

Ministry of Education

2018/19 Annual Service Plan Report



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Minister's Message and Accountability Statement



I am pleased to present the Ministry of Education 2018/19 Annual Service Plan Report.

Over the past year, we have continued to focus on student success, seismic safety, and building new and expanded schools to meet the needs of growing communities. We have finalized implementation of the new curriculum that embeds Indigenous content into various grades and subjects. New assessments are being implemented and the Graduation Program is being updated to make sure students develop the skills they need to succeed as they transition from high school, to post-secondary training and eventually into the workforce. We are training more specialist teachers and investing in professional development opportunities to support teachers in bringing the new curriculum into classrooms.

Our efforts are focused on improving results and ensuring equity of access and outcomes for all learners. The outcomes for Indigenous students continue to improve and the gap between Indigenous and non-Indigenous learners continues to close. We signed the BC Tripartite Education Agreement (BCTEA): Supporting First Nation Student Success with the Government of Canada and the First Nations Education Steering Committee setting the foundation for further growth opportunities for First Nations students. We also directly funded new Indigenous teacher training seats.

Government is making record investments to support students through more resources and supports in the classroom. The ministry is continuing to invest over \$400 million annually to fund almost 4,000 new teaching positions and 1000 new education assistants. B.C. is leading the way by requiring all public schools to provide students with equitable, stigma-free access to free menstrual products in school washrooms. The first funding model review in over 25 years was completed, fulfilling a mandate commitment to develop a stable and sustainable model for the K-12 education system. The ministry is speeding up the pace of investments in seismic upgrades, school expansions and new schools in communities throughout the province. Three times as many seismic projects were approved in the last year compared to each of the previous two years and we announced \$5 million for 50 new playgrounds across BC through the new Playground Equipment Program.

The Ministry of Education *2018/19 Annual Service Plan Report* compares the Ministry's actual results to the expected results identified in the *2018/19 – 2020/21 Service Plan* created in February 2018. I am accountable for those results as reported.

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive.

Honourable Rob Fleming
Minister of Education
June 24th, 2019

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Purpose of the Annual Service Plan Report

The Annual Service Plan Report (ASPR) is designed to meet the requirements of the *Budget Transparency and Accountability Act* (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the Ministry’s performance related to the forecasted targets documented in the previous year’s Service Plan.

Purpose of the Ministry

The province’s K-12 education system is responsible for ensuring that the learning outcomes of over 655,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy.

The Ministry of Education (ministry) places student success at the centre of its mandate, by continually focusing on improving results and ensuring equity of access and outcomes for all learners. As specified in the *Statement of Education Policy Order*, the ministry’s mandate is to develop the “Educated Citizen,” which is defined as the intellectual, human, social, and career development of students. The ultimate purpose being that children achieve their individual potential and become independent adults who enjoy happy, successful, and prosperous lives.

The ministry’s role is to provide leadership and funding to the K-12 education system, through governance, legislation, policy and standards. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *Library Act*, *First Nations Education Act*, and accompanying regulations.

Strategic Direction

The strategic direction set by Government in 2017 and expanded upon in the Minister’s [Mandate Letter](#) shaped the [2018/19 Service Plan](#) and the results reported in this ASPR.

The following table highlights the key goals, objectives or strategies that support the key priorities of Government identified in the 2018/19 Ministry of Education Service Plan:

Government Priorities	Ministry of Education Aligns with These Priorities By:
Delivering the services people count on	<ul style="list-style-type: none"> • Improve Student Achievement and Success (Goal 1) <ul style="list-style-type: none"> ○ Improve student satisfaction with their learning ○ Implementing new curriculum in Grades K- 12 (Objective 1.2) ○ Update the Graduation Program ○ Implement new provincial assessments

	<ul style="list-style-type: none"> ○ Enhance career-related curriculum ● Improve Outcomes for Indigenous Students (Goal 2) <ul style="list-style-type: none"> ○ Embed Indigenous content in curriculum for all students ○ Develop an Indigenous language learning policy ○ Provide opportunities to share effective practices across the education system ● Improve Transitions to Post-Secondary Institutions (Goal 3) <ul style="list-style-type: none"> ○ Increase the Percentage of Students Who Transition Directly from High School to a Post-Secondary Institution (Objective 3.1) ○ Establish a post-secondary engagement strategy to enable student’s continuous learning ● Continue with the Dual-Credit program, which allows high school students to attend PSI’s and earn high school and post-secondary credits at the same time
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Operating Environment

Guided by evidence-driven and innovative practices, advancements in technology, evolutions within the labour market – both locally and globally – B.C. is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students the future. This preparation is critical to building a strong, sustainable, and prosperous economy for all British Columbians. The province’s K-12 education system has remained stable over the past year enabling the ministry to advance key priorities as noted in the Minister’s mandate letter and supported by the Policy for Student Success.

The *BC Tripartite Education Agreement: Supporting First Nation Student Success (BCTEA)* was signed which sets the foundation for further growth and changes to support the growth of the BC First Nations education system. Those changes include new funding commitments from the federal government, a commitment to ensure transportation plans are in place to support First Nations students to attend BC public schools, Language and Culture funding and establishing First Nations Education Outcome Improvement Teams to support student success. The signing of this agreement has refocused and realigned efforts to improve outcomes for all First Nations students regardless of where they live or choose to attend school.

The ministry completed the Funding Model Review as outlined in the Mandate letter. Working groups with members representing stakeholders across the K-12 sector are currently reviewing the 22 recommendations to determine the implications of each of the recommendations.

Escalation in construction costs has created challenges for construction projects in all sectors, including schools. The ministry and school districts have implemented several strategies to manage costs and government continued to approve school capital projects to accelerate seismic mitigation and to reduce the reliance on portables.

Over the past year, the ministry worked to ensure future orientation includes and supports B.C.'s incredibly varied student population. The ministry honours and addresses the diversity of backgrounds and life experiences that make all learners unique, and is committed to providing equal opportunities to every learner, no matter their background or community. Specific initiatives included the Expect Respect and a Safe Education (Erase) program, mental health and wellness, gangs and guns, Sexual Orientation and Gender Identity (SOGI) and initiatives to implement the recommendations of the Truth and Reconciliation Commission and government's 10 draft Guiding Principles.

British Columbia's real GDP increased by 2.4 per cent in 2018 (according to preliminary GDP by industry data from Statistics Canada), the third strongest growth among provinces. Employment in BC grew by 1.1 per cent, a slower pace compared to previous years. Labour market conditions tightened further, while growth in wages and salaries remained strong. Domestic spending slowed somewhat, reflected by slower growth in retail sales and further moderation in housing activity, particularly home sales. Residential construction was strong with housing starts well above the historical average. Meanwhile, foreign demand overseas helped to support solid growth overall in BC's merchandise exports.

Report on Performance

Goals, Objectives, Measures and Targets

Goal 1: Improve Student Achievement and Success

A quality education system will assist in developing the wellbeing and improving the life chances of individuals in a changing global society. Nearly thirty years ago, the ministry stated that "continued progress toward our social and economic goals as a province depends upon well-educated people who have the ability to think clearly and critically, and to adapt to change."¹ This statement is still relevant today, perhaps even more so given the rate of technological change. The notion that adapting to change is a crucial component of a high calibre education system has never been more true. In an era defined by constant change, a successful education system creates a safe and engaging learning environment, while simultaneously preparing students for their lives after high school.

Objective 1.1: Improve Student Outcomes

Key Highlights:

- Implemented new curriculum all Grades from K-9, and released all new curriculum for Grades 10-12 for optional implementation in the 2018-19 school year.

¹ Source: [Statement of Education Policy Order](#), 1989

- Implemented new provincial assessments to ensure that all students have the skills necessary for success beyond high school.
- Focused specific graduation-related strategies for particular groups of students, including Indigenous learners and children and youth in care.

Performance Measure(s)	2016/17 Actuals	2017/18 Actuals	2018/19 Target	2018/19 Actuals	2019/20 Target	2020/21 Target
1.1 The percentage of all public school students who complete school within six years of first starting Grade 8	84%	85%	86%	Data Not Yet Available	86%	≥87%

Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca>

Discussion:

Six-year completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a Dogwood Diploma or Adult Dogwood within six years of starting Grade 8 for the first time in a B.C. public or independent school. The Six-Year Completion is a central indicator of student success in the province as students who received a secondary school graduation diploma are better positioned to transition to post-secondary studies or to the workforce. The rate has increased over the past three years and the ministry remains focused on improving this outcome for all students in the province. The 2018/19 Actuals are not available until Fall 2019.

Objective 1.2: Improve Student Satisfaction with Their Learning

Key Highlights:

- Fully implemented the curriculum in Grades K- 12 to provide a greater opportunity for personalizing learning, enhancing student engagement and satisfaction with their learning.
- Updated the Graduation Program to prepare students for the future and bridge the gap between K-12 and post-secondary education, and life after secondary school.
- Implemented new provincial assessments to ensure that all students have the skills necessary for success beyond high school.
- Enhanced career-related curriculum in the graduation program to help students make sense of the range of training opportunities, and various career paths available to them.

- Continued to support dual credit programs to allow students to enroll in post-secondary courses, while concurrently earning credit towards high school graduation requirements.

Performance Measure(s)	2016/17 Actuals	2017/18 Actuals	2018/19 Target	2018/19 Actuals	2019/20 Target	2020/21 Target
1.2a Percentage of Grade 12 students who report that they are satisfied that school is preparing them for post-secondary education.	66%	69%	69%	Data Not Yet Available	70%	≥71%
1.2b Percentage of Grade 12 students who report that they are satisfied that school is preparing them for a job in the future.	53%	55%	55%	Data Not Yet Available	56%	58%

Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca>

Discussion:

The Student Learning Survey is administered annually as part of the accountability cycle, and gathers opinions from students, parents/guardians and school staff on achievement, human and social development, and safety. The ministry is taking action to improve student preparedness for life after school by ensuring flexibility in both the new curriculum and graduation program, by working with school districts to improve readiness for transitions to both work and post-secondary education. Results are improving for this Performance Measure in both cases: preparation for post-secondary, and a job. Targets for student perception of job preparation have been modified, to reflect more recent data from the Student Satisfaction Survey. The 2018/19 target was increased by 1%, to match the 2017/18 results, and the 2020/21 target was reduced by 2%. The 2018/19 Actuals are not available until Fall 2019.

Goal 2: Improve Outcomes for Indigenous Students

Objective 2.1: Close the Performance Gap Between Indigenous and Non-Indigenous Students

Key Highlights:

- Substantially implemented recommendations from the Office of the Auditor General including the *Equity in Action* project to address systemic racism and support school districts.

- Embedded Indigenous content in curriculum for all students and supported teachers to confidently and effectively implement it.
- Supported the increased use of Local Education Agreements between School Districts and First Nations, including funding capacity building initiatives.
- Developed a capacity building team focused on Indigenous student success through BC’s Framework for Enhancing Student Learning and the First Nations Education Outcome Improvement Teams established under BCTEA.

Performance Measure(s)	2016/17 Actuals	2017/18 Actuals	2018/19 Target	2018/19 Actuals	2019/20 Target	2020/21 Target
2.1a The percentage of Indigenous students who complete school within six years of first starting Grade 8	66%	70%	70%	Data Not Available	70%	71%
2.1b The percentage of status First Nations students who complete school within six years of first starting Grade 8	57%	63%	59%	Data Not Available	61%	63%

Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca>

Discussion:

Results for Indigenous students continue to improve, and the equity gap between Indigenous and non-Indigenous learners continues to close. These improvements in completion rates will provide greater opportunities for more of these Indigenous students to attend further learning and training. Systemic, intentional approaches, including the Equity in Action project, support for Indigenous language curriculum and embedding Indigenous learning in all curriculum, are combining to have positive impact. The 2019/20 Service Plan Performance Measure Targets for this measure have been modified given this continued improvement in completion rates. The Performance Measure targets for 2018/19, 2019/20, and 2020/21 have been increased by 2%, 1%, and 1% respectively. The 2018/19 Actuals are not available until Fall 2019.

Objective 2.2: Improve Indigenous Students’ Sense of Belonging in Schools

Key Highlights:

- Addressed systemic racism through the *Equity in Action* project.
- Revised the curriculum to embed Indigenous content for all students.

- Continued work with FNEC on a stand-alone Indigenous language learning policy and curriculum framework.
- Provided opportunities to share effective anti-racism practices across the education system.
- Reported on human and social measures, including the extent to which Indigenous students feel welcome at their school, for the province and all districts through a new system performance website.

Performance Measure(s)	2016/17 Baseline	2017/18 Actuals	2018/19 Target	2018/19 Actuals	2019/20 Target	2020/21 Target
2.2 Indigenous Learners Sense of Belonging in Schools	53	56	53	Data Not Yet Available	55	56

Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca>

Discussion:

More Indigenous learners in the system have expressed greater sense of belonging and feeling welcome in a school environment, resulting in an improvement in results. This is a positive first step and is a result of educators and the Ministry working collaboratively as well as the impact that the Equity in Action project and curriculum reforms have had on education in B.C. These results are generated by combining questions from the ministry’s Student Learning Survey into a single indicator. Three questions were combined: Do you feel welcome at your school? Do adults treat all students fairly? Is school a place where you feel like you belong? This method works to better measure the issue, over a single question, because it combines a wider range of issues related to a student’s sense of belonging.

Given updated information in the Student Learning Survey, the Actuals for 2016/17 were increased by one point. At the time of drafting the 2019/20 Service Plan in January, and using the most recent data available, the 2018/19 Target for this Performance Measure was adjusted down by one point. The 2019/20 and 2020/21 targets were unchanged. However, at that time of drafting the 2019/20 Service Plan, the 2017/18 Actuals were not available. The actual results became available after the Service Plan was produced in January and were greater than expected. As such, these improved (Actual) results for 2017/18 will impact adjusting future targets for this Performance Measure in the next Service Plan. The 2018/19 Actuals will not be available until Fall 2019.

Goal 3: Improve Transitions to Post-Secondary Institutions

High school graduation for most students is simply the end of the first stage of their education. Historically, roughly half of all high school graduates transition to a B.C. post-secondary institution

(PSI) within the first 12 months of completing high school. Ultimately, approximately 76% of students transition to a PSI within a decade of high school completion. The importance of directly transitioning within the first three years of high school graduation is clear; students who do so are more likely to complete those further studies and enter their professional careers earlier.

Objective 3.1: Increase the Percentage of Students Who Transition Directly from High School to a Post-Secondary Institution

Key Highlights:

- Employed a Superintendent of Graduation and Student Transitions. A strategic position Ministries of Education and Advanced Education, Skills and Training jointly designed to bring both sectors and both ministries together, with a common focus on student success and transition.
- Established a post-secondary engagement strategy that is creating opportunities for ongoing discussion across sectors to enable student’s continuous learning.
- Continued to promote the Dual-Credit program, which allows high school students to attend post-secondary institutions and earn high school and post-secondary credits at the same time.
- Finalized implementation of the new curriculum with embedded career development topics throughout K-12, and specific career development courses to support students in their graduation years.

Performance Measure(s)	2016/17 Actuals	2017/18 Actuals	2018/19 Target	2018/19 Actuals	2019/20 Target	2020/21 Target
3.1 Performance Measure: Student Progress to B.C. Public Post-Secondary Within a Decade of School Completion	77%	77%	78%	Data Not Yet Available	79%	79%

Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca>

Discussion:

Results for direct transition to post-secondary, or within a decade, have remained stable for years. The ministry is committed to improving these outcomes, and is confident that education reform in the K-9 and graduation years programs, and increased student planning in the graduation years, alongside other related changes to the system, will have a positive effect on these outcomes in future years. The 2018/19 Actuals are not available until Fall 2019.

Financial Report

Discussion of Results

Government remained committed to fully funding enrolment growth in public schools. This, in combination with the Classroom Enhancement Fund, created stable operating funding for Boards of Education.

The ministry also continued to provide ongoing funding for initiatives including the Student Transportation Fund, which increases the accessibility and affordability of student transportation services, the Rural Education Enhancement Fund to prevent rural school closures where the impact is detrimental to communities, and additional funding that provides relief for school district administration costs.

Ministry pressures were managed through a combination of savings in the Independent Schools Sub-Vote and Government's Contingencies (All Ministries) and New Programs Vote.

Financial Report Summary Table

	Estimated ¹	Other Authorizations	Total Estimated	Actual	Variance
Operating Expenses (\$000)					
Public Schools	5,754,473		5,754,473	5,748,927	(5,546)
Independent Schools	426,300		426,300	414,625	(11,675)
Transfer to Other Partners	76,307	27,418	103,725	118,047	14,322
Executive and Support Services	45,540		45,540	48,439	2,899
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	13,589	43,590	43,590	-
Statutory Appropriation <i>Teachers Act Special</i> <i>Account</i>	8,130		8,130	7,773	(357)

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Statutory Appropriation Funding for British Columbia Training and Education Savings Program Special Account		47,124	47,124	47,124	-
Transfer from General Account to British Columbia Training and Education Savings Program Special Account		(47,124)	(47,124)	(47,124)	-
Sub-Total	6,340,751	41,007	6,381,758	6,381,401	(357)
Adjustment of Prior Year Accruals ²				(18,928)	(18,928)
Total	6,340,751	41,007	6,381,758	6,362,473	(19,285)
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)					
Executive and Support Services	828		828	230	(598)
Capital Plan (\$000)					
Public Schools	483,205		483,205	454,046	(29,159)

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. The Ministry obtained access to Government contingency for Transfers to Other Partners. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act.

² The Adjustment of Prior Year Accrual of \$18.928 million is a reversal of accruals in previous years, including \$18.747 million for the BC Training and Education Savings Program.

Income Statement for Schools

Public Schools	2018/19 Budget	2018/19 Actual	Variance
Combined Income Statement (\$000)			
Total Revenue	6,733,303	6,768,814	35,511
Total Expense	6,651,250	6,671,411	20,161
Net Results	82,053	97,403	15,350

Capital Expenditures

Major Capital Projects (over \$50 million)	Year of Completion	Project Cost to March 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Anticipated Total Cost (\$ millions)
Centennial Secondary	2020	\$49M	\$12M	\$61M
Under the Ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The replacement of Centennial Secondary completed in 2017. Work is continuing with the construction of a Neighborhood Learning Centre (NLC), and installation of playfields and landscaping. It is estimated the project will cost \$61 million and be completed in 2020.				
Kitsilano Secondary	2019	\$62M	\$3M	\$65M
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is adding a new wing and seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Construction is complete and only trailing costs remain. It is estimated that the improvements will cost \$65 million and be complete in 2019. The school has been fully occupied since September 2017.				
Salish Secondary	2018	\$55M	\$0M	\$55M
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity. The new school cost \$55 million and opened in September 2018.				
Grandview Heights Secondary	2021	\$4M	\$89M	\$93M
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. In 2018, \$33M was added to the project budget in response to cost pressures experienced due to rapid escalation and construction market conditions. It is estimated that the new school will cost \$93 million and be complete in 2021.				

Major Capital Projects (over \$50 million)	Year of Completion	Project Cost to March 31, 2019 (\$ millions)	Estimated Cost to Complete (\$ millions)	Anticipated Total Cost (\$ millions)
New Westminster Secondary	2021	\$29M	\$78M	\$107M
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. The replacement of New Westminster Secondary is estimated to cost \$107 million and be complete in 2021.				
R.E. Mountain Secondary (Willoughby Slope)	2019	\$39M	\$20M	\$59M
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,700-student-capacity secondary school in the Willoughby neighbourhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools. It is estimated that the new school will cost \$59 million and be complete in 2019.				
Handsworth Secondary	2021	\$1M	\$61M	\$62M
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The replacement is estimated to cost \$62 million and be complete in 2021.				