

# Ministry of Education

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## 2016/17 Annual Service Plan Report

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## Minister's Message and Accountability Statement



I am pleased to present the Ministry of Education 2016/17 Annual Service Plan Report.

B.C.'s education system continues to rank among the best in the world and we're working with parents, education partners, and teachers to ensure student success is at the center of everything we do.

This year over 640,000 students attended public and independent schools in every corner of the province, eager to develop their skills, explore their passions and discover their full potential. We have completed the first phase of implementation of B.C.'s new K-12 curriculum, with all K-9 students now learning the curriculum and some grades 10-12 teachers using the curriculum in draft form. Our new curriculum is designed to make sure kids get the skills they need to succeed. As the new curriculum rolls out, we're continuing to support teachers throughout the province with training and professional development time so they are ready to bring it to life in our classrooms.

Our government is making extensive investments in B.C.'s K-12 school system. Government continues to make record investments to support student learning by building, upgrading and expanding schools throughout the province. Student safety remains a key focus of government – under B.C.'s Seismic Mitigation Program, 164 schools have been upgraded or replaced. Over the next three years government will invest almost \$2 billion in capital and seismic funding. Government is fully funding the recent agreement with the BC Teachers' Federation. The agreement is great news for students, parents, and teachers – it means thousands more teachers across the system. The \$1,200 B.C. Training and Education Savings Grant, launched in August 2015, is continuing to help families plan and save early for their child's post-secondary education. As of April 30, 2017, nearly 69,000 children have an additional \$1,200 in their RESP to support their post-secondary goals. That's nearly \$83 million invested in the future.

Looking forward, we will continue to work hard with all of our education partners to help students learn, succeed and achieve their best. The Ministry of Education 2016/17 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2016/17 - 2018/19 Service Plan. I am accountable for those results as reported.

A handwritten signature in black ink, appearing to read "Bernier". The signature is fluid and cursive, with a small dot at the end.

The Honourable Mike Bernier  
Minister of Education  
June 19<sup>th</sup>, 2017

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## Purpose of the Ministry

The purpose of the British Columbia school system is to enable the approximately 558,000 public and 83,000 independent school students, and over 2,300 home-schooled children, enrolled this school year (2016/17), to develop their individual potential and to acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy. The ministry provides leadership and funding to the K-12 education system through governance, legislation, policy and standards. The ministry's role in helping to meet the purpose of the school system involves co-governing the K-12 education system with boards of education, working closely with a network of partners, including independent school authorities, professional education organizations, public libraries, First Nations representatives, provincial ministries and agencies and the private sector. Specific 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 Direction and Context

One of the goals of this government is to make sure British Columbians are at the front of the line for the one million job openings forecasted for the BC economy in the coming years. The ability of British Columbians to take advantage of our growing economy is determined in part by ensuring that the right opportunities are made available to students in different areas of the province. To this end, the ministry is focused on priorities outlined in the *Minister of Education's Mandate Letter*: a balanced budget; restructured collective bargaining process, improved professional development practices, successful implementation of *BC Jobs Plan* and *BC's Skills for Jobs Blueprint: Re-engineering Education and Training* priorities; and continuation of the educational reforms outlined in *BC's Education Plan*. In accordance with the *Taxpayer Accountability Principles*, we need to ensure we are stretching the value of every dollar provided by taxpayers to B.C.'s school system. By working with School Districts to reduce the cost of administrative overhead, we can help maximize resources for the classroom. Many of the activities leading to successful delivery of this Plan will depend on effective collaboration between government ministries, School Districts, teachers, parents, post-secondary institutions, provincial agencies, industry and employers.

B.C. has an education system that strives to motivate talented and engaged students, through outstanding delivery by teachers, involve committed parents, and establish links to dedicated education partners. B.C. students perform among the best in the world by many *measures*. Characteristics of a strong education system include a continuous drive to improve outcomes for each learner and address differences amongst particular groups of students, most notably Aboriginal learners. The ministry will continue to work with all education partners to seek these improvements.

It is well known that engagement is a critical success factor in student achievement. Disengagement in school is oftentimes the result of a lack of connection to learning that makes sense in the real world. Education needs to respond to the ever-changing world our youth will experience throughout their lives. We all owe it to our children to create a more flexible, dynamic education system - one suited to improve student engagement and better prepare them for their lives after high school.

British Columbia's real GDP increased by 3.7 per cent in 2016 (according to preliminary GDP by industry data from Statistics Canada), the strongest growth among provinces. Employment in BC

grew by 3.2 per cent in 2016, its fastest annual pace since 1994. Consumer spending was strong for a third consecutive year as retail sales were supported by strong employment growth, increased tourism, interprovincial migration and low interest rates. BC's housing market saw elevated levels of activity in 2016, with the highest number of annual housing starts since 1993. BC manufacturing shipments and exports expanded in 2016 as goods exports to both the US and the rest of the world increased.

The province has an incredible opportunity on the horizon. It is expected by 2024 that approximately one million jobs will become available in B.C. However, only about 530,000 young learners in B.C. will enter the job market over the same period. This difference between opportunity and supply creates both a challenge and an opportunity for education in B.C. The ministry's [Education Plan](#) provides the vision for how the education transformation, currently underway, meets this challenge and supports the overarching goal of preparing young people to capably succeed in a rapidly changing world.

## Report on Performance

This Annual Service Plan Report discusses the results related to measures in the [Ministry of Education's 2016/17 – 2018/19 Service Plan](#). Since the province's fiscal year does not parallel the school year, some data sets are unavailable at this time. However, the ministry will be making this information and data public once it is available. The ministry also consistently makes student achievement information available through the [ministry's reporting website](#) and [DataBC](#). The Ministry of Education operates in accordance with the [Taxpayer Accountability Principles](#). Work within the ministry is driven by the Minister's Mandate Letter, aligning with government's strategic direction and the ministry's Goals, Objectives, and Strategies. Comparing performance against these standards and priorities helps to inform strategic decision-making. With this focus there is a principled and cost-conscious approach to efficient public service delivery.

Each year, the ministry is provided with key accountabilities that are outlined in the Minister's Mandate Letter. The 2015 Mandate Letter informed the planning process for the 2016/17 Service Plan. The Ministry of Education has made significant accomplishments with regard to its 2016/17 fiscal year priorities. To keep in line with an overall balanced budget, ministry spending was within our authorized appropriation, and austerity measures were consistently applied. Seismic upgrading has continued to be a priority, and as of April 2017, 164 schools have been seismically improved, 14 are under construction, 9 are proceeding to construction in 2017/18, and a further 41 are in options and business case development. The ministry will continue to collaborate with school districts and other partners to find efficiencies and build capacity through the shared coordination and delivery of services, including attendance support and staff wellness, procurement, legal services, transportation, information technology, and energy management. Refer to the [Service Delivery Project Annual Report](#) for further details on key accomplishment and benefits.

The ministry maintains a strong focus on students and parents. Work on the BC Education Plan to revise curriculum is continuing. Teacher writing teams have worked with the ministry to finalize all K-9 curriculum and develop drafts of Grades 10-12 curriculum. The ministry continues to work with teachers and education partners on new provincial assessment programs and reporting guidelines. The Asian curriculum components and related resources were successfully completed and are now in schools.

The ministry continued to focus on its ERASE strategy, a comprehensive prevention and intervention initiative designed to promote positive mental health, foster school connectedness and address bullying and other harmful behaviours in schools. To date, more than 16,000 educators and community partners have received training, and a new five-year ERASE Strategy is being developed. There is also a continued focus on the wellness of our students, and this year boards of education and independent schools were required to update their codes of conduct and policies to include sexual orientation and gender identity (SOGI).

The ministry continued to work with partners to provide assistance for trades training transitions, in support of the BC's Skills for Jobs Blueprint: Re-engineering Education and Training, a ten-year plan to help students and their families make informed choices about future career paths. The ministry and the Industry Training Authority consulted with over 1,000 students, educators, parents and employers on ACE-IT enrolment and the effectiveness of the program. In 2016/17, the WorkBC Find Your Fit tour received more than 67,500 student interactions. This interactive event is designed to help students discover B.C. careers and uncover their strengths and interests, giving them the knowledge they need to get started with their career planning.

In addition to visiting over 40 First Nations communities, the ministry participated in regional sessions with First Nations Education Steering Committee (FNESC) and First Nations Health Council, hearing from over 700 representatives from First Nations communities and sharing information about the changes to the education system.

Each of the responsibilities identified in the 2015 Minister's Mandate letter, and the respective activities for each are included in Appendix C.

## **Goals, Objectives, Strategies and Performance Results**

The ministry works towards improving outcomes for every learner in the system. Through three goals, we will support government priorities including the BC Jobs Plan, BC's Skills for Jobs Blueprint, #BCTECHStrategy, and Taxpayer Accountability Principles, while strengthening the K-12 education system. In keeping with the transformation of the education system in B.C., the ministry will periodically review and reconsider the Service Plan goals, objectives and performance measures.

### ***Goal 1: Personalized, Flexible Education that Enables Students to be Successful***

#### **Objective 1.1: Create a Personalized Learning Education System Based on the Demonstrated Aptitudes and Expressed Interests of Individual Students**

##### **Strategies**

- Modernize our current curriculum in collaboration with education partners, parents and the public, and align assessment methods to make them more responsive to individual students;
- Create 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;
- Develop new Graduation Requirements as the foundation for an updated, personalized graduation program - one where academic and vocational success are equally valued; and

- Create new provincial-level assessments to accurately measure Goal 1 - a personalized, flexible education system that enables students to be successful

**Performance Measure 1: Grade to Grade Transition Rates**

| Performance Measure      | 2014/15 Actual | 2015/16 Actual | 2016/17 Target | 2016/17 Actual <sup>1</sup>     | 2017/18 Target | 2018/19 Target |
|--------------------------|----------------|----------------|----------------|---------------------------------|----------------|----------------|
| Grade 8 to Higher Grade  | 97%            | 98%            | ≥97%           | Data available in February 2018 | ≥97%           | ≥97%           |
| Grade 9 to Higher Grade  | 96%            | 97%            | ≥97%           | Data available in February 2018 | ≥97%           | ≥97%           |
| Grade 10 to Higher Grade | 93%            | 93%            | ≥93%           | Data available in February 2018 | ≥93%           | ≥93%           |
| Grade 11 to Higher Grade | 89%            | 90%            | ≥89%           | Data available in February 2018 | ≥89%           | ≥89%           |

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

<sup>1</sup>The 2016/17 school year ends on June 30<sup>th</sup>. It is not possible to report out, or discuss, 2016/17 targets in the Service Plan Annual Report. All Performance Targets based on a school and not a fiscal year will be published on ministry websites. Student-related data is available at <http://www.bced.gov.bc.ca/reporting/province.php>.

**Discussion**

The promise of personalized learning is that it addresses the education needs and talents of each student in the school system. One important indicator of success in personalizing the learning of students across B.C.’s school system is grade-to-grade transition rates. This metric provides valuable system-wide insight into student engagement and success across multiple grade levels, helping to ensure that students stay on track for high school graduation.

While grade-to-grade transitions have historically been high (with recent results ranging from 89% in Grade 11 to 98% in Grade 8), the ministry believes it is important to monitor these results and work with our education partners to improve them. The table for Performance Measure 1 shows grade to grade transition targets and actual rates between Grades 8 to 11. Transition rates for 2015/16 show a 1% increase from the previous year in Grades 8, 9 and 11. Transition rates for Grade 10 remained at 93%. The actual transition rates for 2016/17 will be available in February 2018. The ministry is committed to increasing these results even further.

A number of school district initiatives have been designed to better support student transition and completion. Common initiatives include: implementing some form of early warning identification which allows districts to identify and assist students who may not be on track to graduate; partnering with Aboriginal community leaders to address specific Aboriginal student needs; integrating Aboriginal culture into schools, and offering unique and novel programs that give students flexibility in terms of completing their secondary school education.

**Objective 1.2: A Flexible Education System that Provides Families, Students and Teachers Options in How, When and Where Education is Delivered**

**Strategies**

- Recognize multiple pathways to graduation and career preparation, including traditional classrooms, distributed learning, independent schools, home schooling, apprenticeships,



community learning, public libraries, trades training involving local industry and group learning options; and

- Create more flexibility and accountability within the funding system for education that supports personalized learning, encourages student participation in trades training, and streamlines transitions to post-secondary pursuits.

**Objective 1.3: An Education System Focused on Student Success**

**Strategies**

- Enhance positive education environments that allow students to explore their stated interested and demonstrated aptitudes, and provide them with opportunities to experience both challenge and success;
- Improve outcomes for all learners and professional capacity in the system with the new Framework for Enhancing Student Learning;
- Work with the Ministry of Health on the Healthy Schools BC initiative, which aims to improve the educational and health outcomes of students using a Comprehensive School Health approach. In their Service Plan, the Ministry of Health reports on the percentage of students who are learning to stay healthy. The Ministry of Education's role in this matter is to provide advice, consult with education partners on development of resources and implementation of the initiatives, and maintain effective communication with School Districts;
- Work with the Ministry of Advanced Education on a joint strategy to increase the number of K-12 students entering post-secondary education and trades training, and facilitate transitions to the workplace; and
- Create partnerships between the K-12 education sector, post-secondary institutions, business and local communities to help connect students with opportunities available in various careers and support them to form and achieve career goals. For more information, visit [Discover Skills](#) online or refer to BC's Skills for Jobs Blueprint.

**Performance Measure 2: Percentage of Students Who are Prepared for a Job in the Future or for a Post-Secondary Education**

| Performance Measure  | 2014/15 Actual | 2015/16 Actual | 2016/17 Target | 2016/17 Actual <sup>1</sup>     | 2017/18 Target | 2018/19 Target |
|--|----------------|----------------|----------------|---------------------------------|----------------|----------------|
| Percentage of grade 10 students who report that they are satisfied that school is preparing them for a job in the future.        | 36%            | 34%            | 38%            | Data available in February 2018 | 40%            | 42%            |
| Percentage of grade 12 students who report that they are satisfied that school is preparing them for a job in the future.        | 34%            | 23%            | 26%            | Data available in February 2018 | 28%            | 30%            |
| Percentage of grade 10 students who report that they are satisfied that school is preparing them for a post-secondary education. | 48%            | 46%            | 50%            | Data available in February 2018 | 52%            | 54%            |
| Percentage of grade 12 students who report that they are satisfied that school is preparing them for a post-secondary education. | 40%            | 38%            | 42%            | Data available in February 2018 | 44%            | 46%            |

**Data Source:** Ministry of Education, Satisfaction Survey [www.bced.gov.bc.ca/reporting](http://www.bced.gov.bc.ca/reporting). Data for BC Public Standard schools only.

**Discussion**

While students are completing high school at very high rates, the ministry, education partners and students feel more can be done to better prepare students for life after K-12 education. The ministry is concerned about the low percentage of students who indicate that they are not satisfied that school is preparing them for a job in the future, or post-secondary studies. The ministry continues to conduct further analysis to better understand the underlying reasons for these results, and is developing plans to improve them.

The ministry is taking action to improve student preparedness for life after school by ensuring flexibility in the Graduation Program, with an accompanying increased focus on career training. B.C.’s Framework for Enhancing Student Learning formally aligns the ministry with school districts, and other stakeholders, to improve readiness for transitions to either careers or further, post-secondary, education. The explicit focus on career development, and in engaging in ongoing research into this area, is intended to improve these results. Through increased industry engagement, the ministry is helping school districts expand work experience opportunities. The ministry worked to develop modules for the Youth EXPLORE Skills 10-12 course including Design & Drafting, Metalwork, and Electronics & Robotics. These additions will allow students to explore other careers and skills while still in high school.

A new Student Learning Survey was developed during the 2016/17 school year to replace the Satisfaction Survey. It is a voluntary survey which collects information that can be used by teachers, schools, districts and the ministry to support ongoing evaluation and improvement of education programs and services. The new survey will provide useful responses that can be associated with other student information, such as enrolment information, or assessment scores, to identify the long term impacts of instructional strategies and student engagement. Additionally, the new survey can also help answer “why” questions, and is expected to be more useful to the ministry, districts, schools, teachers, and students.

**Performance Measure 3: Student Participation in Youth Apprenticeship Programs**

| Performance Measure   | 2013 Baseline | 2015/16 Actual | 2016/17 Target | 2016/17 Actual                  | 2017/18 Target | 2018/19 Target |
|---|---------------|----------------|----------------|---------------------------------|----------------|----------------|
| Annual increase in the number of students participating in youth apprenticeship programs* | 3,000         | 3,508          | 4,200          | Data Available in February 2018 | 5,000          | 5,000          |

Data Source: Industry Training Authority Corporate Reports available at [www.itabc.ca/corporate-reports/annual-reports](http://www.itabc.ca/corporate-reports/annual-reports).

**Discussion**

It is expected that approximately one million jobs will become available in B.C. by 2024, with roughly 40% requiring some form of trades or technical training. BC’s Skills for Jobs Blueprint helps align training and education with in-demand jobs. The number of students participating in youth apprenticeship programs provides insight into whether students are connected to available opportunities in various sectors. The Performance Measure also allows the ministry to assess the impact of BC’s Skills for Jobs Blueprint and other strategies which aim to prepare students for jobs and relevant post-secondary education.

To ensure students have opportunities to explore career options and prepare for the workforce, or more training after graduation, the Ministry of Education continues to work in partnership with other ministries and organizations. The partners include the Ministry of Jobs, Tourism and Skills Training, the Industry Training Authority. Further, the ministry has ongoing partnerships with the Ministry of Advanced Education, the Ministry of Social Development and Social Innovation, the Ministry of Aboriginal Relations and Reconciliation, the Career Education Society, and Skills Canada BC. All of this coordinated effort is to implement a new Youth Apprenticeship model.

The Ministry of Education supported developing new modules for the Ministry’s Youth EXPLORE Skills 10-12 course, and a new course called Workplace Certification 12. The latter recognizes credit for short-term industry-standard training programs, such as WHMIS, FoodSafe, and First Aid. It also recognizes other courses and provides guidelines in order to standardize and recognize credit for skills training partnerships between school districts and post-secondary institutions.

Since 2014, the Ministry of Education has provided career-specific funding to school districts. Skills Training Access Grants are provided to districts to help students get access to training opportunities. The Skills Training Support Agreements (Shoulder Tappers) support districts’ career education and trades training programs. In November, 2015, the ministry and Northern Development Initiatives Trust (NDIT) announced a five-year agreement to support Shoulder Tappers and partnerships in Northern B.C. In the second year of the agreement, 2016, the NDIT agreement supported Shoulder Tappers in 53 school districts. Additionally, 30 school districts were awarded a \$5,000 Skills Training Access Grant to remove student barriers to participating in skills training.

In November, 2016, the government committed to providing \$15 million (over three years) to school districts, to strengthen trades programs in their schools, with funding for tools, machinery, and equipment. Districts received their first funding allocation before March 31, 2017.

## **Goal 2: Effective Support for Teachers**

### **Objective 2.1: Improved Communication with Teachers**

#### **Strategies**

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

### **Objective 2.2: Improved Support for Teachers**

#### **Strategies**

- Work with our education partners to support ongoing professional development for teachers, based on the standards established by the BC Teacher's Council and recognizing our communal interest in promoting a strong professional identity within the teaching profession;
- Improve education opportunities, including working with partners to target professional development involving successful implementation of new curriculum and best practices in aboriginal education.
- Work with School Districts and teachers to ensure educators have effective technology to support student success; and,
- Improve access to information regarding best practices in teaching.

### **Performance Measure 4: Schools on the Next Generation Network**

| <b>Performance Measure</b>                           | <b>2014/15 Baseline</b> | <b>2015/16 Actual</b> | <b>2016/17 Target</b> | <b>2016/17 Actual</b> | <b>2017/18 Target</b> |
|--|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Percentage of schools on the Next Generation Network | 25%                     | 76%                   | 100%                  | 100%                  | N/A*                  |

**Data Source:** Ministry of Education, Information & Technology Management Branch

\* Not applicable as the project was completed at the end of the 2016/17 fiscal year.

## **Discussion**

The Ministry of Education recognized the strategic importance of having a fast, efficient and secure network to help ensure that B.C.'s education system continues to be an international leader. The project set out to make certain that all schools have the underlying technology, connectivity, and service they need to fully support their teachers and students. Determining the implementation schedule and targets was achieved through both identification of priority schools, aligning the schedule with district technology plans, budgets and resources, and service availability. Individual plans were created to assist district readiness including outlining how budgets, investments and scheduling could support the project. In order to affect massive technological change in under three

years, timelines were aggressive to avoid operating two networks simultaneously – leaving the old system behind as the new one was implemented. Scheduling between districts and vendors was also tight because schools needed to stay in session. The Next Generation Network (NGN) provided upgrades to schools in large urban areas and schools in very remote areas alike. This project was a massive undertaking that required navigating diverse landscapes.

NGN provides school districts with faster internet connections and download speeds – in some districts internet speeds are now up to 10 times faster than before. This new connection is making it easier for teachers to bring online learning tools to the classroom, so students can follow their passions and embrace B.C.'s new curriculum. Teachers have reported that NGN has reduced their preparation time, and they have better access to on-line resources. Teachers and students now have the ability to use apps and interactive tools to share ideas and get real-time information, when they were previously interrupted because internet access was slow and connections didn't work. Students can now collaborate through online forums, peer blogging and classroom-to-classroom communications. Schools are also seeing the improved performance of e-Exam tools, and access to media rich learning resources and cloud-based services is now commonplace. The new network has also allowed the Districts to increase or improve other services, such as wireless accessibility.

### ***Goal 3: An Effective, Accountable and Responsive Education System***

#### **Objective 3.1: High Standards for Individual Students**

##### **Strategies**

- Support, measuring and reporting student success across the K-12 system in a way that improves learning outcomes, connects families and teachers, and aligns with ministry and School District targets;
- Create a new set of graduation requirements, based on the knowledge, skills, and competencies that students will need to compete in tomorrow's workforce;
- Collaborate with provincial education partners to evaluate and improve B.C.'s provincial assessment program;
- Implement an improved accountability framework, B.C.'s Framework for Enhancing Student Learning; and,
- Facilitate access to the technology students and parents need to support success in personalized learning and set standards for digital literacy.

**Performance Measure 5: Completion Rate**

| Performance Measure  | 2014/15 Actual | 2015/16 Actual | 2016/17 Target | 2016/17 Actual                  | 2017/18 Target | 2018/19 Target |
|--|----------------|----------------|----------------|---------------------------------|----------------|----------------|
| The percentage of students who complete school within six years of first starting Grade 8                    | 84%            | 84%            | 85%            | Data Available in February 2018 | ≥86%           | ≥87%           |
| The percentage of Aboriginal students who complete school within six years of first starting Grade 8         | 63%            | 64%            | 65%            | Data Available in February 2018 | ≥67%           | ≥69%           |
| The percentage of students with special needs who complete school within six years of first starting Grade 8 | 66%            | 67%            | 68%            | Data Available in February 2018 | ≥70%           | ≥72%           |

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

**Discussion**

Completion rates are determined by calculating the percentage of students who successfully complete provincial graduation requirements and obtain a Dogwood Diploma, or an Adult Dogwood, within six years of starting Grade 8, for the first time in a BC 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 BC’s graduation requirements and receive a secondary school graduation diploma.<sup>1</sup> Although significant year-to-year increases become more challenging as graduation rates improve, targets are still set to strive for continuous improvement, and the outlook emphasizes gains in this area.

In response to a recommendation from the Office of the Auditor General, the ministry continued working with key education partners – including the First Nations Education Steering Committee (FNESC), Métis Nation BC, and BC School Trustees Association (BCSTA) – on a draft strategic plan to improve results for Aboriginal students in B.C.

The Minister put in place a Ministerial Order to ensure only students with a special needs designation can receive the Evergreen, supporting students to receive the Dogwood Graduation certificate, enabling students to access post-secondary education. This change is designed to directly benefit Aboriginal students. In some cases Aboriginal students were receiving the Evergreen certificate when they should have been on a Dogwood path. In the 2015/16 school year the Ministry brought together over 70 Aboriginal leaders and school district staff to facilitate a conversation in community about how best to support their children. The Ministry also continues to work closely with the First Nations Education Steering Committee and is engaged with the First Nations Health Council.

<sup>1</sup> For more information about past and present completion rates, please visit [www.bced.gov.bc.ca/reporting/](http://www.bced.gov.bc.ca/reporting/).

**Objective 3.2: A Transparent and Responsive Education System that Works with Families, Employers and Communities to Position Students for Success in Post-Secondary Education and in the Workplace**

**Strategies**

- Encourage parents and the public to engage in the process of education transformation, including an enhanced web presence, and public dialogue around what is valued in education;
- Make education system-related data and information transparent and accessible to students, parents, teachers, administrators and those working to improve education in B.C.;
- Work with all education partners to develop and implement improved School District reporting methodologies based on the values of the Framework to Enhance Student Learning;
- Work with School Districts on the successful delivery of capital projects that support student learning in communities all over B.C.;
- Implement MyEducationBC, which will offer improved tools for communication of student learning with stakeholders, most notably parents; and,
- Work with School Districts to set clear accountabilities for increased enrolment in career programs, improved trades promotion and expanded partnerships with industry and post-secondary institutions, guided by the BC Jobs Plan and BC’s Skills for Jobs Blueprint.

**Performance Measure 6: Capital Project Performance**

| Performance Measure  | 2014/15 Actual | 2015/16 Actual | 2016/17 Target | 2016/17 Actual | 2017/18 Target | 2018/19 Target |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| The percentage of school district capital projects that meet their approved schedule and budget. | 89%            | 91%            | 86%            | 95%            | 95%            | 95%            |

**Data Source:** Ministry of Education Capital Delivery Branch (<http://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/capital-planning>)

**Discussion**

This performance measure evaluates the delivery of school districts’ capital construction projects within the ministry’s annual capital plan. The number and value of projects varies from year to year. This measure allows the ministry to assess how effectively school district capital projects are delivered with respect to scope, schedule and budget. Projects range in size, scope and value and use a variety of procurement methods. The ministry allocates funding and monitors cash flow, and boards of education are responsible for delivering school capital projects according to approved scope, schedule and budget.

In 2016/17, the percentage of school district capital projects that met their approved schedule and budget (95%) exceeded the target set for this performance measure (86%). Given the excellent recent results in capital projects meeting their approved schedule and budget, targets for 2017/18 and 2018/19 have been changed in this report, and exceed the targets set in the 2017/18 to 2019/20 Service Plan.

## Financial Report

### Discussion of Results

The ministry launched a number of new initiatives for the K-12 sector this past year. This included implementation of the Student Coding Curriculum, increasing the accessibility and affordability of student transportation services with the Student Transportation Fund, ensuring classrooms have the resources, supplies and equipment needed with the provision of the Student Learning Grant, and the prevention of rural school closures with the introduction of the Rural Education Enhancement Fund.

In addition to the new initiatives described above, government announced they would also relieve school districts of \$25 million in administrative pressures by reducing ministry chargebacks for services provided to schools districts.

Government also remained committed to the previously announced per-pupil rates for the Operating Grant to school districts. This, in combination with enrolment growth in both the public and the independent school sectors, created additional funding pressures for the ministry.

Ministry pressures were managed through a combination of savings in the Transfers to Other Partners sub-vote and government's Contingencies appropriation.

The \$59M variance in capital spending is due to delays in property acquisitions in Langley, Richmond and CSF as well as the accumulation of project surpluses and schedule delays.

### Financial Report Summary Table

|                                       | Estimated | Other Authorizations <sup>1</sup> | Total Estimated | Actual    | Variance |
|---------------------------------------|-----------|-----------------------------------|-----------------|-----------|----------|
| <b>Operating Expenses (\$000)</b>     |           |                                   |                 |           |          |
| <b>Public Schools Instruction</b>     | 4,672,375 | 85,785                            | 4,758,160       | 4,785,792 | 27,632   |
| <b>Public Schools Administration</b>  | 315,285   | 12,334                            | 327,619         | 327,619   | -        |
| <b>Learning Improvement Fund</b>      | 100,000   |                                   | 100,000         | 100,000   | -        |
| <b>Independent Schools</b>            | 358,100   | 5,935                             | 364,035         | 364,035   | -        |
| <b>Transfers to Other Partners</b>    | 82,275    |                                   | 82,275          | 53,021    | (29,254) |
| <b>Executive and Support Services</b> | 43,211    | 1,575                             | 44,786          | 46,408    | 1,622    |



|  |                  |                |                  |                  |                 |
|--|------------------|----------------|------------------|------------------|-----------------|
| <b>Statutory Appropriation<br/>British Columbia<br/>Training and Education<br/>Savings Program Special<br/>Account</b>                 | 30,001           | 7,913          | 37,914           | 37,914           | -               |
| <b>Statutory Appropriation<br/>Teachers Act Special<br/>Account</b>  | 7,607            |                | 7,607            | 6,832            | (775)           |
| <b>Statutory Appropriation<br/>Funding for British<br/>Columbia Training and<br/>Education Savings<br/>Program Special<br/>Account</b> |                  | 45,828         | 45,828           | 45,828           | -               |
| <b>Transfer from General<br/>Account to British<br/>Columbia Training and<br/>Education Savings<br/>Program Special Account</b>        |                  | (45,828)       | (45,828)         | (45,828)         | -               |
| <b>Sub-Total</b>   | <b>5,608,854</b> | <b>113,542</b> | <b>5,722,396</b> | <b>5,721,621</b> | <b>(775)</b>    |
| <b>Adjustment of Prior Year<br/>Accrual<sup>2</sup></b>  |                  |                |                  | (49)             | (49)            |
| <b>Total</b>   | <b>5,608,854</b> | <b>113,542</b> | <b>5,722,396</b> | <b>5,721,572</b> | <b>(824)</b>    |
| <b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>   |                  |                |                  |                  |                 |
| <b>Executive and Support<br/>Services</b>  | 1,138            |                | 1,138            | 524              | (614)           |
| <b>Total</b>   | <b>1,138</b>     |                | <b>1,138</b>     | <b>524</b>       | <b>(614)</b>    |
| <b>Capital Plan (\$000)</b>  |                  |                |                  |                  |                 |
| <b>Public Schools</b>  | 454,385          |                | 454,385          | 395,699          | (58,686)        |
| <b>Total</b>   | <b>454,385</b>   |                | <b>454,385</b>   | <b>395,699</b>   | <b>(58,686)</b> |

<sup>1</sup> “Other Authorizations” include Statutory Appropriations and access to government Contingencies and New Programs voted appropriation. 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.

<sup>2</sup> The Adjustment of Prior Year Accrual of \$49 thousand is a reversal of accruals in the previous year.

***Income Statement for Schools***

| <b>School Districts</b>  | <b>2016/17<br/>Budget</b> | <b>2016/17<br/>Actual</b> | <b>Variance</b> |
|--|---------------------------|---------------------------|-----------------|
| <b>Combined Income Statement (\$000)</b>                         |                           |                           |                 |
| <b>Total Revenue</b>   | 5,901,238                 | 6,123,447                 | 222,209         |
| <b>Total Expense</b>   | 5,860,880                 | 6,054,673                 | 193,793         |
| <b>Operating Results</b>   | 40,358                    | 68,774                    | 28,416          |
| <b>Gain (Loss) on sale of Capital Assets<br/>(if applicable)</b> |                           | 7,222                     | 7,222           |
| <b>Net Results</b>   | 40,358                    | 75,996                    | 35,638          |

## Major Capital Projects

The ministry's Capital Program is focused on the following objectives:

1. Ensuring safe schools;
2. Preserving the schools we have to maximize the life of the school; and,
3. Adding classroom space in areas of rapid economic development.

All new or replacement schools are built to the latest seismic safety standards, are built to LEED Gold® or equivalent, and may include up to 15% additional space to accommodate a Neighbourhood Learning Centre (NLC) that enables School Districts to partner with local organizations to deliver community services.

Ministries must publicly report building projects estimated to cost over \$50 million. Initial reporting utilizes cost estimates. Final project costs are reported once the project is complete and all costs accounted.

| Major Capital Projects   | Targeted Completion Date (Year) | Approved Anticipated Total Cost of Project (\$ millions) | Project Cost to March 31, 2017 (\$ millions) |
|--|---------------------------------|--|--|
| <p><b>Grandview Heights Secondary School</b><br/>Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighborhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities.</p> | <b>2020</b>                     | <b>\$61</b>  | <b>\$0</b>                                   |
| <p><b>New Westminster Secondary School</b><br/>Under the ministry's Seismic Mitigation Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster.</p>   | <b>2020</b>                     | <b>\$107</b>   | <b>\$3</b>                                   |
| <p><b>Willoughby Slope Secondary School</b><br/>Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 1,500-student-capacity secondary school in the Willoughby neighborhood in Langley. Enrolment in this part of the Langley School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly R. E. Mountain Secondary, which is operating over its current capacity.</p>                         | <b>2019</b>                     | <b>\$55</b>  | <b>\$0</b>                                   |

|   |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
| <p><b>Salish Secondary School (formerly North Clayton)</b><br/> Under the ministry’s Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Clayton neighbourhood in Surrey. Enrollment in this part of Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Lord Tweedsmuir, which is operating over its current capacity.</p> | <p><b>2017</b></p> | <p><b>\$55</b></p> | <p><b>\$32</b></p> |
| <p><b>Kitsilano Secondary School</b><br/> Under the ministry’s Seismic Mitigation Program, School District No. 39 (Vancouver) is adding a new wing, seismically upgrading and completely restoring the existing 1,500-student-capacity school on the current site. The project met the major milestone of opening the first wing by October 2015. Restoration and seismic upgrade continues on the heritage portion.</p>  | <p><b>2017</b></p> | <p><b>\$65</b></p> | <p><b>\$58</b></p> |
| <p><b>Centennial Secondary School</b><br/> Under the ministry’s Seismic Mitigation Program, School District No. 43 (Coquitlam) is undertaking a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. The District experienced delays due to issues related to construction and Kinder Morgan Pipeline. These matters have been resolved, but the projected completion date has been extended to 2017.</p>          | <p><b>2017</b></p> | <p><b>\$61</b></p> | <p><b>\$45</b></p> |
| <p><b>Oak Bay Secondary School</b><br/> Under the ministry’s Seismic Mitigation Program, School District No. 61 (Greater Victoria) replaced the existing secondary school with a new 1,300-student-capacity school on the current site; including district-funded space for 100 international students. The school opened for students in September 2015, meeting the Targeted Completion date.</p>   | <p><b>2015</b></p> | <p><b>\$54</b></p> | <p><b>\$54</b></p> |

## **Appendix A - Contact Information and Hyperlinks**

### **Contact Information**

#### **Ministry Mailing Address**

PO Box 9179 Stn Prov Govt  
Victoria B.C. V8W 9H1

#### **Minister's Office**

Honourable Mike Bernier  
PO Box 9045 Stn Prov Govt  
Victoria B.C. 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  
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Victoria B.C. V8W 9H1  
Telephone: 250 356-5963  
Facsimile: 250 356-5945

**Appendix B – N/A**

## Appendix C – Minister’s Mandate and Actions Summary

In the Premier’s annual Mandate Letter to the Minister dated July 30<sup>th</sup>, 2015, the Minister of Education received direction on strategic priorities for the 2015/16 and 2016/7 fiscal years. These priorities and the ministry’s resulting actions are summarized below.

| Mandate Letter Direction   | Ministry’s Action  |
|--|--|
| <p>1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.</p>   | <ul style="list-style-type: none"> <li>● Ministry 2016/17 investments were made to support a growing K-12 education system.</li> <li>● The ministry worked closely with Treasury Board staff to ensure government honoured funding commitments that best support B.C. students and teachers, while ensuring total funding was within the fiscal plan.</li> <li>● The ministry will maintain its culture of prudent budget management supported by strong financial controls to ensure an overall balanced budget for the province of BC in 2016/17.</li> </ul>   |
| <p>2. Working with the BC Teachers’ Federation and BC School Trustees Association, develop and present to Cabinet options on how to restructure and improve collective bargaining with B.C.’s hard-working teachers.</p> | <ul style="list-style-type: none"> <li>● Maximizing the School District and Government Advisory Committee (BC Public School Employers' Association, Public Sector Employers' Council, and Ministry of Education) to begin discussions of identifying employer priorities for 2019 negotiations.</li> <li>● Provide opportunities for BCTF to engage directly with government on policy issues – a component of a strategic approach for continuous dialogue with BCTF and BCSTA.</li> <li>● Engage directly with School Trustees to increase awareness of impacts of collective bargaining on operational and educational performance – begin to develop ongoing engagement with K12 sector on bargaining issues;</li> <li>● Planning and response to the Supreme Court of Canada’s (SCC) November 2016 hearing between the Province and the BCTF – including scenario planning, and a coordinated, comprehensive response to the SCC judgement.</li> </ul> <p>Key Elements Completed:</p> <ul style="list-style-type: none"> <li>● Direct engagement with key stakeholders, including the BC School Trustees Association and other management partner associations (Superintendents, School District business officials, Principals and Vice Principals) occurred during 2016 in collaboration with PSEC. Presentations included foundational elements of creating an effective bargaining environment with the BCTF and School Trustees</li> <li>● In recognition of the significance of the SCC decision, the Deputy</li> </ul> |

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|   | <p>Minister of Education served on a tripartite team (with PSEC CEO and BCPSEA CEO) on re-opening negotiations with the BCTF from November 2016 – March 2017 to address the SCC decision, culminating in the signing of a Memorandum of Agreement March 10, 2017.</p>   |
| <p>3. Work with the BC Teachers’ Federation to improve the quality of professional development for teachers in the province.</p>  | <ul style="list-style-type: none"> <li>● Beginning in September 2016, collaborated with President of the British Columbia Teachers’ Federation (BCTF) and other education sector partners to form a newly created Continued Professional Development Advisory Council.</li> <li>● The primary objective of the Continued Professional Development (CPD) Advisory Council is to provide advice on the development and implementation of a continued professional development framework. Through this process, the CPD Advisory Council will ensure that professional development programs provide teachers with comprehensive education and services that reflect current and future needs.</li> <li>● The ministry has partnered with the BCTF on a number of important initiatives, including coding, modernized curriculum, Aboriginal education, French Education committee, and inclusive education.</li> <li>● The Ministry of Education provided \$200,000 to support the Teacher Mentoring Project (TMP) partnership throughout 2016/17. This is a partnership, established in 2012, between the BCTF, the University of British Columbia, and the British Columbia School Superintendents Association.</li> </ul> |
| <p>4. Work with the Ministry of Finance to implement the tax credits for parents to assist with back to school costs as committed in Strong Economy, Secure Tomorrow in Budget 2016/17.</p> | <ul style="list-style-type: none"> <li>● The Ministry of Education provided the Ministry of Finance with the data necessary to inform this initiative, which was announced as part of Budget 2017.</li> </ul>   |
| <p>5. Continue to work with the Ministries of Jobs, Tourism and Skills Training and Advanced Education to successfully</p>  | <ul style="list-style-type: none"> <li>● The Ministry of Education continues to work with the Ministry of Jobs, Tourism and Skills Training (JTST) and the Industry Training Authority (ITA) to reach apprenticeship targets outlined in the BC Skills for Jobs Blueprint.</li> <li>● The ministry published four new Career Zone resources (Aerospace &amp;</li> </ul>   |



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| <p>implement BC’s Skills for Jobs Blueprint that will provide BC students better prospects for long term job security in our growing economy.</p>   | <p>Aviation, Marine, Arts &amp; Entertainment, and Forestry) to assist career educators in understanding high-demand opportunities in B.C.’s economic sectors.</p> <ul style="list-style-type: none"> <li>● In support of the #BCTECH Strategy, the Work BC’s Find Your Fit tour was expanded to include activities for students related to technology.<br/>In November, 2016, 30 school districts were awarded a \$5,000 Skills Training Access Grant to overcome training access barriers for students.</li> <li>● 53 school districts received funding to support the Shoulder Tappers initiative.<br/>The first Shoulder Tappers forum was held in March, 2017. This was a joint initiative with the ITA, Ministry of Jobs Tourism Skills Training and Responsible for Labour, and Northern Development Initiative Trust to support the targets contained with the BC Skills for Jobs Blueprint.</li> </ul> |
| <p>6. Continue the educational reforms contained in the BC Education Plan including the development and implementation of the new K-9 curriculum and working with the BC Teachers Federation successfully develop the new grade 10-12 curriculum.</p> | <ul style="list-style-type: none"> <li>● Work on the BC Education Plan to revise curriculum has been ongoing.</li> <li>● The new K-9 curriculum was finalized and mandated for use in the 2016/17 school year.</li> <li>● The ministry continues to work with teachers and education partners on new 10-12 curriculum, provincial assessment programs and reporting guidelines.</li> </ul>  |
| <p>7. Work with the Ministry of International Trade and Minister Responsible for Multiculturalism to ensure the historical wrongs education curriculum supplement is available to B.C. schools for the 2015/16 school year.</p>                       | <ul style="list-style-type: none"> <li>● In collaboration with the Ministry of International Trade, the Royal BC Museum, and the Legacy Initiatives Advisory Council, Open School BC completed Bamboo Shoots: Chinese Canadian Legacies in BC. This education resource for teachers of Grade 5 and 10 offers lesson plans and supporting student resources regarding the historical wrongs against Chinese and their contributions to B.C. The resource received the 2016 Award of Excellence and Innovation for Integration of Technology in the K-12 Classroom from the Canadian Network for Innovation in Education.</li> </ul>  |

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| <p>8. Working with the Ministry of Advanced Education to publicly provide an update to the International Education Strategy by March 31, 2016 highlighting progress made on increasing by 50 percent the number of international students studying in British Columbia and expanding the number of provincial offshore schools.</p> | <ul style="list-style-type: none"> <li>● Worked with the Ministry of Advanced Education to provide K-12 related content for the <u>BC Jobs Plan 4-Year Update</u> (released December 2015).</li> <li>● Worked with the Ministry of Advanced Education to provide K-12 related content for the <u>BC Jobs Plan 5 Year Update</u> (released January 2017).</li> <li>● The 5-Year Update covers the first three years of the four-year International Education Strategy.</li> <li>● Sector-wide, there was a growth of over 40,000 international students (up 44% since the strategy’s launch).</li> <li>● Government anticipates that final reporting for 2015/16 will show that the sector has surpassed the 50% target.</li> <li>● The Ministry of Education has supported expansion of offshore schools which have achieved a 23% increase in enrolment during the 4 years of the International Education Strategy. In 2016/17, the Ministry of Education certified 46 BC offshore schools to deliver the BC K–12 curriculum to more than 12,400 students located in eight countries, including China, France, Japan and South Korea.</li> </ul>   |
| <p>9. Work with the Ministries of Health and Children and Family Development to review and define Child and Youth Mental Health services in the province and make recommendations to Cabinet by June 30, 2016 on potential improvements.</p>  | <ul style="list-style-type: none"> <li>● The Ministry of Education played an active role in the development of the cross-government mental health strategy, starting with the Minister as a member of the cabinet committee that was established, with Minister Coleman as Chair. The Deputy Minister and Assistant Deputy Minister were members at their respective committee levels, which were struck in October 2015, to build upon the work of a Child and Youth Mental Health Services working group, involving the Ministries of Education, Health, and Children and Family Development.</li> <li>● The Ministry of Education also participated in all three strategy development workshops hosted by the Mental Health Secretariat, and ensured representatives from the education sector were there to work on the materials at the earliest stages – the final workshop was held on March 30, 2016. The ministry provided numerous statistical and education focused materials to the Secretariat as part of the data collection phase and the strategic planning phase.</li> <li>● The Ministry of Education prepared and submitted five recommendations to improve access and supports for students struggling with mental illness to Ministry of Health on April 5, 2016. The recommendations were provided to support a broader cross-ministry request for annualized funding of a range of initiatives across four populations: K-12, Child and Youth Mental Health, High Prevalence Mental Health Issues for Adults, and Adults with Complex Needs.</li> <li>● Beyond contributing K-12 education expertise and knowledge to the</li> </ul> |

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|  | <p>cross-government mental health strategy development, the ministry has taken several additional actions to support the mental well-being of B.C. students. Including:</p> <ul style="list-style-type: none"> <li>○ Created a K-12 education leaders group to develop a common agenda for addressing mental well-being in schools</li> <li>○ Piloted mental health and trauma informed practice training for classroom teachers</li> <li>○ Initiated a SOGI (Sexual Orientation and Gender Identity) education strategy and required schools districts to ensure their codes of conduct are SOGI inclusive</li> <li>○ Created a Cyberbullying Action Plan, which includes actions to prevent mental health issues related to cyberbullying</li> </ul>  |
| <p>10. Continue to support our government’s initiatives to erase bullying.<br/>Check this one</p>  | <ul style="list-style-type: none"> <li>● The Ministry of Education fulfilled government’s commitment to train over 15,000 educators and community partners on bullying and threat assessment, within five years (2012-2017). By March 31, 2017, training was delivered to more than 16,000 participants.</li> <li>● In October 2016, the ERASE Bullying strategy was the recipient of the Premier’s Innovation and Excellence Award in the Partnership category.</li> <li>● The ministry brought forward a new five-year ERASE Bullying strategy to the Minister on March 24<sup>th</sup>, 2017. The strategy includes: <ul style="list-style-type: none"> <li>○ Expanding ERASE Bullying training to classroom teachers, parents, students and post-secondary institutions;</li> <li>○ Introducing new training sessions on cyberbullying, social media, critical incident response and traumatic event systems; and</li> <li>○ Implementing the Cyberbullying Action Plan.</li> </ul> </li> </ul> |
| <p>11. Continue to implement the work of the Innovations Partnership working group, a partnership between the government, BCTF, FISA, BCSSA, and BCPVPA to assist with education transformation in the province.</p> | <ul style="list-style-type: none"> <li>● The K-12 Innovation Partnership has provided support to 33 projects in public and independent schools across B.C. since it was announced in January 2015.</li> <li>● Through the completion of two project intakes, it is estimated that more than 70 schools in 23 school districts have been involved in a funded project.</li> <li>● Project teams report an increase in student and parent engagement, and share stories of passionate, reinvigorated teachers leading the way. The Innovation Partnership projects are strong examples of the modernized K-12 curriculum in action.</li> <li>● The Innovation Partnership Working Group (IPWG) continues to provide cross-sector leadership to the project; they are accountable to government for its delivery. Membership of this group remains unchanged, and consists of senior representatives from BCTF, FISA, BCSSA, BCPVPA, and the Ministry of Education.</li> </ul>                         |

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| <p>12. Continue to implement our government’s seismic upgrade program for B.C. schools to ensure our educational facilities can protect those learning and working in the event of a major earthquake in our province.</p>                      | <ul style="list-style-type: none"> <li>● Since 2015/16 the ministry has substantially completed 8 projects, investing \$30M (\$92M total project value). As of April 2017, an additional 14 projects with a project value of \$326M are under construction. An additional 9 projects valued at \$202M are proceeding to construction.</li> <li>● The ministry has successfully implemented the seismic mitigation program with over \$145M expended in 2016/17.</li> </ul>  |
| <p>13. In order to ensure as much taxpayer resources find their way into B.C. classrooms, work with B.C. School Districts to find ways of minimizing overheads and administrative spending by finding efficiencies through shared services.</p> | <ul style="list-style-type: none"> <li>● Procurement – The BC Education Marketplace (BCEM) is continuing to create savings and efficiencies through joint procurement</li> <li>● Legal Services – The Employment Practices Liability Program (EPLP) provides a coverage agreement and a pool of qualified legal experts for employment and labour relations matters. An estimated \$1.65 million in costs were avoided through EPLP in 2015/16.</li> <li>● Attendance Support and Staff Wellness - This initiative seeks to create a culture where attendance support and staff wellness is part of the regular operations of school districts, while also ensuring that employees are supported in ways that improve their ability to attend work and perform their job role to the best of their ability. The initiative is currently being implemented in over 25 school districts. An estimated \$5 million in costs were avoided by reducing absenteeism by 2 percent across all employee groups.</li> <li>● Transportation – The Vehicle Insurance Program was launched in July 2016. All school district white fleet and school buses have been consolidated into a single fleet resulting in an estimated annual savings of \$1.4 million. Bus route optimization software and services are being implemented in a phased approach across 9 school districts to help create operational efficiencies, savings, and increase student safety.</li> <li>● Next Generation Network (NGN) – 99.9% of students and 1,619 (99.8%) of all school districts have gained access to the NGN, providing reliable high-speed internet connection, enhanced network security services, increased network capacity, and equitable network access to all students.</li> <li>● Energy Management – A pilot has been initiated in partnership with BC Hydro to provide energy management resources to school districts in underserved regions of the province.</li> </ul> |