

# **MINISTER'S TRANSITION BINDER**

## **September 2012**

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- Ministry Profile Includes mandate, clients, partners and legislation
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### **2. Ministry Budget and FTEs**

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## MINISTRY OF EDUCATION PROFILE

### Education Transformation

The world has changed significantly since B.C.'s education system was designed and while B.C. continues to have a very strong system, bold changes are needed to support teachers and ensure that every student receives an education that reflects their unique needs, interests and passions.

BC's Education Plan provides the vision for how the Ministry of Education and its partners are working together to transform the education system and improve students' ability to find success in school and life.

Education transformation is a shared responsibility and BC's Education Plan was inspired by innovative change already taking place in classrooms across B.C. To build on this success, a province-wide public engagement effort is in progress, including online tools, face-to-face dialogue, meetings, presentations and more to reach out to teachers, administrators, parents, students and the public. Working collaboratively with its partners, the Ministry is helping to build an even stronger education system that better meets the needs of the 21<sup>st</sup> century and will ensure that B.C.'s children are prepared for the workforce of today, and in the future.

For more information on BC's Education Plan and education transformation, refer to documents under Tab 3 in this binder.

### Ministry Mandate

The Ministry of Education provides leadership and support to the K–12 education system through governance, legislation, policy, and standards, and it is accountable to the public through the monitoring of student performance and reporting results. The Ministry also has responsibility for literacy, early learning, and public libraries.

### Clients

The K–12 system serves approximately 580,000 public school students, 73,385 (as at September 30, 2011) independent school students, and 2,098 home-schooled children independent and public school students (as at September 30, 2011). More than 65,000 Aboriginal students are included in these numbers, as are more than 4,450 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education.

### Partners

The Ministry of Education co-governs K–12 education with boards of education and independent school authorities. Education services are delivered locally through boards of education, public schools, and independent schools.

The Libraries and Literacy Branch provides leadership and support to public libraries. Across B.C., there are 243 public library branches operating under the governance of 71 library boards, and six library federations. Together, these public libraries serve nearly 99 per cent of British Columbians.

Literacy services are delivered in partnership with public libraries, communities, school districts, and schools. School districts report to the Libraries and Literacy Branch on community literacy initiatives on an annual basis through the legislated District Literacy Plans. These plans are submitted to the Ministry in July by all school districts. The Ministry partners with Decoda Literacy Solutions to support the Literacy Outreach Coordinator network (literacy network). Literacy planning, throughout the literacy network, is happening in over 400 B.C. communities.

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

The Ministry funds adults completing secondary school or upgrading their skills, and it requires the board of education in each school district to coordinate community literacy initiatives.

The Ministry's education partners include boards of education and independent school authorities, professional education organizations, First Nations representatives, community literacy organizations, and public libraries.

## Legislation

The Ministry's work relates to responsibilities established under the *School Act*, *Independent School Act*, and *Teachers Act*

### School Act

The *School Act* establishes the governance model for the public education system. The provincial government, through the Minister of Education, is responsible for setting standards and overall direction for the school system and for allocating funding to boards of education. Locally elected boards of education are responsible for the operation and management of schools in their districts and for providing educational programs to students. They are the employers of teachers and administrators, and have broad authority to set local policy for their districts.

The *School Act* also sets out the rights and responsibilities of students, parents, teachers, school principals, and school district officials.

### Independent School Act

The *Independent School Act* establishes the regulatory framework for independent schools in BC. It establishes the office of Inspector of Independent Schools, an employee of the Ministry of Education. To operate in BC, independent schools must hold a certificate of group classification from the Inspector.

Non-profit independent schools that meet provincial educational standards qualify for specified levels of provincial funding for students provided that the majority of their students are BC residents.

### Teachers Act

The *Teachers Act*, enacted in January 2012, repealed the *Teaching Profession Act* and dissolved the BC College of Teachers. It established a new professional regulation model for the teaching profession in which responsibility is shared between government and the sector. Under the new model, the Teacher Regulation Branch of Ministry of Education is responsible for teacher certification in BC.

## **Ministry Support to the Minister's Office**

The Ministry of Education provides support to the Minister's Office primarily through the Deputy Minister's and Assistant Deputy Ministers' offices.

### **Deputy Minister (DM)**

The Ministry of Education is led by the Deputy Minister. The DM reports to the Deputy Minister to the Premier and Cabinet Secretary. The DM's role is to:

- manage the internal operations of the Ministry;
- support and participate in the collective management responsibilities of government;
- provide the Minister and the government with objective policy advice to meet the political objectives of the government; and
- carry out specific statutory authorities (as appropriate).

### **Assistant Deputy Ministers (ADMs) and Superintendents**

The Ministry of Education currently has five Assistant Deputy Ministers and five Superintendents (the ADM of the Learning Division is also a Superintendent). The ADMs and Superintendents are accountable for a discrete area of responsibility within the Ministry. The ADMs ensure that their area of responsibility is coordinated with the objectives and outcomes of the Ministry as a whole and therefore work closely with the Deputy Minister.

Policy advice and managing Ministerial correspondence are two of the most common services that are provided to the Minister's Office:

### **Briefings**

In addition to working closely with the DM, the Minister will regularly call on ADMs and Superintendents to provide scheduled and unscheduled briefings and assist with issues being dealt with through the Minister's Office.

The Minister is provided briefing materials such as briefing notes for the issues and topics being discussed during briefings. Briefing notes are developed in the various Ministry divisions and are signed off by the appropriate ADM and then DM before they are sent to the Minister's Office for approval.

The scheduling of meetings and transmission of briefing materials is carried out by Minister's Office, DM and ADM staff. The DM, appropriate ADM, executive financial officer (EFO), Government Communications and Public Engagement director, and Superintendent Liaison are typically present at Minister's briefings.

### **Ministerial Correspondence**

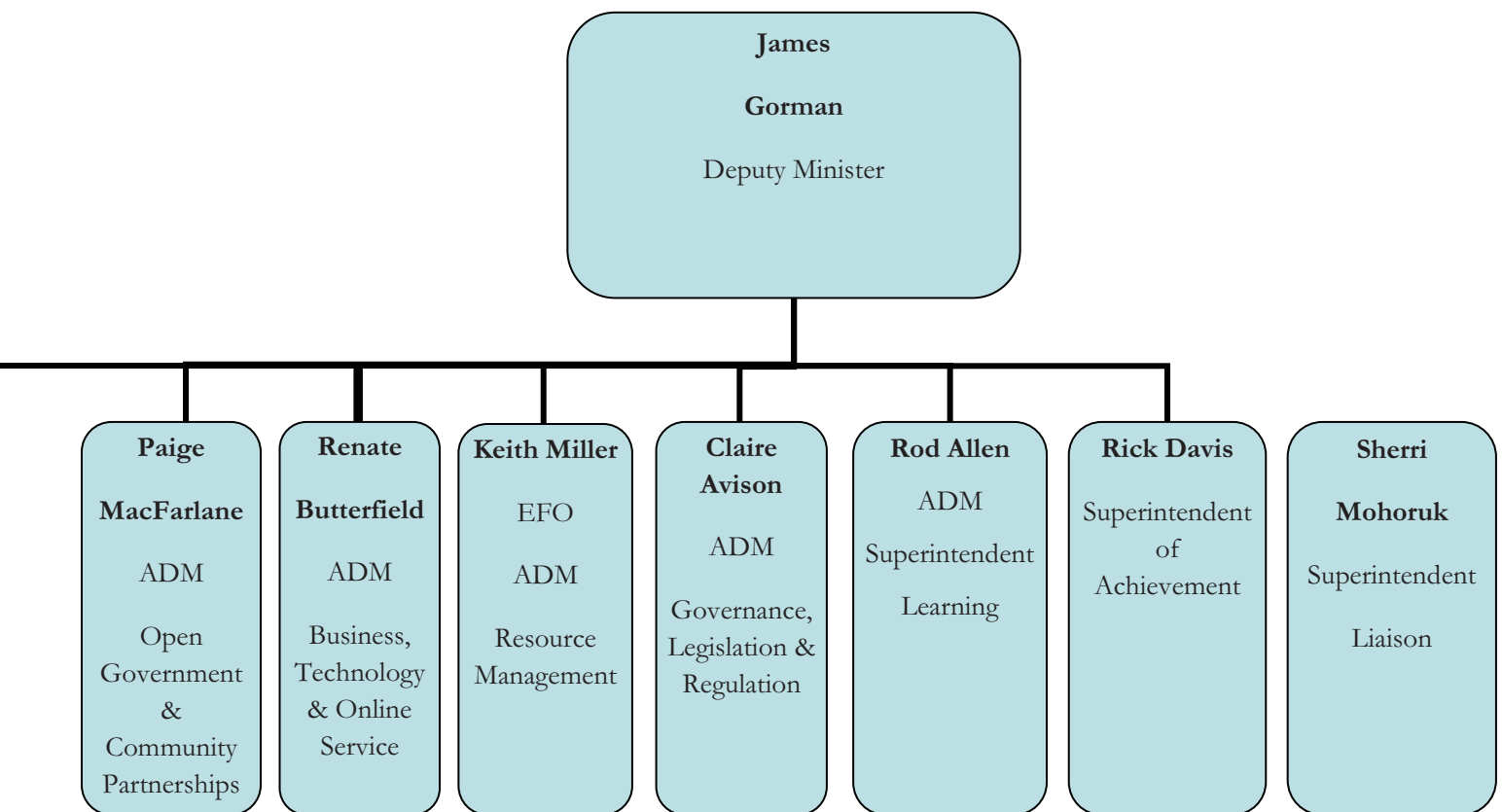
The Ministry Correspondence Office manages correspondence (i.e., emails and letters) on behalf of the Minister and Deputy Minister, including tracking and meeting service standards for response. There is a routing process for action based on a signing matrix which is approved by the Minister's Office. This process ensures approvals are made by ADMs and the DM prior to forwarding the response to the Minister for signature.



## MINISTRY EXECUTIVE BIOGRAPHIES

### MINISTRY OF EDUCATION EXECUTIVE

#### Executive Organizational Chart:



## EXECUTIVE MEMBER BIOGRAPHY

### **JAMES GORMAN**

#### **DEPUTY MINISTER**

James Gorman joined the BC Public Service in 1995 as a Research Officer with what was then the Ministry of Employment and Investment. Prior to his appointment as Deputy Minister of Education in January 2008, he served as Deputy Minister of the BC Public Service Agency and Assistant Deputy Minister and Executive Financial Officer at the Ministry of Children and Family Development. James also held senior management positions with the Ministry of Advanced Education and Partnerships BC, and Treasury Board staff in the Ministry of Finance.



James holds a master's degree in political science from McGill University and bachelor's degree from the University of British Columbia.

## EXECUTIVE MEMBER BIOGRAPHY

**PAIGE MACFARLANE**

**ASSISTANT DEPUTY MINISTER**

**OPEN GOVERNMENT AND COMMUNITY  
PARTNERSHIPS DIVISION**



Paige MacFarlane leads the ministry's Open Government and Community Partnerships Division. OGCP supports the implementation of the BC Education Plan through leveraging open government principles of transparency, collaboration and participation to involve and engage the public in policy development.

The ministry's accountability, assessment, information and reporting functions are housed within OGCP and provide evidence and data to support transformation of both the education and library sectors; within the ministry and in the field.

Paige and her team work to ensure the Ministry's priorities are coordinated both internally and externally with other ministries, agencies and jurisdictions to advance the Ministry's service plan objectives and ensure alignment with Government's strategic plan.

Her professional background is in communications and media. She holds a Certificate in Public Relations from the University of Victoria and the Canadian Public Relations Society, a Diploma in Broadcast Journalism from the BC Institute of Technology, and a degree in sociology from the University of Victoria.

Paige has been a member of the BC Public Service since 1997, working in several ministries including Finance; Small Business, Tourism and Culture; and Management Services. She was appointed Assistant Deputy Minister of Open Government and Community Partnerships (OGCP – formerly Partnerships and Planning) in November 2006.

## EXECUTIVE MEMBER BIOGRAPHY

**CLAIRE AVISON**

**ASSISTANT DEPUTY MINISTER**

**GOVERNANCE, LEGISLATION AND REGULATION  
DIVISION**



Claire Avison joined the BC Public Service in 2001, working in the Ministry of Health for 5 years before moving to the Ministry of Education in 2006 where she has undertaken responsibility for a broad range of policy matters over the course of the last 6 years. These have included a two year term as the Executive Director responsible for the national consortium for school health and, subsequently a lead role in healthy schools, Neighborhood Learning Centers and CommunityLink initiatives.

In 2010 Claire began work with the Deputy Minister and ministry executive to ensure policy alignment within the K-12 sector's transformation initiatives. This was followed by her appointment as Assistant Deputy Minister, Governance, Legislation and Regulation on an acting basis in 2011. She was confirmed in that position in 2012. Her current responsibilities include governance and legislation, teacher regulation, international education, independent schools and labour relations. In this latter capacity she is a member of the Board of the B.C. Public Schools Employers Association and was a Ministry lead in the recently completed negotiations with the BCTF.

## EXECUTIVE MEMBER BIOGRAPHY

**KEITH MILLER**

**ASSISTANT DEPUTY MINISTER**

**RESOURCE MANAGEMENT DIVISION**

Keith Miller was appointed Assistant Deputy Minister, Resource Management Division, in November 2006. In this position, he is responsible for the \$4.7 billion public schools operating grant funding. In addition to his existing role, Keith is the Executive Financial Officer for the Ministry, with a budget of \$5.3 billion.



Keith attended the University of British Columbia and graduated with a master's degree in urban and regional planning. He has held positions as a professional planner with the Greater Vancouver Regional District and the City of Edmonton. He joined the Ministry of Education following nine years with BC Transit.

He began his career with the provincial government in April S. 22 as Director, School Facilities Branch. Today, he leads the Resource Management Division, which develops, allocates and administers the operating and capital funding for the public education system.

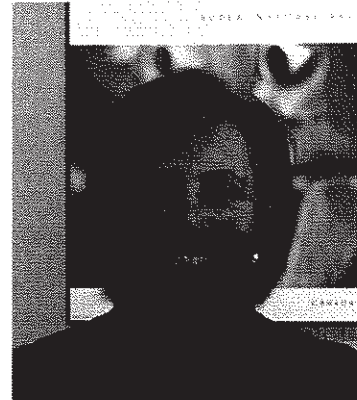
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## EXECUTIVE MEMBER BIOGRAPHY

### **RENATE BUTTERFIELD**

#### **ASSISTANT DEPUTY MINISTER**

#### **BUSINESS, TECHNOLOGY AND ONLINE SERVICES DIVISION**



Renate has been the Assistant Deputy Minister for the Business, Technology & Online Services Division since November 2006. She leads the program area that is responsible for B.C.'s virtual school: LearnNowBC. Students across the province benefit from its wide range of online course choices, as well as online services, such as academic counselling, tutoring, and AskAway, which is a live, chat based system that connects users with libraries offering immediate, interactive, and knowledgeable help.

In addition, she oversees Open School BC (OSBC) Canada's first correspondence school serving remote learners in all part of BC and the Yukon Territories. Now part of the Business, Technology & Online Services Division, OSBC develops and delivers print and digital content, and award-winning multimedia for both the public school system and the broader public sector. OSBC provides e-learning services to over 25,000 users in 23 school districts.

Renate is also responsible for assessing and reporting on K-12 student achievement. Her portfolio includes implementation and support for the province's electronic student information system BCeSIS, provincial scholarships and awards, the BC graduation program, and all of the Ministry's data collection activities.

She has a strong technology team that provides information management and information technology leadership to the BC Public Service Agency, the education sector, and the Ministry of Education, school authorities and post secondary institutions.

Renate has a solid change management and information technology background. She has held senior positions in a variety of sectors, including finance, health, community and social services, and education. Renate has an Honours Bachelor of Science degree from the University of Toronto.

## EXECUTIVE MEMBER BIOGRAPHY

### ROD ALLEN

#### ASSISTANT DEPUTY MINISTER AND SUPERINTENDENT

#### LEARNING DIVISION



The Learning Division within the Ministry of Education is responsible for providing leadership and support to school districts in the areas of Aboriginal Education, Curriculum and Assessment, Diversity and Equity, French Programs and International Languages, the Early Years and E-Learning. With all of these areas working together in an aligned, coherent manner we are well placed to provide each learner in B.C. with an excellent educational experience allowing them to succeed at the highest levels. Through a series of transformation initiatives in areas such as reading, special education, and assessment, the Learning Division promotes personalized learning based on strong basic skills and competencies, choice and flexibility, and student engagement.

Rod Allen is Superintendent of Learning, a position he was appointed to in January 2008. In May 2011 he assumed an Assistant Deputy Minister position, and is responsible for leading the Learning Division and has a central role in British Columbia's transformation to personalized learning. Rod is actively involved in the Global Education Leadership Program, along with 15 other international jurisdictions. Prior to this he was Superintendent of Schools in British Columbia's School District 54 (Bulkley Valley). Rod has taught at most grade levels in British Columbia, where he advanced through school and district leadership positions.

He received his undergraduate degree, teaching qualification, and master's degree in education administration from the University of Victoria.

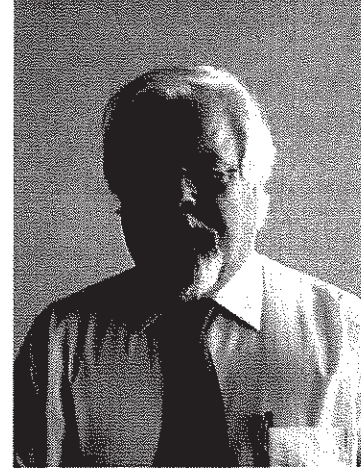


## EXECUTIVE MEMBER BIOGRAPHY

### RICK DAVIS

#### SUPERINTENDENT OF ACHIEVEMENT

Rick Davis was appointed Superintendent of Achievement in July 2007. In this position, Rick is responsible for monitoring the levels of student achievement in the school districts, including reviewing district achievement contracts and superintendent's reports on student achievement. When a district needs assistance, Rick provides advice, recommends a direction, and builds connections and networks to improve the district's capacity to improve student success. On request, Rick provides reports to the Minister regarding student achievement in a specific school district.



Rick is also engaged in supporting the personalized learning work of the Ministry, principally through promoting strategies to improve teacher quality and considering changes to organizational structures that provide barriers to personalized learning. Rick provides advice to the minister and deputy minister on labour relations matters in the public education sector.

He began teaching in S. 22 in Camrose, Alberta, where he taught Grade 1 and Grade 7. Two years later, he moved to Nelson, British Columbia, as a senior science and math teacher at a small rural high school. He has taught at all grade levels as he advanced through school and school district administrative positions in Dawson Creek, Vanderhoof and Vernon. From S. 22 Rick worked with the British Columbia Public School Employers' Association in Vancouver as a superintendent representative and bargaining spokesperson. In July 2002, Rick joined the Ministry of Education as a Superintendent in the Liaison Division, where he worked until his current appointment. In addition, since July 2006, Rick has served as president of the British Columbia Education Leadership Council, a not-for-profit society established and funded by the Government of British Columbia to develop leadership capacity in public education.

Rick is

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## EXECUTIVE MEMBER BIOGRAPHY

### SHERRI MOHORUK

#### SUPERINTENDENT, LIAISON

Sherri Mohoruk was appointed Superintendent, Liaison in 2007. In this position, she provides a link between the Minister of Education, the Ministry, and the province's school districts and education partners. She advises the Deputy Minister and senior Ministry staff on educational issues that affect student learning. She is responsible for implementing the ERASE Bullying (Expect Respect And a Safe Education) 10 point comprehensive prevention and intervention strategy.



She also facilitates connections between Ministry divisions, school districts and partner organizations to improve implementation of Ministry policy, initiatives and directions. She plays a key role in helping districts and school personnel resolve emerging issues and respond to critical incidents. She is proactive in seeking information and maintaining effective communication.

Sherri began her teaching career in S. 22 in Edmonton, Alberta, where she taught kindergarten. Two years later, she moved to Vernon, British Columbia, as a kindergarten teacher. In S. 22 Sherri moved to Escondido, California, as an exchange teacher. She remained in the United States for an additional five years on an extended professional visa. From S. 22, Sherri taught primary and intermediate grades, English as a second language, and learning assistance. She also served as an interim principal for a state preschool and as a principal of an elementary school. She moved to Surrey, British Columbia, in S. 22. Sherri served in several school and district administrative positions, including Principal, Director for Student Services, Director for Curriculum and Instruction, and Assistant Superintendent. She joined the Ministry as a Superintendent in the Liaison Division in August 2005.

## **MINISTRY OF EDUCATION**

### **RESOURCE MANAGEMENT DIVISION**

**ADM Responsible:** Keith Miller

#### **Division Description:**

The Resource Management Division provides operational and capital funding for school districts and monitors financial accountability and compliance of boards of education. The Division also provides a wide range of financial and administrative support services to the Ministry.

The Division is comprised of several branches and program areas:

The Capital Management Branch assists boards of education with the development of their long-term capital plans and allocates funding for improving or expanding B.C.'s public schools. The branch also manages government's Seismic Mitigation Program.

The Funding and Compliance Branch develops and maintains an equitable funding formula for the public Kindergarten to Grade 12 education system. This branch develops and conducts annual compliance audits of school districts to ensure that public education funds are being used for their intended purposes.

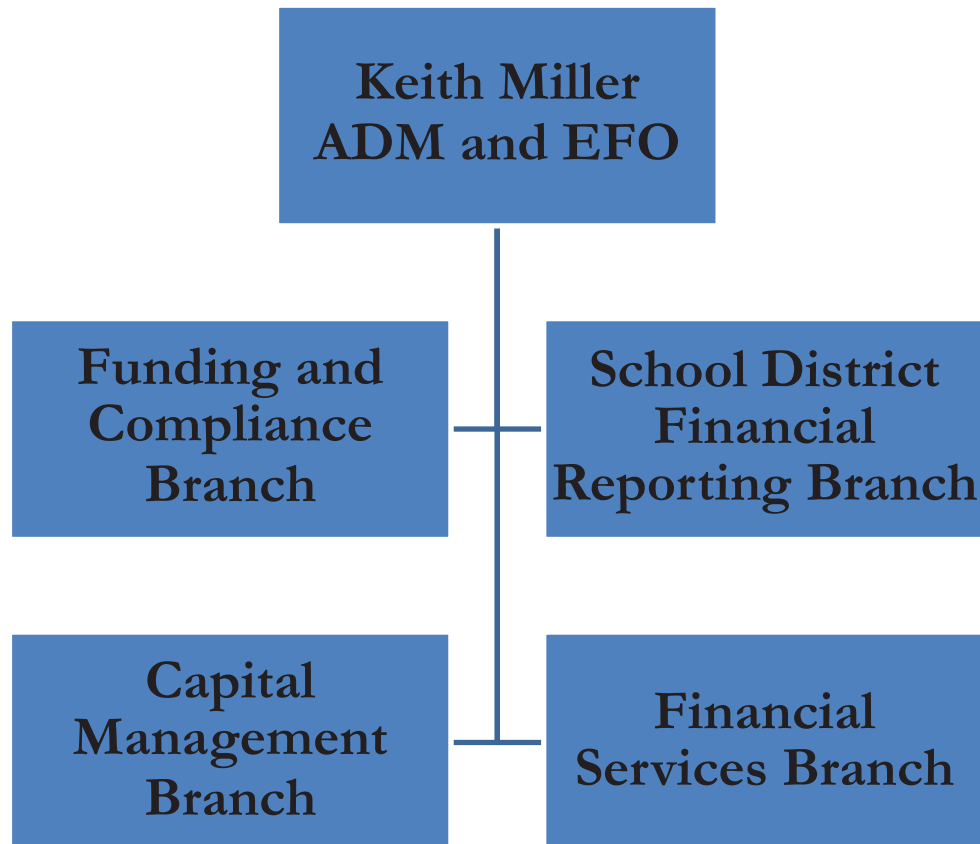
The School District Financial Reporting Branch works with school districts to monitor how their funding allocation is budgeted and spent.

The Financial Services Branch provides the financial support functions that enable the Ministry of Education to operate its programs and achieve its business objectives. This includes budgets, accounting, reporting, transaction processing, systems, procurement, contract management, policy, and decision support.

#### **Related Legislation:**

- *School Act*
- *Financial Administration Act*
- *Financial Information Act*
- *Balanced Budget and Ministerial Accountability Act*

**Organizational Chart:**



## MINISTRY OF EDUCATION

### OPEN GOVERNMENT & COMMUNITY PARTNERSHIPS DIVISION

**ADM Responsible:** Paige MacFarlane

#### **Division Description:**

The Open Government and Community Partnerships Division (OGCP) has two key priorities: open government and accountability.

The division leads the ministry's open government approach, and supports the implementation of the BC Education Plan through leveraging open government principles of transparency, collaboration and participation to involve and engage the public in policy development.

The ministry's accountability, assessment, information and reporting functions are housed within OGCP and provide evidence and data to support transformation of both the education and library sectors; within the ministry and in the field.

Key strategic linkages are through community and sector partnerships in support of the BC Education Plan; Service Plan; Transformation and Technology Plan; Libraries Without Walls; and the Gov 2.0 plan: Citizens@the Centre.

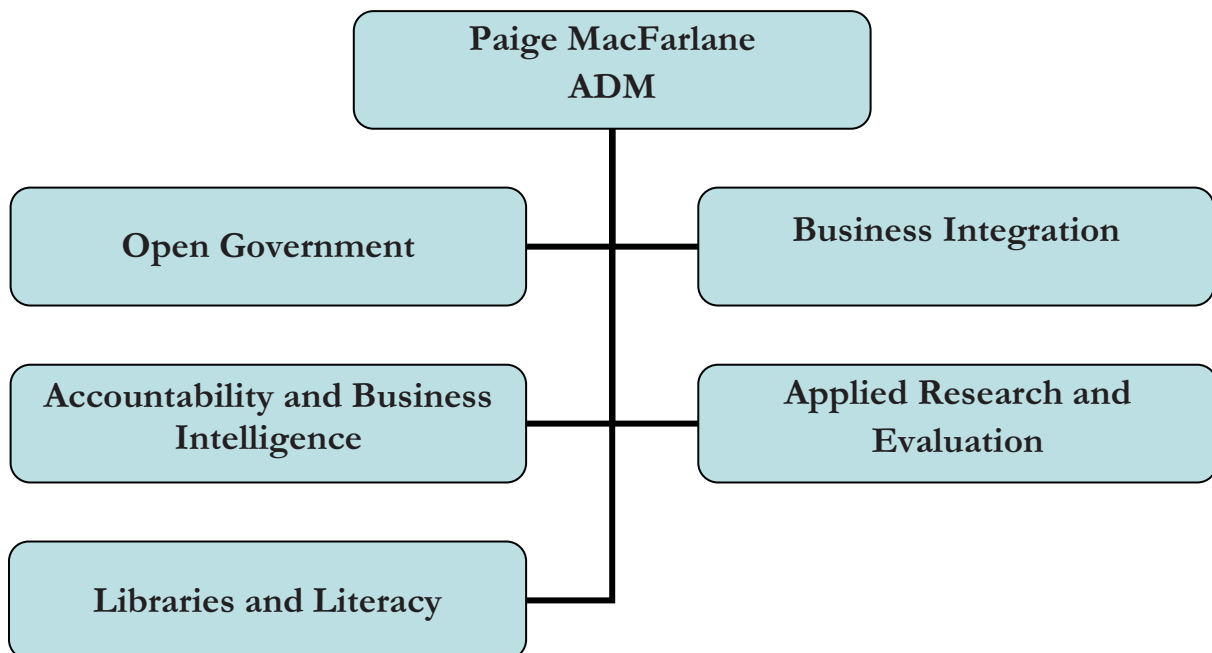
The division is composed of the following areas:

- Open Government
  - Citizen Engagement, Open Data, Open Information and Online Presence
  - Internal communications
  - Production – web and graphic design/videography
- Accountability & Business Intelligence
  - Corporate Accountability and Public Assurance
  - Business Intelligence
  - Intergovernmental Relations
  - Ministerial Correspondence Office
  - Comprehensive School Health

- Libraries & Literacy
  - Community Literacy
  - Public Libraries
  - Neighbourhood Learning Centres
  - Rural Education
- Business Integration
  - Integrated Planning
  - Lean initiatives
- Applied Research & Evaluation

**Related Legislation:** *Library Act*

**Organizational Chart:**



## MINISTRY OF EDUCATION

### LEARNING DIVISION

#### Superintendent (ADM) Responsible:

Rod Allen

#### Division Description:

The Learning Division is responsible for providing leadership and support to school districts in the areas of Aboriginal Education, Curriculum and Assessment, Diversity and Equity, the Early Years, French Programs and International Languages, and e-Learning. With all of these areas working together in an aligned, coherent manner we are well placed to provide each learner in B.C. with an excellent educational experience allowing them to succeed at the highest levels.

Through focus on personalized learning, the Learning Division promotes choice and flexibility, student engagement, and strong basic skills and competencies.

Within the Division, the goal of the [Aboriginal Education](#) team is to provide expertise and informed practice across government, within the Ministry and to the school system, for increasing student success for all Aboriginal students. It manages the Ministry's initiatives, policies and procedures related to the education of Aboriginal students, including:

- integrating Aboriginal content into the provincial curriculum
- facilitating development and implementation of Aboriginal Education Enhancement Agreements
- collaborating with Aboriginal organizations, bands, tribal councils, First Nations, Métis and the federal government on matters concerning the education of Aboriginal students

The [Curriculum and Assessment](#) team is responsible for what B.C. students learn and how their success is measured. The Ministry's prescribed learning outcomes – what each student is expected to know about any particular subject by the end of each grade level – are the heart of the provincial curriculum.

The team is also responsible for developing provincial examinations and a range of provincial, national and international assessments that gather evidence of what students know and what their learning needs are.





Last Updated: September 2012

The **Diversity and Equity** team provides expertise across government, within the Ministry and to the school system to support students with special gifts and special needs, and to ensure they have access to the services needed to help them succeed.

In addition to responsibility for services for students with special needs, the team is also concerned with policy, standards and other issues related to:

- supporting children and youth in Alternate Education Programs, allowing them to participate fully and succeed in all aspects of society
- students who are being held in care under a continuing custody order
- English language development programs & services for students needing ESL support
- maintaining safe, caring and orderly schools

The **Early Years** team is responsible for the BC Early Learning Framework, helps schools provide early years programs, including StrongStart BC programs and Ready Set Learn, and supports the development and application of curriculum and resources for children up to age eight.

The **French Programs and International Languages** team is responsible for policy and curriculum designed for francophone students, learners of French as a second language and students of other languages.

The team is also responsible for federal funding support under the Official Languages in Education Protocol, provincial coordination of the national Explore and Odyssey programs, and the BC/Quebec Six-Month Exchange Program, French Teacher Bursaries and Student Fellowships.

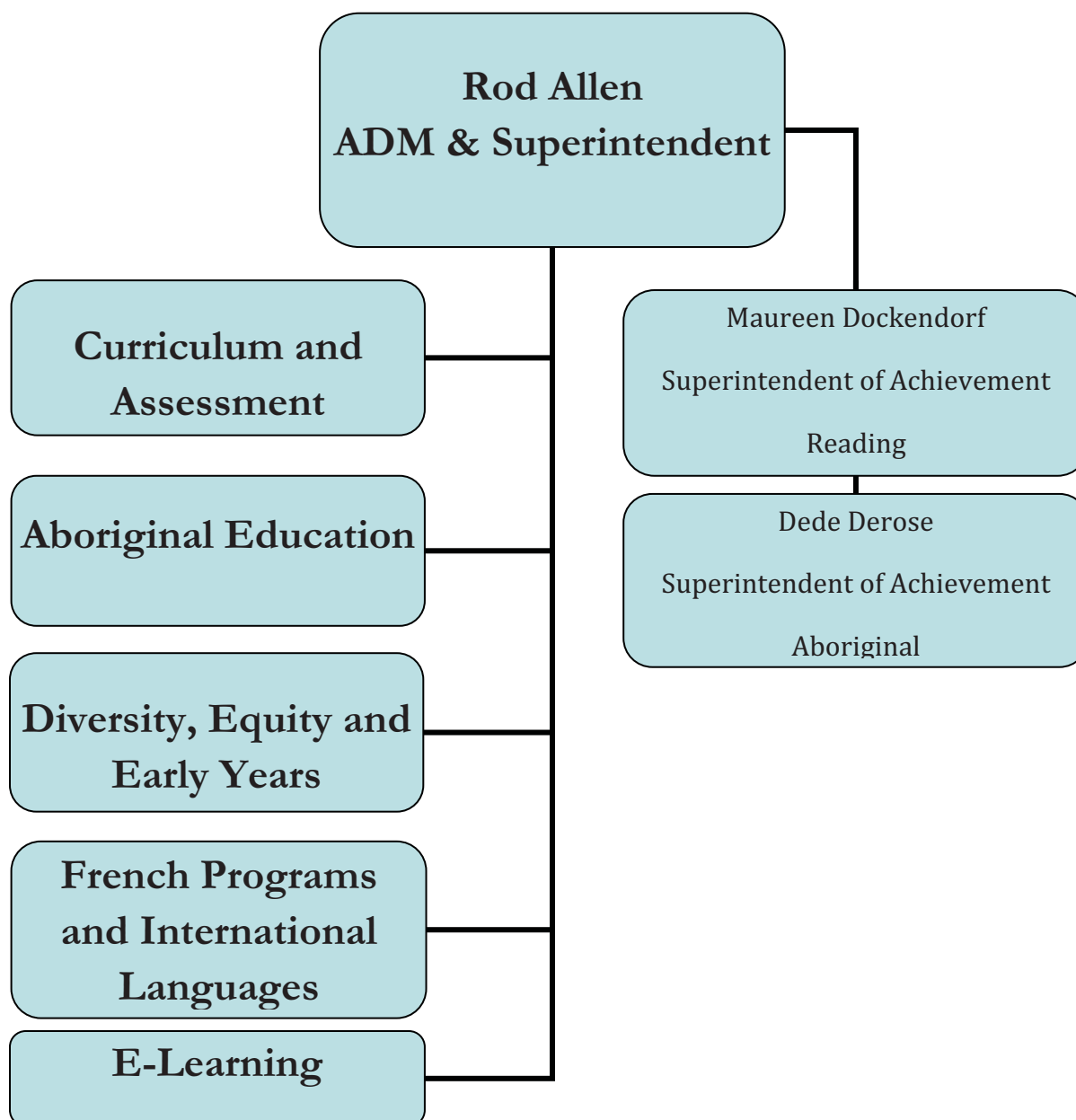
The **e-Learning** team monitors existing and emerging educational technologies and works with stakeholders to promote and support their integration into K-12 teaching practices.

The team also supports distributed learning (DL) in the province by managing the development of DL policies and standards, reviewing DL schools and their programs for quality practice, and using data to report on student achievement.

The **Graduation** team is responsible for graduation requirements and policies for school-aged and adult students in British Columbia, including Career programs and Trades training. The team coordinates its graduation work with the Student Certification Branch in the Business, Technology, and Online Services Division. Career and Trades activities are shared responsibilities with the Ministry of Advanced Education and the Ministry of Jobs, Tourism, and Innovation.

**Related Legislation:** *School Act* sections 11.1 – 11.8, 22(3), 171.1 – 171.6, and BC Reg. 24/08 (appeals)

**Organizational Chart:**



## MINISTRY OF EDUCATION

### GOVERNANCE, LEGISLATION AND REGULATION DIVISION

**ADM Responsible: Claire Avison**

#### **Division Description:**

The Governance, Legislation and Regulation Division is responsible for legislation, international education, teacher regulation, and governance policy for K–12 public and independent education in the province as well as offshore schools.

The Governance and Legislation Branch is responsible for the development of legislation and ensuring that education policies and initiatives have the necessary legislative authority. The branch processes student appeals, and serves as the Ministry's primary liaison with the Ministry of Justice.

The Office of the Inspector of Independent Schools registers, inspects and classifies independent schools, sets homeschooling policies, supports the inspection of offshore schools, and responds to issues raised by parents.

The International Education Branch supports government's International Education Strategy, certifies offshore schools, works with embassies, consulates and IGR staff to host delegations on international education matters, provides advice and support to boards of education on international educational programs, works with the Ministry of Advanced Education to adjudicate Chinese government scholarships for British Columbian students to go to China, and works with federal/provincial/territorial partners on international education initiatives.

The Teacher Regulation Branch issues certificates to public and independent school teachers, maintains teacher registries, suspends or cancels certificates in accordance with the *Teachers Act*, supports the Teachers' Council in developing standards and approving teacher training programs, and provides information and training to educators on standards of competence and professional conduct..

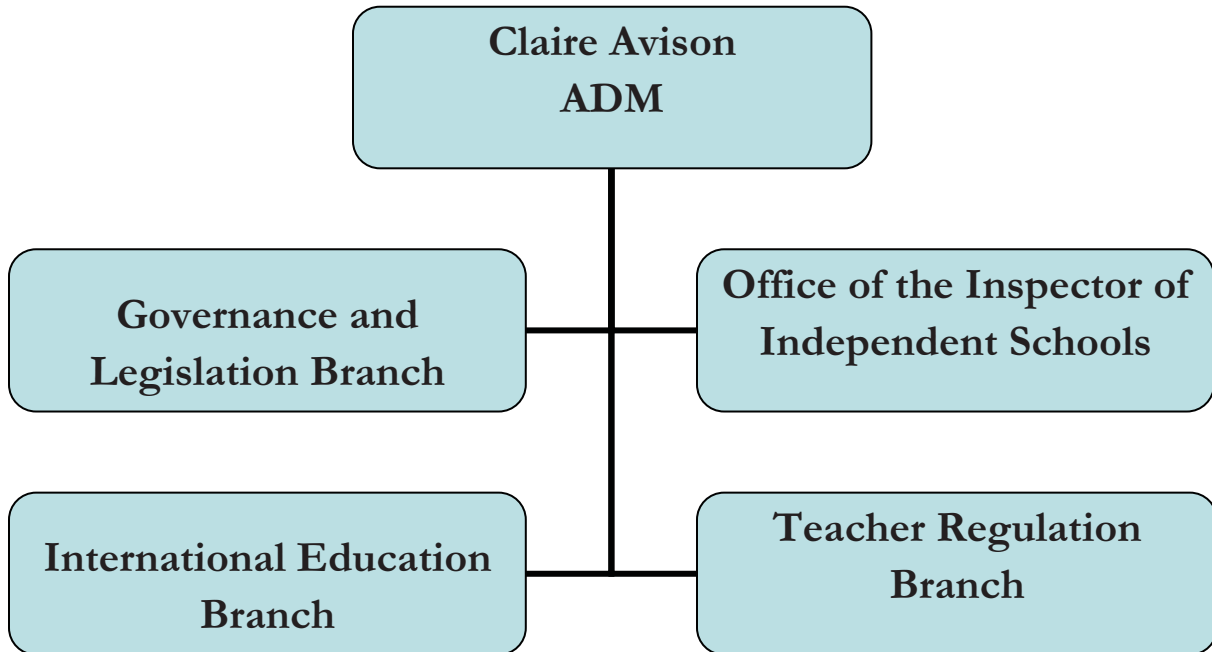
#### **Related Legislation:**

- *School Act*
- *Independent School Act*
- *Teachers Act*
- *Library Act*
- *First Nations Education Act*

#### **Boards and Committees:**

- British Columbia Teachers' Council
- Independent School Teaching Certificate Standards Committee
- Federal Provincial Consultative Committee on Education-related International Activities
- BCPSEA Board
- ADM Committee on Labour Relations

**Organizational Chart:**



## **MINISTRY OF EDUCATION**

### **BUSINESS, TECHNOLOGY AND ONLINE SERVICES DIVISION**

**ADM Responsible:** Renate Butterfield

#### **Division Description:**

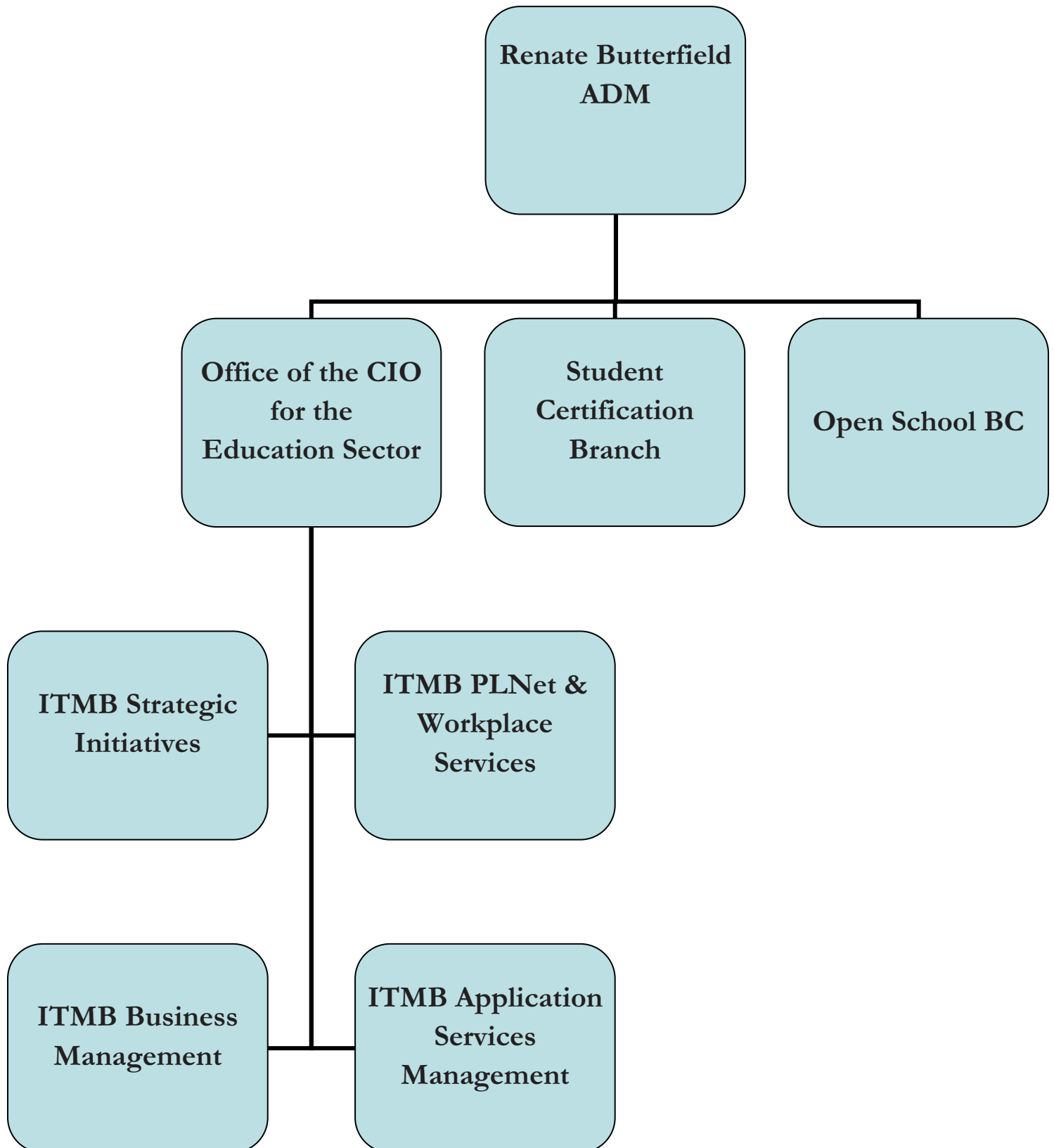
The Business, Technology and Online Services Division is the service centre for students, school administrators, and parents for K-12 queries and official student transcripts. Additional service areas include: B.C.'s electronic student information system (BCeSIS); student graduation program, scholarships and awards, transcripts and certification, as well as data collections.

A strong technology team provides information management and information technology leadership, as well as the provision of workplace services for the Ministry of Education. In addition, the Provincial Learning Network (PLNet) is the provider of network and internet services to the K-12 education sector, post-secondary sectors, and school authorities.

The division is responsible for B.C.'s virtual school - LearnNowBC, and Open School BC, which provides a wide range of online courses, tutoring, counselling and resource and reference services to students and public sector clients across the province.

#### **Related Legislation:**

- *Independent School Act*
- *Library Act*
- *School Act*
- *Teaching Profession Act*



## **BRIEFING NOTE**

### **Independent School Teaching Certificate Standards Committee**

**Legislative Authority:** Section 5 of the *Independent School Act (ISA)*

#### **Mandate:**

The Independent School Teaching Certificate Standards Committee (ISTCSC) establishes the standards that must be met for a person to be issued, and maintain, an independent school teaching certificate. It also determines the standards that must be met for each type of independent school teaching certificate.

#### **Background**

Until the *Teachers Act* was brought into force in January 2012, this committee made recommendations to the Inspector of Independent Schools about the issuance, suspension, or revocation of independent school teaching certificates.

Under the *Teachers Act* the Director of Certification, Teacher Regulation Branch, is now responsible for issuing all teaching credentials in BC, including independent school teaching certificates. The Director of Certification must consult with the Inspector of Independent Schools prior to issuing an independent school teaching certificate. The responsibility for suspension or cancellation of an independent school teaching certificate now falls to the Disciplinary and Professional Conduct Board and the Commissioner, Teacher Regulation.

Historically committee members have been appointed by the Minister of Education on the mutual recommendation of the Inspector of Independent Schools and the Federation of Independent School Authorities.

#### **Structure**

The Committee is composed of members appointed by the Minister of Education. There is no fixed number of members or length of term specified in legislation. Committee members are drawn from various sectors of the independent school community.



**Current Appointees:**

<b>Name</b>	<b>Original Appointment</b>	<b>Expiry</b>
Michael Boreham	January 19, 2012	December 31, 2012
Jane Hicks	August 1, 2012	August 31, 2013
Terry Kooy	July 31, 2006	August 31, 2013
Cathy Lowenstein	July 31, 2006	August 31, 2013
Pamela Marissen	January 19, 2012	December 31, 2012
David North	July 31, 2006	August 31, 2013
Lloyd Robinson	July 31, 2006	August 31, 2013

**Appointments required:**

- No appointments required.

**Issue(s):**

- There are no issues related to the ISTCSC

**Key Contact:**

Name: Shawn McMullin

Title: Director of Certification

Phone: 604 714 3303

Cell: 604 655 5729

## BRIEFING NOTE

### Education Advisory Council

**Legislative Authority:** *School Act*, s. 171

#### **Mandate:**

The Council advises the Minister of Education on overall policies of the education system, including curriculum and assessment, the teaching profession, system governance, and finance.

#### **Background**

Under the *School Act*, the Minister of Education must appoint an education advisory council to advise the minister on policy matters respecting education.

#### **Structure**

In addition to two appointed Ministry of Education members, major stakeholders in K–12 education are also represented on the Education Advisory Council. The number of members is not specified in legislation, but is traditionally fewer than thirty. The Council is chaired by the Deputy Minister.

#### **Current Ministry Appointees:**

<b>Name:</b>	<b>Appointed:</b>	<b>Expiry:</b>
Gorman, James	January 2, 2008	At Pleasure
Mohoruk, Sherri	November 6, 2006	At Pleasure

#### **Education Stakeholders**

<b>Name:</b>	
B.C. Confederation of Parent Advisory Councils	Association of B.C. Deans of Education
B.C. Principals' and Vice Principals' Association	Federation of Independent School Associations
CUPE (Canadian Union of Public Employees) B.C.	B.C. Association of School Business Officials
Conseil Scolaire Francophone de la Colombie Britannique	Federation des parents francophones de Colombie Britannique

First Nations Education Steering Committee	B.C. Teachers' Federation
B.C. Student Voice	B.C. School Trustees Association
B.C. School Superintendents Association	B.C. Public School Employers' Association
B.C. Federation of Labour	

**Appointments required:**

No appointments necessary.

**Issue(s):**

No issues.

**Key Contact:**

Name: Sherry Mohoruk

Title: Superintendent, Liaison Division

Phone: 604 660 2442

Cell:

## **BRIEFING NOTE**

### **Disciplinary and Professional Conduct Board**

**Legislative Authority:** *Teachers Act*, s. 26, s. 57, s. 73.

#### **Mandate:**

Members of the Disciplinary and Professional Conduct Board (DPCB) hear and decide matters related to discipline, professional conduct and certification appeals.

#### **Background**

The *Teachers Act* sets teacher discipline processes and creates a system where reports and complaints about teacher conduct or competence can be resolved. The Commissioner, Teacher Regulation is responsible for receiving reports and complaints about teacher conduct and competence and determining if further action is required.

If, through the course of the review process, the Commissioner determines that a hearing is required, he or she establishes 3 person hearing panels from amongst the DPCB members and the public pool of adjudicators available for the Commissioner to appoint to hearing panels. Panels cannot have more than one BCTF member.

Panel members consider evidence and interpret and apply the professional standards. If a panel finds the teacher failed to meet the standards, it must fairly determine appropriate consequences, which can include suspension, cancellation or imposition of terms on a teacher's certificate.

#### **Structure**

The DPCB is made up of nine members of the BC Teachers' Council:

- five DPCB members must be selected from those BCTC members who were nominated by education partners;
- four must be certificate holders selected from the BCTF members; and
- one must have substantial knowledge of and experience in the independent school system.

The Commissioner may also select a person from the public pool of adjudicators to sit on a disciplinary and professional conduct panel or certification appeal panel.

**Current Ministry Appointees:**

<b>Name:</b>	<b>Appointed:</b>	<b>Expiry:</b>
Catherine Abraham	April 23, 2012	April 23, 2013
Don Boyd	April 23, 2012	April 23, 2013
Patricia Haslop	April 23, 2012	April 23, 2014
Andrew Leathwood	April 23, 2012	April 23, 2015
Teresa Rezanoff	April 23, 2012	April 23, 2015
Avinash Gupta	April 23, 2012	April 23, 2014
Bruce Cummings	May 30, 2012	April 23, 2014
Fred Robertson	April 23, 2014	April 23, 2014
John Hall	April 23, 2014	April 23, 2014

**Appointments required:**

No appointments are required at this time.

**Issue(s):**

- There are no emergent issues with the Disciplinary and Professional Conduct Board.

**Key Contact:**

Name: Christina Zacharuk

Title: Executive Director, Teacher Regulation Branch

Phone: 604 714 3306

Cell: 604 839 5699

## BRIEFING NOTE

### Board of Examiners

**Legislative Authority:** *School Act*, section 174

#### **Mandate:**

The Board of Examiners provides professional advice to the ministry concerning the administration and procedures related to provincial examinations.

#### **Background**

The Lieutenant Governor in Council has authority to appoint members to the Board of Examiners under s. 174 of the *School Act*.

The Board is not currently meeting

#### **Structure**

Legislation requires that the board includes at least one representative from the Ministry of Education and one representative from B.C.'s universities.

#### **Current Appointees:**

Current Members			
Name:	Title	Appointed:	Expiry:
Bluman, George W.	Professor Department Head Mathematics UBC	September 30, 2010	September 30, 2012
Nancy Walt	Government Rep	September 22, 2011	At Pleasure
James, F. Colin	Educational Consultant University Representative	September 30, 2010	September 30, 2013

#### **Appointments required:**

- No appointments are required. The term of one appointment expires on September 30, 2012 but will not be filled.
- The Ministry is meeting its legislative requirements by maintaining the two remaining appointees on the Board. Given that the role of this board is in flux, no further appointments will be made at this time.

**Issue(s):**

- Since its inception, the Board of Examiners has evolved both in membership and mandate. The original intent of the Board was to provide assessment expertise to the Ministry during the implementation of the provincial exam program in 1984. The Board provided assessment expertise that the Ministry did not have in house at the time, and it gave credibility to the provincial examinations program. The original Board of Examiners met after every exam session to corroborate the standards and approve the release of results.
- As the provincial exam program evolved from three paper based sessions per year to seven primarily electronic sessions, as provincial exams were more fully implemented in the field, and as assessment expertise was attained in house, the Board changed from a hands on panel of experts to a committee acting in an advisory capacity.
- The Board is not actively meeting at this time.
- The Learning Division is considering options for the future role of this board, particularly in the context of personalized learning.

**Key Contact:**

Name: Nancy Walt

Title: Director, Curriculum and Assessment

Phone: 250 217 4978



## BRIEFING NOTE

### BC Teachers' Council

**Legislative Authority:** *Teachers Act*, s. 9.

#### **Mandate:**

The BC Teachers' Council (BCTC) sets teacher education and conduct and competence standards, as well as approves teacher education programs for certification purposes.

#### **Background**

On January 9, 2012 the *Teachers Act* came into force, repealing the *Teaching Profession Act* and dissolving the BC College of Teachers. It brought in a new system of certification, regulation, and discipline of teachers that is administered by the Ministry of Education's Teacher Regulation Branch, with advice from education partners.

The BC Teachers' Council is part of this new regulatory framework.

#### **Structure**

The BCTC is made up of the following members:

- 5 members elected by teachers
- 1 non voting senior government appointee who reports on activities of the BCTC
- 3 BC Teachers' Federation (BCTF) nominees appointed by the Minister
- 7 other education partner nominees appointed by the Minister

#### **Current Ministry Appointees:**

Name:	Appointed:	Expiry:
Catherine Abraham	April 23, 2012	April 23, 2013
Claire Avison (non voting Ministry representative)	April 23, 2012	At pleasure
Rebecca Blair (Vice Chair)	April 23, 2012	April 23, 2013
Lynn Bosetti	April 23, 2012	April 23, 2014
Don Boyd	April 23, 2012	April 23, 2013
Patricia Gudlaugson	April 23, 2012	April 23, 2013
Patricia Haslop	April 23, 2012	April 23, 2014

Andrew Leathwood	April 23, 2012	April 23, 2015
Cathy Macintosh (Chair)	April 23, 2012	April 23, 2013
Montgomery Palmantier	April 23, 2012	April 23, 2014
Teresa Rezansoff	April 23, 2012	April 23, 2015

#### **Elected Members** (elected for three year terms)

<b>Name</b>	<b>Zone</b>
Bruce Cummings	Interior Zone
Laurence Greeff	Fraser Zone
Avinash Gupta	Northern Zone
John Hall	Vancouver Coastal Zone
Fred Robertson	Vancouver Island Zone

#### **Appointments required:**

No appointments are required at this time. The terms of five appointees will expire on April 23, 2013.

#### **Issue(s):**

- There are no emergent issues regarding the BC Teachers' Council.

#### **Key Contact:**

Name: Christina Zacharuk

Title: Executive Director, Teacher Regulation Branch

Phone: 604 714 3306

Cell: 604 839 5699

# Ministry of Education

## Overview of Budget for 2012/13 Fiscal Year

### Briefing Material

### Fall 2012

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## Highlights

### 1. The increase from 2011/12 of \$67M is due to four budget lifts:

<b>Learning Improvement Fund (LIF)</b>	<b>\$30M</b>
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Funding provided to address class organization issues in public schools related to Bill 28.

<b>Full-day kindergarten</b>	<b>\$22M</b>
------------------------------	--------------

FDK was 50% implemented in Sept 2010 and 100% in the school year that began in Sept 2011. The \$22M completes FDK implementation and covers April to June 2012.

<b>Public Libraries</b>	<b>\$14M</b>
-------------------------	--------------

This does not represent additional funding to public libraries. Instead, libraries' \$14M grants for calendar 2013 will be paid in March 2013 (FY 12/13) rather than summer 2013 (FY 13/14).

<b>Advertising</b>	<b>\$1M</b>
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Funding lift as directed by the Government Communications and Public Engagement Office. Reallocated from other ministries.

<b>Total increase in 2012/13 compared to 2011/12</b>	<b>\$67M</b>
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### 2. Teachers Act Special Account

The BC College of Teachers was dissolved and the Teacher Regulation Branch was created within the Ministry. This program is operated as a fully cost recovered Special Account. Revenues and expenses are each budgeted to be \$6.2M.

### 3. Sub-Vote Changes

- The *Public Libraries* sub-vote has been rolled into the *Education Programs* sub-vote
- The *Learning Improvement Fund* sub-vote is new for 12/13

### 4. Reallocation to LIF

Subsequent to Budget 2012, Treasury Board approved the reallocation of \$30M from public schools operating grants to LIF. This was in response to the payroll savings resulting from the teachers' strike of March 2012.

## Resource Summary

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

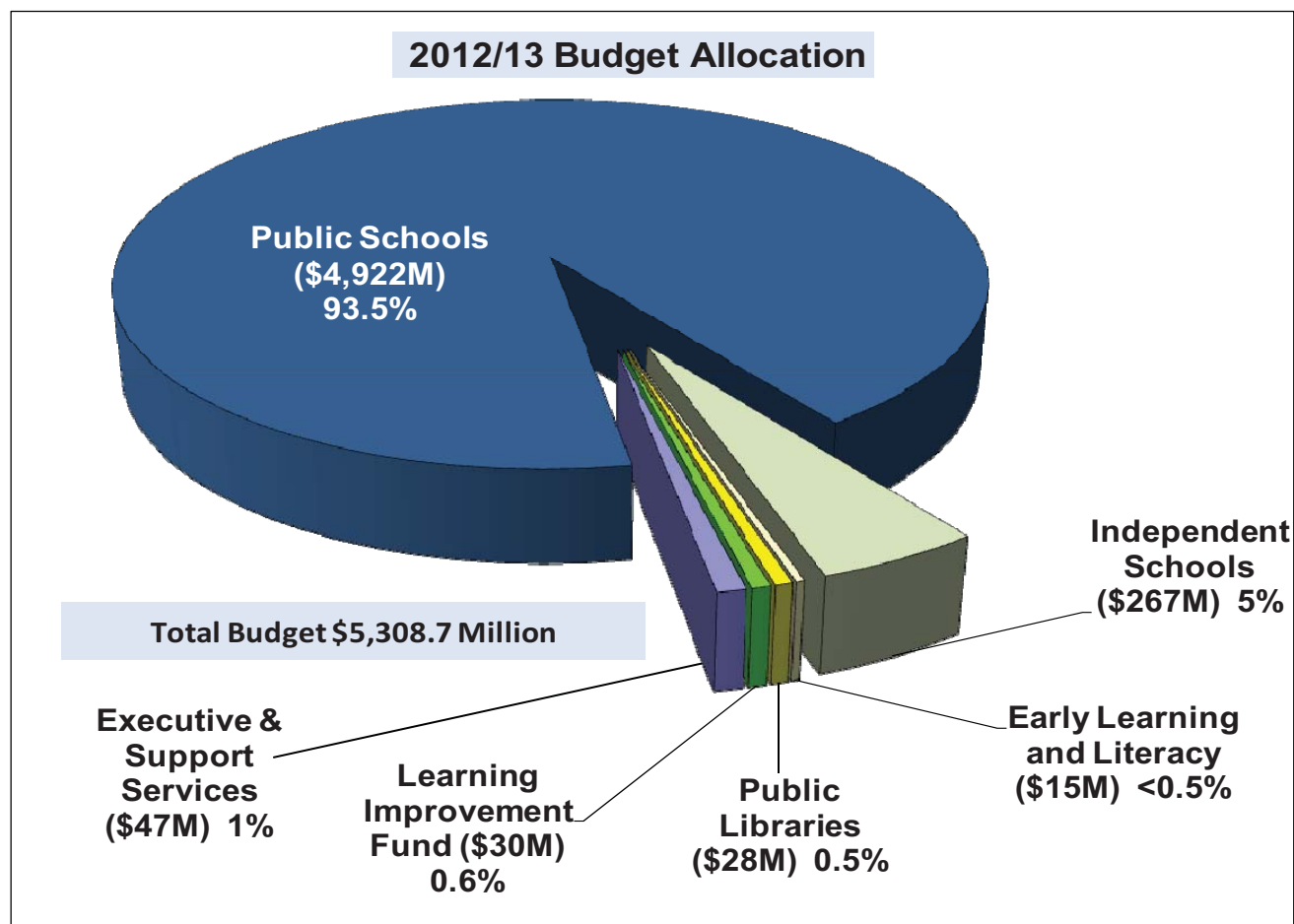
<sup>1</sup> Amounts have been restated, for comparative purposes only, to be consistent with Schedule A of 2012/13 *Estimates*.

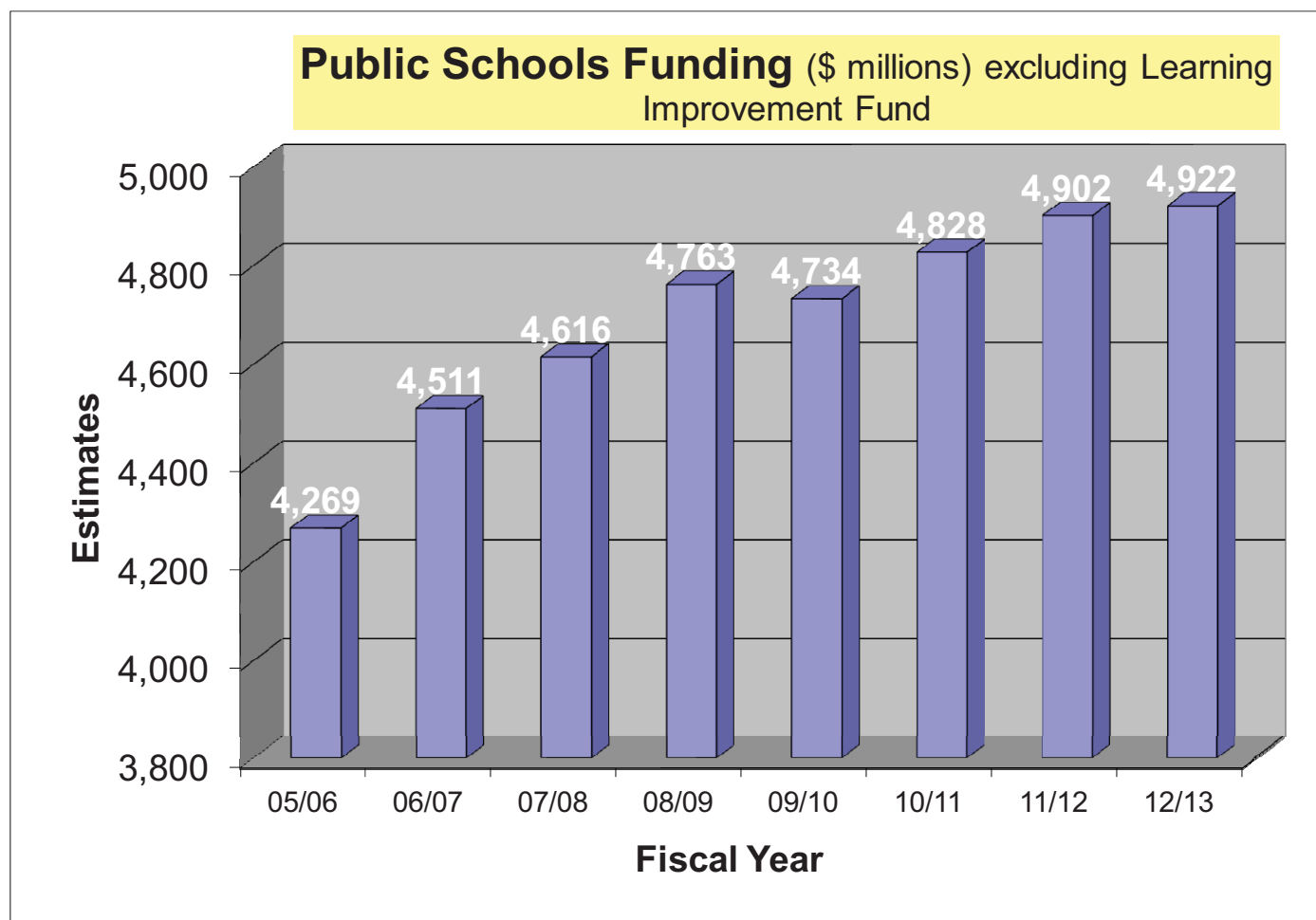
2012/13 capital spending is expected to be \$436 million which includes:

- \$61 million for new priority projects to address increased enrolment in growing districts
- \$70 for routine maintenance
- \$305 million for projects that are currently underway or expected to begin in 2011/12

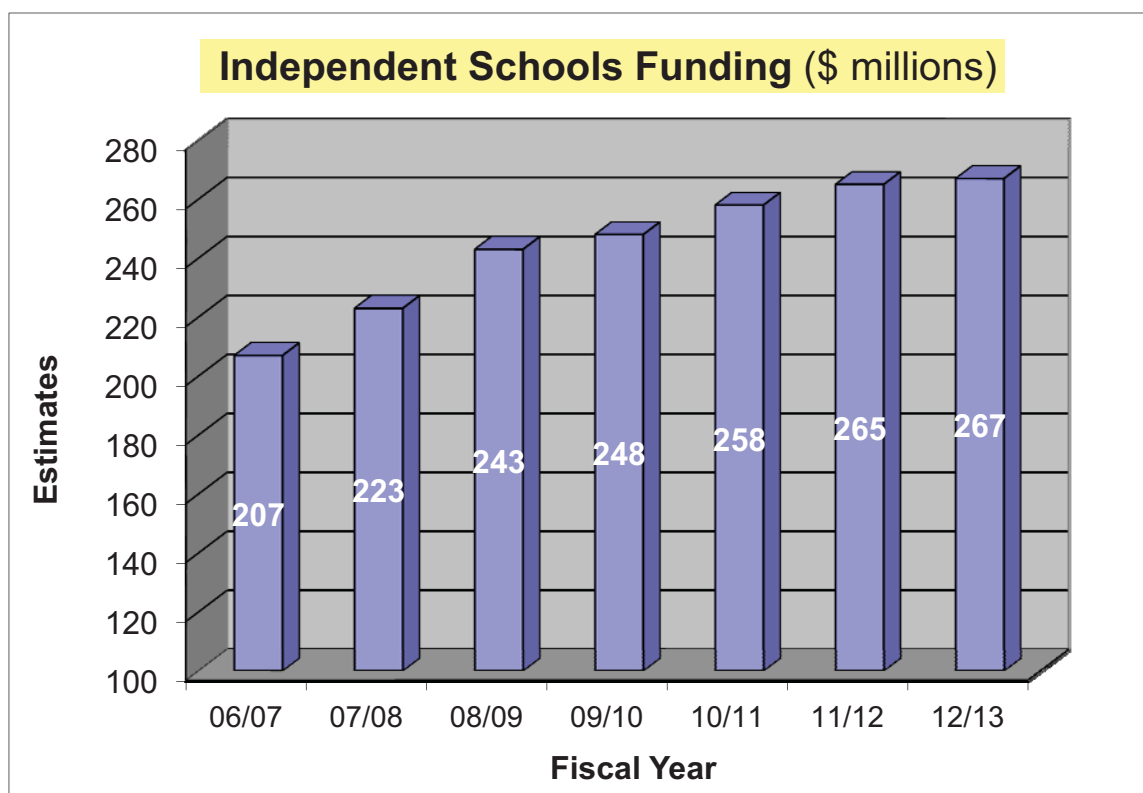
### Comparison of 2012/13 Budget to Prior Year (\$000)

	2011/12 Estimates (Restated)	2012/13 Estimates	Change \$	Change %
<b>Education Programs</b>	<b>5,195,984</b>	<b>5,231,972</b>	<b>35,988</b>	<b>0.7</b>
Public Schools	4,901,805	4,922,005	20,200	0.4
Independent Schools	264,770	266,570	1,800	0.7
Public Libraries	13,988	27,976	13,988	100.0
Early Learning and Literacy	15,421	15,421	0	0.0
<b>Learning Improvement Fund</b>		<b>30,000</b>	<b>30,000</b>	
<b>Executive and Support Services</b>	<b>45,893</b>	<b>46,666</b>	<b>773</b>	<b>1.7</b>
<b>Ministry Operations (Vote 18 )</b>	<b>5,241,877</b>	<b>5,308,638</b>	<b>66,761</b>	<b>1.3</b>





- The increasing trend of funding for public schools since 2005/06 is due to wage settlements and the introduction of full day kindergarten.
- The dip in funding in 2009/10 resulted from the reduction in Annual Facilities Grants and other school renewal grants.



Funding to Independent Schools has increased each year due to increases in:

- Enrolment in classrooms, but more so distributed learning
- The rate paid per student, and
- Special needs rates.

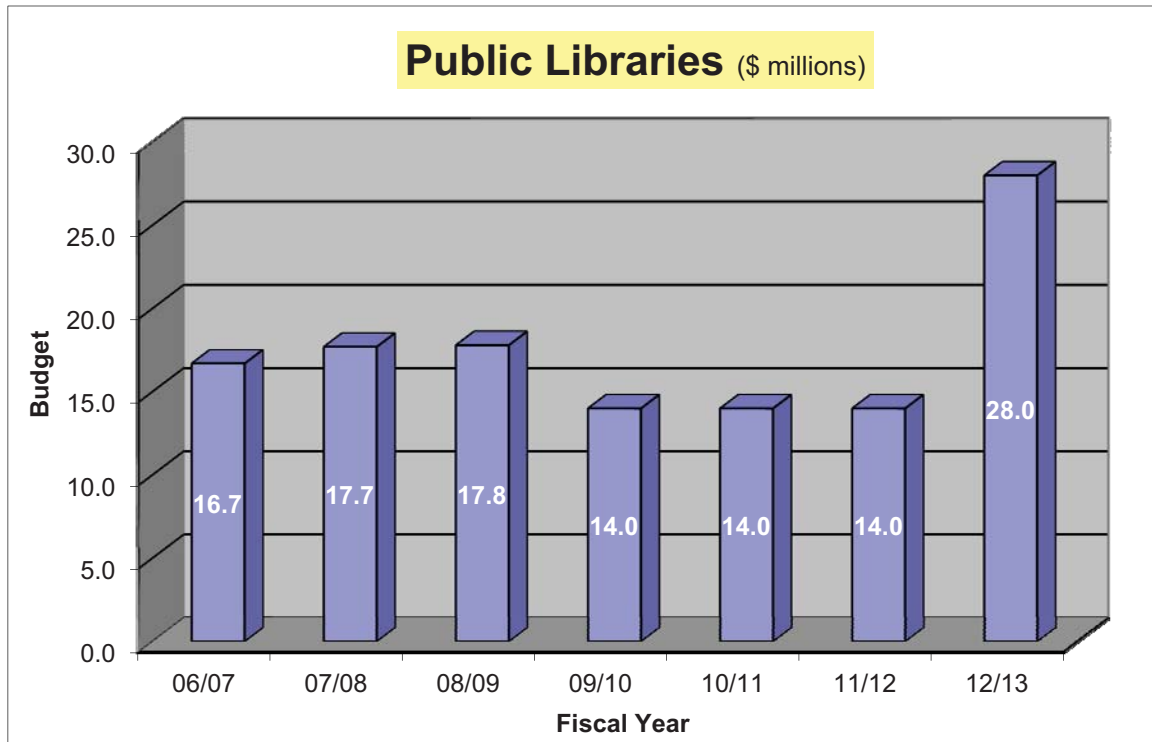
### Budget vs Actuals

The numbers in the chart are the Independent Schools component of the Estimates. The actual expenditures have typically been greater due to the factors listed above.

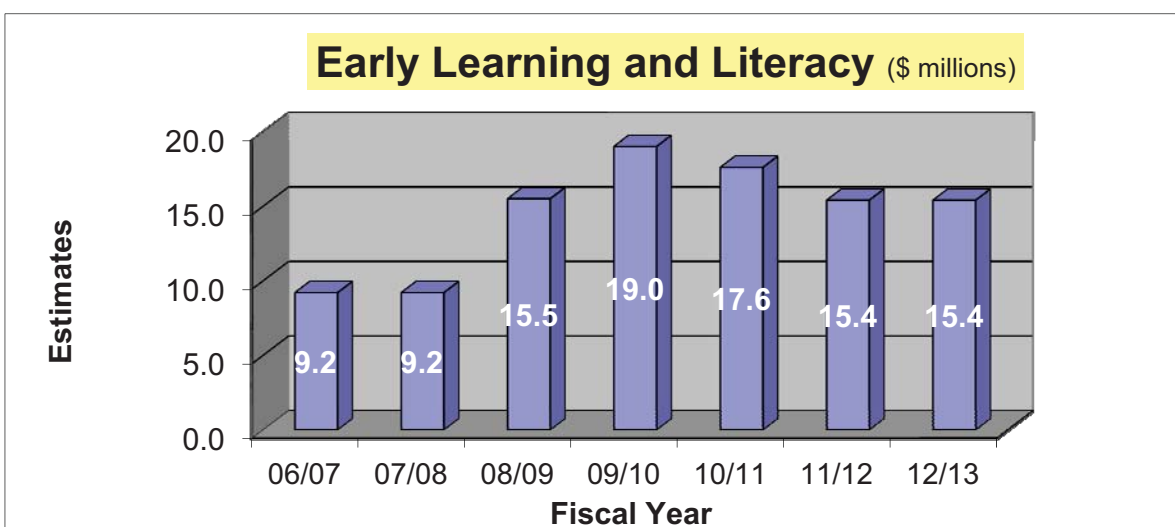
The actual projected 12/13 cost may be as high as \$293M. The \$26M shortfall will be funded from ministry budget reallocations. The components of the pressure are:

- Special Needs enrolment increase \$12M;
- Group 1 and 2 price increase \$1M;
- Distributed Learning price and enrolment increase \$13M.

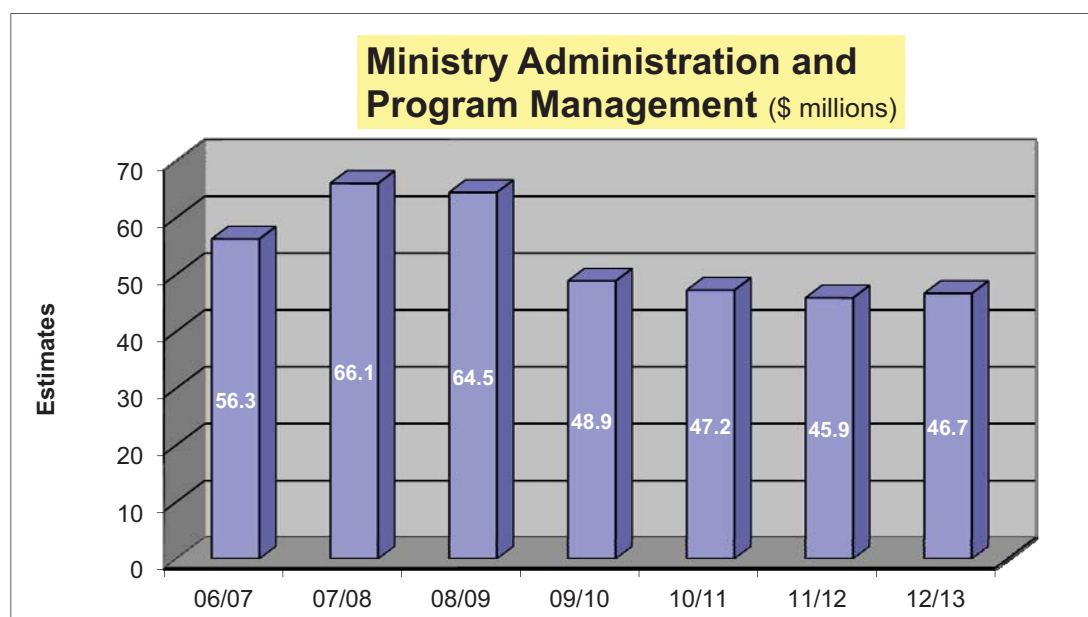




- Budget 2012 includes \$42M for public libraries over the next three fiscal years;
- Libraries, federations and associations will receive their operating and targeted grants of \$14M in each of their fiscal years (calendar year) over this period;
- Grants will be paid in the summer of 2012 (\$14M), the early spring of 2013 (\$14M), early spring 2014 (\$4M) and summer of 2014 (\$10M).



- The main grants in this budget component are StrongStart Programs, Ready Set Learn, and District Literacy Planning.
- The funding was greatest in 2009/10 because that was the year with the third and most significant stage of StrongStart Program openings.



- The increase from 06/07 to 07/08 is due to greater costs for information systems and contracts.
- The decrease from 08/09 and 09/10 is mainly due to TB directed reductions which were managed through administrative efficiencies.

**Education Programs Sub-vote**  
**Public Schools Component**  
\$000's

Type of Funding	2011/12 Restated Estimates	2012/13 Plan	Variance
<b>Infrastructure Related</b> (AFG, Seismic, Leases, etc.)	44,765	44,265	(500 )
<b>Funding of Support Staff</b> (Pay Equity, LTD, etc.)	70,305	70,305	0
<b>Support for School Systems</b> (CommunityLINK, PRP's, PLNet, etc.)	144,772	145,117	345
<b>Operating grants to School Districts</b>	4,641,963	4,662,318	20,355
<b>Public Schools component sub-total</b>	4,901,805	4,922,005	20,200
<b>Learning Improvement Fund</b>		30,000	30,000
<b>Public Schools Total</b>	4,901,805	4,952,005	50,200

- The \$20.2M lift to operating grants to school districts is the final installment for the implementation of Full Day Kindergarten.
- MEd has announced that it will discontinue funding the School Protection Program. Districts are required to cover insurance claims starting July 1, 2011 (\$.5M)

# Explanation of School Year and Fiscal Year Difference

Calendar Year	2011	2012	2013
	July Aug Sept Oct Nov Dec	Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec	Jan Feb Mar April May June
School Year	2011/12 School Year (\$4,721)		2012/13 School Year (\$4,725)
	7/10 Charged to 2011/12 Fiscal \$3,305	3/10 Charged to 2012/13 Fiscal \$1,416	3/10 Charged to 2013/14 Fiscal \$1,417
Provincial Fiscal Year	2012/13 Provincial Fiscal Year \$1,416 plus \$3,308 - AANDC (INAC) \$62 = \$4,662		

**Notes:** All dollar amounts are in millions.  
 The figures above do not include funding for the Learning Improvement Fund.  
 AANDC = Aboriginal Affairs and Northern Development Canada

## **Vision for BC's Education System:**

British Columbians enjoy a world class education system that.....

- responds to the uniqueness of every learner with flexibility in where, when, and how learning takes place;
- provides students with opportunities to explore their passions and interests and take more ownership of their learning;
- provides parents with real choice and opportunity to be engaged in their child's learning;
- views teachers as facilitators of learning who are supported by: a world class teacher training program, high standards of certification and professional development opportunities tailored to the individual needs of teachers;
- offers all learners technology to connect them to learning opportunities around the world;
- ensures teachers have the technological tools and training to best engage students and parents in innovative ways;
- focuses on greater efficiencies through shared functions such as payroll, human resources, financial and student information that will allow savings to be re directed to student learning.

## **Why Transformation?**

- BC has a high performing education system, but student achievement has plateaued, and relative to other jurisdictions, is declining.
- Post secondary institutions, employers, and students report that our successful graduates are leaving school without the skills, knowledge and competencies they need to thrive in the 21st Century.
- Learning science research (how children learn) is more advanced allowing us to know more about learning and calling for changes in teaching practice.
- The knowledge economy, globalization, and technology, combined with a more diverse and complex society compels us to rethink schools and learning.
- BC will not remain a leader – or even remain competitive – unless it can transform to meet the needs of the changing world. China, Singapore, the United States, South Korea and Japan – all major economic competitors – have begun education reforms to increase creativity and innovation.

**Better Alignment Needed:**

- There is a growing disconnect between the reality of young people's lives and their learning experiences.
- Engagement is foundational to achievement and it's declining for both students and teachers.
- Teachers have the greatest effect on student learning – we need to ensure we have the best teachers to provide a world class education system.
- Leading school districts are pleading for systemic transformation.

**How We Are Doing?**

- BC continues to have among the best results in the world on international assessments.
- There are also other jurisdictions – cities, provinces, states, regions, countries – that consistently outperform BC and others that have recently surpassed BC's results.
- Alberta, Ontario, Quebec, Finland, Korea, Japan, Hong Kong, Singapore – all frequently outperform BC in reading, math and science according to PISA results.

**Another Perspective:**

- 70% of grade 4 students meeting FSA reading expectations – 2011/12 results.
- 64% of grade 7 students meeting FSA reading expectations – 2011/12 results.
- 81% of students complete high school within 6 years of entering grade 8 – 2010/11 results.
- 54% of Aboriginal students complete high school within 6 years of entering grade 8 2010/11 results.
- 67% of grade 12 students said they did not feel that school adequately prepared them for a job in the future. (2010/11 student satisfaction survey)
- 53% of grade 12 students said they did not feel that school adequately prepared them for post secondary education. (2010/11 student satisfaction survey)

### **Personalized Learning:**

- Recognizing that each student has unique learning needs, interests and passions, personalized learning requires the system to adapt to the needs of the learner.
- Personalized learning plans are required and are jointly developed by students, parents and teachers, especially in the upper grades.
- Attention to the foundational skills is maintained throughout the child's program. Personalized learning demands a high degree of accountability from students, teachers and parents.
- Core to this option is the recognition that students must be actively engaged in their learning and not just passive recipients.

Personalized learning is central to BC's education system transformation. Several districts are already implementing elements of personalized learning. The challenge is these efforts are not evenly distributed across the province. Deeper understanding, co constructed with all educational partners, as well as ideas for "scaling up" are needed if personalized learning is to become a reality for all our learners and if we are going to move our education system from good to great.

### **Great Consensus on Need for Education System Transformation:**

- Prevailing view is that education systems need to empower learners to thrive in the 21st century and better meet the needs of students, business and society.
- Learning how to find information, how to synthesize it, leverage it, communicate it, collaborate with it, and problem solve with it... are the learning requirements of the 21st century.
- Agreement that foundation skills reading, writing, and numeracy have never been more important.
- Leading educational jurisdictions like Finland are embracing an innovation agenda along with provincial counterparts in New Brunswick, Ontario and Alberta.
- Leading school districts are pleading for systemic transformation – 10 districts have invited the ministry to participate in community discussions on personalized learning and this number is expanding. Others are already implementing elements of transformation and innovation.
- BC School Trustees Association (BCSTA) is solidly behind education sector transformation efforts, recognizing the need for contextualizing within each district. The association is "eager to continue the important dialogue on Personalized Learning for the 21st Century...." (excerpt from Oct. 2010 press release). Further, "working with boards of education, the Ministry and education partners to develop a vision and strategies for Personalized Learning for the 21st Century is identified at a strategic priority for 2010 – 11."

- BC School Superintendents' Association (BCSSA) focussed their Fall 2010 Conference – its key leadership development opportunity with more than 800 delegates – on engaging students in 21st Century learning, including personalized learning. 21st century learning was also a focus of the summer conference with presentations by the Deputy Minister and Superintendent of Achievement. Jeff Hopkins superintendent for School District No. 64 (Gulf islands) has been one of the province's leaders in personalized learning, following his passion for the creation of individualized but systemized learning opportunities for children and for professional colleagues alike.
- BC Principals Vice Principals Association (BCPVPA) continues to engage in the many opportunities for discussions on personalized learning, including the Education Advisory Council (EAC) fall meeting, BCSSA Fall Conference and others. The Association's November issue of its monthly newsletter indicated that each district would be continuing to work to support this direction and the October conference will focus on 21st Century learning.
- BC Teachers' Federation (BCTF) is openly welcoming the opportunity to collaborate with government on the transition to twenty first century learning initiatives, indicating that government is "well behind many BC public school teachers, whose twenty first century initiatives have been either thwarted by government policies or consistently ignored by government and ministers." (21st Century Learning – Widening the Frame of Focus and Debate: A BCTF Research Discussion paper authored by Charlie Naylor).
- Teachers – separate from their union association – are embracing the opportunity for these changes.
- BC Confederation of Parent Advisory Councils (BCCPAC) is very supportive of the provinces' transformation efforts and is engaging in regional discussions focussed on 21st Century learning.
- Universities – Vancouver Island University, University of Victoria, University of British Columbia Okanagan and Thompson Rivers University have all expressed interest in working with government to support transformation efforts.
- Independent schools are also supportive having engaged with ministry officials in the summer of 2010 on 21st century learning issues and with a follow up session scheduled for March 2011.

There is great support within the education sector for reform as captured above, however, the public are insufficiently informed about educational issues to be meaningfully involved in the education system or to be able to understand the context for transformation. A multi pronged public engagement strategy is necessary to condition the environment for transformation and to gain support for the necessary changes.



## What Needs to Change?

### Curriculum, Assessment and Reporting:

Need to align the ministry's requirements to:

- Embed 21st century competencies (e.g. critical thinking, problem solving, communication and digital literacy, creativity innovation, ...) in the curriculum and design to foster an interdisciplinary approach.
- Implement an integrated assessment framework that includes mandatory large scale assessment of student progress in foundational skills to provide system accountability linked to formative assessments (focussed on future learning) and assessments adapted to students' needs and abilities.
- Provide more meaningful and authentic information to parents and students regarding the student's progress. Implement performance standards as the basis of student reporting on competencies and foundational skills through performance based report cards.

### Technology:

Need to make strategic investments that support technology enabled learning environments. This includes:

- Providing every school with sufficient bandwidth and wireless capacity to support learning, voice and video needs, and planned growth in shared administrative systems and services. Complemented by mobile devices for students and teachers to adopt anytime, anywhere learning. Key goal is to provide every learner and teacher in BC with improved access, choice and flexibility whether they are in remote, rural or urban areas to extend their reach to learning opportunities and resources around the world.
- Providing ongoing professional development for teachers to effectively work in technology enabled learning environments.
- Providing students and teachers digital learning resources to support a more complete and connected learning experience includes e learning resources, assessment and feedback capabilities.
- Providing analytical, reporting and administrative tools for ministry, district and school leadership to provide the right information at the right time for the right decisions, and to provide administrative efficiencies so that resources can be directed towards improving student learning.

**Funding:**

Need to make changes to funding the delivery of education by boards, such as providing more equitable funding to rural and urban schools recognizing the challenges facing boards in operating rural and remote schools in small communities – along with options for funding student learning plans and outcomes versus student enrolment in courses.

*Curriculum, assessment, reporting, technology and funding are all internal ministry policy levers. Parents, teachers and administration – the bigger levers of reform – are for the most part not available to government in the existing structure.*

**Parents:**

- Research indicates that parents play a critical role in their children’s education and have a positive impact when they take a more active role in their child’s learning.
- Providing parents both with increased choice (where and when their children go to school, what they learn and how their school runs) – clearly articulated and enshrined in legislation by way of a “guarantee of parental rights and responsibilities” – and tools to be more effectively engaged in their child’s learning and in the education system is central to strengthening the necessary partnership between students, parents and teachers.

**Teachers:**

- Research is clear – teachers are the most important factor in student achievement – several times as important as the school, principal, socio economic status, ethnicity, class size, school organization or family background.
- There are five levers that can be used to improve teacher quality: training; certification; hiring; professional development; and compensation – government needs to assert an interest in each of these areas; however, the ability to do so is limited by the current governance structure.

**Administration:**

- Currently government and the Minister have limited authority to intervene in how boards manage their districts.
- Administrative efficiencies through shared services are needed and will ensure that more education funding will go directly towards supporting students and their individual needs.

**Legislative Changes Needed To Support System Transformation:**

In order to implement the changes contemplated above, legislative changes are required. Necessary legislative changes range from modest to substantive dependent on the strategy employed.

# Transforming BC's Education System – September 2012

## Students:

- The *School Act* and the Regulations speak to administrative structures but say little about what happens in classrooms. The legislation needs to enable education tailored to an individual student's needs. Pedagogy changes in curriculum, assessment, instructional time are all areas that need to be addressed in regulation.

## Parents:

- The *School Act* will be amended to further enable “parental rights and responsibilities”, neighbourhood learning centres, pre kindergarten and parent led schools.
- The regulations will be revised to enhance parental choice and tools to be connected to their child's learning. Example: enable reporting on student activities and achievement through new technology (continuous reporting, rather than 3 reports cards per year).

## Teachers:

- Changes to the teachers' collective agreement should be driven by education policy that is directed by government. Where there are barriers to system transformation in the collective agreement, they must first be addressed at the bargaining table.
- Legislation related to the collective agreement is a last resort, to be enacted only after parties have raised concerns at the bargaining table and have tried to reach agreement.

## Administration

- To achieve greater efficiency and effective use of public funds, boards will be required to explore areas of shared service for administrative functions.
- The way education is funded across the system (both public and independent) will need to be revised and reflected in legislation. If learning is tailored to individual students, and learning can happen any time, anyway, there are likely changes necessary to the funding provisions.

# BC's EDUCATION PLAN ENGAGEMENT



*what you've said...*

[WWW.BCEDPLAN.CA](http://WWW.BCEDPLAN.CA)



BRITISH  
COLUMBIA

Ministry of  
Education

# BC's Education Plan Engagement:

*what you've said*

## (October 2011 - July 2012)

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A background image showing several hands of different colors (yellow, red, blue, green) holding a large heart shape. The hands are positioned around the heart, with fingers pointing outwards. The heart is a light green color. The overall image has a soft, painterly texture.

## Disclaimer

This document contains a synthesis of the top themes from the *BC's Education Plan* discussion forum from October 2011 – July 2012. These themes represent the views and opinions of the people who have contributed to the *Plan*. Every effort has been made to categorize and synthesize these comments in a neutral and impartial manner.

The views expressed by respondents in this report should not necessarily be considered to be representative of the views of the majority of British Columbians; rather, they are a reflection of the opinions of those people who have commented on the *BC's Education Plan* discussion forum so far.



# Introduction

On October 28, 2011, the Ministry of Education officially launched *BC's Education Plan*.

This marked the beginning of an ambitious effort to engage British Columbians in an important conversation on **education change**. Since that day, people from all parts of the province and all walks of life have weighed in on how we might make our already great education system even better.

This report contains a list of the major themes and ideas that have emerged from the online portion of that conversation. We've received **nearly 5000 comments on our discussion forum** so far, and we've read and analyzed every one of them.

Above all else, these comments confirm how passionate educators, students, parents, government and others are about K-12 education in B.C. Clearly, we're all committed to keeping our education system **among the best in the world**.

The past nine months of this engagement process have been an amazing and eye-opening experience for us. We know that discussing a **vision for the future of our education system** in the middle of a strained labour situation was challenging. Despite the timing, it was important to hear your voices.



*BC's Education Plan* is a vision for what the future of education should look like in B.C., and your invitation has been to help shape it with specific examples and to share ideas on how to make the plan real - to take it from ideas to action. We also know this is just a start. We've heard from some of you and would like to hear more.

## How this report is *organized*

We've organized all the comments into themes and topics, and then provided a syntheses of the comments.

### **Themes**

All of the comments that have been approved and posted to our website fit in one of these themes:

- Curriculum
- Quality Teaching and Learning
- Parents, Communities, and Schools
- Technology in Schools
- Administrative Issues

### **Topics**

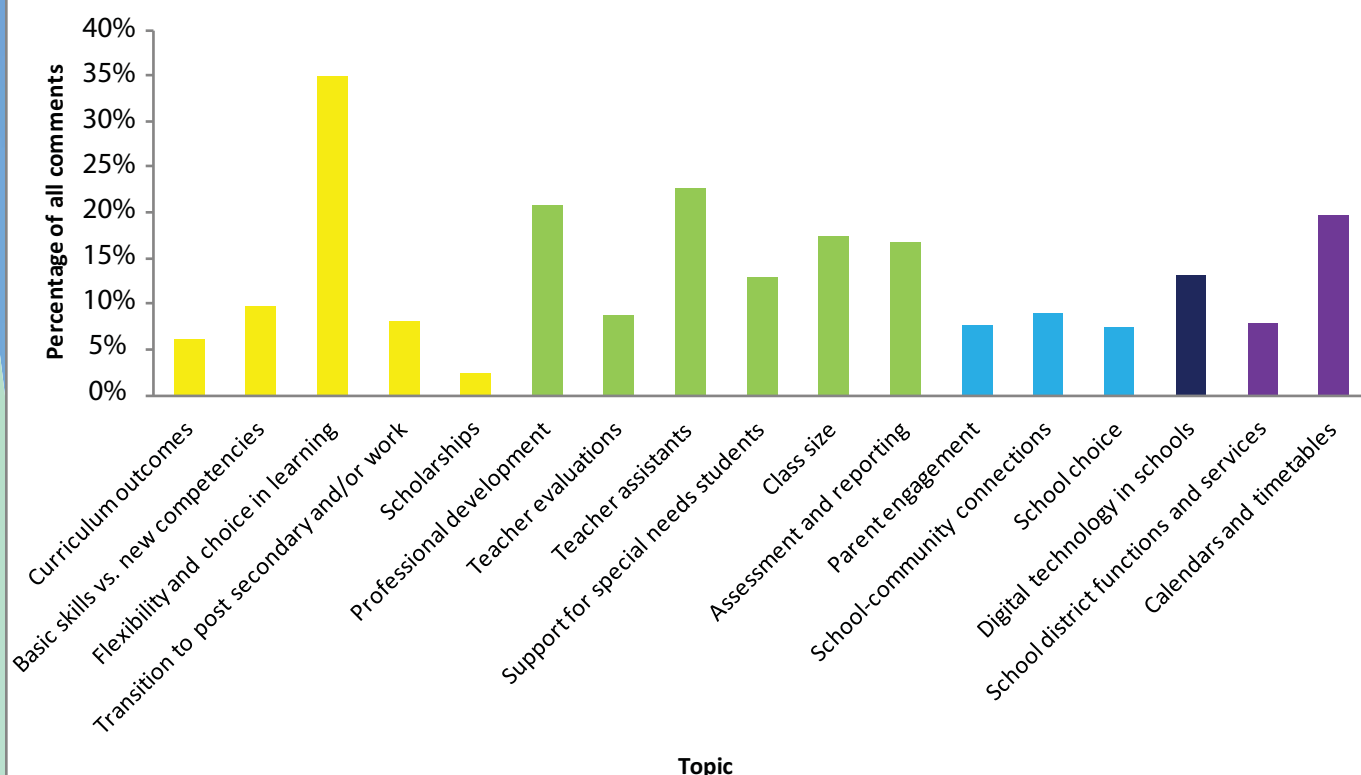
Approved comments are categorized under specific topics related to the themes. Many comments fit in more than one topic but we've categorized them under the topic where they fit best.

### **Syntheses of comments**

Under each topic you will find a bulleted list. These are our unfiltered summaries, or syntheses, of what you've told us in your comments about that topic.



**Percentage of commenters that mention each topic**



We invite you to read this report to see for yourself what the people of British Columbia have had to say about K-12 education transformation in B.C. We also encourage you to tell your friends, family and networks about BC's Education Plan and to invite them to submit their own comments. The more people we can engage in a conversation about the future of K-12 education in B.C. the better our system will be.

**- The BC's Education Plan Team**



# Theme 1: Curriculum

## 1. Curriculum outcomes

- Reduce the number of curriculum outcomes per subject to a more manageable number. This will:

- o allow teachers to cover the most important content and teach the most important skills in greater depth than they have time to do now.
- o give teachers more time to address specific deficiencies in student learning.
- o ensure students have more time in the curriculum to pursue their individual interests and passions.

- adopt a more holistic approach to curriculum. Rather than identifying learning outcomes that are to be achieved in each course, identify what is to be achieved across all subjects in an entire grade.



## 2. Basic skills vs. new competencies

- Teach the competencies students will need in order to succeed in a rapidly changing world.

These competencies include:

- |                                     |                              |
|-------------------------------------|------------------------------|
| o Social responsibility             | o Collaboration and teamwork |
| o Global and cultural understanding | o Creativity                 |
| o Environmental stewardship         | o Innovation                 |
| o Healthy living                    | o Critical thinking          |
| o Ethics                            | o Problem solving            |
| o Civic responsibility              | o Digital literacy           |
- Ensure that the teaching of these competencies doesn't come at the expense of important foundational skills. i.e., reading, writing and numeracy.

### 3. Flexibility and choice in learning

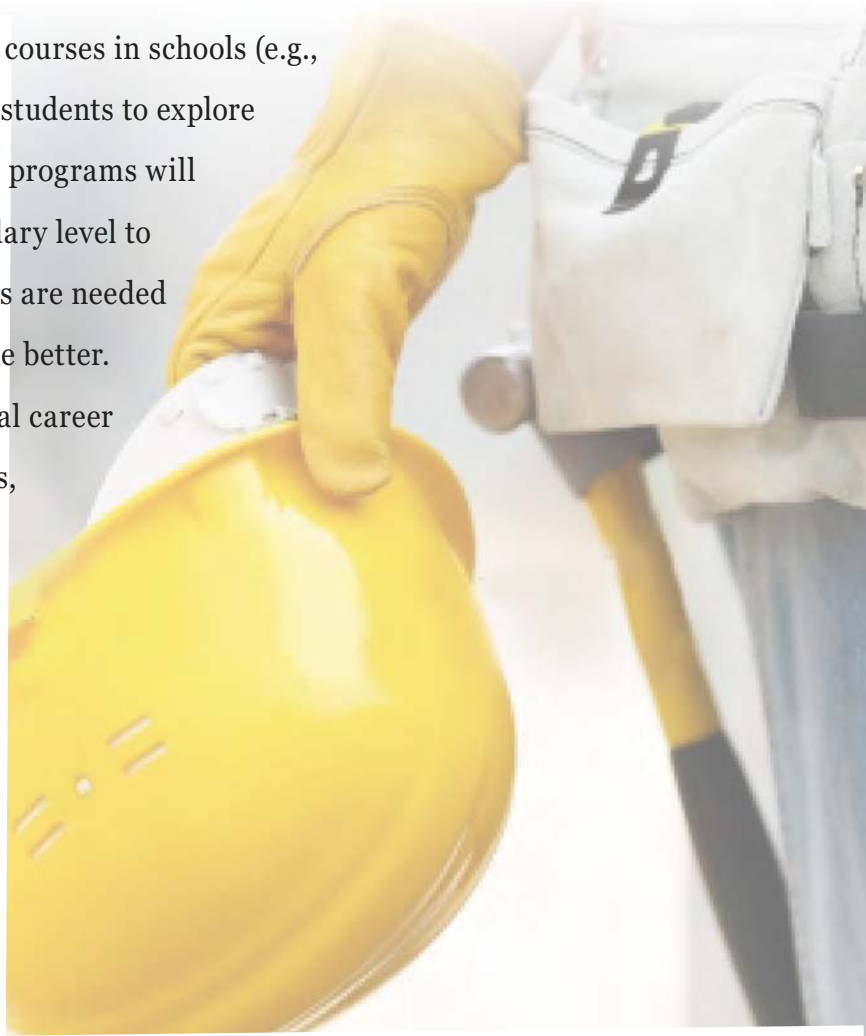
- Provide students with greater say in what, where, when, and how they learn. This will:
  - o increase student motivation, as students can choose topics, assignment presentation methods, etc. that are more interesting and meaningful to them.
  - o increase student motivation to learn.
  - o build independence and decision making skills.
  - o give students the ability to choose courses and course work that prepares them for possible career paths.
  - o improve student achievement rates.
- Introduce choice gradually, as students don't automatically have the wisdom, maturity or foresight to make good choices about what to learn.
- Provide: (a) more planning time; and/or (b) more teacher assistants; and/or (c) smaller class sizes to make personalized learning truly possible.
- Recognize that not all parents are equally involved in their children's education or are committed to flexibility and choice.
- Recognize that some schools are unable to support flexibility and choice to the same degree as others (i.e., unequal access to facilities, experts in community to help teach, etc.). Provide additional resources to those schools so the teachers and students have the same opportunities as teachers and students in other schools.
- Reconcile personalized learning with standardized testing. Balance the push to provide students with flexibility and choice in their learning with the need to compare them against each other for post-secondary entrance.

“Offering students a personalized approach to learning will allow students the chance to **pursue their individual interests and passions**. If a student is motivated and engaged in their learning, they are much more likely to succeed.” - Ms. E., student

### 4. Transition to post secondary and/or work

- Work with other ministries and with employers to determine what skills students need when they enter the workforce. Revise curricula to ensure students have a head start on those skills when they leave school.

- Provide more trades-related programs and courses in schools (e.g., apprenticeships and work co-ops) to allow students to explore areas of career interest. These courses and programs will also reduce the time needed at post secondary level to get ready for the workforce. Skilled workers are needed now, so the sooner we can prepare them the better.
- Stream students into academic or vocational career paths at the secondary level. As part of this, allow students to focus on courses that are applicable to their career aspirations and to skip others. Ensure a balance needs to be struck so students don't miss out on key skills that may force them to go back for additional courses if they change career paths.
- Make certain that trades teachers at the high school level are qualified experts in their field. Oftentimes they're not or their training is out of date.
- Address the stigma associated with the trades. Many people still view these professions as less worthy than white collar vocations like medicine and law.
- Provide incentives to industry to take on work experience students (e.g., tax breaks, grants).



## 5. Scholarships

- Award scholarships based on students' results on mandatory Grade 12 provincial exams.
- Continue to award scholarships based on a mixture of academic success and community involvement.



# Theme 2: Quality Teaching and Learning

## 1. Professional development

- Continue to support the ongoing training and professional development of teachers and teaching assistants.
- Grant teachers more autonomy to choose their professional development experiences.
- Group all the Pro-D days together at one time, perhaps mid or late summer, to minimize the inconvenience for parents of having the days spread out through the year. (Many teachers, though, prefer the current system.)
- Provide more release time for staff (especially whole departments) to work together to plan and develop lesson materials.
- Provide teachers with paid time away from the classroom to observe teachers in other classrooms (perhaps even in other schools) in order to learn new teaching techniques and styles.
- Introduce an apprenticeship model where teachers in training are paired with a master teacher for a year or more. This will allow the new teacher time to gradually adopt a full teaching load.
- Provide mentorship opportunities for new teachers to learn from master teachers. Grant master teachers more release time in order to help out.

*“Only individual teachers know what development they currently need, and only they should decide how their professional development days should be used.” - Kim, teacher*

## 2. Teacher evaluations

- Evaluate teachers on a regular basis to ensure they meet the high standards of the profession. Allow exemplary “master” teachers to perform these evaluations, as they’re likely to be more qualified to evaluate their peers than administrators are.

- Base the frequency of evaluations on the teacher's performance. The better the evaluation, the longer the interval before the next one.
- Allow parents to formally evaluate their children's teachers at year's end.
- Create a standard method of teacher evaluation for all schools and districts.
- Ensure that administrators are evaluated as well. They, too, need to be accountable for their performance.

### **3. Teacher assistants**

- Hire more teaching assistants, as they play a valuable role in the classroom.
- Ensure a standard level of training exists for all teaching assistants.
- Provide teachers and teaching assistants with more time outside the classroom to collaborate and plan lessons.
- Ensure teaching assistants are deployed effectively in the schools. Sometimes they follow the same student(s) throughout the day but sometimes they don't, and that can be a problem.
- Provide more money to hire additional teachers (particularly specialists) and not just teaching assistants. Professionally trained teachers are best prepared to help students.

### **4. Support for special needs students**

- Place more emphasis on special needs instruction in teacher training programs. Many new teachers are poorly trained in helping students with challenges.
- Reduce class sizes so special needs students get the support they need. Reduce the number of special needs students per class as well.
- Re-evaluate whether special needs students should be integrated into the regular classroom. Many parents and teachers have suggested that special needs students aren't getting the attention and support they need in mainstream classes, and neither are the other students. Perhaps it's time that separate special needs classes be re-introduced, or streaming by ability, need, or learning style be considered.
- Reduce the wait times for getting student assessments and/or diagnoses. Ideally these will take place before students enter the K-12 system.

- Reduce the amount of paperwork that teachers and families must fill out in order to apply for special needs assessment.
- Reconsider the requirements for claiming special needs funding, getting the appropriate resources and support workers, and maintaining Individual Education Plans.
- Provide more funding for K-12 special education so school districts can deliver the resources and/or services that are needed.
- Ensure that students who present with learning disabilities (such as ADHD, LD, SLD, etc.) are identified and provided the supports and services that will enable them to succeed in their educational program and achieve their potential.

## 5. Class size

- Reduce class sizes so:
  - o teachers can better personalize learning for every student.
  - o students get the attention they need and deserve.
  - o teachers' workloads remain manageable.
  - o students aren't overwhelmed by noise and other distractions.

## 6. Assessment and reporting

- Provide parents with more frequent and in-progress (formative) assessment of their children's progress at school. Finding out at report card time how their kids are doing is often too late to intervene if assistance would help. (While a good idea, many teachers have suggested that this may not be practical. Teachers are already extremely busy, so more reporting would be a burden.)
- Introduce or make greater use of online portfolios and/or class websites to showcase student work on an ongoing basis. (As above, though, many teachers are worried that this will add to their already heavy workloads.)
- Develop marking schemes and rubrics that allow teachers to accurately and consistently compare and assess a wide variety of student presentations.
- Look closely at standardized testing to see if it makes sense as we move more towards a personalized learning model.



# Theme 3: *Parents,* *Communities, and Schools*

## 1. Parent engagement

- Help parents better understand the move to personalized learning and what role they can play in helping co-construct or support their children's learning experiences. Many parents recognize that this is a new way to teach and learn and that they must play a role in supporting this change.
- Recognize that the more flexible the learning environment and the more choices the child is provided, the more important the parent's role becomes.
- Invite parents into the school and classroom on a regular basis. Let them know they're welcome.
- Find other times and ways for parents and teachers to meet. More accommodation needs to be made for work schedules and other commitments.
- Provide parents with more information at the start of the year about what their children will be learning. Continue this information sharing throughout the year.
- Provide parents with clear measures of what their children are supposed to know and be able to do, and report frequently on how they're doing against those measures.

*"The knowledge that parents bring to the table needs to be valued, listened to and enacted on if need be. Parents need to have as many opportunities as possible to share their thoughts and feelings, to provide input, to have a voice in decisions which impact their children."*

*- Lori, parent*

*"There needs to be a stronger community integrated approach to education, drawing from a wider pool of expertise that can work with teachers on a continuous basis – to inform, collaborate and problem solve. With so little support, teachers are forced to solve difficult issues including student diversity, alone. This is not fair to the teacher, the child or the community." - Christina, student*

## 2. School-community connections

- Provide more opportunities for students to go into the community to learn hands on skills, gain work experience, and earn wages.
- Encourage community members, such as retirees and experts from various fields, to come into the schools to teach and/or mentor students using more “real world” experiences.
- Make greater use of the services and expertise

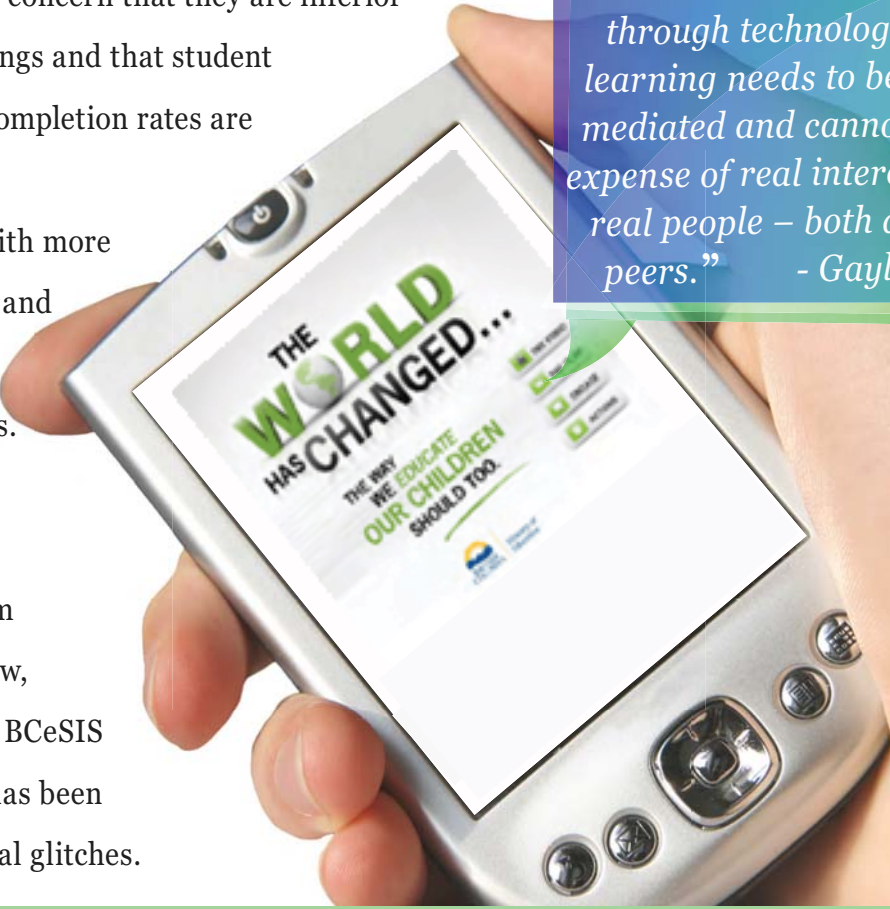
offered at community libraries. Invite community librarians into the schools to give book talks, explain how to use library databases, etc., and take field trips to these libraries to learn more.

## 3. School choice

- Reduce or eliminate funding for independent schools, because:
  - o every dollar the provincial government spends on them is one less dollar available for already underfunded public schools.
  - o independent schools often select their students rather than accepting anyone who would like to attend.
- Maintain funding for independent schools, because:
  - o they save us money, as they must cover their own capital costs (i.e., money for things like the construction of new facilities). If the independent school system was disbanded and these students were moved to the public school system a lot of money would have to be spent on new schools, equipment, etc. to accommodate them.
  - o they allow parents to send their children to schools that reflect their belief and value systems and the expertise of the faculty.
- Continue to allow students to choose where they will take their schooling – bricks and mortar schools, online distributed learning programs, or a combination of both. Allow students to take courses from more than one institution.

# Theme 4: Digital Technologies *in Schools*

- Ensure schools teach students important technology skills, such as digital literacy, critical analysis of online content, and digital citizenship.
- Balance the teaching of digital technologies with the teaching of the 3 R's.
- Invest more money in updating Internet connections, computer systems, software, and other digital technologies in schools.
- Ensure all students have equal access to digital technologies at school. If a “Bring Your Own Device” policy is introduced then it’s up to the government to provide money and/or create a system for lower -income families to rent/borrow/lease old tablets/laptops/phones, etc.
- Minimize the use of digital technologies in school, as they:
  - o de-value the important role played by teachers.
  - o isolate students from each other and from their teachers.
  - o lead to decreased physical, emotional and mental health.
- Improve the quality of distributed learning courses and programs. There is concern that they are inferior to classroom offerings and that student achievement and completion rates are unacceptably low.
- Provide teachers with more training in the use and teaching of digital technologies.
- Replace the BC Electronic Student Information System (BCeSIS) with a new, more suitable tool. BCeSIS is out of date and has been plagued by technical glitches.



*“Children can and do learn through technology but the learning needs to be carefully mediated and cannot be at the expense of real interactions with real people – both adults and peers.” - Gayle, teacher*

# Theme 5: Administrative Issues

## 1. School district functions and services

- Reduce the number of school districts in B.C. in order to:
  - o save money on administration.
  - o reduce bureaucracy and duplication of services.
  - o provide students and staff in smaller, more rural, districts with more opportunities and resources.

*Perhaps school district boundaries need to be redrawn such that we have fewer but larger school districts, all about the same size in terms of number of students so that students across B.C. have comparable learning opportunities, school districts have comparable efficiencies of scale, school districts can attract comparable human resources, etc. Fewer, but larger and equally sized school districts, would save us money on administration too...*  
- Richard, teacher

## 2. Calendars and timetables

- Start school later in the day to correspond with the schedules and sleeping patterns of students.
- Stagger the start times of schools so parents can drop each of their children off on time then make it to work on time.
- Stick with the traditional calendar (i.e., two month summer break) because:
  - o summer time is fun time. The weather is good and people want to enjoy some time off.
  - o businesses (e.g., summer camps, tourist destinations) rely on the long summer break for most of their customers.
  - o secondary students rely on summer breaks to earn money for their post secondary education.
- Switch to a year-round school calendar to:
  - o reduce the summer learning loss often experienced by disadvantaged students.
  - o spread families' childcare needs more evenly throughout the year.
  - o give families more time to take vacations in the traditional off seasons, when it's cheaper.
- Ensure that school holiday periods are harmonized across B.C.
- Don't make any changes to school timetables and calendars until after the public has been consulted extensively. Make changes only if the majority of the people consulted agree with them.



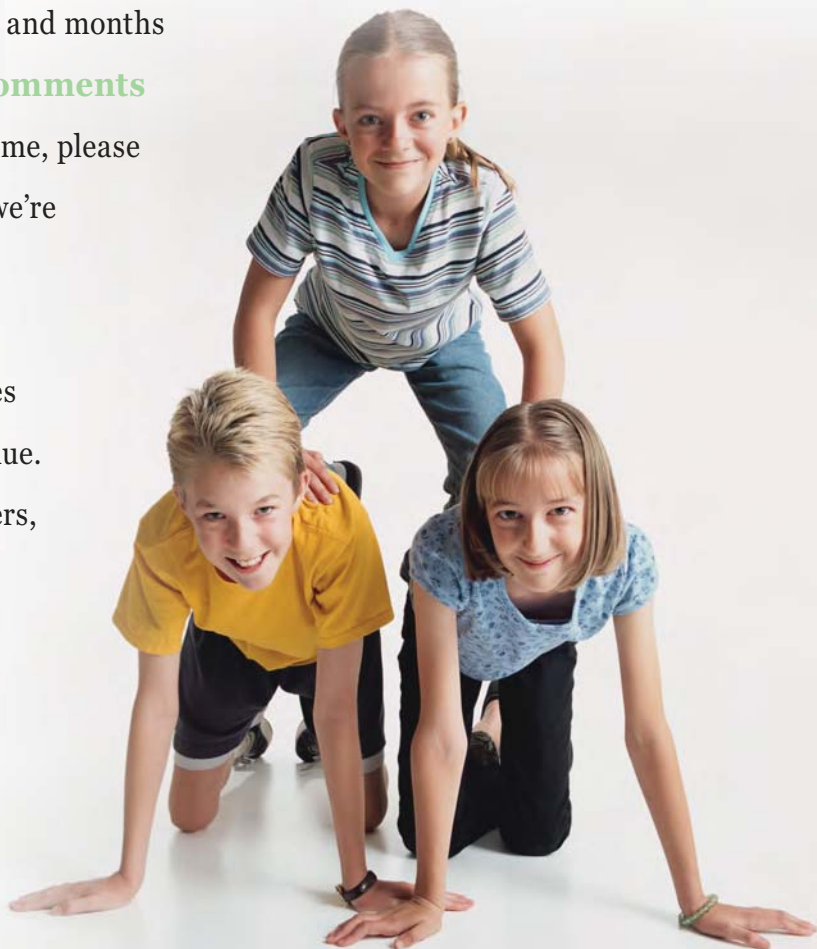
## Next Steps

In this report we've done our best to capture the key themes and suggestions you've made on our online discussion forum.

We recognize that transforming our education system involves more than just giving you a space to talk and then writing fancy reports. We must also **act on what you've told us**. And we're doing that. We're busy doing the work to make important education change a reality. For example, many of you have told us that you'd like to see fewer curriculum outcomes per subject and sets of outcomes that span different subjects. Our new Curriculum and Assessment Framework addresses ideas like these. You've also told us that reading success begins in the early grades and must be better supported. A Superintendent of Reading has been appointed to lead work, with educators and ministry staff, in this important area.

Many other initiatives that align with your comments are beginning to take place. In the next few weeks and months expect to hear more from us on **how your comments are influencing our work**. In the meantime, please see our Actions pages for details on the work we're doing on *BC's Education Plan*.

As a new school year approaches, opportunities to help shape our education system will continue. A lot of new things are in the works. For starters, we're rebuilding BC's Education Plan website based on feedback from you. We will provide you with more opportunities to contribute content and ideas. You've asked for space to have your own conversations, and we're working on that as well.



We will also be stepping up our efforts to connect with as many people as possible. Admittedly, we haven't heard from nearly enough people yet. **We need more input**, not only in sheer numbers of people but across a broader section of our provincial population.

We'll be working even harder than before to get the invitation out to as many people as possible. Engaging with us is much more than just contributing to our online discussion forum. In the coming months, look for more opportunities to meet with us in person at different venues, to speak by phone, and to connect with each other to share your findings and ideas. Check out our face-to-face toolkits, EdCafe and EdChats, to host your own conversations. We will also be expanding our social media reach to include a Facebook page so we can highlight engagement opportunities and share the great stories we are hearing about.

It's important to remember that *BC's Education Plan* is a **vision for education transformation in BC**. It is not a prescriptive document or set of requirements for teachers and schools. As we move ahead with our engagement we will continue to emphasize this is a genuine forum to contribute, to share, and to shape the Plan. Our role is to provide you with the space to engage and to help make BC's K-12 education system even better.

**We invite everyone to take part.**



# BC's Education Plan





## Minister's Message

This is an exciting time of change for education in British Columbia.

We're starting from a strong position: motivated and talented students, outstanding teachers, committed parents, skilled administrators and dedicated education partners. We are also fortunate to live in a province that values education and gives young people opportunities to excel.

And yet our education system is based on a model of learning from an earlier century. To change that, we need to put students at the centre of their own education. We need to make a better link between what kids learn at school and what they experience and learn in their everyday lives. We need to create new learning environments for students that allow them to discover, embrace, and fulfill their passions. We need to set the stage for parents, teachers, administrators and other partners to prepare our children for success not only in today's world, but in a world that few of us can yet imagine.

Inspired by innovative change already taking place in B.C. communities and developed through many months of consultation with educators, students, parents and other British Columbians, BC's Education Plan responds to the realities and demands of a world that has already changed dramatically and continues to change.

Before us lies a tremendous opportunity. We know more now than we've ever known about how children learn. It is time to use that knowledge to change what we do so students can realize their full potential.

As both a parent and grandparent, I want an education system that gives all children the best opportunities to be successful in whatever career they pursue. I'm sure every British Columbian feels the same way. By working together, we

it's  
what BC's Education Plan is all about.

George Abbott  
Minister of Education





## The Challenge: Education In A Fast-Changing World

Most people agree that British Columbia's education system is a good one. Teachers are skilled, facilities are sound and students succeed.

Yet an education system designed in the very different circumstances of an earlier century can't possibly always meet the challenges students face – both now and in the future. In the social, economic and technological environment of the past, change was much more gradual than it is today. Many of the opportunities and jobs we're preparing our students for don't even exist today. So while we enjoy a strong and stable system, we need a more nimble and flexible one that can adapt more quickly to better meet the needs of 21<sup>st</sup> century learners.

We've all got a stake in preparing our young people for success in a changing world. Our challenge is clear. The world has changed and it will continue to change, so the way we educate students needs to continually adapt.

## The Opportunity

Children are natural born learners, and teachers are passionate about teaching. We have a unique opportunity to forge that common ground toward a more innovative education system that meets the needs of B.C. families today and in the future, to keep our young people achieving and thriving in a dynamic, rapidly evolving world.

We need to build on the many strengths of our existing education system while modernizing education so it can adapt and respond to students' needs. And we need to involve British Columbians more directly in discussions and decisions about education.

We can make education more flexible so students and families benefit from the exciting knowledge economy we're part of. To do that, students must be at the centre of a more personalized approach to learning. They will still learn basic core skills, but they will also have more freedom to pursue their individual interests and passions within a particular topic. Teachers are fundamental

to student success. Teachers must be supported to work with students in a variety of roles: guide, mentor, coach, content expert. Our schools must be more adaptable in responding to student needs.

We must continue to work with Aboriginal communities, through partnerships like Aboriginal Education Enhancement Agreements with school districts to focus on the needs of Aboriginal students and improve learning outcomes.

We must make better use of technology in education so our young people will be equipped to use it effectively and ethically.

We need more responsive and effective interventions for students who are struggling.

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



## Building on Our Strengths

BC's Education Plan will build on the strengths of our existing system while moving to adaptable education for the world of today and tomorrow. New legislation will be required for some of these changes, while others can be made through collaboration and engagement with all education partners.

### STAYING SOLID ON THE BASICS



For all students, reading, writing and math skills will still be emphasized and students will still be required to meet core learning outcomes. B.C. students have a strong track record of success in international measures of these skills and BC's Education Plan will build on that success.

### MORE REAL-WORLD SKILLS

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

### IMPROVED STUDENT ASSESSMENT AND REPORTING

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

### IMPORTANCE OF TEACHERS

A great teacher has always been the key to creating outstanding educational experiences. Under BC's Education Plan, this will continue. To help students succeed in a rapidly-changing world, teachers will be empowered to shift from being the primary source of content to focus on helping students learn how to learn.

This Plan will make it easier for teachers to use their professional knowledge and discretion to guide students toward the skills and knowledge that will help them thrive in later life. By having the curriculum built around fewer but higher level outcomes, this plan gives teachers and students more time and flexibility to explore student's interests and passions.

### EFFECTIVE TEACHING

Students, parents and teachers all need the teaching profession to be administered in a way that ensures high standards and puts the public interest first. To achieve these goals, this Plan will address widely-shared concerns about how our province's teaching profession has been regulated. It will make sure teacher regulation protects both students and the public interest. It will also ensure teachers get regular, meaningful feedback to inform how they teach.

This Plan opens the door for new ways of learning – not just for students, but for teachers as well.

### GREATER FLEXIBILITY

Under BC's Education Plan schools will gain new flexibility to design programs that really work for all students. There will be more flexibility and choice regarding how, when and where learning takes place, and there will be more flexibility about how students are organized for learning. Public and independent schools, including speciality programs like traditional schools and academies, will continue to be options for parents and students.

## FREEDOM TO ADAPT

This Plan will give students, families and educators more say on how, where, when and what students will learn. In many cases, the way classes and schools look might change. School calendars may change if boards of education see that as benefitting students. Almost certainly, more learning will take place outside of the school setting.

## British Columbia's Response: Flexible, Adaptable, Excellence In Education

BC's Education Plan is based on a simple principle: every learner will realize their full potential and contribute to the well-being of our province.

To move our education system from good to great, the Plan has **five key elements**:

- 1) Personalized learning for every student
- 2) Quality teaching and learning
- 3) Flexibility and choice
- 4) High standards
- 5) Learning empowered by technology

## 1 Personalized Learning for Every Student

Under the Plan, teachers, students and parents will work together to make sure every student's needs are met, passions are explored and goals are achieved. This means student-centered learning that's focused on the needs, strengths and aspirations of each individual young person. Students will play an active role in designing their own education and will be increasingly accountable for their own learning success. It's all about putting students at the centre of education. That means giving teachers and schools the flexibility to make



sure each student is well served by their educational program. Each student is unique and our education system will support each student's interests and ways of learning.

### ACTION STEPS

- We will work with our education partners to identify the attributes of an educated citizen and how that will be articulated throughout the education program culminating in graduation.
- Curriculum will be redesigned to reflect the core competencies, skills, and knowledge that students need to succeed in the 21<sup>st</sup> century.
- A curriculum with fewer but higher level outcomes will create time to allow deeper learning and understanding.
- Increased flexibility will be key to making sure that student's passions and interests are realized, as well as their different and individual ways of learning.

## 2 Quality Teaching and Learning ✓

BC's Education Plan acknowledges the complexity of the teacher's role. Teachers will receive support as they continue to adjust their roles to match what students need, moment by moment, to design personalized education that opens the door to educational success for British Columbia's young people. Professional standards will be high, and we will bring in a new system to regulate the teaching profession.

### ACTION STEPS

- We will work with our education partners to make sure that Professional Development days are used to enhance educators' knowledge base and professional expertise. It is important that teachers are able to refresh and develop new practices throughout their careers by participating in professional learning opportunities. On Pro D days, parents make alternative arrangements for their children and they need to be assured that these days are used as intended.
- We will work with universities to ensure teacher preparation programs give new teachers the knowledge and skills they require to support student learning.



- We believe mentoring is key to supporting teachers' professional learning, both in their formative years and throughout their careers. Teachers will have increased access to learning opportunities by working with teacher mentors and each other.
- We will work collaboratively with educators, to increase transparency and accountability and to ensure that the interests of children are protected. New legislation will create a teacher regulation system that puts the public interest first. The goal is to raise the stature of the teaching profession and increase public confidence in the profession's disciplinary processes.
- Working British Columbians in most professions participate in performance evaluation sessions with their employer. Principals will be doing the same with teachers. Regular feedback to teachers will help focus their professional development opportunities.

### 3 Flexibility and Choice ↗

BC's Education Plan will mean more choice for students and families with respect to how, when and where learning takes place. Boards of education will also have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning. Districts will also have more flexibility to vary the school calendar to better meet their student needs. Students will continue to create blended learning opportunities through online learning and class-based environments. Enrolment in online courses has grown by more than 500% in the last five years.

#### ACTION STEPS

- Boards of education will be able to set their own school calendars to better meet the needs of their community.

- Parents and students will still have choice and opportunity to decide which school their child attends within the public and independent school systems.
- We will create better opportunities for parents to engage in their child's learning with more flexibility and choice with respect to what, how, when and where their child learns.
- We will expand our current learning credential program to better recognize learning that takes place outside of the classroom – like arts, sports, science and leadership programs – so that students are fairly acknowledged for this work.

### 4 High Standards ★★

What students know and what they are expected to learn with respect to knowledge and competencies is reflected in a strong core curriculum. Student performance with respect to provincial standards will be key to moving forward. Student progress will be reported to parents in a more meaningful, effective and consistent manner across the province, enabling parents to play a key role in shaping their children's education.

#### ACTION STEPS

- We will ensure our standards remain relevant and robust so that every graduate has every advantage to succeed in life.
- We will build on basic core curriculum skills but also make sure that students are well-versed in the competencies they need to succeed, like critical thinking and teamwork.
- All assessment activities, whether province-wide or classroom-based, will support ongoing student learning. Our provincial assessment programs will be reviewed to ensure they focus on key competencies and critical skills and knowledge. Classroom assessment tools, including performance standards and other assessment support material, will be developed with educators.
- Effective intervention strategies and supports will be available to teachers, students and parents to more quickly identify students who are struggling and to address their specific needs.



## 5 Learning Empowered by Technology

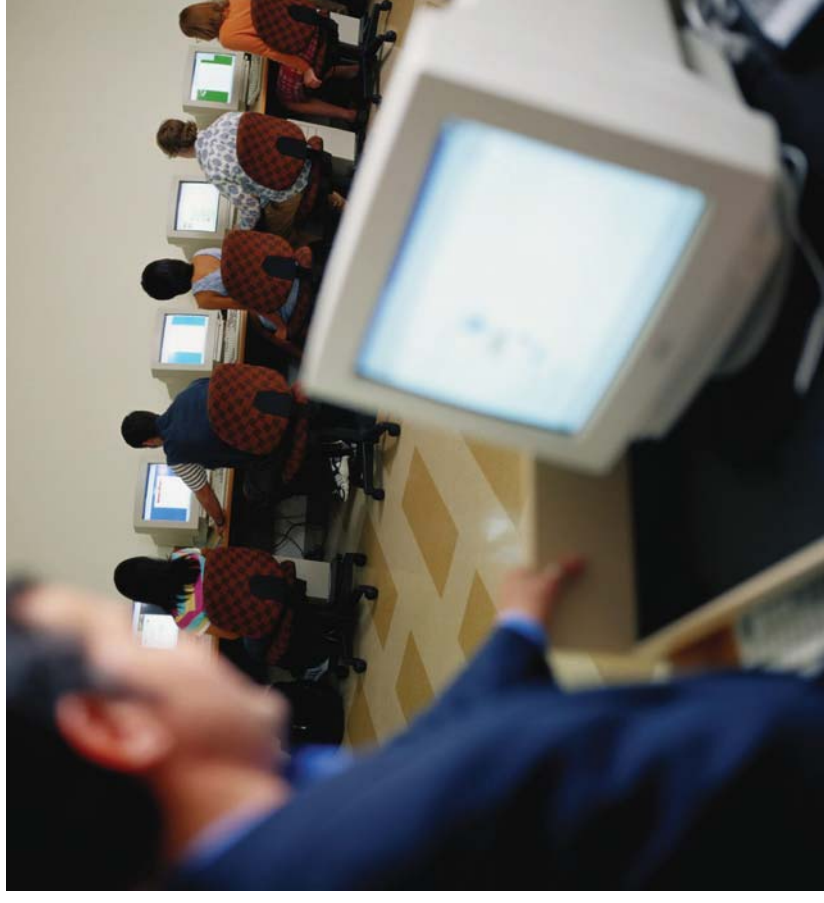
B.C. leads the country on internet connectivity – 85% of British Columbians use the internet on a regular basis.

BC's Education Plan will encourage smart use of technology in schools, better preparing students to thrive in an increasingly digital world. Students will have more opportunity to develop the competencies needed to use current and emerging technologies effectively, both in school and in life. Educators will be given the supports needed to use technology to empower the learning process, and to connect with each other, parents, and communities. Schools will have increased Internet connectivity to support learners and educators.



### ACTION STEPS

- Learners, educators and families will have improved access to digital tools and resources that support both face-to-face and online learning.
- The Province will promote the use of technology for both students and educators.
- The Province's new agreement with TELUS to provide all telecommunications services for government will allow for improved access to the Internet in B.C. schools.
- An improved provincial student information and reporting system will help teachers plan a more personalized learning experience with students and their parents.



## Taking The Next Steps

Under BC's Education Plan, ours will be an education system that's more flexible, dynamic and adaptable, to better prepare students for a bright future. We're not alone in recognizing the need for change. Jurisdictions around the world are re-examining how their education systems are designed and they are working to make them more responsive to the kind of learning children need now, and what they will need in the future.

The way to get from good to great is through personalized learning, supporting teachers, creating more flexibility and choice for families, maintaining high standards and embracing technology. It is an opportunity for every child, every student, every learner to do their very best in education.

Working with our education partners, and in consultation with the public, we will get from good to great as we bring personalized learning into classrooms. And we invite all British Columbians to get involved in this exciting transformation.

We are engaging students, parents, teachers, educators and community groups to help shape this new blueprint for education. We are bringing all education partners and the public into this dialogue to fully realize BC's Education Plan.





Learn more about how you can be involved at:  
**[www.bcedplan.ca](http://www.bcedplan.ca)**

**Ministry of Education**  
**30/60/90 Day Potential Issues**  
**September 2012**

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
30/90		
		S. 12

S. 12, S. 14

Advice for Cabinet – CONFIDENTIAL – Not for Distribution



# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
30	<div data-bbox="365 1339 418 1365">S. 13</div> <div data-bbox="462 1549 516 1575">S. 13</div> <div data-bbox="462 1171 516 1197">S. 12</div> <div data-bbox="535 1354 589 1379">S. 12</div>	<div data-bbox="316 766 344 945">Date of release.</div>

S. 12

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)	
30			S. 12
30	<b>Seismic Mitigation Program</b> Ministry will provide update to government by end of September on the 14 seismic projects announced in May	None required	S. 12
30			

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
30	New School Calendar Regulation Government passed new school calendar legislation in Spring 2012. A new School Calendar Regulation and related amendments to the School Regulation will be brought forward for the Minister's approval soon.	Regulations will be brought forward for the Minister's approval within the next month.
60		
60	Procurement: Request for Proposals (RFP) for a Common Student Information Service to replace BCeSIS	To proceed with posting of a Request for Proposals for a common student information service to replace BCeSIS. Will follow consultations with stakeholders to confirm that the RFP addresses user requirements. RFP to be posted by October 2012 and lead proponent to be selected by February 2013.

S. 12

S. 12

S. 12

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
60	Capital Project, School District No. 62 (Sooke)  Belmont/Westshore Secondary project approval	S. 12
60		
90	Capital Project, School District No. 61 (Greater Victoria)  Oak Bay Secondary school project tender award; Board will issue RFP and select a design-build proponent from those responding.	Board to award contract to proceed with design-build project

S. 12

S. 13

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)	
90	<p>Capital Project, School District No. 39 (Vancouver)</p> <p>Kitsilano Secondary school project tender award; Board will issue RFP and select design-build proponent from those responding. City of Vancouver support for project within approved parameters (no underground parking; degree of heritage retention) will be required.</p>	<p>Board (along with appointed Project Board) will award contract to proceed with design-build project.</p>	S. 12
90	S. 12		

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
90		
90		

S. 12

S. 12

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
90	S. 12, S. 14	S. 12
90	<p><b>2012/12 Operating Grant Recalculation</b></p> <p>Recalculated operating grants are typically announced in early-to-mid-December to allow districts to amend budgets and plan the remainder of the school year.</p> <ul style="list-style-type: none"> <li>• B.C. school districts are receiving \$4.725 billion in operating grants for 2012-13, a \$4 million increase over the year before.</li> <li>• In March 2012, boards of education were given an estimate of their operating grants for 2012/13 based on board projections.</li> <li>• Ministry holds back a small portion of the block to fund future composition and enrolment changes.</li> <li>• Operating grants are updated in late November/early December based on actual enrolments.</li> </ul>	S. 12

Advice for Cabinet – CONFIDENTIAL – Not for Distribution

# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
90		

S. 12

S. 12, S. 14

Advice for Cabinet – CONFIDENTIAL – Not for Distribution



# Days	Issues	Pending Decisions (if a decision(s) is pending note it here)
90	<ul style="list-style-type: none"> <li>• The Official Languages in Education Protocol (OLEP) supports minority-language education and second-language instruction in Canada's official languages.</li> <li>• The Protocol is a multi-year, multilateral agreement between the federal government, through the Department of Canadian Heritage and the Council of Ministers of Education, Canada (CMEC), which acts on behalf of all provinces and territories. The Protocol sets the main parameters for collaboration between Canadian Heritage and the provincial/territorial ministers of education in the area of official languages</li> </ul> <p>S. 12</p> <ul style="list-style-type: none"> <li>• Negotiations for the renewal of a Protocol started this spring.</li> </ul>	<p>S. 12</p> <p>Minister might have to approve BC's position on proposed federal funding level</p>

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

	Source	Description	Status	Milestones, Activity, Issues and Mitigation
1	BC Jobs Plan	<b>Aboriginal Student Success</b> We need to close the gaps in education, health, housing, and economic opportunity that have for too long disadvantaged BC's first citizens.	In Progress	<p>MEd, FNEC, and AANDC reached a tripartite agreement in January 2012, releasing needed federal funding for education to First Nations. Around the same time, MEd paid a record \$6.5 million in reciprocal tuition.</p> <p>MEd is continuing to pursue partnerships, policies, programs, and services informed by Aboriginal perspectives.</p> <p>Recent successes include improved Aboriginal-student school completion rates at about 54 per cent, which marks an increase of about 15 per cent from 1999/00.</p>
2	BC Jobs Plan	<b>Aboriginal Student Success</b> Improving First Nations access and outcomes in B.C.'s education system with consistent and rigorous analysis to identify what is helping Aboriginal students improve their education outcomes in successful districts and what barriers remain.	In Progress	<p>53 school districts had Aboriginal education enhancement agreements (EA) as of August 2012. Many of those districts have seen improved completion rates, academic achievement, and cultural awareness.</p> <p>EAs promote the effective analysis of data and the sharing of best practices.</p> <p>MEd improved access to <i>How Are We Doing?</i> Aboriginal education reports: school districts can view data from other districts to aid their analysis.</p> <p>Next steps include continued cooperation with MCFD whenever data analysis may lead to more effective service to Children in Care.</p>
3	Throne 2011	<b>Aboriginal Student Success</b> Work with Aboriginal partners, the federal government, and local governments to develop an off-reserve Aboriginal action plan to achieve better education and job training, healthier family life, and strengthened cultures and traditions.	In Progress	<p>While MARR leads this initiative, MEd has participated in inter-ministerial meetings and provided input into an inventory of provincial programs and services, which was completed in February 2012. Next steps include contributing to the MARR discussion paper.</p>

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

4	Platform 2011	<p><b>Bullying</b> Training for all principals and vice-principals re how to 1) create and maintain positive school cultures and safe learning environments - promote pro-social behaviour and prevent/respond to bullying behaviour in their schools, 2) better identify/distinguish between isolated instances of conflict and bullying behaviour (which involves repeated pattern of aggression with intention to harm, and 3) establish appropriate supports and consequences following incidents of conflict or bullying behaviour including instruction to change behaviour of all parties involved.</p>	In Progress	<p>The Province is implementing a five-year, multi-level training program for educators and community partners to prevent bullying and better assess threats/risks. Province wide training begins in October, starting with the Kootenay, North and Interior regions. By the end of the 2012-13 school year, all school districts will have begun receiving training in fostering safe/caring school communities and basic violence threat risk assessment.</p> <p>The Province is also working with school districts to review and enhance existing codes of conducts for schools.</p>
5	Throne 2011	<p><b>Bullying</b> The government is also committed to safer schools and will ensure that those very few individuals who abuse their positions of trust are removed and not permitted to return. Important anti-bullying policies in our schools will be expanded to include a training regime, on-line reporting tools and advanced threat assessment tools and protocols.</p>	In Progress	<p>The Teachers Act was passed in November 2011 and brought into force in January 2012. See also commitment #34.</p> <p>The Province is implementing a five-year, multi-level training program for educators and community partners to prevent bullying and better assess threats/risks. Province wide training begins in October. By the end of the 2012-13 school year, all school districts will have begun receiving training in fostering safe/caring school communities and basic violence threat risk assessment. A Ministerial Order for the 2012-13 school year has been issued requiring Boards to ensure one pro-d day is focussed on preventing bullying and cultivating safe and caring school communities.</p> <p>Formal community protocols will be developed over the course of the year as school districts and community partners meet and receive regional training.</p> <p>A Request for Proposals (RFP) has been issued for the online reporting tool.</p> <p>All 60 school districts will have Safe School Coordinators in place by September 15, 2012. These coordinators will be responsible for the overall monitoring of the online reporting site, liaising with the Ministry of</p>

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

				Education and coordinating your schools and district teams' participation in the regional training sessions.
6	Throne 2011	<p><b>Bullying</b> Develop a comprehensive training regime for schools and districts. Creating an anonymous online reporting tool for students, as well as advanced threat assessment tools and protocols. Parent resources and new web presence. Strengthening Codes of Conduct to address sexual orientation.</p>	Completed and In Progress	<p>Province wide training begins in October. By the end of the 2012-13 school year, all school districts will have begun receiving training in fostering safe/caring school communities and basic violence threat risk assessment. Also, the Minister has issued a Ministerial Order for the 2012-13 school year requiring Boards to ensure one pro-d day is focussed on preventing bullying and cultivating safe and caring school communities. Formal community protocols will be developed over the course of the year as school districts and community partners meet and receive regional training.</p> <p>A Request for Proposals (RFP) has been issued for the online reporting tool.</p> <p>All 60 school districts will have Safe School Coordinators in place by September 15, 2012. These coordinators will be responsible for the overall monitoring of the online reporting site, liaising with the Ministry of Education and coordinating your schools and district teams' participation in the regional training sessions.</p> <p>A new parent portal offering online resources for parents is currently under development.</p> <p>The Ministry is also working with school districts to review and enhance existing codes of conducts for schools.</p>

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

7	Platform 2011	<b>Choice and Flexibility</b> Families have as many options as possible to support their children's development, will push for increased public support for educational options, and will also work to improve our existing system.	In Progress	Two discrete and significant projects are associated with this commitment. 1. Calendar and instructional time flexibility 2. Distributed Learning flexibility  Legislation is complete for both, consultations, policy framework and implementation to be done.  Introduction of Education Plan
8	Platform 2011	<b>Choice and Flexibility</b> Improving innovation in the classroom to offer students greater options in pursuing global economic opportunities.	In Progress	Addressed/completed with expanded choice for school districts.
9	Platform 2011	<b>Choice and Flexibility</b> Work with school districts to identify and create more 'magnet' schools, where students excel and focus on sports and arts in addition to academics.	Complete	While School District websites are the responsibility of districts, the ministry is currently working to make information more accessible to parents. A number of initiatives currently underway include: - Adding relevant data files to MED website (e.g. open data) <i>on-going</i> - Compiling and posting detailed provincial, district, and school level reports on the MED website <i>on-going</i> - development of the Discover Your School online tool – which includes a user-friendly BC map that provides parents with school and district level information, including information about StrongStart BC centres <i>development being finalized; testing underway</i>  Phase 2 of the Open Data Project (April 1, 2012 - March 31, 2013) will make relevant data available to the public, and involve: - Releasing open data files for Foundational Skills Assessment Data <i>in progress</i> - Identifying requests for data through FOI and developing a plan to proactively release these data sets to OpenData BC <i>underway</i> - Launching Discover Your School website <i>underway; see commitments 12 and 28</i> - Provide support to Library-sponsored Open Data Summit <i>underway</i>
10	Platform 2011	<b>Choice and Flexibility</b> Publish detailed information about school programs, achievements, operations and facilities on school district web sites so parents can make informed decisions about where to send their children. These web sites can also promote dialogue between parents and school officials.	In Progress and Ongoing	



# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

11	Platform 2011	<b>Choice and Flexibility</b> Establish post-secondary scholarships to encourage university-level accessibility, along with ensuring rural students are not facing additional financial burdens.	On Hold	The Ministry of Education is engaging in conversations across the education sector to review the B.C. Provincial Awards Program to better align it with skills training and the BC Jobs Plan as well as the principles of personalized learning highlighted under BC's Education Plan.
12	Throne 2011	<b>Choice and Flexibility</b> Dedicate funding to address issues of class composition in Boards of Education and parents are seeking flexibility and choice when it comes to educating our students. These changes will be bold and represent a significant improvement in how, when and where education takes place.	In Progress	Covered under the Learning Improvement Fund (LIF). Discover Your School accessible online tool designed to provide useful information to parents about BC schools – finalizing tool development now; testing to take place in September. Anticipate readiness for launch this fall at Minister's discretion.
13	Platform 2011	<b>Community Connections</b> The Families First approach means recognizing the connection between students, families and communities. It aims to enable improved service delivery to students, families and communities through the use of space in schools, making the school a focal point in a community.	Ongoing	Neighbourhood Learning Centres  School Community Connections Grants –have enabled over 363 schools and communities in 59 school districts to connect through the receipt of SCC grants, since 2005.  2013 – SCC - last round of funding available (\$800,000 to 60 school districts) in Fall 2012.  See Commitment #15 for related. Neighbourhood Learning Centres  See Commitment #15 for more info.
14	Platform 2011	<b>Community Connections</b> Fully develop our capacity to accommodate life-long learning including early childhood education, adult literacy, English-as-a-Second-Language training, workplace learning and skills development.	Ongoing	

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

15	Budget 2010	<b>Community Connections</b> We will work with partners in municipal governments, school districts and community organizations to turn more of BC's schools into Neighbourhood Learning Centres, where people of all ages can access learning opportunities and other services under the same roof. With declining enrolment, many of our schools now have under-utilized space, and we are working with them to put that space to use for the benefit of whole communities.	Ongoing	Neighbourhood Learning Centres. All new schools approved for construction include Ministry-funded space to house NLCs.  - 29 NLC capital projects exist or are under construction in BC - 3 completed NLC capital projects are successfully operating - 26 capital NLC projects have been initiated since September 2008 - An additional 13 capital projects were announced in October, 2011 and are in various stages of project planning which may include the potential for NLC space.
16	Platform 2011	<b>Curriculum</b> Enhance curricula relating to critical thinking skills in subjects such as math, language arts, social studies and science, so our students are better able to analyze large amounts of info.	In Progress	A draft curriculum prototype and definitions of cross-curricular competencies were shared with the educational community through regional working sessions. Curriculum redesign is underway.
17	Platform 2011	<b>Curriculum</b> Increase the number of schools offering language immersion in French, Mandarin and Punjabi.	Ongoing	School Districts' decision to offer programs of choice.  School Districts would need provincial funding to support the offering of Mandarin and/or Punjabi immersion programs. The Ministry would have to develop Mandarin and Punjabi K-12 curriculum documents. Teacher recruitment might be difficult.
18	Platform 2011	<b>Curriculum</b> Include First Nations in our school curriculum and we should work to ensure new Canadians and their histories are equally included.	Ongoing	The Ministry of Education is in the midst of redesigning a new and more effective curriculum that will 1) reduce the volume and prescriptive nature of the current curricula while still ensuring a consistent focus on the essential elements of learning and 2) focus less on imparting facts and the information-based details of what needs to be learned and more on the "big ideas" or concepts that students need to master to succeed in their education and their lives.  Subjects such as math, science, language arts and social studies will remain at the heart of every student's education. But with the improved curriculum students will be able to develop a deeper understanding of those subjects and their fundamental concepts. For example, in social studies students will continue to learn about and explore historical events

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

				and the world but they will review and analyze them in more depth through historical and geographical thinking skills.		The First Peoples principles of learning and First Nations ways of knowing will be reflected in all curriculum areas, competencies and graduation requirements. The Ministry partners with FNEC to develop curriculum such as Aboriginal content-focused courses and associated examinations including English First Peoples 10, 11 and 12 and BC First Nations Studies 12. The Ministry supports FNEC in the development of curriculum-related materials such as teacher resource guides including “Teaching Mathematics in a First Peoples Context Grades 8- and 9” and “In Our Own Words K-3”. Currently there are 15 Aboriginal language curriculum documents which have been developed using the Provincial Languages Template provided by the Ministry of Education to assist school districts and communities in developing language curriculum and programs.
19	Platform 2009	<b>Curriculum</b> Raise-a-Reader match funding.	Approved	Annual Raise a Reader Day slated for late September 2012. Grant funding will be provided after the September Raise-a-Reader event takes place.		On hold by Premier's instructions.
20	Throne 2010	<b>Early Learning</b> New partnerships with the private sector and parents will enable the establishment of neighbourhood preschools for four-year-olds and three-year-olds within communities over the next five years.	On Hold			
21	Platform 2009	<b>Early Learning</b> Full-time kindergarten available to all five-year-olds as of September 2011. Early childhood learning assessment will allow us to better understand individual needs and tailor subsequent learning through Grades 1-4.	Ongoing	Letter sent to districts explaining plans for early assessment. Ministry staff contacted each school district to learn about current practices of early assessment. Information will be compiled into a report to be sent to each district.		
22	Platform 2011	<b>High Standards</b> Enhance and emphasize math and science, including promoting province-wide competitions to recognize and reward excellence in these fields,	Ongoing	Primarily responsibility of AVED – Science and Math promoted through province wide competitions, and the Year of Science.		



# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

		just as we do in sports.			
23	Platform 2009	<b>High Standards</b> Continue to strive for excellence in literacy and education and accountability for results.	Ongoing	MEEd is reviewing the Accountability and Public Assurance Framework. A concept paper has been drafted for the DM/Minister's review and policy options are being developed.  A Superintendent of Reading has been appointed. A symposium was held and ongoing consultations regarding Early Readers strategies.	
24	Throne 2011	<b>International Education</b> Develop an international education strategy to increase enrolment of foreign students by 50% over 4 years, adding \$500M to economy.	In Progress	BC's International Education Strategy announced May 2012 – MEEd is working with AVED (lead) to achieve the objectives set out in the Strategy as they pertain to K-12 education. Specifically, MEEd has developed a K-12 International Education Strategic Framework, which includes goals and actions that support the following objectives: <ul style="list-style-type: none"> <li>- enrich education experiences for BC students;</li> <li>- increase the number of skilled workers who study and remain in BC; and</li> <li>- provide cultural and economic benefits to BC communities.</li> </ul> MEEd has established an international education stakeholder advisory committee to assist with planning and implementation. Next steps include undertaking a comprehensive review of the offshore program, with new requirements and application criteria to be implemented in December 2012.	
25	Throne 2010	<b>International Education</b> We will act to make British Columbia a destination of choice for international students and capitalize on the strengths in our schools, colleges, universities and institutions.	In Progress	Proposed strategy under development. Will require executive/minister approval.	

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

26	Platform 2011	<p><b>Open Government</b> Rebuild public trust and reconnect people with government.</p> <p>Harness the use of social networks and online tools to engage citizens, improve government's responsiveness and accountability, cut bureaucracy and improve government productivity.</p> <p>Provide a forum for British Columbians to work collaboratively with government to improve policy and service delivery.</p>	In Progress and Ongoing	<p>Citizen Engagement on-line discussion forum on BC's Education Plan implemented Oct. 2011. Social media plan implemented to support the on-line forum. Both tools are used to inform BC's Education Plan and to build trust and reconnection with the public. <i>Ongoing</i></p> <p>A progress report summarizing public input has been published – August 2012</p> <p>An updated version of BC's Education Plan website, including engagement, will be launched in late October 2012, marking one year of public engagement on BC's Education Plan.</p> <p>Progress updates on implementation of BC's Education Plan continue to be published on Action pages of the website.</p>	
27	Throne 2011	<p><b>Open Government</b> Our government is committed to openness, transparency and engaging with British Columbians. Simply put: we need to be open with the information people have a right to see and open to ideas they have a right to voice.</p>	Ongoing	<p>The Open Government Strategy is being informed by four key Ministry projects: Open Data, Open Information, Citizen Engagement, and the Enhanced Web Presence Project.</p> <p>Phase One of the Open Government Strategy closed on March 31/12 and Phase Two is currently underway for all four project areas.</p>	
28	Platform 2011	<p><b>Parental Involvement</b> A strong education system that helps children develop the values and skills that their families teach them. Will give more power to parents, so that they can make the right decisions about the right education for their children.</p>	In Progress and Ongoing	<p>Discover Your School accessible online tool designed to provide useful information to parents about BC schools – finalizing tool development now; testing to take place in September. Anticipate readiness for launch this fall at Minister's discretion.</p> <p>Following a focus group and two conference calls in early 2012 with parent representatives including BCCPAC, a draft parent engagement strategy is in place - will continue to update based on stakeholder feedback and full implementation will take place over two years.</p> <p>Ministry responses to BCCPAC 2012 resolution package currently in progress.</p>	

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

29	Throne 2010	<b>Personalized Learning</b> Education improvements will focus on the individual and unique needs of our children.	Ongoing	Personalized Learning is a key pillar of the BC Education Plan. 10 demo projects scheduled for Fall 2012, focused on early years intervention, instructional support based on differentiated instruction, and transition years planning.
30	Throne 2010	<b>Personalized Learning</b> New emphasis will be placed on parental involvement and on tailoring our education system to each child's individual needs, interests and passions. New forms of schooling will be developed to provide greater choice and diversity, centered on students' special interests and talents. Smarter approaches will allow more resources to be focused on students' learning needs while less is spent on administrative costs.	In Progress	Introduction of Education Plan. Personalized Learning flipbook released in 2011.
31	Platform 2009	<b>Personalized Learning</b> Every child born in British Columbia on or after January 1, 2007 receives a \$1,000 grant that grows larger with interest to help fund their education after graduation.	Completed	Letters to parents of new babies were developed and signed by Minister George Abbott, and sent out through BC Mail.  The Vital Statistics Agency (VSA) and the MEd entered into an Information Sharing Agreement.
32	Platform 2009	<b>Personalized Learning</b> Increase the number of Speech Language Pathologists (SLPs).	On Hold	Currently, no additional spaces are available in post secondary institutions to accommodate the training of increased numbers of SLP. Students in the SLP Masters program are eligible for the Student Loan Forgiveness Program. Continued discussions with partner ministries on next steps.
33	Platform 2011	<b>Quality Teaching</b> Rewarding good teachers.	On Hold	No current work taking place.
34	Platform 2011	<b>Quality Teaching</b> Fix the governance model overseeing teachers,	Ongoing	Bill 12, the <i>Teachers Act</i> , was introduced in the House for 1st reading on Wednesday, October 26, 2011. Teacher Regulation Branch formed at

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

		ensuring that the BC College of Teachers' investigation and disciplinary process is up-to-date and effective.		MEd.
35	Throne 2010	<b>Quality Teaching</b> A new Master Teacher program will be developed.	On Hold	Concept paper developed.
36	Platform 2009	<b>Quality Teaching</b> New performance incentives that will be developed through the Learning Roundtable.	On Hold	<p>In May of 2011, the BCTF informed the minister that they would no longer attend meetings of the Learning Roundtable. Its rationale for this decision was:</p> <ul style="list-style-type: none"> <li>○ The LRT had not addressed any of the BCTF concerns regarding class size and composition.</li> <li>○ The Minister sought to introduce topics on the agenda of a policy nature and not related to class size and composition.</li> <li>○ No new money to address class size and composition was provided to school districts.</li> </ul> <p>The LRT did not meet in 2011/12. No other member of the LRT requested that the LRT meet.</p>
37	Platform 2011	<b>Rural Education</b> Ensure that the provision of services, such as access to health care and education, is looked at through a rural lens.	Ongoing	<p>During the past 2 years, the Ministry has supported rural education through:</p> <ul style="list-style-type: none"> <li>- Rural Literacy Research Partnership with Vancouver Island University (VIU) launched in 2011;</li> <li>- “Growing Innovation in Rural Sites Research Project” launched in partnership with UBC (2011);</li> <li>- “Growing Innovations Demonstration Sites for Teaching and Learning” initiated in partnership with UBC (2011);</li> <li>- “Rural Teacher Networking” initiative to support professional learning for educators in rural districts (2012);</li> <li>- Partnership with Mitchell Odyssey Foundation to encourage excellence in science in rural school communities (2012); and</li> <li>- Provincial Rural Strategy Advisory Council is in place; aims to better meet the needs of rural students and educators through attention to policy, research initiatives, and strategies.</li> </ul>

# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

38	Throne 2009Feb	<b>Seismic Safety</b> We will invest in hospitals, schools and post secondary institutions, with accelerated expansions, seismic upgrades and other improvements.	Approved	The Province has committed \$122 million to address structural upgrades at 14 high priority schools in 12 school districts. This approval is part of a revised list of 152 high priority schools to be addressed under government's School Seismic Mitigation Program.
39	Throne 2009Aug	<b>Shared Services</b> Province will review Boards of Education to improve services and lower cost.	Ongoing	Services are currently shared in the areas of purchasing, technology support, labour relations, maintenance etc. Boards currently are exploring other possible areas where efficiencies can be achieved and costs lowered.  Deloitte's report on the subject of collaboration and shared services for school districts released August 2012.
40	Platform 2011	<b>Technology</b> Using the Premier's Technology Council Report on 21 <sup>st</sup> Century Education as a guide, consult broadly with parents, teachers, students, business and scientific experts to identify classroom technology shortcomings and develop an action plan to rapidly close the gap on securing the necessary tools.	Complete and In Progress	May - August 2011 Engaged IBM to conduct a K-12 School District Technology Review through online surveys, face-to-face and teleconference interviews. The results from Phase 1 (Interviews and Data Collection) have been delivered to BCASBO on November 16. Phase 2 (Reflection and Feedback) has also been completed.  Introduction of BC Education Plan (learning empowered by technology).



# MINISTRY OF EDUCATION COMMITMENTS – September 2012

## BC Jobs Plan, Throne Speeches 2009-11, Platform 2009 & 2011, Budget Update 2010

41	Platform 2011	<b>Technology</b> Establish a definition for digital literacy that applies to all learners, and adopt a set of standards as recommended by the Premier's Technology Council for integration into future Curriculum and Assessment activities.	In Progress	Technological literacy at an early age is incorporated into the "Learning Empowered by Technology" element of the Education Plan. Timelines are the same as other curriculum and competency activities of the Education Plan.  A draft definition and a draft recommendation for standards, i.e., to base our standards on the ISTE NETS-S are available.
42	Throne 2011	<b>Technology</b> A new telecommunications agreement makes possible fibre-optic connectivity in more than 450 schools across BC, leading to improved opportunities for students to learn in the online world.  Target date for Web link to be available for project updates is February 2012	In Progress	July 2011 - Telecommunication Services Master Agreement (TSMA) signed with TELUS, providing opportunities for 358 schools to be upgraded from low speed to fibre optic-based services.  July 2011 - March 2012 - 74 sites completed.  July 2012 - 139 upgrades completed.
43	Platform 2011 and Jobs Plan 2012 Update	<b>Trades Training</b> Working with local industries to develop training programs for high school students in the community.  Increase secondary student participation in trades and technology training by 50% through: <ul style="list-style-type: none"> <li>- increasing trades training opportunities in schools;</li> <li>- improving perception of trades careers;</li> </ul> increasing capacity of school districts to support trades training	In Progress	September 2012- New Skills Training initiative to be announced as a cooperative strategy between ministries of Education, Advanced Education, and Jobs, Tourism, and Innovation.

**Partner Group:     British Columbia Teachers' Federation (BCTF)**

Susan Lambert, President  
Jim Iker, First Vice President (Representative)  
Glen Hansman, Second Vice President

**Contact Info:**     100–550 W 6<sup>th</sup> Ave     604 871 2283 or  
Vancouver BC V5Z 4P2     1 800 663 9163 toll free

**Description from Website:     ([www.bctf.ca](http://www.bctf.ca))**

The British Columbia Teachers' Federation (BCTF), established in 1917, is the union of professionals representing 41,000 public school teachers in the province of British Columbia, Canada. All public school teachers belong to the BCTF and their local teachers' association.

The BCTF was incorporated as a benevolent society in 1919 and achieved full collective bargaining rights in 1987.

The BCTF is committed to communicating with members and the general public on issues of importance to teachers, students, parents, and the broader community.

Current issues include funding for school libraries, class size and composition, the Foundation Skills Assessment (FSA), and teacher salaries (current contract expires June 30, 2011).



**Partner Group: BC Public School Employers' Association (BCPSEA)**

Melanie Joy, Chair  
Alan Chell, Vice Chair  
Ken Denike, Board Director (Representative)

**Contact Info:** 400–1333 West Broadway 604 730 0739  
Vancouver BC V6H 4C1

**Description from Website: ([www.bcpsea.bc.ca](http://www.bcpsea.bc.ca))**

BCPSEA is the employers' association and accredited bargaining agent for the province's 60 public boards of education.

Representatives from the 60 school boards elect nine school trustees to the Board of Directors, including the Chair and the Vice Chair; they are joined by four government representatives and a non voting representative each from the BC School Superintendents' Association and the BC School District Secretary Treasurers' Association. As the employers' association, we have responsibility for:

- Promoting effective and cooperative human resources practices in the public school system that contribute to the betterment of public education.
- Coordinating benefits administration among the various school districts in order to maximize coverage in the most cost effective manner.
- Coordinating compensation for employees who are not subject to collective agreements—usually the administrative and management staff in school districts.
- Providing labour relations advice and services to boards of education, including contract interpretation and grievance/arbitration case management.
- Determining collective bargaining objectives for the public education sector.
- Negotiating provincially with the British Columbia Teachers' Federation (the teachers' union) for a provincial teachers' collective agreement covering the 60 public boards of education and their employees, for coordinating local bargaining between the school boards and their local teachers' associations.
- Providing assistance, resources and coordination for support staff collective bargaining in our capacity as the accredited bargaining agent for all 60 public boards of education. While bargaining is done at the local board of education level, approval of the negotiated compensation provisions is required by our association.
- Leading the K 12 public education sector in the development and implementation of strategies and resources to address labour market trends and demands to ensure the maintenance of a sustainable, qualified workforce.
- Facilitating the development and implementation of public policy through advice to government and services to school districts. Provide insight and advice on the human resource implications of legislative and policy initiatives.

**Partner Group: BC Confederation of Parent Advisory Councils (BCCPAC)**

Terry Berting, President (Representative)  
John Puddifoot, First Vice President (Alternate)  
Nicole Mkohoniuk, Second Vice President

**Contact Info:** 350–5172 Kingsway 604 687 4433 or  
Burnaby BC V5H 2E8 1 866 529 4397 toll free

**Description from Website: ([www.bccpac.bc.ca](http://www.bccpac.bc.ca))**

BCCPAC is a charitable organization registered under the Society Act of BC and committed to enhancing the parental voice in public education in BC.

**BCCPAC's purposes are:**

- To advance the public school education and well being of children in the province of BC.
- To carry on activities to promote and enhance meaningful parent participation in an advisory role at the school, school district and provincial levels.

**We are:**

- Governed by a volunteer board of nine directors elected annually by the membership.
- Managed by a committed full time staff.
- Assisted by contract workers and volunteers.

**About us:**

- BCCPAC represents a membership of over 1,000 Parent Advisory Councils and District Parent Advisory Councils from every school district in the province.
- Collectively, we represent the parents of hundreds of thousands of children in BC.
- We receive funding from the Ministry of Education, membership fees, conference registration fees, sales of resources, advertising, sponsorship, and project funding.
- We ensure that parents have a voice in their children's education.
- We ensure that the BC public education system remains focused on the needs of children.
- We support parents as they navigate the education system and exercise their and their children's rights in education.
- We hold two annual conferences for members
  - Fall Conference
  - Spring Conference and Annual General Meeting
- We assist members with a wide range of services, including the BCCPAC Advocacy Project and Member Services, and we produce many valuable resources.

**Partner Group: BC School Superintendents Association (BCSSA)**

Steve Cardwell, President (Representative)  
Terry Sullivan, Vice Principal

**Contact Info:** 208–1118 Homer St 604 687 0590  
Vancouver BC V6B 6L5

**Description from Website: ([www.bcssa.org](http://www.bcssa.org))**

The members of the BCSSA are the superintendents, assistant superintendents, directors of instruction and other senior executives of BC's 60 school districts. Prior to their district level appointments, our members served for many years as teachers and principals. They each hold a valid BC Teacher's Certificate and bring highly developed skills and a lifelong passion for teaching and learning to their district positions. BCSSA members are the province's educational leaders, uniquely qualified to ensure the success of students and school district operations.

There are currently more than 250 BCSSA members, including some members who have been seconded to the Ministry of Education. Additionally, there are more than 200 senior active (retired from school district) members who participate in association activities.

The key work of the BC School Superintendents Association is to enable our members to be visionary leaders of public education by supporting their individual professional development and by representing their collective wisdom and interests.

To support them in fulfilling their leadership roles, we create professional development (Pro D) events to address emerging issues, the changing needs of school district administrators and the development and effective use of advanced educational and administrative approaches and technologies. These events not only help our members enhance their leadership skills, but also present opportunities for them to network with colleagues throughout the province who share similar job responsibilities and interests.

**Partner Group: BC School Trustees' Association (BCSTA)**

Michael McEvoy, President (Representative)  
Teresa Rezansoff, Vice President

**Contact Info:** 4<sup>th</sup> floor, 1580 West Broadway  
Vancouver BC V6J 5K9 604 734 2721

**Description from Website: ([www.bcsta.org](http://www.bcsta.org))**

The BC School Trustees Association (BCSTA) is a non profit, voluntary organization dedicated to assisting boards of education in their key work: improving student achievement through community engagement. The key work concept, which BCSTA introduced in 1998, explains in straightforward terms what it is that school trustees are elected to do, and how they do it.

Boards of education are elected to improve student achievement. They do it by engaging their communities in building and maintaining a school system that reflects local priorities, values and expectations. School trustees listen to their communities, guide the work of their school district, setting a plan, policy and the annual budget—and report back to the public on how our students are doing.

BC's 60 boards of education are all members of BCSTA. Our school trustees and their boards look to their association to serve as a strong provincial voice and to influence government by representing the membership on matters affecting public education.

The mission of the BCSTA is to support and advocate for effective public boards of education and quality public education in British Columbia. The key work of school boards is improving student achievement through community engagement.

**Partner Group: BC Association of School Business Officials (BCASBO)**

Lynda Minnabarriet, President (Representative)  
Greg Frank, Vice President  
Lyle Boyce, Executive Director

**Contact Info:** 208–1118 Homer St  
Vancouver, BC V6B 6L5 604 687 0595

**Description from Website: ([www.bcasbo.ca](http://www.bcasbo.ca))**

Effective February 1, 2008, the BC School District Secretary Treasurers' Association (BCSDSTA) officially became the BC Association of School Business Officials (BCASBO).

The BC Association of School Business Officials is the professional association of the business officials working in school districts. The membership includes Secretary Treasurers, Assistant Secretary Treasurers, Comptrollers, Payroll and Benefits Supervisors, Managers of Human Resources, Accountants, Information Systems Managers.

The Association provides its members with professional development opportunities and a forum to share ideas, new initiatives, and concerns. It provides an important communication vehicle to ensure that each individual school district is able to learn solutions from others.

The Executive of the Association meets quarterly with officials of the Ministry of Education to ensure the Ministry is aware of concerns and issues as well as to provide the Ministry with valuable advice on their work.

Our members participate on many advisory committees such as the Accounting Advisory Committee, Funding Review Committee, Risk Management Advisory Committee and the Education Advisory Council.

**Partner Group: BC Principals' and Vice-Principals' Association (BCPVPA)**

Shelley Green, President (Representative)  
Kit Krieger, Executive Director

**Contact Info:** 200–525 10<sup>th</sup> Ave W 604 689 3399  
Vancouver BC V5Z 1K9

**Description from Website: ([www.bcpvpa.bc.ca](http://www.bcpvpa.bc.ca))**

BC Principals' and Vice Principals' Association (BCPVPA) works to ensure that the views of principals and vice principals are heard in all education matters. Although the BCPVPA has been an autonomous professional association since January 1988, the organization's history dates back another 30 years as a Provincial Specialist Association (PSA) of the BC Teachers' Federation.

The BCPVPA is governed by an elected Board of Directors (President, either President Elect or Past President, and 10 directors). Three times per year, representatives from all BCPVPA Chapters convene at Chapter Council to provide guidance and direction to the Board; to prepare and receive reports; and to carry out activities assigned to it by the Board or by members at an AGM. The day to day business of the Association is directed by the executive director with five managers and six support staff.

Today, the Association's strategic priorities are:

- The BCPVPA will strive to ensure its members have the skills to be effective educational leaders;
- The BCPVPA will advocate for its members to have the time, resources and support to be effective educational leaders;
- The BCPVPA will work cooperatively with education partners to sustain and improve public education;
- The BCPVPA will proactively monitor emerging issues to inform and advise members; and
- The BCPVPA will be recognized as an innovative, inclusive and vigorous community of educational leaders
- The BCPVPA will maintain a strong efficient and effective organization.

**Partner Group: Federation of Independent School Association (FISA)**

Doug Lauson, President  
Henry Contant, Vice President  
Peter Froese, Executive Director (Representative)

**Contact Info:** 150 Robson St (604) 684 6023 or  
Vancouver BC V6B 2A7 (604) 684 7846

**Description from Website: ([www.fisabc.ca](http://www.fisabc.ca))**

Independent schools are understood to be those schools not owned and operated by the province which are regulated by the *Independent School Act*. The Federation of Independent School Associations (FISA), established in 1966, is an umbrella organization for independent school groups in British Columbia.

FISA is the voice for its members in British Columbia, and acts as a liaison between the schools and the government, and other educational institutions. FISA is dedicated to assisting independent schools in maintaining their independence while seeking fair treatment for them in legislative and financial terms.

FISA is a non profit society registered with the Corporate and Personal Property Registries office, Ministry of Finance of BC, Victoria, British Columbia, under the provisions of the *Society Act of BC*.



**Partner Group: First Nations Education Steering Committee (FNESC)**

Tyrone McNeil, President (Representative)  
Debra Jeffrey, A/Executive Director

**Contact Info:** Suite 113–100 Park Royal South (604) 925 6087  
West Vancouver BC V7T 1A2 1 800 555 3684

**Description from Website: ([www.fnesc.ca](http://www.fnesc.ca))**

The First Nations Education Steering Committee (FNESC) is an independent society that is committed to improving education for all First Nations learners in British Columbia. FNESC is led by representatives of First Nations across the province.

FNESC was established in May 1992 by participants at a Provincial First Nations Education Conference held at the Vancouver Friendship Centre. Generally, FNESC works as a collective organization to facilitate First Nations support for one another in the area of education, and to communicate with both the federal and provincial governments to ensure that First Nations concerns are being addressed.

FNESC also works to provide relevant and up to date information to First Nations about federal and provincial government policies and programs, to undertake research to support effective First Nations education, and to facilitate communication amongst First Nations and with other education organizations.

FNESC also provides administrative services for the First Nations Schools Association, the Indigenous Adult and Higher Learning Association (IAHLA) and other partner organizations.

**Partner Group: BC Assembly of First Nations (BCAFN)**

Jody Wilson Raybould (Puglaas), Regional Chief

**Contact Info:** 507–100 Park Royal South 604 922 7733  
West Vancouver BC V7T 1A2

**Description from Website: ([www.bcafn.ca](http://www.bcafn.ca))**

The BC Assembly of First Nations (BCAFN) is a Political Territorial Organization (PTO) that represents the 203 First Nations in British Columbia. The BCAFN is inclusive in its representation including First Nations involved in the treaty process and those that have chosen not to engage. In addition, we also represent the modern and historic treaty First Nations of BC, which include the Nisga'a Nation, and the Douglas and Treaty 8 First Nations. An elected Regional Chief provides the political leadership and activities for the BCAFN, and this role is a three year term, elected by the Chiefs of the First Nations of BC.

The BCAFN is a regional arm of the National Assembly of First Nations (AFN), which makes the Regional Chief an Executive Member of the AFN Executive Committee. The Regional Chief represents the regional concerns of the BCAFN constituents on the Executive Committee to ensure that regional perspectives are included in National political discussions and decision making. The Regional Chief also holds specific portfolios that deal with national policy issues and concerns.

The Regional Chief hosts regional assemblies that allow for the First Nations leadership of BC to engage in open socio political discussion in order to provide direction and mandates to the Regional Chief that are community driven. The Regional Chief then ensures that these mandates are represented and advocated at both the regional and federal level, creating linkages between the two processes. It is the role of the BCAFN to ensure that these activities continue to be communicated and represented at the community level.

The BCAFN is working towards creating new and better memories for First Nations that include meaningful participatory relationships with the provincial and federal governments as well as with industry, and which close the socio economic gap that exists for First Nations.

The new relationship with the BC Provincial Government and the recently signed made in BC tripartite Transformative Change Agreement will allow all parties to work towards reconciliation of Aboriginal rights and title with the Crown and to establish new relationships built on mutual respect and recognition. These principles and agreements will allow for First Nations, governments, industry, and other stakeholders to work together, inquire, and establish new forms of interaction that will respect and acknowledge First Nations title and rights.

**Partner Group: BC Federation of Labour (BCFed)**

Jim Chorostecki, President  
Jane Staschuk, Director Women's Programs, Education and Training  
(Representative)

**Contact Info:** 200 5118 Joyce St 604 430 1421  
Vancouver, BC V5R 4H1

**Description from Website: ([www.bcfed.ca](http://www.bcfed.ca))**

The British Columbia Federation of Labour represents more than half a million workers through affiliated unions in more than 800 locals, working in every aspect of the BC economy.

Established in 1956, the BCFed, as it is most commonly known, has a long and proud history of fighting for the rights of all working people. The goals of the Federation are best exemplified by its slogan: "What we desire for ourselves, we wish for all."

The B.C. Federation of Labour brings together the majority of unions in BC to provide a single voice on workers' rights. As well, the Federation provides support to affiliated unions during labour disputes and co ordinates cross union campaigns from health and safety to political action and women's rights.

The Federation is a member of the Canadian Labour Congress (CLC) and works with it to further the interests of working people across the country.

**Partner Group:** Canadian Union of Public Employees, BC (CUPE)

Barry O'Neill, President  
Bill Pegler, K-12 Coordinator (Representative)

**Contact Info:** 510-4940 Canada Way 604 291 9119  
Burnaby BC V5G 4T3

**Description from Website:** ([www.cupe.bc.ca](http://www.cupe.bc.ca))

CUPE BC represents 80,000 workers in more than 170 local unions and across many different sectors. Nearly every community in the province has one or more CUPE locals. CUPE members in B.C. work in hundreds of occupations that help keep communities strong. We work for municipalities, school boards, libraries, colleges, universities, social service agencies, community health centres, private agencies, the ambulance service, public utilities, and other public institutions.

**Partner Group: Association of BC Deans of Education (ABCDE)**

Kris Magnusson, Chair (Representative)  
Sandra Bruneau, Executive Director

**Contact Info:** c/o 300C Scarfe Building 604 822 4913 (UBC) or  
Faculty of Education 604 329 8717 (Cell)  
University of British Columbia  
2125 Main Mall  
Vancouver BC V6T 1Z4

**Description from Website: ([www.educ.sfu.ca/abcde](http://www.educ.sfu.ca/abcde))**

The Association of BC Deans of Education represents the nine provincial teacher education programs. The ABCDE exists to enhance cooperation among British Columbia's teacher education programs and other educational stakeholders in providing quality undergraduate and graduate teacher education programs as well as excellence in related scholarship and research. The ABCDE also promotes the exchange of ideas and discussion about enhancing educational opportunities for B.C.'s children.

The mission of the Association of British Columbia Deans of Education (ABCDE) is to promote cooperation and collaboration between and among British Columbia's Faculties of Education, as well as among their education partners. Such cooperation and collaboration is for the purposes of:

- supporting commitment to lifelong learning;
- providing innovative, resourceful, responsive, and inclusive undergraduate and graduate programs for the preparation and growth of teachers and others concerned with learning in both school and non school settings;
- building collaboration among, and partnership with, other educational stakeholders;
- encouraging and sharing pertinent scholarship and research;
- promoting the free and open exchange of ideas, analyses, and views of educational issues;
- enhancing learning opportunities for British Columbians; and
- exploring synergies and initiatives around shared priorities.

## **Partner Group: Conseil scolaire francophone de la Colombie-Britannique**

Alexandra T. Greenhill, Présidente (Representative)

**Contact Info:** 180 10200 Shellbridge Way 604 214 2600  
Richmond BC V6X 2W7

### **Description from Website: ([www.csf.bc.ca](http://www.csf.bc.ca))**

The Conseil scolaire francophone de la Colombie Britannique (also known as Francophone Education Authority or School District No. 93) is the French language school board for all French schools located in British Columbia. Unlike the other school boards in British Columbia, this school board does not cover a specific geographic area, but instead takes ownership of schools based solely on language.

The board of education for School District No. 93 helps ensure those with constitutional rights to minority language education under section 23 of the Canadian Charter of Rights and Freedoms receive it.

Since its creation in 1995, the Conseil scolaire francophone de la Colombie Britannique offers educational programs and services geared towards the growth and cultural promotion of the province's Francophone learners. An active partner in the development of British Columbia's Francophone community, the Conseil has presently in its system, and distributed across 78 communities in the province, over 4,350 students and 38 schools, which includes 23 homogeneous schools.

**Partner Group: Fédération des parents francophones  
de la Colombie-Britannique**

Pauline Gobeil, Présidente (Representative)  
Eric Carmichael, Vice Président

**Contact Info:** 223–1555, 7e Avenue Ouest 604 736 5056  
Vancouver BC V6J 1S1

**Description from Website: ([www.fpfcb.bc.ca](http://www.fpfcb.bc.ca))**

The Fédération des parents francophones de la Colombie Britannique (FPFCB) is the provincial organization that represents all parents whose children attend a francophone school or preschool.

The mission of British Columbia's Fédération des parents Francophones is to support BC Francophone parents:

- in their role as first educators of their children; and
- in establishing the educational and community foundations that will support the development of children and families within the French language and culture.

**Mandate**

The mandate of Fédération des parents francophones de la Colombie Britannique includes the following:

- Provide support and training to local parent advisory councils;
- Negotiate on their behalf with decision making authorities;
- Promote the importance of early childhood education;
- Promote a common vision of early childhood education among stakeholder groups;
- Identify overall needs with regard to services and programs for early childhood education;
- Facilitate and coordinate the efforts and actions of stakeholders;
- Participate in provincial partnerships with regard to early childhood education, as well as elementary and secondary education;
- Undertake research and development in the field of policies and programs in French education for children and families in British Columbia

**Partner Group: BC Student Voice**

Sharon Cutcliffe, Manager	<a href="mailto:sharon@bcpvpa.bc.ca">sharon@bcpvpa.bc.ca</a>
Lisa Odland (Representative)	<a href="mailto:lisa.odland@hotmail.com">lisa.odland@hotmail.com</a>
Alex Ross (Representative)	<a href="mailto:alex25930@hotmail.com">alex25930@hotmail.com</a>

**Contact Info:** 200 525 West 10th Avenue



Vancouver, BC V5Z 1K9

**Description from Website: (bcstudentvoice.com)**

**Who are we?**

Students leading with one voice in co-operation with educators through mutual respect and support.

**Our history**

In 1990, a group of dedicated students and educators saw a need for enhancing student leadership in British Columbia. The B.C. Principals' & Vice-Principals' Association, with the support of the Ministry of Education, assisted the group in launching a concept called BC Student Voice. Since then, the Voice has grown to represent all regions across the province. BC Student Voice has placed representatives on provincial Ministry of Education committees and represented student opinion at regional and provincial meetings. BC Student Voice has developed its own vision, mission and goals. Supported by adult advisors, students meet regularly to review provincial education directions, gather support for their various regional initiatives and facilitate developments of school and district student voices.

**Goals**

- To increase the awareness of BC Student Voice throughout the province.
- To establish broad representation of students for the provincial BC Student Voice by creating a regional representative network throughout the province.
- To communicate information about BC Student Voice with all partners in education.
- To encourage all members of BC Student Voice to meet with their principals and vice-principals to discuss further involvement of students and methods of networking with other schools.
- To increase awareness and understanding, and to facilitate positive change in social issues.

## **Literacy Organization: Decoda Literacy Solutions**

**Contact Info:** 560-510 Burrard Street, 604-681-4199 (tel)  
Vancouver, BC, V6A 4C1 604-681-3006 (fax)

Email: [info@decoda.ca](mailto:info@decoda.ca)

## **Description from Website: <http://decoda.ca/about-us/>**

Decoda brings together Literacy BC and the literacy department of 2010 Legacies Now.

-For 20 years, Literacy BC offered training, tools and support to those who work in adult literacy. In partnership with the federal and provincial government, it raised awareness, developed policy, promoted innovation in practice, built an extensive library, and supported adult learners.

-For 10 years, the literacy department of 2010 Legacies Now partnered with the Province of British Columbia to support literacy development in more than 400 communities and neighbourhoods across BC.

## **Mission, Vision and Values**

### **Our Vision**

A culture of community-based learning and literacy in British Columbia.

### **Our Mission**

To address and support the full continuum of literacy and learning priorities identified by communities across BC so that people can better participate in society and the communities themselves become even more resilient.

### **Our Primary Beneficiaries**

Our primary beneficiary is the literacy network, which is the main vehicle for meeting literacy needs within BC.

### **Our Essential Stakeholders**

- Communities
- Literacy Practitioners
- School Districts, Post-Secondary Institutions and Libraries
- Federal and Provincial Governments

- Business & Industry

## **Our Values**

- Collaboration: We believe diverse ideas and contributions create impactful literacy and learning solutions.
- Courage: We embrace innovation and take action.
- Kindness: We treat colleagues and others as we wish to be treated, with care, respect and appreciation.
- Accountability: We demonstrate, measure and share results.

## **Distinctive Excellence**

- Literacy Expertise: We are recognized leaders in literacy and community development.
- Community Leverage: We're able to mobilize a province-wide network of resources and expertise to leverage investments in literacy.
- Co-Creating Solutions: We bring together public policy makers, business and industry, individual philanthropists, and communities to work together to meet our collective literacy priorities, goals and interests.

## **Strategic Goals**

- Community Focus: Actively support the literacy and learning needs of all who live and work in communities across BC.
- Capacity Building: *Increase literacy expertise and capacity within British Columbia.*
- Leadership: *Provide thought leadership and promote expertise in practice.*
- Workforce Development: *Improve the competencies of the current and future workforce.*
- Financial Viability: *Build sustainable funding for community literacy and coordination.*
- Organizational Effectiveness: *Ensure Decoda Literacy Solutions is operationally aligned to meet its business objectives.*

## **Our Services**

Decoda will work with any group that is committed to community-based literacy and learning.

We support all types of literacy, including adult, family, early childhood, and workplace. As well, we support new areas of interest, such as health and financial literacy. We offer professional development, funding, resources, and evaluation tools. We research new ideas and best practices, and we raise public awareness of literacy as a solution to many social issues.

We respond to community needs, as well as emerging trends and government priorities.

## **Literacy Organization: BC Library Association (BCLA)**

**Contact Info:** #150 - 900 Howe Street (604) 683-5354 (tel)  
Vancouver, BC V6Z 2M4 (604) 609-0707 (fax)

Email: [execdir@bcla.bc.ca](mailto:execdir@bcla.bc.ca)

**Description from Website:** <http://www.bcla.bc.ca/page/about%20us.aspx>

## **About BCLA**

### **Our Mission**

The purposes of the Association are to encourage library organization and development throughout British Columbia, to coordinate library services in various parts of the province, to create friendly and helpful cooperation between libraries, to maintain contact with similar organizations throughout Canada and elsewhere, and to advance by education, research, friendly association and through cooperative effort the mutual interest of all libraries and library personnel.

### **Who We Are**

The British Columbia Library Association is a nonprofit, independent, voluntary association. Our more than 700 members include librarians, library personnel, library trustees and other interested individuals; corporate, government, school and academic libraries; publishers and library supply companies.

An elected Board of Directors governs the Association. The Association has two sections (YAACS and ALPS), in addition to several committees and interest groups that plan and implement ongoing programs and special projects.

### **What We Do**

- Initiate and coordinate projects to improve library services and information access in B.C.
- Encourage continuing education for library staff through workshops, seminars and conferences.
- Prepare briefs to government on issues of concern to library personnel and others.
- Publish the *BCLA Browser*, a quarterly online open-access newsletter of library news and information from around the province.
- Organize the annual BC Library Conference, which serves as a major forum for the province's library community.
- Sponsor scholarships and awards in library education.

### **Literacy Organization: BC Library Trustees Association (BCLTA)**

<b>Contact Info:</b>	British Columbia Library Trustees Association	(778) 355-9979 (tel)
	PO Box 4334, Station Terminal	(604) 913-1424 (tel)
	Vancouver BC V6B 3Z7	(604) 913-1413 (fax)

Email: [execdirector@bclta.org](mailto:execdirector@bclta.org)

### **Description from Website: <http://www.bclta.org>**

The BCLTA, which was founded in 1977, represents the boards and trustees that govern local public libraries in British Columbia. We represent over 65 library boards and more than 650 library trustees who volunteer their time on library boards throughout the province. Our mission is “*To support and represent trustees in advancing public libraries.*” Therefore, we strive to provide a range of services to trustees and boards to make them leaders in BC’s library community. The products and services we offer include an annual conference for trustees, training workshops, trustee awards, bulletins, newsletters, and more.

BCLTA also fills an important strategic role, providing organized representation to the provincial government for library trustees, and undertaking advocacy work on behalf of trustees and public libraries with various levels of government and the public. Our ongoing advocacy work includes:

- Regular meetings with the Director of the Public Library Services Branch to discuss library issues from a trustee perspective, and to advocate for positive changes in provincial support for libraries;
- An annual meeting with the Minister responsible for libraries;
- Meetings with other provincial government ministers and staff as the need arises;
- Participation at the annual Union of BC Municipalities Convention;
- Regular meetings with other provincial library associations, such as the BC Library Association (BCLA) and the Association of BC Public Library Directors (ABCPLD);
- Monitoring government legislation that directly or indirectly affects libraries; and
- Collaborating with the Canadian Library Trustees Association on national issues.

BCLTA is governed by a Board of nine and the work of the Board is supported by an Administrative Assistant.

Membership in BCLTA is based on an institutional membership for the library board, which includes membership privileges for each individual board member.

### **Literacy Organization: BC Association of Aboriginal Friendship Centres (BCAAFC)**

<b>Contact Info:</b>	#200 - 506 Fort Street	250-388-5522 (tel)
	Victoria, BC, V8W 1E6	250-388-5502 (fax)

**Description from Website:** <http://www.bcaafc.com/aboutus>

#### **Mandates**

The BCAAFC has an over-riding philosophy and as a registered Society within the Province of BC, our constitution reads:

"The purposes of the BC Association of Aboriginal Friendship Centres are:

1. To promote the betterment of Aboriginal Friendship Centres in the Province of British Columbia.
2. To establish and maintain communications between Aboriginal Friendship Centres and other Provincial Associations and the National Association of Friendship Centres.

3. To act as a unifying body for Aboriginal Friendship Centres. To provide an Association for Government Agencies to communicate through and obtain information from. This, in no way takes away a centre's right to negotiate directly with any agency.
4. To advise the Government, when requested by the collective centres, on how and what programs may assist Aboriginal Friendship Centres, in the development programs to better the lives of Aboriginal Native people in British Columbia."

### **BCAAFC Goals for Aboriginal Family Literacy**

*Important Notice: This initiative is not currently funded. Please check back for updates.*

The Aboriginal Family Literacy Initiative is a project developed by the BCAAFC which aims to contribute to increased literacy among Aboriginal families in BC through the creation of a movement which will promote, support, and empower Aboriginal Family Literacy.

1. Support Aboriginal family literacy programming among literacy and Aboriginal social service providers in BC
  - Strengthen the networking and collaboration between organizations providing literacy services to Aboriginal people in BC
  - Literacy service providers are empowered to implement culturally appropriate Aboriginal family literacy initiatives
2. Increase access to Aboriginal-focused literacy approaches and resources for both literacy practitioners and Aboriginal families in BC
  - Resources and materials related to Aboriginal family literacy are easily accessible
  - Aboriginal families in BC feel that their needs for culturally relevant reading materials are met
  - Aboriginal families have a culturally-friendly, welcoming place to come read together
  - Gaps and areas for further development of Aboriginal literacy resources are identified
3. Promote Aboriginal family literacy in BC through emphasizing the positive connection between literacy and Aboriginal culture
  - Aboriginal families have a greater awareness of the importance of literacy



- Aboriginal families have a better understanding of family and Aboriginal approaches to literacy, and of the importance of reading at home
- Aboriginal families view literacy as supportive of Aboriginal culture
- Literacy service providers have a strengthened awareness of Aboriginal approaches to family literacy and the importance of employing Aboriginal pedagogy.

### **Literacy Organization: The Council of Ministers of Education, Canada (CMEC)**

**Contact Info:** #1106-95 St. Clair Avenue West 416-962-8100 (tel)  
 Toronto, ON, M4V 1N6 416-962-2800 (fax)

Education and Literacy: Katerina Sukovski - k.sukovski@cmecc.ca

**Description from Website:** <http://www.cmecc.ca/11/About/index.html>

The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body founded in 1967 by ministers of education to serve as:

- a forum to discuss policy issues;
- a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest;
- a means by which to consult and cooperate with national education organizations and the federal government; and
- an instrument to represent the education interests of the provinces and territories internationally.

CMEC provides leadership in education at the pan-Canadian and international levels and contributes to the exercise of the exclusive jurisdiction of provinces and territories over education.

CMEC is governed by an Agreed Memorandum approved by all members. A Chair is elected every two years based on rotation among the provinces. The current Chair is the Honourable Ramona Jennex of the Department of Education for Nova Scotia. All 13 provinces and territories are members.

### **What does CMEC do?**

Ministers of education work through CMEC on a wide variety of activities, projects, and initiatives. For example, CMEC

- represents provinces and territories on education-related international bodies and participates in their activities;
- contributes to the fulfilment of Canada's international treaty obligations;
- provides a national clearing house and referral service to support the recognition and portability of educational and occupational qualifications;
- assesses the skills and competencies of Canadian students;
- develops and reports on education indicators;
- sponsors research in education-related statistics;
- administers Canada's national official-languages programs; and
- consults and acts on a variety of issues in elementary, secondary, and postsecondary education.

Among other work, CMEC is also currently involved in priority activities related to Aboriginal education, literacy, and postsecondary capacity.

In April 2008, CMEC released Learn Canada 2020, a joint ministerial statement that underscores provincial and territorial responsibility for the four pillars of lifelong learning – early childhood learning and development, elementary and secondary schooling, postsecondary education, and adult learning and skills development – and proposes working collaboratively with key partners and stakeholders to ensure that all Canadians benefit from the strength and diversity of provincial and territorial education systems.

## **Literacy**

Literacy is more than words. Literacy is the key to opportunity for individuals, families, and communities across Canada.

While Canada's youth rank among the top in the world for literacy skills such as prose and numeracy, about nine million adult Canadians struggle with low literacy skills, including more than five million who lack the skills necessary to read a newspaper or fill out a job application.

That's why CMEC has created a literacy action plan to raise literacy levels from coast to coast to coast. Activity areas outlined in the plan include literacy policies, practices, research, assessment, and stakeholder engagement.

**School Health Organization: Action Schools BC**

**Contact Info:** U#360 - 3820 Cessna Drive 604-738-2468 (tel)  
Richmond BC 604-333-3579 (fax)  
V7B 0A2

Email: [info@actionschoolsbc.ca](mailto:info@actionschoolsbc.ca)

**Description from Website: <http://www.actionschoolsbc.ca>**

Action Schools! BC is a best practices model designed to assist schools in creating individualized action plans to promote healthy living.

**ACTION SCHOOLS! BC:**

- contributes to the health of children by integrating physical activity and healthy eating messages into the fabric of the school community, with the goal of providing children with a foundation for life-long healthy living.
- provides a framework for action, building on best practices and existing resources within the school community, targeting six Action Zones.
- promotes the creation of inclusive and diverse physical activity and healthy eating opportunities throughout the school day, and supports school initiatives to make healthy choices the easy choices for children.
- is a source of inspiration and practical resources including action ideas, program recommendations, success stories, downloadable resources and program information, and links to healthy living resources from British Columbia and across Canada.
- utilizes existing relationships and generates new partnerships among teachers, school administrators, families, and community practitioners.
- is based on a comprehensive evidenced-based health outcome evaluation that proved the model was effective at increasing the physical activity level of students, and contributed to improvements in their bone health, heart health, dietary requirement awareness, and academic performance (McKay, H.A., 2004).
- Healthy Eating pilot demonstrated that the initiative was effective at changing the pattern of vegetable and fruit consumption of school children in Grades 4 to 7 (Day, Strange, & Naylor, 2007).

**School Health Organization: Directorate of Agencies for School Health  
DASH BC**

**Contact Info:** Suite 1055-409 Granville St. 604-681-0600 (tel)  
Vancouver, British Columbia V6C 1T2  
Email: [info@dashbc.org](mailto:info@dashbc.org)

**Description from Website: <http://www.dashbc.ca>**

The Directorate of Agencies for School Health (DASH) BC is committed to making a significant contribution toward positively influencing the health and learning capacity of students in British Columbia. DASH BC helps inspire school communities to adopt a comprehensive school health approach. This approach offers a practical framework for teachers, students, families, schools and communities to work together to create plans that will enhance student health and learning. It encourages children and youth to make healthy choices about their lifestyle, schools and the communities in which they live.

DASH BC exemplifies trusted leaderships in the field of school health through its successful work with cross sector partners. DASH BC has facilitated share learning, advocacy, development of promising practices and delivery of leading school health programs.

DASH BC uses its deep understanding of comprehensive school health and its network of leaders to deliver and facilitate innovative school health initiatives to directly benefit the health of students and school communities. It also creates meeting opportunities for those who care about school health to connect, share knowledge, and learn with and from each other. The Mission of DASH is to work with partners to improve the health and learning of students in BC by promoting, supporting and facilitating a healthy schools approach.

**Vision**

That student participation in a healthy school community is the norm, not the exception.

**Programs**

DASH BC is responsible for:

- Provincial coordination of Healthy Schools BC initiative on behalf of ministries of Education and Health, including management of Healthy Schools BC web portal.
- Implementation of Action Schools! BC
- Administering and supporting the Healthy Schools Network

**School Health Organization: BC Agriculture in the Classroom (AITC-BC)**

**Contact Info:** 1767 Angus Campbell Road 604-556-3088 (tel)  
Abbotsford, BC V3G 2M3 604-556-3030 (fax)

Email: [info@aitc.ca](mailto:info@aitc.ca)

**Description from Website: <http://www.aitc.ca/bc>**

**Our Mission Statement**

- Working with educators to bring BC's agriculture to our students.

**Our Purpose**

- To provide educators and students with quality educational resources, programs and other agricultural information that highlight agriculture as an important part of our economy and way of life.
- To enable students to make informed decisions about food choices, food safety, the importance of our own supply of local food and other agricultural products.
- To develop an awareness and understanding in BC schools of the importance of agriculture, sustainable food systems, and the protection of BC's agriculture resource base.
- To promote the value of a healthy agricultural sector to our educators, students, and society.
- To promote careers in agriculture as a viable and desirable career choice.
- To facilitate the relationship between BCAITC and it's stakeholders to accomplish the Purpose of the Foundation.

**Agriculture in the Classroom is Represented by:**

- Producers, agribusiness, teachers
- BC Ministry of Agriculture and Lands
- BC Ministry of Education
- University of British Columbia
- A broad cross-section of the province's food industry.

## **School Health Organization: Breakfast for Learning**

**Contact Info:** 16 Eglinton Avenue East, Suite 400 416-487-1046 (tel)  
Toronto, ON M4P 1G4 416-487-1837 (fax)

*Alberta, BC and Yukon Office* 604-583-0450 (tel)  
10688 King George Highway 604-583-5081 (fax)  
Surrey, BC V3T 5B7  
Email: lwerring@breakfastforlearning.ca

### **Description from Website: <http://www.breakfastforlearning.ca/>**

Breakfast for Learning (BFL) is the leading, national non-profit organization solely dedicated to child nutrition programs in Canada. As the nation's lead advocate for quality nutrition in schools, we provide:

- nutrition grants that allow programs to obtain food, equipment and staff required to meet the needs of their school community;
- child nutrition education resources and tools to help raise awareness and educate communities about proper nutrition;
- research to support the vital link between child nutrition and learning; and
- a strong voice for child nutrition that advocates for national meal program in Canada and quality nutrition in schools.

Since our inception over 19 years ago, BFL has helped to nourish over 2.5 million children from coast to coast to coast. With a network of over 30,000 volunteers, BFL has helped start and sustain over 2,380 nutrition programs, serving millions of healthy breakfasts, lunches and snacks to more than 259,300 children and youth across the country in the 2010-2011 school year.

When a child is hungry, it's hard to learn. Together, we can help ensure children have the nutrition they need to grow and thrive with a world of opportunity in front of them.

#### **Our Mission**

- Breakfast for Learning is a national charity that educates and empowers communities to deliver school based nutrition programs, helping children and youth realize their full potential in life.

#### **Our Vision**

- To ensure all kids in Canada attend school well nourished, improving their ability to learn, giving them the best chance of success in life.

**School Health Organization: Breakfast Clubs of Canada**

**Contact Info:** Western Canada, Regional Office  
105, 150 Crowfoot Cr. NW  
Calgary, AB T3G 3T2

*Western Provinces Program Manager*

Josée Desjardins

604-613-5501 (tel)

Email: Josee.Desjardins@breakfastclubscanada.org

**Description from Website: <http://www.breakfastclubscanada.org>**

**Our Mission**

Breakfast Clubs of Canada is a national not-for-profit organization dedicated to providing services and funding to school breakfast programs. We do this with the help of individual and corporate partners, all committed to the cause of feeding our children's future.

**Our History**

Launched in 2005, Breakfast Clubs of Canada builds on 15 years of success and experience of the *Club des petits déjeuners du Québec* (Quebec Breakfast Club), which serves more than 2.5 million breakfasts to Quebec schoolchildren annually. The Quebec Breakfast Club program was recognized by the United Nations World Food Programme. It is the model Breakfast Clubs of Canada promotes for other programs elsewhere in Canada.

Breakfast Clubs of Canada saw the need for school breakfast programs all across Canada. We are currently developing breakfast programs around the country. We are also present in First Nations, Métis and Inuit communities.

Last year, Breakfast Clubs of Canada helped serve over 16 million breakfasts and over 106,000 children in hundreds of school breakfast programs across Canada.



## **Early Childhood Organization: Human Early Learning Partnership**

**Contact Info:** University of British Columbia 604-822-1278 (tel)  
4th Floor, Library Processing Centre 604-822-0640 (fax)  
2206 East Mall  
Vancouver BC V6T 1Z3

Email: [earlylearning@ubc.ca](mailto:earlylearning@ubc.ca)

### **Description from Website: ([www.earlylearning.ubc.ca](http://www.earlylearning.ubc.ca))**

Our vision is to create, advance and apply knowledge through interdisciplinary research to help children thrive.

HELP will make a unique international research contribution to understanding the biological, psychological, and societal factors influencing children's health and development. In pursuit of this mission, HELP uses the following strategies.

- Highlight the importance of the early years on health & development.
- Utilize a longitudinal, life-course perspective.
- Facilitate cell-to-society research collaborations and discourse.
- Foster inter-disciplinary, inter-institutional, inter-cultural and inter-sectoral partnerships.
- Facilitate knowledge exchange capable of transforming lives and communities.

HELP is a research consortium of six major B.C. universities: UBC, UVic, SFU, UNBC, TRU, and UBCO.

The earliest years of life (0 to 6) have a significant impact on an individual's health, well-being and competence later in life. As such, HELP seeks to influence the following broad outcomes/goals for all children:

- To improve nurturant environments for children so that all children will thrive.
- To reduce inequities in patterns of all children's development and educational outcomes.
- To increase universal access to environments that support families and promote healthy development of all children.
- To enhance understanding of the social determinants of child health & development across family, neighbourhood and society.
- To influence structural advances that improve the health and well-being of children and families in BC and beyond.
- To increase awareness that all aspects of a child's development – emotional, social, cognitive, physical and language – are interdependent and of equal importance.
- To increase inter-sectoral, multi-level commitment and investment for the development and expansion of effective ECD policies and programs for all children.

## **Early Childhood Organization: Early Childhood Educators of BC (ECEBC)**

**Contact Info:** Early Childhood Educators of British Columbia  
2774 East Broadway 604-709-6063 (tel)  
Vancouver, BC V5M 1Y8 604-709-6077 (fax)

Email: [ecebc@direct.ca](mailto:ecebc@direct.ca)

**Description from Website:** ([www.ecebc.ca](http://www.ecebc.ca))

ECEBC:

- Is the professional association for early childhood educators in British Columbia.
- Is supported and directed by its members.
- Liaises with other early childhood associations.
- Participates in developing ECE training programs.
- Promotes professional development and high standards of practice.
- Advocates for ECE practitioners, young children, and families.

Our Vision

ECEBC envisions an early childhood profession that believes:

- A society that values and nurtures children will be a stronger and healthy society.
- Caring about children is of equal value to caring for children.
- Membership in your professional association enhances our ability to build a stronger profession and strengthens the capacity of the child care field.
- Awareness of our professional history combined with relevant and current research informs our future direction and will influence positive change in child care.
- Strong and powerful early childhood leadership will influence recognition and respect by society at large and the community it serves.

## **Early Childhood Organization: BC Association of Family Resource Programs (FRP-BC)**

**Contact Info:** 106 - 2590 Granville Street 604.738.0068 (tel)  
Vancouver, BC V6H 3H1 604.738.0568 (fax)

Email: [info@frpbc.ca](mailto:info@frpbc.ca)

### **Description from Website: ([www.frpbc.ca](http://www.frpbc.ca))**

The BC Association of Family Resource Programs (FRP-BC) is a not-for profit provincial organization dedicated to raising the awareness of the importance of community-based Family Resource Programs.

A Family Resource Program is a parent participation drop-in welcoming all families in the community with children aged 0-6 (the early years). The Drop-in is a program model found in the Family Place down the street, the Neighbourhood House around the corner and the Parent Place drop-in at your community / family centre.

Community Action Programs for Children (CAPC) that include a drop-in component are Family Resource Programs. Aboriginal Head Start Programs (AHSP) are very similar to the FRP Model. StrongStart BC Early Learning Programs resemble some components of a Family Resource Program.

The Model is Simple

Parent/child interactive drop-in for families with children 0-6, that are guided by program delivery where;

- Everyone in the community with children 0-6 is welcome
- Parents attend with their children
- Drop-in is free or low cost
- Offers five core areas of service
- Additional resources, programs and services are offered

## **Early Childhood Organization: BC Healthy Child Development Alliance (BCHCDA)**

**Contact Info:** Room 2H2 604-875-2345 ext 5247 (tel)  
4480 Oak Street 604-875-2074 (fax)  
Vancouver, BC  
V6H 3V4

Email: [alliance@cw.bc.ca](mailto:alliance@cw.bc.ca)

### **Description from Website: ([www.childhealthbc.ca](http://www.childhealthbc.ca))**

The British Columbia Healthy Child Development Alliance (BCHDA) is a coalition of health, social, education, research and community organizations sharing a common interest in supporting the healthy development of all children in BC.

The Alliance grew out of the 2004 Healthy Child BC Forum in part from the identification of health child development as a core public health function. Participants at the 2004 Forum outlined a number of key areas and recommendations for action in early childhood development.

The Alliance recognizes that:

- "Health is a state of complete physical, mental and social wellbeing" (WHO Constitution, 1948);
- Child development is a determinant of health lifelong health and well being;
- Healthy child development is determined by broad environmental, social, economic and cultural conditions, and human biology.
- Healthy pregnancy is an important determinant of healthy infant and child development;
- There is a strong correlation between early childhood experiences and adult health status and social well-being, including intellectual development and lifelong learning. Health promotion, prevention and early interventions are critical to ensuring healthy child development and healthy adulthood.

### **Purpose**

The purpose of the Alliance is to provide leadership in encouraging and supporting the development and implementation of policies and strategies that are essential to ensuring healthy child development of all children in BC.

**Early Childhood Organization: BC Aboriginal Child Care Society (BCACCS)**

**Contact Info:** Suite 708, 100 Park Royale 604- 913-9128 (tel) West  
Vancouver, BC 604- 913-9129 (fax)  
V7T 1A2

Email: [reception@acc-society.bc.ca](mailto:reception@acc-society.bc.ca)

**Description from Website: ([www. acc-society.bc.ca/index.php](http://www.acc-society.bc.ca/index.php))**

The British Columbia Aboriginal Child Care Society (BC ACCS) is committed to nurturing excellence through research, community outreach, education and advocacy, to ensure every Aboriginal child in BC has access to spiritually enriching, culturally relevant, high quality early childhood development services.

**We are committed to** nurturing excellence through research, community outreach, education and advocacy, to ensure every Aboriginal child in BC has access to spiritually enriching, culturally relevant, high quality early childhood development services.

**We believe in** transforming lives through good beginnings. Our goal is to see every Aboriginal child get a healthy, happy start in life, so that they are able to fully thrive within their families, communities and Nations.

**Because we value children,** we work with all our partners to ensure that ECD services across the province are delivered with the highest quality of current promising practices.

**Intergovernmental Organization:     Joint Consortium for School Health**

**Contact Info:**

Holman Centre 250 Water St, Suite 101     902 438 4898 (tel)  
Summerside PE C1N 1B6     902 438 4889 (fax)  
Email: [info@jcsh-cces.ca](mailto:info@jcsh-cces.ca)

**Description from Web site:     ([www.jcsh-cces.ca](http://www.jcsh-cces.ca))**

The Joint Consortium for School Health (JCSH) was established by provincial, territorial and federal governments to facilitate and initiate cooperation across the health and education sectors. The focus is on providing information and support to member governments, building system capacity for promoting health through school based and school linked programs and being a catalyst for collaborative activities and actions.

The members of the Consortium interpret “health” in the broadest sense of the word, so a wide variety of health, social and developmental issues are addressed. Member governments pursue a number of approaches and priorities in school health promotion, so there is no one model or strategy that the Consortium promotes over any other.

The Consortium reflects the declared commitment made by First Ministers in the 2004 Health Care Accord to work across sectors through healthy schools. The councils representing education and health ministers endorsed the initiative a few months later.

The JCSH Board of Directors is comprised of one deputy minister from each jurisdiction. The Management Committee is comprised of ADMs and other senior officials. Each province and territory has named a School Health Coordinator. The Public Health Agency of Canada acts as the lead contact for the federal government.

**BACKGROUND**

In response to the Healthy Living Strategy being developed by Canada’s Health Ministers, the Council of Ministers of Education, Canada approached the health sector to explore the possibility of forming an intergovernmental partnership and action plan to address a variety of health, social and learning related problems of school aged children and youth. Based on the recommendations of a joint working group of deputy ministers, the education and health ministers endorsed the formation of the Joint Consortium for School Health.

**Intergovernmental Organization:      Union of British Columbia Municipalities**

**Contact Info:**                      60–10551 Shellbridge Way                      604 270 8226 (tel)  
   Richmond BC V6X 2W9                      604 270 9116 (fax)  
   Email: ubcm@civicnet.bc.ca  
   Local Government House                      250 356 5133 (tel)  
   525 Government Street                      250 356 5119 (fax)  
   Victoria BC V8V 0A8

**Description from Web site:      ([www.civicnet.bc.ca](http://www.civicnet.bc.ca))**

The UBCM was formed in 1905 to provide a common voice for local government and this role is as important today as it was more than 100 years ago. The UBCM reflects the truth in the old adages "strength in numbers" and "united we stand    divided we fall".

Convention continues to be the main forum for UBCM policy making. It provides an opportunity for local governments of all sizes and from all areas of the province to come together, share their experiences and take a united position.

Positions developed by members are carried to other orders of government and other organizations involved in local affairs. Policy implementation activities have expanded from annual presentations to Cabinet to UBCM involvement in intergovernmental committees, regular meetings with Ministers and contact on a daily basis with senior government.

In today's ever changing world, where shifts in senior government policies, or in economic, social or political conditions, can have an immediate effect on local government, UBCM stands as a "listening post". UBCM initiates, monitors, interprets and reacts where such changes could have an effect on local governments and the communities they serve.

The result is improved local government and BC's communities are the real winners. Through the UBCM, local government has achieved much, and the potential is always there to achieve even more.



## **Intergovernmental Organization: Council of Ministers of Education, Canada (CMEC)**

**Contact Info:**      1106–95 St. Clair Avenue W      416 962 8100 (tel)  
Toronto ON M4V 1N6      416 962 2800 (fax)  
Email: [Information@cmecc.ca](mailto:Information@cmecc.ca)

### **Description from Web site: ([www.cmecc.ca](http://www.cmecc.ca))**

The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body founded in 1967 by ministers of education to serve as:

- a forum to discuss policy issues
- a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest
- a means by which to consult and cooperate with national education organizations and the federal government
- an instrument to represent the education interests of the provinces and territories internationally

CMEC provides leadership in education at the pan Canadian and international levels and contributes to the fulfilment of the constitutional responsibility for education conferred on provinces and territories. CMEC is governed by an Agreed Memorandum approved by all members. A Chair is elected every two years based on rotation among the provinces. All 13 provinces and territories are members.

Ministers of education work through CMEC on a wide variety of activities, projects, and initiatives. For example, CMEC

- represents provinces and territories on education related international bodies and participates in their activities
- contributes to the fulfilment of Canada's international treaty obligations
- provides a national clearing house and referral service to support the recognition and portability of educational and occupational qualifications
- assesses the skills and competencies of Canadian students
- develops and reports on education indicators
- sponsors research in education related statistics
- administers Canada's national official languages programs
- consults and acts on a variety of issues in elementary, secondary, and postsecondary education

Among other work, CMEC is also currently involved in priority activities related to Aboriginal education, literacy, and postsecondary capacity.

**Intergovernmental Organization:      Government of Canada**

**Contact Info:**            1 800 O Canada (1 800 622 6232)

**Web site:**    ([www.canada.gc.ca](http://www.canada.gc.ca))

**Government of Canada Departments and Agencies:**

Alphabetical listing of links to Government of Canada departments and agencies Web sites.

[www.canada.gc.ca/depts/major/depind-eng.html](http://www.canada.gc.ca/depts/major/depind-eng.html)

The following are specifically relevant to the Ministry:

**Aboriginal Affairs and Northern Development Canada (AANDC)** supports Aboriginal people (First Nations, Inuit and Métis) and Northerners in their efforts to:

- improve social well being and economic prosperity
- develop healthier, more sustainable communities
- participate more fully in Canada's political, social and economic development to the benefit of all Canadians

AANDC is one of the federal government departments responsible for meeting the Government of Canada's obligations and commitments to First Nations, Inuit and Métis, and for fulfilling the federal government's constitutional responsibilities in the North. AANDC's responsibilities are largely determined by numerous statutes, negotiated agreements and relevant legal decisions. Most of the Department's programs, representing a majority of its spending are delivered through partnerships with Aboriginal communities and federal provincial or federal territorial agreements. AANDC also works with urban Aboriginal people, Métis and Non Status Indians (many of whom live in rural areas) through the [Office of the Federal Interlocutor](#).

AANDC's [mandate](#), responsibilities and [key priorities](#) are shaped by centuries of history, and unique demographic and geographic challenges. AANDC is one of 34 federal departments and agencies involved in Aboriginal and northern programs and services.

Web site: [www.aadnc.aandc.gc.ca/](http://www.aadnc.aandc.gc.ca/)

**Canadian Heritage (CH)** is responsible for national policies and programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians.

CH and Canada's major national cultural institutions play a vital role in the cultural, civic and economic life of Canadians. The [vision and mission](#) are centered on engagement, celebration and participation and the [mandate and priorities](#) are focused on [culture](#), [identity](#) and [sport](#).

CH delivers policies and programs related to broadcasting and interactive media, arts and cultural industries, heritage objects and spaces, official languages, citizenship participation and identity, human rights, Aboriginal Peoples, youth and sport initiatives, as well as national ceremonies and symbols.

The Canadian Heritage Portfolio includes the Department, five departmental agencies, ten Crown corporations and one administrative tribunal. The Department is organized to ensure a place for Canadian voices and perspectives, to support excellence, and to reach Canadians from all walks of life. It is administered by a Deputy Minister and an Associate Deputy Minister. The Department is composed of four sectors, each headed by an Assistant Deputy Minister, and seven Corporate Services. To reach Canadians and to ensure equitable access to the Department's programs and services, CH has regional offices located in Moncton, Montréal, Toronto, Winnipeg and Vancouver as well as a number of access points across the country, for a total of 21 points of service.

Web site: [www.pch.gc.ca](http://www.pch.gc.ca)

**Statistics Canada** produces statistics that help Canadians better understand their country—its population, resources, economy, society and culture.

In Canada, providing statistics is a federal responsibility. As Canada's central statistical agency, Statistics Canada is legislated to serve this function for the whole of Canada and each of the provinces.

Objective statistical information is vital to an open and democratic society. It provides a solid foundation for informed decisions by elected representatives, businesses, unions and non profit organizations, as well as individual Canadians.

In addition to conducting a Census every five years, there are about 350 active surveys on virtually all aspects of Canadian life.

Web site: [www.statcan.gc.ca](http://www.statcan.gc.ca)

### **Structure of the Government of Canada**

[www.canada.gc.ca/aboutgov](http://www.canada.gc.ca/aboutgov)This

This website provides information on the Canadian ministry, Members of the House of Commons and the Senate of Canada, Hansard Index, Acts, Regulations, Orders in Council and more.

**Intergovernmental Organization: The Council of the Federation**

**Contact Info:** Loretta O'Connor, Executive Director  
630-360 Albert St 613 563 4066 (tel)  
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On December 5, 2003, Canada's Premiers proudly announced in Charlottetown the creation of the Council of the Federation. It is a new institution for a new era in collaborative intergovernmental relations.

The Council of the Federation was created by Premiers because they believe it is important for provinces and territories to play a leadership role in revitalizing the Canadian federation and building a more constructive and cooperative federal system.

The Council of the Federation's objectives are to:

- Promote interprovincial territorial cooperation and closer ties between members of the Council, to ultimately strengthen Canada
- Foster meaningful relations between governments based on respect for the Constitution and recognition of the diversity within the federation
- Show leadership on issues important to all Canadians

# Ministry of Education

## 2012/13 – 2014/15 SERVICE PLAN

February 2012



For more information on the British Columbia  
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Published by the Ministry of Education

## Message from the Minister and Accountability Statement



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

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

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

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

Government has recognized that some school districts have experienced tremendous student growth over the past few years, and are experiencing enrolment pressures that need to be addressed. That is why we have committed over \$300 million<sup>1</sup> towards new or expanded schools in seven of the fastest growing districts. This is an investment in our children's education and will support students for years to come, while also easing some of the immediate enrolment pressures.

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

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

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



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

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

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

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

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Honourable George Abbott  
Minister of Education

February 21, 2012

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# Purpose of the Ministry

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



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

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

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

<sup>2</sup> Adapted from the Preamble of the *School Act*.

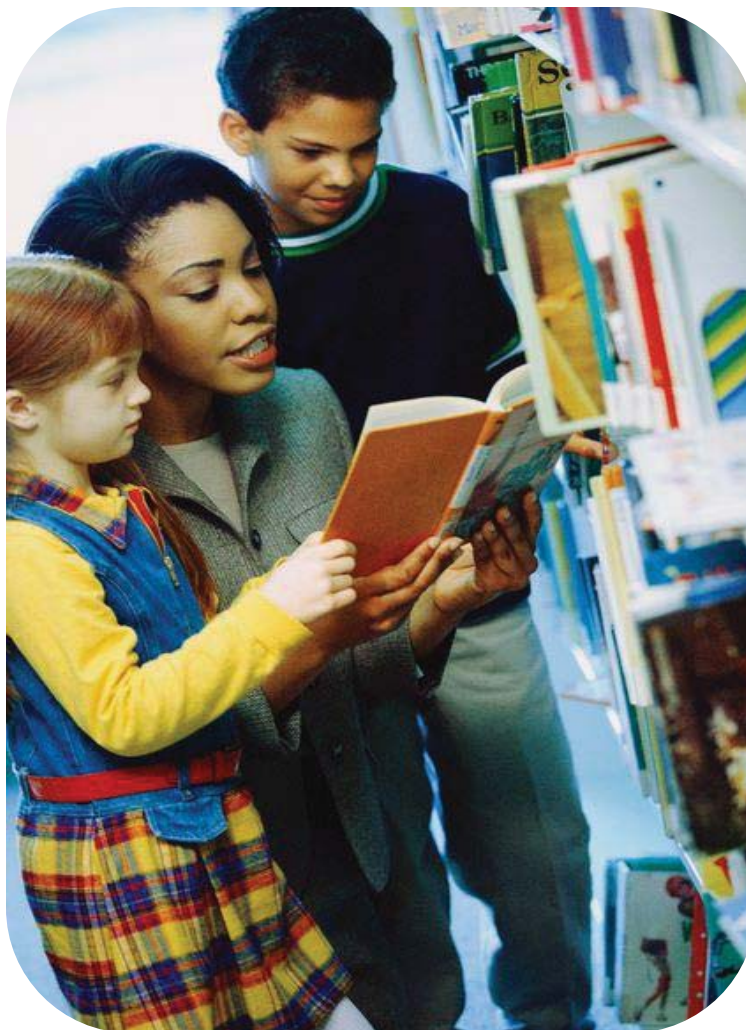
Preschoolers and their families benefit from Ministry initiatives such as [StrongStart BC](#) early learning programs, which help children develop skills they need to succeed in school and life. Full-day kindergarten for five-year-olds, which is now fully implemented, will also help young people begin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

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

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

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

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



# Strategic Context

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

## *The Plan to Realize Savings for Reinvestment into Public Education*

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

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

*Province-wide progress is being made with:*

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

## The Need for Education Transformation

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

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



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

### **BC's Education Plan**

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

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<sup>4</sup> *Skills for Growth—BC's Labour Market Strategy to 2020*. [www.workbc.ca/docs/Skills\\_for\\_Growth\\_Strategy.pdf](http://www.workbc.ca/docs/Skills_for_Growth_Strategy.pdf)

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

<sup>6</sup> [Labour Market Snapshot](#), January 2012, WorkBC.

### Five Key Elements to Support Transformation:

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



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

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



# Goals, Objectives, Strategies and Performance Measures

The Ministry of Education has three main goals:

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

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

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

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



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

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

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

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

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



## Strategies

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



### *International Education*

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

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

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



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

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

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



### Strategies

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

### ***Public Libraries –The Community Learning and Gathering Place***

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

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

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

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

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





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

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

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

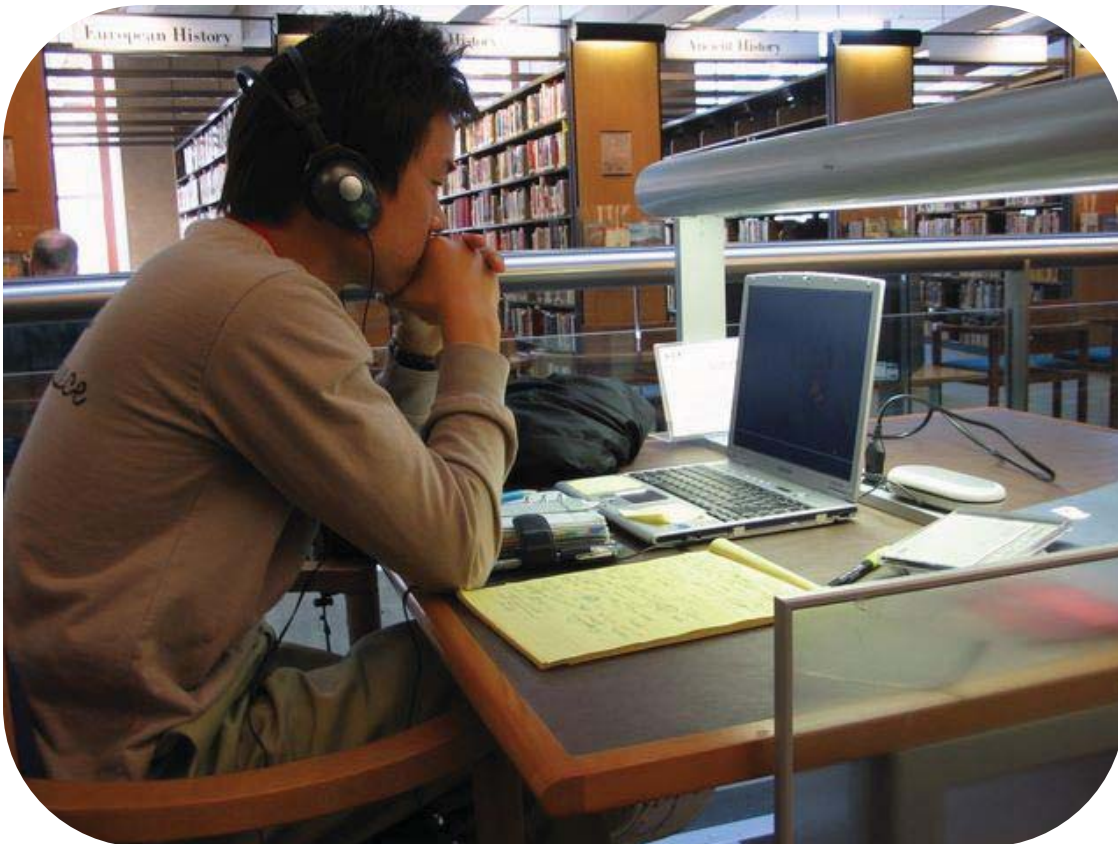
#### ***Distributed Learning***

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

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

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

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



## Strategies

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

## Performance Measure 1: Grade to grade transition rates

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

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

## Discussion

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

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

## Performance Measure 2: Completion rate

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

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



## Discussion

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

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

To further increase B.C.'s completion rate, Government has supported new measures to increase student engagement through personalized learning. Provincial superintendents of achievement are helping school districts examine student outcomes<sup>8</sup> by providing districts with data on students at risk of not completing school, and by developing mechanisms that districts can apply to monitor those students' progress. [LearnNow BC](#), the Province's virtual learning support service, is providing students around B.C. with more choices and first-rate tutoring.

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

### *School Completion Demographics — Aboriginal*

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

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

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

<sup>7</sup> For more information about past and present completion rates and complementary facts in the Ministry's most recent Summary of Key Information, please visit [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/).

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

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

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

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

**Data Source:** Ministry of Advanced Education, Student Transitions Project

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

### Discussion

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

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

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

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



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

For more information on transitions to post-secondary, please visit [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/).

## **Goal 2: Effective support for teachers.**

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

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

### **Objective 2.1: Improved communication with teachers.**

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

### **Strategies**

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



## **Objective 2.2: Improved support for teachers.**

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

### **Strategies**

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





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

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

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

#### Objective 3.1: High standards for individual students.

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

##### *Superintendents of Achievement*

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

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

*When a district does not meet its targets, it is expected to outline how it will adjust the following year. For more information, please visit [www.bced.gov.bc.ca/schools/sdinfo/acc\\_contracts/](http://www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/)*

#### Strategies

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

## Performance Measure 4: School readiness

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

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

### Discussion

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

The Early Development Instrument<sup>9</sup> collects information through kindergarten teachers in all 60 B.C. school districts and measures five key areas of a child's development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. The information gathered is then examined to reveal any population trends in the development of children that could lead to better early learning education policies and practices.

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

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

#### *Full-Day Kindergarten*

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

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



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

## Performance Measure 5: Reading at grades 4 and 7

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

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

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

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

### Discussion

The Foundation Skills Assessment<sup>10</sup> (FSA) measures the percentage of public and independent school students in grades 4 and 7 who meet or exceed grade-level expectations in reading, writing, and numeracy. These skills form the foundation for other learning, including 21st-century skills such as critical thinking and creative problem solving. The assessment is administered to all students at those grade levels. Standards set by the Ministry are based on the recommendations of B.C. teachers.

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

#### *How We Measure Basic Skills*

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

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

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

<sup>10</sup> For more information about the Foundation Skills Assessment, please visit [www.bced.gov.bc.ca/assessment/fsa/](http://www.bced.gov.bc.ca/assessment/fsa/)



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

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

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

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

<sup>2</sup> Exams include English 10, English 10 First Peoples, and Français langue première 10.

<sup>3</sup> Exams include Communications 12, English 12, English 12 First Peoples, and Français langue première 12.

### Discussion

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

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

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

### Objective 3.2: High standards for the education system.

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

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

### Strategies

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

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

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



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

### **Strategies**

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

# Resource Summary

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

<sup>1</sup>The amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2012/13 *May Estimates*.

## Resource Summary Public Schools

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

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

## Major Capital Projects

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

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

### Full-Day Kindergarten Space

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

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

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

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

### ***Greening Our Schools***

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

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



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

### **Alberni District Secondary School**

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

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

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



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

Construction is underway and completion is expected in 2012.

### **Burnaby Central Secondary School**

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

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



### **Oak Bay High School**

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

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

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

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

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

### **Kitsilano Secondary School**

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

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

- Theatre
- Gymnasium space
- Weight/Fitness Facility

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

### **Revelstoke Elementary and Secondary schools**

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

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

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

### **Chilliwack Secondary School**

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

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

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

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

## Ministry Contact Information

### General Enquiries

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

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

**General Enquiries Line: 1 888 879-1166**

### Ministry Mailing Address

PO Box 9179 Stn Prov Govt  
Victoria BC V8W 9H1

### Minister's Office

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

### Government Communications and Public Engagement

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

### Public Engagement Website

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

Ministry of  
Education

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2011/12  
Annual Service Plan Report

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For more information on how to contact the British Columbia  
Ministry of Education,  
see Ministry Contact Information on Page 31 or contact:

**Ministry of Education**  
PO BOX 9179  
STN PROV GOVT  
VICTORIA BC  
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or visit our website at  
[www.gov.bc.ca/bced](http://www.gov.bc.ca/bced)

Published by the Ministry of Education

## Message from the Minister and Accountability Statement



I am pleased to present the *Ministry of Education 2011/2012 Annual Service Plan Report*, outlining achievements during the fiscal year ending March 31, 2012. This report reflects our progress over the past year, including the launch of BC's Education Plan, the expansion of StrongStart BC early learning programs, the full implementation of full day kindergarten, new funding to support students with special needs as well as our most vulnerable students and investments in Neighbourhood Learning Centres, school upgrades and new schools.

Recently, we launched BC's Education Plan. Inspired by the innovative change already taking place in classrooms across British Columbia, the Plan aims to provide students with a dynamic, rigorous and personalized education so they can pursue their interests and passions and continue to thrive as our world continues to change.

Changing our education system to make this possible requires innovation and ideas from everyone involved. We have started a major engagement exercise and already tens of thousands of suggestions have been posted on the [BC's Education Plan](#) website.

StrongStart BC early learning programs offer high quality play-based learning opportunities for young learners and their parents. Parents are a child's first and best teacher and we know that students whose parents are actively involved in their education have a much greater chance for success. With the addition of 10 new StrongStart programs this year, we now have 326 programs in 385 communities across British Columbia.

As Minister of Education, I am especially proud of the significant accomplishment of bringing full day kindergarten to all students in British Columbia. Through effective collaboration with our educational partners, we have succeeded in providing a highly effective, play-based kindergarten program that will have lasting benefits for all students as they progress through school. Many of our schools have also seen upgrades and improvements to their kindergarten classrooms in order to better accommodate and support students as they enter schools for the first time. With full day kindergarten, students will have a strong foundation for success throughout their school experience.

We have an excellent education system in British Columbia but one area where I think we can improve is supporting students with special needs and vulnerable students. That's why, this year, we implemented a new \$195 million *Learning Improvement Fund* to assist teachers in meeting complex needs in their classrooms and a new Vulnerable Student Supplement to provide



additional resources for breakfast and lunch programs, community youth workers and other supports for our most vulnerable students.

Government continues to invest in facilities and technology across the province to provide students with modern learning environments. We want students to connect with the world outside their classrooms and we want schools to be at the centre of our communities. New Neighbourhood Learning Centres in many of our schools allow families to access a wide range of programs and activities such as daycare, fitness programs and theatre.

The *Ministry of Education 2011/12 Annual Service Plan Report* compares the actual results to the expected results identified in the Ministry's *Revised 2011/12 - 2013/14 Service Plan*. I am accountable for those results as reported.

I look forward to continuing to work together with all of our education partners to move forward with these important initiatives and provide all students with the best education possible.



Honourable George Abbott  
Minister of Education

June 30, 2012

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# Purpose of Ministry

A high quality education enables learners to realize their full potential and contribute to the well being of our society by developing the foundational skills of reading, writing, and math, as well as other essentials necessary in the 21st century, such as self-reliance, communication, critical thinking, inquiry, creativity, problem solving, innovation, teamwork and collaboration, cross-cultural understanding, and digital and information literacy.<sup>1</sup>

That is why the Government of British Columbia is enhancing its already world-class education system and engaging students in deeper learning that builds on their individual needs, interests, and passions.

The Ministry of Education is leading this transformation in all stages of the system, working closely with education stakeholders in early learning programs, the K 12 school system, and life-long literacy initiatives, including [Neighbourhood Learning Centres](#) and public libraries. This personalized approach includes students, parents, and teachers as partners in the learning experience.

Young learners and their families benefit from Ministry initiatives such as [Ready, Set, Learn](#) and [StrongStart BC](#) early learning programs, which help children develop the knowledge, skills and dispositions they need to succeed in school and life. [Full day kindergarten](#) for five-year-olds, which was fully implemented in September 2011, is another step towards building a strong foundation for lifelong learning, in a nurturing, play-based environment.

The K 12 system serves approximately 570,000 public school students, 72,000 independent school students, and 2,100 home-schooled children. More than 65,000 Aboriginal students are included in these numbers, as are more than 4,600 students enrolled in [Conseil scolaire francophone de la Colombie-Britannique](#), exercising their right to a Francophone education.

Recognizing that learning doesn't just take place in the classroom or end when students turn eighteen, the Ministry continues to support [public libraries](#) and [Neighbourhood Learning Centres](#) and the many services and resources they offer to community members of all ages. In addition, the Ministry supports adults interested in completing secondary school or upgrading their skills to be competitive in the 21<sup>st</sup> century.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K-12 education system and public libraries. It also monitors performance through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level.

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<sup>1</sup> Adapted from the Preamble of the *School Act*.

Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teachers Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations. Under the new *Teachers Act*, a new system has been established to certify, regulate and discipline teachers through shared responsibility between the Ministry and the education sector. The new *Education Improvement Act* suspends teachers' strike action, establishes a "cooling off" period and appoints a mediator to work with the parties toward a negotiated agreement, and also implements a new Learning Improvement Fund to help school districts and teachers address complex classroom composition issues.



# Strategic Context

Our education system needs to change to better meet the economic and workforce demands of the future:

## Economic Outlook

British Columbia's real GDP increased by 2.9 per cent in 2011 (according to preliminary GDP by industry data from Statistics Canada), following growth of 3.0 per cent in 2010. Overall in 2011, most indicators of British Columbia's economic performance showed improvement compared to the previous year. Gains in the domestic economy were observed in employment and consumer spending, while external gains were made in exports and shipments of manufactured goods. However, several risks to British Columbia's economy remain, including the European sovereign debt crisis, ongoing weakness in the US economy, exchange rate volatility, and slower than anticipated Asian demand for B.C. products.

## The Need for Education Transformation

- We live in a world of accelerating change: a time of thinking globally and acting quickly, when it is not what you know but how you use that knowledge that matters.
- B.C. already has one of the best education systems in the world, but not all students graduate and not all those who do graduate have the critical thought and collaboration skills it will take to thrive in the future.<sup>2</sup>
- Many of today's career opportunities did not even exist a decade ago. Students need to have the skills to adapt in a rapidly changing world.
- With an aging population and shrinking workforce, British Columbia will face skills shortages in its labour market, particularly in high-skill occupations and high-growth industries, putting added pressure on B.C. graduates.<sup>3</sup>
- Increased competition in the global economy makes improving the productivity of B.C.'s workforce a necessary and urgent priority.
- Other education systems are overtaking ours in their ability to prepare students with critical skills and knowledge.<sup>4</sup>

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<sup>2</sup> Statistics Canada. (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. (Catalogue no. 89-617-XIE). <http://www.statcan.gc.ca/pub/89-617-x/89-617-x2005001-eng.pdf>

<sup>3</sup> For more information on B.C.'s approach to strengthening the labour market, please visit the BC Jobs Plan website at [www.bcjobsplan.ca](http://www.bcjobsplan.ca).

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

- Students are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time.
- Our education system was designed in an earlier century and cannot meet the challenges students are facing now, or those that they will face in the future.
- Government continues to build relationships with Asia-Pacific nations through transportation links, cultural exchanges, and educational partnerships.
- Government is implementing B.C.'s newly released [International Education Strategy](#) which identifies goals and actions in three areas: a globally-oriented education system; quality learning and life experiences for students; and maximizing benefits for B.C. communities, families and businesses.
- B.C.'s unemployment rate of around 7.0 per cent is below the national average of 7.2 per cent, but well above levels seen prior to the 2008-09 global recession. A good education, economic growth and job creation are critical to the economic well-being of B.C. families and communities.<sup>5</sup>

#### Five Key Elements to Support Transformation:

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



- **[Quality Teaching and Learning:](#)** building better support for teachers as they continue to adjust their roles to match what students need. With strong professional standards and increased flexibility, teachers will design personalized education that opens the door to educational success for British Columbia's young people. By also recognizing parents as informal teachers and engaging parents more proactively in their child's learning, students will be better supported both at school and at home.

<sup>5</sup> <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/lfss01c-eng.htm>.



- [Flexibility and Choice](#): increasing choice for students and families with respect to how, when and where learning takes place. Boards of education will also have more flexibility to organize classes and other learning experiences so they can better direct resources to support student learning.
- [High Standards](#): ensuring the education system provides strong core skills, abilities and knowledge for all students by improving accountability, effective measurement of progress and the quick identification of student challenges.
- [Learning Empowered by Technology](#): encouraging smart use of technology in schools, giving students and teachers the tools they need to help improve student success, as well as better preparing students to thrive in an increasingly digital world.

#### ***The Plan to Realize Savings for Reinvestment into Public Education***

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

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

*Province-wide progress is being made with:*

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

#### **BC’s Education Plan**

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

## **BC Jobs Plan**

The Ministry is supporting the [BC Jobs Plan](#) by engaging collaboratively with other ministries, including the ministries of Jobs, Tourism and Innovation and Advanced Education on initiatives in key areas of focus, including international education, Aboriginal education, trades training and career preparation and Regional Workforce Tables.

Realizing that B.C. will need to harness outside capacity to fill the jobs of tomorrow, the Ministry plans to increase the international student presence in the Kindergarten to Grade 12 system by 50 per cent by 2015/16. Currently, there are 12,000 international students enrolled in B.C. schools. These students bring a global perspective, enriching schools and communities. The target is to increase the number of international students by 6,000, for a total enrolment of 18,000. Ideally, these students will transition into B.C. post-secondary institutions upon graduation from the K-12 system and then help fill the demand for jobs.

The [BC Jobs Plan](#) recognizes the need to improve First Nations educational outcomes as part of the strategy to prepare for the opportunities of tomorrow. Comprehensive data collection ensures that students who may be at risk are quickly identified and informs timely, appropriate intervention strategies. As of March 2012, 53 of 60 school districts had [Aboriginal Education Enhancement Agreements](#) in place. These Agreements are partnerships between the Ministry, school district and local Aboriginal communities to work together to improve the success of all Aboriginal students.

As part of personalized learning, the Ministry will support multiple pathways, including trades and technology options, to increase enrolment in career programs and reduce overall time to obtain trades certification. Implementation will require collaborative work with partner agencies and other ministries, including the ministries of Advanced Education and Jobs, Tourism and Innovation.

The Ministry will also coordinate with its partners in the field to ensure school district participation at Regional Workforce Tables where educators, industry, employers, local chambers of commerce, First Nations, labour and others will plan training program alignment to meet regional needs.

## **Families and Education**

The Ministry has made significant progress with measures to support B.C. families in relation to education. Early learning initiatives continue to be a focus with the completed implementation of [full day kindergarten](#) in September 2011 and the ongoing expansion of [StrongStart BC](#). [StrongStart BC](#) early learning programs provide early learning services for young children and their parents or caregivers at school facilities.

The Ministry is planning to re-shape education for students with special needs. With the input of key stakeholders, the Ministry is considering a range of new initiatives, including the “early intervention” practices model, a window at the beginning of schooling when students with special needs may enrol for a period of time to focus on preparing for a successful entry into school, and the [Learning Improvement Fund](#), which will assist teachers in meeting complex

needs in their classrooms. The Fund may be used, for example, to hire additional teachers and education assistants, provide additional teaching time and support professional development and training.

In collaboration with the Ministry of Health, the Ministry is consolidating existing school-based healthy living programs and resources into one integrated, coordinated and consistently implemented province-wide initiative Healthy Families BC Schools.

At the provincial level, the newly announced province-wide 10-point anti-bullying strategy, [ERASE](#), will help ensure every child feels safe, accepted and respected, regardless of their gender, race, culture, religion, or sexual orientation.

Through the [Neighbourhood Learning Centres](#) approach, the Ministry is working to co-locate services and community resources to make services more accessible to families.

The Ministry has aligned its *2012/13-2014/15 Service Plan* with [BC's Education Plan](#) and also with several key strategic shifts of Government: the [BC Jobs Plan](#); the [Citizens @ the Centre: BC Government 2.0](#) strategy; and Government's priorities of [Open Data](#) and [Open Information](#). The implementation of [BC's Education Plan](#) will be accomplished within the Ministry's existing budget.



# Report on Performance

This annual service plan report provides data and discusses the results related to the measures in the [Ministry of Education 2011/12 – 2013/14 Service Plan](#). Through this report, the Ministry models accountability and communicates both successes and lessons learned. However, the Province’s fiscal year does not parallel the school year; therefore, some data is unavailable at this time. That information will be made public at a later date or as it becomes available.

## Performance Results Summary Table

<b>Goal 1: High-Quality Early Learning</b> For greater detail see pages 14 to 16	<b>2011/12 Target</b>	<b>2011/12 Actual</b>
<b>1.1 Increase the number of children ready for success in kindergarten</b>		
The percentage of children who enter kindergarten developmentally ready to learn	73%	Data Available Fall 2013
<b>Goal 2: Responsive K-12 Education</b> For greater detail see pages 16 to 24	<b>2011/12 Target</b>	<b>2011/12 Actual</b>
<b>2.1 Build a school system with personalized learning approaches and flexible choices</b>		
<b>2.2 Support individual learners as they pursue their interests and reach for their goals</b>		
<b>2.3 Identify and better serve students who need extra help</b>		
Percentage of students in Grade 4 who meet reading expectations	74%	70% NOT ACHIEVED
Percentage of students in Grade 7 who meet reading expectations	72%	64% NOT ACHIEVED
Percentage of students who pass a Grade 10 language arts provincial exam	95%	Data Available Fall 2012
Percentage of students who pass a Grade 12 language arts provincial exam	93%	Data Available Fall 2012
<b>2.4 Use Achievement Statistics to Improve Education Delivery</b>		
Percentage of students who complete school within six years of first starting Grade 8	82%	Data Available December 2012
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	55%	Data Available December 2012
Percentage of students who enrol in post-secondary study or skills training within two years of completing school	68%	Data Available 2015
<b>Goal 3: Life-Long Learning and Literacy</b> For greater detail see pages 25 to 28	<b>2011/12 Target</b>	<b>2011/12 Actual</b>
<b>3.1 Guarantee adult learners the basic skills for success</b>		
<b>3.2 Increase the focus on reading in communities</b>		

# Goals, Objectives, Strategies and Performance Results

With the Province and its partners giving the very young the best possible start in school and life, responding to the individual needs of those students throughout school, and supporting adults who need or want to learn more, all British Columbians will have the opportunity to develop essential skills for success in the 21st century. Our citizens can then pursue their dreams, strengthen their communities, and contribute to a better, more prosperous British Columbia.

The Ministry of Education, together with its partners, has three main goals:

- **ensuring B.C.'s young children benefit from high-quality early learning experiences;**
- **extending the success of B.C.'s K–12 system by responding to the unique needs of every student; and**
- **helping all learners improve their lives through life-long learning and literacy opportunities.**

## Goal 1: High-quality early learning

High-quality early learning programs are important to ensure young children are given the best start possible. The Ministry and its partners are working to build a variety of learning options that suit the unique needs of families.

### Objective 1.1: Increase the number of children ready for success in kindergarten

Rich, play-based, early learning experiences benefit children, academically and socially, in school and life.

#### Strategies

- Completed the implementation of [full day kindergarten](#) for five-year-olds in September 2011.<sup>6</sup>
- Work with education partners, including Aboriginal partners, to determine how best to carry out early childhood assessment.
- Reach most areas of the province with [StrongStart BC](#)<sup>7</sup> early learning centres and outreach programs.

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<sup>6</sup> For more information about full day kindergarten, please visit [www.bced.gov.bc.ca/early\\_learning/fdk/](http://www.bced.gov.bc.ca/early_learning/fdk/)

<sup>7</sup> For more information about StrongStart BC, please visit [www.bced.gov.bc.ca/early\\_learning/strongstart\\_bc/](http://www.bced.gov.bc.ca/early_learning/strongstart_bc/)

## Performance Results

Performance Measure	2008/09 Actual	2009/10 to 2010/11 Actual	2011/12 to 2012/13 Target	2011/12 to 2012/13 Actual
The percentage of children who enter kindergarten developmentally ready to learn	71.4%	69%	73%	Data Available Fall 2013

**Data Source:** The Human Early Learning Partnership (University of British Columbia, funded by the ministries of Children and Family Development, Education, and Health). For more information see [www.earlylearning.ubc.ca/](http://www.earlylearning.ubc.ca/)

## Discussion of Results

The tool chosen to gauge children's readiness for school is the [Early Development Instrument](#), administered by the Human Early Learning Partnership at the University of British Columbia. Kindergarten teachers in B.C. began to collect data using the Early Development Instrument in 1999/00, and, since March 2004, all 60 school districts submit data using this tool.

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

Prior to 2008/09, data was collected in waves over three-year intervals by the Human Early Learning Partnership. In 2008/09, data was collected for the whole province. Starting with 2009/10, data for the whole province is being collected over a two-year period.

## Ministry Response

The Ministry has made major investments in B.C.'s education system to benefit early learners. The most prominent examples, [StrongStart BC](#) early learning programs for children birth to age 5 and [full day kindergarten](#) for five-year-olds, will support learning and development among children and lead to increased student achievement.

StrongStart BC early learning programs and [full day kindergarten](#) highlights during the 2011/12 fiscal year included:

- additional [StrongStart BC](#) early learning programs, bringing the total to 326, up from 316 in 2010/11;
- [Full day kindergarten](#) for more than 30,000 children across British Columbia;
- two early learning webcasts on the topics of self-regulation and project-based learning for educators and StrongStart BC facilitators;
- a [full day kindergarten video series](#) for educators to support quality programs; and
- \$145M in capital funding for approximately 700 new and converted kindergarten classrooms to meet the demand for new spaces across the province for September 2011.



Lastly, to determine how best to carry out early childhood assessment, the Ministry held conference calls with all 60 school districts, to identify current early assessment practices and share what is working well. Ministry and district staff discussed ways to ensure that each Kindergarten child is assessed early in the school year, using developmentally appropriate tools and practices.

## **Goal 2: Responsive K–12 education**

Choice, excellence, and accountability can inspire higher levels of student literacy and achievement. The Ministry is committed to ensuring that students have opportunities to follow their passions, and all of B.C.'s education partners, including government, boards of education, superintendents, principals, and teachers, must continually respond to the varying needs of students, especially those who might be struggling.

### **Objective 2.1: Build a school system with personalized learning approaches and flexible choices**

#### **Strategies**

- Develop new forms of schooling to support the unique needs and interests of students.
- Revise and streamline curriculum to better accommodate the knowledge and skills needed to succeed in the 21st century, and to offer more personalized programming and instruction tailored to students' interests.
- Continue to support schools and districts in the creation of [Neighbourhood Learning Centres](#) to accommodate a wider range of programs and services for students, parents, families, and the community, both during and outside of school hours.
- Expand the integration of Aboriginal content and knowledge into B.C.'s curriculum.
- Assist the revitalization of indigenous languages in schools, through the Ministry's [Second Language Template](#), in collaboration with teachers, school districts, and First Nations communities.
- Support school districts and Aboriginal communities to facilitate authentic and meaningful personalized learning for students, such as receiving credit towards graduation for contributing to the health of a community.
- Design and enable programs that support project-based learning leading to graduation, enabling all students to pursue their passions while contributing to their community.
- Support French immersion as a program of choice in the province.
- Provide, through the Distributed Learning Strategy, high-quality distributed learning choices, including [online education](#), which can be combined with classroom instruction.
- Continue to support family choice through independent schools and home schooling options.

## Ministry Response

### Personalized Learning, Curriculum and Assessment

In October 2011, the Ministry published [BC's Education Plan](#) to initiate a system-wide transformation to better address the unique needs and interests of learners. Discussions with education partners were also begun in the interest of developing increased flexibility and choice in where, when, and how students learn.

At the same time, the Ministry has supported the concept of project-based learning leading to graduation by consulting with educational experts and partners toward developing a new curriculum and assessment framework that will emphasize big ideas from within disciplines and cross-curricular competencies, accommodating innovative learning experiences. Through the engagement portion of [BC's Education Plan](#) website, input was solicited from education partners and the citizens of B.C. on how [BC's graduation program](#) could be improved to enhance student success and to enable all students to pursue their passions. To read the feedback the Ministry has received, visit the summary page for [Question 18: Creating a New Graduation Program](#).

On a similar note, through consultation with a Curriculum and Assessment Framework Advisory group, a new curriculum prototype has been developed to reflect competencies and key concepts. Cross-curricular competency development and curriculum revision will follow in 2012/13.

Meanwhile, the [LearnNow BC](#) portal provides learners, teachers, and parents more online services, including, in 2011, 321,409 tutoring sessions in 23 subjects. The Ministry has gathered examples of blended learning (in school and online) from across the province to help provide insights for other schools. Electronic resources, lesson plans, and units of study created by many B.C. distributed learning schools have also been made available to the wider educational community.

### Aboriginal Education

The Ministry has promoted a shift in the education system from Aboriginal education for Aboriginal students to Aboriginal education for everyone, which necessitates working with education partners to ensure teachers are prepared to respectfully address Aboriginal-Canadian relations and history. The Ministry has also continued to advocate for Aboriginal worldviews, knowledge, and history to inform any new curriculum and assessment framework.

To assist the revitalization of indigenous languages in schools, a number of school districts and communities have been supported in developing curriculum documents for their local First Nations language. Conversations with school district Aboriginal education contacts and community members were held to explore the challenges and opportunities for indigenous language curriculum development. The Ministry also participated in discussions at the First Nations Education Steering Committee (FNESC) Language Roundtable as well as those in the FNESC Language and Culture Curriculum team meetings.

Aboriginal community experts were invited to join conversations initiating a move toward an education system characterized by personalized learning. As a first step, school districts have been connected to spread innovative programs that support Aboriginal students, such as the Aboriginal Academy in school district 58 and the Ravens program in school district 71.

To bring added focus and expertise, an Aboriginal Superintendent of Achievement (SOA) has been appointed. This SOA will work with Aboriginal partners like FNESC, as well as with school districts and educational partners in B.C. to identify priorities that can best support improvements to Aboriginal achievement.

**Objective 2.2: Support individual learners as they pursue their interests and reach for their goals**

**Strategies**

- Offer learners at all levels an education program suited to their talents and interests.
- Allow learners the opportunity to explore career options tailored to their developmental level and interests.
- Provide opportunities for learners to explore occupation-specific training, such as the Work Experience 12 and apprenticeship courses.
- Continue to support the Distributed Learning Strategy, which provides online education opportunities.
- Ensure that all learners are prepared to enter the workforce or continue their education after graduation.
- Build comprehensive school health capacity in B.C. with the expansion of the Healthy Schools Network and implementation in B.C. schools of the Healthy Living Performance Standards.
- Reinforce the importance of healthy living through the Daily Physical Activity<sup>8</sup> requirements and the *Guidelines for Food and Beverages Sales in BC Schools*.<sup>9</sup>

***Distributed Learning***

*In 2011/12, distributed learning enrolment is expected to exceed 80,000 students, up from 17,000 in 2005/06. Meanwhile, 36 per cent of students in grades 10–12 have participated in a distributed learning course, giving BC the highest rate in North America.*

*Over 43% of the students who graduated in 2011 took a distributed learning course as part of their school experience. Provincial exam results show that distributed learning students are achieving as well as students in bricks-and-mortar schools.*

*The Ministry has continued to work with district and school officials to enhance the quality of instruction at BC's 55 public and 18 independent distributed learning schools.*

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<sup>8</sup> For more information about the Daily Physical Activity Strategy, please visit [www.bced.gov.bc.ca/dpa/](http://www.bced.gov.bc.ca/dpa/)

<sup>9</sup> For more information about how the Ministry promotes healthy schools, please visit [www.bced.gov.bc.ca/health/](http://www.bced.gov.bc.ca/health/)

## **Ministry Response**

### **Workforce Preparation**

The Ministry has continued to support school and district initiatives, such as dual credit programs, that prepare students for a successful transition to life after K 12, while tracking student enrolments in post-secondary training, including trades, after graduation.

The Ministry has also embarked on a new journey, in partnership with parents, educators, and other stakeholders, to create an education system focused on every learner's individual aptitudes and skills, which should ensure that all learners are prepared for life after graduation.

### **Objective 2.3: Identify and better serve students who need extra help**

Success in school is one of the cornerstones of a better life and a B.C. graduation certificate is proof of the skills and knowledge needed to compete with the best in the world. But it is clear that almost one in five students don't succeed, either by not graduating or graduating without critical skills. All of B.C.'s education partners have to do a better job of finding students who are struggling, identifying their challenges, and intervening earlier.

### **Strategies**

- Ensure that every student with special needs is entitled to an individualized education plan has a current, fully implemented plan, developed in consultation with his or her parents.
- Expect all school districts and schools to address the needs of under-performing students in achievement contracts and annual school plans.
- Increase the effectiveness of interventions designed to help under-performing students through the work of the Ministry's superintendents of achievement and district superintendents.
- Provide targeted supplemental funding for instruction tailored to Aboriginal students, including bringing Aboriginal content into the classroom.
- Provide funding to support immigrant or refugee students learning English or French as an additional language.

## **Ministry Response**

In addition to the following actions, please refer to the Strategic Context section on page 11 of this report for more information on actions taken in response to strategies relating to Aboriginal, Special and international education.

## Special Education

With the input of key stakeholders, the Ministry is considering a range of new initiatives for students with special needs. One example is the “early intervention” practices model, a window at the beginning of schooling when students with special needs may enrol for a period of time to focus on preparing for a successful entry into school.

The new *Education Improvement Act* implements the [Learning Improvement Fund](#), which will assist teachers in meeting complex needs in their classrooms. The Fund may be used, for example, to hire additional teachers and education assistants, provide additional teaching time and support professional development and training.

Lastly, the Ministry reviewed Special Education Services and created a Manual of Policies and Procedures, which explains the circumstances in which individual education plans are required and notes that parents must be given an opportunity to consult on their child’s plan. Annual student reporting checklists were prepared for each category of special need to remind boards of the need to provide documentation, including evidence that parents were given the opportunity to consult on their child’s individual education plan.

## Funding

In 2011/12, the Ministry invested \$63 million – \$1,160 per student who self-identified Aboriginal ancestry – into Aboriginal education. To ensure clarity, notes were added in the policy and corresponding instructions, all highlighting that the targeted funds are to support Aboriginal language and culture programs, Aboriginal support service programs, and other locally developed Aboriginal education programs.

The Ministry provided funding for students taking English Language Learning or Francisation Langue seconde for up to five years. Meanwhile, in collaboration with Ministry of Jobs, Tourism and Innovation programs, approximately \$9 million in funding was provided to support immigrant and refugee students in 2011/12.

## Performance Results

Performance Measure <sup>1</sup>	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of students in Grade 4 who meet reading expectations	67%	69%	74%	70% NOT ACHIEVED
Percentage of students in Grade 7 who meet reading expectations	65%	66%	72%	64% NOT ACHIEVED

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

<sup>1</sup> The total numbers of eligible students is reflected in the performance results, including those who did not take the assessment.

## Discussion of Results

The [Foundation Skills Assessment](#) (FSA) is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade level expectations in three key areas of student learning: reading, writing, and numeracy. The FSA is administered to

all students at those grade levels and focuses on the skills that form the foundation for other learning. Approximately 90,000 students are expected to write the FSA each year. Overall participation rates have remained at about the same level (84 per cent) since 2009. Standards set by the Ministry are based on the recommendations of B.C. teachers.

## Ministry Response

The FSA was chosen as a measure because it can provide information on students' performance over time in key areas of learning. This measure provides all education partners with information to evaluate how well students are learning basic skills and the opportunity to plan more effectively to improve student achievement.

As we work toward educational transformation in B.C., provincial assessments will be revised to reflect new directions and will include measures of cross-curricular competencies. The Province remains committed to high standards, and foundational skills will continue to play an important part of any future assessment system.

## Performance Results

Performance Measure	2009/10 Actual <sup>3</sup>	2010/11 Actual <sup>4</sup>	2011/12 Target	2011/12 Actual
Percentage of students who pass a Grade 10 language arts provincial exam <sup>1</sup>	93.4%	92%	94%	Data Available Fall 2012
Percentage of Grade 12 students who pass a Grade 12 language arts provincial exam <sup>2</sup>	91.4%	93%	92%	Data Available Fall 2012

**Data Source:** Ministry of Education.

<sup>1</sup> This figure represents the number of students who were present in September, completed the English 10 or Français langue première 10 course and took the provincial exam. It does not include students who started or dropped the course during the year, students who moved out of the province or students who left the school system.

<sup>2</sup> This figure represents the number of students who were present in September, completed the English 12, Communications 12, English First Peoples, or Français langue première 12 course and took the provincial exam. It does not include students who started or dropped the course during the year, students who moved out of the province or students who left the school system.

<sup>3</sup> Figures have been restated to include recent minor updates to student records.

<sup>4</sup> Updated January 2012.

## Discussion of Results

The Grade 10 language arts exams require students to read and comprehend text, think critically about literature, and write clearly. These exams offer another opportunity to identify and better serve students struggling in school.

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

Grade 10 and Grade 12 exams also serve the Ministry and education system as useful performance indicators.



## Ministry Response

Students in British Columbia are achieving high results on the Grades 10 and 12 language arts provincial exams, with targets met or nearly met. Language arts examinations are key performance measures and the targets have been established to highlight their importance as a fundamental component for success.

The implementation of courses in English 10, 11 and 12 First Peoples has provided greater curricular relevance and opportunities for learners as they work towards success in meeting their language arts requirements. Similarly, a move to personalized learning will offer students and educators greater choice, flexibility, and increasingly relevant approaches to teaching and learning. These initiatives are part of long-term and ongoing measures to improve student performance in language arts and communication skills.

### **Objective 2.4: Use achievement statistics to improve education delivery**

Even after students leave the K-12 education system, data regarding their achievement outcomes and experiences should be analyzed for the benefit of future students.

## Strategies

- Assist school districts in making better use of information and evidence arising from provincial and district achievement data to better serve all students, with additional attention on Aboriginal students, students with special needs, and students in care.
- Support the development of networks among school districts, schools, and teachers to build capacity in teaching and share promising practices throughout the province.
- Work with individual districts to develop strategies for improving student learning outcomes.

## Ministry Response

Data collected by the Ministry is now publicly available, through Phase 1 of [Open Data Education](#), in an open, standardized and usable format. Phase 2 will focus not only on making the data available, but making the data accessible and understandable to a broad public audience. Publishing relevant data online will increase transparency of government processes and performance.

The Ministry is working with school districts to understand and use the data to effect change in improving student learning. This includes exploring how school district data can also be made public.

In support of Aboriginal education, the Ministry provided Aboriginal student performance results and local context to Superintendents of Achievement set to visit select school districts and sent Aboriginal education team members to most school districts to review their student data and provide additional analysis. The link between program delivery and student performance results was highlighted in feedback on Aboriginal Education Enhancement Agreement Annual Reports.

Finally, to better position the Ministry to provide supports and services for children in care, the Ministry entered into an information sharing agreement with the Ministry of Children and Family Development.

## Performance Results

Performance Measure	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of students who complete school within six years of first starting Grade 8	79.7%	81%	82%	Data Available Fall 2012
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	50.4%	54%	55%	Data Available Fall 2012

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

## Discussion of Results

Completion rates are determined by calculating the percentage of students who graduate with a [Dogwood Diploma](#) within six years of starting Grade 8 for the first time in a B.C. public or independent school.<sup>10</sup>

Young adults have a greater chance of making a successful transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.

Results continue to show that B.C.'s world-class education system is meeting the needs of most students but new strategies are needed if students are to surpass the existing plateaus in achievement.

## Ministry Response

While B.C. currently enjoys a reputation as one of the top jurisdictions internationally in education, to maintain that position well into the future, the Province must embrace change. A personalized learning model has the flexibility to build on the strengths, interests, and passions of individual students.

The provincial Superintendents of Achievement (SOA) discuss student achievement reports with each district superintendent and executive team to identify individual students who may be vulnerable. School districts then manage interventions to assist these students. SOAs also canvass school districts for strategies that are improving student achievement. These strategies are shared with other districts that have similar challenges. The Ministry has recently appointed

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<sup>10</sup> The calculation of completion rates requires an estimate of migration from British Columbia. This estimate cannot be generated at the school level; therefore, completion rates are available only at the provincial and district levels.

two new SOAs. One will focus on working with school districts, Aboriginal and educational partners in B.C. to identify priorities that can best support improvements to Aboriginal achievement. The other will focus on improving reading outcomes for all students.

The Ministry is also continuing to work with Aboriginal communities and school districts to make tangible plans to engage Aboriginal students. There are now 51 Aboriginal education enhancement agreements to improve the success and educational experience of Aboriginal students in British Columbia. At the same time, the Ministry has introduced English First Peoples 10 and 11, in addition to providing English 12 First Peoples.

## Performance Results

Performance Measure	2008/09 Actual <sup>1</sup>	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Percentage of students who enrol in post-secondary study or skills training within two years of completing school <sup>2</sup>	Data Available 2012	Data Available 2013	Data Available 2014	68%	Data Available 2015

**Data Source:** These rates are based on data collected by the ministries of Education and Advanced Education.

<sup>1</sup> This is the most recent year for which data is available.

<sup>2</sup> Many jurisdictions track comparable data, enabling the Ministry to evaluate B.C.'s relative performance. This data does not include students who leave B.C. to pursue post-secondary education.

## Discussion of Results

The rate of transition to post-secondary programs is a good indicator of how well the K 12 education system is preparing students for future life choices. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life.

Data collected over time shows that the majority of young adults who pursue post-secondary education will make the transition within two years of completing school. The transition rate to post-secondary education declines at a steady and predictable rate after two years.<sup>11</sup>

## Ministry Response

Students should be encouraged to discover their individual passions and pursue their interests. A personalized approach to the delivery of educational services enables students to leverage their strengths and pursue developmental opportunities specific to their needs. This may result in students engaging in various post-secondary programs, and include further academic pursuits, skills training, athletics, and the arts. A personalized learning model motivates students by providing flexibility and choice. Through educational experiences like Planning 10, all students

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<sup>11</sup> For more information about transition rates, please visit [www.aved.gov.bc.ca/student\\_transitions/documents/stp\\_fast\\_facts.pdf](http://www.aved.gov.bc.ca/student_transitions/documents/stp_fast_facts.pdf)

explore a wide range of post-secondary program options that can lead to a variety of career opportunities.

### **Goal 3: Life-long learning and literacy**

The ability to read is a critical skill for individuals to function and thrive in society. Today's many technologies don't replace reading – they put additional demands on an individual's literacy. Lifelong learning helps those in the workforce develop new skills and remain competitive in a global economy.

Literacy is the foundation of lifelong learning. Higher levels of literacy contribute to better social and economic outcomes for individuals and society. Recognizing this, in January 2007 Government launched [ReadNow BC](#), the provincial literacy action plan, to raise awareness and enable coordination of literacy programs and services in communities. In partnership with B.C.'s provincial literacy organization [Decoda Literacy Solutions](#), the Ministry continues to support literacy through the community literacy planning process and initiatives such as the annual [Raise-a-Reader](#) campaign.

As a result of this collaborative approach, the profile of literacy in B.C. has increased significantly. For many British Columbians, it is now the key to lifelong learning. Please see [ReadNow BC's Final Report](#) for a summary of the provincial literacy action plan.

Boards of education, libraries, communities, and others are working together to ensure that all British Columbians are literate, and to increase access for learners wanting to further their education and upgrade their skills for the 21st century.

#### **Objective 3.1: Guarantee adult learners the basic skills for success**

A good education, including strong reading skills, allows individuals to adapt to changes in the world. The Ministry of Education is working, in cooperation with other ministries and organizations, to ensure that adults in the province have the skills they need to succeed.

#### **Strategies**

- Offer K 12 education in essential courses, such as Literacy Foundations and Math 11, to all adult students who want to upgrade their skills or who require further study to meet key entry requirements for post-secondary institutions and trades programs.
- Continue to support the Ministry-approved literacy foundations curriculum to better serve all learners with a focus on reading skills. This curriculum can help adults with low levels of literacy transition into post-secondary education or the workforce.
- Continue to support [Neighbourhood Learning Centres](#) that function as community hubs, drawing in adults and inspiring them to take advantage of opportunities for life-long learning.

- Improve, through the collaborative efforts of various ministries and stakeholder groups, the literacy skills of British Columbians, including the ability to access and understand information about their health.
- As a part of the Healthy Families BC Schools initiative, working with the Ministry of Health and Directorate of Agencies for School Health (DASH) BC to design a youth engagement strategy which aims to increase students' understanding of health issues.
- The new [Healthy Schools BC portal](#) has been developed and serves as an online “one stop” directory of school health programs/resources for health and education stakeholders.
- [Action Schools! BC](#) is also updating and expanding its workshops to address a broader range of health topics (e.g. fruit and vegetable consumption, physical activity, screen time, sugar-sweetened beverages).

## Ministry Response

The Ministry has focused its Education Guarantee to cover specific courses in the literacy foundations curriculum and academic courses most often taken for upgrading.

## Healthy Schools

As a part of the Healthy Families BC Schools initiative, which is based on the Comprehensive School Health approach, the Ministry has worked with the Ministry of Health to create a strategy that will build the capacity of all B.C. schools to effectively implement healthy schools initiatives, including Healthy Living Performance Standards.





### Objective 3.2: Increase the focus on reading in communities

The Ministry works with boards of education, community organizations, literacy stakeholders, libraries, post-secondary institutions, Aboriginal groups, businesses, and community members to improve reading skills for B.C. families and communities.

#### Strategies

- Work to build greater connection and mutual support between public, K 12 and post-secondary library systems.
- Continue to support strong early and family literacy programs through public libraries.
- Ensure [District Literacy Plans](#)<sup>12</sup> address all local learners through literacy goals on which boards of education and their communities can collaborate.
- Continue to support the development of [Neighbourhood Learning Centres](#) as welcoming places where people of all ages and cultures can access education, health care, recreation, and other services that ultimately help promote the well-being of children, youth, families and the whole community.



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<sup>12</sup> For more information about district literacy plans, please visit [www.readnowbc.ca/communities/district\\_literacy\\_plans.php](http://www.readnowbc.ca/communities/district_literacy_plans.php).



## Ministry Response

### Schools and Communities

Schools and school districts have been supported in creating [Neighbourhood Learning Centres](#) to accommodate a wider range of programs and services for students, parents, families, and the community, both during and outside of school hours, through the completion of extensive consultation with the field and co-creation of website resources.

#### ***Public Libraries***

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

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

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

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

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

# Report on Resources

Core Business Area	Estimated <sup>1</sup>	Other Authorizations <sup>1</sup>	Total Estimated	Actual	Variance
<b>Operating Expenses (\$000)</b>					
Education Programs	5,182,854		5,182,854	5,184,399	1,545
Public Libraries	13,130		13,130	13,990	860
Executive and Support Services	45,893	20,113	66,006	63,601	(2,405)
Statutory Account (Funding for Children's Education Fund Special Account)		47,024	47,024	47,024	0
Transfer from General Account to Children's Education Fund Special Account		(47,024)	(47,024)	(47,024)	0
Statutory Account (Teachers Act) <sup>2</sup>		2,242	2,242	2,242	0
Sub-total Operating Expenses	5,241,877	22,355	5,264,232	5,264,232	0
Adjustment of Prior Year Accruals				(133)	(133)
<b>Total</b>	<b>5,241,877</b>	<b>22,355</b>	<b>5,264,232</b>	<b>5,264,099</b>	<b>(133)</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>					
Executive and Support Services	2,002		2,002	443	(1,559)
<b>Total</b>	<b>2,002</b>		<b>2,002</b>	<b>443</b>	<b>(1,559)</b>
<b>Capital Plan (\$000)</b>					
Public Schools	449,801		449,801	447,848	(1,953)
<b>Total</b>	<b>449,801</b>		<b>449,801</b>	<b>447,848</b>	<b>(1,953)</b>

<sup>1</sup> "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. The Ministry obtained access to Government contingency for the accrued expense for the Teachers Pension Plan liability arising from the accounting treatment of the December 2008 actuarial evaluation result for the Plan, and specifically results from a downward revision of future forecasted earnings of the Plan. 2011/12 expense is \$22.9 million.

<sup>2</sup> Teacher Act Special Account came into effect January 9, 2012. The \$2.3 million "Other Authorizations" represents the net assets transferred to the province upon the dissolution of the College of Teachers offset by the net expenses for the remainder of the fiscal year. Actual expenses for the period January 9 – March 31, 2012 were \$2.2 million.

## Income Statement for Public Schools

School Districts	2011/12 Budget	2011/12 Actual	Variance
<b>Combined Income Statement (\$000)<sup>1</sup></b>			
<b>Total Revenue</b>	5,525,850	5,662,000	136,150
<b>Total Expense</b>	5,512,850	5,501,000	11,850
<b>Operating Results</b>	13,000	161,000	148,000
<b>Gain (Loss) on sale of capital assets (if applicable)</b>		8,000	8,000
<b>Net Results</b>	<b>13,000</b>	<b>169,000</b>	<b>156,000</b>

<sup>1</sup> This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity. The above variance is due to a difference in revenue recognition timing between the sector and the Province and will be largely eliminated upon consolidation.

## Annual Service Plan Report Appendices

### Appendix A: Ministry Contact Information

#### General Enquiries

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

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

**General Enquiries Line: 1 888 879-1166**

#### Ministry Mailing Address

PO Box 9179 Stn Prov Govt  
Victoria BC V8W 9H1

or visit our website at [www.gov.bc.ca/bced](http://www.gov.bc.ca/bced)

#### Minister's Office

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

#### Government Communications and Public Engagement

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

#### Public Engagement Website

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

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# Ministry of Education

## 2011/12 SUMMARY OF KEY INFORMATION



April 2012  
Research and Data Analysis

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**PLEASE NOTE:**

The Ministry of Education makes small and continuous improvements to the quality of its data.

Sometimes these changes result in differences from previously published reports.

The data in this report are the most accurate data available at time of publication.

Ministry Reports are available at <http://www.bced.gov.bc.ca/reporting/>

Contact the Information Department at [educ.reportingunit@gov.bc.ca](mailto:educ.reportingunit@gov.bc.ca)

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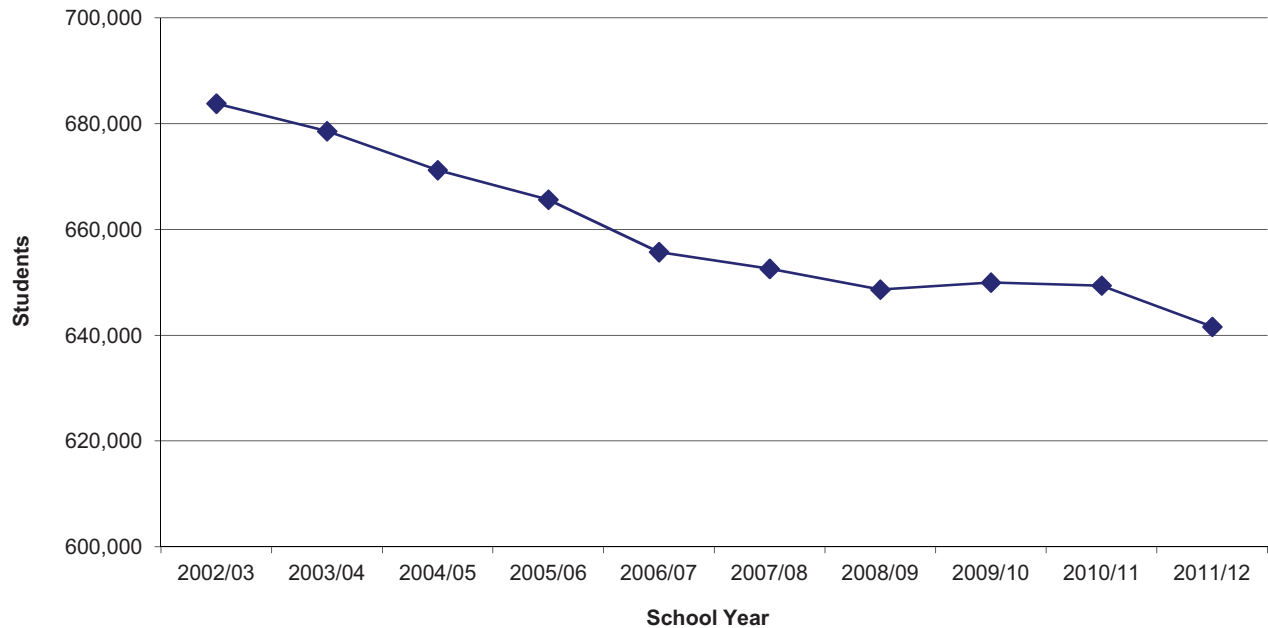
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## Number of Students, 2002/03 - 2011/12 (Public and Independent)

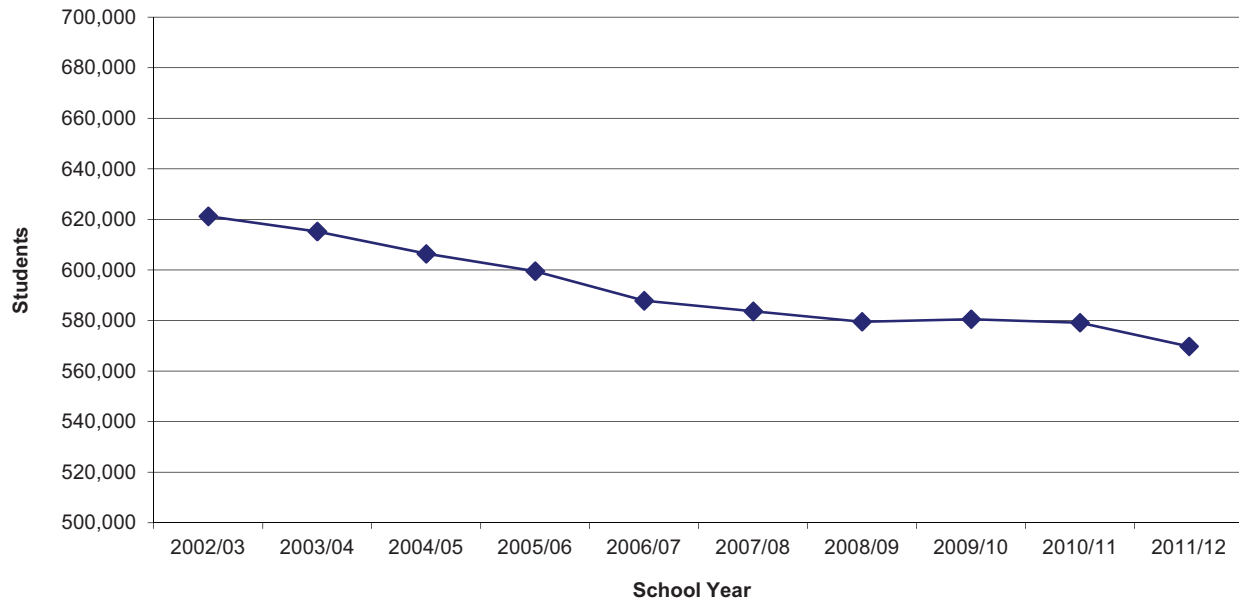


School Year	# of Students	% Change from Previous Year
2002/03	683,800	
2003/04	678,562	-0.8
2004/05	671,217	-1.1
2005/06	665,624	-0.8
2006/07	655,732	-1.5
2007/08	652,549	-0.5
2008/09	648,624	-0.6
2009/10	649,951	0.2
2010/11	649,389	-0.1
2011/12	641,592	-1.2

### Notes:

- (1) Includes all enrolled school-age students (5-19 inclusive) and adult students (20 or older) as of September 30.
- (2) Excludes all registered homeschooled children.
- (3) Student populations are calculated by headcount.

## Number of Students, 2002/03 - 2011/12 (Public Only)

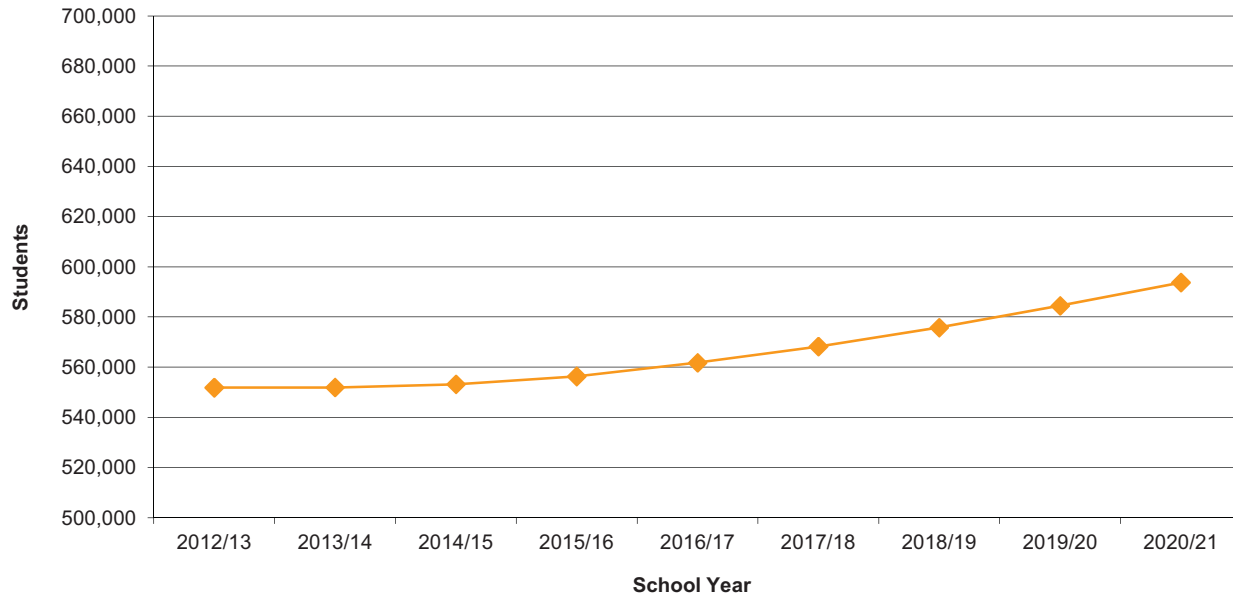


School Year	# of Students	% Change from Previous Year
2002/03	621,200	
2003/04	615,185	-1.0
2004/05	606,384	-1.4
2005/06	599,492	-1.1
2006/07	587,816	-1.9
2007/08	583,620	-0.7
2008/09	579,486	-0.7
2009/10	580,484	0.2
2010/11	579,115	-0.2
2011/12	569,728	-1.6

### Notes:

- (1) Includes all enrolled school-age students (5-19 inclusive) and adult students (20 or older) as of September 30.
- (2) Excludes all registered homeschooled children.
- (3) Student populations are calculated by headcount.

## Projected Enrolment, 2012/13 - 2020/21 (Public Only)

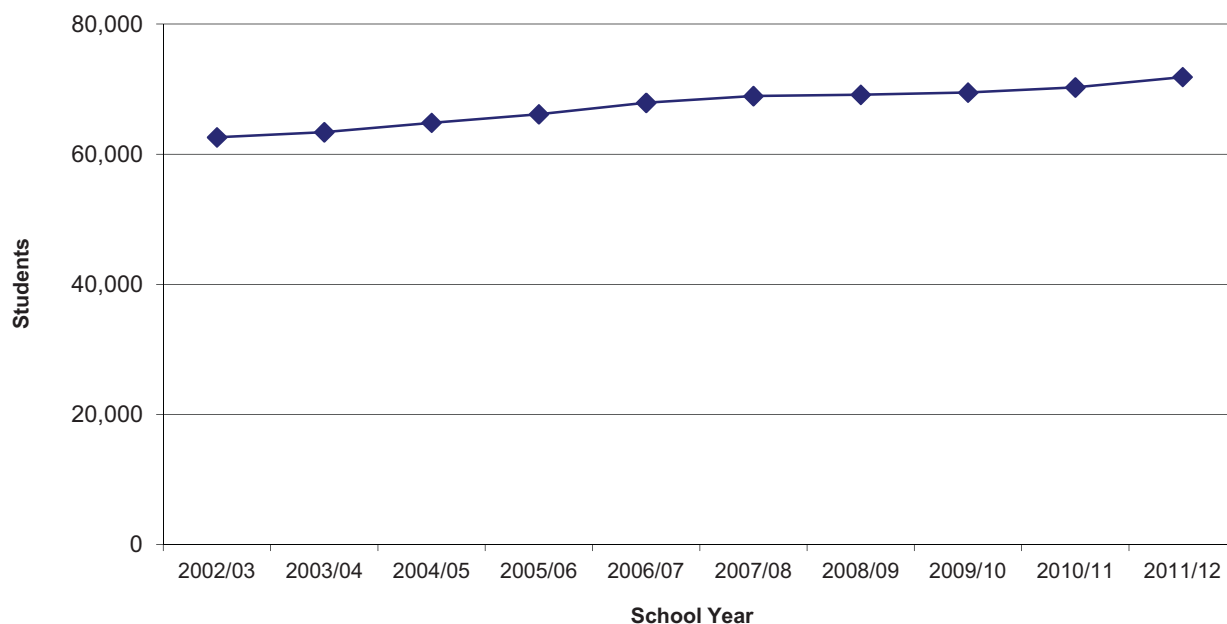


Projected Enrolment	
School Year	# of Students
2012/13	551,865
2013/14	551,911
2014/15	553,175
2015/16	556,339
2016/17	561,767
2017/18	568,219
2018/19	575,810
2019/20	584,470
2020/21	593,731

### Notes:

(1) Projected enrolments do not include students enrolled in Continuing Education Centres, Distributed Learning Programs and registered homeschooled children. The projections are produced by the Resource Management Department, see [www.bced.gov.bc.ca/capitalplanning/resources/](http://www.bced.gov.bc.ca/capitalplanning/resources/)

## Number of Students, 2002/03 - 2011/12 (Independent Only)



School Year	# of Students	% Change from Previous Year
2002/03	62,600	
2003/04	63,377	1.2
2004/05	64,833	2.3
2005/06	66,132	2.0
2006/07	67,916	2.7
2007/08	68,929	1.5
2008/09	69,138	0.3
2009/10	69,467	0.5
2010/11	70,274	1.2
2011/12	71,864	2.3

### Notes:

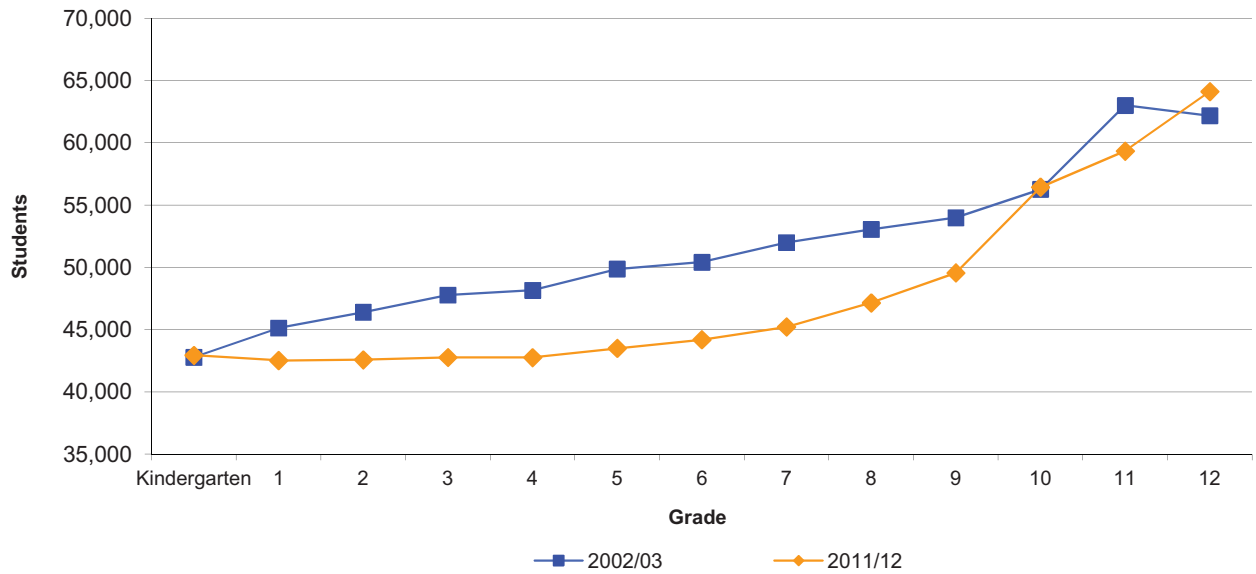
- (1) Students are counted if they are enrolled in a British Columbia independent school on September 30th.
- (2) Excludes all registered homeschooled children.
- (3) Student populations are calculated by headcount.



# Number of Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11		2011/12	
		# of Students	# of Students	% Change from Previous Year	# of Students	% Change from Previous Year
005	Southeast Kootenay	5,378	5,365	-0.2	5,331	-0.6
006	Rocky Mountain	3,320	3,274	-1.4	3,178	-2.9
008	Kootenay Lake	5,460	5,471	0.2	5,217	-4.6
010	Arrow Lakes	580	562	-3.1	519	-7.7
019	Revelstoke	1,057	1,027	-2.8	1,036	0.9
020	Kootenay-Columbia	4,112	4,045	-1.6	3,968	-1.9
022	Vernon	8,752	8,762	0.1	8,497	-3.0
023	Central Okanagan	21,822	21,778	-0.2	21,559	-1.0
027	Cariboo-Chilcotin	6,055	5,520	-8.8	5,205	-5.7
028	Quesnel	3,962	3,599	-9.2	3,496	-2.9
033	Chilliwack	14,018	14,003	-0.1	13,212	-5.6
034	Abbotsford	19,509	19,879	1.9	19,401	-2.4
035	Langley	19,788	19,812	0.1	19,603	-1.1
036	Surrey	69,109	72,277	4.6	69,461	-3.9
037	Delta	16,795	16,456	-2.0	16,352	-0.6
038	Richmond	22,971	23,201	1.0	22,479	-3.1
039	Vancouver	59,978	58,657	-2.2	58,003	-1.1
040	New Westminster	7,128	7,559	6.0	7,584	0.3
041	Burnaby	25,764	25,655	-0.4	25,538	-0.5
042	Maple Ridge-Pitt Meadows	15,509	15,309	-1.3	15,188	-0.8
043	Coquitlam	32,588	33,131	1.7	33,611	1.4
044	North Vancouver	16,705	16,332	-2.2	16,211	-0.7
045	West Vancouver	6,920	7,028	1.6	7,203	2.5
046	Sunshine Coast	3,392	3,299	-2.7	3,215	-2.5
047	Powell River	2,354	2,244	-4.7	2,212	-1.4
048	Sea to Sky	4,210	4,199	-0.3	4,245	1.1
049	Central Coast	241	253	5.0	227	-10.3
050	Haida Gwaii	716	695	-2.9	655	-5.8
051	Boundary	1,484	1,424	-4.0	1,404	-1.4
052	Prince Rupert	2,400	2,328	-3.0	2,232	-4.1
053	Okanagan Similkameen	2,766	2,505	-9.4	2,579	3.0
054	Bulkley Valley	2,438	2,371	-2.7	2,302	-2.9
057	Prince George	14,428	14,127	-2.1	13,894	-1.6
058	Nicola-Similkameen	2,713	2,649	-2.4	2,658	0.3
059	Peace River South	4,131	4,063	-1.6	3,853	-5.2
060	Peace River North	6,052	5,873	-3.0	5,743	-2.2
061	Greater Victoria	20,479	20,277	-1.0	19,877	-2.0
062	Sooke	9,268	9,457	2.0	9,628	1.8
063	Saanich	9,700	9,713	0.1	10,041	3.4
064	Gulf Islands	1,593	1,610	1.1	1,768	9.8
067	Okanagan Skaha	6,564	6,354	-3.2	6,230	-2.0
068	Nanaimo-Ladysmith	14,692	14,258	-3.0	14,183	-0.5
069	Qualicum	4,635	4,437	-4.3	4,324	-2.5
070	Alberni	4,391	4,225	-3.8	4,199	-0.6
071	Comox Valley	9,305	9,960	7.0	9,843	-1.2
072	Campbell River	5,649	5,441	-3.7	5,295	-2.7
073	Kamloops/Thompson	15,087	15,121	0.2	15,004	-0.8
074	Gold Trail	1,413	1,350	-4.5	1,279	-5.3
075	Mission	6,548	6,413	-2.1	6,227	-2.9
078	Fraser-Cascade	1,993	1,864	-6.5	1,823	-2.2
079	Cowichan Valley	8,649	8,392	-3.0	8,178	-2.6
081	Fort Nelson	906	898	-0.9	875	-2.6
082	Coast Mountains	5,481	5,380	-1.8	4,999	-7.1
083	North Okanagan-Shuswap	7,053	6,989	-0.9	6,747	-3.5
084	Vancouver Island West	459	425	-7.4	455	7.1
085	Vancouver Island North	1,541	1,514	-1.8	1,471	-2.8
087	Stikine	233	210	-9.9	200	-4.8
091	Nechako Lakes	5,434	5,204	-4.2	5,004	-3.8
092	Nisga'a	437	422	-3.4	405	-4.0
093	Conseil scolaire francophone	4,369	4,469	2.3	4,602	3.0
All Public Only		580,484	579,115	-0.2	569,728	-1.6
All Independent Only		69,467	70,274	1.2	71,864	2.3
Province (Pub. + Ind.)		649,951	649,389	-0.1	641,592	-1.2

## Students by Grade, 2002/03 and 2011/12 (Public and Independent)

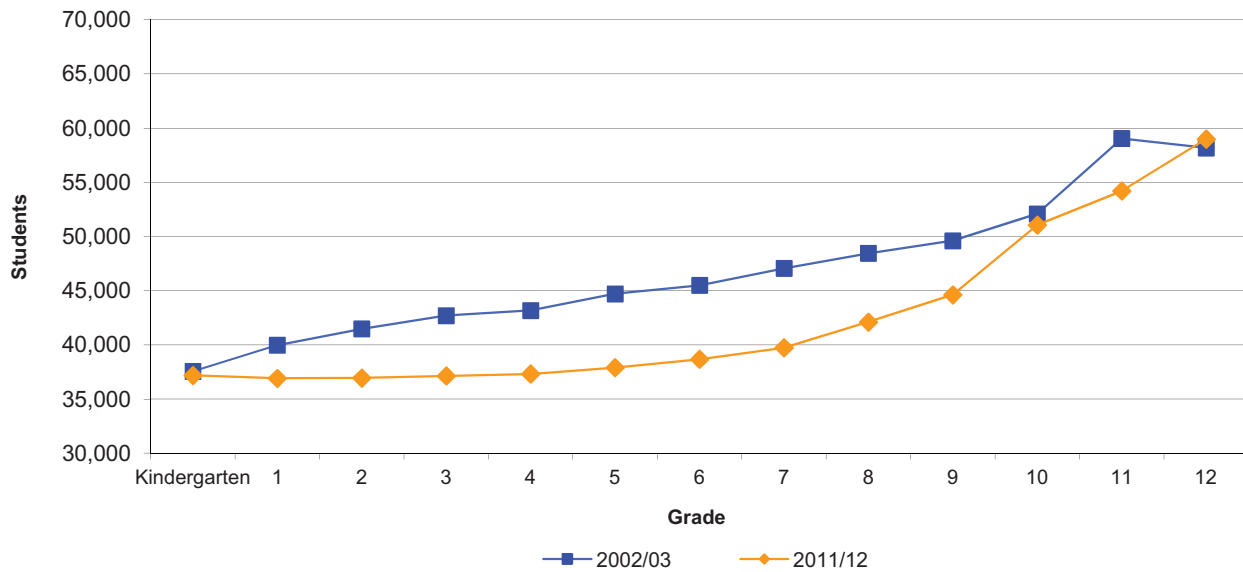


Grade	2002/03	2011/12
Kindergarten	42,798	42,952
1	45,138	42,533
2	46,406	42,591
3	47,783	42,777
4	48,167	42,766
5	49,876	43,508
6	50,420	44,201
7	51,996	45,229
8	53,049	47,156
9	53,991	49,562
10	56,267	56,438
11	63,003	59,332
12	62,166	64,105
EU	2,311	1,606
SU	10,429	6,464
GA	-	10,372

### Notes:

- (1) EU Elementary Ungraded and SU Secondary Ungraded.
  - (2) Includes all enrolled school-age students (5-19 inclusive) and adult students (20 or older) as of September 30.
  - (3) Excludes all registered homeschooled children.
  - (4) Student populations are calculated by headcount.
- school district Continuing Education or K-12 schools through phase 3 of the 'Education Guarantee'. Adults student is defined as a

## Students by Grade, 2002/03 and 2011/12 (Public Only)

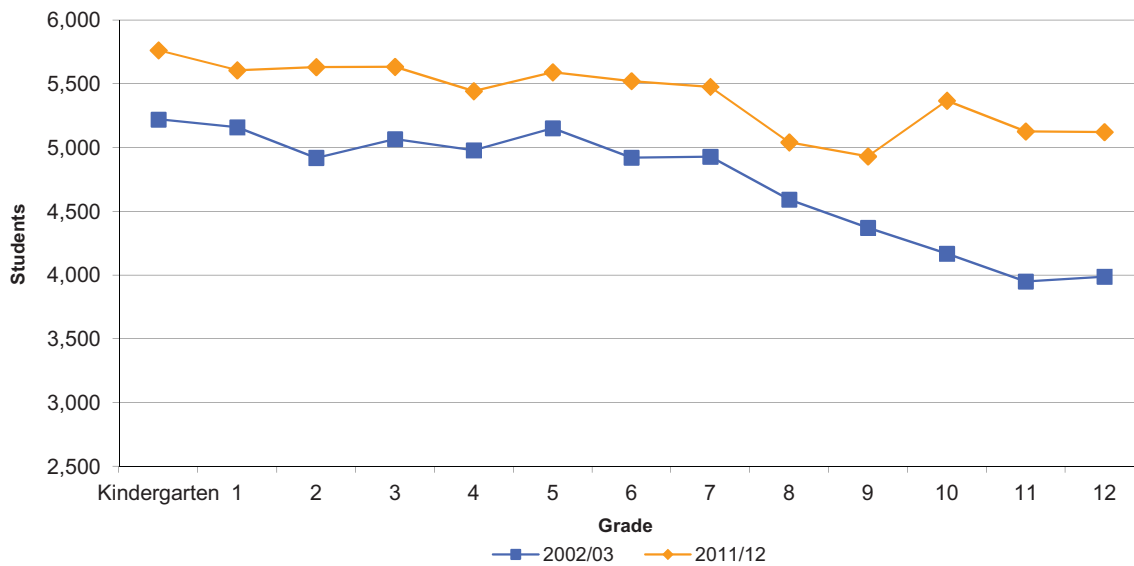


Grade	2002/03	2011/12
Kindergarten	37,579	37,190
1	39,980	36,927
2	41,487	36,960
3	42,717	37,145
4	43,190	37,324
5	44,725	37,918
6	45,500	38,680
7	47,068	39,753
8	48,457	42,116
9	49,621	44,632
10	52,100	51,071
11	59,054	54,205
12	58,178	58,985
EU	1,465	105
SU	10,079	6,379
GA	-	10,338

### Notes:

- (1) EU Elementary Ungraded and SU Secondary Ungraded.
- (2) Includes all enrolled school-age students (5-19 inclusive) and adult students (20 or older) as of September 30.
- (3) Excludes all registered homeschooled children.
- (4) Student populations are calculated by headcount.
- (5) GA (Graduated Adult) Effective September 1, 2008, graduated adults may take, tuition free, eligible courses offered at school district Continuing Education or K-12 schools through phase 3 of the 'Education Guarantee'. Adults student is defined as a student 19 years of age or older as at July 1 of the current year.

## Students by Grade, 2002/03 and 2011/12 (Independent Only)



Grade	2002/03	2011/12
Kindergarten	5,219	5,762
1	5,158	5,606
2	4,919	5,631
3	5,066	5,632
4	4,977	5,442
5	5,151	5,590
6	4,920	5,521
7	4,928	5,476
8	4,592	5,040
9	4,370	4,930
10	4,167	5,367
11	3,949	5,127
12	3,988	5,120
EU	846	1,501
SU	350	85
GA	-	34

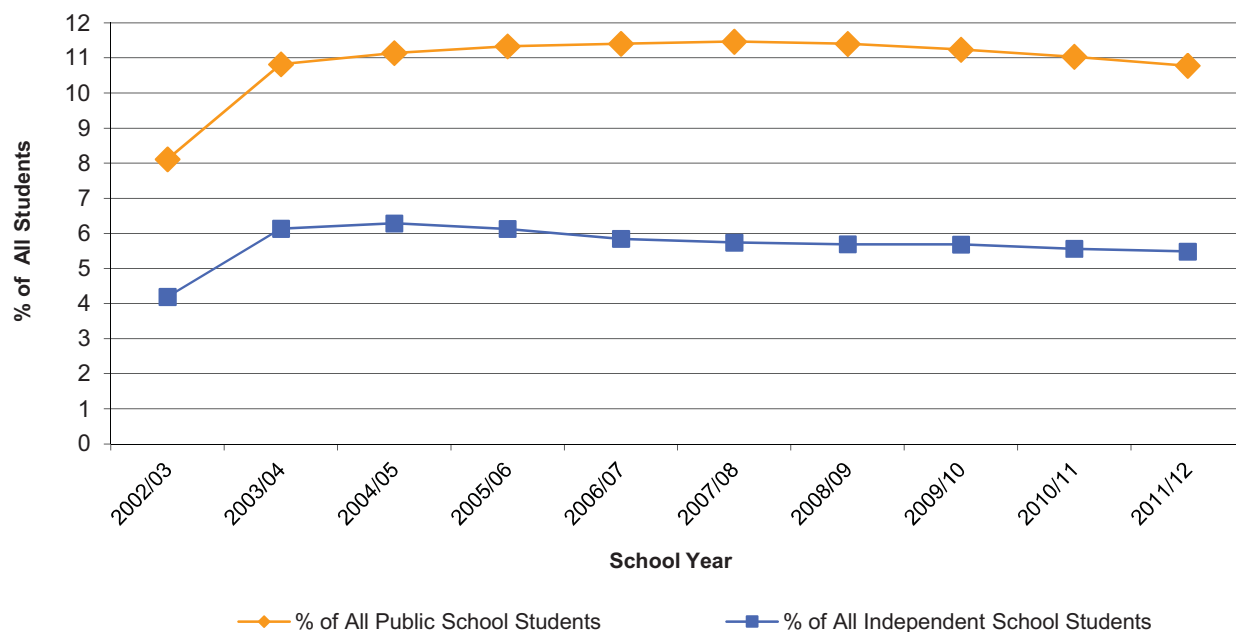
### Notes:

- (1) EU = Elementary Ungraded and SU = Secondary Ungraded.
- (2) Students are counted if they are enrolled in a British Columbia independent school on September 30th.
- (3) Student populations are calculated by headcount.
- (4) GA (Graduated Adult) = Effective September 1, 2008, graduated adults may take, tuition free, eligible courses offered at school district Continuing Education or K-12 schools through phase 3 of the 'Education Guarantee'. Adults student is defined as a student 19 years of age or older as at July 1 of the current year.

## Students by Grade by School District, 2011/12

	School District	Kinder- garten	1	2	3	4	5	6	7	8	9	10	11	12	Elem. Ungraded	Sec. Ungraded	Graduated Adult
005	Southeast Kootenay	413	373	333	354	361	367	354	391	422	474	471	487	506	0	Msk	18
006	Rocky Mountain	219	241	233	208	214	213	230	231	244	261	262	273	323	0	19	Msk
008	Kootenay Lake	309	316	353	340	326	327	371	377	394	401	443	476	559	0	30	195
010	Arrow Lakes	40	25	36	32	34	33	35	50	51	35	36	55	52	0	Msk	Msk
019	Revelstoke	86	87	57	74	65	83	69	62	81	83	89	105	89	0	Msk	0
020	Kootenay-Columbia	274	275	251	264	233	282	269	284	319	351	378	379	408	0	0	Msk
022	Vernon	516	598	558	584	570	597	560	624	682	704	735	828	844	Msk	55	34
023	Central Okanagan	1,466	1427	1448	1502	1521	1535	1569	1641	1611	1839	1892	2013	2061	0	29	Msk
027	Cariboo-Chilcotin	311	316	345	361	336	361	372	379	443	459	526	474	496	0	Msk	18
028	Quesnel	234	222	239	217	187	224	202	276	276	288	356	314	339	0	81	41
033	Chilliwack	939	853	924	883	831	915	841	917	912	987	1088	1220	1211	85	334	272
034	Abbotsford	1,430	1367	1394	1373	1382	1375	1373	1334	1433	1528	1580	1669	1854	0	46	263
035	Langley	1,341	1324	1338	1394	1399	1355	1351	1428	1493	1527	1664	1826	1967	0	0	196
036	Surrey	4,784	4744	4734	4724	4764	4844	4962	5072	5376	5494	6533	6297	6756	Msk	Msk	367
037	Delta	1,027	985	1043	1099	1092	1073	1104	1122	1393	1371	1484	1619	1848	0	0	92
038	Richmond	1,305	1368	1410	1372	1442	1541	1605	1536	1727	1865	2048	2269	2879	0	Msk	107
039	Vancouver	3,697	3717	3494	3540	3565	3500	3841	3914	4071	4393	6329	6019	6650	0	Msk	1270
040	New Westminster	503	454	471	476	445	477	480	446	401	487	582	693	684	0	808	177
041	Burnaby	1,606	1663	1586	1582	1647	1646	1697	1684	1878	1906	2100	2491	2819	0	473	760
042	Maple Ridge-Pitt Meadows	1,033	955	1030	1018	1021	1004	1056	1045	1111	1151	1358	1403	1586	0	203	214
043	Coquitlam	2,011	2026	2094	2059	2091	2184	2237	2329	2353	2512	2780	3015	3883	0	531	1506
044	North Vancouver	1,077	1074	1107	1093	1103	1090	1139	1254	1164	1302	1485	1708	1467	0	0	148
045	West Vancouver	383	418	444	476	453	488	505	463	594	598	754	883	744	0	0	0
046	Sunshine Coast	213	200	200	195	213	211	233	229	243	277	314	336	262	0	73	16
047	Powell River	132	126	123	136	153	122	144	128	151	188	196	246	350	0	0	17
048	Sea to Sky	356	314	324	302	300	290	320	304	304	317	360	354	393	0	Msk	0
049	Central Coast	17	24	18	16	Msk	12	18	13	Msk	15	10	Msk	Msk	0	43	Msk
050	Haida Gwaii	33	35	38	51	41	47	53	47	61	54	67	67	60	0	0	Msk
051	Boundary	94	95	117	97	106	122	105	98	110	95	116	115	125	0	Msk	0
052	Prince Rupert	154	122	131	157	165	155	152	144	178	219	201	227	223	0	0	Msk
053	Okanagan Similkameen	164	147	166	156	171	165	185	178	204	202	222	215	253	0	23	128
054	Bulkley Valley	144	136	142	160	139	155	150	173	183	239	233	237	211	0	0	0
057	Prince George	902	947	880	927	888	852	889	978	1037	1114	1220	1380	1433	0	153	294
058	Nicola-Similkameen	147	159	142	136	156	151	148	157	177	206	232	399	316	0	23	109
059	Peace River South	258	289	276	239	281	257	253	277	287	342	357	359	364	0	Msk	Msk
060	Peace River North	428	434	411	454	394	429	452	390	408	417	509	425	490	0	58	44
061	Greater Victoria	1,393	1348	1336	1341	1321	1336	1267	1299	1298	1471	1542	1888	1929	0	943	165
062	Sooke	706	707	645	635	608	635	662	677	678	670	694	768	871	0	314	358
063	Saanich	403	401	439	445	446	461	501	529	564	652	829	1039	1513	Msk	573	1245
064	Gulf Islands	106	95	92	100	122	125	124	118	129	158	185	179	152	0	62	21
067	Okanagan Skaha	379	369	341	387	385	419	471	467	477	569	631	671	633	0	28	Msk
068	Nanaimo-Ladysmith	925	926	931	941	925	996	925	1057	1085	1129	1274	1496	1492	0	15	66
069	Qualicum	265	283	257	304	248	307	320	331	377	373	386	416	430	Msk	11	14
070	Alberni	268	272	254	239	287	262	255	295	267	370	369	425	361	0	209	66
071	Comox Valley	514	513	551	524	551	565	574	624	648	668	877	1106	954	0	0	1174
072	Campbell River	356	326	338	389	378	369	383	401	413	410	477	479	551	0	Msk	17
073	Kamloops/Thompson	965	938	987	949	1005	935	953	1054	1185	1199	1270	1367	1314	0	576	307
074	Gold Trail	83	91	87	77	83	88	80	90	98	124	131	102	131	0	14	0
075	Mission	404	425	418	454	442	455	432	489	431	516	524	523	657	0	0	57
078	Fraser-Cascade	120	112	117	107	124	134	111	138	166	144	153	182	191	0	0	24
079	Cowichan Valley	541	492	518	547	564	576	617	571	685	621	741	796	704	Msk	162	42
081	Fort Nelson	57	56	66	59	62	60	56	66	66	78	83	89	77	0	0	0
082	Coast Mountains	306	334	316	272	339	310	323	323	435	439	475	443	576	0	63	45
083	North Okanagan-Shuswap	410	434	387	420	397	468	436	465	482	550	569	593	930	0	0	206
084	Vancouver Island West	24	22	30	34	35	42	32	24	41	36	35	36	60	0	0	Msk
085	Vancouver Island North	111	110	91	94	114	107	105	86	126	132	154	142	99	0	0	0
087	Stikine	12	17	Msk	10	13	23	19	19	Msk	19	10	18	22	0	0	0
091	Nechako Lakes	235	253	300	267	284	300	299	303	390	368	436	375	631	0	362	201
092	Nisga'a	38	29	29	19	39	20	32	18	23	34	27	34	61	0	Msk	Msk
093	Conseil scolaire francophone	523	518	531	480	455	443	379	334	263	201	189	153	133	0	0	0
	All Public Only	37,190	36927	36960	37145	37324	37918	38680	39753	42116	44632	51071	54205	58985	105	6379	10338
	All Independent Only	5,762	5,606	5,631	5,632	5,442	5,590	5,521	5,476	5,040	4,930	5,367	5,127	5,120	1,501	85	34
	Province (Pub + Ind)	42,952	42,533	42,591	42,777	42,766	43,508	44,201	45,229	47,156	49,562	56,438	59,332	64,105	1,606	6,464	10,372

## Aboriginal Students, 2002/03 - 2011/12 (Public and Independent)



Public			Independent		Total # of Aboriginal Students
School Year	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	
2002/03	50,396	8.1	2,623	4.2	53,019
2003/04	66,548	10.8	3,887	6.1	70,435
2004/05	67,539	11.1	4,075	6.3	71,614
2005/06	67,916	11.3	4,051	6.1	71,967
2006/07	67,022	11.4	3,969	5.8	70,991
2007/08	66,905	11.5	3,954	5.7	70,859
2008/09	66,058	11.4	3,933	5.7	69,991
2009/10	65,217	11.2	3,947	5.7	69,164
2010/11	63,899	11.0	3,907	5.6	67,806
2011/12	61,399	10.8	3,940	5.5	65,339

### Notes:

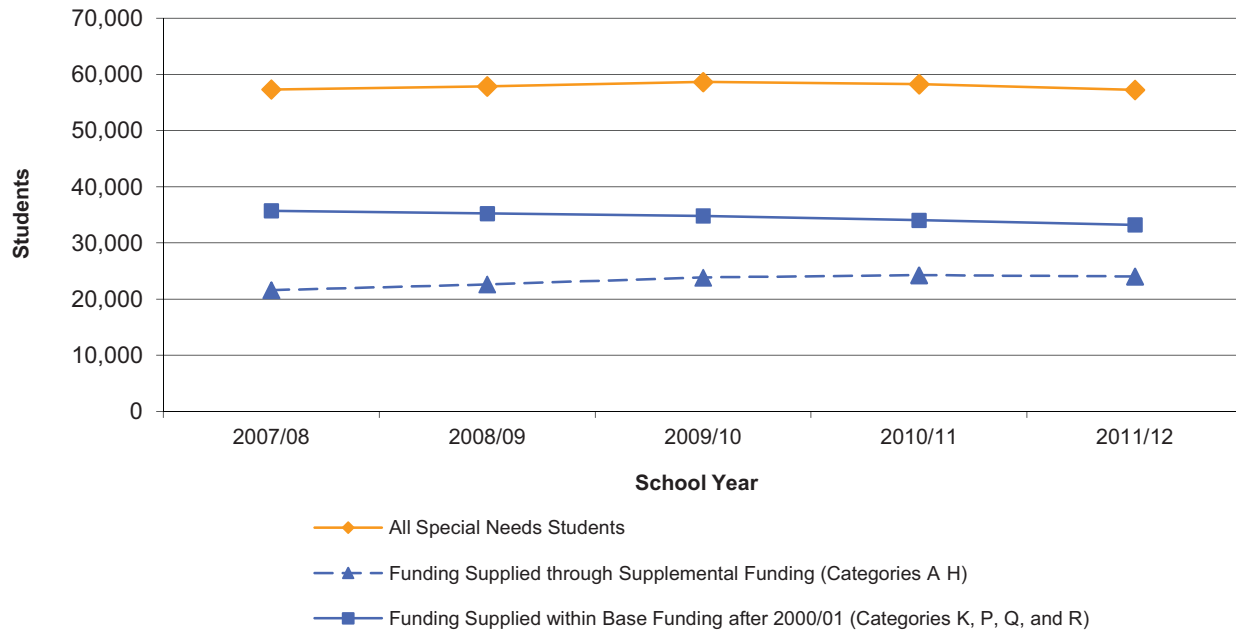
(1) An Aboriginal student is a student who has self-identified as being of Aboriginal ancestry (see glossary). Beginning in the 2003/04 school year a student is considered Aboriginal if s/he has self-declared any time in the year 2003/04 forward. Before 2003/04, students were considered Aboriginal in any given year only if they self-declared in the September 30th enrolment in that year.

### Aboriginal Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% Aboriginal Students	% Aboriginal Students	# of Aboriginal Students	% Aboriginal Students
005	Southeast Kootenay	14.2	14.5	783	14.7
006	Rocky Mountain	17.7	18.5	572	18.0
008	Kootenay Lake	15.9	15.4	793	15.2
010	Arrow Lakes	11.9	11.0	55	10.6
019	Revelstoke	12.3	11.8	124	12.0
020	Kootenay-Columbia	11.5	11.3	443	11.2
022	Vernon	14.0	13.6	1,203	14.2
023	Central Okanagan	11.0	11.0	2,276	10.6
027	Cariboo-Chilcotin	29.1	29.8	1,524	29.3
028	Quesnel	26.0	26.2	908	26.0
033	Chilliwack	16.8	16.0	2,062	15.6
034	Abbotsford	11.1	11.0	2,092	10.8
035	Langley	9.4	9.2	1,766	9.0
036	Surrey	5.0	4.9	3,240	4.7
037	Delta	3.9	3.8	575	3.5
038	Richmond	1.3	1.3	251	1.1
039	Vancouver	3.8	3.7	2,126	3.7
040	New Westminster	6.8	5.9	461	6.1
041	Burnaby	3.7	3.5	841	3.3
042	Maple Ridge-Pitt Meadows	8.1	7.8	1,189	7.8
043	Coquitlam	4.2	4.1	1,300	3.9
044	North Vancouver	3.9	3.9	592	3.7
045	West Vancouver	0.7	0.6	54	0.7
046	Sunshine Coast	16.1	16.4	528	16.4
047	Powell River	15.3	15.2	336	15.2
048	Sea to Sky	14.9	14.7	609	14.3
049	Central Coast	66.0	69.6	144	63.4
050	Haida Gwaii	66.3	65.2	425	64.9
051	Boundary	24.9	26.4	375	26.7
052	Prince Rupert	59.8	60.5	1,364	61.1
053	Okanagan Similkameen	14.6	15.9	392	15.2
054	Bulkley Valley	26.7	25.9	591	25.7
057	Prince George	26.5	26.7	3,660	26.3
058	Nicola-Similkameen	40.2	40.7	1,082	40.7
059	Peace River South	34.4	34.2	1,286	33.4
060	Peace River North	21.6	21.2	1,158	20.2
061	Greater Victoria	8.2	8.1	1,576	7.9
062	Sooke	11.3	11.2	1,068	11.1
063	Saanich	8.1	8.1	772	7.7
064	Gulf Islands	8.9	8.1	136	7.7
067	Okanagan Skaha	11.9	11.8	729	11.7
068	Nanaimo-Ladysmith	16.3	16.4	2,325	16.4
069	Qualicum	9.8	10.1	433	10.0
070	Alberni	31.4	30.8	1,310	31.2
071	Comox Valley	13.3	12.4	1,210	12.3
072	Campbell River	21.0	21.9	1,187	22.4
073	Kamloops/Thompson	17.3	17.2	2,504	16.7
074	Gold Trail	58.8	58.2	730	57.1
075	Mission	15.7	16.1	975	15.7
078	Fraser-Cascade	36.3	34.8	646	35.4
079	Cowichan Valley	18.6	19.1	1,577	19.3
081	Fort Nelson	32.5	30.6	275	31.4
082	Coast Mountains	42.9	43.9	2,153	43.1
083	North Okanagan-Shuswap	15.7	15.8	1,012	15.0
084	Vancouver Island West	50.8	50.8	248	54.5
085	Vancouver Island North	34.3	36.8	562	38.2
087	Stikine	83.3	83.8	173	86.5
091	Nechako Lakes	36.5	37.2	1,783	35.6
092	Nisga'a	99.8	100.0	405	100.0
093	Conseil scolaire francophone	9.9	9.4	430	9.3
	All Public Only	11.2	11.0	61,399	10.8
	All Independent Only	5.7	5.6	3,940	5.5
	<b>Province (Pub. + Ind.)</b>	<b>10.7</b>	<b>10.5</b>	<b>65,339</b>	<b>10.2</b>



## Special Needs Students, 2007/08 - 2011/12 (Public Only)



### Supplemental Funding Provided in Addition to Base Allocation (Categories A-H)

### Funding Supplied within Base Allocation after 2000/01 (Categories K, P, Q, and R)

School Year	# of Students	% of All Public School Students	# of Students	% of All Public School Students	Total # of Special Needs Students
2007/08	21,601	3.7	35,724	6.1	57,325
2008/09	22,628	3.9	35,243	6.1	57,871
2009/10	23,830	4.1	34,814	6.0	58,644
2010/11	24,238	4.2	34,031	5.9	58,269
2011/12	24,029	4.2	33,221	5.8	57,250

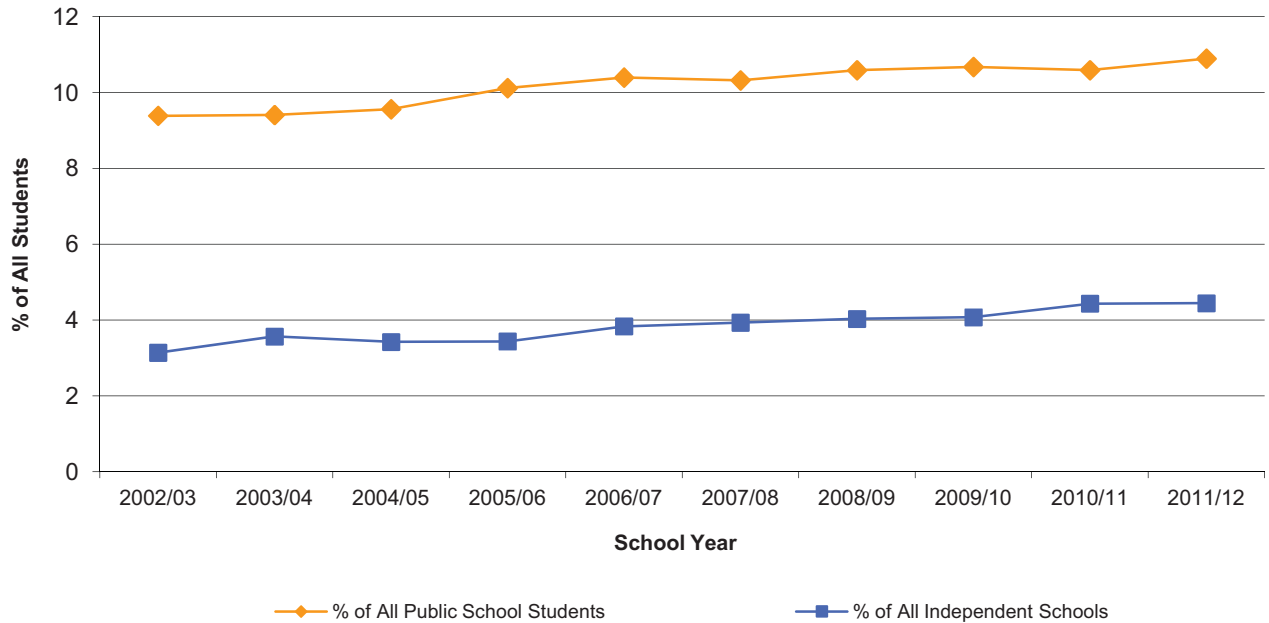
#### Notes:

- (1) A supplemental program is provided to Special Needs students to assist them in meeting the outcomes as specified in the student's individual education plan.
- (2) Category A-H: (A) Physically Dependent, (B) Deafblind, (C) Moderate to Profound Intellectual Disability, (D) Physical Disability/Chronic Health Impairment, (E) Visual Impairment, (F) Deaf or Hard of Hearing, (G) Autism Spectrum Disorder, and (H) Intensive Behaviour Interventions/Serious Mental Illness.
- (3) Category K, P, Q, and R: (K) Mild Intellectual Disability, (P) Gifted, (Q) Learning Disability, and (R) Moderate Behaviour Support/Mental Illness.
- (4) Prior to 2000/01 supplemental funding was provided for all Special Needs categories.

## Special Needs Students by School District (Public Only), 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Southeast Kootenay	10.2	9.9	544	10.2
006	Rocky Mountain	8.5	8.1	242	7.6
008	Kootenay Lake	8.5	8.3	381	7.3
010	Arrow Lakes	6.6	8.2	45	8.7
019	Revelstoke	15.6	15.7	169	16.3
020	Kootenay-Columbia	9.8	9.9	366	9.2
022	Vernon	8.5	7.8	641	7.5
023	Central Okanagan	7.6	8.0	1,784	8.3
027	Cariboo-Chilcotin	6.4	6.4	331	6.4
028	Quesnel	7.1	9.2	319	9.1
033	Chilliwack	8.4	8.8	1,225	9.3
034	Abbotsford	7.9	7.9	1,634	8.4
035	Langley	9.4	9.9	1,964	10.0
036	Surrey	9.4	9.5	6,747	9.7
037	Delta	13.3	12.1	2,154	13.2
038	Richmond	7.3	7.1	1,577	7.0
039	Vancouver	10.3	10.2	5,634	9.7
040	New Westminster	7.5	6.7	559	7.4
041	Burnaby	8.2	8.3	2,083	8.2
042	Maple Ridge-Pitt Meadows	9.5	9.9	1,580	10.4
043	Coquitlam	12.8	13.3	4,580	13.6
044	North Vancouver	11.5	11.5	1,873	11.6
045	West Vancouver	7.6	7.1	474	6.6
046	Sunshine Coast	16.9	15.8	576	17.9
047	Powell River	14.7	15.1	341	15.4
048	Sea to Sky	11.5	11.6	472	11.1
049	Central Coast	5.8	6.3	13	5.7
050	Haida Gwaii	12.8	11.7	78	11.9
051	Boundary	7.8	8.6	120	8.5
052	Prince Rupert	13.3	12.8	282	12.6
053	Okanagan Similkameen	11.3	11.9	278	10.8
054	Bulkley Valley	8.8	9.5	204	8.9
057	Prince George	7.9	7.8	1,193	8.6
058	Nicola-Similkameen	15.0	13.3	309	11.6
059	Peace River South	7.5	7.5	285	7.4
060	Peace River North	10.9	9.9	538	9.4
061	Greater Victoria	11.1	10.7	2,059	10.4
062	Sooke	11.9	12.0	1,121	11.6
063	Saanich	10.0	9.7	861	8.6
064	Gulf Islands	10.2	10.6	212	12.0
067	Okanagan Skaha	16.1	16.4	1,018	16.3
068	Nanaimo-Ladysmith	11.1	11.0	1,312	9.3
069	Qualicum	11.7	11.3	481	11.1
070	Alberni	12.5	13.3	517	12.3
071	Comox Valley	12.6	11.1	1,013	10.3
072	Campbell River	11.9	11.9	621	11.7
073	Kamloops/Thompson	9.8	8.5	1,270	8.5
074	Gold Trail	8.6	8.7	138	10.8
075	Mission	9.6	9.9	605	9.7
078	Fraser-Cascade	12.7	12.3	218	12.0
079	Cowichan Valley	11.1	11.6	1,009	12.3
081	Fort Nelson	6.6	7.6	71	8.1
082	Coast Mountains	16.0	16.8	849	17.0
083	North Okanagan-Shuswap	15.4	15.1	1,055	15.6
084	Vancouver Island West	16.6	19.1	79	17.4
085	Vancouver Island North	18.4	17.2	238	16.2
087	Stikine	15.0	13.3	22	11.0
091	Nechako Lakes	8.6	9.1	469	9.4
092	Nisga'a	9.8	10.4	47	11.6
093	Conseil scolaire francophone	7.5	8.0	370	8.0
Province (Public Only)		10.1	10.1	57,250	10.0

## English as a Second Language (ESL) Students, 2002/03 - 2011/12 (Public and Independent)



Public			Independent		
School Year	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	Total # of ESL Students
2002/03	58,338	9.4	1,967	3.1	60,305
2003/04	57,883	9.4	2,262	3.6	60,145
2004/05	57,991	9.6	2,221	3.4	60,212
2005/06	60,675	10.1	2,274	3.4	62,949
2006/07	61,116	10.4	2,605	3.8	63,721
2007/08	60,266	10.3	2,713	3.9	62,979
2008/09	61,372	10.6	2,788	4.0	64,160
2009/10	61,976	10.7	2,832	4.1	64,808
2010/11	61,344	10.6	3,117	4.4	64,461
2011/12	62,080	10.9	3,196	4.4	65,276

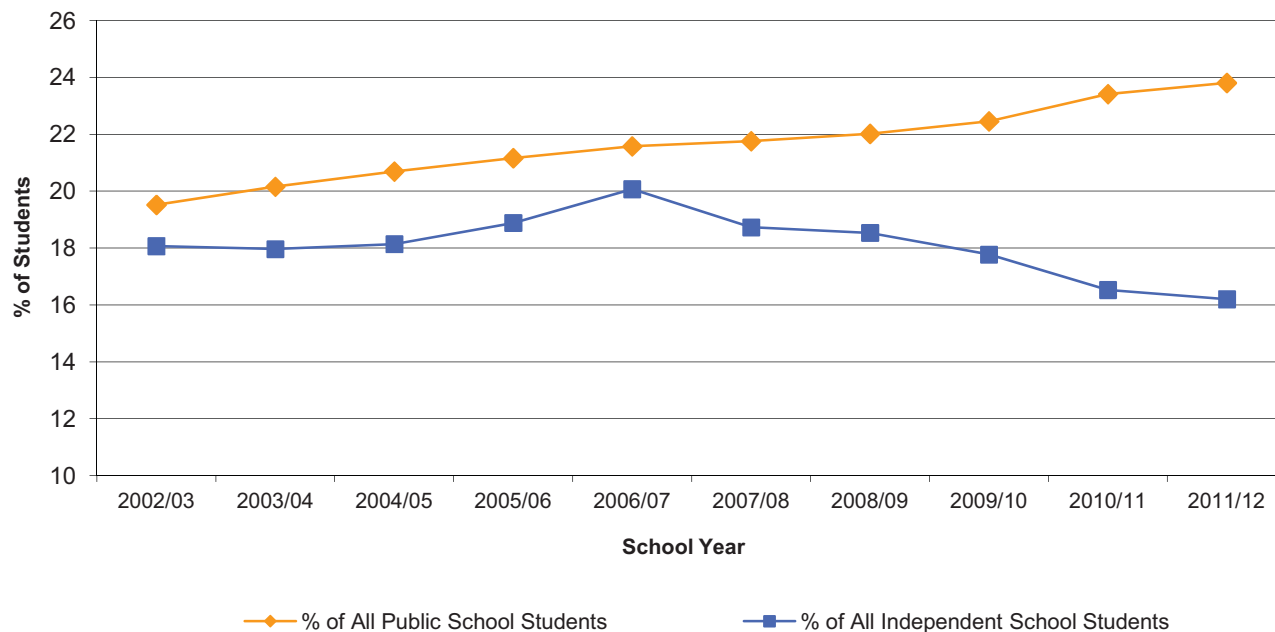
### Notes:

(1) The number of English as a Second Language (ESL) students dropped between 1998/99 and 1999/00 because of a change in funding policy. Starting in 1999/00, public school ESL students were funded in the supplemental ESL funding category up to a maximum of 5 years. Previous to this, there was no maximum. Funding for ESL services for independent school students is included in the regular operation grants issued to independent schools.

## English as a Second Language (ESL) Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Southeast Kootenay	0.2	0.3	24	0.5
006	Rocky Mountain	1.8	1.6	49	1.5
008	Kootenay Lake	1.6	1.6	39	0.7
010	Arrow Lakes	Msk	-	-	-
019	Revelstoke	Msk	Msk	Msk	Msk
020	Kootenay-Columbia	0.6	0.5	25	0.6
022	Vernon	0.6	0.5	53	0.6
023	Central Okanagan	1.6	1.7	378	1.8
027	Cariboo-Chilcotin	6.7	6.5	367	7.1
028	Quesnel	5.4	5.0	150	4.3
033	Chilliwack	3.0	3.9	502	3.8
034	Abbotsford	10.2	10.1	2,094	10.8
035	Langley	4.0	3.8	803	4.1
036	Surrey	21.7	20.8	15,322	22.1
037	Delta	8.6	9.4	1,738	10.6
038	Richmond	28.4	27.8	6,249	27.8
039	Vancouver	21.9	21.5	12,238	21.1
040	New Westminster	9.9	8.3	761	10.0
041	Burnaby	18.1	18.8	4,885	19.1
042	Maple Ridge-Pitt Meadows	1.7	2.0	320	2.1
043	Coquitlam	13.0	12.0	4,333	12.9
044	Nor h Vancouver	5.8	5.1	845	5.2
045	West Vancouver	6.5	8.3	705	9.8
046	Sunshine Coast	3.7	3.2	117	3.6
047	Powell River	Msk	Msk	Msk	Msk
048	Sea to Sky	8.4	9.0	456	10.7
049	Central Coast	Msk	Msk	-	-
050	Haida Gwaii	5.7	4.7	36	5.5
051	Boundary	-	-	-	-
052	Prince Rupert	10.3	9.4	206	9.2
053	Okanagan Similkameen	5.9	5.4	130	5.0
054	Bulkley Valley	1.6	0.8	Msk	Msk
057	Prince George	8.1	8.7	1,293	9.3
058	Nicola-Similkameen	3.1	3.7	90	3.4
059	Peace River South	2.4	2.2	77	2.0
060	Peace River North	5.0	4.5	266	4.6
061	Greater Victoria	7.2	8.0	1,559	7.8
062	Sooke	2.1	3.1	437	4.5
063	Saanich	2.3	2.4	224	2.2
064	Gulf Islands	1.0	1.4	22	1.2
067	Okanagan Skaha	1.5	1.9	101	1.6
068	Nanaimo-Ladysmith	3.5	3.7	591	4.2
069	Qualicum	1.5	1.3	57	1.3
070	Alberni	12.0	11.7	454	10.8
071	Comox Valley	1.6	0.8	77	0.8
072	Campbell River	4.6	4.4	246	4.6
073	Kamloops/Thompson	0.9	1.0	162	1.1
074	Gold Trail	22.3	17.4	169	13.2
075	Mission	4.6	4.5	289	4.6
078	Fraser-Cascade	3.9	3.3	68	3.7
079	Cowichan Valley	4.8	4.7	376	4.6
081	Fort Nelson	2.0	2.1	20	2.3
082	Coast Mountains	8.0	7.9	363	7.3
083	Nor h Okanagan-Shuswap	0.9	1.2	117	1.7
084	Vancouver Island West	25.3	21.9	82	18.0
085	Vancouver Island North	9.0	6.9	134	9.1
087	Stikine	17.6	21.0	49	24.5
091	Nechako Lakes	6.1	6.0	266	5.3
092	Nisga'a	46.0	50.2	231	57.0
093	Conseil scolaire francophone	32.6	31.3	1,413	30.7
All Public Only		10.7	10.6	62,080	10.9
All Independent Only		4.1	4.4	3,196	4.4
Province (Pub. + Ind.)		10.0	9.9	65,276	10.2

## Students whose Primary Language Spoken at Home is not English, 2002/03 - 2011/12 (Public and Independent)



Public			Independent		
School Year	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	Total # of Students
2002/03	121,257	19.5	11,311	18.1	132,568
2003/04	124,006	20.2	11,386	18.0	135,392
2004/05	125,483	20.7	11,760	18.1	137,243
2005/06	126,859	21.2	12,488	18.9	139,347
2006/07	126,827	21.6	13,632	20.1	140,459
2007/08	126,975	21.8	12,909	18.7	139,884
2008/09	127,577	22.0	12,814	18.5	140,391
2009/10	130,341	22.5	12,347	17.8	142,688
2010/11	135,614	23.4	11,615	16.5	147,229
2011/12	135,651	23.8	11,644	16.2	147,295

### Notes:

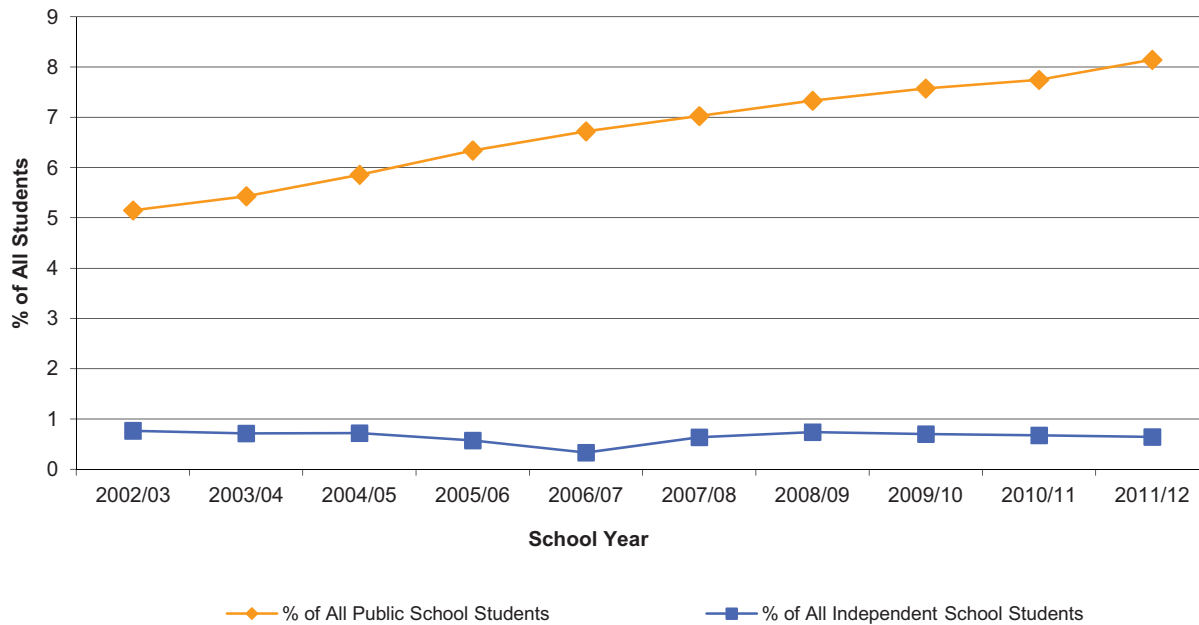
(1) "Primary Language Spoken at Home" is the language spoken most often or on a regular basis at home by individual students at the time of the September 30th data collection.

(2) Primary language is indicated by students on the Student Data Collection Form 1701.

**Students whose Primary Language Spoken at Home is not English  
by School District, 2009/10 - 2011/12**

School District	2009/10	2010/11	2011/12	
	% of Students in District	% of Students in District	# of Students in District	% of Students in District
005 Southeast Kootenay	0.5	0.6	37	0.7
006 Rocky Mountain	3.6	3.8	115	3.6
008 Kootenay Lake	2.0	2.5	139	2.7
010 Arrow Lakes	-	-	-	-
019 Revelstoke	Msk	1.2	16	1.5
020 Kootenay-Columbia	1.2	1.2	63	1.6
022 Vernon	3.9	3.8	332	3.9
023 Central Okanagan	4.8	4.9	1,100	5.1
027 Cariboo-Chilcotin	1.8	2.2	119	2.3
028 Quesnel	2.2	2.0	63	1.8
033 Chilliwack	4.8	5.3	715	5.4
034 Abbotsford	28.4	28.6	5,729	29.5
035 Langley	12.6	13.3	2,716	13.9
036 Surrey	44.5	48.0	34,762	50.0
037 Delta	17.6	18.4	2,999	18.3
038 Richmond	57.0	58.0	13,158	58.5
039 Vancouver	51.0	50.7	28,698	49.5
040 New Westminster	29.9	33.4	2,652	35.0
041 Burnaby	51.2	51.4	12,980	50.8
042 Maple Ridge-Pitt Meadows	9.1	9.3	1,501	9.9
043 Coquitlam	33.7	34.4	12,005	35.7
044 North Vancouver	20.3	20.8	3,456	21.3
045 West Vancouver	29.4	31.0	2,417	33.6
046 Sunshine Coast	0.7	0.9	32	1.0
047 Powell River	1.1	0.9	29	1.3
048 Sea to Sky	9.1	10.1	465	11.0
049 Central Coast	-	Msk	Msk	Msk
050 Haida Gwaii	3.2	3.9	24	3.7
051 Boundary	0.7	0.8	Msk	Msk
052 Prince Rupert	2.6	2.7	64	2.9
053 Okanagan Similkameen	16.5	17.3	456	17.7
054 Bulkley Valley	0.6	0.7	21	0.9
057 Prince George	3.5	3.8	541	3.9
058 Nicola-Similkameen	2.0	2.5	66	2.5
059 Peace River South	1.6	1.9	90	2.3
060 Peace River North	7.8	8.1	469	8.2
061 Greater Victoria	8.2	9.2	1,932	9.7
062 Sooke	1.6	1.6	197	2.0
063 Saanich	4.5	4.1	485	4.8
064 Gulf Islands	1.1	2.2	38	2.1
067 Okanagan Skaha	2.8	3.6	233	3.7
068 Nanaimo-Ladysmith	4.0	4.1	591	4.2
069 Qualicum	1.7	2.1	110	2.5
070 Alberni	1.0	1.1	49	1.2
071 Comox Valley	2.1	2.0	210	2.1
072 Campbell River	2.9	3.0	137	2.6
073 Kamloops/Thompson	2.5	2.9	454	3.0
074 Gold Trail	1.6	2.1	29	2.3
075 Mission	7.6	8.5	496	8.0
078 Fraser-Cascade	3.2	3.5	69	3.8
079 Cowichan Valley	1.0	1.1	104	1.3
081 Fort Nelson	1.9	2.1	23	2.6
082 Coast Mountains	1.8	1.9	109	2.2
083 North Okanagan-Shuswap	1.6	1.5	93	1.4
084 Vancouver Island West	-	Msk	Msk	Msk
085 Vancouver Island North	1.0	0.7	15	1.0
087 Stikine	Msk	Msk	Msk	Msk
091 Nechako Lakes	0.7	0.8	53	1.1
092 Nisga'a	-	-	Msk	Msk
093 Conseil scolaire francophone	50.8	49.1	2,179	47.3
All Public Only	22.5	23.4	135,651	23.8
All Independent Only	17.8	16.5	11,644	16.2
Province (Pub. + Ind.)	22.0	22.7	147,295	23.0

## French Immersion Students, 2002/03 - 2011/12 (Public and Independent)



Public			Independent		Total # of French Immersion Students
School Year	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	
2002/03	31,990	5.1	481	0.8	32,471
2003/04	33,407	5.4	454	0.7	33,861
2004/05	35,519	5.9	466	0.7	35,985
2005/06	38,008	6.3	380	0.6	38,388
2006/07	39,510	6.7	227	0.3	39,737
2007/08	41,002	7.0	439	0.6	41,441
2008/09	42,474	7.3	513	0.7	42,987
2009/10	43,964	7.6	488	0.7	44,452
2010/11	44,851	7.7	476	0.7	45,327
2011/12	46,392	8.1	464	0.6	46,856

### Notes:

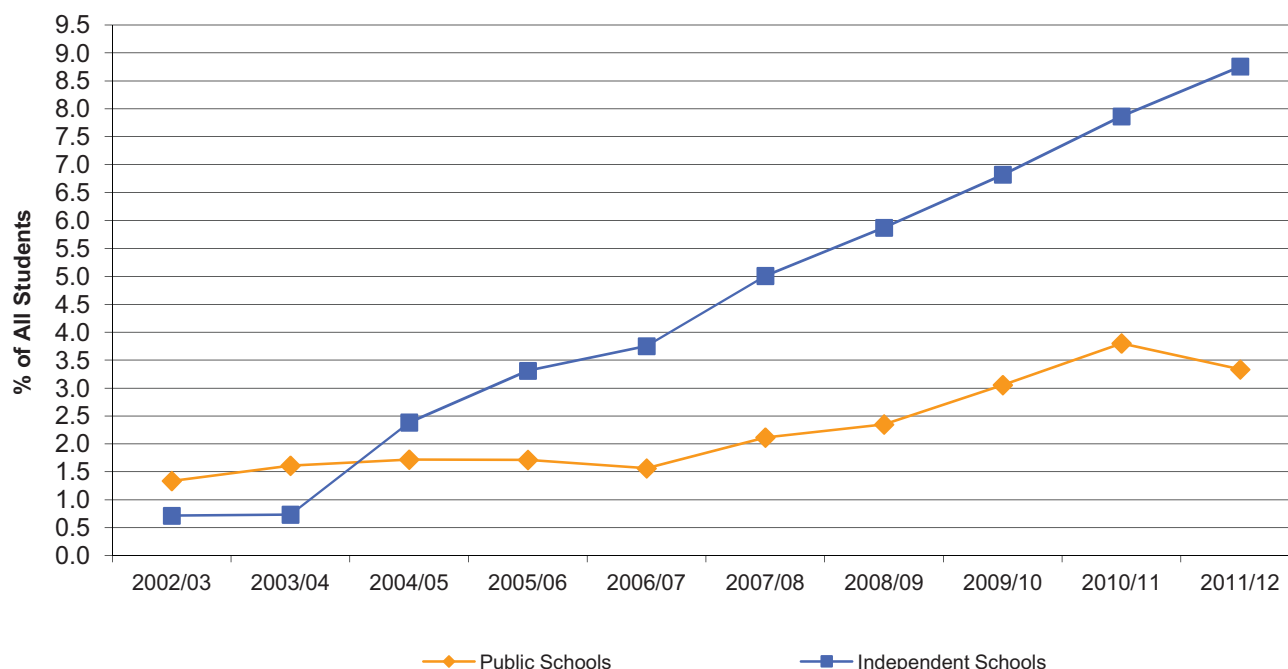
(1) Includes students in Early French Immersion and Late French Immersion.



## French Immersion Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Southeast Kootenay	7.0	7.0	397	7.4
006	Rocky Mountain	6.9	7.0	214	6.7
008	Kootenay Lake	4.9	5.0	280	5.4
010	Arrow Lakes	-	-	-	-
019	Revelstoke	-	-	-	-
020	Kootenay-Columbia	4.4	4.4	172	4.3
022	Vernon	10.9	11.1	1,012	11.9
023	Central Okanagan	8.5	9.0	2,037	9.4
027	Cariboo-Chilcotin	5.4	5.4	310	6.0
028	Quesnel	5.2	5.5	179	5.1
033	Chilliwack	3.4	3.4	455	3.4
034	Abbotsford	5.7	6.0	1,202	6.2
035	Langley	7.2	6.9	1,379	7.0
036	Surrey	4.2	4.2	3,112	4.5
037	Delta	11.2	11.5	1,974	12.1
038	Richmond	10.6	9.6	2,234	9.9
039	Vancouver	7.8	8.1	4,788	8.3
040	New Westminster	12.4	11.7	923	12.2
041	Burnaby	7.3	7.4	1,996	7.8
042	Maple Ridge-Pitt Meadows	9.5	9.5	1,452	9.6
043	Coquitlam	8.1	8.7	3,031	9.0
044	North Vancouver	13.2	13.9	2,391	14.7
045	West Vancouver	12.8	11.8	894	12.4
046	Sunshine Coast	-	-	-	-
047	Powell River	-	0.8	33	1.5
048	Sea to Sky	7.6	7.4	377	8.9
049	Central Coast	-	-	-	-
050	Haida Gwaii	2.0	5.5	33	5.0
051	Boundary	-	-	-	-
052	Prince Rupert	7.3	7.1	162	7.3
053	Okanagan Similkameen	-	-	-	-
054	Bulkley Valley	6.6	6.3	164	7.1
057	Prince George	5.2	5.4	822	5.9
058	Nicola-Similkameen	5.9	6.2	169	6.4
059	Peace River South	9.5	9.0	381	9.9
060	Peace River North	6.3	6.2	339	5.9
061	Greater Victoria	14.7	15.5	3,306	16.6
062	Sooke	8.1	8.9	921	9.6
063	Saanich	8.9	9.2	910	9.1
064	Gulf Islands	8.7	7.7	188	10.6
067	Okanagan Skaha	9.6	10.0	677	10.9
068	Nanaimo-Ladysmith	8.5	8.9	1,275	9.0
069	Qualicum	8.4	8.3	369	8.5
070	Alberni	7.9	8.4	362	8.6
071	Comox Valley	10.5	10.2	1,076	10.9
072	Campbell River	13.5	14.2	816	15.4
073	Kamloops/Thompson	6.6	6.8	1,056	7.0
074	Gold Trail	-	-	-	-
075	Mission	6.5	7.1	478	7.7
078	Fraser-Cascade	-	-	-	-
079	Cowichan Valley	8.5	9.1	813	9.9
081	Fort Nelson	-	-	-	-
082	Coast Mountains	6.2	6.6	368	7.4
083	North Okanagan-Shuswap	7.8	9.0	660	9.8
084	Vancouver Island West	-	-	-	-
085	Vancouver Island North	-	-	-	-
087	Stikine	-	-	-	-
091	Nechako Lakes	3.9	4.1	205	4.1
092	Nisga'a	-	-	-	-
093	Conseil scolaire francophone	-	-	-	-
All Public Only		7.6	7.7	46,392	8.1
All Independent Only		0.7	0.7	464	0.6
Province (Pub. + Ind.)		6.9	7.0	46,856	7.3

## Distributed Learning (DL) Students, 2002/03 - 2011/12 (Public and Independent)



Public Schools			Independent Schools		Total # of DL Students
School Year	# of Students	% of All Students	# of Students	% of All Students	
2002/03	8,316	1.3	448	0.7	8,764
2003/04	9,911	1.6	466	0.7	10,377
2004/05	10,429	1.7	1,546	2.4	11,975
2005/06	10,281	1.7	2,190	3.3	12,471
2006/07	9,190	1.6	2,548	3.8	11,738
2007/08	12,353	2.1	3,453	5.0	15,806
2008/09	13,611	2.3	4,060	5.9	17,671
2009/10	17,740	3.1	4,739	6.8	22,479
2010/11	22,011	3.8	5,527	7.9	27,538
2011/12	18,993	3.3	6,293	8.8	25,286

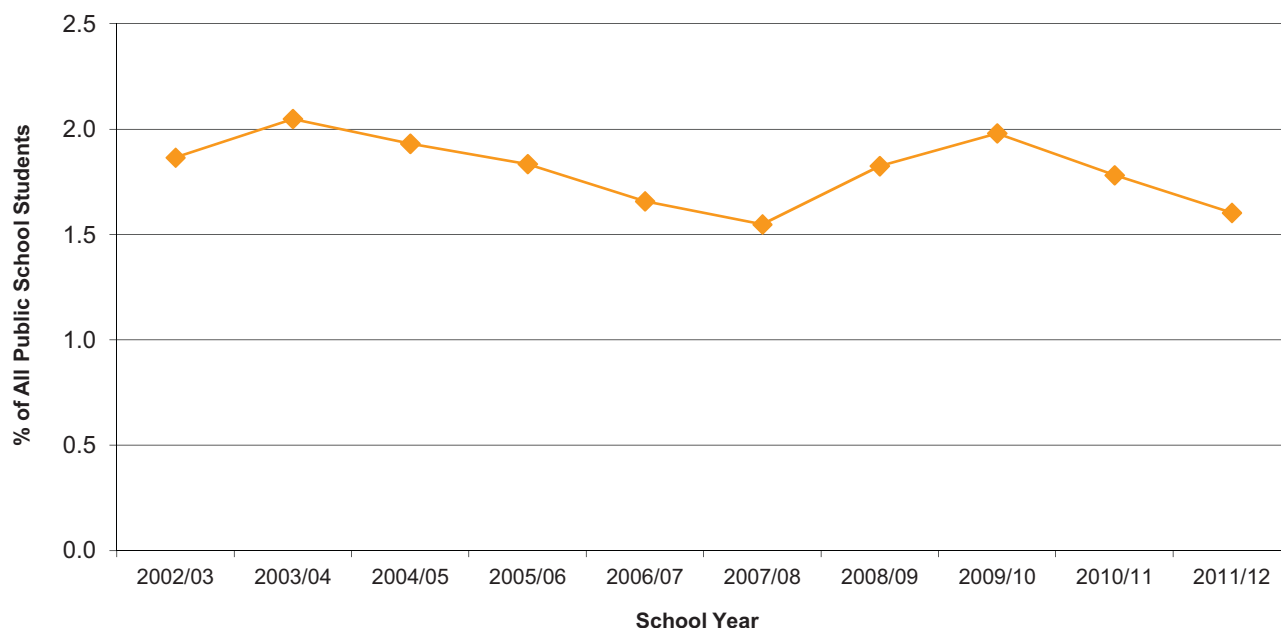
### Notes:

- 1) Reflects enrolment at September 30th, including only those students who are taking most of their educational program by distributed learning (the DL program is considered the school of authority).
- 2) The numbers reported exclude cross-enrolment. (In 2006/07, changes in distributed learning legislation permitted cross-enrolment in Grades 10, 11 and 12.)
- 3) As students can enrol in DL courses at any time, this will under-represent the actual number of students taking courses by distributed learning in a year. The annual total DL enrolment was 33,022 for 2006/07 and 48,491 for 2007/08. The projected enrolment for 2008/09 is 56,000.

## Distributed Learning (DL) Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Sou heast Kootenay	0.5	0.8	78	1.5
006	Rocky Mountain	1.7	0.9	40	1.3
008	Kootenay Lake	11.6	13.1	566	10.8
010	Arrow Lakes	-	3.4	16	3.1
019	Revelstoke	-	-	-	-
020	Kootenay-Columbia	Msk	Msk	Msk	Msk
022	Vernon	0.6	1.4	89	1.0
023	Central Okanagan	0.9	1.0	143	0.7
027	Cariboo-Chilcotin	1.2	1.2	58	1.1
028	Quesnel	0.8	1.0	33	0.9
033	Chilliwack	11.1	11.9	934	7.1
034	Abbotsford	1.7	5.1	669	3.4
035	Langley	1.4	1.6	358	1.8
036	Surrey	3.0	5.4	930	1.3
037	Delta	0.9	0.6	120	0.7
038	Richmond	0.1	1.2	97	0.4
039	Vancouver	2.1	1.3	700	1.2
040	New Westminster	6.4	5.9	476	6.3
041	Burnaby	1.2	1.2	243	1.0
042	Maple Ridge-Pitt Meadows	1.0	0.4	88	0.6
043	Coquitlam	3.2	4.6	1,950	5.8
044	Nor h Vancouver	0.8	Msk	201	1.2
045	West Vancouver	-	-	-	-
046	Sunshine Coast	0.6	2.8	87	2.7
047	Powell River	6.1	6.1	124	5.6
048	Sea to Sky	Msk	Msk	Msk	Msk
049	Central Coast	-	-	-	-
050	Haida Gwaii	-	-	-	-
051	Boundary	-	-	-	-
052	Prince Rupert	-	-	-	-
053	Okanagan Similkameen	4.2	5.1	131	5.1
054	Bulkley Valley	1.8	1.8	34	1.5
057	Prince George	2.6	1.7	327	2.4
058	Nicola-Similkameen	12.4	12.9	448	16.9
059	Peace River South	1.4	1.1	19	0.5
060	Peace River North	7.2	6.4	351	6.1
061	Greater Victoria	1.5	1.6	274	1.4
062	Sooke	3.4	5.4	586	6.1
063	Saanich	23.3	26.3	3,046	30.3
064	Gulf Islands	-	-	-	-
067	Okanagan Skaha	1.2	1.0	73	1.2
068	Nanaimo-Ladysmith	2.4	2.2	472	3.3
069	Qualicum	2.4	1.9	103	2.4
070	Alberni	2.8	5.8	309	7.4
071	Comox Valley	13.0	20.3	2,067	21.0
072	Campbell River	0.7	0.8	56	1.1
073	Kamloops/Thompson	4.0	5.8	1,008	6.7
074	Gold Trail	6.9	5.0	47	3.7
075	Mission	4.9	4.6	334	5.4
078	Fraser-Cascade	-	-	-	-
079	Cowichan Valley	0.3	-	-	-
081	Fort Nelson	-	-	-	-
082	Coast Mountains	7.5	9.1	102	2.0
083	Nor h Okanagan-Shuswap	2.2	3.3	226	3.3
084	Vancouver Island West	-	-	-	-
085	Vancouver Island North	Msk	Msk	Msk	Msk
087	Stikine	-	-	-	-
091	Nechako Lakes	18.3	16.2	960	19.2
092	Nisga'a	-	-	-	-
093	Conseil scolaire francophone	Msk	Msk	Msk	Msk
All Public Only		3.1	3.8	18,993	3.3
All Independent Only		6.8	7.9	6,293	8.8
Province (Pub + Ind)		3.5	4.2	25,286	4.0

## Alternate Program Students, 2002/03 - 2011/12 (Public Only)



School Year	# of Students	% of All Public School Students
2002/03	11,586	1.9
2003/04	12,603	2.0
2004/05	11,710	1.9
2005/06	10,998	1.8
2006/07	9,745	1.7
2007/08	9,034	1.5
2008/09	10,576	1.8
2009/10	11,495	2.0
2010/11	10,317	1.8
2011/12	9,131	1.6

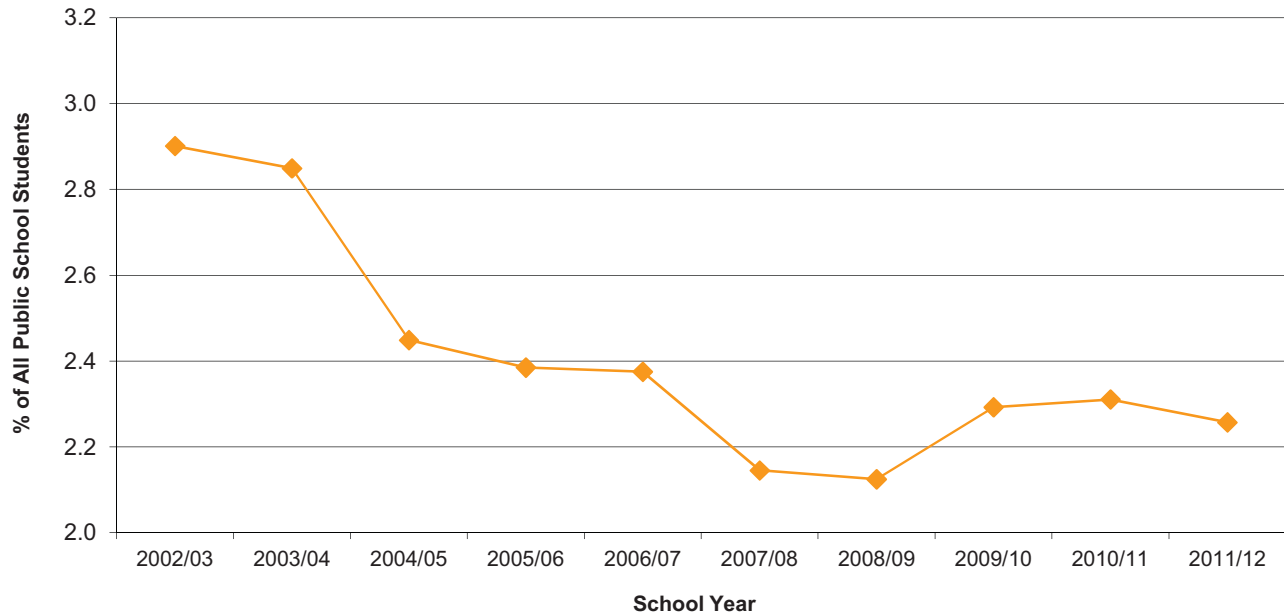
### Notes:

- (1) Alternate Programs are programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (timetable, schedules, traditional classroom environment). Programs must be offered in separate facilities.
- (2) Includes Alternate Programs (facility code 03) as defined in the School Data Collection Form 1601.

### Alternate Program Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Southeast Kootenay	1.5	1.5	58	1.1
006	Rocky Mountain	3.0	3.2	81	2.5
008	Kootenay Lake	2.5	2.3	18	0.3
010	Arrow Lakes	-	-	-	-
019	Revelstoke	-	-	-	-
020	Kootenay-Columbia	3.8	5.2	150	3.8
022	Vernon	1.9	1.5	110	1.3
023	Central Okanagan	1.4	1.3	228	1.1
027	Cariboo-Chilcotin	2.6	3.6	156	3.0
028	Quesnel	1.3	1.4	57	1.6
033	Chilliwack	5.4	2.6	297	2.2
034	Abbotsford	1.6	1.3	264	1.4
035	Langley	2.3	2.1	328	1.7
036	Surrey	1.9	1.8	1,196	1.7
037	Delta	-	-	-	-
038	Richmond	0.3	0.3	60	0.3
039	Vancouver	-	-	-	-
040	New Westminster	3.9	3.6	271	3.6
041	Burnaby	1.0	0.9	233	0.9
042	Maple Ridge-Pitt Meadows	2.3	2.1	295	1.9
043	Coquitlam	0.8	0.8	318	0.9
044	North Vancouver	2.3	2.5	254	1.6
045	West Vancouver	-	-	-	-
046	Sunshine Coast	7.3	6.0	194	6.0
047	Powell River	3.0	2.7	52	2.4
048	Sea to Sky	1.4	1.3	76	1.8
049	Central Coast	-	-	-	-
050	Haida Gwaii	-	-	-	-
051	Boundary	2.8	2.2	34	2.4
052	Prince Rupert	1.8	2.8	97	4.3
053	Okanagan Similkameen	-	1.3	24	0.9
054	Bulkley Valley	4.0	3.5	52	2.3
057	Prince George	3.0	3.3	427	3.1
058	Nicola-Similkameen	6.3	3.7	90	3.4
059	Peace River South	1.5	1.6	32	0.8
060	Peace River North	0.2	Msk	11	0.2
061	Greater Victoria	1.5	1.1	144	0.7
062	Sooke	7.1	4.8	413	4.3
063	Saanich	2.0	1.4	130	1.3
064	Gulf Islands	4.6	3.4	76	4.3
067	Okanagan Skaha	3.3	3.2	103	1.7
068	Nanaimo-Ladysmith	1.8	1.6	224	1.6
069	Qualicum	3.5	3.0	122	2.8
070	Alberni	9.7	5.4	211	5.0
071	Comox Valley	1.9	1.7	157	1.6
072	Campbell River	1.9	2.1	123	2.3
073	Kamloops/Thompson	1.5	1.5	242	1.6
074	Gold Trail	-	-	-	-
075	Mission	2.1	2.8	129	2.1
078	Fraser-Cascade	5.2	6.0	129	7.1
079	Cowichan Valley	3.5	3.4	267	3.3
081	Fort Nelson	-	-	-	-
082	Coast Mountains	3.6	3.7	216	4.3
083	Northern Okanagan-Shuswap	5.8	5.5	360	5.3
084	Vancouver Island West	-	-	-	-
085	Vancouver Island North	1.2	1.5	20	1.4
087	Stikine	-	-	-	-
091	Nechako Lakes	12.4	13.4	602	12.0
092	Nisga'a	-	-	-	-
093	Conseil scolaire francophone	-	-	-	-
Province (Public Only)		2.0	1.8	9,131	1.6

## Continuing Education Program Students, 2002/03 - 2011/12 (Public Only)



School Year	# of Students	% of All Public School Students
2002/03	18,023	2.9
2003/04	17,528	2.8
2004/05	14,849	2.4
2005/06	14,298	2.4
2006/07	13,962	2.4
2007/08	12,519	2.1
2008/09	12,311	2.1
2009/10	13,306	2.3
2010/11	13,381	2.3
2011/12	12,859	2.3

### Notes:

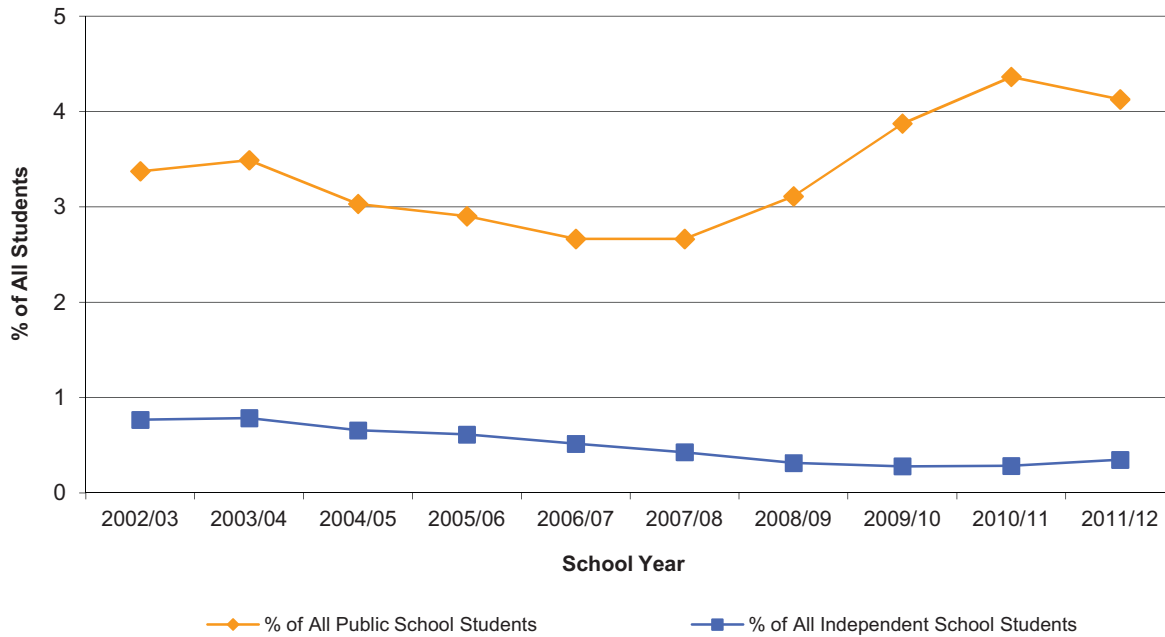
- (1) Continuing Education Centres provide programs leading to graduation or upgrading of a current certificate.
- (2) Includes Continuing Education Centres (facility code 01) as defined in the School Data Collection Form 1601.

## Continuing Education Program Students by School District, 2009/10 -2011/12

School District		2009/10	2010/2011	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Sou heast Kootenay	0.8	-	-	-
006	Rocky Mountain	0.4	-	Msk	Msk
008	Kootenay Lake	Msk	-	-	-
010	Arrow Lakes	-	-	-	-
019	Revelstoke	-	-	-	-
020	Kootenay-Columbia	0.9	-	32	0.8
022	Vernon	1.1	-	92	1.1
023	Central Okanagan	0.0	-	12	0.1
027	Cariboo-Chilcotin	9.5	-	87	1.7
028	Quesnel	8.0	-	148	4.2
033	Chilliwack	-	-	169	1.3
034	Abbotsford	1.1	-	Msk	Msk
035	Langley	1.7	-	366	1.9
036	Surrey	1.2	-	1044	1.5
037	Delta	3.2	-	368	2.3
038	Richmond	1.2	-	461	2.1
039	Vancouver	8.6	-	4655	8.0
040	New Westminster	7.1	-	1014	13.4
041	Burnaby	4.6	-	1106	4.3
042	Maple Ridge-Pitt Meadows	2.0	-	492	3.2
043	Coquitlam	2.4	-	927	2.8
044	North Vancouver	1.7	-	225	1.4
045	West Vancouver	-	-	-	-
046	Sunshine Coast	-	-	-	-
047	Powell River	-	-	-	-
048	Sea to Sky	-	-	-	-
049	Central Coast	-	-	-	-
050	Haida Gwaii	-	-	-	-
051	Boundary	-	-	-	-
052	Prince Rupert	-	-	-	-
053	Okanagan Similkameen	9.9	-	132	5.1
054	Bulkley Valley	-	-	-	-
057	Prince George	2.3	-	383	2.8
058	Nicola-Similkameen	-	-	-	-
059	Peace River South	-	-	-	-
060	Peace River North	-	-	-	-
061	Greater Victoria	2.4	-	427	2.1
062	Sooke	0.8	-	174	1.8
063	Saanich	-	-	27	0.3
064	Gulf Islands	-	-	-	-
067	Okanagan Shuswap	1.0	-	61	1.0
068	Nanaimo-Ladysmith	0.2	-	74	0.5
069	Qualicum	Msk	-	11	0.3
070	Alberni	-	-	-	-
071	Comox Valley	-	-	-	-
072	Campbell River	1.9	-	47	0.9
073	Kamloops/Thompson	0.6	-	140	0.9
074	Gold Trail	Msk	-	-	-
075	Mission	0.3	-	-	-
078	Fraser-Cascade	-	-	-	-
079	Cowichan Valley	2.4	-	151	1.8
081	Fort Nelson	-	-	-	-
082	Coast Mountains	-	-	-	-
083	North Okanagan-Shuswap	-	-	-	-
084	Vancouver Island West	Msk	-	29	6.4
085	Vancouver Island North	-	-	-	-
087	Stikine	-	-	-	-
091	Nechako Lakes	-	-	-	-
092	Nisga'a	9.2	-	-	-
093	Conseil scolaire francophone	-	-	-	-
Province (Public Only)		2.3		12,859	2.3



## Adult Students, 2002/03 - 2011/12 (Public and Independent)



Public			Independent		
School Year	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	Total # of Adult Students
2002/03	20,952	3.4	480	0.8	21,432
2003/04	21,460	3.5	497	0.8	21,957
2004/05	18,377	3.0	425	0.7	18,802
2005/06	17,393	2.9	405	0.6	17,798
2006/07	15,656	2.7	350	0.5	16,006
2007/08	15,539	2.7	294	0.4	15,833
2008/09	18,022	3.1	217	0.3	18,239
2009/10	22,482	3.9	194	0.3	22,676
2010/11	25,265	4.4	199	0.3	25,464
2011/12	23,509	4.1	249	0.3	23,758

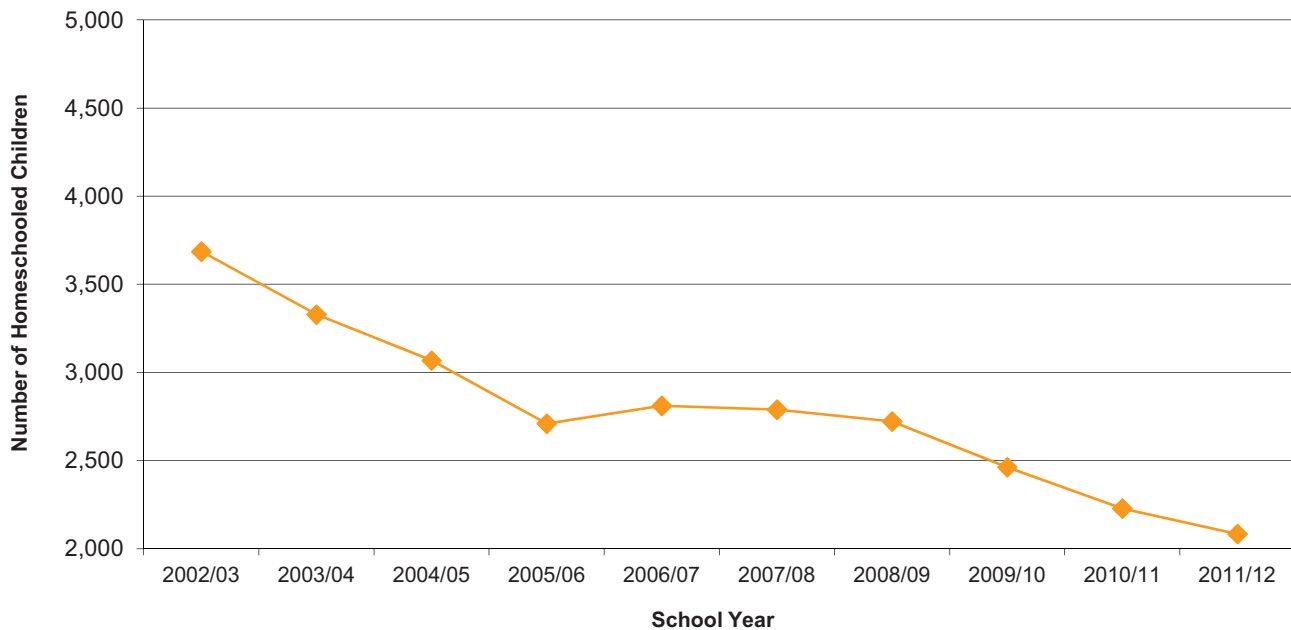
### Notes:

- (1) An adult student is a student age 20 or older as of June 30th at the end of the school year.
- (2) Adults not working toward a Certificate of Graduation are excluded.

### Adult Students by School District, 2009/10 - 2011/12

School District		2009/10	2010/11	2011/12	
		% of Students in District	% of Students in District	# of Students	% of Students in District
005	Southeast Kootenay	Msk	0.2	31	0.6
006	Rocky Mountain	0.6	0.4	23	0.7
008	Kootenay Lake	2.9	6.4	293	5.6
010	Arrow Lakes	Msk	Msk	Msk	Msk
019	Revelstoke	Msk	Msk	-	-
020	Kootenay-Columbia	0.7	1.4	52	1.3
022	Vernon	2.2	1.2	99	1.2
023	Central Okanagan	0.6	0.8	88	0.4
027	Cariboo-Chilcotin	8.3	2.7	89	1.7
028	Quesnel	5.4	3.8	143	4.1
033	Chilliwack	6.7	8.2	717	5.4
034	Abbotsford	1.8	3.4	364	1.9
035	Langley	1.2	2.3	374	1.9
036	Surrey	2.4	4.6	1,375	2.0
037	Delta	1.5	2.4	326	2.0
038	Richmond	1.6	1.9	468	2.1
039	Vancouver	6.2	6.9	4,171	7.2
040	New Westminster	13.9	15.2	1,097	14.5
041	Burnaby	3.4	4.9	1,166	4.6
042	Maple Ridge-Pitt Meadows	2.4	3.0	461	3.0
043	Coquitlam	1.8	5.6	2,380	7.1
044	North Vancouver	2.1	1.4	382	2.4
045	West Vancouver	Msk	Msk	Msk	Msk
046	Sunshine Coast	0.9	1.0	61	1.9
047	Powell River	1.9	2.0	66	3.0
048	Sea to Sky	Msk	0.4	14	0.3
049	Central Coast	19.4	9.1	28	12.3
050	Haida Gwaii	7.1	4.7	27	4.1
051	Boundary	Msk	Msk	Msk	Msk
052	Prince Rupert	1.0	1.9	49	2.2
053	Okanagan Similkameen	9.1	4.1	181	7.0
054	Bulkley Valley	1.5	Msk	Msk	Msk
057	Prince George	4.0	4.1	638	4.6
058	Nicola-Similkameen	6.2	7.9	318	12.0
059	Peace River South	0.4	0.5	12	0.3
060	Peace River North	1.7	2.7	115	2.0
061	Greater Victoria	2.1	2.5	489	2.5
062	Sooke	5.2	6.5	680	7.1
063	Saanich	9.1	17.8	2,189	21.8
064	Gulf Islands	3.8	4.7	76	4.3
067	Okanagan Skaha	1.5	1.6	28	0.4
068	Nanaimo-Ladysmith	0.7	1.2	228	1.6
069	Qualicum	1.3	0.4	33	0.8
070	Alberni	5.5	4.4	254	6.0
071	Comox Valley	2.8	14.3	1,512	15.4
072	Campbell River	0.7	1.1	47	0.9
073	Kamloops/Thompson	1.7	4.6	806	5.4
074	Gold Trail	7.4	3.2	14	1.1
075	Mission	2.0	1.1	121	1.9
078	Fraser-Cascade	1.5	2.8	66	3.6
079	Cowichan Valley	2.4	1.7	135	1.7
081	Fort Nelson	-	Msk	-	-
082	Coast Mountains	3.7	6.5	64	1.3
083	North Okanagan-Shuswap	2.9	6.0	429	6.4
084	Vancouver Island West	Msk	Msk	37	8.1
085	Vancouver Island North	Msk	Msk	Msk	Msk
087	Stikine	9.8	8.1	16	8.0
091	Nechako Lakes	14.5	14.5	643	12.8
092	Nisga'a	14.8	5.2	11	2.7
093	Conseil scolaire francophone	Msk	Msk	Msk	Msk
All Public Only		3.9	4.3	23,509	4.1
All Independent Only		0.3	0.3	249	0.3
Province (Pub. + Ind.)		3.5	3.9	23,758	3.7

## Registered Homeschooled Children, 2002/03 - 2011/12 (Public and Independent)



School Year	# of Homeschooled Children	% Change from Previous Year	% of All Students
2002/03	3,686	-	0.5
2003/04	3,329	-9.7	0.5
2004/05	3,068	-7.8	0.5
2005/06	2,710	-11.7	0.4
2006/07	2,811	3.7	0.4
2007/08	2,789	-0.8	0.4
2008/09	2,722	-2.4	0.4
2009/10	2,463	-9.5	0.4
2010/11	2,228	-9.5	0.3
2011/12	2,084	-6.5	0.3

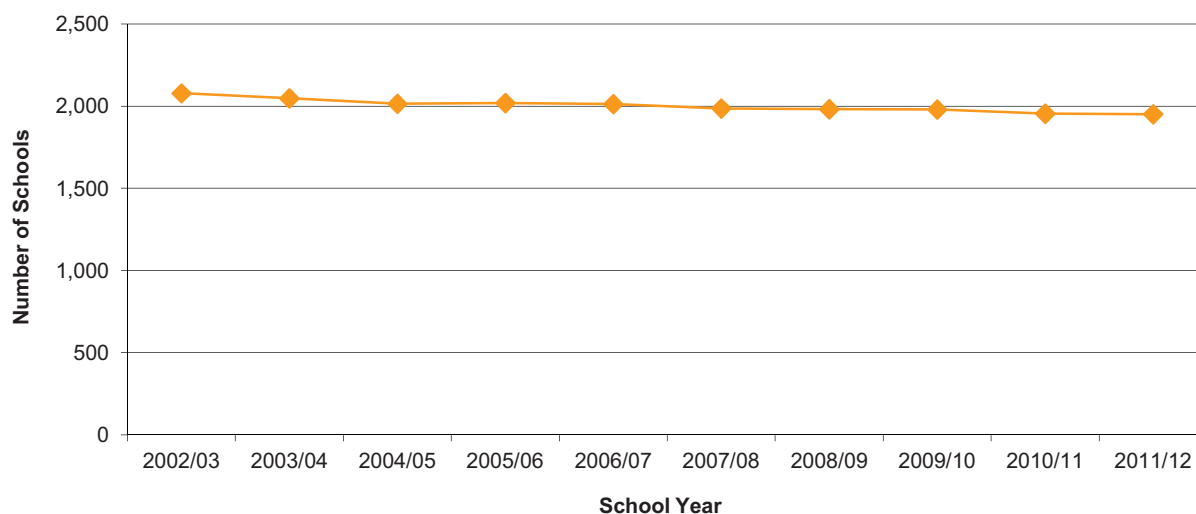
### Notes:

- (1) Children may be taught at home without the supervision of a certified teacher. Homeschool programs are not funded or accredited by the Ministry because parents choose the curriculum and learning resources.
- (2) Parents must provide each school-aged child with an "educational program". No official report is required.
- (3) Parents must register their homeschooled child(ren) by September 30th of each year with a public, francophone, distributed learning, or independent school.
- (4) % of All Students calculated with the total number of students from page 1 as the denominator, which excludes registered homeschooled children.

**Registered Homeschooled Children by School District, 2009/10 - 2011/12**

School District		2009/10	2010/11		2011/12		
		% of Students in District	% of Students in District	% Change from Previous Year	# of Students	% of Students in District	% Change from Previous Year
005	Southeast Kootenay	-	-	-	-	-	-
006	Rocky Mountain	-	Msk	Msk	Msk	Msk	Msk
008	Kootenay Lake	Msk	Msk	Msk	Msk	Msk	Msk
010	Arrow Lakes	-	-	-	-	-	-
019	Revelstoke	Msk	Msk	Msk	Msk	Msk	Msk
020	Kootenay-Columbia	Msk	Msk	Msk	Msk	Msk	Msk
022	Vernon	Msk	Msk	Msk	Msk	Msk	Msk
023	Central Okanagan	Msk	0.1	Msk	Msk	Msk	Msk
027	Cariboo-Chilcotin	Msk	Msk	Msk	Msk	Msk	Msk
028	Quesnel	Msk	-	Msk	-	-	-
033	Chilliwack	Msk	Msk	Msk	Msk	Msk	Msk
034	Abbotsford	0.2	0.1	-52.8	11	0.1	-35.3
035	Langley	Msk	Msk	Msk	20	0.1	Msk
036	Surrey	0.0	Msk	Msk	12	0.0	Msk
037	Delta	Msk	Msk	Msk	Msk	Msk	Msk
038	Richmond	Msk	Msk	Msk	Msk	Msk	Msk
039	Vancouver	0.0	Msk	Msk	10	0.0	Msk
040	New Westminster	Msk	Msk	Msk	Msk	Msk	Msk
041	Burnaby	Msk	Msk	Msk	Msk	Msk	Msk
042	Maple Ridge-Pitt Meadows	Msk	-	Msk	-	-	-
043	Coquitlam	Msk	Msk	Msk	Msk	Msk	Msk
044	North Vancouver	0.1	Msk	Msk	Msk	Msk	Msk
045	West Vancouver	Msk	Msk	Msk	Msk	Msk	Msk
046	Sunshine Coast	Msk	Msk	Msk	Msk	Msk	Msk
047	Powell River	-	-	-	-	-	-
048	Sea to Sky	-	-	-	Msk	Msk	Msk
049	Central Coast	-	-	-	-	-	-
050	Haida Gwaii	-	-	-	-	-	-
051	Boundary	Msk	-	Msk	-	-	-
052	Prince Rupert	Msk	-	Msk	-	-	-
053	Okanagan Similkameen	-	Msk	Msk	-	-	Msk
054	Bulkley Valley	-	Msk	Msk	Msk	Msk	Msk
057	Prince George	Msk	Msk	Msk	Msk	Msk	Msk
058	Nicola-Similkameen	-	Msk	Msk	Msk	Msk	Msk
059	Peace River South	-	-	-	Msk	Msk	Msk
060	Peace River North	Msk	Msk	Msk	11	0.2	Msk
061	Greater Victoria	0.1	0.1	-25.0	12	0.1	0
062	Sooke	Msk	Msk	Msk	Msk	Msk	Msk
063	Saanich	Msk	Msk	Msk	Msk	Msk	Msk
064	Gulf Islands	Msk	Msk	Msk	Msk	Msk	Msk
067	Okanagan Skaha	-	-	-	-	-	-
068	Nanaimo-Ladysmith	Msk	Msk	Msk	Msk	Msk	Msk
069	Qualicum	Msk	Msk	Msk	Msk	Msk	Msk
070	Alberni	-	-	-	-	-	-
071	Comox Valley	Msk	Msk	Msk	Msk	Msk	Msk
072	Campbell River	-	Msk	Msk	Msk	Msk	Msk
073	Kamloops/Thompson	Msk	Msk	Msk	Msk	Msk	Msk
074	Gold Trail	Msk	Msk	Msk	-	-	Msk
075	Mission	Msk	Msk	Msk	Msk	Msk	Msk
078	Fraser-Cascade	-	-	-	Msk	Msk	Msk
079	Cowichan Valley	Msk	Msk	Msk	12	0.1	Msk
081	Fort Nelson	-	Msk	Msk	Msk	Msk	Msk
082	Coast Mountains	-	-	-	-	-	-
083	North Okanagan-Shuswap	Msk	Msk	Msk	-	-	Msk
084	Vancouver Island West	Msk	-	Msk	Msk	Msk	Msk
085	Vancouver Island North	-	-	-	-	-	-
087	Stikine	-	-	-	-	-	-
091	Nechako Lakes	Msk	Msk	Msk	Msk	Msk	Msk
092	Nisga'a	-	-	-	-	-	-
093	Conseil scolaire francophone	Msk	Msk	Msk	Msk	Msk	Msk
All Public Only		0.0	0.0	-21.7	205	0.0	11
All Independent Only		3.2	2.9	-8.3	1,879	2.6	-8.1
Province (Pub. + Ind.)		0.4	0.3	-9.5	2,084	0.3	-6.5

## Number of Schools, 2002/2003 - 2011/2012 (Public and Independent)



School Year	# of Schools	% Change from Previous Year
2002/03	2,078	
2003/04	2,047	-1.5
2004/05	2,014	-1.6
2005/06	2,019	0.2
2006/07	2,012	-0.3
2007/08	1,986	-1.3
2008/09	1,981	-0.3
2009/10	1,979	-0.1
2010/11	1,954	-1.3
2011/12	1,951	-0.2

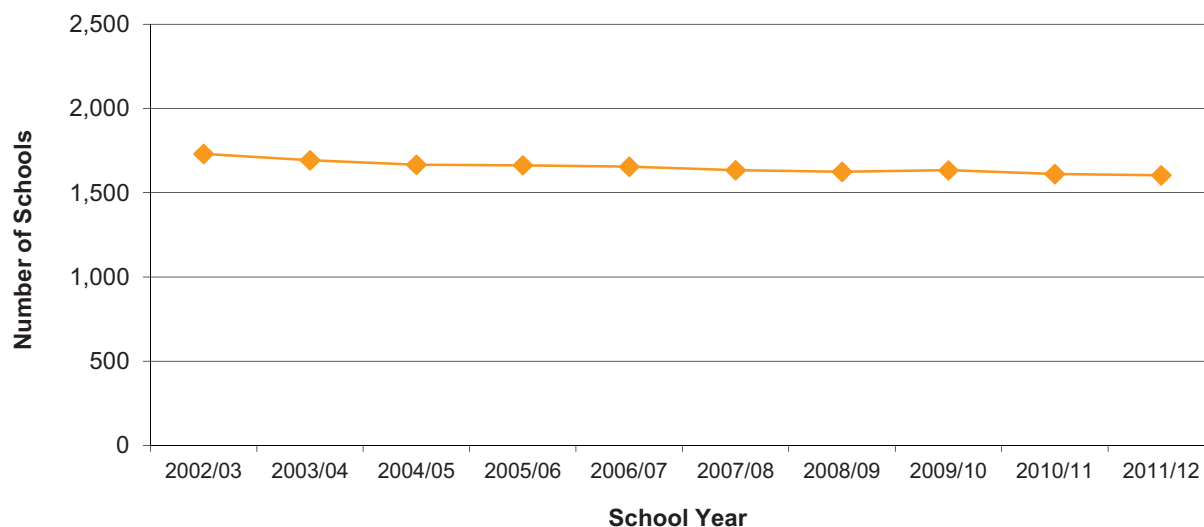
### Notes:

- (1) A school is defined as an organization having at least one teacher and administrator, which provides educational programs to students.
- (2) Includes all independent and public schools of the following facility type:
  - Standard School
  - Distributed Learning Programs
  - Youth Custody
  - Continuing Education
  - Alternate Programs
  - Provincial Resource Programs
- (3) Excludes:
  - Federal Band Schools
  - Yukon Schools
  - British Columbia Certified Offshore Programs
- (4) Schools are counted only if there are one or more enrolments in the school on September 30th of the stated year.

### Number of Schools by School District, 2009/10 - 2011/12

School District		2009/10	2010/11		2011/12	
		# of Schools	# of Schools	% Change from Previous Year	# of Schools	% Change from Previous Year
005	Southeast Kootenay	21	21	0.0	19	-9.5
006	Rocky Mountain	20	20	0.0	20	0.0
008	Kootenay Lake	26	26	0.0	25	-3.8
010	Arrow Lakes	5	6	20.0	6	0.0
019	Revelstoke	5	5	0.0	5	0.0
020	Kootenay-Columbia	17	17	0.0	17	0.0
022	Vernon	25	25	0.0	25	0.0
023	Central Okanagan	44	44	0.0	44	0.0
027	Cariboo-Chilcotin	32	32	0.0	32	0.0
028	Quesnel	19	19	0.0	19	0.0
033	Chilliwack	31	32	3.2	32	0.0
034	Abbotsford	48	48	0.0	48	0.0
035	Langley	48	48	0.0	47	-2.1
036	Surrey	126	127	0.8	128	0.8
037	Delta	34	34	0.0	34	0.0
038	Richmond	51	51	0.0	51	0.0
039	Vancouver	112	113	0.9	114	0.9
040	New Westminster	18	18	0.0	19	5.6
041	Burnaby	63	64	1.6	63	-1.6
042	Maple Ridge-Pitt Meadows	33	31	-6.1	30	-3.2
043	Coquitlam	72	72	0.0	73	1.4
044	North Vancouver	40	37	-7.5	35	-5.4
045	West Vancouver	17	17	0.0	17	0.0
046	Sunshine Coast	15	14	-6.7	14	0.0
047	Powell River	10	10	0.0	10	0.0
048	Sea to Sky	16	16	0.0	16	0.0
049	Central Coast	5	5	0.0	5	0.0
050	Haida Gwaii	6	6	0.0	6	0.0
051	Boundary	11	11	0.0	11	0.0
052	Prince Rupert	11	10	-9.1	9	-10.0
053	Okanagan Similkameen	10	11	10.0	11	0.0
054	Bulkley Valley	10	10	0.0	10	0.0
057	Prince George	52	45	-13.5	44	-2.2
058	Nicola-Similkameen	13	13	0.0	14	7.7
059	Peace River South	24	23	-4.2	22	-4.3
060	Peace River North	21	21	0.0	21	0.0
061	Greater Victoria	51	51	0.0	51	0.0
062	Sooke	27	27	0.0	27	0.0
063	Saanich	16	17	6.3	17	0.0
064	Gulf Islands	10	10	0.0	11	10.0
067	Okanagan Skaha	25	25	0.0	25	0.0
068	Nanaimo-Ladysmith	44	44	0.0	44	0.0
069	Qualicum	17	17	0.0	17	0.0
070	Alberni	15	15	0.0	15	0.0
071	Comox Valley	23	23	0.0	22	-4.3
072	Campbell River	22	22	0.0	22	0.0
073	Kamloops/Thompson	49	46	-6.1	46	0.0
074	Gold Trail	14	12	-14.3	12	0.0
075	Mission	19	19	0.0	18	-5.3
078	Fraser-Cascade	10	10	0.0	10	0.0
079	Cowichan Valley	28	27	-3.6	27	0.0
081	Fort Nelson	5	5	0.0	5	0.0
082	Coast Mountains	22	21	-4.5	21	0.0
083	North Okanagan-Shuswap	32	31	-3.1	31	0.0
084	Vancouver Island West	6	6	0.0	6	0.0
085	Vancouver Island North	14	12	-14.3	12	0.0
087	Stikine	4	4	0.0	4	0.0
091	Nechako Lakes	26	24	-7.7	24	0.0
092	Nisga'a	5	5	0.0	5	0.0
093	Conseil scolaire francophone	38	36	-5.3	36	0.0
All Public Only		1,633	1,611	-1.3	1,604	-0.4
All Independent Only		346	343	-0.9	347	1.2
Province (Pub. + Ind.)		1,979	1,954	-1.3	1,951	-0.2

## Number of Public Schools, 2002/03 - 2011/12



School Year	# of Schools	% Change from Previous Year
2002/03	1,731	
2003/04	1,693	-2.2
2004/05	1,666	-1.6
2005/06	1,663	-0.2
2006/07	1,655	-0.5
2007/08	1,634	-1.3
2008/09	1,624	-0.6
2009/10	1,633	0.6
2010/11	1,611	-1.3
2011/12	1,604	-0.4

### Notes:

(1) A school is defined as an organization having at least one teacher and administrator, which provides educational programs to students.

(2) Includes all public schools of the following facility type:

- Standard School
- Distributed Learning Programs
- Youth Custody
- Continuing Education
- Alternate Programs
- Provincial Resource Program

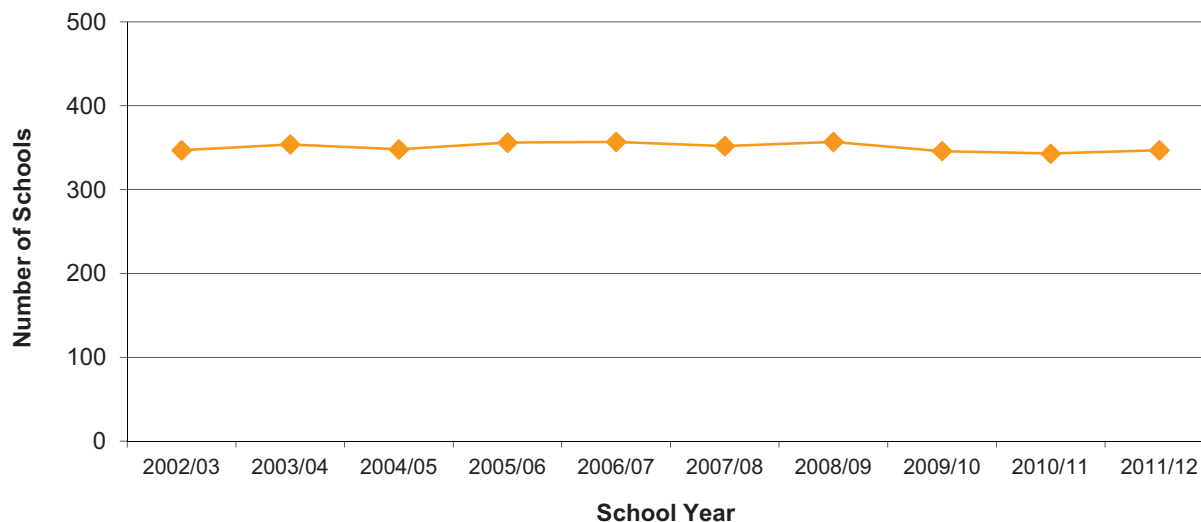
(3) Excludes:

- Federal Band Schools
- Yukon Schools
- British Columbia Certified Offshore Programs

(4) Schools are counted only if there are one or more enrolments in the school on September 30th of the stated year.



## Number of Independent Schools, 2002/03 - 2011/12

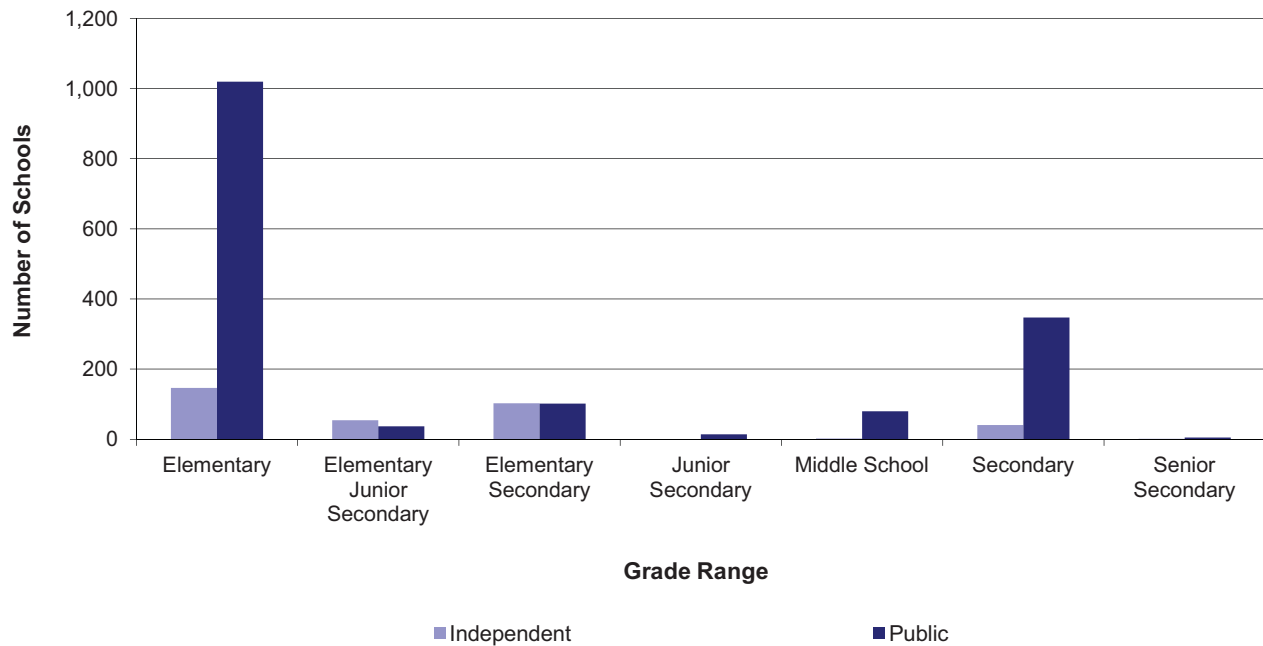


School Year	# of Schools	% Change from Previous Year
2002/03	347	
2003/04	354	2.0
2004/05	348	-1.7
2005/06	356	2.3
2006/07	357	0.3
2007/08	352	-1.4
2008/09	357	1.4
2009/10	346	-3.1
2010/11	343	-0.9
2011/12	347	1.2

### Notes:

- (1) The *Independent School Act* defines an independent school as a school that is maintained and operated in British Columbia by an "authority" that provides schooling or an educational program to 10 or more school-age students.
- (2) Schools are counted only if there are one or more enrolments in the school on September 30th of the stated year.

## Number of Schools by Grade Range, 2011/12

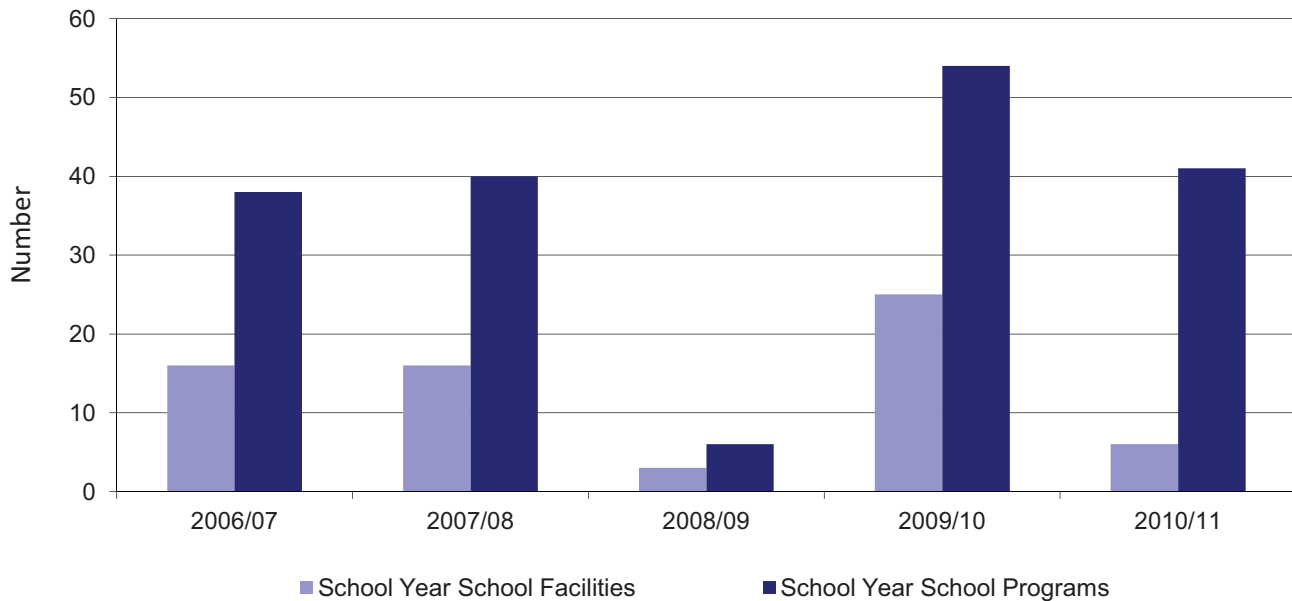


Grade Range	Independent	Public
Elementary	146	1,019
Elementary Junior Secondary	54	37
Elementary Secondary	103	102
Junior Secondary	0	14
Middle School	2	80
Secondary	41	347
Senior Secondary	1	5
Unspecified	0	0
<b>Total Number of Schools</b>	<b>347</b>	<b>1,604</b>

### Notes:

(1) Schools are counted only if there are one or more enrolments in the school on September 30th of the stated year.

## School Closures, 2006/07 - 2010/11 (Public Only)



School Year	School Facilities	School Programs
2006/07	16	38
2007/08	16	40
2008/09	3	6
2009/10	25	54
2010/11	6	41
<b>Total Closures</b>	<b>66</b>	<b>179</b>

### Notes:

(1) **School Facility** - defined as "a school building used for purposes of providing an educational program for students".

(2) **School Program** - defined as "an organization having at least one teacher and administrator, which provides an educational program to students".

(3) School Facility data provided by Resource Management Division.

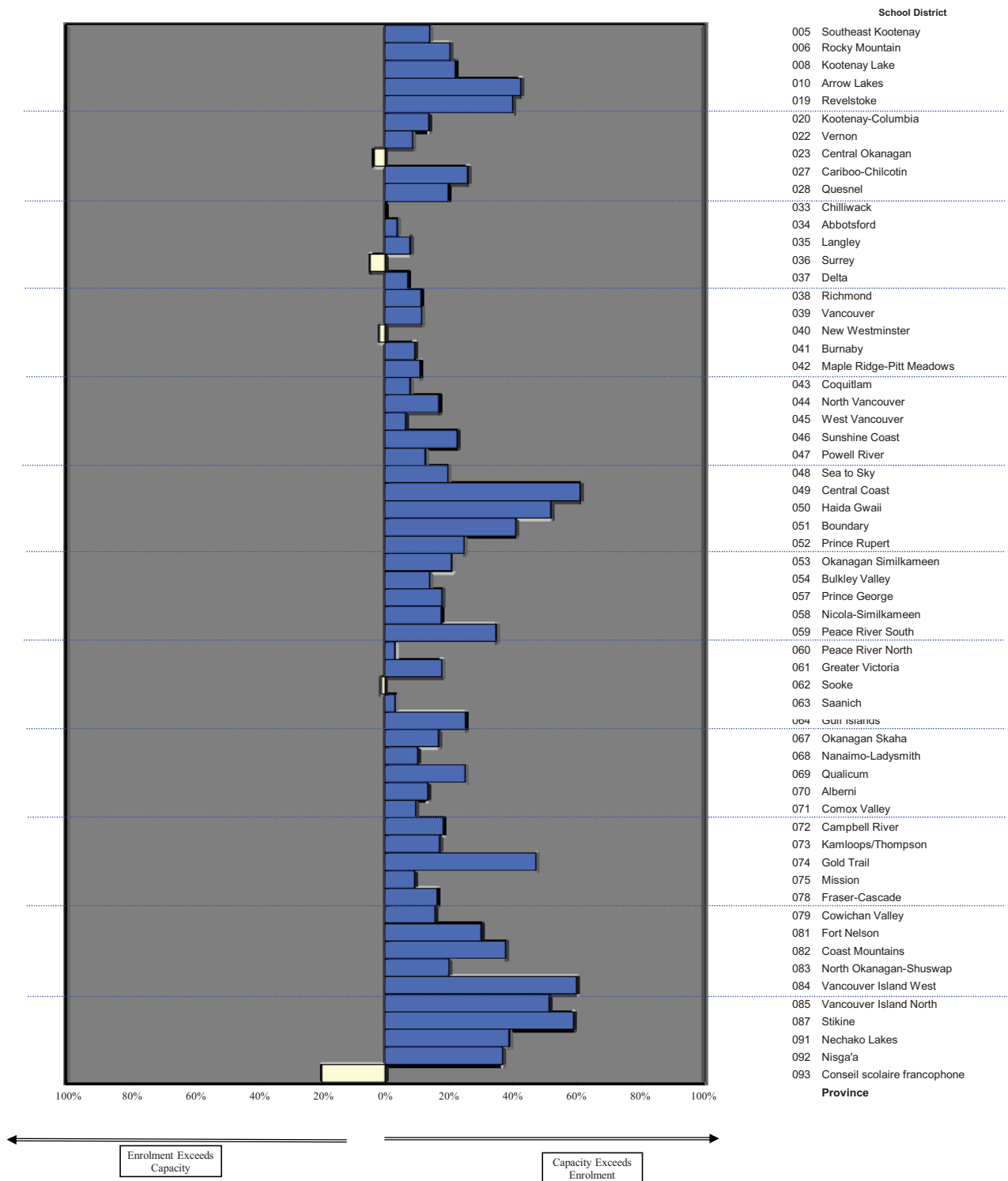
(4) School Program data based on September 30th collection, Form 1601.

(5) Recent change in practice is expected to reduce the number of reported program closures. New guidelines adopted in 2005 result in new mincodes being issued only when a program changes, but not when it relocates.

### School Closures, 2006/07 - 2010/11

		2006/07		2007/08		2008/09		2009/10		2010/11	
School District		Facility	Program	Facility	Program	Facility	Program	Facility	Program	Facility	Program
005	Southeast Kootenay	1	2	-	2	-	-	-	-	-	1
006	Rocky Mountain	-	-	-	-	-	-	-	-	-	-
008	Kootenay Lake	-	1	-	3	-	-	-	-	-	1
010	Arrow Lakes	-	-	-	-	-	-	-	-	-	-
019	Revelstoke	-	-	-	-	-	-	-	-	-	-
020	Kootenay-Columbia	-	-	-	-	-	-	-	1	-	-
022	Vernon	1	1	-	1	-	-	-	-	-	-
023	Central Okanagan	-	2	-	-	-	-	-	-	-	-
027	Cariboo-Chilcotin	-	-	-	1	-	-	-	-	-	-
028	Quesnel	-	-	-	-	-	-	-	-	-	-
033	Chilliwack	-	1	-	-	-	-	-	-	-	-
034	Abbotsford	2	2	-	-	-	-	-	-	-	1
035	Langley	2	2	1	3	-	-	1	3	-	2
036	Surrey	-	-	-	2	-	-	-	3	-	-
037	Delta	-	-	-	-	2	-	-	2	-	-
038	Richmond	-	-	-	-	-	-	-	-	-	-
039	Vancouver	-	1	-	-	-	-	-	-	-	16
040	New Westminster	-	-	-	-	-	-	-	-	-	-
041	Burnaby	-	-	-	-	-	-	-	-	-	2
042	Maple Ridge-Pitt Meadows	-	-	-	-	-	-	-	2	-	1
043	Coquitlam	5	5	-	-	-	-	-	-	-	-
044	North Vancouver	-	-	-	-	-	-	2	3	-	2
045	West Vancouver	-	-	-	-	-	-	-	-	-	-
046	Sunshine Coast	-	-	-	-	-	-	-	1	-	-
047	Powell River	-	-	-	-	-	-	-	-	-	-
048	Sea to Sky	-	-	-	-	-	1	-	-	-	-
049	Central Coast	-	-	-	-	-	1	-	-	-	-
050	Haida Gwaii	-	-	-	1	-	1	-	-	-	-
051	Boundary	-	-	-	1	-	-	-	-	-	-
052	Prince Rupert	-	-	2	2	-	1	-	-	-	2
053	Okanagan Similkameen	-	-	1	-	-	-	-	-	-	-
054	Bulkley Valley	-	-	1	1	-	-	-	-	-	-
057	Prince George	-	3	-	-	-	-	6	10	-	1
058	Nicola-Similkameen	-	1	-	-	-	1	-	-	-	1
059	Peace River South	-	-	-	-	-	-	1	1	-	-
060	Peace River North	-	1	-	-	-	-	-	2	-	-
061	Greater Victoria	1	2	-	1	-	-	-	-	-	-
062	Sooke	-	-	1	2	-	-	-	-	-	1
063	Saanich	-	1	-	2	-	-	-	-	-	-
064	Gulf Islands	-	1	-	-	-	-	-	-	-	-
067	Okanagan Skaha	-	-	-	-	-	-	-	-	-	-
068	Nanaimo-Ladysmith	1	2	2	3	-	-	-	-	-	-
069	Qualicum	-	-	-	-	-	-	-	-	-	-
070	Alberni	-	-	-	-	-	-	-	-	-	1
071	Comox Valley	-	1	3	5	-	-	-	3	-	1
072	Campbell River	-	-	-	-	-	-	-	-	-	-
073	Kamloops/Thompson	1	1	-	-	-	-	4	4	-	-
074	Gold Trail	-	-	-	-	1	-	1	3	-	1
075	Mission	-	2	3	3	-	-	-	-	-	4
078	Fraser-Cascade	-	1	-	1	-	1	-	2	-	1
079	Cowichan Valley	2	2	-	-	-	-	-	-	-	-
081	Fort Nelson	-	-	-	-	-	-	-	-	-	-
082	Coast Mountains	-	2	-	-	-	-	3	-	-	1
083	North Okanagan-Shuswap	-	-	-	2	-	-	1	1	-	-
084	Vancouver Island West	-	-	-	-	-	-	-	-	-	-
085	Vancouver Island North	-	-	2	3	-	-	2	2	-	-
087	Stikine	-	-	-	-	-	-	-	-	-	-
091	Nechako Lakes	-	-	-	-	-	-	4	7	-	1
092	Nisga'a	-	-	-	-	-	-	-	-	-	-
Province (Public Only)		16	37	16	39	3	6	25	50	0	41

## Operating Capacity and Enrolment, 2010/11 (Public Only)



### Notes:

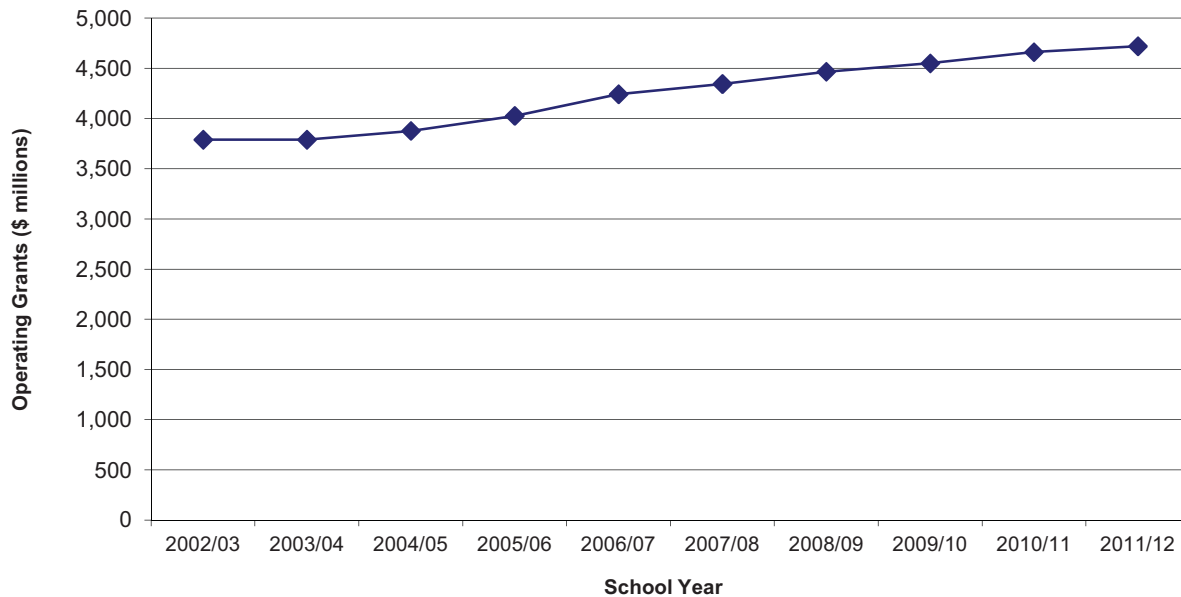
(1) Includes only capacity and enrolment for school district-owned standard schools (type 00 as reported on School Data Collection Form 1601); capacity for School District 093 (Conseil scolaire francophone) does not include any leased school facilities as they are not owned by the school district.

(2) Data provided by Ministry of Education Resource Management Department.

## Operating Capacity and Enrolment by School District, 2010/11

School District		Operating Capacity				Enrolment				Over/Under Capacity
		Kindergarten	Elementary	Middle	Secondary	Kindergarten	Elementary	Middle	Secondary	
005	Southeast Kootenay	760	2,285	1,050	2,250	617	2,286	916	1,641	-14%
006	Rocky Mountain	570	1,689	0	1,900	391	1,547	0	1,372	-20%
008	Kootenay Lake	798	2,484	575	2,400	483	1,965	438	1,987	-22%
010	Arrow Lakes	76	440	0	425	29	273	0	238	-43%
019	Revelstoke	152	906	0	650	79	502	0	444	-40%
020	Kootenay-Columbia	304	1,940	0	2,350	263	1,875	53	1,775	-14%
022	Vernon	1,026	4,320	0	4,125	868	4,102	0	3,680	-9%
023	Central Okanagan	2,546	9,055	3,975	5,925	2,209	9,287	4,056	6,674	3%
027	Cariboo-Chilcotin	703	3,524	0	3,175	458	2,578	0	2,443	-26%
028	Quesnel	456	2,226	0	1,725	330	1,608	0	1,589	-20%
033	Chilliwack	1,558	5,263	2,450	3,350	1,410	5,357	2,330	3,493	0%
034	Abbotsford	2,774	7,184	3,600	6,700	2,301	7,436	3,252	6,478	-4%
035	Langley	2,280	9,380	1,250	7,850	1,865	8,586	1,022	7,653	-8%
036	Surrey	9,044	33,707	0	23,900	8,112	33,483	0	28,094	5%
037	Delta	1,843	8,580	0	7,450	1,601	7,553	0	7,410	-7%
038	Richmond	2,546	11,602	0	11,475	2,032	10,499	0	10,164	-11%
039	Vancouver	6,764	29,814	0	25,200	5,947	25,613	0	23,031	-12%
040	New Westminster	608	1,898	1,450	2,025	551	2,406	856	2,261	2%
041	Burnaby	3,116	12,866	0	11,100	2,594	11,462	0	10,520	-9%
042	Maple Ridge-Pitt Meadows	1,634	8,324	0	6,550	1,379	7,020	0	6,304	-11%
043	Coquitlam	3,420	12,278	7,625	10,250	2,887	10,325	6,780	10,889	-8%
044	North Vancouver	2,204	9,153	0	8,225	1,828	7,736	0	6,715	-17%
045	West Vancouver	722	3,097	0	3,350	594	3,063	0	3,051	-6%
046	Sunshine Coast	456	1,973	0	1,825	301	1,464	0	1,529	-23%
047	Powell River	342	811	475	850	236	885	169	875	-13%
048	Sea to Sky	380	2,855	0	1,900	330	2,095	0	1,698	-20%
049	Central Coast	38	418	0	200	52	110	0	92	-61%
050	Haida Gwaii	152	673	0	650	72	336	0	297	-52%
051	Boundary	266	1,181	0	1,100	177	734	0	588	-41%
052	Prince Rupert	342	1,507	0	1,350	225	1,065	0	1,115	-25%
053	Okanagan Similkameen	304	1,447	0	1,275	244	1,161	0	984	-21%
054	Bulkley Valley	342	1,253	0	1,225	236	1,048	0	1,143	-14%
057	Prince George	1,862	7,472	700	7,150	1,639	5,743	631	6,119	-18%
058	Nicola-Similkameen	342	1,202	250	1,150	288	934	285	916	-18%
059	Peace River South	608	2,988	2,100	750	493	1,872	1,056	780	-35%
060	Peace River North	874	2,643	0	2,350	654	2,880	0	2,144	-3%
061	Greater Victoria	2,546	8,404	4,950	8,075	2,228	6,708	4,008	6,779	-18%
062	Sooke	1,216	3,533	1,775	2,400	1,075	3,682	1,712	2,545	1%
063	Saanich	798	2,189	1,850	2,600	634	2,142	1,601	2,816	-3%
064	Gulf Islands	190	818	350	675	100	557	257	602	-25%
067	Okanagan Skaha	646	2,326	2,000	2,650	537	1,902	1,412	2,492	-17%
068	Nanaimo-Ladysmith	1,748	7,586	0	6,500	1,471	6,668	0	6,076	-10%
069	Qualicum	380	2,053	1,375	1,850	292	1,379	1,007	1,558	-25%
070	Alberni	665	1,655	875	1,610	452	1,351	784	1,577	-13%
071	Comox Valley	1,064	3,568	400	4,000	844	3,804	0	3,507	-10%
072	Campbell River	570	2,738	1,425	1,775	340	2,269	1,209	1,496	-18%
073	Kamloops/Thompson	1,634	8,971	0	6,975	1,381	6,924	0	6,241	-17%
074	Gold Trail	228	1,113	0	1,250	184	576	0	604	-47%
075	Mission	874	3,251	0	2,825	745	3,019	0	2,545	-9%
078	Fraser-Cascade	252	1,001	0	1,000	174	909	0	798	-17%
079	Cowichan Valley	950	4,120	1,850	3,150	823	3,328	1,529	2,812	-16%
081	Fort Nelson	76	704	0	500	64	429	0	401	-30%
082	Coast Mountains	684	3,760	0	3,825	587	2,198	0	2,355	-38%
083	North Okanagan-Shuswap	988	3,549	1,075	2,900	758	2,449	948	2,649	-20%
084	Vancouver Island West	76	557	0	600	40	235	0	217	-60%
085	Vancouver Island North	266	1,808	0	1,250	200	714	0	691	-52%
087	Stikine	114	138	144	125	38	59	86	29	-59%
091	Nechako Lakes	570	3,141	0	2,675	391	1,826	0	1,681	-39%
092	Nisga'a	152	301	0	225	58	188	0	182	-37%
093	Conseil scolaire francophone	608	2,201	0	1,225	881	3,074	15	858	20%
<b>Province (Public Only)</b>		<b>69,507</b>	<b>277,923</b>	<b>43,569</b>	<b>234,785</b>	<b>58,072</b>	<b>243,279</b>	<b>36,412</b>	<b>217,697</b>	<b>-11%</b>

## Final Operating Grants, 2002/03 - 2011/12 (Public Only)



School Year	Operating Grants (\$ millions)	% Change from Previous Year
2002/03	3,790	
2003/04	3,790	0.0%
2004/05	3,877	2.3%
2005/06	4,027	3.9%
2006/07	4,243	5.4%
2007/08	4,345	2.4%
2008/09	4,467	2.8%
2009/10	4,551	1.9%
2010/11	4,663	2.5%
2011/12	4,721	1.2%

### Notes:

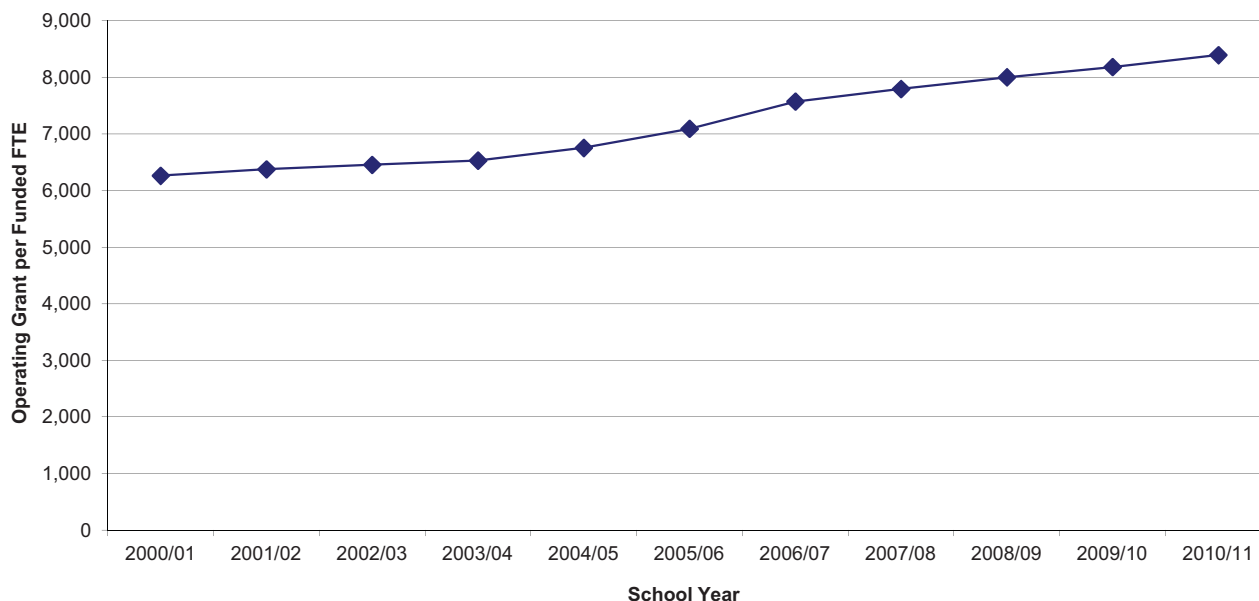
- (1) Operating Grants represent the majority of funds provided by the Ministry of Education to School Boards to provide educational programs and operate schools.
- (2) Since 2002/03, provincial funding for Provincial Learning Network (PLNet) and Provincial Learning Resources is provided through grants outside of the Operating Grant amount. Leases were outside of the Operating Grant amount for 2002/03 and 2003/04.
- (3) Data provided by Ministry of Education, Resource Management Department.
- (4) The provincial total includes reallocated funds which are not included in the district figures.



## Final Operating Grants by School District, 2006/07 - 2010/11

School District		2006/07	2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	47,230,141	47,315,625	48,137,720	48,323,652	49,940,064
006	Rocky Mountain	30,550,357	30,572,169	31,001,328	30,850,850	31,418,591
008	Kootenay Lake	48,209,239	48,235,855	48,518,451	48,947,426	50,128,560
010	Arrow Lakes	6,866,742	6,945,301	7,191,500	7,216,878	7,310,068
019	Revelstoke	9,901,132	9,908,410	9,901,132	9,955,385	9,997,205
020	Kootenay-Columbia	35,522,791	35,551,088	36,086,890	35,995,806	36,219,421
022	Vernon	66,596,076	68,482,285	69,440,825	69,638,620	71,300,160
023	Central Okanagan	151,425,514	154,887,742	158,936,790	164,331,204	171,785,420
027	Cariboo-Chilcotin	53,961,649	53,999,081	54,032,870	54,186,681	53,779,611
028	Quesnel	34,086,233	34,584,943	35,254,469	35,383,178	35,567,174
033	Chilliwack	90,878,805	94,104,258	99,115,366	100,880,459	104,939,742
034	Abbotsford	132,901,467	135,336,667	141,038,066	144,852,697	150,941,534
035	Langley	131,049,830	135,268,711	139,503,373	141,220,906	147,207,248
036	Surrey	452,209,510	474,208,311	497,248,342	515,322,767	538,564,081
037	Delta	116,348,383	118,406,562	121,053,105	124,558,341	127,881,087
038	Richmond	157,728,752	161,778,794	167,413,144	169,933,637	174,984,835
039	Vancouver	412,129,373	424,092,256	438,971,024	447,457,876	452,097,508
040	New Westminster	47,991,978	49,852,559	50,388,807	52,562,761	52,859,542
041	Burnaby	167,423,894	173,676,675	180,576,982	185,159,824	190,553,280
042	Maple Ridge-Pitt Meadows	103,560,740	106,148,553	109,914,053	111,792,891	113,722,259
043	Coquitlam	209,890,327	215,562,723	223,257,199	227,951,801	236,728,706
044	North Vancouver	118,000,155	118,103,562	119,966,800	120,431,407	124,591,306
045	West Vancouver	42,176,766	43,916,737	46,303,039	48,487,546	51,491,874
046	Sunshine Coast	32,888,099	33,479,471	33,451,202	33,613,357	33,643,173
047	Powell River	21,131,861	21,385,215	21,384,702	21,497,439	21,589,988
048	Sea to Sky	32,137,288	32,881,459	34,188,475	35,154,338	36,203,475
049	Central Coast	4,753,218	4,938,981	4,888,612	4,918,278	4,926,819
050	Haida Gwaii	9,305,481	9,337,345	9,639,089	9,711,434	9,735,999
051	Boundary	15,620,497	15,629,912	15,842,665	15,721,720	15,787,921
052	Prince Rupert	25,217,564	25,233,919	25,613,673	25,499,725	25,588,903
053	Okanagan Similkameen	23,534,933	23,713,702	23,445,682	23,626,736	23,875,089
054	Bulkley Valley	21,820,973	22,250,838	22,758,012	22,934,050	23,270,655
057	Prince George	119,621,975	119,717,255	119,872,556	119,973,003	121,176,590
058	Nicola-Similkameen	25,218,922	25,236,149	25,218,922	25,362,909	24,968,799
059	Peace River South	40,304,177	41,618,878	42,286,720	42,477,709	42,569,863
060	Peace River North	48,355,985	49,731,282	50,885,008	52,643,738	53,240,207
061	Greater Victoria	139,698,956	141,611,523	145,633,521	146,934,812	151,162,237
062	Sooke	65,025,229	66,707,680	67,977,902	70,834,892	74,468,044
063	Saanich	62,765,823	62,817,970	63,057,642	64,225,463	64,181,929
064	Gulf Islands	14,517,517	14,770,062	15,194,682	15,770,521	16,024,201
067	Okanagan Skaha	52,716,618	53,569,293	54,481,149	54,812,360	55,115,233
068	Nanaimo-Ladysmith	109,172,694	111,303,944	113,346,413	116,434,560	118,411,575
069	Qualicum	38,958,790	39,387,229	40,185,081	40,514,848	40,455,704
070	Alberni	36,423,895	36,791,004	37,078,165	37,377,860	37,999,983
071	Comox Valley	69,353,679	69,577,221	70,953,006	71,416,114	72,235,769
072	Campbell River	48,399,231	49,113,675	48,759,971	49,162,376	49,483,587
073	Kamloops/Thompson	113,480,804	115,655,913	120,018,814	121,615,268	123,106,155
074	Gold Trail	20,635,716	20,438,050	20,500,517	20,510,975	20,401,734
075	Mission	51,166,882	52,403,636	52,104,730	52,271,970	53,171,093
078	Fraser-Cascade	18,747,770	18,900,538	19,322,588	19,419,365	19,459,823
079	Cowichan Valley	68,792,536	69,575,960	70,072,629	70,312,920	70,788,806
081	Fort Nelson	9,390,448	9,395,429	9,563,899	9,501,116	9,560,407
082	Coast Mountains	50,178,873	50,263,982	50,667,646	51,250,704	51,618,731
083	North Okanagan-Shuswap	59,304,759	60,700,596	61,789,706	61,972,255	62,477,565
084	Vancouver Island West	6,142,828	6,477,019	6,710,793	6,763,722	6,877,711
085	Vancouver Island North	18,299,516	18,286,236	18,521,824	18,378,215	18,510,699
087	Stikine	5,516,259	5,546,169	5,591,084	5,655,009	5,662,261
091	Nechako Lakes	47,458,297	47,761,243	50,518,774	50,661,519	51,271,874
092	Nisga'a	6,295,586	6,882,819	6,981,511	7,002,100	7,131,673
093	Conseil scolaire francophone	44,502,505	48,936,498	52,589,055	55,622,183	58,558,397
	<b>Province (Public Only)</b>	<b>4,243,496,038</b>	<b>4,342,966,962</b>	<b>4,464,347,695</b>	<b>4,546,998,156</b>	<b>4,658,721,948</b>

## Operating Grants per Funded FTE Enrolment, 2000/01 - 2010/11 (Public Only)



School Year	Grants per funded FTE Enrolment	% Change from Previous Year
2000/01	6,262	
2001/02	6,375	1.8%
2002/03	6,455	1.3%
2003/04	6,530	1.2%
2004/05	6,754	3.4%
2005/06	7,091	5.0%
2006/07	7,573	6.8%
2007/08	7,796	2.9%
2008/09	8,002	2.6%
2009/10	8,182	2.2%
2010/11	8,393	2.6%

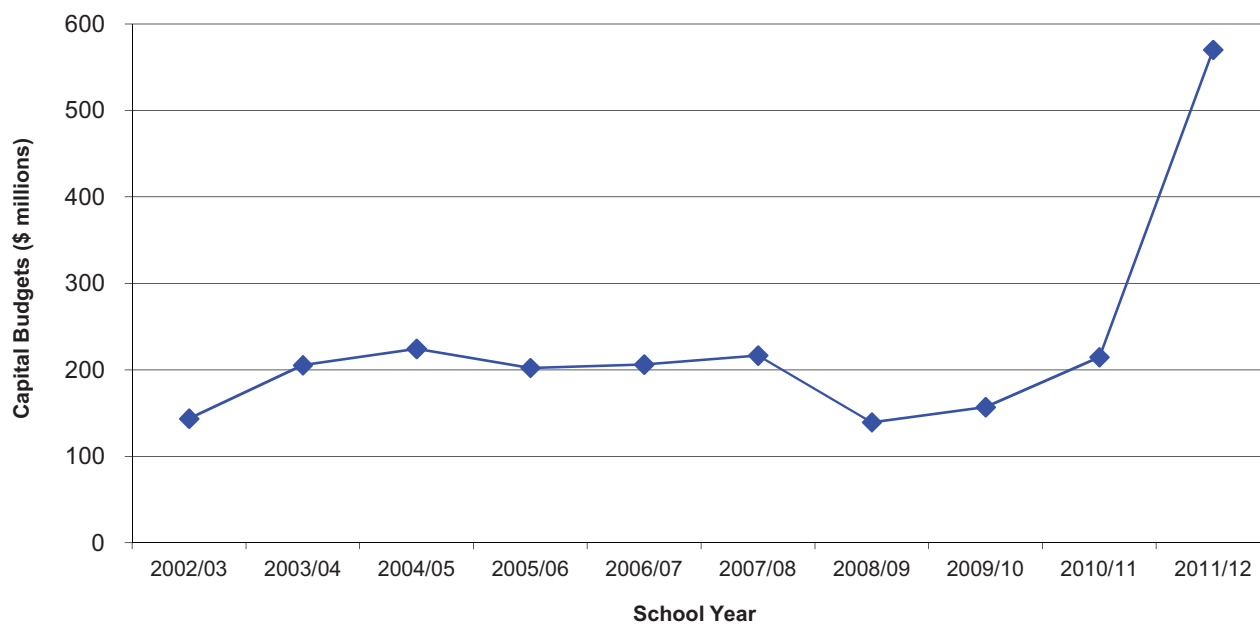
**Note:**

- (1) Represents the total operating grants known at December 20th divided by the total FTEs as at September 30th for the stated year. Does not include grants distributed for special needs or subsequently enrolled distributed learning students.
- (2) Since 2002/03, provincial funding for Provincial Learning Network (PLNet) and Provincial Learning Resources is provided through grants outside of the Operating Grant amount. Leases were outside of the Operating Grant amount for 2002/03 and 2003/04.
- (3) FTE stands for "Full Time Equivalent" enrolments as at September 30th of stated year.
- (4) Data provided by Ministry of Education, Resource Management Department.

## Operating Grants per Funded FTE Enrolment by School District, 2006/07 - 2010/11

	School District	2006/07	2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	8,355	8,612	8,803	9,136	9,373
006	Rocky Mountain	8,968	9,146	9,597	9,731	9,845
008	Kootenay Lake	9,160	9,393	9,670	9,717	9,964
010	Arrow Lakes	11,364	11,359	12,136	12,660	12,837
019	Revelstoke	8,474	8,957	9,218	9,715	10,114
020	Kootenay-Columbia	8,075	8,236	8,694	9,018	9,231
022	Vernon	7,515	7,767	8,023	8,245	8,422
023	Central Okanagan	7,138	7,332	7,482	7,650	7,880
027	Cariboo-Chilcotin	8,635	9,256	9,505	9,868	10,001
028	Quesnel	8,329	8,644	9,056	9,438	9,784
033	Chilliwack	7,177	7,362	7,555	7,701	7,980
034	Abbotsford	7,147	7,254	7,435	7,618	7,891
035	Langley	7,065	7,277	7,541	7,636	7,899
036	Surrey	7,059	7,277	7,465	7,595	7,777
037	Delta	7,226	7,384	7,604	7,747	7,945
038	Richmond	7,086	7,290	7,412	7,585	7,807
039	Vancouver	7,286	7,446	7,557	7,648	7,913
040	New Westminster	7,216	7,482	7,346	7,584	7,729
041	Burnaby	7,000	7,214	7,284	7,415	7,654
042	Maple Ridge-Pitt Meadows	7,155	7,373	7,621	7,799	7,963
043	Coquitlam	6,971	7,161	7,352	7,466	7,646
044	North Vancouver	7,168	7,422	7,521	7,704	7,948
045	West Vancouver	6,953	7,303	7,447	7,685	7,862
046	Sunshine Coast	8,887	9,225	9,735	10,269	10,409
047	Powell River	8,512	8,821	9,139	9,375	9,749
048	Sea to Sky	7,766	8,019	8,404	8,608	8,868
049	Central Coast	17,183	20,446	20,476	22,587	21,259
050	Haida Gwaii	12,252	12,793	14,166	14,386	14,701
051	Boundary	9,901	10,902	11,321	11,348	11,480
052	Prince Rupert	9,714	10,013	10,283	10,936	11,309
053	Okanagan Similkameen	8,296	8,708	8,941	9,271	9,815
054	Bulkley Valley	8,592	9,002	9,326	9,673	9,785
057	Prince George	7,875	8,157	8,430	8,713	8,833
058	Nicola-Similkameen	9,204	9,339	9,540	9,963	9,864
059	Peace River South	9,056	9,457	10,102	10,450	10,469
060	Peace River North	8,414	8,808	9,031	9,252	9,566
061	Greater Victoria	7,196	7,319	7,560	7,713	7,888
062	Sooke	7,677	7,855	8,131	8,233	8,338
063	Saanich	7,698	7,721	7,760	8,080	8,301
064	Gulf Islands	9,513	9,787	9,940	10,595	10,568
067	Okanagan Skaha	7,613	7,843	8,172	8,382	8,709
068	Nanaimo-Ladysmith	7,464	7,808	8,008	8,257	8,528
069	Qualicum	7,986	8,394	8,499	8,798	9,427
070	Alberni	8,310	8,472	8,787	8,898	9,099
071	Comox Valley	7,714	7,840	8,264	8,383	8,521
072	Campbell River	8,080	8,508	8,714	8,844	9,130
073	Kamloops/Thompson	7,726	7,810	8,159	8,295	8,421
074	Gold Trail	11,863	12,577	13,841	15,181	15,239
075	Mission	7,378	7,879	8,164	8,314	8,445
078	Fraser-Cascade	9,007	9,321	9,720	9,929	10,561
079	Cowichan Valley	7,594	7,822	8,174	8,356	8,535
081	Fort Nelson	9,408	10,430	11,223	10,989	11,113
082	Coast Mountains	8,923	9,210	9,437	9,852	10,192
083	North Okanagan-Shuswap	8,086	8,346	8,724	9,131	9,237
084	Vancouver Island West	13,937	13,834	15,561	15,180	15,545
085	Vancouver Island North	10,912	11,067	11,849	12,153	12,092
087	Stikine	20,393	20,390	22,973	25,459	28,101
091	Nechako Lakes	8,631	9,000	9,209	10,298	10,439
092	Nisga'a	13,867	12,667	14,815	15,517	16,188
093	Conseil scolaire francophone	11,860	12,440	12,419	12,759	13,112
	<b>Province (Public Only)</b>	<b>7,573</b>	<b>7,796</b>	<b>8,002</b>	<b>8,182</b>	<b>8,393</b>

## Capital Budgets, 2002/03 - 2011/12 (Public Only)

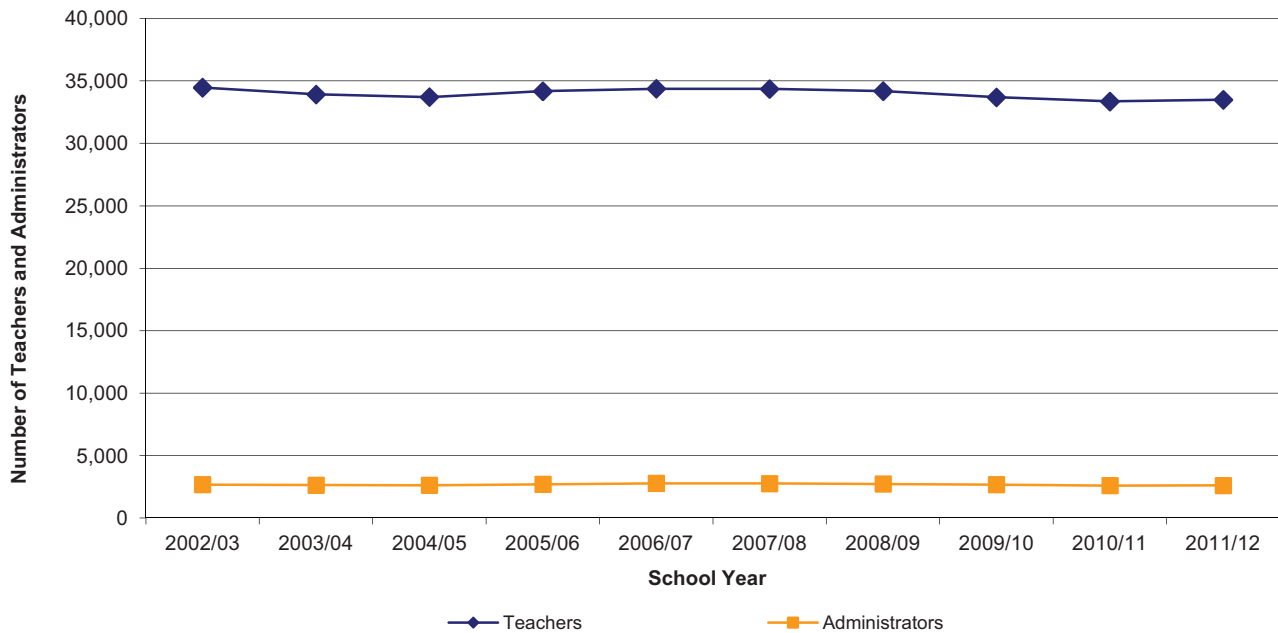


School Year	Capital Budgets (\$ millions)	% Change from Previous Year
2002/03	143.6	
2003/04	205.4	43.0
2004/05	224.4	9.3
2005/06	202.3	-9.8
2006/07	206.3	2.0
2007/08	216.7	5.0
2008/09	139.4	-35.7
2009/10	156.9	12.6
2010/11	214.7	12.5
2011/12	570.2	165.6

**Note:**

(1) Data provided by Ministry of Education, Resource Management Department.

### Number of Teachers and Administrators, 2002/03 - 2011/12 (Public Only)

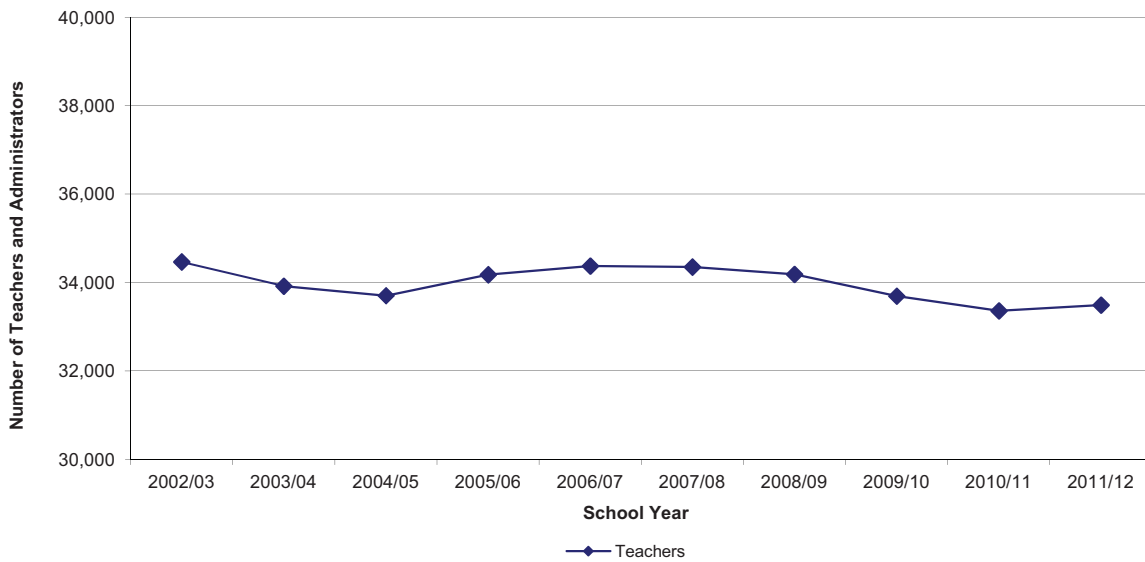


Teachers					Administrators				
School Year	Male	Female	Total	% Change from Previous Year	Male	Female	Total	% Change from Previous Year	
2002/03	10,920	23,546	34,466		1,595	1,089	2,684		
2003/04	10,593	23,328	33,921	-1.6	1,522	1,119	2,641	-1.6	
2004/05	10,346	23,358	33,704	-0.6	1,485	1,142	2,627	-0.5	
2005/06	10,267	23,913	34,180	1.4	1,495	1,211	2,706	3.0	
2006/07	10,119	24,254	34,373	0.6	1,499	1,277	2,776	2.6	
2007/08	9,937	24,415	34,352	-0.1	1,466	1,300	2,766	-0.4	
2008/09	9,779	24,408	34,187	-0.5	1,428	1,306	2,734	-1.2	
2009/10	9,588	24,104	33,692	-1.4	1,377	1,303	2,680	-2.0	
2010/11	9,363	23,995	33,358	-1.0	1,322	1,280	2,602	-2.9	
2011/12	9,252	24,238	33,490	0.4	1,303	1,314	2,617	0.6	

**Notes:**

- (1) Teachers include: Regular Classroom Teachers, Supervisors of Instruction, Teacher Consultants, Co-ordinators, Helping Teachers, Other Instructional Support, Testing & Assessment – Professional Staff, Department Heads, and Teachers who have administration duty but are not Department Heads.
- (2) Administrators include: Principals, Vice-Principals, and Directors of Instruction.
- (3) Data are collected on School Data Collection Form 1601.

### Number of Teachers, 2002/03 - 2011/12 (Public Only)



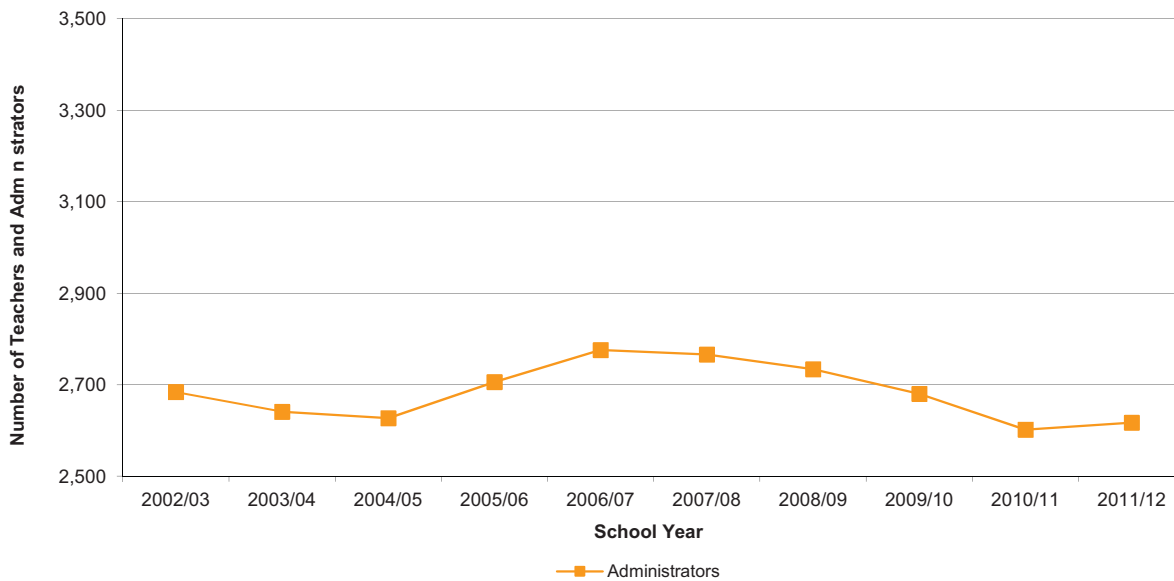
#### Teachers

School Year	Male	Female	Total	% Change from Previous Year
2002/03	10,920	23,546	34,466	
2003/04	10,593	23,328	33,921	1.6
2004/05	10,346	23,358	33,704	0.6
2005/06	10,267	23,913	34,180	1.4
2006/07	10,119	24,254	34,373	0.6
2007/08	9,937	24,415	34,352	0.1
2008/09	9,779	24,408	34,187	0.5
2009/10	9,588	24,104	33,692	1.4
2010/11	9,363	23,995	33,358	1.0
2011/12	9,252	24,238	33,490	0.4

**Notes:**

- (1) Teachers include: Regular Classroom Teachers, Supervisors of Instruction, Teacher Consultants, Co ordinators, Helping Teachers, Other Instructional Support, Testing & Assessment Professional Staff, Department Heads, and Teachers who have administration duty but are not Department Heads.
- (2) Administrators include: Principals, Vice Principals, and Directors of Instruction.

### Number of Administrators, 2002/03 - 2011/12 (Public Only)



#### Administrators

School Year	Male	Female	Total	% Change from Previous Year
2002/03	1,595	1,089	2,684	
2003/04	1,522	1,119	2,641	1.6
2004/05	1,485	1,142	2,627	0.5
2005/06	1,495	1,211	2,706	3.0
2006/07	1,499	1,277	2,776	2.6
2007/08	1,466	1,300	2,766	0.4
2008/09	1,428	1,306	2,734	1.2
2009/10	1,377	1,303	2,680	2.0
2010/11	1,322	1,280	2,602	2.9
2011/12	1,303	1,314	2,617	0.6

**Notes:**

- (1) Administrators include: Principals, Vice Principals, and Directors of Instruction.
- (2) Data are collected on School Data Collection Form 1601.

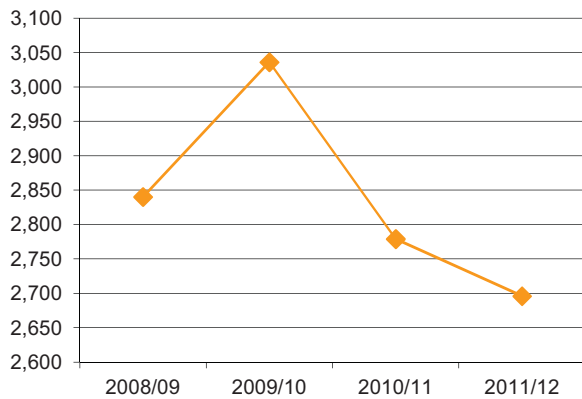


## Number of Teachers and Administrators by School District, 2009/10 - 2011/12

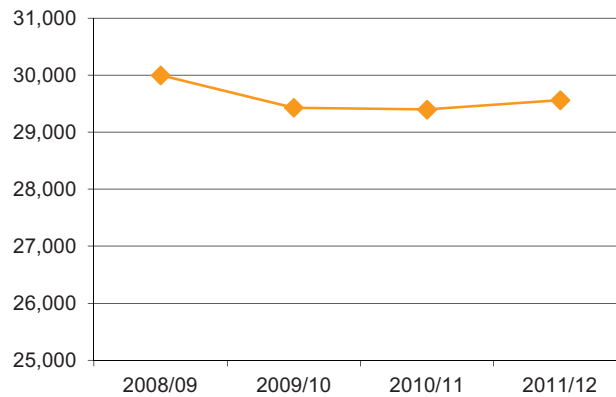
	School District	Teachers					Administrators				
		2009/10	2010/11		2011/12		2009/10	2010/11		2011/12	
		Number	Number	% Change from Previous Year	Number	% Change from Previous Year	Number	Number	% Change from Previous Year	Number	% Change from Previous Year
005	Southeast Kootenay	327	321	-1.8	323	0.6	32	33	3.1	32	-3.0
006	Rocky Mountain	194	192	-1.0	189	-1.6	25	26	4.0	26	0
008	Kootenay Lake	316	320	1.3	325	1.6	32	33	3.1	34	3.0
010	Arrow Lakes	40	39	-2.5	37	-5.1	Msk	Msk	Msk	Msk	Msk
019	Revelstoke	72	69	-4.2	71	2.9	Msk	Msk	Msk	Msk	Msk
020	Kootenay-Columbia	239	232	-2.9	236	1.7	22	22	0	20	-9.1
022	Vernon	507	507	0	480	-5.3	41	42	2.4	42	0
023	Central Okanagan	1,202	1,182	-1.7	1,207	2.1	81	80	-1.2	83	3.8
027	Cariboo-Chilcotin	358	330	-7.8	326	-1.2	43	42	-2.3	42	0
028	Quesnel	223	224	0.4	212	-5.4	24	22	-8.3	23	4.5
033	Chilliwack	719	701	-2.5	727	3.7	59	56	-5.1	58	3.6
034	Abbotsford	1,129	1,099	-2.7	1,098	-0.1	82	76	-7.3	78	2.6
035	Langley	1,158	1,126	-2.8	1,123	-0.3	86	77	-10.5	74	-3.9
036	Surrey	4,135	4,118	-0.4	4,199	2.0	240	239	-0.4	241	0.8
037	Delta	1,001	1,004	0.3	1,001	-0.3	64	66	3.1	70	6.1
038	Richmond	1,341	1,282	-4.4	1,309	2.1	116	107	-7.8	103	-3.7
039	Vancouver	3,467	3,385	-2.4	3,392	0.2	198	195	-1.5	199	2.1
040	New Westminster	416	431	3.6	459	6.5	24	24	0	26	8.3
041	Burnaby	1,598	1,608	0.6	1,625	1.1	88	87	-1.1	87	0
042	Maple Ridge-Pitt Meadows	893	906	1.5	895	-1.2	59	62	5.1	57	-8.1
043	Coquitlam	1,888	1,933	2.4	1,984	2.6	110	111	0.9	115	3.6
044	North Vancouver	982	941	-4.2	947	0.6	85	80	-5.9	80	0
045	West Vancouver	414	426	2.9	438	2.8	36	36	0	38	5.6
046	Sunshine Coast	230	229	-0.4	228	-0.4	20	19	-5.0	19	0
047	Powell River	138	143	3.6	137	-4.2	16	15	-6.3	14	-6.7
048	Sea to Sky	255	253	-0.8	263	4.0	25	24	-4.0	24	0
049	Central Coast	23	21	-8.7	19	-9.5	Msk	Msk	Msk	Msk	Msk
050	Haida Gwaii	55	54	-1.8	51	-5.6	Msk	Msk	Msk	Msk	Msk
051	Boundary	93	91	-2.2	92	1.1	12	11	-8.3	11	0
052	Prince Rupert	164	159	-3.0	153	-3.8	16	17	6.3	17	0
053	Okanagan Similkameen	146	147	0.7	143	-2.7	16	17	6.3	18	5.9
054	Bulkley Valley	148	145	-2.0	143	-1.4	16	17	6.3	15	-11.8
057	Prince George	822	788	-4.1	787	-0.1	78	65	-16.7	61	-6.2
058	Nicola-Similkameen	160	150	-6.3	148	-1.3	17	17	0	16	-5.9
059	Peace River South	216	227	5.1	218	-4.0	35	30	-14.3	34	13.3
060	Peace River North	343	342	-0.3	343	0.3	38	38	0	38	0
061	Greater Victoria	1,155	1,192	3.2	1,174	-1.5	109	111	1.8	109	-1.8
062	Sooke	489	515	5.3	522	1.4	54	55	1.9	61	10.9
063	Saanich	483	475	-1.7	467	-1.7	36	35	-2.8	35	0
064	Gulf Islands	100	101	1.0	109	7.9	14	14	0	16	14.3
067	Okanagan Skaha	373	365	-2.1	366	0.3	37	36	-2.7	35	-2.8
068	Nanaimo-Ladysmith	836	817	-2.3	817	0	64	62	-3.1	61	-1.6
069	Qualicum	260	261	0.4	250	-4.2	31	29	-6.5	27	-6.9
070	Alberni	233	234	0.4	240	2.6	28	24	-14.3	24	0
071	Comox Valley	502	481	-4.2	497	3.3	48	41	-14.6	44	7.3
072	Campbell River	337	318	-5.6	306	-3.8	33	33	0	32	-3.0
073	Kamloops/Thompson	853	837	-1.9	837	0	69	67	-2.9	65	-3.0
074	Gold Trail	93	95	2.2	95	0	14	13	-7.1	14	7.7
075	Mission	365	364	-0.3	351	-3.6	35	34	-2.9	31	-8.8
078	Fraser-Cascade	120	114	-5.0	108	-5.3	14	14	0	13	-7.1
079	Cowichan Valley	483	480	-0.6	478	-0.4	43	43	0	46	7.0
081	Fort Nelson	57	52	-8.8	52	0	Msk	Msk	Msk	Msk	Msk
082	Coast Mountains	313	306	-2.2	290	-5.2	35	34	-2.9	35	2.9
083	North Okanagan-Shuswap	392	391	-0.3	397	1.5	44	42	-4.5	43	2.4
084	Vancouver Island West	38	37	-2.6	38	2.7	Msk	Msk	Msk	Msk	Msk
085	Vancouver Island North	100	99	-1.0	98	-1.0	15	14	-6.7	14	0
087	Stikine	18	16	-11.1	16	0	Msk	Msk	Msk	Msk	Msk
091	Nechako Lakes	281	254	-9.6	255	0.4	33	27	-18.2	29	7.4
092	Nisga'a	39	41	5.1	40	-2.4	-	Msk	Msk	Msk	Msk
093	Conseil scolaire francophone	360	388	7.8	359	-7.5	42	37	-11.9	36	-2.7
	<b>Province (Public Only)</b>	<b>33,692</b>	<b>33,358</b>	<b>-1.0</b>	<b>33,490</b>	<b>0.4</b>	<b>2,680</b>	<b>2,602</b>	<b>-2.9</b>	<b>2,617</b>	<b>0.6</b>

## Number of Teachers by Role, 2008/09 - 2011/12 (Public Only)

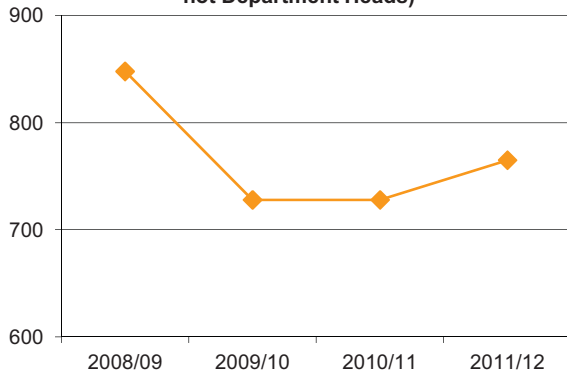
**Department Heads**



**Regular Classroom Teachers**



**Teachers who have administrative duty (but are not Department Heads)**



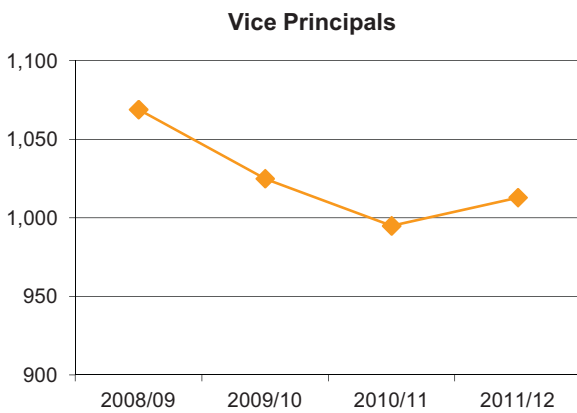
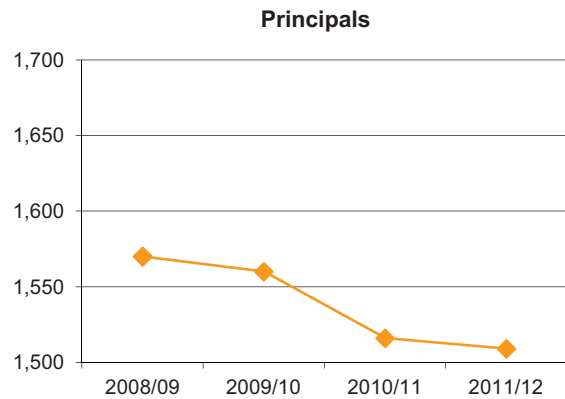
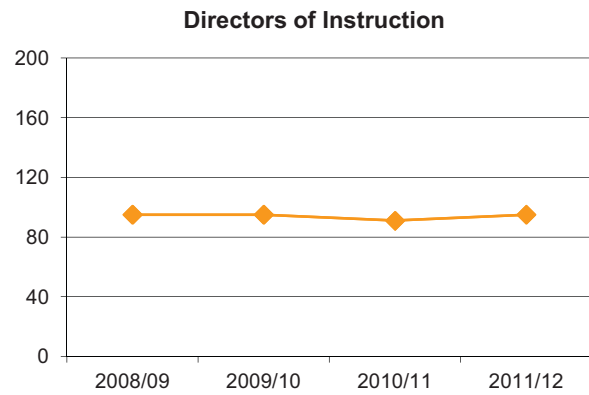
### Number of Teachers by Role

School Year	2008/09			2009/10			2010/11			2011/12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Department Heads	1,324	1,516	2,840	1,411	1,625	3,036	1,276	1,503	2,779	1,253	1,443	2,696
Regular Teachers	8,035	21,962	29,997	7,838	21,590	29,428	7,739	21,658	29,397	7,645	21,916	29,561
Teacher with Administrative Allowance	306	542	848	229	499	728	242	486	728	247	518	765
Coordinator	38	108	146	33	95	128	35	87	122	37	74	111
Helping Teacher	23	81	104	22	76	98	18	63	81	23	83	106
Other Instructional Support	21	110	131	27	118	145	29	110	139	24	115	139
Supervisor of Instruction	Msk	-	Msk	-	-	-	-	-	-	-	-	-
Teacher Consultant	11	26	37	8	28	36	6	25	31	3	11	14
Testing & Assess. Professional Staff	20	63	83	20	73	93	18	63	81	20	78	98

**Note:**

(1) Information reported on Form 1601 as at September 30th.

## Number of Administrators by Role, 2008/09 - 2011/12 (Public Only)



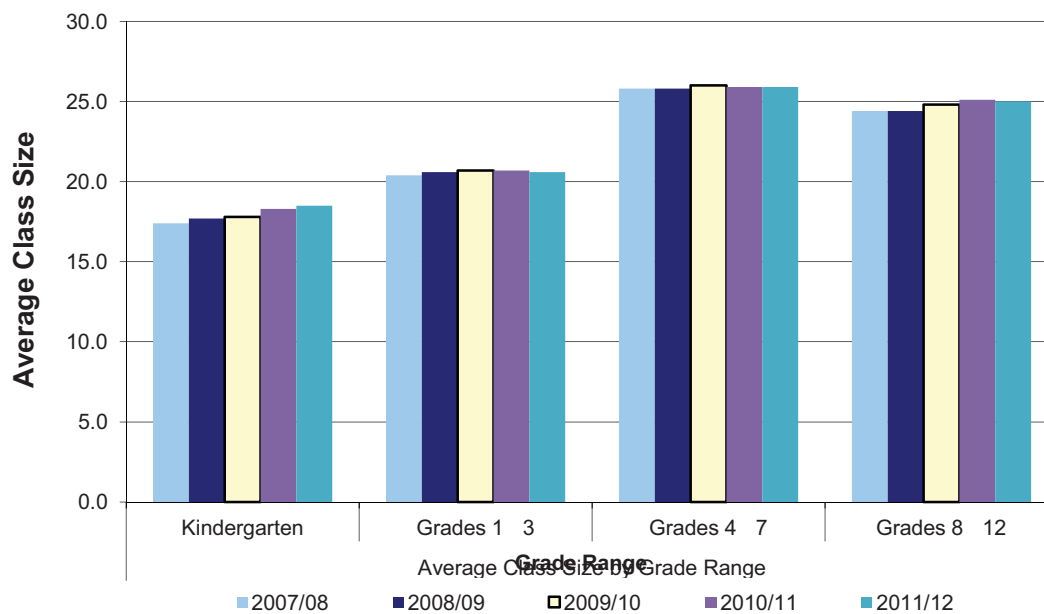
Role	2008/09			2009/10			2010/11			2011/12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Director of Instruction	47	48	95	47	48	95	43	48	91	47	48	95
Principal	824	746	1,570	808	752	1,560	775	741	1,516	765	744	1,509
Vice Principal	557	512	1,069	522	503	1,025	504	491	995	491	522	1,013

**Note:**

(1) As reported on Form 1601 as at September 30th.

## Average Class Size, 2007/08 - 2011/12

(Public Only)



### Average Class Size by Grade Range

School Year	Kindergarten	Grades 1 3	Grades 4 7	Grades 8 12
2007/08	17.4	20.4	25.8	24.4
2008/09	17.7	20.6	25.8	24.4
2009/10	17.8	20.7	26.0	24.8
2010/11	18.3	20.7	25.9	25.1
2011/12	18.5	20.6	25.9	25.0

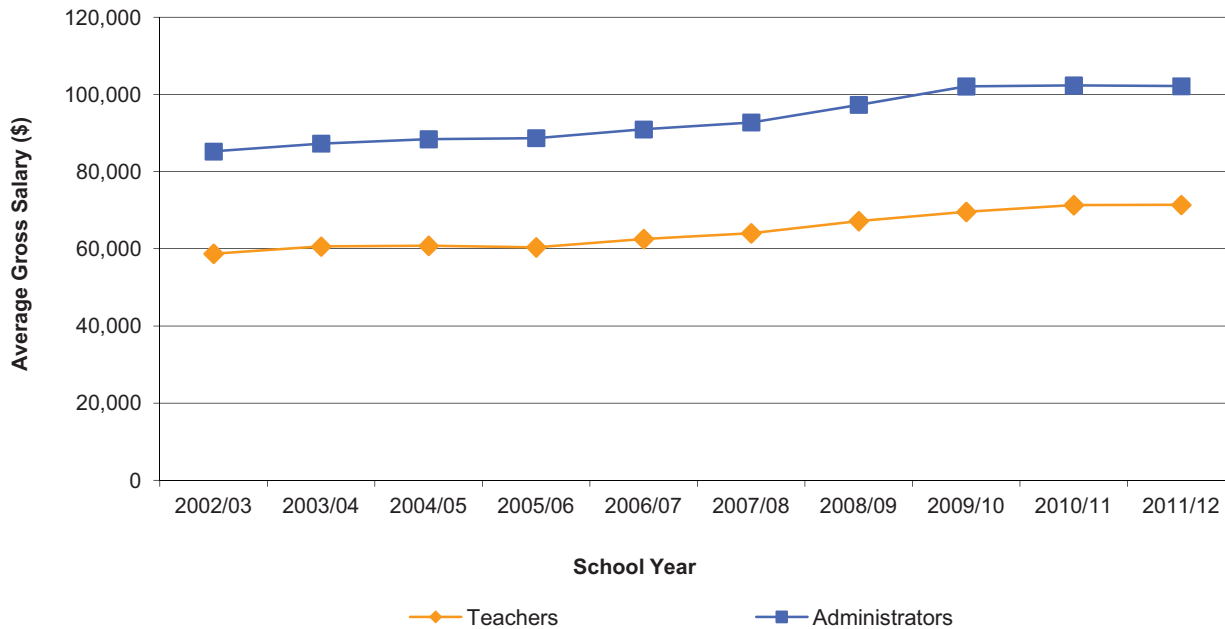
**Note:**

(1) Class size data collection (as at September 30) from standard BC public schools.

**Average Class Size by School District, 2009/10 - 2011/12**  
(Public Only)

School District		Kindergarten			Grades 1-3			Grades 4-7			Grades 8-12		
		2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
005	Southeast Kootenay	16.7	17.6	18.6	19.8	20.7	20.1	24.3	21.4	22.5	23.2	21.8	20.7
006	Rocky Mountain	18.4	17.1	17.8	20.3	20.8	20.8	24.3	24.4	24.7	20.7	22.0	22.5
008	Kootenay Lake	16.7	16.9	17.8	20.0	19.6	20.8	22.8	22.8	23.3	19.8	18.9	20.1
010	Arrow Lakes	14.8	15.5	18.6	18.4	17.3	15.1	23.4	19.6	18.3	16.9	16.6	12.9
019	Revelstoke	16.3	17.4	17.2	20.3	20.5	20.7	22.2	23.9	22.4	23.1	23.1	23.0
020	Kootenay Columbia	17.6	18.6	18.3	20.8	20.4	20.5	26.6	26.5	26.4	24.5	24.9	24.5
022	Vernon	18.8	18.7	18.7	21.0	20.9	21.0	25.8	27.4	26.5	24.6	25.1	25.6
023	Central Okanagan	16.5	18.6	18.8	20.1	20.8	20.5	26.7	27.9	26.6	25.3	25.6	26.1
027	Car boo Chilcotin	15.7	17.0	18.1	20.4	20.0	20.2	23.5	25.0	24.3	21.1	21.8	22.0
028	Quesnel	17.7	17.5	18.9	19.9	21.0	20.0	24.4	23.4	23.5	25.6	24.8	25.7
033	Chilliwack	18.9	18.6	18.6	21.0	21.0	20.7	25.2	26.7	26.4	25.0	25.3	25.0
034	Abbotsford	18.2	18.8	18.8	20.9	20.9	20.9	27.3	26.8	26.7	26.0	26.5	25.7
035	Langley	18.8	19.0	18.8	21.0	21.0	20.9	27.6	27.9	27.6	24.4	26.0	25.8
036	Surrey	18.2	18.7	18.6	20.7	20.8	20.8	25.5	25.8	26.1	26.7	26.4	26.4
037	Delta	17.8	17.2	18.9	20.9	20.8	20.8	27.2	27.1	26.8	26.5	26.4	26.5
038	Richmond	18.6	17.8	17.9	21.0	20.9	20.7	27.8	27.8	27.3	26.4	25.9	26.1
039	Vancouver	18.5	19.0	18.4	20.8	20.9	20.7	27.2	27.0	26.8	24.8	25.2	25.2
040	New Westminster	18.4	18.2	18.8	20.7	20.8	20.5	26.6	27.2	25.4	25.1	24.5	25.3
041	Burnaby	18.0	18.7	18.5	20.8	20.8	20.7	26.8	26.6	26.4	25.4	25.4	25.8
042	Maple Ridge Pitt Meadows	18.5	17.7	18.3	20.8	20.6	20.3	26.2	25.7	26.3	24.8	25.3	25.9
043	Coquitlam	18.2	18.5	19.0	21.0	21.0	20.8	27.7	28.0	28.0	26.9	26.8	26.4
044	North Vancouver	18.4	18.9	18.9	20.9	21.0	20.9	27.1	27.7	27.4	26.0	26.9	26.4
045	West Vancouver	18.7	18.6	18.6	21.0	20.9	20.8	25.9	26.5	26.5	25.6	25.5	25.3
046	Sunshine Coast	14.8	17.9	17.7	20.0	20.5	20.1	25.2	23.5	23.7	24.5	24.6	23.3
047	Powell River	19.0	16.8	17.9	20.9	20.6	20.2	26.7	25.8	26.1	22.6	24.3	22.5
048	Sea to Sky	18.6	16.1	19.0	20.9	20.8	21.0	25.8	26.3	26.1	23.7	24.2	23.8
049	Central Coast	18.0	20.3	14.9	17.4	22.0	15.1	22.1	15.6	14.2	12.6	16.8	13.1
050	Haida Gwaii	17.0	16.1	14.2	18.5	17.8	15.7	19.6	19.1	21.3	14.2	16.4	14.4
051	Boundary	16.2	14.8	17.8	19.6	19.3	18.1	23.0	24.5	23.4	19.9	19.6	19.6
052	Prince Rupert	16.2	18.7	18.0	19.6	20.0	20.5	23.1	23.1	22.4	23.7	23.5	24.4
053	Okanagan Simi kameen	11.5	17.8	18.8	19.9	20.9	20.5	27.0	25.7	25.6	21.4	21.9	22.4
054	Bulkley Valley	17.1	16.5	18.9	19.8	19.5	19.9	24.7	24.0	23.3	22.3	23.6	21.9
057	Prince George	17.3	19.0	18.9	19.8	21.1	20.7	25.1	26.8	25.8	23.7	24.6	24.6
058	Nicola Similkameen	18.6	18.0	18.6	20.7	20.4	20.8	23.8	23.7	24.6	19.1	20.2	20.7
059	Peace River South	17.8	16.3	18.4	19.2	19.7	19.2	24.0	24.6	23.3	25.4	25.6	23.5
060	Peace River North	17.1	17.1	18.8	21.0	20.7	20.2	25.0	24.2	24.7	22.4	23.3	22.2
061	Greater Victoria	18.0	18.4	18.1	20.9	20.7	20.8	26.2	26.0	25.7	26.3	26.6	27.3
062	Sooke	18.8	18.4	17.9	20.5	20.8	20.9	25.5	25.4	26.7	24.6	25.9	26.0
063	Saanich	17.7	18.2	18.8	20.6	20.7	20.7	27.4	26.9	26.6	26.2	26.6	26.3
064	Gulf Islands	14.5	15.8	18.4	19.0	20.3	20.3	23.1	22.7	22.6	22.0	23.2	20.0
067	Okanagan Skaha	16.1	18.4	18.1	20.7	20.9	20.8	24.9	24.9	24.9	24.9	25.0	24.9
068	Nanaimo Ladysmith	17.2	18.2	18.4	21.0	21.0	20.3	25.6	25.4	26.4	26.8	27.2	27.2
069	Qualicum	17.4	18.1	18.5	20.6	20.5	20.8	25.9	24.7	25.9	24.9	25.5	25.7
070	Alberni	18.6	17.1	18.5	21.0	20.7	20.2	26.3	25.5	23.8	21.2	22.2	21.6
071	Comox Valley	18.5	18.8	18.8	20.7	20.8	20.9	26.6	24.5	25.9	25.6	25.3	25.2
072	Campbell River	15.1	17.9	18.6	20.8	20.5	20.6	26.8	26.0	25.4	26.5	24.9	26.2
073	Kamloops/Thompson	17.8	18.6	18.5	20.7	20.5	21.0	25.5	26.2	26.6	23.8	25.1	24.5
074	Gold Trail	18.9	18.0	16.9	19.4	18.9	19.6	17.3	22.2	22.4	16.6	16.1	15.4
075	Mission	16.6	18.1	18.3	21.0	20.9	20.6	25.8	25.3	26.4	25.2	26.4	24.8
078	Fraser Cascade	14.3	17.9	18.2	20.6	20.5	20.2	22.9	23.0	23.1	21.5	21.1	22.1
079	Cowichan Valley	18.4	18.3	18.3	20.9	20.7	20.7	25.2	25.7	25.8	25.0	25.9	25.7
081	Fort Nelson	16.2	15.7	19.0	20.4	19.3	19.9	24.7	24.9	25.0	19.9	21.8	18.9
082	Coast Mountains	17.6	18.8	18.6	20.5	21.0	21.0	24.4	23.5	24.4	23.5	22.4	24.0
083	North Okanagan Shuswap	18.0	18.6	18.8	20.6	20.8	20.2	26.6	26.2	24.5	23.7	24.0	24.0
084	Vancouver Island West	14.1	13.8	13.2	17.3	17.3	15.8	12.8	12.9	14.6	11.3	14.5	12.9
085	Vancouver Island North	15.3	17.2	17.2	20.2	20.0	18.7	21.0	21.1	22.5	21.0	21.1	22.9
087	Stikine	11.8	10.8	9.5	10.8	11.6	10.0	11.2	11.7	11.2	12.5	12.2	12.5
091	Nechako Lakes	14.5	18.8	18.1	20.2	20.7	20.2	23.8	24.8	23.5	19.3	20.1	18.3
092	Nisga'a	11.4	11.4	13.6	12.7	15.2	16.1	14.6	15.5	15.2	9.9	11.8	12.6
093	Conseil scolaire francophone	19.0	18.4	17.9	19.6	19.3	20.2	22.7	20.0	21.5	15.4	14.4	15.4
	<b>Province (Public Only)</b>	<b>17.8</b>	<b>18.3</b>	<b>18.5</b>	<b>20.7</b>	<b>20.7</b>	<b>20.6</b>	<b>26.0</b>	<b>25.9</b>	<b>25.9</b>	<b>24.8</b>	<b>25.1</b>	<b>25.0</b>

### Average Teacher/Administrator Gross Salary, 2002/03 - 2011/12 (Public Only)



Average Gross Salary (\$)				
School Year	Teachers	% Change from Previous Year	Administrators	% Change from Previous Year
2002/03	58,715		85,229	
2003/04	60,581	3.2	87,254	2.4
2004/05	60,758	0.3	88,403	1.3
2005/06	60,394	-0.6	88,678	0.3
2006/07	62,523	3.5	90,942	2.6
2007/08	64,015	2.4	92,746	2.0
2008/09	67,193	5.0	97,317	4.9
2009/10	69,546	3.5	102,088	4.9
2010/11	71,322	2.6	102,336	0.2
2011/12	71,365	0.1	102,163	-0.2

**Notes:**

- (1) Teachers include: Regular Classroom Teachers, Supervisors of Instruction, Teacher Consultants, Co-ordinators, Helping Teachers, Other Instructional Support, Testing & Assessment – Professional Staff, Department Heads, and Teachers who have administration duty but are not Department Heads.
- (2) Administrators include: Principals, Vice-Principals, and Directors of Instruction.
- (3) Gross salary includes all allowances but excludes benefits.

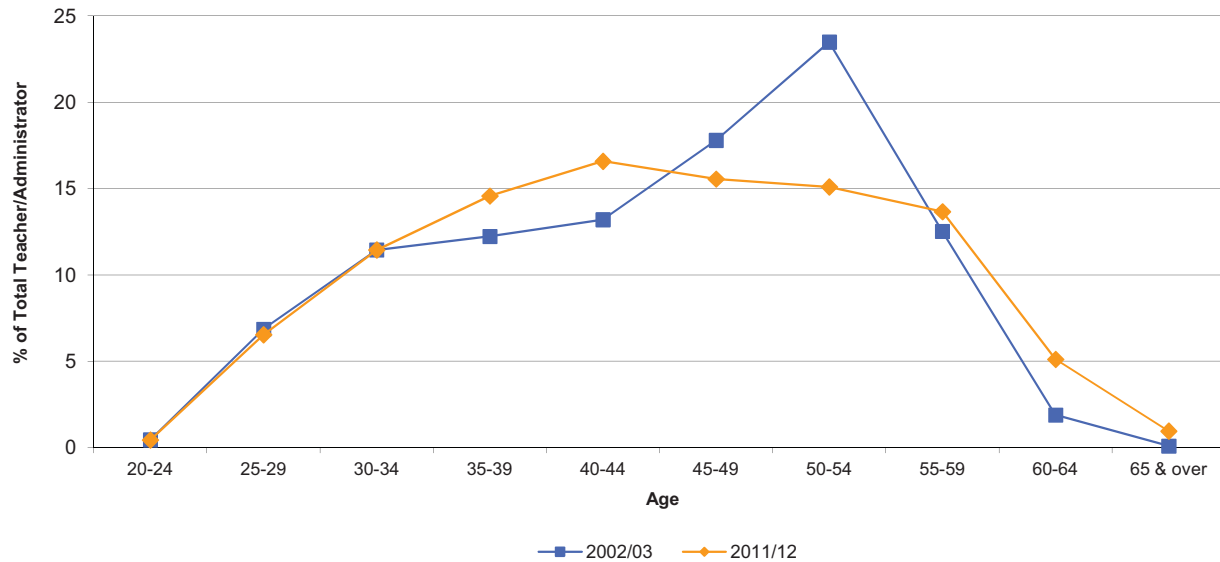
## Average Teacher/Administrator Gross Salary by School District, 2009/10 - 2011/12

School District		Teachers					Administrators				
		2009/10	2010/11		2011/12		2009/10	2010/11		2011/12	
		Salary	Salary	% Change from Previous Year	Salary	% Change from Previous Year	Salary	Salary	% Change from Previous Year	Salary	% Change from Previous Year
005	Southeast Kootenay	71,689	73,751	2.9	73,006	-1.0	97,298	97,984	0.7	98,850	0.9
006	Rocky Mountain	69,624	71,049	2.0	70,777	-0.4	99,447	99,296	-0.2	99,291	0.0
008	Kootenay Lake	72,887	74,318	2.0	74,729	0.6	98,311	99,060	0.8	99,806	0.8
010	Arrow Lakes	72,635	73,532	1.2	72,309	-1.7	Msk	Msk	Msk	Msk	Msk
019	Revelstoke	70,884	72,538	2.3	71,468	-1.5	Msk	Msk	Msk	Msk	Msk
020	Kootenay-Columbia	74,608	75,597	1.3	74,423	-1.6	101,723	101,396	-0.3	102,190	0.8
022	Vernon	70,061	72,137	3.0	73,017	1.2	100,252	100,429	0.2	100,852	0.4
023	Central Okanagan	68,337	70,451	3.1	70,467	0.0	98,664	103,297	4.7	103,488	0.2
027	Cariboo-Chilco in	66,484	68,994	3.8	68,834	-0.2	95,550	94,931	-0.6	95,143	0.2
028	Quesnel	72,334	73,504	1.6	74,046	0.7	102,783	104,252	1.4	103,021	-1.2
033	Chilliwack	68,572	70,866	3.3	70,392	-0.7	99,242	102,269	3.1	87,838	-14.1
034	Abbotsford	68,115	70,278	3.2	70,509	0.3	103,827	104,197	0.4	104,583	0.4
035	Langley	69,936	71,633	2.4	71,817	0.3	104,322	105,002	0.7	105,032	0.0
036	Surrey	68,076	69,739	2.4	69,907	0.2	106,906	104,429	-2.3	104,451	0.0
037	Delta	69,460	70,891	2.1	70,766	-0.2	105,383	105,504	0.1	104,625	-0.8
038	Richmond	68,949	70,801	2.7	70,663	-0.2	102,261	103,514	1.2	104,077	0.5
039	Vancouver	70,528	72,814	3.2	72,982	0.2	103,182	104,912	1.7	105,890	0.9
040	New Westminster	69,701	71,301	2.3	71,438	0.2	101,716	106,041	4.3	104,980	-1.0
041	Burnaby	68,524	70,411	2.8	70,639	0.3	103,687	106,356	2.6	105,830	-0.5
042	Maple Ridge-Pitt Meadows	69,636	70,954	1.9	71,386	0.6	103,150	102,182	-0.9	102,912	0.7
043	Coquitlam	70,291	72,143	2.6	71,865	-0.4	108,521	104,575	-3.6	104,082	-0.5
044	North Vancouver	71,729	73,765	2.8	73,962	0.3	103,874	105,015	1.1	105,100	0.1
045	West Vancouver	67,571	69,288	2.5	69,440	0.2	108,139	108,065	-0.1	108,205	0.1
046	Sunshine Coast	71,662	72,707	1.5	72,447	-0.4	101,389	101,410	0.0	102,633	1.2
047	Powell River	70,098	71,232	1.6	71,268	0.1	95,068	101,542	6.8	99,923	-1.6
048	Sea to Sky	70,139	71,893	2.5	71,470	-0.6	102,795	102,194	-0.6	102,857	0.6
049	Central Coast	71,726	68,261	-4.8	72,319	5.9	Msk	Msk	Msk	Msk	Msk
050	Haida Gwaii	69,793	71,730	2.8	70,927	-1.1	Msk	Msk	Msk	Msk	Msk
051	Boundary	70,982	73,122	3.0	72,646	-0.7	99,711	100,308	0.6	100,308	-
052	Prince Rupert	72,346	74,008	2.3	73,450	-0.8	94,915	102,029	7.5	102,171	0.1
053	Okanagan Similkameen	69,741	71,298	2.2	70,186	-1.6	99,669	100,179	0.5	99,266	-0.9
054	Bulkley Valley	69,899	71,851	2.8	71,243	-0.8	97,526	96,744	-0.8	99,020	2.4
057	Prince George	69,097	71,053	2.8	70,392	-0.9	100,740	101,475	0.7	100,440	-1.0
058	Nicola-Similkameen	69,017	70,154	1.6	69,470	-1.0	96,026	96,593	0.6	97,589	1.0
059	Peace River South	71,239	71,489	0.4	72,114	0.9	102,780	102,409	-0.4	100,748	-1.6
060	Peace River North	68,079	69,139	1.6	69,779	0.9	101,642	102,098	0.4	102,195	0.1
061	Greater Victoria	68,328	69,381	1.5	69,787	0.6	98,527	98,750	0.2	99,855	1.1
062	Sooke	69,050	70,035	1.4	69,853	-0.3	98,632	98,419	-0.2	98,472	0.1
063	Saanich	70,970	72,970	2.8	72,768	-0.3	101,581	102,858	1.3	103,823	0.9
064	Gulf Islands	68,440	68,897	0.7	69,006	0.2	91,818	91,944	0.1	91,566	-0.4
067	Okanagan Skaha	69,796	72,183	3.4	71,740	-0.6	99,404	99,269	-0.1	100,348	1.1
068	Nanaimo-Ladysmith	71,047	72,511	2.1	72,474	-0.1	102,034	102,142	0.1	101,734	-0.4
069	Qualicum	70,835	73,253	3.4	72,728	-0.7	97,053	98,206	1.2	98,982	0.8
070	Alberni	66,059	67,097	1.6	67,652	0.8	97,011	99,447	2.5	99,744	0.3
071	Comox Valley	68,767	70,949	3.2	71,137	0.3	96,763	98,908	2.2	99,209	0.3
072	Campbell River	69,957	71,832	2.7	71,336	-0.7	100,201	99,935	-0.3	100,503	0.6
073	Kamloops/Thompson	71,171	73,082	2.7	73,178	0.1	102,686	102,820	0.1	102,169	-0.6
074	Gold Trail	68,302	67,533	-1.1	68,654	1.7	99,527	100,044	0.5	98,639	-1.4
075	Mission	70,873	72,337	2.1	72,410	0.1	101,903	101,297	-0.6	103,977	2.6
078	Fraser-Cascade	70,009	71,795	2.6	71,842	0.1	96,644	97,374	0.8	97,687	0.3
079	Cowichan Valley	69,840	71,931	3.0	71,904	0.0	101,033	101,125	0.1	100,320	-0.8
081	Fort Nelson	70,801	73,573	3.9	73,695	0.2	Msk	Msk	Msk	Msk	Msk
082	Coast Mountains	72,956	74,400	2.0	74,727	0.4	102,737	104,010	1.2	103,459	-0.5
083	North Okanagan-Shuswap	70,285	72,245	2.8	71,673	-0.8	98,616	99,061	0.5	98,961	-0.1
084	Vancouver Island West	66,817	70,368	5.3	71,074	1.0	Msk	Msk	Msk	Msk	Msk
085	Vancouver Island North	70,350	71,888	2.2	71,574	-0.4	99,868	101,258	1.4	100,530	-0.7
087	Stikine	76,613	72,118	-5.9	72,617	0.7	Msk	Msk	Msk	Msk	Msk
091	Nechako Lakes	74,199	77,353	4.3	76,895	-0.6	101,561	102,394	0.8	103,555	1.1
092	Nisga'a	70,792	72,668	2.7	73,812	1.6	-	Msk	Msk	Msk	Msk
093	Conseil scolaire francophone	62,262	64,347	3.3	66,261	3.0	110,418	96,348	-12.7	94,795	-1.6
Province (Public Only)		69,546	71,322	2.6	71,365	0.1	102,088	102,336	0.2	102,163	-0.2



## Percent of Educators by Age Group, 2002/03 and 2011/12

(Public Only)



**% of Educators by Age Group**

Age	2002/03	2011/12
20-24	0.5	0.5
25-29	6.9	6.5
30-34	11.5	11.5
35-39	12.2	14.6
40-44	13.2	16.6
45-49	17.8	15.6
50-54	23.5	15.1
55-59	12.5	13.7
60-64	1.9	5.1
65 & over	0.1	1.0

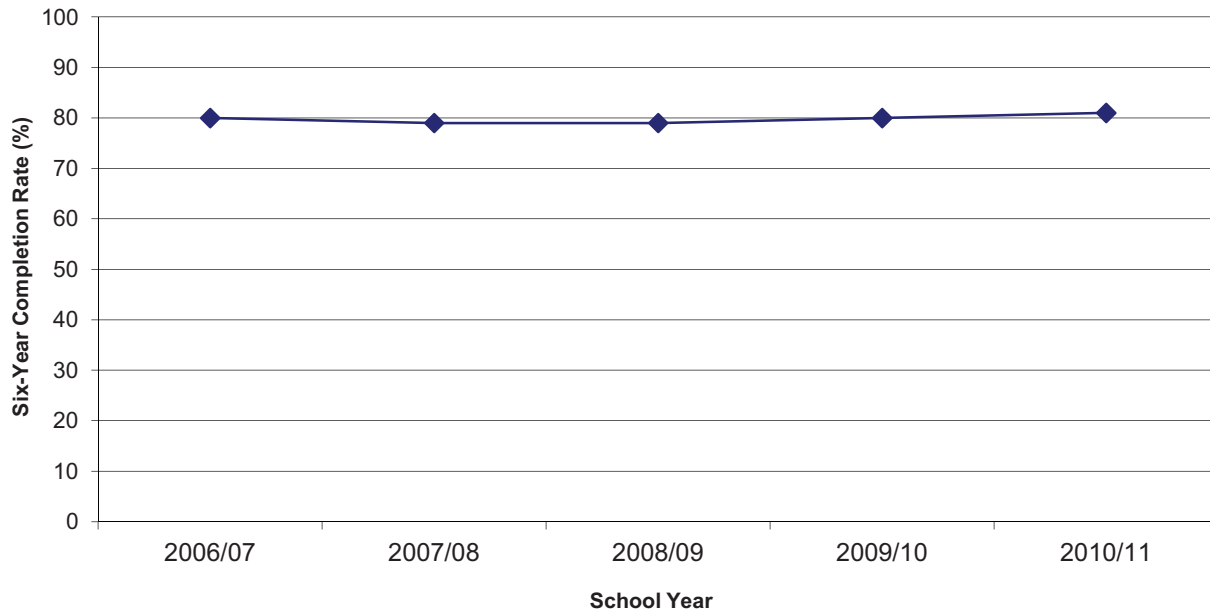
**Notes:**

- (1) Educators include: Regular Classroom Teachers, Department Heads, Teachers who have administrative duty (but are not Department Heads), Directors of Instruction, Supervisors of Instruction, Teacher Consultants, Coordinators, Helping Teachers, Other instructional Supports, Testing & Assessment - Professional Staff, Vice Principals, and Principals.
- (2) Each teacher's/administrator's age is calculated as at September 30th of the reported year.

## Percent of Educators by Age Group and School District, 2011/12

School District	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 & over
005 Southeast Kootenay	Msk	5	10	9	14	20	16	20	5	Msk
006 Rocky Mountain	Msk	10	9	10	17	13	19	14	5	Msk
008 Kootenay Lake	Msk	4	7	9	18	16	21	18	6	Msk
010 Arrow Lakes	-	Msk	Msk	Msk	Msk	Msk	24	Msk	Msk	-
019 Revelstoke	-	Msk	Msk	Msk	24	14	14	18	Msk	-
020 Kootenay-Columbia	Msk	4	9	9	13	19	18	23	Msk	Msk
022 Vernon	Msk	Msk	11	17	18	16	20	13	3	Msk
023 Central Okanagan	-	7	11	17	19	17	14	11	4	Msk
027 Cariboo-Chilco in	Msk	5	10	12	10	20	19	14	8	Msk
028 Quesnel	Msk	Msk	10	11	18	13	18	20	6	Msk
033 Chilliwack	Msk	6	13	16	21	15	15	10	4	Msk
034 Abbotsford	Msk	7	14	16	19	14	14	12	5	Msk
035 Langley	Msk	6	10	14	14	16	16	17	7	1
036 Surrey	1	11	15	16	14	13	12	12	5	2
037 Delta	Msk	7	14	17	14	14	15	14	6	1
038 Richmond	Msk	10	14	15	17	12	14	12	5	1
039 Vancouver	Msk	5	12	14	16	17	14	13	7	1
040 New Westminster	Msk	7	15	13	19	12	14	11	6	Msk
041 Burnaby	Msk	8	16	15	17	15	12	11	4	1
042 Maple Ridge-Pitt Meadows	Msk	6	11	18	18	14	15	14	4	Msk
043 Coquitlam	1	7	12	17	19	16	12	11	4	1
044 North Vancouver	Msk	3	9	14	19	16	18	16	5	Msk
045 West Vancouver	Msk	11	14	15	15	15	12	10	6	Msk
046 Sunshine Coast	Msk	Msk	5	8	14	21	22	21	7	Msk
047 Powell River	-	7	9	11	17	17	18	13	7	Msk
048 Sea to Sky	-	Msk	9	11	22	19	18	14	5	Msk
049 Central Coast	-	Msk	Msk	Msk	-	Msk	Msk	Msk	Msk	-
050 Haida Gwaii	Msk	Msk	Msk	18	18	Msk	17	Msk	Msk	-
051 Boundary	Msk	Msk	Msk	11	17	17	20	18	Msk	-
052 Prince Rupert	Msk	Msk	Msk	14	13	15	18	19	Msk	Msk
053 Okanagan Similkameen	Msk	Msk	10	12	16	25	14	12	Msk	Msk
054 Bulkley Valley	Msk	Msk	10	15	16	15	15	19	Msk	-
057 Prince George	Msk	6	10	14	17	16	17	15	4	Msk
058 Nicola-Similkameen	Msk	9	7	12	18	13	18	15	Msk	Msk
059 Peace River South	Msk	11	11	17	14	13	15	13	Msk	Msk
060 Peace River North	Msk	13	14	15	17	12	13	10	4	Msk
061 Greater Victoria	Msk	6	11	17	13	14	16	16	7	1
062 Sooke	Msk	7	13	14	17	16	13	13	5	Msk
063 Saanich	-	5	8	13	19	15	15	19	5	Msk
064 Gulf Islands	-	Msk	Msk	12	19	14	14	22	10	Msk
067 Okanagan Skaha	Msk	4	10	13	19	17	20	14	Msk	Msk
068 Nanaimo-Ladysmith	Msk	3	7	12	15	16	19	19	5	2
069 Qualicum	-	Msk	4	7	21	22	20	19	5	Msk
070 Alberni	Msk	11	11	15	17	14	15	11	6	-
071 Comox Valley	Msk	3	8	13	18	21	18	15	3	-
072 Campbell River	Msk	Msk	8	11	19	15	22	18	4	Msk
073 Kamloops/Thompson	Msk	5	9	16	20	18	14	14	4	Msk
074 Gold Trail	-	12	12	13	17	15	13	13	Msk	Msk
075 Mission	-	Msk	7	11	13	17	23	18	8	Msk
078 Fraser-Cascade	-	Msk	8	11	18	14	15	18	Msk	Msk
079 Cowichan Valley	-	2	8	11	19	20	17	18	5	Msk
081 Fort Nelson	-	Msk	Msk	Msk	17	Msk	20	Msk	Msk	-
082 Coast Mountains	-	Msk	5	8	19	18	22	15	7	Msk
083 North Okanagan-Shuswap	Msk	5	8	14	18	18	19	12	7	-
084 Vancouver Island West	-	Msk	Msk	Msk	Msk	Msk	Msk	Msk	24	Msk
085 Vancouver Island North	Msk	Msk	11	20	9	15	14	15	Msk	Msk
087 Stikine	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	-	-
091 Nechako Lakes	Msk	4	4	15	19	29	14	12	Msk	Msk
092 Nisga'a	-	Msk	Msk	21	Msk	Msk	Msk	Msk	Msk	Msk
093 Conseil scolaire francophone	-	13	12	12	12	21	16	10	4	Msk
<b>Province (Public Only)</b>	<b>0.5</b>	<b>6.5</b>	<b>11.5</b>	<b>14.6</b>	<b>16.6</b>	<b>15.6</b>	<b>15.1</b>	<b>13.7</b>	<b>5.1</b>	<b>1.0</b>

## Six-Year Completion Rate - All Students, 2006/07 - 2010/11 (Public and Independent)



School Year	Six-Year Completion Rate (%)		
	Male	Female	All Students
2006/07	77	84	80
2007/08	76	82	79
2008/09	76	82	79
2009/10	77	83	80
2010/11	79	83	81

### Notes:

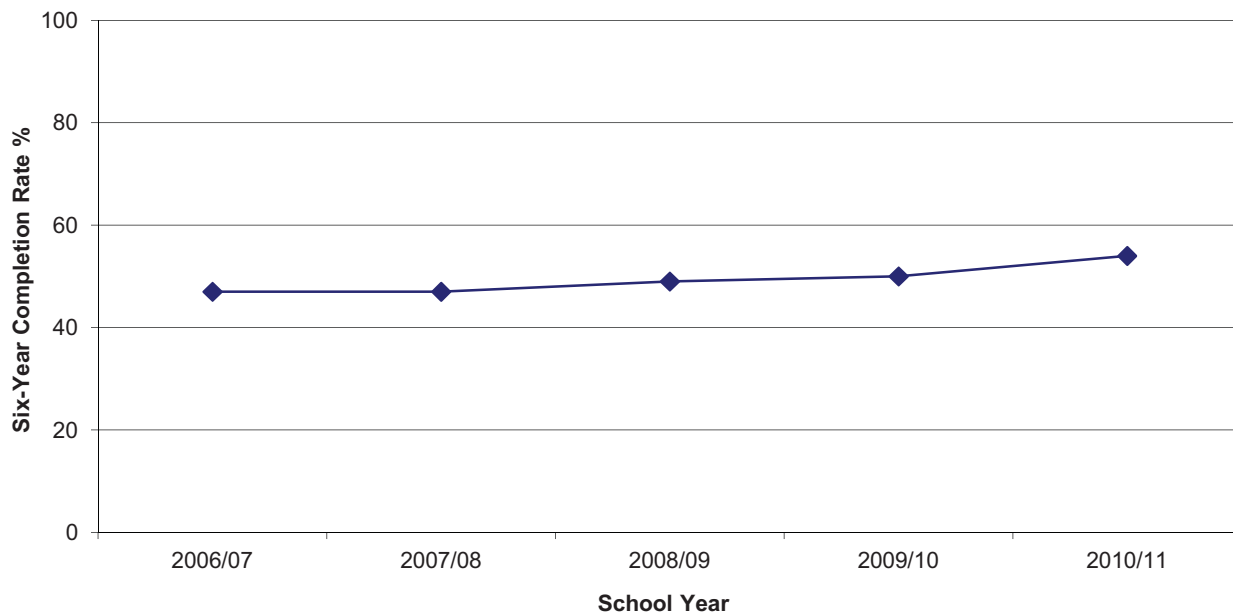
(1) The six-year completion rate is the portion of students who graduate, with a Certificate of Graduation, within six years from the time they enrol in Grade 8. The rate is adjusted for migration in and out of British Columbia.

(2) For purposes of this report the cut-off date for schools to identify students that have graduated is in the third week of September.

### Six-Year Completion Rate by School District - All Students, 2008/09 - 2010/11

School District		2008/09 (%)			2009/10 (%)			2010/11 (%)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
005	Southeast Kootenay	70	79	74	78	84	81	74	76	75
006	Rocky Mountain	76	80	78	73	87	79	82	80	81
008	Kootenay Lake	81	75	78	76	72	74	76	76	76
010	Arrow Lakes	78	90	84	91	86	88	88	100	94
019	Revelstoke	86	91	88	91	100	98	87	88	87
020	Kootenay-Columbia	83	82	83	81	87	84	78	83	80
022	Vernon	79	78	78	73	84	78	77	82	79
023	Central Okanagan	80	86	83	83	87	85	84	89	86
027	Cariboo-Chilcotin	60	68	64	59	72	65	69	66	68
028	Quesnel	71	83	77	76	81	78	79	87	83
033	Chilliwack	67	71	69	69	69	69	72	71	72
034	Abbotsford	81	88	84	82	90	86	85	92	89
035	Langley	76	83	80	78	87	83	80	88	84
036	Surrey	79	87	83	79	86	82	81	86	83
037	Delta	79	91	85	85	88	87	83	87	85
038	Richmond	85	93	89	88	93	90	85	95	90
039	Vancouver	76	84	80	77	84	81	78	87	82
040	New Westminster	76	81	79	72	76	74	77	85	81
041	Burnaby	79	88	83	75	87	81	78	87	82
042	Maple Ridge-Pitt Meadows	76	77	77	75	80	78	77	82	79
043	Coquitlam	88	93	90	86	91	89	89	92	91
044	North Vancouver	82	85	84	83	91	87	84	88	86
045	West Vancouver	92	94	93	91	92	91	92	88	90
046	Sunshine Coast	72	80	76	75	84	79	77	84	80
047	Powell River	75	80	77	68	74	71	66	85	74
048	Sea to Sky	73	86	79	67	80	73	76	84	80
049	Central Coast	70	87	79	89	Msk	83	59	Msk	66
050	Haida Gwaii	61	48	55	58	58	58	55	63	59
051	Boundary	87	80	84	77	93	85	93	96	94
052	Prince Rupert	62	61	61	52	64	58	61	66	63
053	Okanagan Similkameen	64	82	73	68	72	70	74	72	73
054	Bulkley Valley	78	81	80	72	77	75	69	77	74
057	Prince George	67	72	70	68	77	72	68	75	71
058	Fraser-Fort George	59	55	57	69	67	68	66	62	64
059	Peace River South	71	72	71	61	69	65	66	79	72
060	Peace River North	69	75	72	64	69	66	69	67	68
061	Greater Victoria	70	72	71	70	76	73	76	76	76
062	Sooke	66	73	69	69	74	72	74	77	76
063	Saanich	64	65	64	66	67	67	69	69	69
064	Gulf Islands	69	62	65	69	63	66	75	69	71
067	Okanagan Skaha	79	85	82	82	87	84	80	87	84
068	Nanaimo-Ladysmith	68	74	71	66	70	68	68	71	70
069	Qualicum	70	78	74	76	78	77	78	79	79
070	Alberni	60	66	63	60	69	64	57	71	64
071	Comox Valley	64	71	67	71	71	71	67	72	70
072	Campbell River	70	79	75	75	84	79	78	86	82
073	Kamloops/Thompson	71	80	75	76	76	76	71	81	76
074	Gold Trail	52	64	58	59	77	68	53	66	59
075	Mission	73	82	78	77	83	80	73	81	77
078	Fraser-Cascade	56	71	63	77	62	70	67	82	74
079	Cowichan Valley	66	74	70	71	79	75	74	81	78
081	Fort Nelson	63	79	71	48	74	61	91	99	95
082	Coast Mountains	63	67	65	72	69	71	72	67	70
083	North Okanagan-Shuswap	75	79	77	74	85	79	76	81	79
084	Vancouver Island West	62	77	68	37	57	46	60	47	52
085	Vancouver Island North	76	74	75	62	75	67	77	86	83
087	Stikine	32	51	40	30	Msk	33	40	Msk	45
091	Nechako Lakes	72	66	69	67	63	65	68	70	69
092	Nisga'a	42	83	62	33	39	36	27	12	21
	All Public Only	75	81	78	76	82	79	78	83	80
	All Independent Only	89	90	90	87	89	88	87	88	87
	Province (Pub. + Ind.)	76	82	79	77	83	80	79	83	81

## Six-Year Completion Rate - Aboriginal Students, 2006/07 - 2010/11 (Public and Independent)



School Year	Aboriginal Students Six-Year Completion Rate (%)		
	Male	Female	Total
2006/07	43	52	47
2007/08	42	52	47
2008/09	45	52	49
2009/10	45	56	50
2010/11	51	56	54

### Notes:

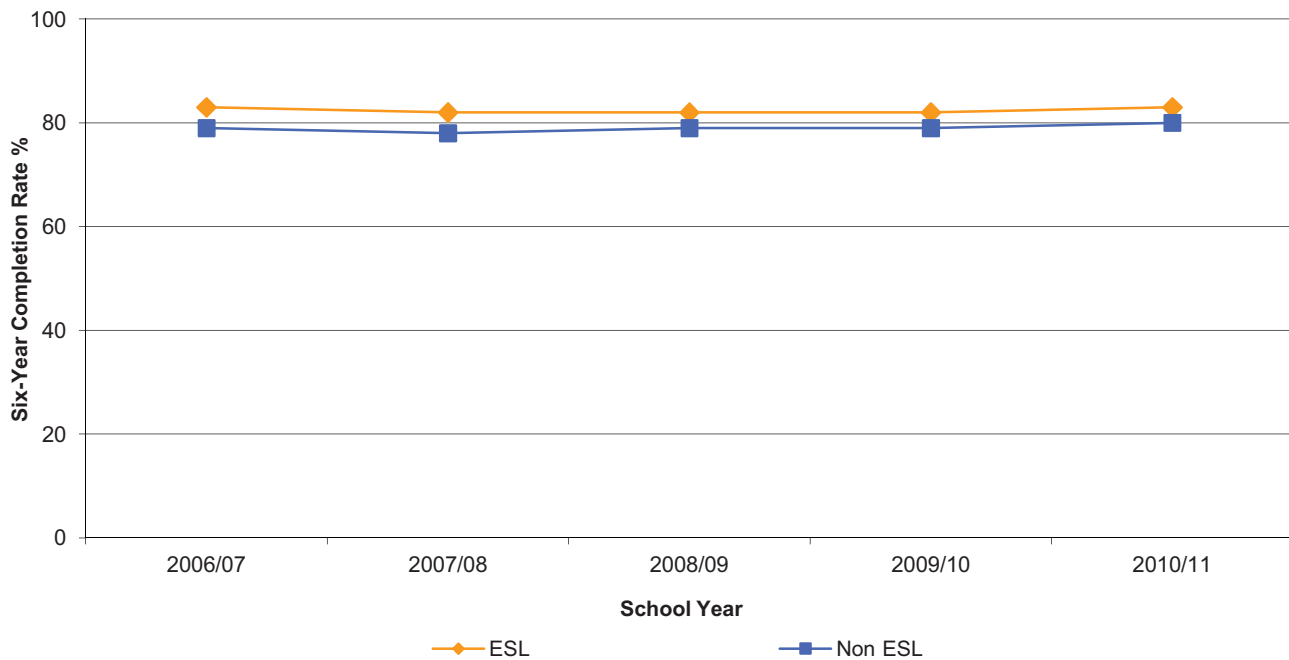
(1) The six-year completion rate is the portion of students who graduate, with a Certificate of Graduation, within six years from the time they enrol in Grade 8. The rate is adjusted for migration in and out of British Columbia.

(2) For purposes of this report the cut-off date for schools to identify students that have graduated is in the third week of September.

# Six-Year Completion Rate by School District - Aboriginal Students, 2008/09 - 2010/11

School District		2008/09 (%)			2009/10 (%)			2010/11 (%)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
005	Southeast Kootenay	69	68	69	64	71	67	47	65	56
006	Rocky Mountain	57	75	64	52	60	56	83	71	76
008	Kootenay Lake	60	40	50	68	53	60	68	72	70
010	Arrow Lakes	Msk	73	76	Msk	Msk	Msk	Msk	Msk	Msk
019	Revelstoke	34	Msk	53	Msk	Msk	82	Msk	Msk	Msk
020	Kootenay-Columbia	68	81	74	56	78	65	59	52	55
022	Vernon	62	65	64	54	70	62	57	64	61
023	Central Okanagan	56	54	55	57	63	60	56	67	61
027	Cariboo-Chilcotin	28	37	33	30	54	42	44	33	38
028	Quesnel	46	61	54	55	69	61	41	65	53
033	Chilliwack	45	57	51	43	48	45	55	57	56
034	Abbotsford	58	65	62	53	68	61	68	68	68
035	Langley	48	65	56	53	72	62	65	59	62
036	Surrey	36	48	42	48	56	52	45	63	54
037	Delta	42	70	57	54	73	62	57	62	60
038	Richmond	48	77	63	41	82	64	34	57	45
039	Vancouver	24	34	29	22	29	25	29	35	32
040	New Westminster	27	42	35	29	54	42	53	77	62
041	Burnaby	34	45	39	22	40	30	46	52	49
042	Maple Ridge-Pitt Meadows	56	63	59	55	69	63	61	63	62
043	Coquitlam	74	68	71	51	76	64	53	71	63
044	North Vancouver	56	43	51	54	47	52	44	55	49
045	West Vancouver	Msk	Msk	Msk	-	Msk	Msk	Msk	Msk	Msk
046	Sunshine Coast	41	53	47	43	49	46	68	58	63
047	Powell River	55	52	54	54	33	43	61	68	64
048	Sea to Sky	48	15	35	45	30	39	56	57	56
049	Central Coast	Msk	Msk	61	Msk	Msk	62	Msk	Msk	48
050	Haida Gwaii	62	50	58	52	51	52	57	63	60
051	Boundary	85	63	71	56	82	72	78	99	87
052	Prince Rupert	42	46	44	37	32	35	44	44	44
053	Okanagan Similkameen	23	60	45	52	70	60	53	41	47
054	Bulkley Valley	65	49	56	44	49	46	46	55	51
057	Prince George	45	49	47	47	58	52	36	52	44
058	Nicola-Similkameen	40	35	37	49	49	49	59	49	54
059	Peace River South	51	60	55	41	50	46	59	64	61
060	Peace River North	55	48	52	48	62	55	51	40	45
061	Greater Victoria	32	41	37	37	45	41	44	54	49
062	Sooke	61	74	67	58	64	61	76	69	73
063	Saanich	21	33	28	15	38	28	38	48	43
064	Gulf Islands	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	58
067	Okanagan Skaha	48	49	48	44	71	60	53	65	60
068	Nanaimo-Ladysmith	39	50	44	33	51	43	48	56	52
069	Qualicum	58	71	64	58	68	63	63	70	66
070	Alberni	18	23	20	24	44	34	32	37	34
071	Comox Valley	35	47	42	50	63	56	54	57	56
072	Campbell River	47	53	50	41	67	56	54	46	50
073	Kamloops/Thompson	54	61	57	53	57	55	61	69	64
074	Gold Trail	35	59	47	57	74	66	50	58	54
075	Mission	40	62	53	54	74	64	55	62	58
078	Fraser-Cascade	34	48	41	61	47	53	42	61	50
079	Cowichan Valley	27	43	34	31	40	36	57	52	55
081	Fort Nelson	54	49	51	44	64	55	100	99	100
082	Coast Mountains	41	45	43	53	45	49	45	46	46
083	North Okanagan-Shuswap	50	59	54	56	73	64	62	59	61
084	Vancouver Island West	38	Msk	35	Msk	Msk	13	Msk	31	21
085	Vancouver Island North	67	44	57	45	56	50	66	58	62
087	Stikine	Msk	Msk	30	33	Msk	38	48	Msk	39
091	Nechako Lakes	52	53	53	45	48	47	45	49	47
092	Nisga'a	42	83	62	28	39	34	27	12	21
	All Public Only	45	53	49	46	56	51	52	57	54
	All Independent Only	30	49	42	28	42	35	48	39	43
	Province (Pub. + Ind.)	45	52	49	45	56	50	51	56	54

## Six-Year Completion Rate - ESL Students, 2006/07 - 2010/11 (Public and Independent)



School Year	Six-Year Completion Rate (%)	
	ESL	Non-ESL
2006/07	83	79
2007/08	82	78
2008/09	82	79
2009/10	82	79
2010/11	83	80

### Notes:

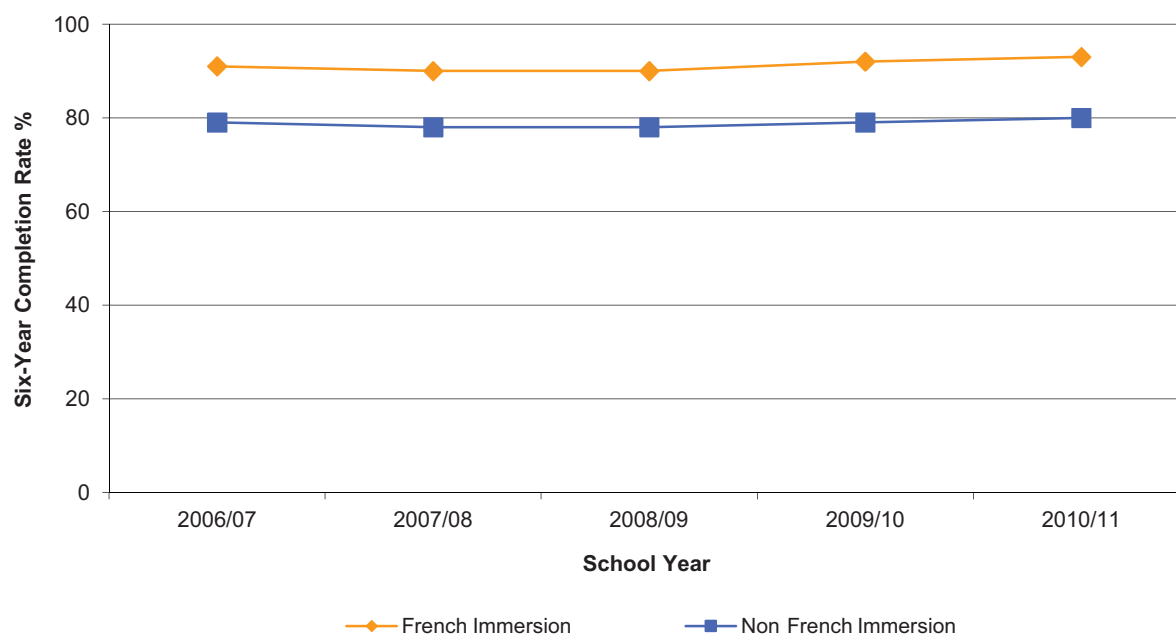
- (1) The six-year completion rate is the portion of students who graduate, with a Certificate of Graduation, within six years from the time they enrol in Grade 8. The rate is adjusted for migration in and out of British Columbia.
- (2) For purposes of this report the cut-off date for schools to identify students that have graduated is in the third week of September.



### Six-Year Completion Rate by School District - ESL Students, 2008/09 - 2010/11

School District		2008/09 (%)		2009/10 (%)		2010/11 (%)	
		ESL	Non-ESL	ESL	Non-ESL	ESL	Non-ESL
005	Southeast Kootenay	Msk	74	Msk	81	Msk	75
006	Rocky Mountain	69	78	42	81	74	82
008	Kootenay Lake	12	82	29	77	26	79
010	Arrow Lakes	-	84	Msk	88	Msk	93
019	Revelstoke	Msk	88	Msk	98	Msk	88
020	Kootenay-Columbia	Msk	83	Msk	85	Msk	80
022	Vernon	69	79	77	78	75	79
023	Central Okanagan	87	83	75	85	87	86
027	Cariboo-Chilcotin	28	70	35	70	28	75
028	Quesnel	61	79	50	82	40	89
033	Chilliwack	69	69	67	69	67	72
034	Abbotsford	88	84	90	85	93	87
035	Langley	84	79	85	82	87	84
036	Surrey	88	79	85	80	89	79
037	Delta	87	84	90	86	92	83
038	Richmond	90	87	95	83	94	84
039	Vancouver	81	76	83	77	83	81
040	New Westminster	82	77	77	73	87	78
041	Burnaby	84	81	85	77	87	78
042	Maple Ridge-Pitt Meadows	93	75	85	77	92	78
043	Coquitlam	94	88	90	88	92	90
044	North Vancouver	85	83	90	86	89	85
045	West Vancouver	97	92	94	91	98	89
046	Sunshine Coast	41	78	61	80	67	81
047	Powell River	Msk	77	Msk	71	Msk	74
048	Sea to Sky	100	77	91	72	77	80
049	Central Coast	Msk	82	Msk	100	Msk	71
050	Haida Gwaii	44	60	27	71	47	64
051	Boundary	Msk	83	Msk	86	Msk	94
052	Prince Rupert	39	77	30	77	43	78
053	Okanagan Similkameen	69	74	88	68	87	70
054	Bulkley Valley	64	81	40	80	43	77
057	Prince George	50	73	51	77	44	77
058	Nicola-Similkameen	80	56	73	68	34	67
059	Peace River South	68	71	44	66	47	73
060	Peace River North	43	75	47	68	46	70
061	Greater Victoria	81	70	80	72	87	75
062	Sooke	53	70	65	72	74	76
063	Saanich	50	65	67	67	63	69
064	Gulf Islands	Msk	66	-	66	Msk	72
067	Okanagan Skaha	66	83	71	85	91	83
068	Nanaimo-Ladysmith	64	72	50	70	56	71
069	Qualicum	48	75	48	78	68	79
070	Alberni	18	75	26	77	25	75
071	Comox Valley	58	68	74	71	61	70
072	Campbell River	56	77	66	81	57	86
073	Kamloops/Thompson	69	76	55	77	60	76
074	Gold Trail	36	67	38	80	45	68
075	Mission	88	77	78	80	82	77
078	Fraser-Cascade	83	62	Msk	69	89	73
079	Cowichan Valley	30	72	41	77	43	80
081	Fort Nelson	Msk	72	Msk	62	Msk	96
082	Coast Mountains	33	72	45	76	35	77
083	North Okanagan-Shuswap	57	78	79	79	82	78
084	Vancouver Island West	27	96	-	66	12	84
085	Vancouver Island North	32	83	33	75	44	89
087	Sikine	28	52	37	Msk	36	Msk
091	Nechako Lakes	48	72	34	72	43	74
092	Nisga'a	62	Msk	25	Msk	17	31
All Public Only		81	77	81	78	83	79
All Independent Only		85	91	87	88	85	88
Province (Pub. + Ind.)		82	79	82	79	83	80

## Six-Year Completion Rate - French Immersion Students, 2006/07 - 2010/11 (Public and Independent)



Six-Year Completion Rate (%)		
School Year	French Immersion	Non-French Immersion
2006/07	91	79
2007/08	90	78
2008/09	90	78
2009/10	92	79
2010/11	93	80

### Notes:

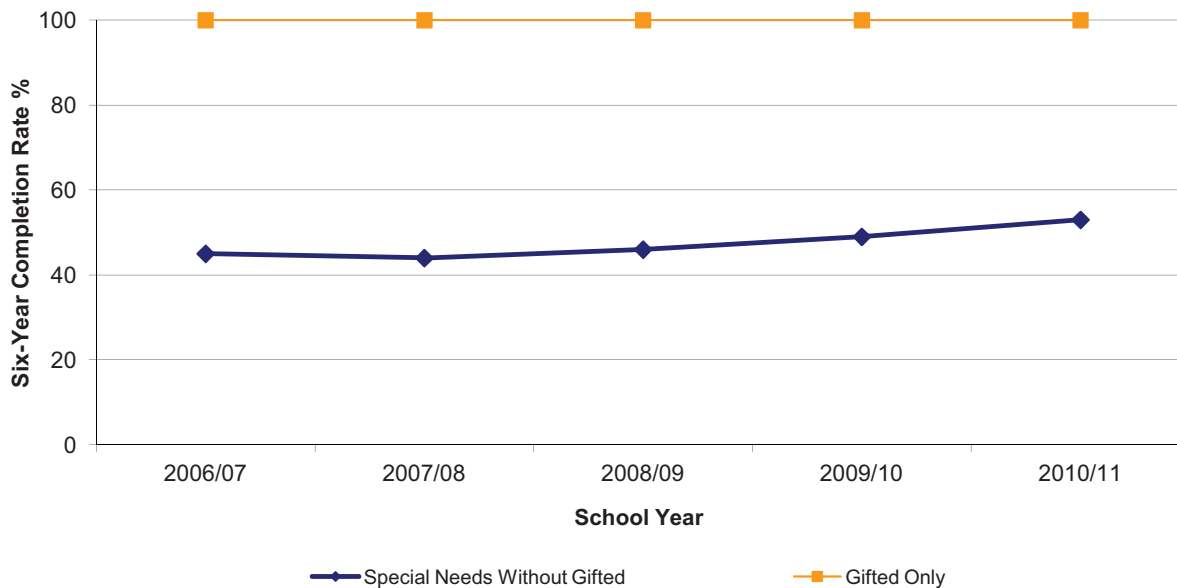
(1) The six-year completion rate is the portion of students who graduate, with a Certificate of Graduation, within six years from the time they enrol in Grade 8. The rate is adjusted for migration in and out of British Columbia.

(2) For purposes of this report the cut-off date for schools to identify students that have graduated is in the third week of September.

### Six-Year Completion Rate by School District - French Immersion Students, 2008/09 - 2010/11

School District		2008/09 (%)	Non-French Immersion	2009/10 (%)		2010/11 (%)	
		French Immersion		French Immersion	Non-French Immersion	French Immersion	Non-French Immersion
005	Southeast Kootenay	93	73	88	81	100	74
006	Rocky Mountain	76	78	95	78	100	80
008	Kootenay Lake	90	76	88	73	97	72
010	Arrow Lakes	-	84	-	88	-	94
019	Revelstoke	Msk	88	-	98	-	87
020	Kootenay-Columbia	94	82	90	83	94	79
022	Vernon	85	78	88	77	85	79
023	Central Okanagan	89	82	97	84	97	85
027	Cariboo-Chilcotin	97	62	87	64	87	67
028	Quesnel	93	76	89	77	100	82
033	Chilliwack	82	68	85	67	86	71
034	Abbotsford	86	84	98	85	99	88
035	Langley	89	78	96	81	95	82
036	Surrey	89	82	90	82	86	83
037	Delta	96	83	96	85	98	84
038	Richmond	100	88	99	90	99	89
039	Vancouver	89	79	89	80	95	82
040	New Westminster	96	76	89	72	100	77
041	Burnaby	97	82	89	80	86	82
042	Maple Ridge-Pitt Meadows	89	75	92	76	92	77
043	Coquitlam	97	90	97	88	97	90
044	North Vancouver	93	83	100	85	100	84
045	West Vancouver	100	91	100	90	100	88
046	Sunshine Coast	Msk	76	Msk	79	Msk	80
047	Powell River	Msk	78	Msk	71	Msk	73
048	Sea to Sky	92	77	92	70	98	77
049	Central Coast	-	79	-	83	-	66
050	Haida Gwaii	Msk	56	Msk	60	Msk	58
051	Boundary	Msk	84	Msk	85	Msk	94
052	Prince Rupert	75	61	91	56	84	62
053	Okanagan Similkameen	Msk	74	Msk	71	Msk	74
054	Bulkley Valley	Msk	79	100	73	96	73
057	Prince George	74	69	78	72	87	71
058	Nicola-Similkameen	58	57	93	66	87	63
059	Peace River South	93	70	92	63	82	71
060	Peace River North	99	70	68	66	89	67
061	Greater Victoria	86	70	88	71	89	74
062	Sooke	97	67	82	71	79	76
063	Saanich	67	64	81	65	75	68
064	Gulf Islands	100	57	100	57	100	65
067	Okanagan Skaha	100	79	100	82	100	81
068	Nanaimo-Ladysmith	77	71	80	68	81	69
069	Qualicum	79	74	95	76	91	78
070	Alberni	88	61	71	64	78	63
071	Comox Valley	78	67	82	70	75	69
072	Campbell River	90	72	93	77	100	79
073	Kamloops/Thompson	83	75	92	75	93	75
074	Gold Trail	Msk	58	-	68	Msk	60
075	Mission	97	75	89	79	84	76
078	Fraser-Cascade	Msk	63	Msk	70	Msk	74
079	Cowichan Valley	93	69	83	74	87	77
081	Fort Nelson	-	71	Msk	62	Msk	94
082	Coast Mountains	74	65	94	69	90	68
083	North Okanagan-Shuswap	91	76	100	78	96	78
084	Vancouver Island West	Msk	67	Msk	45	-	52
085	Vancouver Island North	Msk	75	Msk	66	Msk	83
087	Stikine	-	40	Msk	35	Msk	41
091	Nechako Lakes	79	68	69	65	50	69
092	Nisga'a	-	62	Msk	37	Msk	19
All Public Only		90	77	92	78	93	79
All Independent Only		100	89	100	87	100	87
Province (Pub. + Ind.)		90	78	92	79	93	80

### Six-Year Completion Rate - Special Needs Students, 2006/07 - 2010/11 (Public Only)



School Year	Six-Year Completion Rate (%)	
	Special Needs Without Gifted	Gifted Only
2006/07	45	100
2007/08	44	100
2008/09	46	100
2009/10	49	100
2010/11	53	100

**Notes:**

- (1) The six year completion rate is the portion of students who graduate, with a Certificate of Graduation, within six years from the time they enrol in Grade 8. The rate is adjusted for migration in and out of British Columbia.
- (2) For purposes of this report the cut off date for schools to identify students that have graduated is in the third week of September.

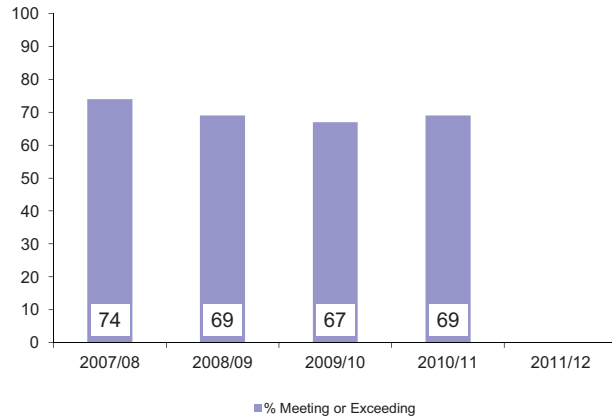
### Six-Year Completion Rate by School District - Special Needs Students, 2008/09 - 2010/11

School District		2008/09 (%)	Gifted Only	2009/10 (%)		2010/11 (%)	
		Special Needs without Gifted		Special Needs without Gifted	Gifted Only	Special Needs without Gifted	Gifted Only
005	Southeast Kootenay	46	Msk	59	Msk	54	Msk
006	Rocky Mountain	44	100	45	95	59	Msk
008	Kootenay Lake	57	100	56	73	63	Msk
010	Arrow Lakes	71	-	73	Msk	64	-
019	Revelstoke	56	Msk	69	Msk	91	Msk
020	Kootenay-Columbia	48	100	44	Msk	47	100
022	Vernon	53	100	53	94	52	98
023	Central Okanagan	45	100	50	100	53	100
027	Cariboo-Chilcotin	23	98	34	92	36	86
028	Quesnel	45	92	47	Msk	48	Msk
033	Chilliwack	38	84	42	91	42	74
034	Abbotsford	53	100	53	100	61	100
035	Langley	37	100	58	98	62	100
036	Surrey	40	99	49	100	51	100
037	Delta	58	98	63	100	69	100
038	Richmond	68	100	59	100	59	100
039	Vancouver	48	100	47	100	56	100
040	New Westminster	36	100	42	100	46	99
041	Burnaby	43	100	42	99	47	100
042	Maple Ridge-Pitt Meadows	53	100	58	95	61	100
043	Coquitlam	68	100	72	100	70	100
044	North Vancouver	54	100	58	100	60	100
045	West Vancouver	86	100	83	100	98	100
046	Sunshine Coast	51	Msk	47	Msk	44	Msk
047	Powell River	55	Msk	29	Msk	59	Msk
048	Sea to Sky	42	99	58	100	59	100
049	Central Coast	49	Msk	Msk	Msk	Msk	Msk
050	Haida Gwaii	36	Msk	28	-	33	Msk
051	Boundary	40	Msk	66	Msk	79	Msk
052	Prince Rupert	28	90	29	100	34	97
053	Okanagan Similkameen	39	99	25	Msk	43	Msk
054	Bulkley Valley	53	88	46	Msk	34	Msk
057	Prince George	38	99	38	100	38	100
058	Nicola-Similkameen	21	Msk	33	Msk	31	97
059	Peace River South	40	98	32	88	36	100
060	Peace River North	45	92	33	100	52	99
061	Greater Victoria	42	93	44	100	57	100
062	Sooke	44	83	47	88	59	97
063	Saanich	31	97	45	100	45	100
064	Gulf Islands	70	Msk	77	Msk	81	-
067	Okanagan Skaha	56	99	58	100	57	100
068	Nanaimo-Ladysmith	28	100	30	100	32	100
069	Qualicum	54	98	62	92	70	100
070	Alberni	27	99	27	Msk	25	Msk
071	Comox Valley	40	89	54	91	53	96
072	Campbell River	52	88	45	Msk	45	Msk
073	Kamloops/Thompson	44	91	48	92	47	94
074	Gold Trail	17	Msk	42	Msk	30	Msk
075	Mission	49	100	55	98	53	100
078	Fraser-Cascade	17	Msk	20	Msk	32	Msk
079	Cowichan Valley	35	97	45	100	51	97
081	Fort Nelson	20	Msk	Msk	Msk	77	-
082	Coast Mountains	42	100	49	84	46	100
083	North Okanagan-Shuswap	42	100	50	92	59	94
084	Vancouver Island West	20	-	15	-	33	-
085	Vancouver Island North	57	Msk	46	Msk	60	Msk
087	Stikine	19	-	Msk	-	25	-
091	Nechako Lakes	43	88	35	Msk	35	94
092	Nisga'a	41	Msk	32	-	6	Msk
Province (Public Only)		46	100	49	100	53	100

## Grade 4 - Foundation Skills Assessments, 2007/08 - 2010/11

(Public and Independent)

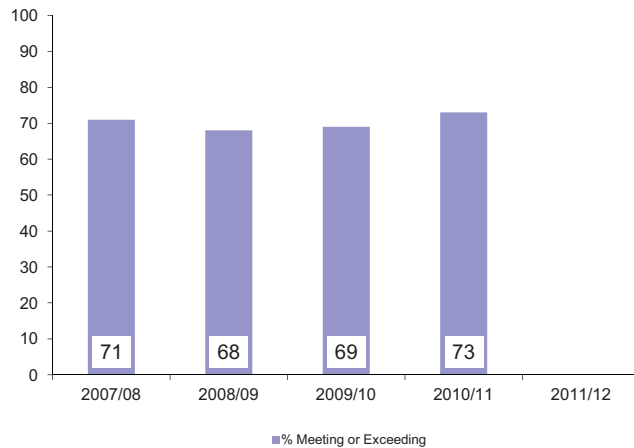
### Grade 4 - Reading Comprehension



### Reading Comprehension

School Year	% Meeting or Exceeding		
	Male	Female	Total
2007/08	70	78	74
2008/09	66	72	69
2009/10	64	71	67
2010/11	66	72	69

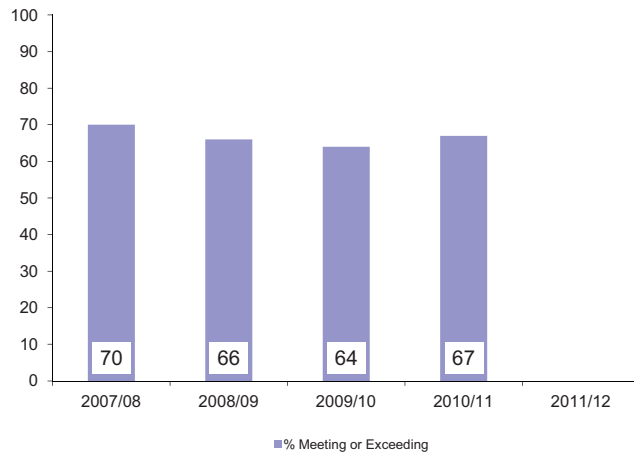
### Grade 4 - Writing



### Writing

School Year	% Meeting or Exceeding		
	Male	Female	Total
2007/08	65	77	71
2008/09	63	73	68
2009/10	63	75	69
2010/11	68	77	73

### Grade 4 - Numeracy



### Numeracy

School Year	% Meeting or Exceeding		
	Male	Female	Total
2007/08	69	70	70
2008/09	66	67	66
2009/10	63	64	64
2010/11	66	68	67

## FSA - Grade 4 - Reading Comprehension by School District, 2007/08 - 2010/11

School District		Meeting or Exceeding(%)			
		2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	62	66	65	66
006	Rocky Mountain	73	68	68	72
008	Kootenay Lake	71	56	66	61
010	Arrow Lakes	77	86	73	89
019	Revelstoke	91	89	81	88
020	Kootenay-Columbia	76	70	69	74
022	Vernon	72	63	71	66
023	Central Okanagan	83	82	77	76
027	Cariboo-Chilco in	65	63	66	68
028	Quesnel	66	53	52	42
033	Chilliwack	81	65	69	75
034	Abbotsford	82	79	77	81
035	Langley	78	77	74	78
036	Surrey	68	66	64	66
037	Delta	74	71	64	62
038	Richmond	75	76	72	71
039	Vancouver	64	57	49	54
040	New Westminster	73	67	67	67
041	Burnaby	65	62	64	66
042	Maple Ridge-Pitt Meadows	72	49	65	58
043	Coquitlam	76	63	63	67
044	North Vancouver	74	75	70	75
045	West Vancouver	88	89	87	86
046	Sunshine Coast	74	72	58	79
047	Powell River	77	72	66	74
048	Sea to Sky	78	76	78	78
049	Central Coast	50	59	67	82
050	Haida Gwaii	75	61	74	75
051	Boundary	71	72	57	71
052	Prince Rupert	60	58	51	49
053	Okanagan Similkameen	74	76	80	85
054	Bulkley Valley	70	60	76	75
057	Prince George	71	70	64	64
058	Nicola-Similkameen	63	75	64	67
059	Peace River South	60	66	67	66
060	Peace River North	76	74	68	76
061	Greater Victoria	82	73	66	70
062	Sooke	78	67	57	55
063	Saanich	88	76	68	70
064	Gulf Islands	71	70	75	70
067	Okanagan Skaha	77	76	71	81
068	Nanaimo-Ladysmith	69	58	60	64
069	Qualicum	65	72	70	63
070	Alberni	72	74	70	66
071	Comox Valley	75	61	66	63
072	Campbell River	65	61	47	59
073	Kamloops/Thompson	81	75	77	74
074	Gold Trail	60	62	62	64
075	Mission	70	66	68	63
078	Fraser-Cascade	79	41	42	39
079	Cowichan Valley	69	68	63	62
081	Fort Nelson	100	97	92	90
082	Coast Mountains	67	61	53	55
083	North Okanagan-Shuswap	74	63	59	61
084	Vancouver Island West	60	40	53	58
085	Vancouver Island North	68	67	62	50
087	Stikine	55	29	26	43
091	Nechako Lakes	57	60	47	49
092	Nisga'a	18	69	10	14
093	Conseil scolaire francophone	71	65	71	67
	All Public Only	73	67	65	67
	All Independent Only	83	82	81	81
	<b>Province (Pub. + Ind.)</b>	<b>74</b>	<b>69</b>	<b>67</b>	<b>69</b>



## FSA - Grade 4 - Writing by School District, 2007/08 - 2010/11

School District		Meeting or Exceeding(%)			
		2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	59	70	61	60
006	Rocky Mountain	68	60	71	77
008	Kootenay Lake	64	52	65	61
010	Arrow Lakes	66	78	84	89
019	Revelstoke	71	85	86	91
020	Kootenay-Columbia	80	65	63	76
022	Vernon	70	59	67	72
023	Central Okanagan	65	81	73	84
027	Cariboo-Chilco in	53	67	71	72
028	Quesnel	40	40	33	41
033	Chilliwack	81	68	72	80
034	Abbotsford	85	78	78	87
035	Langley	82	75	76	77
036	Surrey	69	67	72	78
037	Delta	75	70	68	67
038	Richmond	71	76	77	76
039	Vancouver	65	55	50	59
040	New Westminster	70	69	65	75
041	Burnaby	66	67	63	71
042	Maple Ridge-Pitt Meadows	71	44	72	62
043	Coquitlam	75	64	66	73
044	North Vancouver	65	71	67	78
045	West Vancouver	89	92	85	91
046	Sunshine Coast	76	78	59	79
047	Powell River	64	57	64	74
048	Sea to Sky	75	80	73	79
049	Central Coast	33	53	60	71
050	Haida Gwaii	58	42	85	69
051	Boundary	71	77	65	68
052	Prince Rupert	55	57	66	69
053	Okanagan Similkameen	67	65	73	77
054	Bulkley Valley	76	71	77	78
057	Prince George	66	68	73	64
058	Nicola-Similkameen	74	66	69	61
059	Peace River South	54	71	60	51
060	Peace River North	63	75	81	84
061	Greater Victoria	65	63	63	72
062	Sooke	71	66	56	50
063	Saanich	82	82	77	74
064	Gulf Islands	71	77	75	71
067	Okanagan Skaha	68	75	69	87
068	Nanaimo-Ladysmith	61	54	64	63
069	Qualicum	62	74	63	62
070	Alberni	66	60	68	67
071	Comox Valley	73	60	58	62
072	Campbell River	63	63	56	59
073	Kamloops/Thompson	73	73	85	83
074	Gold Trail	54	61	63	72
075	Mission	82	63	67	72
078	Fraser-Cascade	77	33	32	23
079	Cowichan Valley	59	65	67	61
081	Fort Nelson	78	69	83	86
082	Coast Mountains	61	55	54	28
083	North Okanagan-Shuswap	68	64	61	66
084	Vancouver Island West	43	30	60	50
085	Vancouver Island North	65	72	72	59
087	Stikine	36	29	35	26
091	Nechako Lakes	54	43	54	50
092	Nisga'a	41	25	23	27
093	Conseil scolaire francophone	84	73	71	78
	All Public Only	69	66	67	71
	All Independent Only	80	81	81	81
	<b>Province (Pub. + Ind.)</b>	<b>71</b>	<b>68</b>	<b>69</b>	<b>73</b>

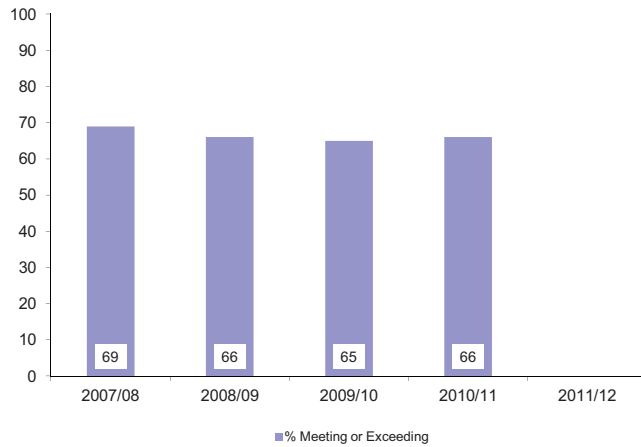
# FSA - Grade 4 - Numeracy by School District, 2007/08 - 2010/11

School District		Meeting or Exceeding(%)			
		2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	59	69	63	66
006	Rocky Mountain	64	66	71	72
008	Kootenay Lake	65	56	62	60
010	Arrow Lakes	70	80	70	68
019	Revelstoke	87	81	81	77
020	Kootenay-Columbia	68	67	59	69
022	Vernon	67	61	61	59
023	Central Okanagan	81	79	72	74
027	Cariboo-Chilco in	55	54	60	66
028	Quesnel	50	48	41	27
033	Chilliwack	72	61	65	73
034	Abbotsford	79	77	77	81
035	Langley	75	74	67	75
036	Surrey	64	60	59	62
037	Delta	70	65	59	58
038	Richmond	77	77	72	71
039	Vancouver	61	56	49	54
040	New Westminster	71	65	66	68
041	Burnaby	66	66	66	68
042	Maple Ridge-Pitt Meadows	66	45	58	52
043	Coquitlam	73	61	62	68
044	North Vancouver	67	71	65	71
045	West Vancouver	86	89	87	90
046	Sunshine Coast	74	73	54	79
047	Powell River	61	62	65	62
048	Sea to Sky	68	69	66	80
049	Central Coast	8	65	60	82
050	Haida Gwaii	62	42	66	69
051	Boundary	65	74	61	72
052	Prince Rupert	47	51	41	46
053	Okanagan Similkameen	72	74	80	87
054	Bulkley Valley	72	62	73	70
057	Prince George	61	59	57	54
058	Nicola-Similkameen	53	60	58	66
059	Peace River South	58	62	54	62
060	Peace River North	73	71	66	73
061	Greater Victoria	74	69	61	65
062	Sooke	71	61	53	51
063	Saanich	84	78	70	69
064	Gulf Islands	62	64	75	67
067	Okanagan Skaha	72	76	67	76
068	Nanaimo-Ladysmith	61	54	57	62
069	Qualicum	63	67	63	66
070	Alberni	66	66	59	59
071	Comox Valley	71	60	59	62
072	Campbell River	55	61	48	56
073	Kamloops/Thompson	74	72	74	72
074	Gold Trail	56	51	49	57
075	Mission	64	61	64	65
078	Fraser-Cascade	59	33	35	32
079	Cowichan Valley	60	59	54	54
081	Fort Nelson	96	92	92	90
082	Coast Mountains	57	45	43	44
083	North Okanagan-Shuswap	66	63	56	62
084	Vancouver Island West	54	27	50	39
085	Vancouver Island North	62	66	61	50
087	Stikine	41	12	0	9
091	Nechako Lakes	49	55	40	44
092	Nisga'a	18	38	26	14
093	Conseil scolaire francophone	71	68	68	69
	All Public Only	68	64	61	65
	All Independent Only	81	81	79	81
	<b>Province (Pub. + Ind.)</b>	<b>70</b>	<b>66</b>	<b>64</b>	<b>67</b>

## Grade 7 - Foundation Skills Assessments, 2007/08 - 2010/11

(Public and Independent)

### Grade 7 - Reading Comprehension



### Reading Comprehension

School Year	% Meeting or Exceeding		
	Male	Female	Total
2007/08	65	73	69
2008/09	63	70	66
2009/10	62	68	65
2010/11	62	70	66

### Grade 7 - Writing



### Writing

School Year	% Meeting or Exceeding		
	Male	Female	Total
2007/08	69	81	75
2008/09	60	73	66
2009/10	63	74	68
2010/11	68	77	72

### Grade 7 - Numeracy



### Numeracy

School Year	% Meeting or Exceeding		
	Male	Female	Total
2007/08	70	70	70
2008/09	63	63	63
2009/10	62	63	62
2010/11	62	63	62

## FSA - Grade 7 - Reading Comprehension by School District, 2007/08 - 2010/11

School District		Meeting or Exceeding(%)			
		2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	59	56	52	58
006	Rocky Mountain	70	62	71	70
008	Kootenay Lake	69	50	60	61
010	Arrow Lakes	68	75	80	74
019	Revelstoke	80	90	88	81
020	Kootenay-Columbia	69	58	62	68
022	Vernon	71	61	68	67
023	Central Okanagan	70	71	60	63
027	Cariboo-Chilco in	63	61	71	70
028	Quesnel	55	44	43	39
033	Chilliwack	64	45	53	55
034	Abbotsford	74	71	73	73
035	Langley	77	74	70	73
036	Surrey	64	67	69	69
037	Delta	73	62	62	57
038	Richmond	74	77	72	74
039	Vancouver	60	56	47	53
040	New Westminster	65	67	67	66
041	Burnaby	68	67	67	68
042	Maple Ridge-Pitt Meadows	68	41	54	52
043	Coquitlam	70	68	65	65
044	North Vancouver	70	67	69	74
045	West Vancouver	84	89	86	85
046	Sunshine Coast	76	71	66	70
047	Powell River	71	72	71	63
048	Sea to Sky	72	78	78	79
049	Central Coast	47	63	42	54
050	Haida Gwaii	42	62	56	65
051	Boundary	69	84	62	70
052	Prince Rupert	57	63	54	51
053	Okanagan Similkameen	69	75	73	80
054	Bulkley Valley	63	70	67	78
057	Prince George	70	68	60	60
058	Nicola-Similkameen	55	58	54	53
059	Peace River South	56	58	57	59
060	Peace River North	67	64	65	62
061	Greater Victoria	72	62	57	58
062	Sooke	57	56	45	43
063	Saanich	77	73	60	64
064	Gulf Islands	69	65	72	59
067	Okanagan Skaha	70	75	61	67
068	Nanaimo-Ladysmith	63	55	57	62
069	Qualicum	69	63	53	60
070	Alberni	63	64	67	67
071	Comox Valley	64	56	60	61
072	Campbell River	53	61	41	48
073	Kamloops/Thompson	76	74	74	75
074	Gold Trail	64	51	55	58
075	Mission	70	63	66	58
078	Fraser-Cascade	60	40	35	44
079	Cowichan Valley	58	64	60	58
081	Fort Nelson	68	64	76	88
082	Coast Mountains	67	61	60	53
083	North Okanagan-Shuswap	67	63	65	62
084	Vancouver Island West	43	44	61	49
085	Vancouver Island North	69	64	47	50
087	Stikine	21	25	43	55
091	Nechako Lakes	52	59	51	52
092	Nisga'a	24	23	30	25
093	Conseil scolaire francophone	79	73	73	72
	All Public Only	67	64	62	64
	All Independent Only	83	83	83	83
	<b>Province (Pub. + Ind.)</b>	<b>69</b>	<b>66</b>	<b>65</b>	<b>66</b>

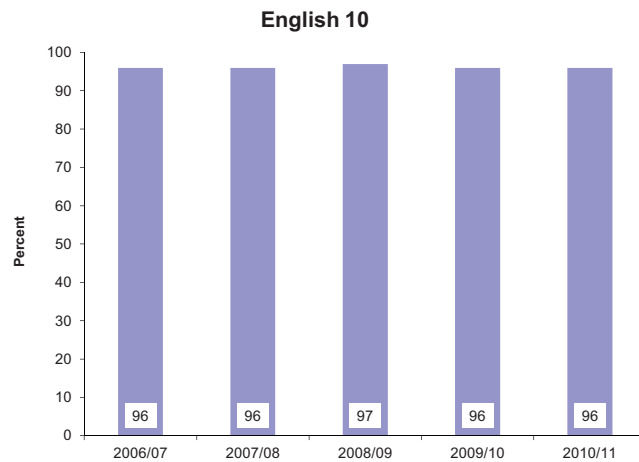
## FSA - Grade 7 - Writing by School District, 2007/08 - 2010/11

School District		Meeting or Exceeding(%)			
		2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	66	64	62	64
006	Rocky Mountain	68	44	69	77
008	Kootenay Lake	59	47	59	60
010	Arrow Lakes	79	73	94	86
019	Revelstoke	83	97	89	90
020	Kootenay-Columbia	80	58	64	70
022	Vernon	68	60	62	82
023	Central Okanagan	77	70	63	64
027	Cariboo-Chilco in	74	58	74	78
028	Quesnel	50	40	38	32
033	Chilliwack	77	49	55	66
034	Abbotsford	89	71	81	86
035	Langley	85	66	72	77
036	Surrey	71	65	74	80
037	Delta	81	66	64	62
038	Richmond	81	81	80	79
039	Vancouver	63	55	51	55
040	New Westminster	81	71	78	79
041	Burnaby	75	70	68	78
042	Maple Ridge-Pitt Meadows	71	39	70	63
043	Coquitlam	82	72	72	74
044	North Vancouver	68	66	65	80
045	West Vancouver	91	89	82	89
046	Sunshine Coast	87	72	74	76
047	Powell River	80	76	65	78
048	Sea to Sky	80	75	83	92
049	Central Coast	40	63	21	62
050	Haida Gwaii	65	44	62	68
051	Boundary	75	77	65	78
052	Prince Rupert	71	61	65	62
053	Okanagan Similkameen	72	74	72	82
054	Bulkley Valley	81	73	77	87
057	Prince George	71	68	59	68
058	Nicola-Similkameen	79	52	54	43
059	Peace River South	58	62	62	71
060	Peace River North	62	79	78	78
061	Greater Victoria	74	56	55	65
062	Sooke	59	53	43	47
063	Saanich	85	72	64	73
064	Gulf Islands	73	63	75	59
067	Okanagan Skaha	81	76	61	80
068	Nanaimo-Ladysmith	64	58	59	69
069	Qualicum	77	66	45	61
070	Alberni	55	56	58	67
071	Comox Valley	68	54	65	64
072	Campbell River	54	64	45	48
073	Kamloops/Thompson	88	70	84	83
074	Gold Trail	85	69	64	77
075	Mission	70	64	66	68
078	Fraser-Cascade	75	43	41	39
079	Cowichan Valley	60	65	63	68
081	Fort Nelson	74	68	83	92
082	Coast Mountains	56	69	51	37
083	North Okanagan-Shuswap	76	56	67	66
084	Vancouver Island West	27	33	36	41
085	Vancouver Island North	51	75	59	65
087	Stikine	29	33	50	55
091	Nechako Lakes	53	52	57	57
092	Nisga'a	67	17	57	54
093	Conseil scolaire francophone	88	78	74	76
	All Public Only	73	64	66	71
	All Independent Only	85	82	84	85
	<b>Province (Pub. + Ind.)</b>	<b>75</b>	<b>66</b>	<b>68</b>	<b>72</b>

## FSA - Grade 7 - Numeracy by School District, 2007/08 - 2010/11

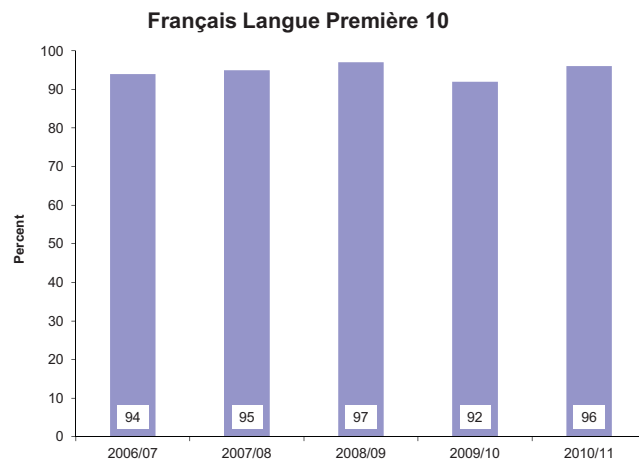
School District		Meeting or Exceeding(%)			
		2007/08	2008/09	2009/10	2010/11
005	Southeast Kootenay	59	47	46	52
006	Rocky Mountain	71	63	69	75
008	Kootenay Lake	65	50	52	46
010	Arrow Lakes	67	75	86	62
019	Revelstoke	66	91	85	70
020	Kootenay-Columbia	69	51	55	63
022	Vernon	64	51	59	56
023	Central Okanagan	67	62	57	55
027	Cariboo-Chilco in	59	54	64	63
028	Quesnel	50	33	32	30
033	Chilliwack	59	43	46	50
034	Abbotsford	79	71	74	77
035	Langley	77	73	68	74
036	Surrey	69	66	68	67
037	Delta	76	61	59	52
038	Richmond	82	81	76	76
039	Vancouver	67	57	50	53
040	New Westminster	66	65	67	64
041	Burnaby	74	70	71	71
042	Maple Ridge-Pitt Meadows	68	38	52	46
043	Coquitlam	74	68	63	66
044	North Vancouver	72	67	69	72
045	West Vancouver	91	90	88	89
046	Sunshine Coast	74	60	63	63
047	Powell River	74	72	64	61
048	Sea to Sky	69	71	69	71
049	Central Coast	47	31	46	8
050	Haida Gwaii	56	49	52	59
051	Boundary	61	77	63	68
052	Prince Rupert	51	52	44	40
053	Okanagan Similkameen	72	68	66	77
054	Bulkley Valley	71	67	67	76
057	Prince George	65	56	52	48
058	Nicola-Similkameen	64	37	43	35
059	Peace River South	53	42	50	45
060	Peace River North	60	54	56	55
061	Greater Victoria	70	56	50	50
062	Sooke	57	51	40	38
063	Saanich	77	65	54	63
064	Gulf Islands	65	58	64	50
067	Okanagan Skaha	66	60	51	56
068	Nanaimo-Ladysmith	62	50	51	56
069	Qualicum	67	59	49	60
070	Alberni	53	54	51	59
071	Comox Valley	63	54	57	50
072	Campbell River	51	59	40	43
073	Kamloops/Thompson	74	64	67	66
074	Gold Trail	57	56	56	54
075	Mission	69	57	59	52
078	Fraser-Cascade	63	36	34	36
079	Cowichan Valley	55	52	48	45
081	Fort Nelson	57	63	79	86
082	Coast Mountains	61	48	48	42
083	North Okanagan-Shuswap	61	59	59	55
084	Vancouver Island West	27	41	36	36
085	Vancouver Island North	69	56	37	42
087	Stikine	29	8	43	27
091	Nechako Lakes	49	54	47	43
092	Nisga'a	21	13	17	4
093	Conseil scolaire francophone	79	73	68	68
	All Public Only	69	61	60	60
	All Independent Only	83	81	82	81
	<b>Province (Pub. + Ind.)</b>	<b>70</b>	<b>63</b>	<b>62</b>	<b>62</b>

## Grade 10 - Provincial Exams Pass Rates, 2006/07 - 2010/11 (Public and Independent)



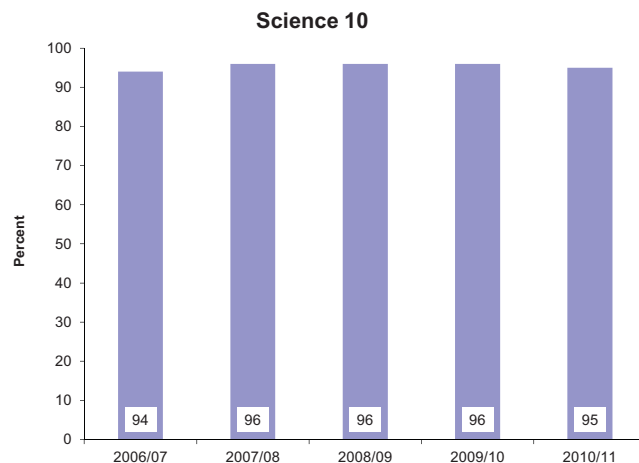
### English 10

School Year	Pass Rate %		
	Male	Female	Total
2006/07	94	98	96
2007/08	95	98	96
2008/09	95	98	97
2009/10	95	98	96
2010/11	94	97	96



### Français Langue Première 10

School Year	Pass Rate %		
	Male	Female	Total
2006/07	91	99	94
2007/08	96	95	95
2008/09	99	96	97
2009/10	88	96	92
2010/11	93	98	96



### Science 10

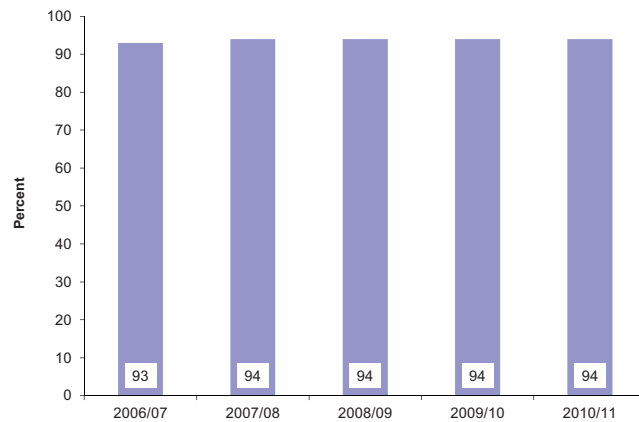
School Year	Pass Rate %		
	Male	Female	Total
2006/07	93	95	94
2007/08	95	97	96
2008/09	96	97	96
2009/10	96	97	96
2010/11	95	96	95

1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)



## Grade 10 - Provincial Exams Pass Rates, 2006/07 - 2010/11 (Public and Independent)

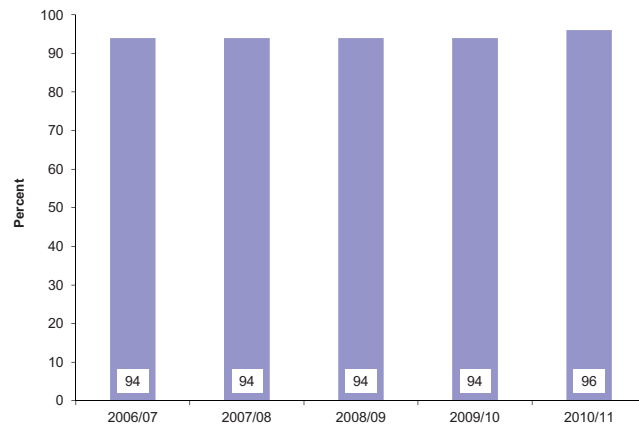
**Applications of Mathematics 10**



**Applications of Mathematics 10**

School Year	Pass Rate %		
	Male	Female	Total
2006/07	92	94	93
2007/08	94	94	94
2008/09	94	95	94
2009/10	94	94	94
2010/11	93	94	94

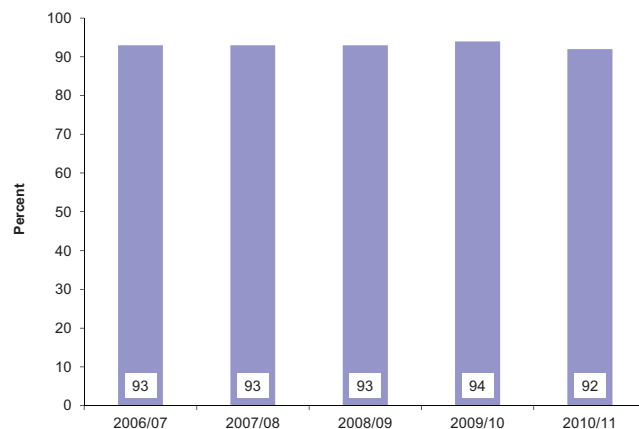
**Essentials of Mathematics 10**



**Essentials of Mathematics 10**

School Year	Pass Rate %		
	Male	Female	Total
2006/07	93	94	94
2007/08	94	94	94
2008/09	93	95	94
2009/10	94	94	94
2010/11	96	96	96

**Principles of Mathematics 10**



**Principles of Mathematics 10**

School Year	Pass Rate %		
	Male	Female	Total
2006/07	92	94	93
2007/08	93	94	93
2008/09	93	94	93
2009/10	93	95	94
2010/11	92	92	92

1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)

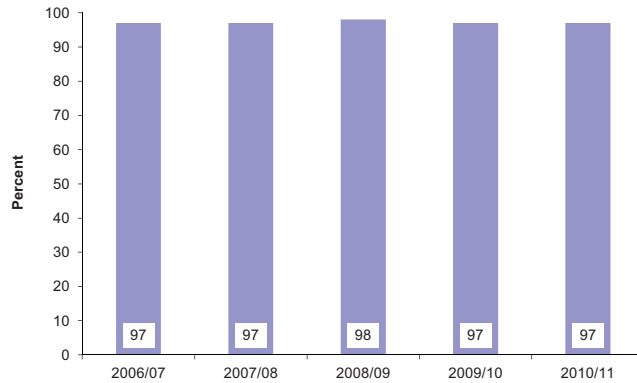
## Grade 10 Exams Pass Rate (%) by School District, 2010/11

	School District	English 10	Français Langue Première 10	Science 10	Applications of Mathematics 10	Essentials of Mathematics 10	Principles of Mathematics 10
005	Southeast Kootenay	96	-	96	Msk	100	100
006	Rocky Mountain	96	-	96	Msk	Msk	Msk
008	Kootenay Lake	99	-	98	Msk	Msk	Msk
010	Arrow Lakes	98	-	88	-	Msk	Msk
019	Revelstoke	97	-	97	-	Msk	-
020	Kootenay-Columbia	95	-	96	-	Msk	Msk
022	Vernon	96	-	96	Msk	86	82
023	Central Okanagan	97	-	97	Msk	95	89
027	Cariboo-Chilcotin	94	-	95	-	96	Msk
028	Quesnel	95	-	92	Msk	100	Msk
033	Chilliwack	95	-	95	Msk	92	91
034	Abbotsford	96	Msk	97	Msk	100	86
035	Langley	95	-	95	94	93	98
036	Surrey	95	-	94	100	97	92
037	Delta	95	-	95	Msk	89	85
038	Richmond	96	-	94	Msk	100	88
039	Vancouver	95	-	96	Msk	98	91
040	New Westminster	93	-	94	-	100	92
041	Burnaby	98	-	96	Msk	98	95
042	Maple Ridge-Pitt Meadows	92	-	94	100	100	96
043	Coquitlam	96	-	95	Msk	92	95
044	North Vancouver	98	-	97	Msk	100	94
045	West Vancouver	98	-	97	-	100	98
046	Sunshine Coast	94	-	96	Msk	Msk	Msk
047	Powell River	96	-	89	Msk	Msk	Msk
048	Sea to Sky	97	Msk	98	Msk	Msk	Msk
049	Central Coast	100	-	92	-	Msk	-
050	Haida Gwaii	91	-	89	Msk	Msk	-
051	Boundary	98	-	100	-	Msk	Msk
052	Prince Rupert	92	-	87	Msk	Msk	-
053	Okanagan Similkameen	96	-	92	Msk	-	Msk
054	Bulkley Valley	96	-	96	-	Msk	Msk
057	Prince George	96	-	94	-	98	96
058	Nicola-Similkameen	87	-	95	Msk	Msk	Msk
059	Peace River South	95	-	89	Msk	Msk	-
060	Peace River North	88	-	89	Msk	Msk	Msk
061	Greater Victoria	95	-	95	85	90	90
062	Sooke	93	-	92	Msk	85	81
063	Saanich	96	-	97	Msk	Msk	97
064	Gulf Islands	99	-	97	-	Msk	Msk
067	Okanagan Skaha	98	-	97	Msk	100	Msk
068	Nanaimo-Ladysmith	95	100	95	Msk	93	85
069	Qualicum	97	-	96	Msk	Msk	Msk
070	Alberni	89	-	88	70	Msk	Msk
071	Comox Valley	96	-	98	Msk	100	93
072	Campbell River	92	-	90	-	82	89
073	Kamloops/Thompson	96	Msk	94	Msk	91	88
074	Gold Trail	92	-	85	-	-	Msk
075	Mission	95	-	92	Msk	96	89
078	Fraser-Cascade	88	-	84	-	Msk	Msk
079	Cowichan Valley	98	-	98	93	100	Msk
081	Fort Nelson	92	-	92	Msk	-	-
082	Coast Mountains	95	-	91	Msk	Msk	Msk
083	North Okanagan-Shuswap	96	-	94	-	Msk	Msk
084	Vancouver Island West	67	-	68	-	-	-
085	Vancouver Island North	97	-	91	-	-	-
087	Stikine	40	-	Msk	-	-	-
091	Nechako Lakes	92	-	96	-	93	Msk
092	Nisga'a	46	-	72	-	Msk	Msk
093	Conseil scolaire francophone	99	96	97	-	Msk	Msk
	All Public Only	95	96	95	93	96	92
	All Independent Only	99	-	98	Msk	93	97
	<b>Province (Pub. + Ind.)</b>	<b>96</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>96</b>	<b>92</b>

1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)

## Grade 11 - Provincial Exams Pass Rates, 2006/07 - 2010/11 (Public and Independent)

### Civic Studies 11



### Civic Studies 11

School Year	Pass Rate %		
	Male	Female	Total
2006/07	96	97	97
2007/08	96	98	97
2008/09	96	99	98
2009/10	97	98	97
2010/11	96	97	97

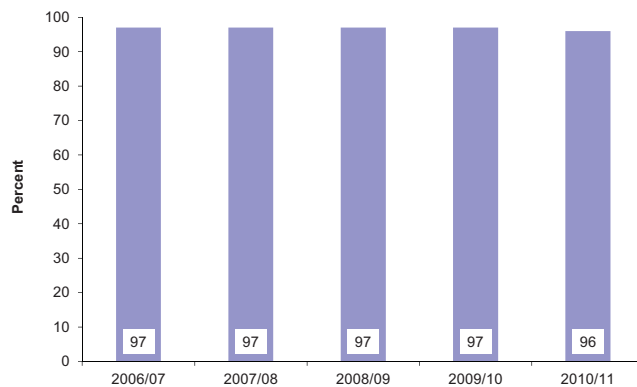
### BC First Nations Studies 12\*



### BC First Nations Studies 12\*

School Year	Pass Rate %		
	Male	Female	Total
2006/07	93	96	95
2007/08	94	98	96
2008/09	93	97	96
2009/10	96	97	97
2010/11	96	97	96

### Social Studies 11



### Social Studies 11

School Year	Pass Rate %		
	Male	Female	Total
2006/07	96	98	97
2007/08	97	98	97
2008/09	96	98	97
2009/10	97	98	97
2010/11	96	97	96

Note: \*\* BC First Nations Studies 12 is included as it is an option for Social Studies 11 credit.

1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)

## Grade 11 Exams Pass Rate (%) by School District, 2010/11

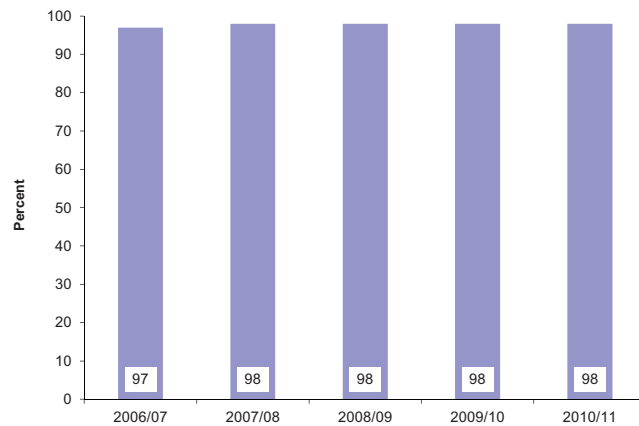
	School District	2010/11	2010/11	2010/11
		Civic Studies 11	BC First Nations Studies 12	Social Studies 11
005	Southeast Kootenay		99	96
006	Rocky Mountain	100	Msk	95
008	Kootenay Lake		Msk	99
010	Arrow Lakes		93	100
019	Revelstoke		94	93
020	Kootenay Columbia		100	98
022	Vernon	100	95	97
023	Central Okanagan		95	98
027	Cariboo Chilcotin		Msk	94
028	Quesnel		94	97
033	Chilliwack	94	96	97
034	Abbotsford	100	98	97
035	Langley	100	97	97
036	Surrey	98	93	96
037	Delta	97	100	95
038	Richmond		100	95
039	Vancouver	99	94	97
040	New Westminster		100	98
041	Burnaby	Msk	100	97
042	Maple Ridge Pitt Meadows		98	95
043	Coquitlam	96	99	95
044	North Vancouver		99	97
045	West Vancouver	100	Msk	98
046	Sunshine Coast	100	Msk	96
047	Powell River		Msk	97
048	Sea to Sky		97	97
049	Central Coast		Msk	Msk
050	Haida Gwaii		93	88
051	Boundary		Msk	98
052	Prince Rupert		92	91
053	Okanagan Similkameen		Msk	98
054	Bulkley Valley		97	99
057	Prince George		94	95
058	Nicola Similkameen		94	90
059	Peace River South	100	82	97
060	Peace River North	100	96	96
061	Greater Victoria	92	95	94
062	Sooke		97	95
063	Saanich		100	97
064	Gulf Islands		95	99
067	Okanagan Skaha	100	98	99
068	Nanaimo Ladysmith		97	97
069	Qualicum	100	94	99
070	Alberni	98	Msk	90
071	Comox Valley		97	97
072	Campbell River		Msk	96
073	Kamloops/Thompson	92	98	96
074	Gold Trail		96	89
075	Mission		97	98
078	Fraser Cascade	Msk	93	96
079	Cowichan Valley	Msk	Msk	98
081	Fort Nelson			94
082	Coast Mountains	92	82	97
083	North Okanagan Shuswap	100	100	95
084	Vancouver Island West		Msk	100
085	Vancouver Island North		97	95
087	Stikine		Msk	Msk
091	Nechako Lakes		95	97
092	Nisga'a		100	84
093	Conseil scolaire francophone		100	99
	All Public Only	97	96	96
	All Independent Only	97	92	99
	<b>Province (Pub. + Ind.)</b>	<b>97</b>	<b>96</b>	<b>96</b>

Note: \* BC First Nations Studies 12 is included as it is an option for Social Studies 11 credit.

1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)

## Grade 12 - Provincial Exams Pass Rates, 2006/07 - 2010/11 (Public and Independent)

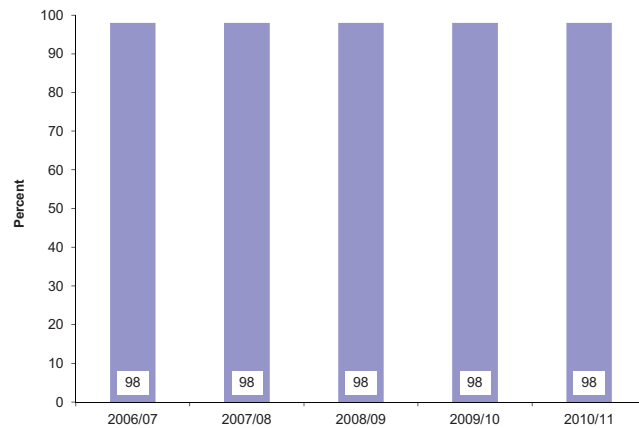
### Communications 12



### Communications 12

School Year	Pass Rate %		
	Male	Female	Total
2006/07	97	98	97
2007/08	97	99	98
2008/09	98	99	98
2009/10	97	98	98
2010/11	98	99	98

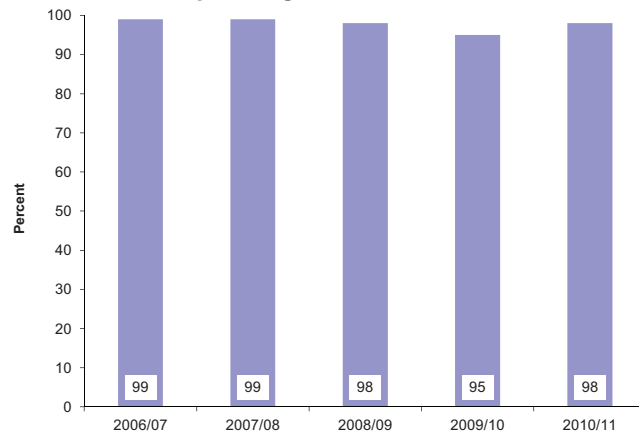
### English 12



### English 12

School Year	Pass Rate %		
	Male	Female	Total
2006/07	97	99	98
2007/08	98	99	98
2008/09	97	99	98
2009/10	97	99	98
2010/11	98	99	98

### Français Langue Première 12



### Français Langue Première 12

School Year	Pass Rate %		
	Male	Female	Total
2006/07	100	99	99
2007/08	98	100	99
2008/09	97	98	98
2009/10	93	96	95
2010/11	99	98	98

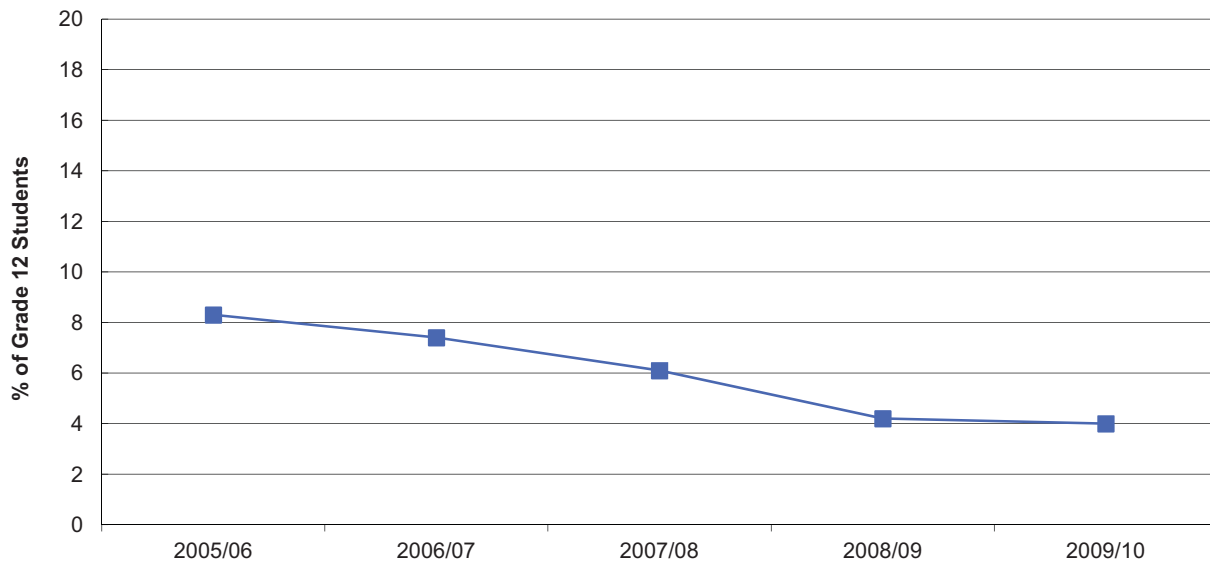
1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)

## Grade 12 Exams Pass Rate (%) by School District, 2010/11

	School District	Communications 12	English 12	Français Langue Première 12
005	Southeast Kootenay	99	99	
006	Rocky Mountain	100	98	
008	Kootenay Lake	97	99	
010	Arrow Lakes	Msk	100	
019	Revelstoke	93	98	
020	Kootenay Columbia	100	99	
022	Vernon	97	99	
023	Central Okanagan	100	100	
027	Cariboo Chilcotin	97	97	
028	Quesnel	98	96	
033	Chilliwack	98	99	
034	Abbotsford	99	98	
035	Langley	98	99	
036	Surrey	98	99	
037	Delta	98	99	
038	Richmond	99	99	
039	Vancouver	98	98	
040	New Westminster	98	99	
041	Burnaby	99	98	
042	Maple Ridge Pitt Meadows	98	98	
043	Coquitlam	97	98	
044	North Vancouver	98	98	
045	West Vancouver	97	99	
046	Sunshine Coast	100	99	
047	Powell River	98	98	
048	Sea to Sky	97	97	Msk
049	Central Coast	Msk	Msk	
050	Haida Gwaii	Msk	91	
051	Boundary	100	100	
052	Prince Rupert	100	97	
053	Okanagan Simi kameen	100	98	
054	Bulkley Valley	87	98	
057	Prince George	98	98	
058	Nicola Similkameen	100	96	
059	Peace River South	96	99	
060	Peace River North	97	98	
061	Greater Victoria	96	97	
062	Sooke	98	96	
063	Saanich	97	99	
064	Gulf Islands	100	99	
067	Okanagan Skaha	99	99	
068	Nanaimo Ladysmith	98	99	Msk
069	Qualicum	97	98	
070	Alberni	100	98	
071	Comox Valley	98	99	Msk
072	Campbell River	100	100	
073	Kamloops/Thompson	97	98	Msk
074	Gold Trail	Msk	100	
075	Mission	96	98	
078	Fraser Cascade	100	96	
079	Cowichan Valley	100	99	
081	Fort Nelson	100	98	
082	Coast Mountains	98	94	
083	North Okanagan Shuswap	96	98	
084	Vancouver Island West	Msk	Msk	
085	Vancouver Island North	96	99	
087	Stikine		Msk	
091	Nechako Lakes	92	96	
092	Nisga'a	Msk	71	
093	Conseil scolaire francophone	Msk	99	98
	All Public Only	98	98	98
	All Independent Only	99	99	
	<b>Province (Pub. + Ind.)</b>	<b>98</b>	<b>98</b>	<b>98</b>

1. Marks presented here combine the Course and Exam Mark (Final Blended Mark)

## Grade 12 Graduation Program Examinations Scholarships, 2005/06 - 2009/10 (Public and Independent)



Recipients	Scholarships Awarded					
	Male		Female		Total	
	#	% of Grade 12 Students	#	% of Grade 12 Students	#	% of Grade 12 Students
2005/06	2,241	7.3	2,829	9.3	5,070	8.3
2006/07	1,918	6.6	2,366	8.2	4,284	7.4
2007/08	1,668	5.5	2,079	6.7	3,747	6.1
2008/09	1,164	3.8	1,376	4.5	2,540	4.2
2009/10	1,183	3.7	1,377	4.4	2,560	4.0

### Notes:

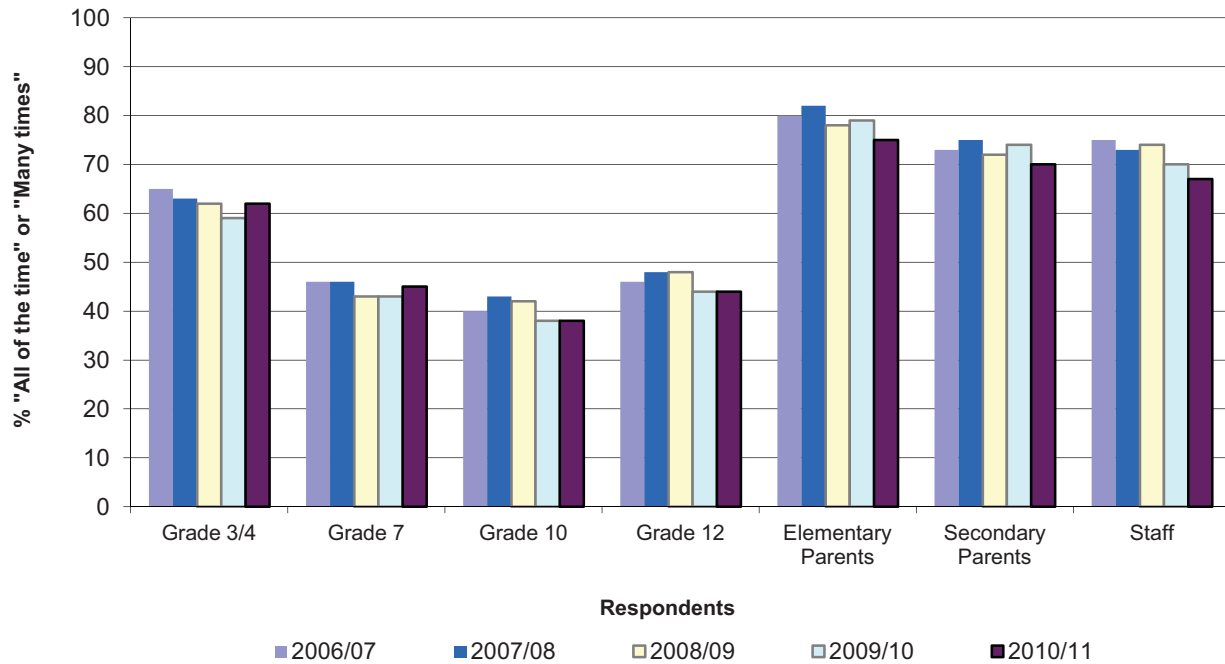
- (1) Both \$1000 and \$2000 (\$2500 in 2006/07) provincial scholarships are included.
- (2) A student will be awarded a \$1000 scholarship if (s)he meets the eligibility requirements as outlined in the Grade 12 Transcripts and Examinations *Handbook of Procedures*. The top 20 scholarship recipients are awarded a \$2000 (\$2500 in 2006/07 and 2007/08) scholarship.
- (3) 2008/09 and 2009/2010 information is incomplete.



**Grade 12 Graduation Program Examinations Scholarships by District, 2007/08 - 2009/10**

School District		2007/08		2008/09		2009/10	
		Number	% of Grade 12 Students	Number	% of Grade 12 Students	Number	% of Grade 12 Students
005	Southeast Kootenay	20	4 0	Msk	Msk	Msk	Msk
006	Rocky Mountain	Msk	Msk	Msk	Msk	0	0
008	Kootenay Lake	23	3 5	10	1.6	14	2.3
010	Arrow Lakes	0	0	0	0	0	0
019	Revelstoke	Msk	Msk	Msk	Msk	Msk	Msk
020	Kootenay-Columbia	29	6 5	19	4.2	14	3.2
022	Vernon	32	3 3	25	2.6	16	1.9
023	Central Okanagan	79	3 9	57	2.8	48	2.2
027	Cariboo-Chilcotin	Msk	Msk	Msk	Msk	Msk	Msk
028	Quesnel	Msk	Msk	0	0	Msk	Msk
033	Chilliwack	37	3 9	17	1.4	26	1.9
034	Abbotsford	103	6.4	102	6.2	92	5.3
035	Langley	95	5.1	60	3.2	62	3.3
036	Surrey	359	5 8	254	4.4	243	3.8
037	Delta	68	3 8	58	3.4	66	3.3
038	Richmond	278	10.9	212	8.7	209	8.2
039	Vancouver	561	8 6	347	5.2	381	5.6
040	New Westminster	67	9.4	42	6.5	53	8.7
041	Burnaby	283	10.7	157	6.5	159	6.2
042	Maple Ridge-Pitt Meadows	34	2.4	22	1.5	20	1.4
043	Coquitlam	314	9 9	215	6.6	201	5.9
044	North Vancouver	99	6.1	62	4.0	53	3.3
045	West Vancouver	110	14.7	96	13.4	108	14 3
046	Sunshine Coast	10	3 0	Msk	Msk	Msk	Msk
047	Powell River	10	3 2	11	4.1	Msk	Msk
048	Sea to Sky	Msk	Msk	Msk	Msk	Msk	Msk
049	Central Coast	Msk	Msk	0	0	0	0
050	Haida Gwaii	Msk	Msk	Msk	Msk	0	0
051	Boundary	Msk	Msk	Msk	Msk	Msk	Msk
052	Prince Rupert	Msk	Msk	Msk	Msk	Msk	Msk
053	Okanagan Similkameen	13	4 8	Msk	Msk	Msk	Msk
054	Bulkley Valley	12	4 8	Msk	Msk	Msk	Msk
057	Prince George	26	1 9	21	1.5	12	0.9
058	Nicola-Similkameen	Msk	Msk	Msk	Msk	Msk	Msk
059	Peace River South	Msk	Msk	Msk	Msk	Msk	Msk
060	Peace River North	Msk	Msk	Msk	Msk	Msk	Msk
061	Greater Victoria	117	6 2	83	4.2	93	5.0
062	Sooke	13	1 8	Msk	Msk	Msk	Msk
063	Saanich	59	4 8	34	2.2	23	1.3
064	Gulf Islands	Msk	Msk	Msk	Msk	Msk	Msk
067	Okanagan Skaha	36	6.1	36	6.0	33	5.5
068	Nanaimo-Ladysmith	38	2 9	30	2.0	24	1.6
069	Qualicum	13	2 8	Msk	Msk	Msk	Msk
070	Alberni	Msk	Msk	Msk	Msk	Msk	Msk
071	Comox Valley	31	3.1	16	1.9	18	2.1
072	Campbell River	16	2 6	13	2.3	12	2.0
073	Kamloops/Thompson	28	2 0	Msk	Msk	Msk	Msk
074	Gold Trail	Msk	Msk	0	0	0	0
075	Mission	10	1 6	Msk	Msk	Msk	Msk
078	Fraser-Cascade	Msk	Msk	Msk	Msk	Msk	Msk
079	Cowichan Valley	20	2.7	14	1.9	Msk	Msk
081	Fort Nelson	0	0	0	0	0	0
082	Coast Mountains	Msk	Msk	Msk	Msk	Msk	Msk
083	North Okanagan-Shuswap	14	1 6	Msk	Msk	Msk	Msk
084	Vancouver Island West	0	0	0	0	0	0
085	Vancouver Island North	Msk	Msk	0	0	0	0
087	Stikine	0	0	0	0	0	0
091	Nechako Lakes	Msk	Msk	Msk	Msk	Msk	Msk
092	Nisga'a	0	0	0	0	0	0
093	Conseil scolaire francophone	Msk	Msk	Msk	Msk	Msk	Msk
All Public Only		3,144	5 5	2,122	3.8	2,095	3.5
All Independent Only		603	13.1	418	9.1	465	9.7
Province (Pub. + Ind.)		3,747	6.1	2,540	4.2	2,560	4.0

## Satisfaction - Learning, 2006/07 - 2010/11 (Public Only)



### % of Respondents Reporting "All of the time" or "Many times"

Respondents	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 3/4	65	63	62	59	62
Grade 7	46	46	43	43	45
Grade 10	40	43	42	38	38
Grade 12	46	48	48	44	44
Elementary Parents	80	82	78	79	75
Secondary Parents	73	75	72	74	70
Staff	75	73	74	70	67

#### Notes:

(1) Results are based on the questions:

"Are you satisfied with what you are learning at school?" for students and

"Are you satisfied with what your child is learning at school?" for parents, and

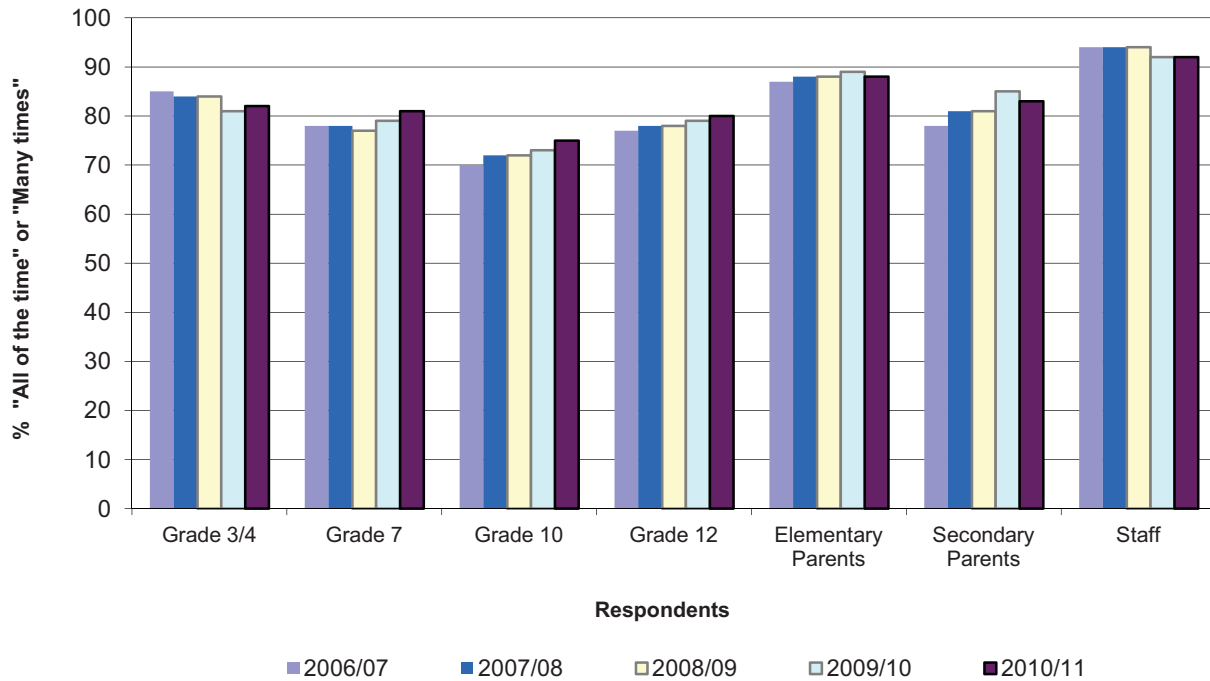
"Are you satisfied with the academic performance of the student?" for staff.

(2) Includes standard public schools only.

### Satisfaction - Learning by School District, 2010/11

		% Indicating Satisfaction with Learning "All of the time" or "Many times"						
School District		Grade 3/4	Grade 7	Grade 10	Grade 12	Elementary Parents	Secondary Parents	Staff
005	Southeast Kootenay	64	43	39	42	66	58	76
006	Rocky Mountain	68	36	35	43	84	64	80
008	Kootenay Lake	61	45	40	49	67	76	64
010	Arrow Lakes	45	21	33	20	Msk	42	77
019	Revelstoke	66	27	54	62	81	Msk	82
020	Kootenay-Columbia	58	36	36	40	79	68	25
022	Vernon	63	51	41	54	85	78	80
023	Central Okanagan	62	37	40	47	86	78	81
027	Cariboo-Chilcotin	63	43	44	38	77	63	79
028	Quesnel	56	43	41	54	69	74	64
033	Chilliwack	61	38	42	47	82	81	62
034	Abbotsford	66	42	41	46	85	75	68
035	Langley	61	39	37	42	75	70	69
036	Surrey	64	52	43	47	75	72	63
037	Delta	60	48	30	34	74	65	69
038	Richmond	65	57	44	47	71	69	83
039	Vancouver	60	53	35	37	69	65	72
040	New Westminster	67	44	41	39	74	Msk	40
041	Burnaby	64	53	36	40	70	56	73
042	Maple Ridge-Pitt Meadows	64	41	29	34	71	82	53
043	Coquitlam	63	44	41	45	70	71	81
044	North Vancouver	56	46	39	39	75	71	75
045	West Vancouver	60	51	50	51	80	86	89
046	Sunshine Coast	57	40	35	50	75	67	80
047	Powell River	49	34	29	57	70	43	54
048	Sea to Sky	67	49	32	47	73	62	86
049	Central Coast	56	20	30	60	Msk	Msk	Msk
050	Haida Gwaii	47	50	22	39	65	Msk	62
051	Boundary	53	47	41	49	90	82	Msk
052	Prince Rupert	65	37	44	36	69	76	47
053	Okanagan Similkameen	52	48	35	44	86	68	74
054	Bulkley Valley	53	36	38	52	73	58	Msk
057	Prince George	61	43	42	46	80	75	46
058	Nicola-Similkameen	64	37	36	49	73	Msk	46
059	Peace River South	51	33	30	36	75	63	66
060	Peace River North	61	35	40	49	70	62	73
061	Greater Victoria	56	38	41	51	72	73	67
062	Sooke	62	41	32	42	71	55	75
063	Saanich	56	38	34	45	82	73	75
064	Gulf Islands	51	34	33	52	57	Msk	63
067	Okanagan Skaha	65	39	40	51	80	70	69
068	Nanaimo-Ladysmith	64	41	34	40	72	73	60
069	Qualicum	59	34	39	44	63	-	82
070	Alberni	59	42	36	37	77	66	60
071	Comox Valley	58	35	32	41	73	74	56
072	Campbell River	61	35	35	41	69	33	60
073	Kamloops/Thompson	56	45	38	43	74	66	70
074	Gold Trail	65	46	27	30	63	41	42
075	Mission	59	44	34	42	74	55	58
078	Fraser-Cascade	72	45	39	48	80	Msk	89
079	Cowichan Valley	64	43	37	46	79	74	80
081	Fort Nelson	62	31	36	31	85	Msk	Msk
082	Coast Mountains	66	45	29	42	81	57	42
083	North Okanagan-Shuswap	65	36	33	48	78	60	41
084	Vancouver Island West	50	29	38	43	48	60	13
085	Vancouver Island North	50	42	30	33	80	57	69
087	Stikine	78	80	Msk	Msk	Msk	-	25
091	Nechako Lakes	56	35	30	48	73	73	61
092	Nisga'a	62	29	-	-	67	-	39
093	Conseil scolaire francophone	63	51	45	53	79	76	71
Province (Public Only)		62	45	38	44	75	70	67

## Satisfaction - School Safety, 2006/07 - 2010/11 (Public Only)



### % of Respondents Reporting "All of the time" or "Many times"

Respondents	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 3/4	85	84	84	81	82
Grade 7	78	78	77	79	81
Grade 10	70	72	72	73	75
Grade 12	77	78	78	79	80
Elementary Parents	87	88	88	89	88
Secondary Parents	78	81	81	85	83
Staff	94	94	94	92	92

#### Notes:

(1) Results are based on the questions:

"Do you feel safe at school?" for students and

"Do you think your child is safe at school?" for parents, and

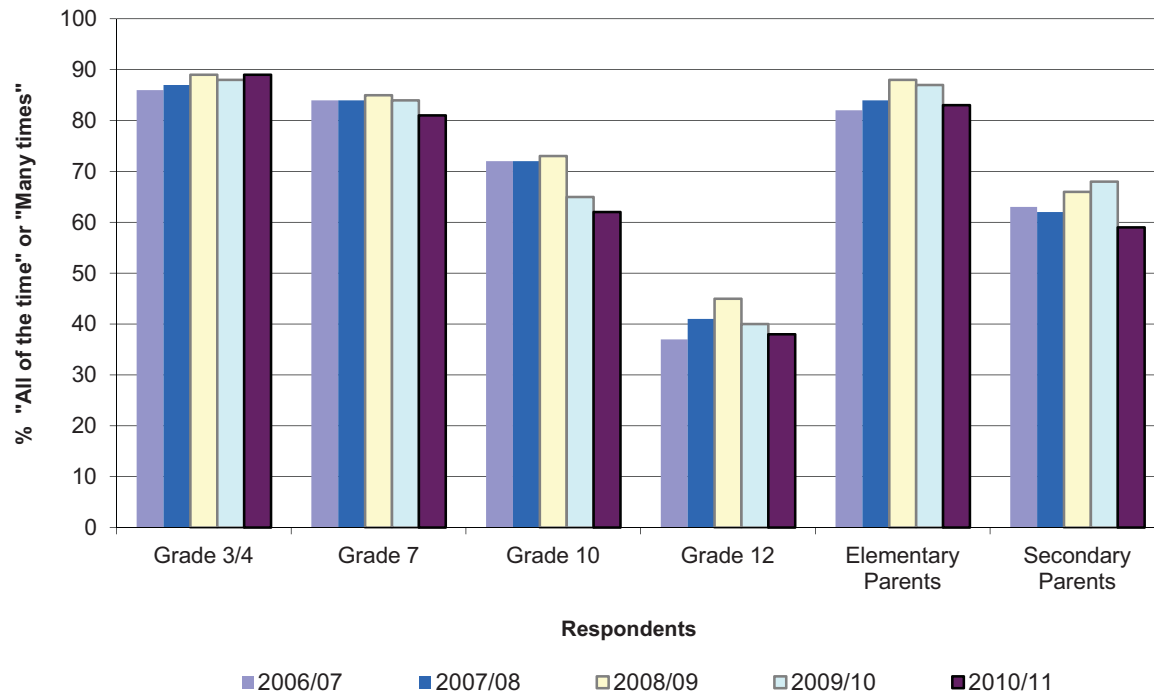
"Is your school a safe place to work and learn?" for staff.

(2) Includes standard public schools only.

## Satisfaction - School Safety by School District, 2010/11

		% Indicating that they Feel Safe at School "All of the Time" or "Many Times"						
School District		Grade 3/4	Grade 7	Grade 10	Grade 12	Elementary Parents	Secondary Parents	Staff
005	Southeast Kootenay	82	75	72	85	85	70	95
006	Rocky Mountain	83	72	71	79	88	85	100
008	Kootenay Lake	80	75	77	85	81	94	90
010	Arrow Lakes	77	68	84	85	Msk	89	100
019	Revelstoke	83	87	89	81	91	Msk	100
020	Kootenay-Columbia	81	78	78	81	84	82	69
022	Vernon	84	80	80	84	90	87	97
023	Central Okanagan	83	76	76	80	91	87	93
027	Cariboo-Chilcotin	78	76	75	76	87	68	96
028	Quesnel	73	77	79	85	81	83	92
033	Chilliwack	83	72	79	82	91	81	78
034	Abbotsford	84	83	71	74	92	79	94
035	Langley	83	78	74	81	84	86	93
036	Surrey	86	86	74	74	88	79	89
037	Delta	85	83	72	80	91	81	94
038	Richmond	85	88	72	79	91	82	95
039	Vancouver	81	85	76	80	89	84	92
040	New Westminster	80	79	62	61	85	Msk	73
041	Burnaby	83	84	74	80	90	77	91
042	Maple Ridge-Pitt Meadows	81	80	66	79	86	89	89
043	Coquitlam	84	84	78	81	87	81	97
044	North Vancouver	81	84	77	82	93	92	91
045	West Vancouver	84	90	80	87	94	89	96
046	Sunshine Coast	81	78	74	84	95	77	89
047	Powell River	77	79	76	91	86	64	91
048	Sea to Sky	84	87	76	83	94	83	86
049	Central Coast	78	80	45	79	Msk	Msk	Msk
050	Haida Gwaii	82	86	75	90	88	Msk	90
051	Boundary	85	78	77	92	100	91	Msk
052	Prince Rupert	81	69	73	76	83	90	93
053	Okanagan Similkameen	78	75	71	85	80	87	84
054	Bulkley Valley	77	77	66	74	77	68	Msk
057	Prince George	76	77	74	80	86	79	92
058	Nicola-Similkameen	78	69	66	80	80	Msk	92
059	Peace River South	75	69	72	72	83	88	90
060	Peace River North	76	71	69	83	78	55	88
061	Greater Victoria	82	79	79	87	87	92	95
062	Sooke	83	75	66	71	83	73	100
063	Saanich	86	76	78	84	87	90	99
064	Gulf Islands	82	69	94	92	97	Msk	100
067	Okanagan Skaha	83	77	77	84	88	91	94
068	Nanaimo-Ladysmith	81	79	75	82	86	86	86
069	Qualicum	84	73	84	87	79	-	95
070	Alberni	83	77	70	76	81	70	95
071	Comox Valley	71	76	70	74	83	79	87
072	Campbell River	79	74	76	81	84	81	96
073	Kamloops/Thompson	77	78	76	79	83	84	92
074	Gold Trail	72	78	62	82	77	88	89
075	Mission	79	78	78	84	83	83	84
078	Fraser-Cascade	89	69	74	84	80	Msk	95
079	Cowichan Valley	81	79	75	84	89	94	87
081	Fort Nelson	98	77	66	68	85	Msk	Msk
082	Coast Mountains	83	82	69	83	85	77	96
083	North Okanagan-Shuswap	84	75	71	85	87	Msk	94
084	Vancouver Island West	71	57	79	100	76	80	83
085	Vancouver Island North	74	70	69	73	85	69	100
087	Sikine	76	64	Msk	Msk	Msk	-	83
091	Nechako Lakes	73	72	78	73	88	73	93
092	Nisga'a	64	69	-	-	62	-	78
093	Conseil scolaire francophone	84	79	91	73	89	89	93
Province (Public Only)		82	81	75	80	88	83	92

## Satisfaction - Physical Activity, 2006/07 - 2010/11 (Public Only)



### % of Respondents Reporting "All of the time" or "Many times"

Respondents	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 3/4	86	87	89	88	89
Grade 7	84	84	85	84	81
Grade 10	72	72	73	65	62
Grade 12	37	41	45	40	38
Elementary Parents	82	84	88	87	83
Secondary Parents	63	62	66	68	59

#### Notes:

(1) Results are based on the questions:

"At school, do you get exercise (for example, physical activity or sports)?" for students, and

"At school, does your child get exercise (for example, physical activity or sports)?" for parents.

No physical activity question was asked for staff.

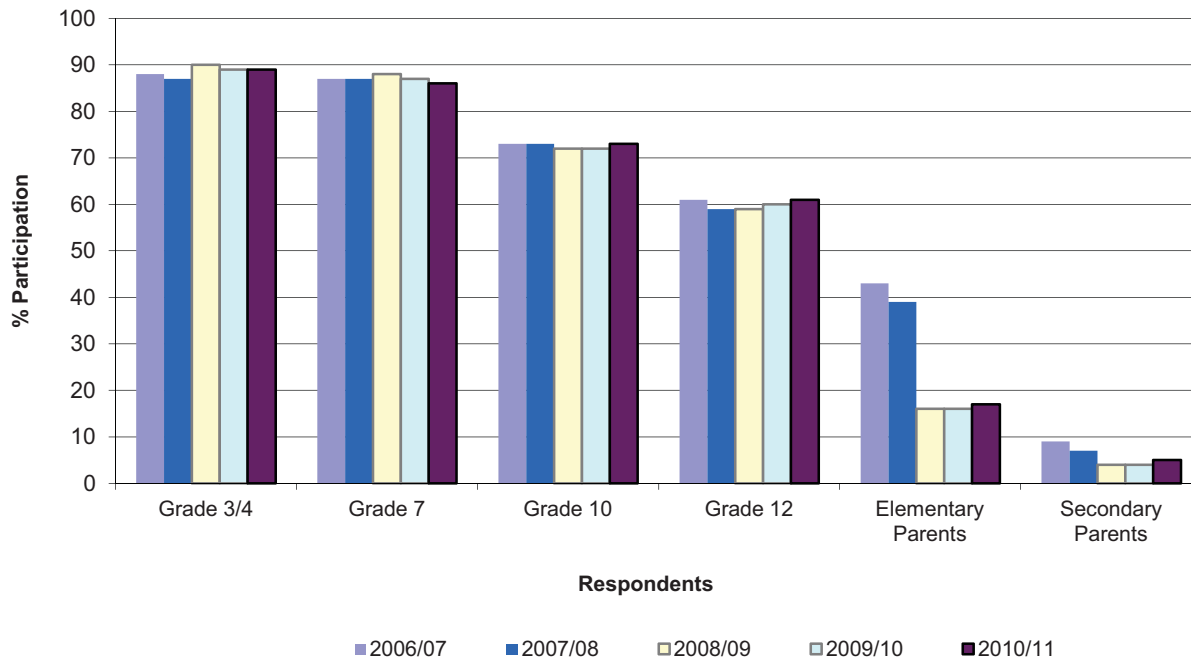
(2) Includes standard public schools only.

### Satisfaction - Physical Activity by School District, 2010/11

		% Indicating that they get Exercise "All of the Time" or "Many Times"					
School District		Grade 3/4	Grade 7	Grade 10	Grade 12	Elementary Parents	Secondary Parents
005	Southeast Kootenay	87	75	53	32	82	43
006	Rocky Mountain	87	83	69	33	94	81
008	Kootenay Lake	90	80	62	40	81	65
010	Arrow Lakes	84	73	69	55	Msk	58
019	Revelstoke	96	81	69	52	90	Msk
020	Kootenay-Columbia	84	79	64	46	81	74
022	Vernon	90	83	57	33	83	63
023	Central Okanagan	90	79	59	33	85	55
027	Cariboo-Chilcotin	87	84	72	40	90	77
028	Quesnel	89	76	56	37	90	47
033	Chilliwack	88	80	59	48	86	61
034	Abbotsford	92	87	62	41	91	56
035	Langley	89	77	66	33	79	63
036	Surrey	88	83	64	40	84	62
037	Delta	89	81	63	35	83	69
038	Richmond	88	85	63	39	87	62
039	Vancouver	85	79	66	40	77	60
040	New Westminster	88	78	61	35	80	Msk
041	Burnaby	89	82	62	45	87	57
042	Maple Ridge-Pitt Meadows	89	77	59	36	77	61
043	Coquitlam	89	84	64	38	82	57
044	North Vancouver	89	80	63	39	79	56
045	West Vancouver	89	75	66	32	77	63
046	Sunshine Coast	91	78	57	42	83	74
047	Powell River	88	89	67	33	74	43
048	Sea to Sky	89	84	57	31	79	54
049	Central Coast	89	Msk	64	60	Msk	Msk
050	Haida Gwaii	76	88	59	48	80	Msk
051	Boundary	91	92	62	44	90	64
052	Prince Rupert	88	79	62	35	81	65
053	Okanagan Similkameen	87	92	59	31	81	67
054	Bulkley Valley	87	80	70	57	91	76
057	Prince George	88	82	58	41	77	47
058	Nicola-Similkameen	92	76	71	33	89	Msk
059	Peace River South	82	79	46	28	75	38
060	Peace River North	90	79	58	27	75	29
061	Greater Victoria	86	78	66	41	78	63
062	Sooke	90	83	55	38	78	58
063	Saanich	91	81	49	35	78	62
064	Gulf Islands	90	77	60	41	90	Msk
067	Okanagan Skaha	93	78	59	29	85	56
068	Nanaimo-Ladysmith	90	84	55	34	87	57
069	Qualicum	90	76	63	44	78	-
070	Alberni	91	87	50	31	85	63
071	Comox Valley	89	79	51	34	79	58
072	Campbell River	89	79	64	39	89	29
073	Kamloops/Thompson	86	81	63	45	84	60
074	Gold Trail	93	83	63	47	77	53
075	Mission	84	85	68	38	88	42
078	Fraser-Cascade	92	78	66	55	94	Msk
079	Cowichan Valley	91	82	58	37	88	56
081	Fort Nelson	96	92	53	41	100	Msk
082	Coast Mountains	90	84	51	33	85	53
083	North Okanagan-Shuswap	89	81	67	58	89	Msk
084	Vancouver Island West	86	81	82	40	86	80
085	Vancouver Island North	89	67	45	38	84	62
087	Stikine	84	73	Msk	Msk	Msk	-
091	Nechako Lakes	82	74	64	43	85	45
092	Nisga'a	71	72	-	-	52	-
093	Conseil scolaire francophone	91	75	69	49	81	62
Province (Public Only)		89	81	62	38	83	59



## Satisfaction - Participation, 2006/07 - 2010/11 (Public Only)



### % Participation

Respondents	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 3/4	88	87	90	89	89
Grade 7	87	87	88	87	86
Grade 10	73	73	72	72	73
Grade 12	61	59	59	60	61
Elementary Parents	43	39	16	16	17
Secondary Parents	9	7	4	4	5

#### Notes:

(1) Includes standard public schools only.

(2) A participation rate for staff is not included as the Ministry only collects data on teaching staff and the survey is open to all school employees. It is therefore not appropriate to calculate a school staff participation rate.

### Satisfaction - Participation by School District, 2010/11

School District		Grade 3/4	Grade 7	Grade 10	Grade 12	Elementary Parents	Secondary Parents
005	Southeast Kootenay	99	90	100	52	16	7
006	Rocky Mountain	91	79	78	50	20	5
008	Kootenay Lake	75	86	74	54	13	7
010	Arrow Lakes	79	88	85	69	3	18
019	Revelstoke	94	90	96	85	20	3
020	Kootenay-Columbia	89	92	91	80	13	4
022	Vernon	90	90	73	64	25	3
023	Central Okanagan	92	88	71	57	18	6
027	Cariboo-Chilcotin	88	89	89	75	17	3
028	Quesnel	94	93	83	70	22	8
033	Chilliwack	91	90	78	61	13	4
034	Abbotsford	91	90	86	66	25	5
035	Langley	90	84	74	68	15	4
036	Surrey	87	84	72	57	16	4
037	Delta	91	82	72	68	8	4
038	Richmond	85	90	72	63	25	9
039	Vancouver	82	89	67	53	14	3
040	New Westminster	96	95	83	61	23	0
041	Burnaby	77	79	59	50	17	3
042	Maple Ridge-Pitt Meadows	92	92	66	53	12	3
043	Coquitlam	91	80	58	44	14	4
044	North Vancouver	91	84	74	65	19	9
045	West Vancouver	96	90	87	85	36	10
046	Sunshine Coast	89	76	86	82	18	8
047	Powell River	94	90	88	47	15	3
048	Sea to Sky	93	94	98	78	18	7
049	Central Coast	100	100	122	214	4	6
050	Haida Gwaii	115	90	64	57	18	7
051	Boundary	90	90	82	65	9	4
052	Prince Rupert	97	88	91	84	12	9
053	Okanagan Similkameen	74	87	85	67	20	13
054	Bulkley Valley	94	101	82	71	8	14
057	Prince George	85	85	78	72	20	5
058	Nicola-Similkameen	102	92	60	74	16	2
059	Peace River South	89	79	73	61	13	4
060	Peace River North	88	89	49	28	24	3
061	Greater Victoria	94	91	84	66	15	6
062	Sooke	92	80	75	56	10	1
063	Saanich	93	88	75	63	22	6
064	Gulf Islands	90	95	71	74	15	2
067	Okanagan Shuswap	92	97	80	77	19	3
068	Nanaimo-Ladysmith	91	90	80	71	14	8
069	Qualicum	85	89	76	49	12	0
070	Alberni	92	80	79	67	14	7
071	Comox Valley	78	80	86	77	15	3
072	Campbell River	91	83	79	53	12	2
073	Kamloops/Thompson	91	72	67	67	15	8
074	Gold Trail	90	109	82	77	26	8
075	Mission	92	88	62	79	13	2
078	Fraser-Cascade	93	82	79	86	18	1
079	Cowichan Valley	84	97	88	68	22	3
081	Fort Nelson	96	95	88	65	18	3
082	Coast Mountains	90	87	89	60	16	13
083	North Okanagan-Shuswap	90	89	79	55	14	2
084	Vancouver Island West	105	97	92	68	29	17
085	Vancouver Island North	96	85	75	68	9	6
087	Stikine	91	100	38	6	18	0
091	Nechako Lakes	86	85	63	52	18	2
092	Nisga'a	94	95	0	0	94	0
093	Conseil scolaire francophone	86	72	49	69	20	14
Province (Public Only)		89	86	73	61	17	5

## BC Standing: 2006 Programme for International Student Assessment (PISA)

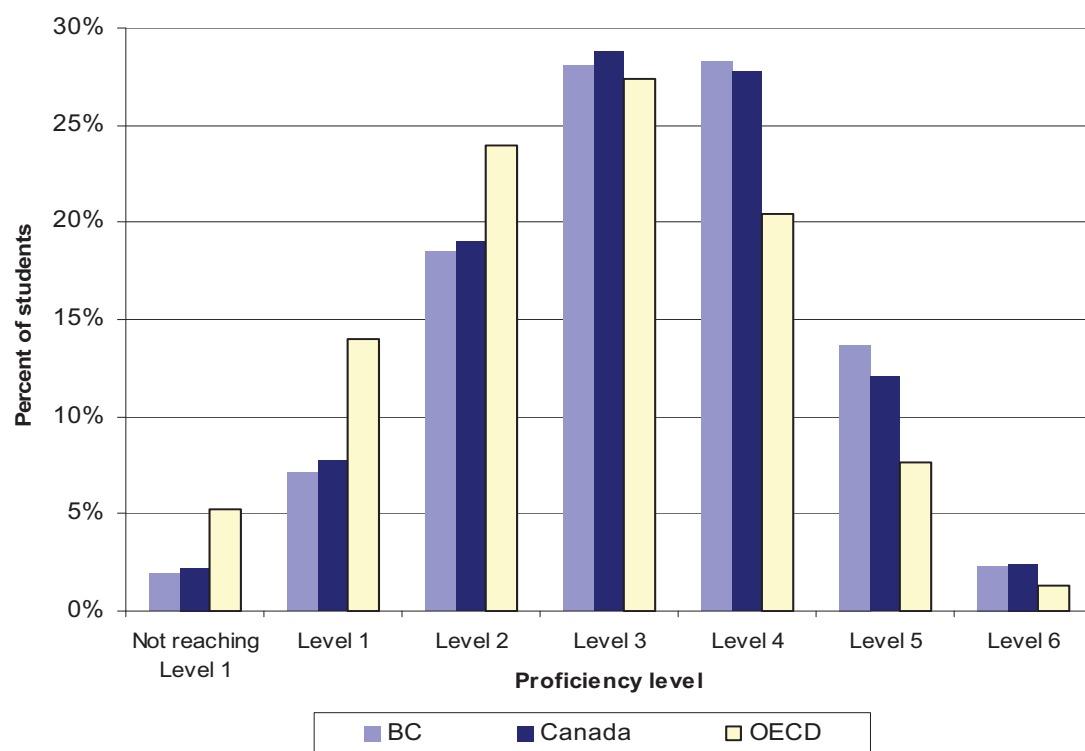
	Science	Reading	Mathematics
<b>Above BC</b>	Finland	Finland, Korea	Chinese Taipei, Finland, Hong Kong-China, Korea, Quebec
<b>total</b>	<b>1</b>	<b>2</b>	<b>5</b>
<b>In BC's range</b>	Alberta, Australia, British Columbia, Canada, Chinese Taipei, Estonia, Hong Kong-China, Japan, Korea, Liechtenstein, Manitoba, Netherlands, New Zealand, Newfoundland and Labrador, Ontario, Quebec	Alberta, Australia, British Columbia, Canada, Hong Kong-China, Ireland, Liechtenstein, Manitoba, New Zealand, Newfoundland and Labrador, Ontario, Quebec	Alberta, Australia, Belgium, British Columbia, Canada, Czech Republic, Denmark, Estonia, Japan, Liechtenstein, Macao-China, Manitoba, Netherlands, New Zealand, Ontario, Switzerland
<b>total</b>	<b>16</b>	<b>12</b>	<b>16</b>
<b>Below BC</b>	Argentina, Austria, Azerbaijan, Belgium, Brazil, Bulgaria, Chile, Colombia, Croatia, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Jordan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Macao-China, Mexico, Montenegro, New Brunswick, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Qatar, Romania, Russian Federation, Saskatchewan, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Thailand, Tunisia, Turkey, United Kingdom, United States, Uruguay	Argentina, Austria, Azerbaijan, Belgium, Brazil, Bulgaria, Chile, Chinese Taipei, Colombia, Croatia, Czech Republic, Denmark, Estonia, France, Germany, Greece, Hungary, Iceland, Indonesia, Israel, Italy, Japan, Jordan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Macao-China, Mexico, Montenegro, Netherlands, New Brunswick, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Qatar, Romania, Russian Federation, Saskatchewan, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Thailand, Tunisia, Turkey, United Kingdom, United States, Uruguay	Argentina, Austria, Azerbaijan, Brazil, Bulgaria, Chile, Colombia, Croatia, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Jordan, Kyrgyzstan, Latvia, Lithuania, Luxembourg, Mexico, Montenegro, New Brunswick, Newfoundland and Labrador, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Qatar, Romania, Russian Federation, Saskatchewan, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Thailand, Tunisia, Turkey, United Kingdom, United States, Uruguay
<b>total</b>	<b>50</b>	<b>53</b>	<b>46</b>

### Notes:

- (1) PISA is administered every three years and assesses the skills of 15-year-old students.
- (2) In 2006, Science was the major domain and Reading and Mathematics were minor domains.
- (3) Fifty-seven countries and all ten Canadian provinces participated in 2006.
- (4) In BC, 1,884 students from 73 schools participated.

For more information, please refer to: [http://www.bced.gov.bc.ca/assessment/nat\\_int\\_assess.htm](http://www.bced.gov.bc.ca/assessment/nat_int_assess.htm)

## PISA 2006 Levels of Science Proficiency



	Not reaching Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
BC	1.9	7.1	18.5	28.1	28.3	13.7	2.3
Canada	2.2	7.8	19.0	28.8	27.8	12.1	2.4
OECD	5.2	14.0	24.0	27.4	20.4	7.7	1.3

### Proficiency levels:

**Level 1:** Students have a very limited store of scientific knowledge.

**Level 2:** Students have adequate scientific knowledge to provide possible explanations and draw conclusions in familiar contexts.

**Level 3:** Students can identify clearly described scientific issues in a range of contexts. They can select knowledge to explain phenomena and apply simple models or inquiry strategies.

**Level 4:** Students can select and integrate explanations from different disciplines of science or technology and link those explanations to aspects of life situations. They can reflect on their actions and communicate decisions using scientific knowledge and evidence.

**Level 5:** Students can identify the scientific components of many complex life situations. They can compare, select and evaluate appropriate scientific evidence for responding to life situations.

**Level 6:** Students can consistently identify, explain and apply scientific knowledge to a variety of complex life situations. They clearly and consistently demonstrate advanced scientific thinking and reasoning. They can use scientific knowledge to develop arguments in support of decisions that centre on personal, social, or global situations.

### Notes:

(1) PISA is administered every three years and assesses the skills of 15-year-old students.

(2) In 2006, Science was the major domain and Reading and Mathematics were minor domains.

(3) The OECD average was established with the data weighted so that each OECD country contributed equally.

(4) Students were assigned to a level of science proficiency based on their probability of correctly answering the majority of the questions in that range of difficulty.

(5) Proficiency level 2 has been identified as the 'baseline proficiency' level or the level of achievement at which students begin to demonstrate the scientific competencies that will enable full participation in life situations related to science and technology.

For more information, please refer to: [http://www.bced.gov.bc.ca/assessment/nat\\_int\\_assess.htm](http://www.bced.gov.bc.ca/assessment/nat_int_assess.htm)

## BC Standing: 2006 Progress in International Reading Literacy Study (PIRLS)

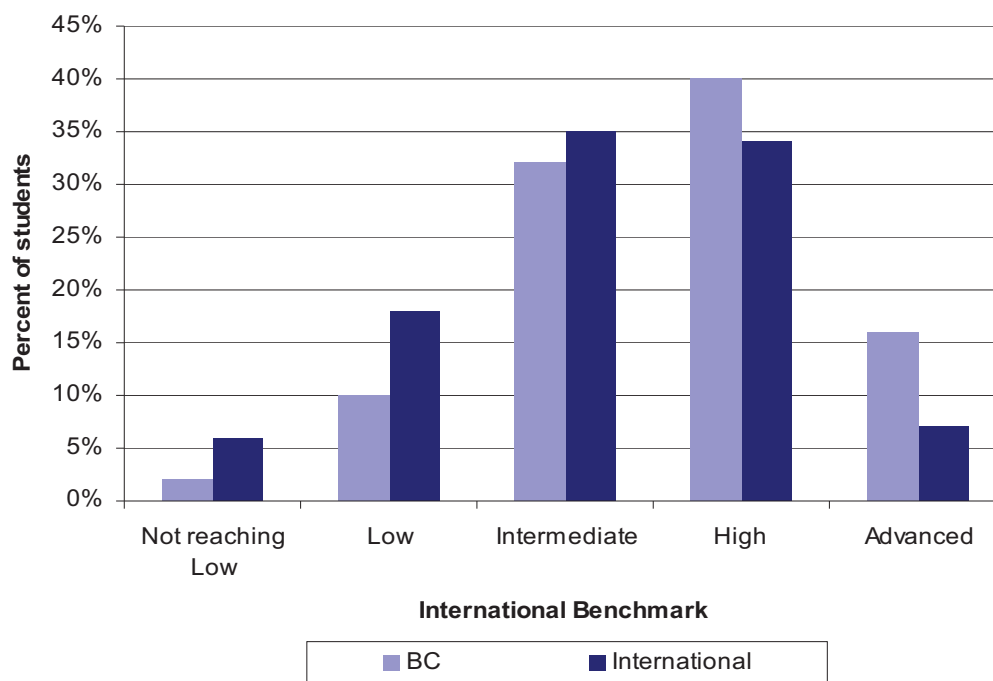
<b>Above BC</b>	total	<b>0</b>
<hr/>		
<b>In BC's range</b>	Alberta, <b>British Columbia</b> , Ontario, Hong Kong SAR, Hungary, Italy, Luxembourg, Russian Federation, Singapore	
	total	<b>9</b>
<hr/>		
<b>Below BC</b>	Austria, Belgium (Flemish), Belgium (French), Bulgaria, Nova Scotia, Quebec, Chinese Taipei, Denmark, England, France, Georgia, Germany, Iceland, Indonesia, Islamic Rep. of Iran, Israel, Kuwait, Latvia, Lithuania, Rep. of Macedonia, Rep. of Moldova, Morocco, Netherlands, New Zealand, Norway, Poland, Qatar, Romania, Scotland, Slovak Republic, Slovenia, South Africa, Spain, Sweden, Trinidad and Tobago, United States	
	total	<b>36</b>
<hr/>		

**Notes:**

- (1) PIRLS is administered every five years and assesses the reading skills of grade 4 students.
- (2) In 2006, 40 countries and five Canadian provinces participated.
- (3) In BC, 4,150 students from 148 schools participated.

*For more information, please refer to: [http://www.bced.gov.bc.ca/assessment/nat\\_int\\_assess.htm](http://www.bced.gov.bc.ca/assessment/nat_int_assess.htm)*

## PIRLS 2006 International Benchmarks of Reading Achievement



	Not reaching Low	Low	Intermediate	High	Advanced
BC	2	10	32	40	16
International	6	18	35	34	7

### International Benchmarks:

**Low:** Students can recognize explicitly stated information and make straightforward inferences clearly suggested by the text.

**Intermediate:** Students can identify relevant information, make straightforward inferences, and begin to make connections across parts of the text.

**High:** Students can use a variety of organizational features to locate and distinguish relevant information, make inferences based on embedded or abstract information, recognize the use of some textual features (e.g., figurative language), and compare and evaluate parts of a text to give a preference and a reason for it.

**Advanced:** Students can distinguish and interpret complex information from different parts of a text, understand functional and organizational features, interpret figurative language, and fully justify preferences.

### Notes:

(1) PIRLS is administered every five years and assesses the reading skills of grade 4 students.

(2) The international results represent international medians (i.e. for each of the International Benchmarks, half of the countries performed above that level and the other half performed below that level).

(3) Students were assigned to an International Benchmark based on their likelihood of correctly answering the questions at that benchmark and their likelihood of not being able to answer the majority of the questions at higher International Benchmarks.

For more information, please refer to: [http://www.bced.gov.bc.ca/assessment/nat\\_int\\_assess.htm](http://www.bced.gov.bc.ca/assessment/nat_int_assess.htm)

<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>Aboriginal Education Funding</b>	Provided on a per full-time equivalent (FTE) basis to school boards for each self-identified Aboriginal school-age student who is receiving an Aboriginal program. This special funding is targeted and cannot be redirected to other programs.
<b>Aboriginal Programs</b>	Designed to further Aboriginal Studies. Includes Aboriginal Language and Culture, Aboriginal Support Services, and other approved Aboriginal Programs.
<b>Aboriginal Student</b>	A student who has self-identified as being of Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).
<b>Administrator</b>	A person who has a valid British Columbia teaching certificate and is employed by a school board or authority to provide administrative duty in schools. Includes Director of Instruction, Supervisor of Instruction, Teacher Consultant, Coordinator, Helping Teacher, Other Instructional Supports, Testing and Assessment – Professional Staff, Principal and Vice-Principal.
<b>Adult Student</b>	A student 20 years of age or older as of June 30 in the school year July 1 - June 30.
<b>Aegrotat</b>	A pass standing based on proof that the student was unable to write the examination owing to illness or special circumstances. The student's school mark is then considered to be the final mark for the course.
<b>Alternate Programs</b>	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment).
<b>Annual Capital Grant (ACG)</b>	Renamed in 2004/05. See Annual Facility Grant (AFG).
<b>Annual Facility Grant (AFG)</b>	Available to all districts and is intended for annual capital projects required to maintain capital assets through their anticipated economic life and prevent any premature deterioration of these assets. Formerly known as Annual Capital Grant (ACG).
<b>Apprenticeships</b>	Students in Grades 10, 11, 12 and secondary ungraded who are reported in a Career Preparation – Apprenticeship Program.
<b>Authority School</b>	The school that the student characteristics (e.g. gender, age) is based on, usually Sept 30. If there is no Sept 30 enrolment, then the Feb 1 enrolment.
<b>Average Class Size</b>	Total number of students divided by the number of classes.
<b>Average Educator Age</b>	Total age of all educators divided by the total number of educators based on September 30 of the reported year.
<b>Average Educator Salary</b>	Calculated by dividing total gross salary of all educators by the total number of educators based on September 30 of the reported year. Gross educator salary includes all allowances but excludes benefits.
<b>Average Family Income (Census)</b>	Dollar amount that indicates the midpoint of a distribution of families, with income, ranked by size of income.
<b>Average Number of Children (Census)</b>	Children who are living in the same dwelling as their parent(s), as well as grandchildren in households where there are no parents present.
<b>Average Personal Income (Census)</b>	Dollar amount obtained by adding up the total income of all individuals divided by the number of individuals with income.
<b>British Columbia Adult Graduation Diploma</b>	Granted by the Ministry of Education upon successful completion of the provincial adult graduation requirements. Refer to <a href="http://www.bced.gov.bc.ca/adult_graduation">www.bced.gov.bc.ca/adult_graduation</a> for more information.
<b>British Columbia Certificate of Graduation</b>	Granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements. Also referred to as a "Dogwood Certificate".



<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>British Columbia School Completion Certificate</b>	Granted by the Ministry to recognize the accomplishments of students who have succeeded in meeting the goals of their educational program other than graduation.
<b>Career Programs</b>	Educational programs focusing on a career or career-related area of study, which combine related courses with a work experience component.
<b>Challenge</b>	A process that allows secondary schools to award credit to students who can demonstrate prior learning.
<b>Class Size</b>	The number of students taking the same course at the same time with the same instructor.
<b>College</b>	An institution of higher education created to educate and grant degrees.
<b>Completion Rate</b>	See <b>Six-Year Completion Rate</b>
<b>Compliance Audit</b>	Conducted by the Ministry of Education to ensure school and student data reported by school districts are correct.
<b>Continuing Education Program</b>	An education program offered by school districts, primarily for adults, leading to either secondary school completion or the upgrading of a current graduation certificate.
<b>Core French</b>	A language course offered at various grade levels to students.
<b>Course Mark</b>	Best mark of a student assigned by a teacher as a result of the student's course work.
<b>Deferral</b>	A process whereby a principal grants a student permission to write a provincial exam at a future examination session.
<b>Delayed Transition</b>	Students who first begin their studies in a British Columbia public post-secondary institution after one or more years after secondary school graduation.
<b>Disqualification (Provincial Examination)</b>	A score of 0 is given for an examination as a result of student cheating.
<b>Distance Education</b>	See <b>Distributed Learning</b>
<b>Distance Education Schools</b>	See <b>Distributed Learning</b>
<b>Distributed Learning</b>	A method of instruction that relies primarily on indirect communication between students and teachers, including internet or other electronic-based delivery, teleconferencing, or correspondence.
<b>Distributed Learning School</b>	A school or francophone school that offers instruction by means of distributed learning only.
<b>District</b>	See <b>School District</b>
<b>District Scholarship</b>	Awarded by the District to qualifying Grade 12 students who are Canadian citizens or permanent residents.
<b>Dogwood Diploma/ Certificate</b>	See British Columbia Certificate of Graduation
<b>Education Attainment – of Population Aged 20 or Over (Census)</b>	Categories are: Less than Grade 9; Grades 9 to 13 without secondary school graduation certificate; Grades 9 to 13 with secondary school graduation certificate or diploma; University with degree (bachelor's or higher); University without degree; Trades certificate or diploma or other non-university education.

<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>Educator</b>	A person holding a valid British Columbia Teaching Certificate or Letter of Permission who is providing an educational program to students. This includes classroom teachers, principals, vice-principals, directors of instruction, department heads, teachers who have administrative duties other than department heads, and board office based staff whose position requires that they hold valid teaching certification and who provide support for instruction and assessment.
<b>Electronic Programs</b>	See <b>Distributed Learning</b>
<b>Elementary Ungraded (EU)</b>	Students who are taking courses at the Kindergarten to Grade 7 level and the school personnel do not consider the student to be in a specific Grade.
<b>Eligible Grade 12 Graduation Rate</b>	A measure of Grade 12 students who, if they pass all courses in which they have enrolled as of September, will have met all requirements to graduate, and graduate.
<b>Enhancement Agreement</b>	A working agreement between a school board, local Aboriginal communities, and the Ministry of Education. Enhancement Agreements are designed to enhance the educational achievement of Aboriginal students.
<b>Enrolment</b>	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Registered homeschooled children are not included.
<b>English as a Second Language Program (ESL)</b>	A program provided to students whose primary languages are other than English, and who may require additional services.
<b>Exam Mark</b>	Best mark of a student on one or more writes of a provincial examination.
<b>Families with Children at Home (Census)</b>	Comprised of a census family that has one or more children living in the census family household. Children refer to blood, step- or adopted sons and daughters (regardless of age or marital status) who are living in the same dwelling as their parent(s), as well as grandchildren in households where there are no parents present.
<b>Family Structure (Census)</b>	A married or common-law couple living together, with or without never-married sons or daughters; or a lone parent living with at least one never-married son or daughter". Children in a census family include grandchildren living with their grandparent(s) but with no parents present.
<b>Final Mark</b>	Final mark is based on the blend of a student's best course mark and best exam mark.
<b>First-Time Grade 12 Graduation Rate</b>	A measure of students recorded as being in Grade 12 for the first time in September who then graduate in that same school year.
<b>Forecast Enrolment</b>	Reports the historical and projected count for public school students. Projections (2005 onward) are based on current year student count projected forward using Provincial Population Projections prepared by BC STATS. Includes school-age public school students and home-schoolers. Excludes students in independent schools, continuing education, and distributed learning facilities.
<b>French Immersion Program</b>	A separate second language program where instructions to students (in some areas) is offered in the French language.
<b>Full-Day Kindergarten</b>	May be provided to students with special requirements.

GLOSSARY ITEM	DEFINITION
<b>Full-Time Equivalent (FTE) Student</b>	A measure indicating the proportion of full time participation (full day, full week) in an educational program, calculated by adding the FTE values of the enrolments. A half-day Kindergarten enrolment is considered a 0.5 FTE; full-day Kindergarten enrolments are recognized as full FTEs. A school-age enrolment in Grades 1-12, enrolled full-time, is considered one FTE. One FTE for an adult enrolment is equal to eight courses. One FTE for a secondary school-age enrolment is equal to four courses.
<b>Full-Time Equivalent (FTE) Teacher</b>	A measure equivalent to the number of teachers who work full time in a school.
<b>Full-Time Equivalent (FTE) Enrolment / Educator Ratio</b>	Calculated by dividing September 30 full-time equivalent enrolment by full-time equivalent educators. See <b>Educators</b> and <b>Enrolment</b>
<b>Full-Time Equivalent (FTE) Enrolment/Staff Ratio</b>	Calculated by dividing September 30 full-time equivalent enrolment by the sum of full-time equivalent Staff. Includes all people involved in the delivery of a student's educational program.
<b>Gifted</b>	See Special Needs Performance Reporting Groups
<b>Grade Range</b>	Schools are organized to provide educational opportunities for students in specific grades or grade ranges. These grade ranges are: Elementary (K-7, EU); Elementary-Junior Secondary (K-10, EU, SU); Elementary-Secondary (K-12, EU, SU); Middle School (6-9); Junior Secondary (8-10, SU); Secondary (8-12, SU); and Senior Secondary (11, 12, SU). Note: EU=Elementary Ungraded, SU=Secondary Ungraded
<b>Grade to Grade Transition Rate</b>	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
<b>Graduate</b>	A student that has met the British Columbia Graduation Requirements.
<b>Graduated Adult</b>	Effective September 1, 2008, graduated adults may take, tuition free, eligible courses offered at school district Continuing Education or K-12 schools through phase 3 of the 'Education Guarantee'. Adults student is defined as a student 19 years of age or older as at July 1 of the current year.
<b>Graduation</b>	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Graduation Requirements.
<b>Graduation Rate</b>	See <b>First Time Grade 12 Graduation Rate</b> or <b>Eligible Grade 12 Graduation Rate</b>
<b>Group Classification</b>	Classification of independent schools is based on the school's ability to meet the requirements for Group Classifications in the <i>Independent School Act</i> .  Group 1 - funded at 50% of the per-student operating grant of the district in which the school resides. Group 2 - funded at 35% of the per-student operating grant of the district in which the school resides. Group 3 - unfunded. Note: All independent schools are classified as Group 3 for the first year that they apply for Ministry certification. Group 4 - unfunded. Note: Must comply with bonding requirements.
<b>Headcount</b>	A count of unique individuals.
<b>Homeschool Registration</b>	Children may be taught at home without the supervision of a certified teacher, but are required to be registered with a public, francophone, distributed learning, or independent school.

GLOSSARY ITEM	DEFINITION
<b>Honours Graduate</b>	A graduating student who achieves a grade point average (GPA) of greater than 3.0 (a letter grade of B).
<b>Immediate Transition</b>	Students who first begin their studies in a British Columbia public post-secondary institution within one school year of secondary school graduation. These are sometimes referred to as "direct entry" students.
<b>Independent School</b>	A school that is maintained and operated in British Columbia by an authority that provides an educational program to 10 or more school-aged students as outlined in the <i>Independent School Act</i> . All independent schools must hold a valid Certificate of Group Classification issued by the Inspector of Independent Schools.
<b>Individual Education Plan (IEP)</b>	A written plan developed for a student which describes the program modifications and/or adaptations for the student and the services that are to be provided. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.
<b>Institute</b>	An association organized to promote art, science or education.
<b>Labour Force (Census)</b>	Labour force refers to persons who were either employed or unemployed and 15 years of age and over.
<b>Letter Grades</b>	Equivalent to the following ranges of percent scores:  <b>"A"</b> - 86% to 100% <b>"B"</b> - 73% to 85% <b>"C+"</b> - 67% to 72% <b>"C"</b> - 60% to 66% <b>"C-"</b> - 50% to 59% <b>"F"</b> - below 50%
<b>Lone Parent Families (Census)</b>	Families with only one parent divided by all families.
<b>Mean</b>	A measure of central tendency, refers to the arithmetic average of a set of numbers.
<b>Median</b>	Relating to or constituting the middle value in a distribution.
<b>Msk</b>	Abbreviation for Mask. When reporting, numbers or percentages must be suppressed if they are elements of a population that is one through four. For more information refer to <a href="http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm">http://www.bced.gov.bc.ca/policy/policies/persinfo_foi_smallpop.htm</a>
<b>N/A</b>	Not Applicable
<b>No Transition</b>	A student that has not started post-secondary studies in British Columbia after secondary school graduation.
<b>Non-resident</b>	Students who are not ordinarily residents and whose parents/guardians are not residents of British Columbia.
<b>Number of Final Marks</b>	Number of students for which a final mark is recorded in the school year.
<b>Off-Reserve Aboriginal Student</b>	Includes only Aboriginal students who attend a school and who live off a reserve.
<b>On-Reserve Aboriginal Student</b>	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
<b>Operating Grant</b>	Funds provided by the Ministry of Education to school boards and authorities for operational purposes.

<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>Overall Population Growth Rate (Census)</b>	Estimated average annual percentage change of the British Columbia population between two Census periods.
<b>Participant (Foundation Skills Assessment)</b>	A student who responded meaningfully to at least one question in the assessment.
<b>Participant (Provincial Examination)</b>	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
<b>Participation Rate (Foundation Skills Assessment)</b>	The number of students who responded to at least one question in the assessment divided by the total number of students in that grade.
<b>Participation Rate (Provincial Examinations)</b>	The number of students who wrote the examination at least once in the school year and are in the same grade as the indicated exam grade level divided by the total number of students who are in the same grade as the indicated exam grade level.
<b>Participation Rate (Satisfaction Survey Results)</b>	The number of submitted surveys divided by the number of surveys distributed to each school. The number of surveys distributed is based on the enrolment in the grade(s) of interest.
<b>Pass Rate</b>	Students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year divided by students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level.
<b>Percentage of Children (&lt; 19) Receiving Income Assistance (BC Stats)</b>	Children receiving Basic Income Assistance as a percentage of total children under 19.
<b>Percentage of Families &lt; \$30,000 Annual Income (Census)</b>	The number of families whose family income is less than \$30,000, divided by the number of all census families.
<b>Percentage of Population in Labour Force (Census)</b>	The number of persons who were either employed or unemployed (May 15 of the Census Year), divided by the total population.
<b>Performance (Foundation Skills Assessment)</b>	<p>The student performance levels are:</p> <p><i>Exceeding Expectations</i> - exceeded the expectations for student's grade</p> <p><i>Meeting Expectations</i> - met the accepted expectations for student's grade</p> <p><i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.</p>

<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>Population (Census)</b>	A count of Canadian citizens (by birth or by naturalization) and landed immigrants with a usual place of residence in Canada; persons claiming refugee status and members of their families living with them; persons who hold student authorizations (student visas or student permits) and members of their families living with them; persons who hold employment authorizations (work permits) and members of their families living with them; and persons with a usual place of residence in Canada who hold Minister's permits (including extensions) and members of their families living with them.
<b>Population Density (Census)</b>	The number of persons per square kilometre of land area.
<b>Post-Secondary Institution</b>	A public college, university college, institute or university in British Columbia.
<b>Provincial Resource Program (PRP)</b>	Programs designed for students who cannot attend a regular school for health or other reasons. Students are in long term PRPs if they are in the facility for more than three months.
<b>Provincial Scholarships</b>	Awarded by the Ministry of Education to qualifying Grade 12 students who are Canadian citizens or permanent residents, and have fulfilled graduation requirements.
<b>Public School</b>	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a board of education.
<b>Rural School</b>	A school with a postal code outside the commuting zone of larger urban centres (Census Metropolitan Areas, areas with an urban core population of at least 100,000, or Census Agglomerations, areas with urban cores of 10,000 to 99,999 people).
<b>School</b>	An organization having at least one teacher and administrator, which provides educational programs to students.
<b>School of Attribution</b>	<i>The school to which an event is to be attributed. For example, a final mark is attributed to a school, as is an enrolment or a Foundation Skills Assessment (FSA) result. The school of attribution can be different depending on the type of result that is to be attributed.</i>
<b>School District</b>	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
<b>School Facility</b>	A school building or collection of buildings used for purposes of providing an educational program for students.
<b>School Program</b>	An organization having at least one teacher and administrator, which provides educational programs to students.
<b>School Year</b>	The twelve month period commencing on July 1 and ending the following June 30.
<b>School-age</b>	Five to nineteen years of age inclusive.
<b>Secondary Ungraded (SU)</b>	Students who are taking courses at the Grade 8-12 level and the school personnel do not consider them to be in a specific Grade level.
<b>Six-Year Completion Rate</b>	The portion of students who graduate, with a Certificate of Graduation, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia.
<b>Special Needs Program</b>	A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a Certificate of Graduation and/or other outcomes as specified in the student's Individual Education Plan (IEP).



<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>Special Needs Performance Reporting Groups</b>	<p>Constructed from Special Needs categories for the purpose of identifying students who are most likely to be working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful:</p> <p>Sensory Disabilities (Categories E and F)  Learning Disabilities (Category Q)  Behaviour Disabilities (Categories H and R)  Gifted (Category P)</p>
<b>Special Needs Categories</b>	<p>Category A – Physically Dependent  Category B – Deafblind  Category C – Moderate to Profound Intellectual Disability  Category D – Physical Disability / Chronic Health Impairment  Category E – Visual Impairment  Category F – Deaf or Hard of Hearing  Category G – Autism Spectrum Disorder  Category H – Intensive Behaviour Interventions / Serious Mental Illness  Category K – Mild Intellectual Disability  Category P – Gifted  Category Q – Learning Disability (formerly Category J)  Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p> <p>For more information refer to <a href="http://www.bced.gov.bc.ca/specialed/ppandg/toc.htm">www.bced.gov.bc.ca/specialed/ppandg/toc.htm</a></p>
<b>Split Class</b>	A class which contains students from more than one grade level.
<b>Student</b>	A person enrolled in a British Columbia educational program offered by a Board/Authority.
<b>Subject (Provincial Examinations)</b>	Includes both French and English variants of equivalent curricula, in combination - (eg. Chemistry 12 contains English and French variants of the curriculum - Chemistry 12 and Chemie 12).
<b>Summary of Key Information</b>	A collection of the most commonly used statistics about the British Columbia education system published annually in one report.
<b>Supported Capital Projects</b>	Projects are supported over a three-year period, with the year of project commencement indicated.
<b>Teacher</b>	A person who has a valid British Columbia teaching certificate and is employed by a school board to provide an educational program to students or to administer or supervise the provision of an educational program to students. Includes: Regular Classroom Teachers, Department Heads, and Teachers who have administration duty (but are not Department Heads). Teachers may be employed in more than one district; therefore, the total number of teachers reported at the provincial level may exceed the actual number of teachers in the province.
<b>Transition</b>	A student who begins their studies in a British Columbia public post-secondary institution after Grade 12 graduation.
<b>Unemployment Rate (Census)</b>	Number of unemployed persons during the Labour Force Survey reference week expressed as a percentage of the labour force (unemployed plus employed). The unemployment rate for a particular group (age, sex, province, etc.) is the number unemployed in that group expressed as a percentage of the labour force for that group.



<b>GLOSSARY ITEM</b>	<b>DEFINITION</b>
<b>University</b>	An institution of higher education and of research, which grants academic degrees.
<b>University College</b>	An institution that provides university-level education but does not have full or independent university status.
<b>Passport to Education</b>	Recognizes and rewards student achievement in Grades 10 to 12 in a broad range of academic and non-academic areas according to guidelines set out by the Ministry of Education. Passport awards are used to further education through post-secondary education or job training.
<b>Passport Stamps Issued</b>	The number of stamps provided to students by schools in accordance with school and Ministry of Education policy.
<b>Passport Stamps Redeemed</b>	The number of stamps redeemed by students in accordance with Ministry of Education policy.
<b>Students In Care/On Assistance</b>	The percentage of students who have been in the care of the Ministry of Children and Family Development (including Children under Supervision Orders, Children in Youth Agreement, and Children in Out of Care options) or whose families have been/are on income assistance during the reporting period (October to September).