



British Columbia Teachers' Federation

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2010–11 BC Education Facts

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**Compiled by BCTF Information Services & BCTF Research Department
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Number of public schools

Number of BC public schools, 2005–06 to 2009–10

2005–06	1,663
2006–07	1,655
2007–08	1,634
2008–09	1,624
2009–10	1,631

BC public schools by type of school, 2007–08 to 2009–10

	2007–08	2008–09	2009–10
Elementary	1,066	1,042	1,040
Elementary Junior Secondary	36	38	41
Elementary Secondary	112	114	105
Junior Secondary	17	25	22
Middle	79	75	73
Secondary	318	319	343
Senior secondary	6	9	7

BCTF Research tables, with figures from British Columbia Ministry of Education (2010), [2009/10 Summary of Key Information](#), pp. 32, 34.

Number of independent (private) schools

Number of BC Independent schools, 2005–06 to 2009–10

2005–06	355
2006–07	356
2007–08	351
2008–09	347
2009–10	345

BCTF Research table, with figures from BC MOE (2010), [2009/10 Summary of Key Information](#), p. 33.

School closures

- Number of schools closed: 190 since 2002; 5 are slated for closure after June 2010.
- Number of schools currently threatened with closure: 16.
- Number of students displaced between 2002 and June 2010: 27,460.

Source: BCTF (2010), [School Closures database](#) (as of September 21, 2010).

Rural schools and students

Rural schools have been particularly hard-hit by school closures in recent years. Yet there is considerable evidence to suggest there are many educational benefits associated with attending rural schools.

Research provides evidence of the following benefits of rural schools for rural students:

- Smaller classes
 - More individual attention from teachers
 - Better behaviour
 - Civic participation is fostered
 - Safe and nurturing environment
 - Low teacher-pupil ratio
 - School as the “heart of the community”
 - Sense of community within school
 - Strong relationships between students, even across grade levels
 - Innovative and creative teaching strategies and solutions are engendered by the challenges of rural education.
- (Canadian Council on Learning, 2006; Clarke, Surgenor, Imrich, and Wells, 2003)

Research also shows that smaller schools, many of which are in rural areas:

- improve student achievement
 - increase attendance and graduation rates
 - elevate teacher satisfaction
 - improve school safety
 - increase parent and community involvement.
- (People for Education, 2003; Ayers, Bracey, and Smith, 2000)

However, research indicates that rural students may face more barriers accessing higher levels of education. According to the Canadian Council on Learning:

...among OECD countries, Canada has the worst rural-urban gap with respect to levels of education in the workforce. Canada’s rural areas are ‘experiencing out-migration, higher unemployment and lower incomes.’ A well-educated workforce is a necessary pre-condition to a region’s economic growth. Therefore, it is crucial for rural communities, and Canada as a whole, to find ways to narrow the rural-urban gap in education. (2006)

School-district amalgamation

- Number of school districts in 2011: 60.
 - Number of school districts in 1995: 75 (amalgamated in 1996).
 - Much of the literature in earlier decades suggests that no significant advantages to school jurisdiction consolidation exist. (Erhardt, 1997)
 - More recent research suggests that smaller, decentralized school districts result in better educational outcomes, especially for vulnerable students.
 - There is little evidence that school district consolidation/amalgamation improves the academic achievement of students. (Patterson 2006)
 - On the other hand, however, the available research shows that smaller, decentralized school districts tend to see higher rates of achievement than larger, centralized districts. (Murray and Groen, 2004; Louisiana Department of Education, 2003; Howley, 2000)
 - Furthermore, data has shown that at-risk students are especially benefited academically by smaller school districts, and that ethnic achievement gaps are smaller in decentralized districts. (Murray and Groen, 2004; Louisiana Department of Education, 2003)
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Enrolment

FTE* enrolment (public and independent)

- FTE enrolment in *public schools* increased by 2,595.6 FTE, for a total of 549,106.2 FTE students in 2010–11.
- FTE enrolment in *independent schools* increased by 1,593.9 FTE for a total of 68,127.1 FTE students in 2010–11.

FTE enrolment: BC public and independent schools, 2009–10 to 2010–11

Year	FTE student enrolment	
	Public	Independent
2009–10	546,510.6	66,533.2
2010–11	549,106.2	68,127.1
Change	+2,595.6	+1,593.9

BCTF Research table, with figures from BC MOE (2011), *Student Statistics 2010/11: Province—Public and Independent schools combined*, p. 17.

*Full-time equivalent (FTE) enrolment figures take into account students who attend school on a part-time basis or who take more than a full-time course load.

Headcount enrolment (school-age and adult students)—Public

Between 2006–07 and 2010–11:

- The total number of *public school* students decreased by 8,722 students (-1.5%).
- The population of school-aged students in *public schools* decreased by 3.2%, while the adult student population increased by 61.4%.

Headcount enrolment, BC public schools, 2006–07 to 2010–11

Year	Headcount—Public		
	school-age	adult	all students
2006–07	572,159	15,657	587,816
2007–08	568,082	15,539	583,621
2008–09	561,465	18,021	579,486
2009–10	558,002	22,483	580,485
2010–11	553,828	25,266	579,094
Change in headcount enrolment: 2006–07 to 2010–11			
Number	-18,331	+9,609	-8,722
Percent	-3.2%	+61.4%	-1.5%

BCTF Research table, with figures from BC MOE (2011), *Student Statistics 2010/11: Province—Public and Independent schools combined*, p. 15. There are slight differences in some of these numbers from previously published reports, reflecting adjustments made by the ministry to improve data quality.

Headcount enrolment (school-age and adult students)—Independent

Between 2006–07 and 2010–11, school-age student enrolment in *independent schools* increased by 3.7% while adult student enrolment decreased by 43.1%.

Headcount enrolment, BC independent schools, 2006–07 to 2010–11

Year	Headcount—Independent		
	school-age	adult	all students
2006–07	67,566	350	67,916
2007–08	68,638	294	68,932
2008–09	68,922	216	69,138
2009–10	69,275	193	69,468
2010–11	70,073	199	70,272
Change in headcount enrolment: 2006–07 to 2010–11			
Number	+2,507	-151	+2,356
Percent	+3.7%	-43.1%	+3.5%

BCTF Research table, with figures from BC MOE (2011), *Student Statistics 2010/11: Province—Public and Independent schools combined*, p. 15. There are slight differences in some of these numbers from previously published reports, reflecting adjustments made by the ministry to improve data quality.

Enrolment trends in public and independent schools

Public

Historical data show the trend of declining enrolment in *public schools* is coming to a close. The annual rate of enrolment decline in *public schools* (percentage change from previous year) reached its lowest point in 2006–07 at -1.9%. In 2009–10, student enrolment in *public schools* increased by 0.2%.

Independent

Historical data show enrolment growth (percentage change from previous year) in *independent schools* is slowing down. The annual rate of change in enrolment in *independent schools* peaked in 2002–03 at 4.4%, slowed to 2.7% by 2006–07 and grew by only 0.5% in 2009–10.

Source: BC Ministry of Education. *2009/10 Summary of Key Information*, pp. 2,4.
<http://www.bced.gov.bc.ca/reporting/docs/ski.pdf>

Enrolment projections

Projected Kindergarten enrolment over the next 10 years

- Kindergarten enrolment is projected to increase by almost 7,000 students over the next 10 years, from 36,003 students in 2010–11 to 42,933 in 2019–20.

Ministry projections for Kindergarten enrolment (headcount)

Year	2005	2008	2010	2015	2019	Change: 2010–2019 est.	
						Number	Percent
Number of students	35,267	35,370	36,003	40,427	42,933	+6,930	19.3%

BCTF Research chart with data from the BC MOE (2010). Provincial totals in [Projection Report for Public School Aged Headcount Enrolments \(excludes adults\) 2009/10 District and Provincial Report](#), p. 2.

Increased growth in 0- to 14-year-old population projected for the next ten years

A 2010 report by BC Stats forecasts population growth for children and youth up to the age of 15 over the next 10 years. The number of children in British Columbia aged

- 0 to 4 years is forecast to *increase* from 224,400 in 2010 to 261,700 by 2020.
- 5 to 9 years is forecast to *increase* from 219,900 in 2010 to 259,600 by 2020.
- 10 to 14 years is forecast to *increase* from 242,800 in 2010 to 252,100 by 2020.
- 15 to 19 years is forecast to *decrease* from 280,000 in 2010 to 251,600 by 2020.

Age group	BC Stats population forecast (number of individuals)		
	2010	2015	2020
0 to 4 years	224,400	246,900	261,700
5 to 9 years	219,900	236,300	259,600
10 to 14 years	242,800	235,100	252,100
15 to 19 years	280,000	258,300	251,600

BCTF Research table, with figures from BC Stats (2010), Table 6: British Columbia Population by Age. [British Columbia Population Projections: 2010–2036](#).

Enrolment: Kindergarten students

Kindergarten enrolment on the increase—public schools

- Between 2009–10 and 2010–11, FTE enrolment increased in Kindergarten, Grade 1, and Grade 2 in BC public schools.
- There are 9,030 more FTE Kindergarten students enrolled in public schools in 2010–11 (29,172.5 FTE) than in 2006–07 (20,142.5 FTE).
- Most of this increase is due to the implementation of phase one of a full-day Kindergarten program in BC in 2010–11. FTE Kindergarten enrolment increased by 8,262 FTE students between 2009–10 and 2010–11.
- FTE Kindergarten students will also increase substantially in 2011–12 when full-day Kindergarten is available to all students across the province.

Source: BC MOE (2011), *Student Statistics 2010/11: Province—Public and Independent schools combined*, p. 18.

Enrolment: Aboriginal students

- Over the last decade, self-identified Aboriginal student enrolment in public schools has grown by 14,168, with enrolment increasing from 46,885 students in 2000–01 to 61,053 students in 2009–10.
- In 2009–10, Aboriginal students comprised 10.5% of all public school students in BC.

Source: BC MOE (2010), *2009/10 Summary of Key Information*, p. 10.

- Over the past five years, Aboriginal students enrolled in Aboriginal programs increased by 1,698 students, from 53,572 students in 2005–06 to 55,270 students in 2009–10. (Figures are for both public and independent schools combined; not reported separately by the ministry.)

Source: BC MOE (2010), *Student Statistics 2009/10: Province—Public and Independent schools combined*, p. 17.

Enrolment: Students with special needs

The number of students with the highest special needs has increased, with those in the autism spectrum doubling in the past five years. The number of students with special needs that require support, but not as severe, has not decreased, even though the number officially identified has decreased.

Change in the composition of special needs students: 2005–06 to 2009–10

Type of special need	2005–06	2009–10	Change
Increase in special needs students since 2005–06			
Autism Spectrum Disorder (G)	2,593	5,141	+2,548
Learning disabilities (Q)	16,702	17,887	+1,185
Physical disability/Chronic health impairment (D)	5,827	6,737	+910
Deafblind (B)	48	63	+15
Decrease in special needs students since 2005–06			
Gifted (P)	11,582	7,998	-3,584
Behaviour disabilities (H, R)	16,832	14,151	-2,681
Mild intellectual disability (K)	2,751	2,330	-421
Moderate to profound intellectual disability (C)	2,457	2,184	-273
Sensory disabilities (E, F)	1,797	1,599	-198
Physically dependent (A)	686	611	-75

BCTF Research table with figures from BC MOE (2010), *Student Statistics 2009/10: Province—Public and Independent schools combined*, p. 2.

- Over the past five years, enrolment in Special Education programs fell from 61,275 students in 2005–06 to 58,701 students in 2009–10, a decrease of 2,574 students. Much of the decrease was due to an enrolment decline of 3,584 students in the Gifted program.
- Excluding the Gifted program, special education student enrolment actually increased by 1,010 students between 2005–06 and 2009–10.

Source: BC MOE (2010), *Student Statistics 2009/10: Province—Public and Independent schools combined*, p. 2.

Enrolment: English as a Second Language (ESL)

- Student enrolment in the ESL program (public only) increased by 2,631 students (+4.4%), from 59,343 students in 2001–02 to 61,974 students in 2009–10.
- Over the past nine years, ESL student enrolment as a percent of total public school enrolment increased from 9.4% in 2001–02 to 10.7% in 2009–10.

Source: BC MOE (2010), [2009/10 Summary of Key Information](#), p. 14.

Primary language spoken at home—public schools

- The number of students in BC public schools whose primary language spoken at home is other than English has increased steadily over the past decade:
 - 1999–2000 — 107,416 students
 - 2001–2002 — 118,777 students
 - 2009–2010 — 130,338 students
- In 2009–10, 22.5% of all public school students spoke a primary language at home other than English.

Primary language spoken at home—independent schools

- In comparison, student enrolment for this group increased in independent schools until 2006–07 and has since decreased from 13,632 students in 2006–07 to 12,348 students in 2009–10.

Source: BC MOE (2010), [2009/10 Summary of Key Information](#), p. 16.

English as a Second Language and primary language spoken at home other than English

Enrolment in English as a Second Language has increased steadily over the decade to 61,974 students in 2009–10, an increase of 2,492 students.

Almost double that number of students (130,338) live in families where the primary language spoken at home is other than English, an increase of 15,840 since 2000–01 and 3,480 since 2005–06.

Change in enrolment—student group/program except special needs (public only)

Student group	School year			Change	
	2000–01	2005–06	2009–10	Since 2000–01	Since 2005–06
ESL students	59,482	60,675	61,974	+2,492	+1,299
Primary language spoken at home is not English	114,498	126,858	130,338	+15,840	+3,480

BCTF Research table created with data from BC MOE (2010), [2009/10 Summary of Key Information](#), pp. 14–16; BC MOE (2010), *Student Statistics 2009/10: Province—Public and Independent schools combined*, p. 1.

Enrolment: Distributed Learning (DL)

Public schools

- Since 2001–02, the number of public school students who are taking most of their educational program by distributed learning (as at September 30) has grown by 10,224 students (+136%), increasing from 7,519 students in 2001–02 to 17,743 students in 2009–10 (excludes cross-enrolment).
- The actual total DL enrolment for any given year is considerably greater than the September enrolment, as students can enrol in DL courses throughout the year.

Independent schools

- Student enrolment in DL programs in independent schools increased dramatically over the past seven years, rising from 448 students in 2002–03 to 4,738 students in 2009–10.

Source: BC MOE (2010), [2009/10 Summary of Key Information](#), p. 20.

Enrolment: Non-resident students

- Enrolment of non-resident students was at 9,014 students in 2009–10, an increase of 14% since 2005–06 (when it was 7,908 students).

Source: BC MOE (2010), *Student Statistics 2009/10: Province—Public and Independent schools combined*, p. 1.

- Staffing levels for teachers in the off-shore student program increased by 15.4 FTE positions, or 4.3%, over the same period (2005–06 to 2009–10).

Source: BC MOE, *Form 1530 staffing data*, 2005–06 and 2009–10: Program 1.62.

Enrolment: Adult Education

Headcount

The ministry student statistics show 22,486 adult students enrolled in public education in 2009–10, the highest number in a decade.

The headcount enrolment of adult education students fluctuated over the decade, with a significant increase in adult students since 2007–08, rising from 15,537 to 25,266 in 2010–11.

FTE

FTE student enrolment is much lower (most adult students are part-time). Funded FTE enrolment in adult education (public schools only) decreased from 10,366.26 FTE students in 2004–05 to 8,064.46 in 2008–09, and to 7,585.25 students in 2009–10.

The estimated number of funded FTE students in 2010–11 (7,584.09) is about the same as in 2009–10 (7,585.25 students).

Table 1: Adult Education enrolment, 2000–01 to 2010–11

School Year	Enrolment of Adult Education students (public)	
	Headcount	Funded FTE
2000–01	20,660	not available
2001–02	21,019	11,279.4277
2002–03	20,954	11,075.4938
2003–04	21,458	11,042.3200
2004–05	18,374	10,366.2600
2005–06	17,393	9,721.2156
2006–07	15,655	8,693.0094
2007–08	15,537	8,280.1316
2008–09	18,022	8,064.4589
2009–10	22,486	7,585.2500
2010–11	25,266	7,584.0850

Source: BCTF Research table with figures from:

Headcount data: BC MOE (2010), *2009/10 Summary of Key Information*, p. 26. 2010–11 figures: BC MOE (2011), *Student Statistics 2010/11: Province—Public and Independent schools combined*, p. 15.

Funded FTE: BC MOE. 2010–11 est. figures: Table 4b: “Supplement for Unique Student Needs—Other, 2010/11 Estimated”. In *2010/11 Operating Grants Manual*, p. 14. 2001–02 to 2009–10 figures: Table 3b: “Supplement for Unique Student Needs—Other, [year]”. *Operating Grants Manual*. Available by year at: <http://www.bced.gov.bc.ca/k12funding/>.

Graduation rates (Six-year completion rate)

3-year comparison (public schools only)

Year	Overall	Aboriginal
2006–07	79%	48%
2007–08	78%	47%
2008–09	78%	49%

2008–09 six-year completion rates by gender (public schools only)

	Overall		Aboriginal	
	2007–08	2008–09	2007–08	2008–09
Male	75%	75%	43%	45%
Female	81%	81%	52%	53%
Both	78%	78%	47%	49%

2008–09 six-year completion rates by student groups/programs (public schools only)

	% of students
All students	78%*
Aboriginal	49%
Special education (excluding Gifted)	46%
Gifted	100%
French Immersion	90%
English as a Second Language	81%

* The six-year completion rate reported in the *Summary of Key Information* tables comparing a specific student group with students not belonging to that group show a graduation rate of 77% for the comparison group.

BCTF Research tables, with figures from BC MOE (2010), *2009/10 Summary of Key Information*, pp. 56–65.

Young adults (19–24 years) with a high school graduation certificate

The BC Progress Board publishes an Annual Benchmark Report, showing how BC compares to other provinces on a number of indicators. According to the most recent report, in 2009:

- 91.5% of young adults (19 to 24 years) in the BC labour force have a high-school graduation certificate, placing above the Canadian average of 87.6%. BC ranked first of all provinces on this indicator in 2009.
- The percentage of young adults in the labour force who have a high-school graduation certificate by the age of 24 increased steadily in BC from 83% in 1990 to 87% in 2000 to 92% (rounded) in 2009.

These adult graduation rates indicate the importance of Adult Education programs in supporting students to overcome barriers to completing their secondary education requirements.

BC Progress Board. *10th Annual Benchmark Report*, December 16, 2010, p. 40.

http://www.bcprogressboard.com/pdfs/Bench2010_FinalS.pdf

Staffing: Student/Educator* ratios— BC and Canada

- BC’s student/educator ratio (16.5 students per educator) was among the highest in Canada in 2007–08, and considerably higher than the national average (14.4 students per educator).
- The SER in BC worsened significantly in 2002–03, widening the gap between BC (17.6 students per educator) and the rest of Canada (15.9 students per educator).
- The gap in the SER between BC and the rest of Canada persists in 2007–08.

Student/educator ratio: 2000–01 to 2007–08

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
BC	16.8	16.8	17.6	17.7	17.5	17.0	16.6	16.5
Canada	15.9	15.9	15.9	15.8	15.5	15.2	14.7	14.4

* Statistics Canada defines educators as “all employees in the public school system (either school-based or district-based), who belong to one of the three following categories: teachers, school administrators, and pedagogical support.”

Source:

For 2001–02 to 2007–08 figures, see Statistics Canada (2010), *Summary Public School Indicators for Canada, the Provinces and Territories, 2001/2002 to 2007/2008*—Table A.14 (p. 34).

For 2000–01 figures, see Statistics Canada (2009), *Summary Public School Indicators for the Provinces and Territories, 2000/2001 to 2006/2007*—Table A.11 (p. 29).

BC public schools lose educators* while Canada improves support for students

- Between 2001–02 and 2007–08, the number of educators in public schools increased by 9.8% in Canada and decreased by 7.8% in BC.
- Student enrolment declined in BC (-8.8%) and Canada (-4.4%) between the years 2001–02 and 2007–08.
- Unlike BC, most provinces in Canada increased teaching and administrative support for students during a period of declining enrolment.

* Statistics Canada defines educators as “all employees in the public school system (either school-based or district-based), who belong to one of the three following categories: teachers, school administrators, and pedagogical support.”

Source: Statistics Canada (2010). *Summary Public School Indicators for Canada, the Provinces and Territories, 2001/2002 to 2007/2008*—Table A.1 (p. 21) and Table A.12 (p. 32).

Staffing: Teacher/Administrator ratios

In 2010, the ministry changed how teachers and administrators are defined. Based on a BCTF comparison of the ministry definitions described in the February and Fall versions of the 2009/10 *Teacher Statistics* report (both dated February 2010), **administrators** now include only *Principals, Vice-principals* and *Directors of Instruction*.

Other district administrative staffing categories (*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*) are now counted as **teachers**, along with regular classroom teachers and learning specialist teachers.

The tables below show the employment figures and teacher/administrator ratios for 2005–06 to 2009–10, using the February 2010 (“old” definition) and Fall 2010 (“new” definition) versions of the 2009/10 *Teacher Statistics* report. Also included are the 2010–11 figures as published in the February 2010 2010/11 *Teacher Statistics* report.

Province—Teachers and Administrators (FTE): 2005–06 to 2010–11

Year	Teachers (FTE)			Administrators (FTE)		
	“old” definition Feb. 2010	“new” definition Fall 2010	difference	“old” definition Feb. 2010	“new” definition Fall 2010	difference
2005–06	30,583.0	31,006.9	+423.9	3,117.8	2,693.9	-423.9
2006–07	30,759.4	31,221.9	+462.5	3,206.2	2,743.7	-462.5
2007–08	30,573.5	31,049.4	+475.9	3,227.4	2,751.6	-475.8
2008–09	30,408.1	30,867.3	+459.2	3,177.3	2,718.1	-459.2
2009–10	29,937.5	30,393.0	+455.5	3,116.2	2,660.7	-455.5
2010-11		30,110.1			2,584.3	

BCTF Research table with figures from: BC MOE, [Teacher Statistics–2009/10, Province—Public Schools](#). (February 2010—two versions, February and Fall). 2010–11 figures from BC MOE, [Teacher Statistics–2010/11, Province—Public Schools](#), February 2011, p. 3.

Province—Teacher/Administrator ratios (FTE): 2005–06 to 2010–11

Year	Teacher/Administrator Ratio			
	“old” definition Feb. 2010	“new” definition Fall 2010	difference	% difference
2005–06	9.81	11.51	1.70	17.33%
2006–07	9.59	11.38	1.79	18.67%
2007–08	9.47	11.28	1.81	19.11%
2008–09	9.57	11.36	1.79	18.70%
2009–10	9.61	11.42	1.81	18.83%
2010–11		11.65		

BCTF Research table with figures from: BC MOE, [Teacher Statistics–2009/10, Province—Public Schools](#). (February 2010—two versions, February and Fall). 2010–11 figures from BC MOE, [Teacher Statistics–2010/11, Province—Public Schools](#), February 2011, p. 3.

Staffing: Teaching employment decreasing

The number of FTE teaching positions in BC public schools has fallen steadily since 2005–06, decreasing from 31,006.9 FTE positions to 30,110.1 FTE positions in 2010–11. This represents 896.8 fewer FTE teaching positions in 2010–11 than in 2005–06.

Change in all FTE teacher* positions (including regular instruction)

Year	FTE teachers	Change
2005–06	31,006.9	-----
2006–07	31,221.9	+215.0
2007–08	31,049.4	-172.5
2008–09	30,867.3	-182.1
2009–10	30,393.0	-474.3
2010–11	30,110.1	-282.9
Change in FTE teaching positions: 2005–06 to 2010–11		
Number of positions		-896.8
Percentage change		-2.89%

BCTF Research chart with data from: BC Ministry of Education. [Teacher Statistics–2009/10, Province—Public Schools](#), p. 3 (February 2010 [Fall version]). 2010–11 figures from BC Ministry of Education, [Teacher Statistics–2010/11, Province—Public Schools](#), February 2011, p. 3.

Staffing: Full-time and part-time teaching employment—Gender differences

BC teachers—Gender

In 2010–11, female teachers comprise 72% of all BC teachers in public schools.

Number and percent of teachers by gender (headcount): 2010–11

	Number	Percent of total
Male teachers	9,363	28%
Female teachers	23,995	72%
Both	33,358	100%

Source: BC Ministry of Education. [Teacher Statistics–2010/11, Province—Public Schools](#), February 2011, p. 3.

Change in teaching employment by gender

Between 2005–06 and 2010–11:

- Male teachers experienced a significant decline in employment (-904 teachers) while the number of female teachers increased slightly (+82 teachers).
- The percentage of teachers who are female increased from 70% to 72% (*rounded*).

Change in teaching employment by gender: 2005–06 to 2010–11

Year	Male	Female	Both	Percentage of teachers—female
2005–06	10,267	23,913	34,180	70.0%
2006–07	10,119	24,254	34,373	70.6%
2007–08	9,937	24,415	34,352	71.1%
2008–09	9,779	24,408	34,187	71.4%
2009–10	9,588	24,104	33,692	71.5%
2010–11	9,363	23,995	33,358	71.9%
Change: 2005–06 to 2010–11	-904	+82	-822	

Source: BC Ministry of Education. [Teacher Statistics–2009/10, Province—Public Schools](#), February 2010 [Fall version], p. 3. BC Ministry of Education, [Teacher Statistics–2010/11, Province—Public Schools](#), February 2011, p. 3.

Change in full-time and part-time employment by gender

Teacher statistics show a gender shift in teaching employment between 2005–06 and 2010–11, with a considerable decrease in full-time male teachers.

Compared to 2005–06 there are:

- 960 fewer male teachers working *full-time* and 56 more male teachers working *part-time*
- 35 more female teachers working *full-time* and 47 more female teachers working *part-time*.

Male teachers experienced a 10.4% decrease in *full-time* employment and a 5.3% increase in *part-time* employment between 2005–06 and 2010–11.

Teacher headcount by gender: full-time and part-time employment

Year	Male			Female		
	full-time	part-time	total	full-time	part-time	total
2005–06	9,209	1,058	10,267	16,442	7,471	23,913
2006–07	9,106	1,013	10,119	16,824	7,430	24,254
2007–08	8,846	1,091	9,937	16,779	7,636	24,415
2008–09	8,671	1,108	9,779	16,829	7,579	24,408
2009–10	8,478	1,110	9,588	16,505	7,599	24,104
2010–11	8,249	1,114	9,363	16,477	7,518	23,995
Change: 2005-06 to 2010-11	-960	+56	-904	+35	+47	+82
Percentage change	-10.4%	+5.3%	-8.8%	+0.2%	+0.6%	+0.3%

Source: BC Ministry of Education. *Teacher Statistics–2009/10, Province—Public Schools*, February 2010 [Fall version], p. 3. 2010–11 figures from BC Ministry of Education, *Teacher Statistics–2010/11, Province—Public Schools*, February 2011, p. 3.

Staffing: Learning Specialist Teachers

- The number of FTE learning specialist teacher positions fell significantly over the last decade, decreasing from 7,185.67 FTE positions in 2001–02 to 5,970.35 in 2009–10.
- Learning specialist teaching positions decreased by a further -197.38 FTE positions in 2010-11, based on the most recent budget estimates*.
- There are now 1,412.70 fewer FTE learning specialist teacher positions in 2010–11 than in 2001–02.
- Library Services (-28.5%) and English as a Second Language (-28.6%) programs lost the highest proportion of learning specialist teachers over the decade.
- The Special Education program experienced the greatest reduction in FTE learning specialist teachers, with an overall loss of 737.686 FTE teaching positions between the years 2001–02 and 2010-11.

Change in FTE positions by type of specialist teacher: 2001–02 to 2010–11

Specialty program	FTE Specialist Teachers				
	2001–02	2009–10	Difference, 2001–02 to 2009–10	2010–11 Est.*	Difference, 2009–10 to 2010–11 est.
Library Services	921.79	685.81	-235.98	658.796	-27.014
Counselling	990.92	909.88	-81.04	878.743	-31.137
Special Education	4,051.47	3,403.37	-648.10	3,313.784	-89.586
English as a Second Language	1,015.60	786.06	-229.54	725.594	-60.466
Aboriginal Education	205.89	185.23	-20.66	196.056	+10.826

BCTF Research table with data from BC MOE, *Staff by Year and Program Code* (Form 1530 data) for 2001–02 to 2009–10.

* 2010–11 estimate from BC MOE, [Table 10. 2010/11 Annual Budgeted Provincial Summary of FTE Employees by Type of Employee and Program.](#)

Overall change in FTE specialist teacher positions: 2001–02 to 2010–11

Year	All specialist teachers	Percent change
2001–02	7,185.67	-----
2009–10	5,970.35	-----
2010–11 estimate*	5,772.97	-----
Change since 2001/02 (over 10 years)	-1,412.70	-19.66%
Change since 2009/10 (over 1 year)	-197.38	-3.31%

BCTF Research chart with data from BC MOE, *Staff by Year and Program Code* (Form 1530 data) for 2001–02 to 2009–10.

* 2010–11 estimate from BC MOE, [Table 10. 2010/11 Annual Budgeted Provincial Summary of FTE Employees by Type of Employee and Program.](#)

Staffing: Teacher-Librarians

Benefits of teacher-librarians and school libraries in improving literacy

Dr. Ken Haycock's comprehensive review of current research on school libraries revealed that:

- The educational performance of students is higher in schools with a full-time teacher-librarian who engages in classroom collaboration, teaches literacy skills and is involved in technology programs.
- Having a school library open all day, staffed with a teacher-librarian, improves educational outcomes for students.
- Students in school libraries with higher spending on books and materials scored higher on reading tests.

Haycock, K. (2003). *The crisis in Canada's school libraries: The case for reform and re-investment*. Toronto: Association of Canadian Publishers.

An Ontario Library Association study (Klinger, 2006) found that:

- Having a teacher-librarian in a school is the single strongest predictor of reading enjoyment for students in both Grades 3 and 6.
- Reading enjoyment is a significant factor in improving student performance in literacy, science, and mathematics.
- The presence of trained library staff is associated with higher reading achievement for Grades 3 and 6 students.
- School libraries also help even the playing field for students whose parents might not be able to provide print, audio, and electronic learning resources at home. (Klinger, 2006)

School libraries linked to student achievement

Research has shown that professionally-staffed, accessible, and well-funded school libraries are linked to higher student achievement. (Klinger, 2006; Scholastic Library Publishing, 2008; Small, Snyder, and Parker, 2009; Lance, Rodney, and Hamilton-Pennell, 2005)

According to researchers Lance, Rodney, and Hamilton-Pennell,

- Schools that have libraries with larger book collections have higher average test scores than schools that have libraries with fewer books.
- Schools with more-current collections also average higher test scores.
- Test scores also tend to be higher where:
 - access to school libraries is flexibly scheduled,
 - school libraries are staffed more fully,
 - school librarians spend more time collaborating with classroom teachers,
 - educational technology is more-widely available to augment the local collection, and, generally, to extend access to online resources into the classroom,
 - school libraries are better funded, and
 - students use school libraries, both individually and in groups, to learn and practice the information literacy skills they will need to excel on tests and as lifelong learners. (Lance, Rodney, and Hamilton-Pennell, 2005)

Class size and composition

Class size

- In 2010–11, 3,627 classes in BC public schools exceeded the legislated maximum of 30 students per class for Grades 4–12—338 more such classes than in 2009–10.

Number of classes

- The number of classes in standard public schools in the province has decreased steadily since 2007–08. There are now 3,784 fewer classes in 2010–11 than in 2007–08.
- Much of this decrease occurred since 2009–10: the total number of classes decreased by 2,564, from 67,473 in 2009–10 to 64,909 classes in 2010–11.

Class composition

Changes over the last five years

- Between 2005–06 and 2006–07, the number of classes exceeding the legislated limit of 3 IEP students per class decreased from 10,942 to 9,559 classes.
- Since then, the situation has worsened each year. By 2009–10, 11,959 classes exceeded the legislated limit of 3 IEP students, an increase of 2,400 classes since 2006–07.

Current school-year (2010–11)

- There are currently 12,240 classes exceeding the legislated limit of 3 IEP students per class, an increase of 281 classes since 2009–10.
- Of the 64,909 K–12 classes in 2010–11, 18.9% exceed the legislated limit of 3 IEP students per class.
- The proportion of classes exceeding the legislated limit of 3 IEP students per class increased from 17.7% in 2009–10 to 18.9% in 2010–11.
- About one-quarter (25.9%) of classes in 2010–11 have no students with an IEP.

Number of classes with more than 3 IEP students* (2010–11)				Total classes
Year	Grades K-3	Grades 4-12	All grades (K-12)	Province
2005–06	240	10,702	10,942	67,499
2006–07	153	9,406	9,559	68,665
2007–08	141	10,172	10,313	68,693
2008–09	141	10,844	10,985	68,357
2009–10	127	11,832	11,959	67,473
2010–11	122	12,118	12,240	64,909

Source: Figures from BC MOE (2005, 2006, 2007, 2008, 2009, 2010). [Overview of Class Size and Composition in BC Schools: 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 reports.](#)

* The 2005–06 report uses the definition “All Special Education categories except Gifted”. All subsequent reports use the definition “Students entitled to an IEP”.

Education funding: Public schools

BC relative spending on K–12 education falls steadily

- The share of the provincial budget going to the K to 12 education system in BC has decreased steadily over the past two decades.
- Ministry of Education funding made up 15.34% of the provincial budget in 2009–10, down from 19.67% in 2001–02 and 26.36% in 1991–92.

Source: Saanich School District. [VISTA Presentation re Public Education Funding - Learning from the Past Feb 2010](#). Figures are based on budget estimates for Ministry of Education expenses as a percentage of Consolidated Revenue Fund total expenditure in the table “Estimated Expense by Organization”, *Estimates, fiscal year ending March 31*, for each of the fiscal years.

Restoring K–12 education funding to previous funding ratios

- If 2010–11 funding for K–12 education were restored to the 2001–02 ratio of 19.67% (education funding as a percentage of the provincial budget), an additional \$1.5 billion would be available for public education.
- If funding was restored to the 1991–92 ratio of 26.36% (education funding as a percentage of the provincial budget), an additional \$3.7 billion would be available to meet the unmet needs of students and resolve the outstanding issues facing public education.

Figures are based on budget estimates for Ministry of Education expenses as a percentage of Consolidated Revenue Fund total expenditure in the Ministry of Finance and Corporate Relations table “Estimated Expense by Organization”, *Estimates, fiscal year ending March 31*, for each of the fiscal years.

BC falls behind in education spending as % of Gross Domestic Product (GDP)

- BC spent a higher percent of the GDP on public education compared to Canada as a whole up to 2002–03.
- After 2002–03, BC fell behind Canada in the proportion of the GDP spent on public education, leaving BC public schools relatively worse off than the rest of the country.
- Between 2002–03 and 2007–08, the proportion of the GDP spent on public education decreased from 3.6% to 3.1% in BC and by 3.5% to 3.3% for Canada as a whole.

Public education expenditures as a % of Gross Domestic Product: 2000–01 to 2007–08

	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
BC	3.6	3.6	3.6	3.3	3.2	3.2	3.1	3.1
Canada	3.5	3.5	3.5	3.4	3.4	3.4	3.3	3.3

Source: BCTF Research table with data from Statistics Canada.

- For 2001–02 to 2007–08 figures, see the 2010 report [Summary Public School Indicators for Canada, the Provinces and Territories, 2001/2002 to 2007/2008](#)—Table A.27, p. 49.
- For 2000–01 figures, see the 2009 report [Summary Public School Indicators for the Provinces and Territories, 2000/2001 to 2006/2007](#)—Table A.24, p. 44.

Education funding: Independent (private) schools

Funding allocations

1 in 8 (12%) of BC's K-12 population enrolled in independent schools in 2009–10, an increase of 1.7% over the previous year. Of these students:

- 78% are in Group 1 independent schools, which are funded at 50% of the local school district's per student operating grant;
- 20% are in Group 2 independent schools, which are funded at 35% of the local district's per student operating grant;
- 2% are in schools that are not funded by the province.

In 2009–10, provincial funding for independent schools totaled \$249 million. Of this funding:

- \$202 million went to the per student operating grants to 318 Group 1 and 2 schools;
- \$18.3 million went to operating grants for 12 Distributed Learning (DL) schools;
- \$29 million went to special education grants to Group 1, 2 and DL schools; and
- \$0.4 million went to home schooling registration grants to Group 1, 2 & DL schools.

Source: BC Ministry of Education, Office of the Inspector of Independent Schools, "[Overview of Independent Schools in British Columbia](#)," revised May 2010.

Independent and public schools' funding

- Funding for independent schools is increasing at a much faster rate than public schools' funding. Between 2005–06 and 2010–11, public school funding increased by 13% while funding for independent schools increased by 34%.

Source: BC MOE (2010), *Historic Budget Trends*. Briefing material for 2010/11 estimates for Education Partners Groups.

BC opinion poll finds lack of public support for government funding of private schools

Results of a British Columbia Society for Public Education (BCSPE) 2010 opinion survey found that 65% of respondents disagreed with the notion "that the provincial government should continue to use public funds to support private schools."

Source: BC Society for Public Education. (April 21, 2010). [Media release backgrounder](#).

Education funding: Fundraising for school resources

Fundraising for library books, textbooks, and computers

- Two-thirds (66%) of BC schools reported fundraising for library books, 57% raise funds for technology, and 12% raise funds for textbooks. (Canadian Teachers' Federation, 2006)

Funding for library books

- According to the BC Teacher-Librarians' Association (BCTLA) (2008), budgets for materials have dropped by more than 50% in 10 years and vary sharply across the province, from 80 cents per student per year in one district, to \$35 per student per year in another.

British Columbia Teacher-Librarians' Association. (2008). *27th annual survey of working and learning conditions*. Vancouver, BC: BCTLA.

According to the BCTLA's 2008–09 report of a survey representing library staff in 796 BC schools:

- Library budgets per school ranged from as little as \$0 to as much as \$47,505.00. Twenty-three schools actually reported having no budget for the library. The average budget allocation for the school library in responding schools in 2008–09 was \$5,515.88 (including zero budgets).
- Over the last decade (1997–98 to 2008–09), the budget allocation per student FTE decreased from \$15.54 to \$13.88 for secondary schools, and from \$14.73 to \$12.90 for elementary schools. (Based on BCTLA annual survey results.)

British Columbia Teacher-Librarians' Association. (2009). *28th annual survey of working and learning conditions*. Vancouver, BC: BCTLA. <http://bctf.ca/bctla/pub/reports/wlc/0809WLCreport.pdf>

The budget allocation per FTE student, as measured by the BCTLA survey, continues to be considerably lower than the amount recommended by the Canadian School Library Association and the Association for School Libraries in Canada in 2003.

Canadian School Library Association and the Association for Teacher-Librarianship in Canada. (2003). *Achieving information literacy: Standards for school libraries*.

Library funds raised from other sources

In the face of ongoing cutbacks to school library budgets, many schools have turned to fundraising to meet the most basic needs of the library. A 2009–10 survey by the BCTLA found:

- Three-quarters of responding schools raised funds for the library in 2008–09 from other sources such as Parent Advisory Committees or community donations.
- The average amount of funds raised for the school library in 2008–09 was \$2,368.58, ranging from \$70 to \$50,000.
- Over half of schools raised less than \$2,000 while 5% (25 schools) reported raising more than \$5,000 from other sources.

BC Teacher-Librarians' Association (2010). *The Bookmark's 29th annual survey of working and learning conditions of public school libraries in British Columbia*.

Education funding: School-generated funds

- “School-generated funds” are funds collected and used at the school level. Revenue sources may include vending machines, cafeterias, field trips, yearbook sales, school fees, graduation fees, band fees, and fund-raising.
- 2009–10 Audited Financial Statements show that a provincial total of \$245.3 million in school-generated funds was available in that year. This sum was equivalent to 5.4% of the 2009–10 Recalculated Operating Grant for the province.
- There are huge differences between districts. For example, the proportion of school-generated funds available compared to the district’s recalculated Operating Grant is lowest in Stikine, where it was equal to 2.1%; in West Vancouver, where it was highest, the proportion was 12.78%.

Source: School District Audited Financial Statements, Schedule B1: Special Purpose Funds—School-generated funds. Financial statements are available on district web sites. MOE. (2009). *Table 1A—Provincial overview of recalculated 2009/10 Operating Grants*, <http://www.bced.gov.bc.ca/k12funding/funding/09-10/recalculation/table1a.pdf>.

School safety: Seismic upgrades

- The province budgeted \$254 million in 2005 for improvement to 80 high-priority schools (over 3 years). “More than 700 schools to be upgraded over the next 15 years or sooner” at a cost of \$1.5 B.

Source: BCMOE. (2005). http://www2.news.gov.bc.ca/nrm_news_releases/2005BCED0028-000245.htm

- As of May 2008, only 13 seismic projects are completed and another 18 are currently under construction (Kines, 2008). Work is proceeding no faster than it was before the 2005 announcement.
- As of January 19, 2011, 90 seismic projects are complete, 21 are under construction, and 10 are proceeding to construction.

Source: BC MOE, [Seismic Mitigation Program Progress Report](#).

- The BC Auditor General’s report, *Planning for School Seismic Safety*, came out in December 2008. In a news release from December 4, 2008, Auditor General John Doyle is quoted as saying, “The original budget of \$1.5 billion will not be enough to remediate all the schools included in the ministry’s plan....” However, the ministry has not increased the funding for the Seismic Mitigation Program.

Source: Office of the Auditor General of British Columbia. Both the [report](#) and the [news release](#) can be accessed from <http://www.bcauditor.com/pubs/2008/report12/planning-school-seismic-safety>.

Educational attainment and economic well-being

Earnings and education

- Overall, education results in higher-than-average earnings. In 2007, employees with a master's or doctoral degree earned an average of \$30.44 per hour, 75% more than employees with just a high school diploma. Since 1997, the hourly wage in constant 2007 dollars declined for workers with no high-school diploma, and increased by 5% for those with a post-secondary certificate. Wages stayed about the same for employees with a master's or doctoral degree. (Statistics Canada, 2008)
- While a gender gap in wages persists, it narrows with each level of education. In 2007, women with a bachelor's degree earned 85 cents for every dollar earned by men, while women with Grade 8 or less earned 72 cents for every dollar earned by men. (Statistics Canada, 2008)

Statistics Canada (2008). *The Canadian Labour Market at A Glance: Section J: Wages and Income* (Vol. 71-222-X). Retrieved January 7, 2009, from <http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?lang=eng&catno=71-222-X>

Employment

- Completing a secondary education certificate almost doubles the employment rate for both Aboriginals and non-Aboriginals. (Richards, Hove, and Afolabi, 2008)

Family poverty and education

There is considerable evidence that education buffers families against poverty.

- The report *Growing Up in North America* (Canadian Council on Social Development et al., 2008) shows that the child poverty rate in 2000 was five times higher for families with a parent (considered the head of household) with less than a secondary education (27.6%), compared to those with a parent who completed a university or college education (5.4%), and twice as high as for those families where a parent completed secondary/vocational or some post-secondary education.

Source: Canadian Council on Social Development et al. (2008). *Growing Up in North America*.

- Fleury (2008) found that the education level of a parent protected children from persistent poverty but not short-term poverty, indicating that education can help families to move out of poverty in the longer-term.

Source: Fleury, D. (2008, May). Low-income children. *Perspectives on Labour and Income*, 9(5). Statistics Canada Catalogue no. 75-001-XIE.

Education is a buffer but no guarantee

Of concern is that nearly one out of seven Canadian workers with a university degree, aged 25 to 64 years, earned less than \$12 per hour in 2007 (Statistics Canada, 2008). The 2008 Organization for Economic Co-operation and Development (OECD) report, *Education at a Glance*, shows Canada having the highest proportion (18%) of highly-educated individuals earning less than half the median wage—the worst record of 27 OECD countries.

Family poverty

Each year, the First Call: BC Child and Youth Advocacy Coalition release a Child Poverty Report Card. Most of the information below, unless otherwise indicated, is from the *2010 Child Poverty Report Card*, available at <http://www.firstcallbc.org/pdfs/economicquality/3-reportcard2010.pdf>.

BC—highest rate of low-income children in Canada

- According to Statistics Canada, an estimated 121,000 BC children live in families who have incomes below the poverty line, with BC having a before-tax child poverty rate of 14.5% in 2008. (p. 4).
- Using the after-tax child poverty rate, BC children are more vulnerable to poverty than children in any other province. In 2008, BC recorded the highest after-tax child poverty rate in Canada—10.4%, compared to the national rate of 9.1%. (p. 4).
- Many of these families live in severe poverty. In 2008, two-parent families in poverty lived on incomes 36% below the poverty line. Female lone-parent families lived on incomes 34% below the poverty line (p. 7).
- In August 2010, 37,282 children in BC live in families receiving income assistance. These families live on incomes well below the poverty line. For example, a BC lone-parent family with one child aged two received \$16,808 per year in 2008. According to First Call, this is \$10,793 below the poverty line (p. 10).

The growing income-gap among families

- This disparity is particularly evident in BC. In 2008, the average family income of the wealthiest 10% of families with children was \$248,701. This represented an increase of \$84,713 since 1989, after adjusting for inflation.
- In contrast, in 2008 the average family income (after-inflation) for the 10% of families in the lowest income group was \$17,367, a decrease of \$549 since 1989. This means that the *increase* in income between 1989 and 2008 for the wealthiest families was almost five times greater than the *total* income the poorest 10% of families lived on for all of 2008 (p. 13).
- First Call publishes a chart showing the child poverty rate with and without government income support programs. This provides a measure of how effective government transfers are in reducing the child poverty rate.
- Government transfers in BC reduced the child poverty rate by 10.1% in 2008, the second-lowest amount of all provinces. Some provinces made considerable progress reducing the child poverty rate in 2008. Most notable are Québec (-15.2%), Newfoundland and Labrador (-14.3%), and New Brunswick (-14.0%) (p. 14).

BC minimum wage well below what families need to survive

- According to First Call (2010), just to meet basic needs “a two-earner family of four with two children and two adults would require a ‘living wage’ of \$18.17 an hour in Metro Vancouver” (p. 9). As of 2010, BC has the lowest minimum wage (\$8.00 per hour) and Ontario has the highest minimum wage (\$10.25 per hour) in Canada.

Families most at-risk for poverty

One-parent families (highest poverty rate)

Children in female lone-parent families are at much higher risk of poverty than two-parent families. In 2008, 30.9% of children in female lone-parent families and 12.2% of children in two-parent families lived below the poverty line in BC (p. 6).

Two-parent families (greatest number of low-income children)

While lone-parent families are at a much higher risk of poverty, the absolute number of children affected by poverty is higher for two-parent families because they comprise the majority of families. Of the 121,000 BC children living in poverty in 2008, 81,000 live in two-parent families, 31,000 in female lone-parent families, and 9,000 in male lone-parent families or other relatives (p. 6).

Aboriginal families

- Statistics Canada recently published its 2006 *Aboriginal Children's Survey* (O'Donnell, 2008), which shows high poverty rates among young Aboriginal children in Canada. Almost half (49%) of off-reserve Aboriginal children, and 31% of Métis children, under six years of age were in low-income families in 2006, compared to 18% of non-Aboriginal children.

Families newly immigrated to Canada

- Families with children who are newly immigrated to Canada are more vulnerable to poverty. Children living in a family where the main income recipient recently immigrated to Canada comprised 26.1% of low-income children in 2004, up from 22.6% in 1989 (Fleury, 2008).
-

How does Canada's education system compare to those in other countries?

Where Canada excels:

- When it comes to Education and Skills, Canada ranks second out of seventeen countries on the Conference Board of Canada's "Report Card on Canada." Only Finland and Canada received an "A" grade in this section of the Report Card. Furthermore, the performance gap between Finland and Canada has narrowed.

The Conference Board of Canada 2010 report also commended Canada for:

- delivery of a high-quality education through its public system to people between the ages of 5 and 25 with modest spending compared to other developed countries. A public school system that provides many Canadians with a good education in core subjects and the skills they need to be successful in the workforce.
- one of the highest rates of high-school and college completion in the world.

A recent Statistics Canada report (2010) finds Canada performs well in standardized tests relative to other OECD countries:

- Canada is recognized as one of the few PISA countries that demonstrate both high performance and high equity; that is, its overall scores are high while the gaps between the highest and lowest performing students are also low. This is an indicator of the equity of educational outcomes in Canada.
- In the latest round of PISA tests, Canadian 15-year-olds scored well above the OECD averages in reading, math, and science. Canada continues to be one of the highest-performing countries in the world in this respect.
- British Columbia performed at the Canadian averages for reading, math, and science, and above the OECD averages in all three subjects. (Knighton, Brochu and Gluszynski, 2010)

Where Canada falls short:

The Conference Board of Canada 2010 report card also identified some shortcomings of Canada's education system:

- Over 7 million adult Canadians lack the functional literacy they might need to adjust to the changing economy. Canada's performance on adult literacy measures is about average when compared to 16 peer countries.
- Average numbers of university graduates in science, math, computer science, and engineering disciplines.
- Low numbers of Ph.D. graduates.
- Lack of focus on work-based skills training and lifelong learning outside traditional academic institutions.

Conference Board of Canada. (2010). How Canada Performs: A Report Card on Canada, 2009–10—Education and Skills.

Overall benefits of public school education to individuals and society

- Schooling is generally accepted to contribute to social well-being and economic growth in society.
- According to one US study (Levin et al., 2007); boosting high-school graduation rates would save US \$127,000 per new graduate. Researchers found that if the US were to spend on average \$82,000 for every student who became a high-school graduate (because of specific interventions), the economy would benefit during each of those students' lifetimes from \$209,000 in additional tax revenues and \$70,000 in lower costs for public health, social welfare, and corrections.
- Those without high-school graduation live 9.2 years fewer than those who have graduated. The tax cost to society for health care for each person who drops out without completing high school is \$120,000 (US).

Source: Colleen Hawkey (2008). *Money Matters* presentation.

Higher education levels are associated with:

- Increased productivity and economic growth (Conference Board of Canada; OECD, 2010)
 - Living healthier and longer lives (OECD, 2010)
 - Higher earnings (OECD, 2010)
 - Higher levels of political interest and civic and social engagement (OECD, 2010)
 - Higher levels of interpersonal trust and social cohesion. (OECD, 2010)
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