Education Steering Committee or FNEESC, is ensuring that Aboriginal perspectives are an integral part of everything we do for the benefit of all students.

These relationships are more important now than ever before. That's because, in addition to curriculum, assessment, and the graduation program, most of the other elements of B.C.'s K-12 system are also being transformed. To succeed, the Ministry needs people, especially those working in the system, to think critically and creatively, to discuss a wide range of topics, from the funding formula, to distance learning, to international education, and to help B.C. determine its future.

What's more, together, we can explore any number of possibilities. For example, 12 school districts have partnered with the Ministry to conduct action research in special education during 2012/13. From any one of these dozen innovators may emerge a better way to support students with special needs.

To share your ideas for working together toward positive change, visit the engagement portion of [BC's Education Plan](#) website.

Strategic Context

The Economic Forecast Council expects British Columbia's real GDP will grow by 1.6 per cent in 2013 and 2.5 per cent in 2014. Risks to British Columbia's economic outlook include the following: further slowing of domestic economic activity; renewed weakness in the US economy; the ongoing European sovereign debt crisis threatening the stability of global financial markets; exchange rate volatility; and slower than anticipated economic growth in Asia dampening demand for BC's exports.

The Need for Education Transformation

- We are in a world of accelerated 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.²
- 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 is facing skills shortages in its labour market, particularly in high-skill occupations and high-growth industries,³ putting added pressure on B.C. graduates.
- 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.⁴
- 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.

² 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>

³ *Skills for Growth—BC's Labour Market Strategy to 2020*. www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf

⁴ [Programme for International Student Assessment](#) (PISA) of 15-year-old's reading, math and science skills.

Supporting the BC Jobs Plan

The Ministry of Education is supporting the [BC Jobs Plan](#) and related [Skills and Training Plan](#). The goal is to increase the number of K–12 students enrolling in trades and technical training programs by 50 per cent, to 6,000 students each year. To meet that target, the Ministry is:

- informing school career counsellors, teachers, educators, parents, and students about the merits of working in the trades;*
- increasing the number of educators able to provide skills training in secondary schools;*
- encouraging school districts to raise the profile of technical training and careers in trades, and to address capacity issues by working with public post-secondary institutions and industry to meet the needs of their community.;*
- offering students more opportunities for dual credit skills training with post-secondary institutions, as well as first-level industry certifications with industries;*
- promoting pathways that help students explore their interest in trades and technical occupations, and identify the courses and certifications they need to get there; and,*
- inviting employers to help shape new curriculum and graduation requirements.*

Most of these activities, and many others, depend on collaboration between government ministries, provincial agencies, post-secondary institutions, school districts, industry, teachers and employers. An early product of such teamwork is the Discover Trades BC website, www.discovertradesbc.ca, which features student testimonials and resources for primary, middle, and secondary school teachers.

BC's Education Plan

- [BC's Education Plan](#) provides the vision for how the Ministry and its partners are transforming the education system and improving students' ability to find success in school and in 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.

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 are designing personalized education that opens the door to educational success for British Columbia's young people. By recognizing parents as vital partners, and by engaging them more proactively in their child's learning, students are being 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 now have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning. With the new [School Calendar Regulation](#), boards of education and education authorities are now able to offer more creative scheduling options that better meet the needs of students and families.
- **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.



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 increasingly open and accountable to students, families, communities and the public; one that is better connected and responsive to their needs. Through the combined efforts of all partners to remove obstacles and provide guidance, our students will have the support they need to become responsible, well-educated citizens, who pursue their dreams, strengthen their communities, and contribute to a more prosperous British Columbia.

[BC's Education Plan](#) provides the vision for the transformation of education in order to improve students' ability to pursue success in school and life. The goals, objectives and strategies in this Service Plan align with [BC's Education Plan's](#) five key elements: [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 32).



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 allows 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.

Revising B.C.'s Curriculum

The Ministry of Education aims to reduce the volume and prescriptive nature of the current curricula while ensuring a consistent focus on the essential elements of learning. The new curricula will emphasize the key concepts students need to master to succeed in school and life, provide opportunities to make connections across subjects areas, and pursue deeper understanding in the form of inquiries and projects. Here are the steps the Ministry has taken to date.

- *In November 2011, a Curriculum and Assessment Framework Advisory Group was formed. In the spring of 2012, the Province presented that group's ideas at 12 regional sessions. Many participants praised the open and flexible nature of anticipated changes. The ideas presented and responses recorded are online in an August 2012 discussion paper: [Enabling Innovation: Transforming Curriculum and Assessment](#).*
- *Similarly, in the summer and fall of 2012, teams of academics and educators met to provide advice toward new provincial curricula in specific subject areas. A January 2013 document summarizing that work is online: [Exploring Curriculum Design, 2012](#).*
- *Now, and for the remainder of the 2012/13 school year, grades K–10 curricula are being developed for most core subject areas. This development will continue to involve educators from school districts around the province. At the same time, Aboriginal representation will continue to help ensure the First Peoples principles of learning and First Nations ways of knowing are reflected across the entire curriculum.*

To comment or get involved in this transformation of B.C.'s curriculum, visit <http://www.bcedplan.ca/> or email curriculum@gov.bc.ca.

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 we are now seeing 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.



Investing in Essential Skills

To succeed in school and life, students need 21st century competencies, such as creative thinking, critical thinking, and communication skills. At the same time, to develop and apply these competencies, students need a foundation of essential skills, such as reading, writing, and numeracy. That's why the education transformation underway will not displace essential skills; on the contrary, the Ministry is enhancing that learning, through initiatives such as the K–3 reading project: [Changing Results for Young Readers](#).

This 2012/13 project spurred a \$10.7 million increase in block funding distributed to B.C.'s 60 school districts. At the same time, the Ministry appointed a Superintendent of Reading. This Superintendent helped districts as they decided how best to invest their new funds and support K–3 readers. For example, to empower staff afforded release time, she suggested the following strategies:

- *develop teams within schools where classroom teachers and resource teachers work together to co-plan, co-teach, and co-assess;*
- *form teacher action research groups focused on reading inquiry projects; and*
- *structure classrooms and schools to support the reading performance of all students, such as assigning four teachers to three classrooms.*

While it is too early to report results, feedback from districts around the province suggest that their efforts have already made a difference for students and especially those students who have been struggling with reading.

Strategies

- Modernizing our current curriculum and aligning assessment methods, to make them more responsive to individual students; and
- Creating an inclusive education system that recognizes and supports the needs of Aboriginal, French-language, English Language Learning (ELL), international and rural students, as well as students with special needs.

Aligning Assessment

BC's assessment and evaluation programs will need to change to support the transformed curriculum.

The Curriculum and Assessment Framework Advisory Group recommended that assessment materials to support classroom learning use multiple approaches, emphasizing student self-assessment and assessment for learning. Further, they recommended that the Ministry work with educators to create developmental continua and exemplars for each of the cross-curricular competencies, and that the Ministry revise or supplement the existing performance standards to reflect any changes made to specific curricula.

The advisory group also discussed the need for elementary and secondary school provincial assessment, and their conversation lead to the following guidelines:

- *assess literacy skills, numeracy skills, and competencies in the elementary years;*
- *emphasize competencies and key areas of learning for secondary school students;*
- *support learning by providing relevant, timely feedback; and,*
- *incorporate an array of formats, including performance tasks, structured inquiries, and classroom-based assessments.*

Further input on provincial assessment will be sought through an advisory committee of stakeholders and will also be shaped at the secondary school level by the review of graduation requirements currently underway.

For additional information, visit the Ministry's curriculum and assessment website:
www.bced.gov.bc.ca/assessment/.

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 B.C.'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.

B.C.'s International Education Strategy was announced in May 2012. The Ministry of Education has developed a K-12 International Education Strategic Framework, which includes goals and actions that support the following objectives:

- *enriching education experiences for B.C. students;*
- *increasing the number of skilled workers who study and remain in B.C.; and*
- *providing cultural and economic benefits to B.C. communities.*

A comprehensive review of the offshore program has been completed and new requirements and application criteria were implemented in January 2013.

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.



Performance Measure 1: Grade to grade transition rates

Performance Measure	2011/12 Baseline	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 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	91%	≥91%	≥92%	≥92%	≥92%
Grade 11 to Higher Grade	87%	≥87%	≥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 in a timely fashion from one grade to the next, the greater the likelihood they will graduate and the better prepared they are to move into the workplace or continue their education.

This measure represents the percentage of students who in a given year successfully complete the grade level they are at and transition to a higher grade level the following year. Secondary grade-to-grade transition rates have increased since 2006/07 and remained steady in recent years.

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 expect choice with respect to how, when and where learning takes place. The Ministry and its partners are becoming more flexible and responsive to the evolving needs of students. 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.

The Library Transformed

Libraries are no longer just books. Whether in schools, communities, universities or colleges, libraries are changing to meet a new reality, where the knowledge and skills of citizens are as important to a healthy community as businesses, logging, mining or any other economic resource.

The library can be a critical source of knowledge, but it can also be a place for community discussion, collaboration, invention and creation. It can help us dream of our future; understand our past; grasp the skills and knowledge we need now; and put that knowledge into practice.

Provincial support for public libraries is helping to support high quality library service for all British Columbians and aiding libraries as they meet these new challenges. This funding supports the equal access of all B.C. citizens to quality knowledge and information, while ensuring that local communities have full control of their public library.



Collaboration and Participation: The New Face of Public Libraries

To ensure that British Columbians will have access to the knowledge they need for the future, public libraries, school libraries, post-secondary libraries, community groups, municipalities, businesses and citizens all have to work together. The Province also supports the transformation of libraries through:

- *Resource sharing (such as books, technology and information) between libraries;*
- *Collaborative services such as BC OneCard and technology infrastructure;*
- *Stronger connections between libraries and communities and different types of libraries, and*
- *Discussions about the future of libraries and how to get there together.*

These discussions, such as those heard recently at the Changing Times; Inspiring Libraries Summit, are revealing new possibilities for libraries and communities in B.C. To hear and see more about library transformation, we encourage you to visit: <http://commons.bclibraries.ca/inspiringlibraries2012/>.

Strategies

- Recognizing multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, apprenticeships, learning in the community, public libraries, trades training involving local industry and group learning options. For more information, please refer to the [Skills and Training Plan](#); and
- Creating more flexibility within the funding system for education that supports flexible, personalized learning and encourages student participation in trades training.

Objective 1.3: An education system focused on student success.

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

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

Students learn better when they are healthy and safe. To promote positive mental health and wellness while preventing bullying and violent behaviours, the Ministry has introduced the [ERASE Bullying Strategy](#), including and online reporting [tool for students](#).

ERASE Bullying

In June 2012, the Premier announced the ERASE Bullying Strategy, a multi pronged plan to address bullying and harmful behaviours in school communities. Through ERASE, the Province is focused on a coordinated approach involving schools, families and community partners to promote positive mental health and wellness and prevent bullying and violent behaviours.

A key component of the ERASE bullying strategy is a five-year, multi-level training program for educators and community partners to help them proactively foster safe school cultures, prevent bullying and undertake violence threat risk assessment. A key goal of the training is to improve multi-agency collaboration. By the end of the school year, all 60 school districts will have participated in regional training sessions.

This fall, the Province launched the [ERASE bullying web site](#) and a confidential online reporting [tool for students](#) to report bullying and violence. Every school district now has a Safe School Coordinator in place that is responsible for district wide safety initiatives and responding to student reports through the online reporting tool.

Strategies

- Creating a positive educational environment that allows students to discover their strengths and provides students with opportunities to overcome challenges and learn to succeed;
- Working with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training and facilitate transitions to the workplace. For more information, visit [LearnLive BC](#) online; and
- Connecting students with opportunities available in various sectors and supporting them to form clear career goals and achieve them. For more information, visit [Discover Trades](#) online or refer to the [Skills and Training Plan](#).

Performance Measure 2: Transition rate of high school students to public post-secondary education

Performance Measure	2010/11 Baseline ¹	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.	67%	≥70%	≥70%	≥70%	≥70%

Data Source: Ministry of Advanced Education, Student Transitions Project

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

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 help us better understand this transition of students.

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 (12%) 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 2007/08 graduating cohort, the results are similar 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. However, post-secondary studies may not be relevant to the interests of all students. The strong economy in parts of this province draws high school graduates directly into the workforce.

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. Toward this end, the teaching profession must be administered in a way that ensures high standards and puts student success and the public interest first. We have moved to a model of regulation that is characterized by shared responsibility among education partners, employers and educators. We all have a role to keep students safe and ensure that they can reach their full potential.

Objective 2.1: Improved communication with teachers.

10-Year Agreement

In October 2012, Premier Christy Clark announced government would review teacher bargaining structures and processes with the goal of providing a more stable learning environment for B.C. students. That vision is driven by the following fundamental considerations:

- 1. There is a need to transform B.C.'s public education system over the next decade, as recognized by our partners in the education system.*
- 2. To achieve that transformation, we need the full participation of teachers and the full engagement of the public, both of which are undermined by recurring labour disputes.*
- 3. A 10-year agreement would provide the stability required and allow all partners in education, particularly parents and teachers, to focus on the priority of ensuring B.C.'s education system meets the needs of students into the future.*
- 4. Achieving a 10-year agreement requires a new approach from the established model of bargaining, which history has repeatedly demonstrated has little chance of success in the context of the relationship between government and the British Columbia Teachers' Federation.*

In January 2013, government set out a [framework for a 10-year agreement](#) as envisioned by the Premier. If achieved, that agreement would provide greater certainty and stability for all partners in the education system, especially students, teachers and parents.

Teachers already communicate, share information and learn from each other. We are supporting and enhancing the potential of that collaboration by helping to expand communication with other teachers, administrators, districts and the Ministry. [Learn Magazine](#) is one example of how the Ministry ensures that teachers, and other members of the education community, are informed about the [Standards of Education, Competence and Conduct](#) required for teaching in B.C.; have the chance to learn from their colleagues who are doing exceptional work in their area; as well as stay on top of timely news pieces in education and other issues important to the teaching community.

Strategies

- Engaging with teachers to learn what they need to improve classroom practice and to feel effectively supported; and
- Finding new ways to share teachers' knowledge of effective teaching practices across the education system.

Objective 2.2: Improved support for teachers.

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, support and mentoring for prospective, new and experienced teachers;
- Working with districts and teachers to ensure teachers have effective technology to support student success;
- Ensuring the availability of teachers delivering trades and technical training, and help school districts coordinate regional sessions to review labour needs and opportunities; and
- Improving oversight for the teaching profession, including performance management and incentives.

Teacher Regulation Branch

The [Teacher Regulation Branch](#) (TRB), part of the Ministry of Education, was created as part of the implementation of the [Teachers Act](#), which came into force on January 9, 2012. The TRB works to ensure that educators in the K-12 school systems in BC meet and maintain the high standards of competence and conduct required to keep students safe and foster public trust and confidence in the teaching profession.

As the operational arm of the regulatory structure, the Branch provides administrative support to the Commissioner for Teacher Regulation, the BC Teachers' Council, and the Disciplinary and Professional Conduct Board. The work of the Branch includes: assessing applicants for certification; issuing teaching certificates; evaluating teacher education program; and enforcing standards for certificate holders.

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

With school district operating grants surpassing \$4.7 billion in 2012/13, the education system, as stewards of these public funds, needs to demonstrate accountability, professionalism and transparency in its decision-making processes and actions to maintain the confidence of British Columbians. We 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. British Columbia's world-class education system is one that is focused on the future, learns from past experiences and reports clearly and publicly on its progress, achievements and challenges.

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 are being developed to provide greater access and transparency, richer information, and more consistency across the province on student progress. Regular reporting to parents both formally and informally will be enhanced.

New Graduation Requirements

As part of the Ministry's 2012 consultations on curriculum, the Ministry was encouraged to revise the graduation requirements to better prepare students to be successful in the 21st century. Here are the steps the Ministry has taken to date.

- *In August 2012, the Ministry held a meeting of its provincial education partners to encourage partner organization involvement. The First Nations Education Steering Committee were among those in attendance.*
- *In the fall of 2012, an advisory group of experienced educators hosted consultation sessions around the province and submitted recommendations for changes to the Ministry.*
- *The Ministry is preparing a discussion document summarizing partner organization feedback, advisory group member reports, and other contributions, such as comments posted on [BC's Education Plan website](#). This document will soon be posted online for comment.*

For additional information, visit the Ministry's graduation website: www.bced.gov.bc.ca/graduation.

Strategies

- Supporting, measuring and reporting student success from the early years to graduation in a way that supports learning, connects families and teachers and aligns with targets;
- Creating a new set of graduation standards, based on the knowledge, skills, and core competencies that students will need to compete in today's global workforce; and
- Facilitating access to the technology students need to support success in personalized learning and setting standards for digital literacy.

Performance Measure 3: School readiness

Performance Measure	2009/10 – 2010/11 Baseline	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
The percentage of children who enter kindergarten "developmentally ready" to learn	69.1%	71%	74%	75%	≥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 B.C. families.

With the active involvement of kindergarten teachers, the Early Development Instrument (EDI)⁵ collects information 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 EDI is administered by the Human Early Learning Partnership at The University of British Columbia.

The 2009/10 & 2010/11 EDI Provincial Summary Reports indicate 31% of children vulnerable in one or more of the key developmental areas assessed. The Performance Measure for School Readiness baseline of 69 percent is based on this 2009/10 and 2010/11 EDI vulnerability measure. This baseline percentage reflects a realistic representation of the number of children who entered kindergarten "developmentally ready" to learn in the school system, based on parent uptake of available programs.

The Ministry has set targets at 71% for the 2012/13 school year, increasing to 75% for the year 2014/15. It is anticipated that as the number of parents who opt to participate in available programs, such as [StrongStart BC](#), with their children increases, and as school districts expand their efforts to reach out to parents of pre-school aged children, so too will the number of children entering kindergarten "developmentally ready" to learn.

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.

⁵ For more information about the Early Development Instrument, please visit <http://earlylearning.ubc.ca/edi/>

Performance Measure 4: Reading at grades 4 and 7

Performance Measure ¹	2011/12 Baseline	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
The percentage of students in Grade 4 who meet or exceed reading expectations ²	70%	72%	≥75%	≥75%	≥75%
The percentage of students in Grade 7 who meet or exceed reading expectations	64%	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 82 per cent in 2011/12.

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 the first cohort of students who experienced full-day kindergarten in 2011/12 reach Grade 4.

Discussion

The Foundation Skills Assessment⁶ (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 more than 10 consecutive years of information, the FSA is one of the most robust collections of data 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 students are reading, writing, and doing math at grade level by Grade 4.

PIRLS

The Progress in International Reading Literacy Study (PIRLS) is an international assessment that measures trends in the reading achievement of Grade 4 students.

In PIRLS 2011, B.C. students achieved a mean score significantly above both the international and Canadian averages. At the same time, B.C.'s performance has remained stable since the last PIRLS assessment, in 2006, while several other jurisdictions made significant gains. In total, 4 jurisdictions statistically outperformed B.C., 10 jurisdictions performed in the same range, and 37 jurisdictions performed below B.C.

For more information, visit www.bced.gov.bc.ca/assessment/nat_int_pubs.htm.

⁶ For more information about the Foundation Skills Assessment, please visit www.bced.gov.bc.ca/assessment/fsa/

Performance Measure 5: Reading and writing at grades 10 and 12

Performance Measure ¹	2011/12 Baseline	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
The percentage of students who pass a Grade 10 language arts provincial exam ²	91%	94%	≥96%	≥96%	≥96%
The percentage of students who pass a Grade 12 language arts provincial exam ³	91%	93%	≥94%	≥94%	≥94%

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

¹ Of the students who wrote a provincial examination in a grade 10/12 language course, this represents the percentage of students who passed the exam.

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

Now more than ever students will need strong literacy and numeracy skills to succeed in work and life. A strong foundation in these skills is also essential for success in post-secondary education and training.

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/.

Performance Measure 6: Completion rate

Performance Measure	2011/12 Baseline	2012/13 Forecast	2013/14 Target	2014/15 Target	2015/16 Target
The percentage of students who complete school within six years of first starting Grade 8	82%	≥82%	≥82%	≥82%	≥82%
The percentage of Aboriginal students who complete school within six years of first starting Grade 8	56%	57%	58%	59%	60%

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](#) or an [Adult Dogwood](#) within six years of starting Grade 8 for the first time in a B.C. public or independent school.

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

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.

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 assessing the success of every student.

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	2011/12	Change from Previous Year
Overall	56%	+2.8%
— Female	61%	+4.8%
— Male	52%	+0.7%

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.

Success Rate

Each year the Ministry produces a Completion Rate which tracks students beginning in Grade Eight to determine the percentage who complete with a Dogwood Diploma within six years. An adjustment is made to estimate the number of students who leave the British Columbia education system for reasons currently unknown. Districts review the completion rate and several then take the additional step of creating a modified version at the district level to account for local contextual factors like changing demographics and short-term international exchange students.

The Ministry met with school districts to discuss their concerns and, as a result, a second consistent and complementary measure related to completing school has been created, based on comparing the expected results for individual students with their actual outcome. The intent of the Success Rate is to more accurately reflect the success of every student by removing students who are known to have moved from the Province, international students who are studying in BC on a short-term basis, deceased students, and students who withdraw due to serious illness.

The Success Rate, like the Completion Rate, will be useful to track improvement over time. It will take a number of years to build up this history. The process of collecting the data required to create this measure is currently undergoing a Privacy Impact Assessment to ensure the data exchange between school districts and the Ministry is done in a way that protects student's personal information.

Discussion – Assessment Transformation

B.C.'s assessment and evaluation programs will need to change to align with the transformed curriculum.

To start, the Curriculum and Assessment Framework Advisory Group recommended that assessment materials to support classroom learning use multiple approaches, emphasizing student self-assessment and assessment for learning. Further, they recommended that the Ministry work with educators to create developmental continua and exemplars for each of the cross-curricular competencies, and that the Ministry revise or supplement existing performance standards to reflect any changes made to specific curricula.

The advisory group also discussed the need for elementary and secondary school provincial assessment, and their input has led to the following guidelines:

- assess literacy skills, numeracy skills, and competencies in the elementary years;
- emphasize competencies and key areas of learning for secondary school students;
- support learning by providing relevant, timely feedback; and
- incorporate an array of formats, including performance tasks, structured inquiries, and classroom-based assessments.

Further input on provincial assessment will be sought in the coming months and will continue to be shaped at the secondary school level by the review of graduation requirements currently underway.

Objective 3.2: 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.

Now more than ever, B.C.'s future prosperity is dependent on the education system developing educated and skilled people. Students, families and teachers all need the teaching profession to be administered in a way that is transparent, ensures high standards for education, certification, conduct and competence, and puts the public interest first. Families need to feel their children are engaged at school and receiving an education that is second to none.

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. Collection of student information is completed respectfully in full accordance with privacy protection laws.

In our goal to improve outcomes for all students, the Ministry and its partners are working to reach out to families and the public and engage in productive dialogue. We are working to make more information and data sets publicly accessible, 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, a richer conversation about education can take place through which new ideas will arise, leading to improved student success.

Open Data and Information

Open Data makes data information collected by the Ministry available to the public in an open, standardized and usable format. While the ministry continues to update the [DataBC website](#) with new data sets, we know that raw data isn't always easy for everyone to use. Our goal is to provide tools that make data understandable and accessible – focusing on parents and educators in particular. Publishing relevant data online in both raw and consumable formats will increase transparency of government processes and performance, and will support new tools aimed at improving government services.

Open Information makes ministry information that may be of use to citizens publicly available. By releasing this information, we can provide citizen-centered service, keeping the open government principle of transparency at top of mind. Publishing relevant information online provides the public with information they can use to help provide informed input on policy and programs. Open information also proactively responds to common requests for information that come from the public. Visit the [Freedom of Information](#) website for more information on government's proactive approach to providing citizens with open, accessible and transparent information.

Open data is an important element of the ministry's commitment to open government, which is based on the principles of transparency, participation and collaboration. Everyone is invited to join the interactive conversation on education on [BC's Education Plan](#) website. With better information feeding different perspectives from a broad range of sources, we are fostering a collaborative system that is responsive to public input and committed to continuous improvement.

What has been said about education in B.C.?

Since the launch of BC's Education Plan on October 28, 2011, we've had over 60,000 visits to our website and nearly 6,000 comments. We've heard from British Columbians on a number of topics such as curriculum, assessment, reporting, parent-teacher relationships, the need for high quality teaching opportunities, ways to personalize student learning experiences, and so much more. For a synopsis of what the public has told us please see our [What You've Said Report](#).

Strategies

- Encouraging citizens to engage in the process of education transformation, including an enhanced web presence and public dialogue around education transformation;
- Making the data and information of the education system transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C.;
- Working with school districts to set clear targets and accountabilities for increased trades training enrolment, improved trades promotion and expanded partnerships with industry and post-secondary institutions; and
- Improving the accountability framework that guides the education sector toward improving student achievement.



Resource Summary

Core Business Area	2012/13 Restated Estimates ¹	2013/14 Estimates ²	2014/15 Plan	2015/16 Plan
Operating Expenses (\$000)				
Education Programs	5,247,572	5,223,584	5,229,596	5,229,596
Learning Improvement Fund	30,000	60,000	75,000	75,000
Executive and Support Services	46,666	45,765	45,765	45,765
Ministry Totals	5,324,238	5,329,349	5,350,361	5,350,361
Special Accounts				
Children's Education Fund special account		30,001	30,001	30,001
<i>Teachers Act</i> Special Account	6,210	6,400	6,400	6,400
Total Operating Expense	5,330,448	5,365,750	5,386,762	5,386,762
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	978	952	1,238	2
Total	978	952	1,238	2
Capital Plan (\$000)				
Public Schools	435,461	469,054	423,332	415,151
Total	435,461	469,054	423,332	415,151

¹ For comparative purposes, amounts shown for the 2012/13 have been restated to be consistent with the presentation of the 2013/14 *Estimates*.

² Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

Resource Summary Public Schools

Public Schools	2012/13 Preliminary Actual	2013/14 Budget	2014/15 Plan	2015/16 Plan
Combined Income Statement (\$000)¹				
Total Revenue	5,649,243	5,614,720	5,649,696	5,654,696
Total Expense	5,577,131	5,598,323	5,649,696	5,654,696
Operating Results	72,112	16,397	0	0
Gain (Loss) on sale of capital assets (if applicable)	12,394	0	0	0
Net Results	84,506	16,397	0	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 new school and a number of school replacement projects.

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 high environmental standards that will lower operating and maintenance costs for the Board, and will maximize the use of wood in the construction.

Belmont and Royal Bay Secondary Schools

Belmont Secondary School in the Sooke School District (SD 62) is being replaced through the construction of a 1,200-student capacity school on the site of the former Glen Lake Elementary in Langford, and a new 800-student capacity secondary school at the Royal Bay site in Colwood. The current Belmont Secondary site will be sold and the net proceeds will be contributed to the replacement school project, up to \$30 million.

Both projects include Neighbourhood Learning Centre space, which will provide programs to assist students and families in the family support centre, health and wellness screening office, education centre, and intergenerational multipurpose room with a community kitchen, childcare facility along with an expanded gymnasium (Belmont) or expanded theatre facilities (Royal Bay). In addition, a joint-use agreement with the City of Langford will provide for the use of the adjacent sports fields.

These new facilities will be energy efficient resulting in lower operating costs, maximize the use of wood in construction and will be safer in the event of an earthquake. The new schools are expected to open in September of 2015.

Shared Services

B.C.'s 60 school districts manage a variety of administrative services from school buses to hiring new teachers. The Ministry is working with school districts on common initiatives, or shared services, that have the potential to improve productivity.

[Deloitte's Service Delivery Transformation Report](#), released in summer 2012, identified 14 key opportunities - "Tier 1 Opportunities" - that if implemented would result in greater efficiency in the management of school district administrative services, such as procurement, transportation, Information Technology, Human Resources and legal services. The Ministry will collaborate with school districts in exploring and these opportunities, developing plans and implementing new approaches that will generate savings in the near term.

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 Peter Fassbender
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](http://engage.bcedplan.ca/) website. To read or post comments on various topics, please visit the engagement website at <http://engage.bcedplan.ca/>.