

Ministry of Education and Child Care

2023/24

Annual Service Plan Report

August 2024



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Minister's Accountability Statement



The Ministry of Education and Child Care's 2023/24 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2023/24 – 2025/26 Service Plan published in 2023. I am accountable for those results as reported.

A handwritten signature in black ink that reads "R Singh". The signature is written in a cursive, flowing style.

Honourable Rachna Singh
Minister of Education and Child Care
August 9, 2024

Minister of State's Accountability Statement

The Ministry of Education and Child Care's 2023/24 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2023/24 – 2025/26 Service Plan published in 2023. Under the Balanced Budget and Ministerial Act, I am accountable for achievement of the following results for 2023/24:



- a) Continue to implement initiatives that support ChildCareBC, the government's 10-year plan to provide universal, affordable, accessible, quality and inclusive child care to every family that wants or needs it.
- b) Continue to engage with the following to inform implementation of ChildCareBC and to guide the development of a distinctions-based approach to supporting Indigenous-led child care:
 - (i) all levels of government;
 - (ii) Indigenous governing bodies and other entities representing Indigenous peoples;
 - (iii) school boards, child care providers and other sector stakeholders.
- c) Continue to monitor the implementation of bilateral agreements with the government of Canada; and,
- d) Submit to Cabinet a report on the results referred to in paragraph (a) through (c) on or before March 31, 2024.

A handwritten signature in black ink that reads "Mitzi Dean". The signature is written in a cursive, flowing style.

Honourable Mitzi Dean
Minister of Education and Child Care
August 9, 2024

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Letter from the Minister

This 2023/24 Annual Service Plan Report summarizes several actions and areas of work undertaken by the Ministry of Education and Child Care to support students so they can succeed in their education and beyond.

The ministry continued to work with Boards of Education to ensure all students have the supports they need to be successful. For example, we delivered presentations to school district administrators and teachers on the new K-12 Student Reporting Policy and on the introduction of the *BC Learning Pathways* to support teachers in developing students' literacy and numeracy skills in all learning areas. *BC Learning Pathways* is a starting point for further resource development. The ministry will continue to gather feedback from the field to better understand what students, teachers, and school leaders may need to further support literacy and numeracy learning, with the goal of improving student outcomes.

Through the work of our child care division, led by Minister of State for Child Care Mitzi Dean, we are committed to affordable, accessible, quality, inclusive child care provided by childhood educators who feel valued, supported, and fairly paid. We reduced the cost of child care for the families of over 146,000 children and have now reached over 15,000 \$10 a Day spaces. These families are saving over \$10,000 a year on child care costs. We remain committed to the creation of thousands of new child care spaces, to making it easier for people to become Early Childhood Educators (ECEs), and to increasing wages for ECEs, recognizing their important contributions and incentivizing individuals to attain their certification and stay in the sector.

In addition, the ministry is committed to increasing equity within our schools and addressing racism. In 2023/24, in collaboration with sector leaders, Indigenous partners, community organizations, and education partners, we implemented key actions in the [K-12 Anti-Racism Action Plan](#) to empower students and education leaders to recognize and respond to racism and discrimination and to help create a province where all communities are celebrated and respected.

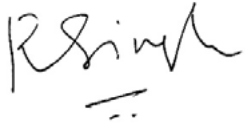
The ministry is also committed to supporting reconciliation and implementing the 13 education and child care specific actions in the *Declaration on the Rights of Indigenous Peoples Act Action Plan*. This includes strategies to address Indigenous-specific racism in the education sector, and to further improve educational outcomes for Indigenous students. In partnership with First Nations Rightsholders, Indigenous Peoples, and education partners, we continue to work toward improving completion rates and the experience of Indigenous students in the education system.

In 2023, three new Education Jurisdiction Agreements were signed in B.C. by Canim Lake Band, Ditidaht First Nation, and Squamish Nation. These Nations join ʔaq'am First Nation, Cowichan Tribes, Seabird Island, and Lil'wat First Nation – the first four Nations to complete a school year under their own jurisdiction agreements. Through the conclusion of these self-government agreements, the Participating First Nations now have recognized law-making authority over Kindergarten to Grade 12 education on their lands.

Additional initiatives co-developed with Indigenous partners include the Indigenous-focused graduation requirement and investing in more options for Indigenous-led child care, which includes funding from the Canada-wide Early Learning and Child Care (CW-ELCC) Agreement and

the Canada-B.C. Early Learning and Child Care (ELCC) Agreement.

We're proud of the ministry's achievements in 2023/24 and we look forward to continuing to work with our partners to deliver world- class education for our students.

A handwritten signature in black ink, appearing to read 'R Singh', with a horizontal line underneath the name.

Honourable Rachna Singh
Minister of Education and Child Care
August 9, 2024

Purpose of the Annual Service Plan Report

This annual service plan report has been developed 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 stated in the service plan for the reported year.

Strategic Direction

The strategic direction set by Government in 2020 and Minister Singh's 2022 [Mandate Letter](#) and Minister Lore's 2022 [Mandate Letter](#) shaped the goals, objectives, performance measures and financial plan outlined in the Ministry of Education and Child Care's [2023/24 – 2025/26 Service Plan](#) and the actual results reported on in this annual report.

Purpose of the Ministry

The Ministry of Education and Child Care is responsible for ensuring the province's 696,400 K–12 students develop their individual potential and acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. Together, child care and education support young people to develop compassionate worldviews and consider important issues including diversity, equity, and inclusion, as foundational values of healthy communities. The ministry is committed to making child care more affordable and accessible for families by reducing child care fees and funding new child care spaces that will become valued community assets.

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 is that learners achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

Using a distinctions-based approach with the overarching guidance of First Nations, Métis and Inuit experts, partner organizations, and government representatives, the ministry is developing inclusive, accessible, and culturally safe child care systems that support First Nations, Métis, and Inuit students, to have positive education and child care experiences and achieve successful education outcomes. The ministry is actively working on implementing the [United Nations Declaration on the Rights of Indigenous Peoples](#), the *Truth and Reconciliation Commission of Canada's Calls to Action* pertaining to education, and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#). The ministry continues to work with First Nations Rightsholders and Indigenous partners in implementing the 13 education and child care-specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and, in partnership with the First Nations Education Steering Committee (FNESC), First Nations and federal partners, is implementing the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#). The ministry is also collaborating with Indigenous Peoples to build culturally safe and

supportive child care as a core service using a distinctions-based approach to meet their unique needs.

One of the ministry's key roles is to provide leadership and funding to the K-12 education sector through governance, legislation, policy, and standards. The ministry also defines broad accountability, promising practices, and expectations. Specific roles and responsibilities are set out under the [School Act](#), [Independent School Act](#), [Teachers Act](#), [First Nations Education Act](#), and accompanying regulations and orders. The ministry also provides leadership and funding to the child care sector in the same way, through legislation, policy, and standards under the [Child Care B.C. Act](#) and the [Child Care Subsidy Act](#).

Operating Environment

B.C.'s population grew by an estimated 178,515 people (3.3%) in 2023¹ with immigration as the primary driver of this growth throughout most of the province. As a result, total B.C. K-12 school enrolment increased by 16,413 (2.4%) to 696,400 at the start of the 2023/2024 school year. Over the same period, the child care population of children ages 12 and under increased by 7,130 (1%) to 643,442. Gains were made in child care access with the number of child care spaces increasing by 9,240 (7%) to 148,355 spaces; however, more child care spaces are still needed across B.C. As in previous years, most of the K-12 enrolment growth occurred in the Lower Mainland, South Vancouver Island, and the Central Okanagan. This growth exacerbated the challenges school districts in these regions were already facing in terms of things like school capacity, workforce availability, and growing demand for child care.

A global workforce shortage for certified teachers coupled with the surging student enrolment growth in B.C., led to schools and districts facing significant challenges to hire the staff they needed to support the growing number of students. Despite a national shortage of early childhood educators, the number of Early Childhood Educators (ECEs) working in child care facilities participating in Early Child Care funding programs increased by 9% and the overall child care workforce, including ECE Assistants and Responsible Adults, increased by 3%.

Affordability remains a factor as many families struggle to pay for expenses like school supplies, lunches, and child care without some form of government investment to ensure students are fed at school; have the supplies they need to be successful for the school year; and families can afford to access quality, inclusive child care that meets their needs.

Indigenous Peoples are important partners in the education and early learning and child care systems with unique cultures, histories, rights, laws, and governments. The ministry is committed to meaningful reconciliation and to ensuring that a distinctions-based approach is being followed in all initiatives, including priority actions such as the implementation of Bill 40, development of a trilateral Memorandum of Understanding between the Province, Canada and First Nations Leadership Council related to early learning and child care, and an Indigenous-Specific Racism Review in the public K-12 and post-secondary education sectors. Combatting racism in our society remains central to our work and will continue to shape our direction in the years to come. A strong working relationship with teachers, school and district staff, elected school boards, local

¹ Source: BC Stats, Quarterly components of population change in B.C., as of April 2024.

governments, Indigenous Peoples, and colleagues was also critical to ensuring the learning outcomes of 696,400 students were achieved in fiscal year 2023/24.

Economic Statement

Following two years of strong recovery from the pandemic, economic growth in British Columbia moderated in 2023. After expanding by 3.9 per cent in 2022, B.C.'s real GDP increased by 1.6 per cent in 2023, the second highest growth rate among provinces (tied with Saskatchewan and Ontario) and outperforming the national average. Growth in B.C.'s real GDP was supported by service-producing industries such as real estate, rental and leasing; professional, scientific and technical services; transportation and warehousing; and healthcare. Despite steady growth in the construction and mining, quarrying and oil and gas extraction sectors, output for goods-producing industries decreased in 2023, partly due to lower manufacturing activity. While B.C.'s economy continued to expand in 2023, some sectors such as transportation and warehousing and accommodation and food services have yet to fully return to pre-pandemic levels.

B.C.'s labour market continued to grow in 2023, with employment growth of 1.6 per cent and wages and salaries increasing by 6.9 per cent. However, B.C.'s unemployment rate rose to 5.2 per cent in 2023 from 4.6 per cent in the previous year as the labour force, supported by record high immigration, grew faster than employment. High interest rates tempered consumer spending on goods in 2023 and nominal retail sales edged down 0.1 per cent. In 2023, price pressures in B.C. moderated among a broad number of goods and services but remained elevated. B.C.'s inflation rate averaged 3.9 per cent in 2023, down from 6.9 per cent in 2022. B.C. home construction activity strengthened in 2023. Housing starts totalled 50,490 units in 2023, the highest annual pace on record and up 8.1 per cent compared to the previous year. High interest rates continued to weigh on home sales activity last year. B.C. MLS home sales decreased by 9.2 per cent in 2023, while the MLS average home sale price was 2.6 per cent lower than 2022. On the external front, B.C.'s international merchandise exports declined by 13.5 per cent in 2023, due to weaker global demand and lower commodity prices compared to 2022.

Report on Performance: Goals, Objectives, and Results

The following goals, objectives and performance measures have been restated from the 2023/24 – 2025/26 service plan. For forward-looking planning information, including current targets for 2024/25 – 2026/27, please see the latest service plan on the [BC Budget website](#).

Goal 1: All Students Become Educated Citizens

The ministry continually seeks to improve outcomes and enhance education experiences for all students to prepare them for achieving their career and life goals, no matter their background, learning needs, orientation, or where they live.

Objective 1.1: Improve Student Outcomes

The ministry is committed to supporting students in achieving their potential and has high expectations for each learner. B.C.'s education system provides several checkpoints at the provincial, district, and school level to ensure every student is on a path to success, to identify supports and resources when needed, and to monitor overall system performance.

Key results

- Reviewed all 60 district Enhancing Student Learning Reports, as part of the Framework for Enhancing Student Learning (FESL), to understand sector strengths and opportunities and design capacity building supports for school districts for effective strategic planning, continuous improvement, and engagement.
- Compiled and analyzed Foundation Skills Assessment (FSA) results for Grades 4 and 7 for literacy and numeracy to better understand learning needs and identify students who need more support.
- Supported the work of the Advisory Group on Provincial Assessment (AGPA III) as it discussed and developed recommendations specific to FSA data protection, strategies to increase FSA participation, sector communications on assessments, and increasing the understanding of the provincial proficiency scale for teachers, families, and students.
- As part of the [BC Learning Pathways](#) series, launched new resources for field trialing to support literacy and numeracy teaching, instruction, and evaluation.

Summary of progress made in 2023/24

The ministry continued its work in 2023/24 on a number of important initiatives designed, ultimately, to improve outcomes for students. FESL is one of those important initiatives, as it combines accountability with evidence-informed decision making to support a system-wide program of continuous improvement. FESL formalizes the planning and reporting expectations for all school districts, with a focus on improving equity of learning outcomes and enhancing the intellectual, social, and career development of all students in the B.C. K-12 public system.

The Foundation Skills Assessment (FSA) is another important initiative designed to help the ministry, school districts, and schools evaluate how well fundamental literacy and numeracy skills are adopted and make plans to improve student success. In 2023/24, the participation rate in the

FSA across public and independent schools rose by 5% to 79%. FSA Grade 4 and 7 results showed some performance decreases in 2023/24. Student performance on FSA Literacy decreased slightly for Grade 4 students, while numeracy rates were stable. For Grade 7 students, literacy increased slightly while numeracy rates decreased slightly. Numeracy performance consistently trailed behind literacy in FSA.

Another measure for tracking student outcomes is graduation assessments. Overall, graduation assessment results remained stable in 2023/24. Numeracy for Grade 10 students trailed behind literacy for Grades 10 and 12, with gaps between priority learner populations and all other learners. While graduation assessment results remained relatively stable in 2023/24, just under 36,000 students achieved our highest standards for proficiency in Literacy while just over 44,000 students graduated. The ministry recognizes that further intervention and supports are required to address literacy and numeracy gaps.

This is the first year of the implementation of the updated [K-12 Student Reporting Policy](#) which is the result of extensive consultation and engagement with Rightsholders, education partners, teachers, parents, caregivers, students, and the public. The policy aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system.

The ministry also continued to work with partners to develop resources as part of its [BC Learning Pathways](#) series to support teachers in developing students' literacy and numeracy skills in all learning areas. *BC Learning Pathways* is a starting point for further resource development. The ministry will continue to gather feedback from the field to better understand what students, teachers, and school leaders may need to further support literacy and numeracy learning, with the goal of improving student outcomes.

Objective 1.2: Deliver upon meaningful Truth and Reconciliation with Indigenous Peoples in alignment with the Declaration on the Rights of Indigenous Peoples Act and the Action Plan

In partnership with the First Nations Education Steering Committee (FNESC), First Nations Rightsholders, Métis Nation BC, and sector partners, work to close the equity gap for First Nations, Métis, and Inuit learners through fully implementing the Declaration on the Rights of Indigenous Peoples Act Action Plan and the B.C. Tripartite Education Agreement: Supporting First Nation Student Success.

Key results

- Through Bill 40 amendments to the *School Act*, First Nations and Treaty First Nations now have the option to apply a Model LEA agreement with school boards that was co-developed with First Nations Education Steering Committee (FNESC).
- Signed three new Education Jurisdiction Agreements with Canim Lake Band, Ditidaht First Nation, and Squamish Nation (2023) to recognize their law-making authority over K-12 education on their lands.

- With FNEC and education partners, ensured Grade 12 students completed the Indigenous-focused Graduation Requirement to build deeper awareness and understanding of First Peoples' perspectives, cultures, and histories and to serve as an important step toward reconciliation.
- In partnership with FNEC, and in collaboration with Métis Nation BC, developed strategies to increase the number of Indigenous teachers in the K-12 public education system. This included conducting a research project on school district hiring practices specific to First Nations teachers, as well as First Nations teachers' experiences working in the public school system.
- As part of our commitment to an inclusive, universal, distinctions-based jurisdiction over child care, developed a tripartite Memorandum of Understanding to work in collaboration with B.C. First Nations, Métis, and Inuit Peoples at events, such as the First Nations Early Learning Child Care Conference.

Summary of progress made in 2023/24

Bill 40 (*School Amendment Act, 2023*) was passed in the House on November 8, 2023. This legislation introduced a requirement that a Model Local Education Agreement (Model LEA) will apply between the Board of Education and a First Nation(s) at the request of a First Nation(s). Local Education Agreements govern the purchase of educational services by First Nations from Boards of Education and set out processes for information sharing, collaboration, and decision making. First Nations may also choose not to have an LEA, to remain in their existing LEA, or to negotiate a custom LEA with school districts. Bill 40 also ensures that First Nations can choose the school that their First Nation students who live on-reserve will attend. In addition, Bill 40 introduces a provincial requirement that each school district have an Indigenous Education Council to advise boards on improving Indigenous student achievement and providing advice on and approving boards' spending plans and reports, in relation to Indigenous Education Targeted Funds.

In 2023/24, the First Nations Education Authority continued to assist Participating First Nations (PFNs) in developing their capacity to provide education on First Nation land, and exercised authority delegated by Participating First Nations. The ministry also assisted the First Nations Education Authority with certification processes for schools operated by the First Nations, and for some teachers in those schools.

The ministry also continued to support all 60 school districts in addressing systemic barriers impacting Indigenous student achievement by focusing on equity of opportunity and reviewing practices and policies that may be creating obstacles for Indigenous learners in the B.C. public school system. As per the *BC Tripartite Education Agreement: Supporting First Nation Student Success*, the ministry established a First Nation Student Data Committee to develop a data collection and information sharing plan for student-level data to inform future decision-making.

Objective 1.3: Improve Equity for All Students

Our education system is not immune to global trends of rising racism. Educators, administrators, and support staff must have the tools they need to respond and fight racism in our education system, so all students feel safe to learn. Equity also extends to issues such as food insecurity,

ensuring students are properly fed for learning, coupled with having qualified teachers to support learning in all parts of the province.

Key results

- Implemented several actions in the [K-12 Anti-Racism Action Plan](#), a multi-year framework to address racism and discrimination in B.C.'s K-12 education system. Implementation of initiatives involved engagement and collaboration with First Nations Rightsholders and Indigenous partners, education partners, district and school leaders, community organizations, youth with lived and living experiences of racism, and other provincial ministries.
- Distributed \$53.7 million in provincial funding for the Feeding Futures initiative (\$50.5 million for public schools and \$3.2 million for independent schools) so schools and districts can create or expand school food programs throughout B.C.
- Implemented an inquiry project in four school districts in northern B.C. to help address their unique hiring needs while identifying best practices that could be replicated in other parts of the province.
- Implemented a new Online Learning model and a new Provincial Learning Management System to deliver equitable access to high quality Online Learning programs and courses to 47,000 students with 65% of districts now onboarded.
- Replenished the [Student and Family Affordability Fund](#) in March 2024 with an additional \$20 million to help school districts and independent school authorities provide support directly to families to help pay for school supplies, school fees and class trips, as well as additional costs associated with joining a school sports team or music program.

Summary of progress made in 2023/24

Promoting equity continues to be a key priority for the ministry. Implementation of the K-12 Anti-Racism Action Plan, focuses on creating system wide anti-racism change within the B.C. education sector by strengthening school communities to create an anti-racist culture of belonging for all students, staff and families. In collaboration with system partners, the key initiatives implemented in 2023/24 included developing anti-racism resources for district and school employees, offering anti-racism youth programs across the province, an Anti-Racism Educator Network Summit for over 150 participants, as well as hosting the Minister's Annual Roundtable on Anti-Racism in Education to bring together diverse community partners to share perspectives on how to address racism in schools.

Supporting school food programs, helping offset the cost of school supplies for disadvantaged students, and the new Online Learning model also ensure that students have access to the same supports, tools, and resources, regardless of where and who is offering the program. As of February 2024, 87% of schools in B.C. had a school food program, compared to 59% in 2021. Budget 2023 committed \$214 million over three years for this initiative.

In addition, recent updates to the teacher certification standards have allowed for a higher number of internationally trained teachers to work in B.C.'s K-12 classrooms. An inquiry project in four

school districts in northern B.C. included hiring incentives for teachers, the implementation of a professional learning series to support educators, and targeted recruitment supports and services through the BC Public School Employers' Association. Following the inquiry project, the ministry has also implemented initiatives to support teacher recruitment and retention in rural and remote areas, including hiring incentives for remote schools and an award for student teachers to complete their practicum in a rural school in northern B.C. These efforts led to the hiring of 50 teachers to staff the most remote schools across the province for school year 2023/2024 and 33 awards being distributed to student teachers.

Performance measure(s) and related discussion

Performance Measure	2021/22 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
1.a Percentage of non-Indigenous students who complete ¹ Grade 12 within five years of first starting Grade 8. ²	91%	91%	92%	Data available December 2024
1.b Percentage of Indigenous students ³ who complete Grade 12 within five years of first starting Grade 8. ⁴	64%	63%	66%	Data available December 2024

Data source: Ministry of Education and Child Care, <http://www.bced.gov.bc.ca/reporting/systemperformance>

¹ Completion Rates only involve residents attending B.C. Public or Independent schools.

² PM 1.a targets for 2024/25 and 2025/26 were stated in the 2023/24 as 93% and 94%, respectively.

³ Indigenous students refer to First Nations, Métis, and Inuit students.

⁴ PM 1.b targets for 2024/25 and 2025/26 were stated in the 2023/24 Plan as 67% and 68% respectively. For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

The five-year completion rate indicates the percentage of students who graduate with a B.C. Certificate of Graduation or a B.C. Adult Graduation Diploma within five years of entering Grade 8 for the first time, adjusted for estimated migration out of B.C.¹ Completion rates include both the Dogwood Diploma and Adult Dogwood Diploma. The ministry strives to eliminate the inequalities of outcomes for Indigenous students, students with disabilities/diverse abilities, and children and youth in and from government care, to ensure each student has equitable access to educational opportunities and outcomes.

This chosen Performance Measure tracks the completion rates of one of these student sub-populations (Indigenous students) in comparison to students not belonging to this group and sets future targets to reduce the achievement gap. The baseline data reflects the actual completion rate values from 2022/23 (the most recent available year) and the targets reflect an incremental improvement anticipated over time. The ministry tracks the performance of other sub-populations as well, such as the completion rates for students with diverse needs and Children and Youth in Care. The 2023/24 Actuals³ for this Performance Measure were not available at the time the Annual Service Plan Report was produced. Annual completion rate data will be available in December 2024.

Goal 2: Learning Environments Support Student and Staff Well-Being

Supporting healthy and effective learning environments, both in terms of physical environments that are safe and conducive to learning and inclusive environments that welcome and respect all students and provide the supports they require, is of paramount importance for the ministry. For students to be able to develop and learn, they must feel physically and emotionally safe.

Objective 2.1: Create and maintain physical environments that promote healthy, sustainable, and effective learning

Safe and inspiring physical school environments can be fundamental for supporting a child's social, emotional, and academic growth. Investment in schools and child care facilities is a critical part of supporting learning throughout development.

Key results

- Invested \$749.4 million from Budget 2023's 3-year fiscal plan to maintain, replace, renovate, or expand K-12 facilities. This includes continued investment to seismically upgrade or replace schools, as well as new school spaces, including new site purchases, to accommodate increasing enrolment in school districts. Of the \$749.4 million, \$245.8 million was invested to upgrade and replace major systems within existing schools, including ventilation systems, to ensure that school environments are safe and healthy for all occupants.
- Invested approximately \$111 million through the ChildCareBC New Spaces Fund to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children.

Summary of progress made in 2023/24

Since September 2017, government has announced over \$4.9 billion for almost 200 school capital projects, including new schools, expansions, seismic upgrades, ventilation upgrades and replacements, and property purchases for future schools, with many of these projects in development during the last fiscal year. The ministry's Seismic Mitigation Program aims to have all B.C. students in seismically safe facilities as soon as possible. As of January 2024, 225 high-risk schools have been mitigated, while nine are under construction and seven are proceeding to construction. Twelve schools are in the business case development stage, while another 245 have been identified as future priorities. Seismic upgrade projects include significant renovations to impacted electrical and mechanical systems, and hazardous material abatement where necessary.

In 2023-24, the ChildCareBC New Spaces Fund continued to offer the streamlined School Age on School Grounds funding pathway for school districts that could be used for ground-up builds of new child care facilities, renovations and/or the purchase of equipment. This funding stream was offered in addition to access to the primary new spaces fund stream. Through the New Spaces Fund, approximately \$111 million was invested to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children.

Objective 2.2: Ensure safe, caring, and inclusive learning environments for all students

Inclusion is critical for ensuring children and students are supported to be successful from early years learning through to graduation. The ministry, in collaboration with education partners and Indigenous organizations, aims to support all students with a focus on positive mental health and well-being, while recognizing opportunities to meet the unique needs and diversity of students in B.C.

Key results

- In partnership with the Ministries of Mental Health and Addictions, Health, and Children and Family Development, implemented eight new Integrated Child and Youth (ICY) teams to provide wraparound, multidisciplinary mental health and substance use services and supports for children and youth.
- Offered online student learning sessions through *Safer Schools Together* that focused on consent, gender-based violence, and healthy relationships, as well as additional online student and family learning sessions focused on safe use of social media and digital literacy.
- Launched a new Provincial School Outreach team to provide rural and remote B.C. school districts with access to multi-disciplinary teams of specialists who can work alongside school staff to address the specific needs of students with disabilities and diverse abilities.
- Released a [decision-making tool](#) to support educators in identifying appropriate, effective mental health and substance use resources for their students.
- Developed the *Behaviour in the Early Years Initiative*, which includes a suite of training and resources for supporting child care professionals in understanding and responding to children's behaviour.
- Engaged with Indigenous organizations, child care providers, families, and community service providers to inform the development of the Inclusive Child Care Strategy, identifying early actions that focus on embedding equity and inclusion in all aspects of child care; supporting providers in gaining the knowledge and skills to provide inclusive, culturally safe child care; and meeting the specific needs of children who have support needs.

Summary of progress made in 2023/24

In 2023/24, the ministry continued to focus on activities aligned with the [Mental Health in School Strategy](#) designed to embed mental health and well-being into all aspects of the K-12 education system. In addition to the initiatives mentioned above, the ministry hosted its fourth Mental Health in Schools Conference focused on *Connection* (to self, to others and to land), bringing together over 400 participants. The conference assisted school districts with priority setting for mental health and substance use initiatives to support students in the 2023/24 school year. The ministry also partnered with a clinical psychologist in February 2024, to offer free virtual training to help parents navigate substance use prevention and acquire practical tools for discussing substance use with their children. 1,642 families attended over the three sessions in February.

To continue to support safe, inclusive learning environments, foundational work also began in 2023/24 on creating directives for boards of education to [restrict cell phone use in schools](#). In

addition, the ministry developed training sessions on *Establishing Safe, Caring, & Respectful Digital Communities* to 12,159 students through contractor *Safer Schools Together*, and began a comprehensive refresh of the *erase* (expect respect & a safe education) website to improve student awareness and accessibility.

Performance measure(s) and related discussion

Performance Measure	2021/22 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
2.a Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome, safe, and have a sense of belonging in their school. ¹	56%	56%	57%	57%
Percentage of Non-Indigenous students in Grades 4, 7, 10, and 12 who feel welcome, safe, and have a sense of belonging in their school. ²	65%	64%	66%	65%
2.b Percentage of Indigenous students in Grades 4, 7, and 10, and 12 who feel there are two adults or more at their school who care about them. ³	62%	63%	76%	63%
Percentage of Non-Indigenous students in Grades 4, 7, and 10, and 12 who feel there are two adults or more at their school who care about them. ⁴	62%	62%	76%	63%

Data source: [Ministry of Education and Child Care- Student Learning Survey

¹ PM 2.a targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 57% and 57% respectively for Indigenous students.

² PM 2.a targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as and 66% and 66% respectively for Non-Indigenous students.

³ PM 2.b targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 76% and 76% respectively for Indigenous students

⁴ PM 2.b targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as and 76% and 76% for Non-Indigenous students.

Students who feel welcome, safe, and have a strong sense of belonging and who feel that adults in their school care for them are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their individual aptitudes and interests.

This Performance Measure for 2023/24 has two sets of data to provide a more holistic perspective on how welcome and safe students may be feeling. There has been a steady increase in the percentage of students who feel welcome, safe, and have a sense of belonging in their school. Concurrently, there is an increase since 2021/22 in the number of students who have two or more adults who care about them. The ministry recognizes last year's data did not adequately reflect the percentage of students who feel safe in their schools. Therefore, in our [2024/25 – 2026/27 Service Plan](#), these performance measures were revised, separating data relating to the percentage of

students in Grades 4, 7, 10 and 12 who feel safe in their schools. Since the question focusing on safety is asked anonymously on the Student Learning Survey, it cannot be grouped with results about feeling a sense of belonging or feeling welcome.

Performance measure(s) and related discussion

Performance Measure	2021/22 Actual	2022/23 Actual	2023/24 Target	2023/24 Actual
2.c Percentage of Indigenous students in Grade 4 who are learning to care for their mental health ^{1,2}	42%	40%	46%	42%
2.c Percentage of Non-Indigenous students in Grade 4 who are learning to care for their mental health ³	41%	40%	45%	40%
2.d Percentage of Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills) ⁴	33%	32%	38%	34%
2.d Percentage of Non-Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills) ⁵	38%	37%	43%	39%

Data source: Ministry of Education and Child Care- Student Learning Survey

¹ Results for Grade 4 shown separately from Grades 7, 10, and 12 because the question is worded differently for Grade 4.

² PM 2.c targets for Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 48% and 51% respectively.

³ PM 2.c targets for Non-Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 47% and 50% respectively.

⁴ PM 2.d targets for Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 40% and 42% respectively.

⁵ PM 2.d targets for Non-Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 45% and 47% respectively.

Mental health includes emotional, psychological, and social well-being, and impacts how students think, what they feel, and the way they act. Children's early social and emotional health is foundational for building positive relationships, successful academic outcomes, and career success later in life. Research findings show that early social and emotional learning can protect against adult mental health disorders, poor sexual health outcomes, and adolescent involvement in the justice system.

The Performance Measure can track both the learning capacity and self-assessment capability involving students' mental health. This data assists the ministry when designing inclusivity policies that address the needs of certain student populations and provide a safe learning environment for

all. Although there was a slight drop in 2022/23 for both Indigenous and non-Indigenous students in Grades 4, 7, 10 and 12 who are learning to care for their mental health, the values for Indigenous and non-Indigenous students in these grades have improved and are projected to increase, as we continue to track the impact of *erase* training and safety support across the province and engage with cross-sector partners and youth to ensure resources meet the needs of all students. Through the ministry's engagement with the Provincial Mental Health Leadership Network with all 60 school districts and the Federation of Independent Schools Associations, the ministry can monitor the impacts of the key strategies in supporting students in their districts and schools.

Goal 3: High-quality, inclusive child care as a core service that supports families and the early learning development of children 12 years of age and under

We know children learn the most from birth to five years old. By reducing child care fees for parents, building more licensed spaces, and increasing supports for those working in the sector, the ministry, along with other partners in government, is working to improve access to affordable, inclusive, quality child care for B.C. families.

Objective 3.1: Families have access to affordable, licensed child care options

Reduced child care fees make life more affordable for families and having reliable, licensed care allows families peace of mind that their child is in a safe environment. Making child care more affordable allows parents – especially mothers – to pursue opportunities and achieve financial independence and security, which benefits families, our communities, and the economy as a whole.

Key results

- Transitioned 5,000 child care spaces into the \$10 a Day ChildCareBC program, bringing the total to over 15,000 spaces.
- Provided additional Distinctions-Based Space Creation funding to Métis Nation BC (MNBC) to increase Métis-led child care spaces to 160.
- Expanded the Child Care Fee Reduction Initiative (CCFRI) in September 2023 to include licensed preschool and before- and after-school care, providing up to \$145 in savings per child, per month in fee reductions for families.
- Funded a Child Care Planner position with the BC Association of Aboriginal Friendship Centres.

Summary of progress made in 2023/24

The ministry recognizes the challenges that many parents face when trying to balance raising a family with pursuing work and other opportunities. Through our child care affordability programs, we're bringing down costs and helping families respond to rising global inflation. In addition to maintaining existing fee reduction amounts through the CCFRI for 0-5 child care (over 81,900 spaces) and adding fee reductions for preschool and before- and after-school care (over 48,000

spaces), an additional 5,000 child care spaces transitioned into the \$10 a Day ChildCareBC program in 2023/24. Through the combined impact of the CCFRI, the \$10 a Day ChildCareBC program, and the Affordable Child Care Benefit (ACCB), an income-tested benefit that helps to further reduce fees for eligible families, thousands of families are receiving child care for less than \$10 a day.

Child Care Resource and Referral Centres are available in communities throughout the province and connect families with child care services, providing tailored referrals to child care providers and community support. We are also investing in the workforce and continuing to enhance recruitment and retention initiatives to attract new Early Childhood Educators (ECEs) to this career and retain existing ECEs in the sector.

Objective 3.2: Enhance provider capacity to offer high quality and culturally safe child care options

The ChildCareBC vision includes ensuring that child care professionals are ready to support all children, so they can continue to offer high quality, inclusive child care that all families can rely on.

Key results

- Increased the ECE wage enhancement by \$2 per hour to a total of up to \$6 per hour for ECEs working in licensed non-public sector child care facilities.
- Introduced an annual Specialized Certification Grant of \$2,000 or \$3,000 for eligible ECEs for post-basic certificates (Infant and Toddler Education and/or Special Needs Educator) who work in a licensed child care facility or an Aboriginal Head Start program. Applicants may apply for this grant over the next three years (2024 to 2026).
- Partnered with the First Nations Health Authority and the Aboriginal Head Start Association of BC to support the creation or transformation of over 1,700 Aboriginal Head Start (AHS) spaces province wide.
- Co-developed First Nations Early Learning and Child Care (ELCC) Consultation and Engagement with the First Nations Leadership Council, the BC Aboriginal Child Care Society, and the First Nations Education Steering Committee focused on engagements with First Nations communities on matters pertaining to early learning and child care.
- Supported the delivery of Work Integrated Learning programs at five public post-secondary institutions, enabling students to obtain or upgrade their provincial ECE certification while remaining employed.

Summary of progress made in 2023/24

During the last fiscal year, the ministry has reviewed, refined, and enhanced strategies introduced in the 2018 [Early Care and Learning Recruitment and Retention Strategy](#) and in the ChildCareBC Plan. A key goal in the ChildCareBC Plan is addressing long-standing issues around compensation. As of December 2023, ECEs working in non-public sector organizations directly employed in licensed child care facilities are benefitting from the wage enhancement, which is now up to \$6 per hour. ECEs working in public sector organizations continue to be supported through a \$4 per hour wage enhancement. The wage enhancement recognizes ECEs' important contributions and incentivizes individuals to attain their certification and stay in the sector. The number of active ECE

certificate holders has been trending upward, increasing by 13% since the end of the last fiscal year.

As of January 2024, ECEs who have gained additional certification as Infant Toddler Educators or Special Needs Educators with the ECE Registry and are working in licensed child care or Aboriginal Head Start facilities with children aged 0-5, are eligible to apply for annual grants to recognize the additional and important education and skills they bring to the sector. ECEs with one specialized certificate may apply for a \$2,000 grant, while those with both certificates may apply for a \$3,000 grant over the next three years (2024 to 2026). The ministry also provided funding to reduce the cost of quality learning opportunities for child care professionals including peer mentoring, courses supporting inclusive child care, and the free *Foundations in Inclusive Child Care* and *Behaviour in the Early Years* courses.

Under the Province's two bilateral agreements with the Government of Canada, the ministry supported initiatives to increase access to Indigenous-led child care. Funding provided under the Canada–B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement was directed to support flexible one-time funding in 2023/24 to support First Nations child care priorities. The CW-ELCC Agreement and the Canada–B.C. Early Learning and Child Care (ELCC) Agreement also support Métis families' access to early care and learning services and supports, engagement activities, and expanded access for children with support needs.

In addition to the key results above, the ministry is funding 2,237 new student spaces in public post-secondary ECE programs throughout the province. The ministry continues to support the delivery of Work Integrated Learning programs, currently available at five public post-secondary institutions, enabling students to obtain or upgrade their provincial ECE certification while remaining employed. A new translation subsidy provides grants of up to \$2,500 to assist with translation costs for non-English documents, such as school transcripts, for individuals applying for ECE Certification through the ECE Registry. These programs aim to enhance provider-capacity and support a qualified child care workforce.

Objective 3.3: Build/enhance system-capacity to support child care as a core service families can rely on

To provide child care as a core service, system-level improvements are important to support streamlined administrative processes, consistent data collection, and sustainable approaches to supporting growth.

Key results

- Launched the modernized My ChildCareBC Services (MyCCBC) for Child Care Operating Funding renewals including automated pre-approvals.
- Engaged and consulted on the development of new regulations needed to bring the *Early Learning and Child Care Act* into force.
- Negotiated *British Columbia's Three-Year Action Plan for Canada-wide Early Learning and Child Care (ELCC) Agreement (2023-24 – 2025-26)*, which commits B.C. to achieving identified targets and actions by 2026.

- Initiated a test of a new Operating Funding Model (OFM) with approximately 40 child care providers to support the [ChildCareBC Plan](#).

Summary of progress made in 2023/24

In October 2023, the ministry initiated a test of a new Operating Funding Model (OFM) with approximately 40 \$10 a Day ChildCareBC Centres. The test, which includes a wage grid for Early Childhood Educators, will assist the ministry in refining the model based on real-world experience and input from the child care sector. The OFM creates more streamlined, fair, and stable funding for providers and ensures that government is funding programs for families that are affordable, high quality, equitable, and inclusive.

Furthermore, investing in modern, high-quality Information Management and Information Technology systems is important to deliver an accessible, seamless user experience for child care providers. The modernized My ChildCareBC Services (MyCCBC) collects applications from child care providers who are applying for government funding, such as Child Care Operating Funding, Child Care Fee Reduction Initiative and ECE Wage Enhancement, and offers approvals or pre-approvals to providers within a few business days.

In June 2023, the Government of Canada announced the Early Learning and Child Care Infrastructure Fund, which will provide B.C. with \$47.3M between 2023/24 through 2025/2026, to support inclusive child care across the province. The ministry confirmed approval to accept these funds in February 2024.

Additional progress includes four in-person Regional Indigenous Early Learning and Child Care Engagements across the province in February and March 2024, with Indigenous child care providers, early child care educators, managers, and leaders. Sessions were co-hosted with the BC Aboriginal Child Care Society, Métis Nation BC, Aboriginal Head Start Association of BC, and the First Nations Health Authority, BC Association of Aboriginal Friendship Centres and focused on distinctions-based dialogues, best practices, and opportunities arising in Indigenous child care. These engagements will inform the ministry in advancing affordable, accessible, quality, and inclusive child care under the ChildCareBC Plan.

Performance measure(s) and related discussion

Performance Measure	2016/17 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
3.a Average monthly number of provincially funded licensed child care spaces in operation. ¹	108,110	139,241	139,000	148,383

Data source: Ministry of Education and Child Care

¹PM 3.a targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 141,000 and 143,000 respectively.

The average monthly number of funded, licensed child care spaces in operation measures current and previous child care spaces available to parents across the province. The baseline figure of 108,110 child care spaces in 2016/17 represents the number of child care spaces prior to the introduction of the ChildCareBC Plan in 2018. The number of funded, licensed child care spaces in B.C. in 2022/23 was 139,241. In 2023/24, the average monthly number of provincially funded licensed child care spaces in operation was 148,383, exceeding the target of 139,000.

Financial Report

Financial Summary

	Estimated (\$000)	Other Authoriz- ations ¹ (\$000)	Total Estimated (\$000)	Actual (\$000)	Variance (\$000)
Operating Expenses					
Public Schools	7,391,494	223,113	7,614,607	7,611,405	(3,202)
Independent Schools	498,977	66,478	565,455	564,772	(683)
Transfers to Other Partners	61,638	1,400	63,038	66,923	3,885
Child Care	827,377	1,035	828,412	828,412	0
Executive and Support Services	55,666	5,997	61,663	61,663	0
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	500	30,501	30,501	0
Statutory Appropriation Teachers Act Special Account	8,817		8,817	8,014	(803)
Sub-total	8,873,970	298,523	9,172,493	9,171,690	(803)
Adjustment of Prior Year Accrual ²				(9,947)	(9,947)
Total	8,873,970	298,523	9,172,493	9,161,743	(10,750)
Ministry Capital Expenditures					
Executive and Support Services	3		3	0,000	(3)
Capital Plan					
Public Schools	864,898		864,898	749,400	(115,498)

¹ "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. 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 \$9.947 million is a reversal of accruals in the previous year.

Operating statement for School Districts¹

Public Schools	2023/24 Budget (\$000)	2023/24 Actual (\$000)	Variance (\$000)
Combined Income Statement			
Total Revenues	8,479,479	8,787,000	307,521
Total Expenses	8,356,444	8,658,443	301,999
Operating Results	123,035	128,557	5,522
Gain (Loss) on Sale of Capital Assets	0	(327)	(327)
Net Results	123,035	128,230	5,195

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.

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Burke Mountain Middle/Secondary	2026	19	141	160
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 1,000-student capacity middle/secondary school with a Neighbourhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$160 million and it is scheduled for occupancy in 2026.				
Burnaby North Secondary	2024	99	9	108
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million and it is occupied with additional work continuing.				
Cameron Elementary	2028	0	68	68
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a 770-student capacity replacement school with low carbon design and a neighbourhood learning centre. It is estimated that the replacement school will cost \$68 million and is scheduled for occupancy in 2028.				
Carson Elementary	2026	1	60	61
Under the ministry's replacement program, School District No. 28 (Quesnel) is completing a replacement 390-student capacity school with low carbon design and a neighbourhood learning centre, located in Quesnel. It is estimated that the replacement school will cost \$61 million and is scheduled for occupancy in 2026.				
Cedar Hill Middle	2025	7	47	54
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a 575-student capacity low carbon replacement school in the Cedar Hill neighbourhood. Work is underway and it is estimated that the replacement school will cost \$54 million and is scheduled for occupancy in 2025.				
Centennial Secondary	2017	59	2	61
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. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, it is scheduled for final completion in 2024.				
New Cloverley Elementary School	2026	2	62	64
Under the ministry's Expansion Program, School District No. 44 (North Vancouver) is building a new 585-student capacity elementary school with a Neighbourhood Learning Centre in the growing				

Ministry of Education and Child Care

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Cloverley neighbourhood. The total potential budget for the new school is \$64 million, and it is scheduled for occupancy in 2026.				
Coast Salish Elementary	2023	26	17	43
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student capacity elementary school with a Neighbourhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$43 million and it has been occupied since 2023, with additional work continuing on the NLC.				
Cowichan Secondary	2025	66	20	86
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$86 million and it is scheduled for occupancy in 2025.				
New East Side Elementary	2026	0	59	59
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 500-student capacity elementary school with low carbon design and a Neighbourhood Learning Centre in the growing community of Chilliwack. The total potential budget for the new school is \$59 million and it is scheduled for occupancy in 2026.				
Eric Hamber Secondary	2024	85	21	106
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million and it is scheduled for occupancy in 2024.				
Fleetwood Park Secondary	2028	0	79	79
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,200 to 2,000 students, to help accommodate growth in the community. The addition will incorporate low carbon design and include a Neighbourhood Learning Centre. The total potential budget for the addition is \$79 million and it is scheduled for occupancy in 2028.				
George Pringle Secondary (formerly Westside Secondary)	2027	9	115	124
Under the ministry's Expansion Program, School District No. 23 (Central Okanagan) is building a new 1,200-student capacity secondary school with a Neighborhood Learning Centre in the Westside area of Kelowna. The total potential budget for the new school is \$124 million, and it is scheduled for occupancy in 2027.				
Grandview Heights Secondary	2021	79	4	83

Ministry of Education and Child Care

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing 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, with the new school alleviating pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary. The total potential budget for the new school is \$83 million, and it has been occupied since 2021 with only trailing costs remaining.				
Guildford Park Secondary	2028	0	65	65
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,050 to 1,500 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a Neighbourhood Learning Centre. The total potential budget for the addition is \$65 million and it is scheduled for occupancy in 2028.				
Handsworth Secondary	2022	67	2	69
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is completing a replacement 1,400-student capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$69 million, and it has been occupied since 2022 with only trailing costs remaining.				
Henry Hudson Elementary	2025	19	41	60
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is completing a seismic replacement of the existing school with a 510-student capacity school, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$60 million and is scheduled for occupancy in 2028.				
John Diefenbaker Elementary	2028	0	53	53
Under the ministry's Seismic Mitigation Program, School District No. 38 (Richmond) is completing a seismic replacement of the existing school with a 465-student capacity school, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$53 million and is scheduled for occupancy in 2028.				
La Vallee (Pemberton) Elementary	2027	1	65	66
Under the ministry's expansion program, School District No. 93 (Conseil scolaire francophone) is completing a new 220-student capacity K-12 school with low carbon design, mass timber elements and a Neighbourhood Learning Centre in Pemberton, to support existing and forecast enrolment growth in the community. The total potential budget for the new school is \$66 million and it is scheduled for occupancy in 2027.				
Mission Secondary	2028	0	176	176
Under the ministry's Replacement Program, School District No. 75 (Mission) is completing a replacement 1,500-student capacity secondary school on its current site, with low carbon design and a				

Ministry of Education and Child Care

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
neighbourhood learning centre. It is estimated that the replacement school will cost \$176 million and is scheduled for occupancy in 2028.				
Montgomery Middle School	2028	0	87	87
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) is completing a seismic replacement of the existing school with a 600-student capacity school, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$87 million and is scheduled for occupancy in 2028.				
New Westminster Secondary	2021	95	12	107
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is completing a replacement 1,900-student capacity secondary school on its current site located in New Westminster. It is estimated that the replacement school will cost \$107 million, and it has been occupied since 2021 with additional work continuing.				
North East Latimer Elementary	2025	3	49	52
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 555-student capacity elementary school with a Neighborhood Learning Centre in the growing Willoughby area. The total potential budget for the new school is \$52 million, and it is scheduled for occupancy in 2025.				
Olympic Village Elementary	2029	0	151	151
Under the ministry's Expansion Program, School District No. 39 (Vancouver) is completing a new 630-student capacity elementary school with low carbon design and a Neighbourhood Learning Centre. The total potential budget for the new school is \$151 million and it is scheduled for occupancy in 2029.				
Pexsisen Elementary and Centre Mountain Lellum Middle	2022	89	0	89
Under the ministry's Expansion Program, School District No. 62 (Sooke) is completing a new 500-student-capacity elementary school and a 700-student capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, and they have been occupied since 2022 with only trailing costs remaining.				
Pitt Meadows Secondary	2028	0	144	144
Under the ministry's Replacement Program, School District No. 42 (Maple Ridge-Pitt Meadows) is completing a replacement 1,100-student capacity secondary school on its current site, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$144 million and is scheduled for occupancy in 2028.				
Prince Rupert Middle	2027	2	125	127

Ministry of Education and Child Care

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Under the ministry's Seismic Mitigation Program, School District No. 52 (Prince Rupert) is completing a replacement 600-student capacity middle school on its current site located in Prince Rupert. The new school will incorporate greenhouse gas-reduction measures and include a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$127 million and is scheduled for occupancy in 2027.				
Quesnel Junior School	2022	47	5	52
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is completing a replacement 550-student capacity senior middle on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million, and it has been occupied since 2022 with only trailing costs remaining.				
Snine Elementary (formerly Pineview Valley Elementary)	2026	3	62	65
Under the ministry's Expansion Program, School District No. 73 (Kamloops-Thompson) will deliver a new 485-student capacity elementary school. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$65 million and it is scheduled for occupancy in 2026.				
Stitó:s Lá:lém totí:lt Elementary Middle	2022	52	2	54
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 930-student capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it has been occupied since 2022 with only trailing costs remaining.				
Tamanawis Secondary	2028	0	57	57
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,125 to 1,700 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a Neighbourhood Learning Centre. The total potential budget for the addition is \$57 million and it is scheduled for occupancy in 2028.				
Victoria High School	2024	96	4	100
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading and expanding the existing, historic high school on its current site located in Greater Victoria. The total potential budget for the seismic upgrade and expansion project is \$100 million, and it is scheduled for occupancy in 2024.				

Appendix A: Public Sector Organizations

As of March 31, 2024, the Minister of Education and Child Care is responsible and accountable for the following organizations:

B.C. Teachers' Council

Under the *Teachers Act*, the [B.C. Teachers' Council](#) (B.C.T.C) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence, and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

Disciplinary and Professional Conduct Board

The Disciplinary and Professional Conduct Board consists of nine members of the B.C. Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the [Commissioner for Teacher Regulation](#).

Independent School Teaching Certificate Standards Committee

Under the *Independent School Act*, the [Independent School Teaching Certificate Standards Committee](#) (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.

Provincial Child Care Council

The [Provincial Child Care Council](#) provides advice on the policies and programs that affect the affordability, quality, stability and accessibility of child care. Its members are appointed from throughout the province and represent five key sectors: Indigenous communities, the business sector, child care providers, the education system, the non-profit sector, and local government.

Appendix B: Progress on Mandate Letters Priorities

The following is a summary of progress made on priorities as stated in Minister Rachna Singh's 2022 Mandate Letter:

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Increasing funding to deliver the safe new and expanded schools that families need, and building new, accessible playgrounds for thousands of kids across the province.</p>	<p>In progress: The ministry increased investments in capital projects in the 2023/24 Fiscal Year such as: school expansions; funding for Neighbourhood Learning Centres for child care space creation; and projects to reduce greenhouse gas (GhG) footprints of school facilities and fleets, in line with CleanBC. In 2023/24, 25 school districts received \$195,000 each for 25 new school playgrounds across the province. Since 2018, funding for replacing or improving 256 playgrounds at public schools has been provided, resulting in better, more accessible play infrastructure for over 63,000 students and the broader communities where they live. 63,000 students and the broader communities where they live.</p>
<p>With teachers and required stakeholders, identify opportunities to expand services and interventions for kids with dyslexia and related learning differences.</p>	<p>In progress: Budget 2024 included a \$30M investment over three years for provincial literacy and learning disability supports, including early literacy screening (K-3), interventions and outreach programs, professional learning for educators and support staff, and resources for parents and caregivers. Planning for expanded services and interventions to utilize this investment took place from February to March 2024 but no funds have been spent to date.</p>
<p>Taking steps to ensure that reconciliation and education go hand-in-hand, including co-creation of culturally relevant resources that are now available to all educators across the K-12 education system, and starting in the 2023/24 school year, requiring all secondary students to complete Indigenous-focused coursework before they graduate.</p>	<p>In progress: New Indigenous-focused graduation requirement in effect as of 2023/24 school year. Educator workshops delivered in 2023/24 school year.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Ensuring quality public education continues to be safely delivered throughout the COVID-19 pandemic, which included fast-tracking improvements to online and remote learning and increasing supports for teachers, support staff and students.</p>	<p>In progress: The timeline to produce the online learning module was extended due to a service provider change. The new Online Learning (OL) website and new OL policy was launched July 1, 2023. MyEducation BC system updated to support policy implementation.</p>
<p>Continue to work with Boards of Education to ensure all students have the supports they need to be successful.</p>	<p>In progress: Delivered presentations to school district administrators and teachers on both the implementation of the K-12 Student Reporting Policy and the introduction of the BC Learning Pathways. Provided \$3M in Mental Health in School Grants to all 60 school districts to support mental health and substance use initiatives in schools. In June 2023, released the Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources, an optional toolkit to support Boards of Education and educators with selecting appropriate, effective mental health and substance use resources for their learners.</p>
<p>To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.</p>	<p>In progress: Distributed \$53.7 million in provincial funding for the Feeding Futures initiative (\$50.5 million for public schools and \$3.2 million for independent schools) so schools and districts can create or expand school food programs throughout B.C.</p>
<p>Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.</p>	<p>In progress: School districts were encouraged to utilize unused 2022/23 School Year Student and Family Affordability Funding (SFAF) for school supplies.</p> <p>Replenished SFAF funding for 2023/24 \$20M (nearly \$19M for public schools and \$1.1M to the Federation of Independent School Associations (FISA)) to distribute to Independent School Authorities; carryover of some funds into 2024/25 School Year is expected.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.</p>	<p>In progress: First school outreach team became fully operational in January 2024. Recruitment underway for second outreach team. K-12 Partner Inclusive Ed Project Table was established in December 2023 to guide planning and implementation of inclusive education projects.</p>
<p>Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC Plan.</p>	<p>In progress: The ministry increased investments in new and modernized schools in the 2023/24 Fiscal Year; increased funding for Neighbourhood Learning Centres for child care space creation; and invested in projects to reduce greenhouse gas (GhG) footprints of school facilities and fleets, in line with CleanBC.</p>
<p>Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.</p>	<p>In progress: Bill 40 legislation in support of Local Education Agreements, Indigenous Education Councils and Schools of Choice passed in the house on November 8, 2023. Policy development and implementation is underway for completion in Spring 2024.</p>
<p>Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.</p>	<p>In progress: Growth in before and after school care spaces is currently at 10% coverage, up from 9%, but progress demonstrated through initiatives to facilitate more growth:</p> <ul style="list-style-type: none"> • Early Learning and Child Care leads in 59 of 60 school districts • Development of one-window approach through space creation funding for school districts through Capital Management Branch • Development of design guidelines to support new projects • School-Age Child Care Pilot (three school districts) supporting board owned and operated before and after school care

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government’s commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams (ICY) to 20 school districts.</p>	<p>In progress: Cross-ministry planning and support to implement ICY teams in eight new communities announced in April 2024 to fulfill the Province's commitment to implementing ICY teams across 20 communities by 2024/25.</p>

The following is a summary of progress made on priorities as stated in former Minister of State Grace Lore’s 2022 Mandate Letter:

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Continue to implement ChildCareBC, our government's 10-year plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it, with the goal of no family paying more than \$10 a day for licensed childcare when fully implemented in partnership with the federal government. As a next step, expand our child care fee reductions to all licensed before and after school care spaces, so more parents see savings in their monthly budgets.</p>	<p>In progress: In addition to maintaining existing fee reduction amounts through the CCFRI for 0-5 child care (over 81,900 spaces) and adding fee reductions for preschool and before- and after-school care (over 48,000 spaces), an additional 5,000 child care spaces transitioned into the \$10 a Day ChildCareBC program in 2023/24. Through the combined impact of the CCFRI, the \$10 a Day ChildCareBC program, and the Affordable Child Care Benefit (ACCB), an income-tested benefit that helps to further reduce fees for eligible families, thousands of families are receiving child care for less than \$10 a day.</p>
<p>With support from the Minister of Finance and the Minister of Education and Child Care, finalize development of a capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land, including at hospitals, medical centres, government offices, and postsecondary institutions.</p>	<p>In progress: The ministry is actively making progress on increasing the number of child care spaces throughout B.C. Through the ChildCareBC New Spaces Fund, new child care spaces have opened or are under construction on school grounds, at post-secondary institutions, and in B.C. housing buildings throughout B.C. The ministry has invested approximately \$111 million through the ChildCareBC New Spaces Fund to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children. The ministry works across ministries to support the implementation of government’s Environmental, Social, and Governance Framework, which requires government capital projects to consider the inclusion of child care in their developments.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>With support from the Minister of Education and Child Care, work toward universal access to before and after school care and continue to build spaces on school grounds.</p>	<p>In progress: Growth in before and after school care spaces is currently at 10% coverage, up from 9%, but progress has been demonstrated through initiatives to facilitate more growth:</p> <ul style="list-style-type: none"> • Early Learning and Child Care leads in 59 of 60 school districts • Development of one-window approach through space creation funding for school districts through Capital Management Branch • Development of design guidelines to support new projects <p>The ministry has implemented a School-Age Child Care Pilot (three school districts) supporting board owned and operated before and after school care. The ministry has also invested approximately \$111 million through the ChildCareBC New Spaces Fund to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children.</p>
<p>With support from the Minister of Finance and the Minister of Post-Secondary Education and Future Skills, take concrete steps to improve wages and supports in early learning and child care, and establish a timeline to implement a wage grid for all early childhood educators in partnership with the child care sector, to ensure that early childhood educators are a well-supported profession, just like other professionals who work in B.C.'s education system.</p>	<p>In progress: In October 2023, the ministry initiated a test of a new Operating Funding Model (OFM) with approximately 40 child care providers. The OFM creates more streamlined, fair, and stable funding for providers and ensures that government is funding programs for families that are affordable, high quality, equitable, and inclusive. A component of the OFM test is the testing of a compensation package for child care staff, which includes a wage grid, benefits and paid time-off.</p> <p>In addition, the ministry increased the ECE wage enhancement by \$2 per hour to a total of up to \$6 per hour for ECEs working in eligible licensed non-public sector child care facilities and introduced an annual Specialized Certification Grant of \$2,000 or \$3,000 for eligible ECEs with one or both post-basic certificates (Infant and Toddler Educator and/or Special Needs Educator) who work in a licensed child care facility or an Aboriginal Head Start program with children aged 0-5. Applicants may apply for this grant over the next three years (2024 to 2026).</p>
<p>In partnership with Indigenous Peoples and the federal government, support a distinctions-based</p>	<p>In progress: The ministry co-developed a First Nations Early Learning and Child Care (ELCC) Consultation and Engagement approach with the First Nations Leadership</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>approach to increasing Indigenous-led childcare for First Nations, Métis, and Inuit Peoples who want and need it.</p>	<p>Council, the BC Aboriginal Child Care Society, and the First Nations Education Steering Committee focused on engagements with First Nations communities on matters pertaining to early learning and child care.</p> <p>Under the Province’s two bilateral agreements with the Government of Canada, the ministry supported initiatives to increase access to Indigenous-led child care. Funding provided under the Canada–B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement was directed to support flexible one-time funding in 2023/24 to support First Nations child care priorities. The CW-ELCC Agreement and the Canada–B.C. Early Learning and Child Care (ELCC) Agreement also support Métis families’ access to early care and learning services and supports, engagement activities, and expanded access for children with support needs.</p> <p>The ministry has also partnered with the First Nations Health Authority and the Aboriginal Head Start Association of BC to support the creation or transformation of over 1,700 Aboriginal Head Start (AHS) spaces province wide.</p>
<p>Making child care more affordable, accessible, inclusive, and higher quality for families. Cuts to licensed child care fees have reduced average costs from \$53 to \$21 a day for parents of kids kindergarten aged and younger. Today, more than 20,000 families are paying \$10 a day or less for child care, with more savings on the way.</p>	<p>In progress: Through the ministry’s child care affordability programs, the ministry is bringing down costs and helping families respond to rising global inflation. An additional 5,000 child care spaces transitioned into the \$10 a Day ChildCareBC program in 2023/24. Through the combined impact of the CCFRI, the \$10 a Day ChildCareBC program, and the Affordable Child Care Benefit (ACCB), an income-tested benefit that helps to further reduce fees for eligible families, thousands of families are receiving child care for less than \$10 a day.</p>
<p>Increasing the number and availability of child care spaces, with over 10,500 new spaces open and over 20,000 new spaces on the way. We know that early childhood educators are critical to providing the child care services families need, which is why we doubled our ECE wage enhancements to \$4 per hour.</p>	<p>In progress: The ministry continues to implement new child care spaces with regular announcements of new spaces being funded. The ministry continues to track and report on operational, licensed child care spaces. The ministry also increased the ECE wage enhancement by \$2 per hour to a total of up to \$6 per hour for ECEs working in licensed non-public sector child care facilities.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Supporting the delivery of safe, quality child care through the COVID-19 pandemic and beginning the work to integrate child care into the K-12 learning environment.</p>	<p>Complete: The ministry took many steps to respond to the challenges facing child care facilities during the COVID-19 pandemic:</p> <ul style="list-style-type: none"> • In 2020/21, the province invested \$320M in Temporary Emergency Funding to: <ul style="list-style-type: none"> ○ support facilities to remain open and safely operating as many child care spaces as possible; ○ provide access to child care for essential service workers; and ○ provide fixed facility costs for child care centres that needed to temporarily close due to the pandemic so that they could continue to provide child care services once they reopened. • Between 2019/20 – 2021/22, the Province invested in three rounds of “Health and Safety Grants” that provided funding to help child care providers meet the challenges of additional pandemic-related health and safety costs, while also supporting access to inclusive, quality and affordable child care • In addition to financial supports, the Province also provided information, guidance and support to the child care sector, including virtual information sessions, updated Public Health Guidelines for Child Care Settings, access to rapid antigen tests for child care staff and regulatory updates to the Child Care Subsidy Regulations, which support the administration of the Affordable Child Care Benefit (ACCB). <p>Complete: On April 1, 2022, responsibility for Child Care shifted from the Ministry of Children and Family Development to the Ministry of Education, creating the Ministry of Education and Child Care. In 2022/23, as part of the Canada Wide Agreement, the ministry asked all 60 school districts and the Federation of Independent Schools Association, on behalf of Independent Schools, to complete an Environmental Scan on child care within their school districts and communities. Results were compiled with a data analysis. The ministry has continued funding the Early Learning and Child Care Lead positions through the Canada Wide Agreement. Fifty-nine of 60 school districts have a dedicated position to support the growth of child care on school grounds.</p>