



FINANCIAL STATEMENT **Discussion and Analysis**

for the year ended June 30, 2022

OUR MISSION

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, cooperation and social responsibility.

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The following is a discussion and analysis of the Vancouver School District’s financial results for the fiscal year ended June 30, 2022. This report is a summary of the District’s financial activities based on currently known facts, decisions, or conditions. The financial results for the current year are discussed in comparison with the financial results for the fiscal year ended June 30, 2021 and the amended annual budget for 2021-2022. This report should be read in conjunction with the District’s 2021-2022 audited financial statements.

Who We Are

The Vancouver School District is among the most diverse public-school systems in Canada with an annual enrolment of approximately 48,500 students in kindergarten to Grade 12, in addition to educational programs and services for adult education students.

- **89** elementary schools including 12 annexes
- **18** secondary schools
- **1** Vancouver Alternate Secondary School (VASS)
- Adult Education school
- Vancouver Learning Network (online learning opportunities)

Forty-four per cent of students attending District schools speak a language other than English as their primary language at home, and eighteen per cent of students have an English Language Learner (ELL) designation. Additionally, students who self-identify as Indigenous are members of the xʷməθ kʷəy̓əm (Musqueam), Sḵw̓x̓wú7mesh (Squamish) and səllilwətał (Tsleil-Waututh) Nations, Métis Nation British Columbia, the Inuit, and Urban Indigenous peoples who help comprise the rich diversity of learners in our schools.

Our programs and services support students to be active, productive and socially responsible citizens.

Key District Highlights for 2021-2022

- Education Plan 2026
- Anti-Racism Non-Discrimination Strategy
- Food Framework and 10 Year Vision Report
- Hiring of a new Superintendent
- Olympic Village School supported by the Ministry of Education and Child Care for concept planning
- Pride staircase unveiling at the Education Centre
- Living Wage Employer status granted to the District
- National Indigenous Peoples Day celebrated by awakening over 200 drums
- Third annual Diversity, Equity, and Inclusion Youth Conference
- Elementary music program review
- Anti-Racism training provided to all district staff
- PeopleSoft transition to Oracle Canada ULC

Education Plan 2026

Education Plan 2026 was created through consultation with students, families, staff and the public and will guide the District's work over the next five years. The Board approved the following statements, goals and objectives, which is included in [Policy 1 – Foundational Statements](#).

VALUES

The Vancouver School Board believes an effective public education system will prepare students to be active, productive, and socially responsible citizens

Students who complete their education with the Vancouver School Board should possess a strong educational foundation; be disposed to treat others with respect and work cooperatively with them; act upon the values and principles that make us human; care for themselves, for others, and for the planet; and exercise a critical intelligence adaptable to new situations.

The VSB will foster school communities where students can learn, see themselves, feel supported and connected so that they develop a love of learning and become lifelong learners.

EQUITY STATEMENT

The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the x̱m̱əθḵəy̱əm (Musqueam), Sḵw̱x̱w̱ú7mesh (Squamish), and səliłwətaɫ (Tsleil-Waututh) Nations – respects and supports Indigenous ways of knowing and learning.

The VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

- having students see themselves and their communities in the curriculum and in the staff throughout the District;
- prioritizing student needs by making informed decisions and engaging in open communication with rightsholders and stakeholders; and
- actively fighting systems of oppression through relationship building, ongoing communication and transparency.

GOAL 1

The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...



Encouraging students to reach beyond previous boundaries in knowledge and experience.



Increasing literacy, numeracy, and deep, critical, and creative thinking.



Ensuring the alignment among school, district, and provincial education plans.



Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.



Ensuring that students develop and can implement a plan for a successful transition upon completion of secondary school.



Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

GOAL 2

The Vancouver School Board will increase equity by ...



Eliminating gaps in achievement and outcomes among students.



Eliminating racism and discrimination in all forms.



Evaluating and renewing plans for the improvement of Indigenous learners' education.



Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

GOAL 3

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...



Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.



Aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission.



Engaging and gathering with the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish) & səliwətaʔ (Tsleil-Waututh) nations.

COVID-19 Pandemic

The District's operations started moving back to normal in September 2021 when the Provincial Government indicated that students in BC will attend school full-time in-person. The District's facilities also opened to the public for rentals in a phased approach during non-school hours following updated health and safety guidelines from the B.C. Government. Returning user groups were able to rent district facilities beginning in October 2021 and new users were accepted subject to availability.

Throughout the school year, enhanced safety measures were still in force based on the B.C. health and safety guidelines. Students and staff continued to always wear masks, practiced frequent hand hygiene (hand washing) and kept safe distancing to prevent the spread of the virus. The District's Facilities team also worked hard over the 2021 summer break to ensure students and staff had a safe, healthy and supporting learning environment at the start of the school year. Ventilation systems were inspected and updated at all 108 schools which included rebuilding aging motors, replacing drive belts, repairing stuck louvres, updating controls and changing approximately 7,000 MERV-13 filters district wide at every break in the school year (21,000 filters). District staff also continued to clean high touch surfaces frequently, posted directional signage to manage traffic flow and prevent crowding, implemented daily self-health checks for students and staff, and increased outdoor learning opportunities wherever possible.

Funding – Student Enrolment

School Districts are funded primarily through an Operating Grant received from the Ministry of Education and Child Care. The Operating Grant is based on student enrolment data collected on Form 1701 in July, September, February, and May. Except for summer school students, districts receive a basic per pupil amount per full-time equivalent (FTE). This per pupil amount is different for different categories of students, as illustrated below:

	Per FTE Funding			
	2019-20	2020-21	2021-22	2022-23
Standard and Alternate	7,468	7,560	7,885	7,885
Continuing Education	7,468	7,560	7,885	7,885
Distributed Learning	6,100	6,100	6,360	6,360
Non-Graduated Adults	4,773	4,823	5,030	5,030

Funding for summer school students is provided on a per course basis.

For each identified student with unique needs, school districts receive a supplementary grant on top of the basic per pupil grant to provide additional resources needed to ensure schools can respond to the needs of diverse learners. The amount received is shown in the following table:

Unique Student Needs Supplementary Funding Per FTE

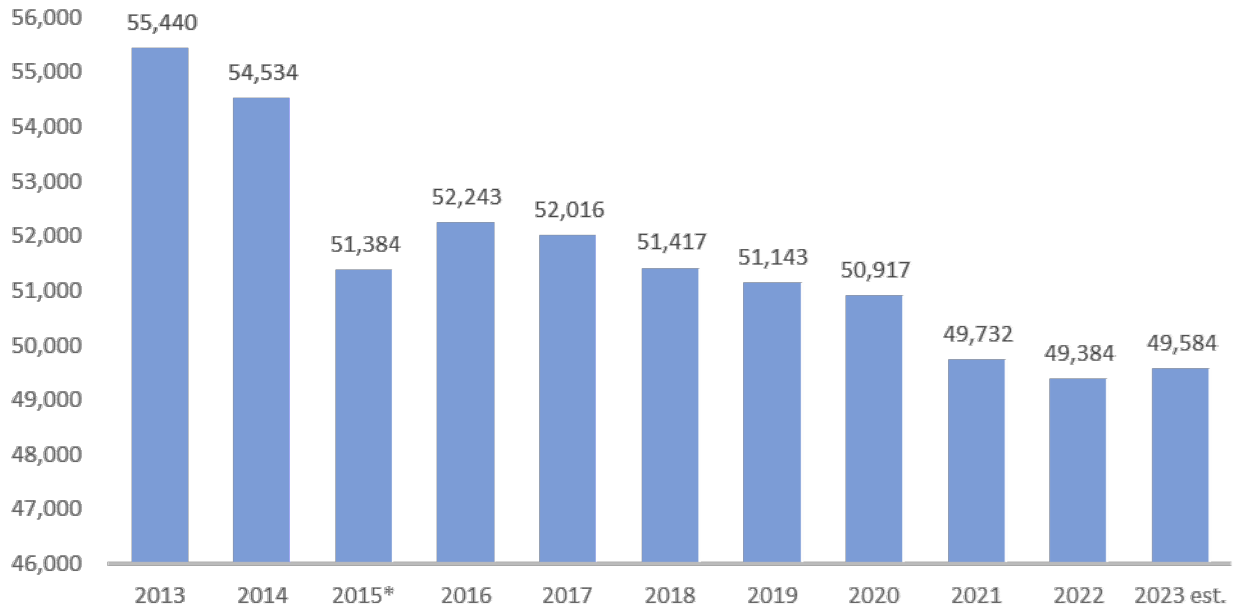
	2019-20	2020-21	2021-22	2022-23
Students with Special Needs - Level 1	42,400	43,000	44,850	44,850
Students with Special Needs - Level 2	20,200	20,400	21,280	21,280
Students with Special Needs - Level 3	10,250	10,300	10,750	10,750
English/French Language Learning	1,495	1,520	1,585	1,585
Indigenous Education	1,450	1,500	1,565	1,565

In Kindergarten to Grade nine one student equates to one FTE. In Grades ten through twelve, students are funded based on the percentage of full-time enrolment, with eight courses being a full course load equating to 1.0 FTE. Students in high school can take more or less than a full course load, or seek alternative opportunities outside of school, such as driver training or work experience to meet their course credit requirements. This results in some degree of variability in funding for secondary students, which poses a significant challenge that must be considered throughout the financial planning process.

The impact of the uncertainty of the student FTE enrolment has the potential to influence decisions with regards to potential course offerings, required staffing levels and even predictions as to future capacity requirements needed within the District’s 18 secondary schools, 77 elementary schools, 12 annexes, one adult education center, one alternate school and one distributed learning school (Vancouver Learning Network). Each spring, the District undertakes a comprehensive process of reviewing population data to identify trends, reviews new municipal development approvals, and incorporates local knowledge to develop an estimate of elementary and secondary student FTE for the coming budget year. The number of students enrolled directly impacts the number of staff needed. As staff salaries and benefits make up the most significant proportion of School District expenses, a reliable estimate of student FTE is crucial to the integrity of the financial plan. As illustrated in the chart below, the District’s full year funded enrolment has been declining for years. The decline is coming to an end with the estimated funded enrolment for the 2022-2023 school being higher than for the 2021-2022 school year.



Funded FTE Enrolment



*Summer school was cancelled in the 2014-15 school year due to labor negotiation job action.



Financial Highlights

The District uses fund accounting to track revenues and expenditures. There are three funds that are reported in the District’s financial statements:

OPERATING FUND	SPECIAL PURPOSE FUNDS	CAPITAL FUND
Includes revenues and expenses related to the daily operation of the District, including school and administrative functions.	Funding is restricted for a specific purpose and includes restricted school generated funds. These funds do not report a surplus as revenues are only recognized when the related expenditure occurs. There may be a deficit in this fund which is then transferred to the Operating Fund or Capital Fund depending on the nature of the expenditure.	This fund includes financial activities for tangible capital assets. The Ministry of Education and Child Care provides capital funding which is accounted for using the deferral accounting methodology whereby capital revenue is recognized over the life of the related asset to match the amortization expense recorded in the financial statements. Therefore, the revenue reported in the financial statements does not match the actual capital funding received in a year.

Statement of Financial Position

The following table provides a comparative analysis of the District’s net financial position for fiscal years ending June 30, 2022 and June 30, 2021 along with the year over year dollar and percentage changes. The variances are explained below.

	2022	2021	Variance	% Change
Financial Assets				
Cash and Cash Equivalents	246,302,561	263,953,000	(17,650,439)	-6.7%
Accounts Receivable				
Due from Province - Ministry of Education and Child Care	10,260,655	6,036,568	4,224,087	70.0%
Other	8,507,795	4,366,205	4,141,590	94.9%
Portfolio Investments	412,517	420,402	(7,885)	-1.9%
Total Financial Assets	265,483,528	274,776,175	(9,292,647)	-3.4%
Liabilities				
Accounts Payable & Accrued Liabilities				
Due to Province - Other	613,513	3,725,722	(3,112,209)	-83.5%
Other	83,901,719	83,615,767	285,952	0.3%
Unearned Revenue	52,614,786	52,117,464	497,322	1.0%
Deferred Revenue	25,387,704	25,330,450	57,254	0.2%
Deferred Capital Revenue	860,965,554	783,059,363	77,906,191	9.9%
Employee Future Benefits	32,387,116	31,073,303	1,313,813	4.2%
Capital Lease Obligations	5,524,778	3,920,517	1,604,261	40.9%
Other Liabilities	99,369	361,750	(262,381)	-72.5%
Total Liabilities	1,061,494,539	983,204,336	78,290,203	8.0%
Net Financial Assets (Debt)	(796,011,011)	(708,428,161)	(87,582,850)	12.4%
Non-Financial Assets				
Tangible Capital Assets	940,371,416	863,849,162	76,522,254	8.9%
Prepaid Expenses	1,431,188	1,984,622	(553,434)	-27.9%
Supplies Inventory	988,979	948,967	40,012	4.2%
Total Non-Financial Assets	942,791,583	866,782,751	76,008,832	8.8%
Accumulated Surplus (Deficit)	146,780,572	158,354,590	(11,574,018)	-7.3%

Cash

As illustrated in the following table, cash and cash equivalents consists of deposits with the Bank of Montreal and the Provincial Central Deposit Program. Funds deposited in this latter program are held by the Ministry of Finance and earn interest at the CIBC Prime Rate less 1.5%. Funds in this program are available to the District within forty-eight hours of a withdrawal request.

Investment Type	2022	2021	Change
BMO Bank of Montreal - Operating Accounts	38,674,702	45,208,115	(6,533,413)
Provincial Central Deposit Program	137,697,320	149,591,774	(11,894,454)
Provincial Central Deposit Program - restricted capital	69,930,539	69,153,111	777,428
Total	246,302,561	263,953,000	(17,650,439)

The cash and cash equivalents balances were lower by \$17.7 million year-over-year, primarily due to the operating fund deficit of \$11.6 million, purchases of tangible capital assets of \$104.9 million offset by cash

generated from financing activities of \$97.9 million and cash generated from operating and investing activities of \$0.9 million, (see Statement 5 of the Financial Statements).

The restricted capital amount of \$69.9 million included in the cash balance is the amount related to the proceeds from the sale of an underground airspace parcel to BC Hydro in 2018 and interest earned since then. Interest earned on the deposit in the current year was \$0.8 million.

Accounts Receivable is comprised of two categories of receivables – Due from the Ministry of Education and Child Care, and Other.

Description	2022	2021	Variance
Due from Ministry of Education and Child Care	10,260,655	6,036,568	4,224,087
Other	8,507,795	4,366,205	4,141,590
Total	18,768,450	10,402,773	8,365,677

The receivable from the Ministry of Education and Child Care is funding for work in progress on capital projects that the District has requested but was not received prior to June 30, 2022. The \$4.2 million increase year-over-year is due to the timing of when payments are received.

The Other category of receivables is shown in the following table:

Description	2022	2021	Variance
Due from Federal Government	402,659	558,551	(155,892)
Due from Municipalities	3,628,481	2,376,740	1,251,741
Due from Other School Districts	3,019	1,550	1,469
Rentals and Leases	40,899,306	529,257	40,370,049
Other Receivables	3,964,589	901,715	3,062,874
Allowance for Doubtful Accounts	(40,390,259)	(1,608)	(40,388,651)
Total	8,507,795	4,366,205	4,141,590

The \$1.3 million year-over-year increase in amounts Due from Municipalities is for amounts due from the City of Vancouver for childcare spaces in replacement schools being built under the Seismic Mitigation Program and other receivables. The \$40.4 million year-over-year increase in Rentals and Leases is primarily due to an invoiced amount for unpaid ground lease revenue and related interest that is the subject of an arbitration which is being appealed. Due to uncertainty surrounding the collectability of this amount, it is included in the Allowance for Doubtful Accounts. The balance in the allowance related to this is \$40,387,182.

Accounts Payable and Accrued Liabilities is comprised of two categories – Due to the Province, and Other.

Description	2022	2021	Variance
Due to Province - Other	613,513	3,725,722	(3,112,209)
Other	83,901,719	83,615,767	285,952
Total	84,515,232	87,341,489	(2,826,257)

The Other Accounts Payable category is shown in the following table.

Description	2022	2021	Variance
Accrued vacation pay	11,197,304	11,575,777	(378,473)
Other	19,671,170	17,424,435	2,246,735
Salaries and benefits payable	36,520,793	41,837,654	(5,316,861)
Trade payables	16,512,452	12,777,901	3,734,551
Total	83,901,719	83,615,767	285,952

The year-over-year increase of \$2.2 million in Other Payables is primarily due to an increase in contractor holdbacks for capital projects. The year-over-year decrease of \$5.3 million in Salaries and Benefits payable is primarily due to the timing of the final pay date in June. The last biweekly and hourly payrolls in 2020-2021 were paid in July so a payable was recorded for June 30, 2021. However, the last biweekly and hourly payrolls in 2021-2022 were paid in June so no similar payable was recorded in June 2022. The increase in trade payables is due to a higher value of construction invoices recorded and not yet paid to suppliers as of June 30, 2022 compared to June 30, 2021.

Unearned Revenue represents amounts that have been collected by the District in advance of providing the related programming or service. These unearned revenues are International Student Tuition Fees and prepaid Program of Choice fees, as well as facilities rentals. The year-over-year increase of \$0.5 million is due to a \$1.2 million increase in International Student Tuition Fees, reflecting higher enrolment, an increase of \$0.2 million in interest revenue related to funds received from the 2018 sale of an underground air parcel at Lord Roberts Annex (refer to Note 18 in the financial statements), offset by a \$0.9 million decrease for facilities rental deposits.

Deferred Revenue consists of non-capital amounts that are subject to a legislative or contractual stipulation or restriction as to their use. The amounts will be recognized as revenue when related eligible expenses are incurred. The table below details the components of the \$25.4 million balance at June 30, 2022 and the \$25.3 million balance at June 30, 2021.

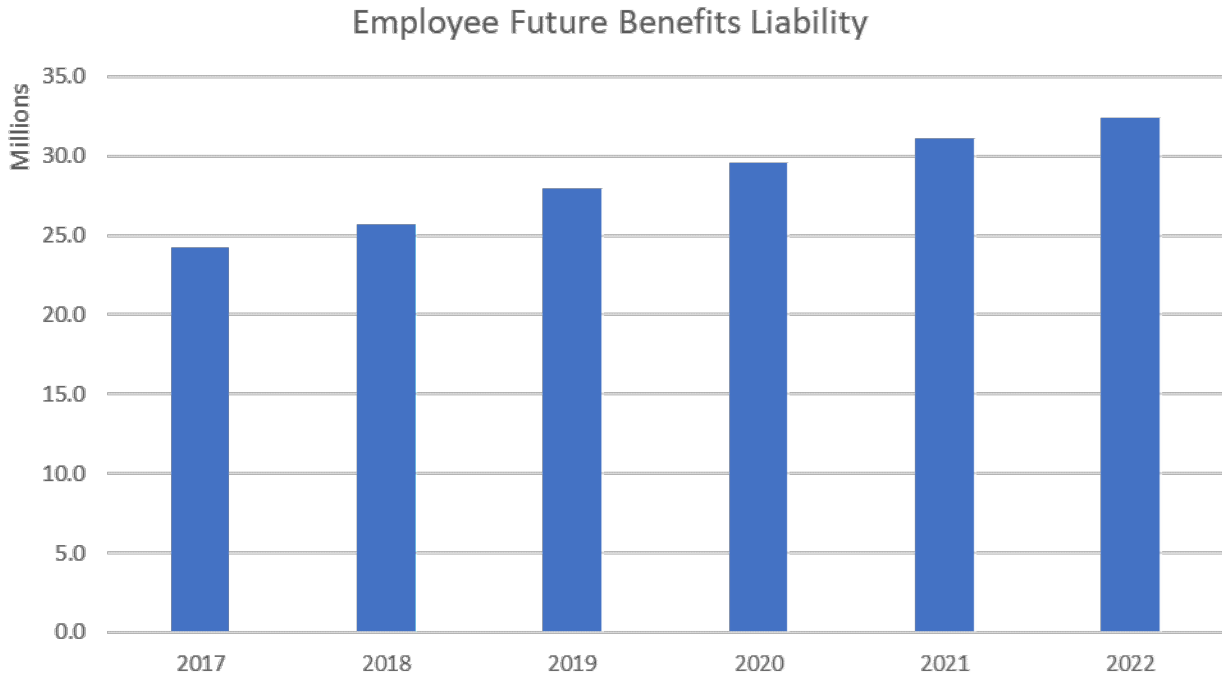
Deferred Revenue

Description	2022	2021	Change
Learning Improvement Fund	475,048	425,695	49,353
Indigenous Education Technology	-	11,892	(11,892)
Scholarships and Bursaries	531,979	532,070	(91)
Special Education Technology (SET-BC)	666,054	1,846,822	(1,180,768)
School Generated Funds	4,023,290	4,348,254	(324,964)
Strong Start	-	10,917	(10,917)
Ready, Set, Learn	23,692	30,434	(6,742)
Seamless Day Kindergarten	35,450	-	35,450
Safe Return to School Grant	1,081,444	-	1,081,444
OLEP	196,775	90,629	106,146
CommunityLINK	377,587	169,793	207,794
Classroom Enhancement Fund (CEF)	898,207	1,538,243	(640,036)
First Nation Student Transportation	-	48,052	(48,052)
Mental Health in Schools	49,136	2,997	46,139
Changing Results for Young Children	1,739	2,892	(1,153)
CommunityLINK - Other	782,977	884,820	(101,843)
Provincial Resource Programs	308,493	196,510	111,983
Communication Assistance for Youth & Adults (CAYA)	3,653,598	3,642,854	10,744
Assistive Technology BC (AT-BC)	10,643,553	9,690,088	953,465
Provincial Resource Centre for the Visually Impaired (PRCVI)	633,516	443,597	189,919
Settlement Workers in Schools	390,422	418,548	(28,126)
Miscellaneous	614,744	995,343	(380,599)
Total Deferred Revenue	25,387,704	25,330,450	57,254

Deferred Capital Revenue relates to capital contributions received for the acquisition of depreciable tangible capital assets. As a requirement of Treasury Board Regulation 198/2011, these contributions are recorded as deferred capital revenue (a liability) and over time this liability is drawn down and recognized as revenue over the expected life of the asset acquired. The Deferred Capital Revenue (DCR) balance consists of amounts related to completed capital projects, work in progress and grants received that have not been spent. Capital grants received and related interest income are initially accounted for as unspent DCR. As capital funds are spent on projects in progress, transfers are made from the unspent balance to Work in Progress. As projects are completed, transfers from Work in Progress are made to completed projects. The balance in DCR related to completed projects is amortized to revenue over the expected life of the completed assets. The balance in DCR is explained in the following table:

Deferred Capital Revenues			
Description	2022	2021	Change
Deferred Capital Revenue - Opening Balance	783,059,363	717,744,982	65,314,381
Additions - New Grant Funding received	100,339,251	86,339,864	13,999,387
Current Year Recognition of Deferred Grant Revenue	(22,433,060)	(21,025,483)	(1,407,577)
Closing Deferred Capital Revenue Balance	860,965,554	783,059,363	77,906,191

Employee Future Benefits is a liability that measures the estimated future cost to the District to provide employee benefits such as retirement allowances, vacation, sick pay, maternity, and other leave benefits. The annual increase is linear and predictable, suggesting that the cost of benefits increases over time as wages increase and the workforce ages. The Province provides this amount annually to the District based on actuarial valuations and the benefit plans the District has. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the District has provided for the payment of these benefits.



Capital Lease Obligations increased by \$1.6 million during the year due to new technology leases.

Other Liabilities are estimated costs for the removal of asbestos for active construction projects.

Tangible Capital Assets - The District undertakes capital work each year by upgrading and extending the life of existing buildings through the Seismic Mitigation Program which may include the construction of new school buildings. The funds expended on these capital projects, as well as those spent on furniture and equipment, vehicles and computer hardware and software are capitalized as Tangible Capital Assets. The costs of these assets are amortized over their expected useful lives.

These assets are deemed to be disposed at the end of their useful life and the asset value and corresponding accumulated amortization are removed from the asset register. The District’s Tangible Capital Asset balances are recorded in the schedule below:

Tangible Capital Assets

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	2022	2021
Cost, beginning of year	20,781,543	1,099,659,124	18,563,455	2,299,283	2,334,026	20,325,890	1,163,963,321	1,066,224,713
Additions	-	66,626,898	2,395,426	-	29,619	4,866,543	73,918,486	100,076,687
Disposals	-	-	1,973,130	173,932	1,683,767	1,431,936	5,262,765	2,338,079
Cost, end of year	20,781,543	1,166,286,022	18,985,751	2,125,351	679,878	23,760,497	1,232,619,042	1,163,963,321
Add: WIP Balance	-	157,342,036	33,260	-	-	-	157,375,296	122,389,652
Cost and WIP, end of year	20,781,543	1,323,628,058	19,019,011	2,125,351	679,878	23,760,497	1,389,994,338	1,286,352,973
Accumulated Amortization - Opening	-	402,753,676	8,471,615	1,052,826	1,893,005	8,332,689	422,503,811	395,230,698
Amortization Expense	-	25,573,154	1,877,460	221,232	301,390	4,408,640	32,381,876	29,611,049
Deemed Disposal Recapture	-	-	1,973,130	173,932	1,683,767	1,431,936	5,262,765	2,337,936
Accumulated Amortization - Closing	-	428,326,830	8,375,945	1,100,126	510,628	11,309,393	449,622,922	422,503,811
Tangible Capital Assets - Net Book Value	20,781,543	895,301,228	10,643,066	1,025,225	169,250	12,451,104	940,371,416	863,849,162



Upgraded seismically safe school - Weir Elementary

Statement of Operations – Consolidated

Statement 2 includes the revenues and expenses for all three funds, with expenses shown by function. The following schedule shows the consolidated results of operations of the District.

	Budget 2022	Actual 2022	Variance to Budget	Actual 2021	Variance to 2021
Revenues					
Provincial Grants	555,260,207	554,925,833	(334,374)	576,794,170	(21,868,337)
Federal Grants	2,457,164	2,381,164	(76,000)	2,351,073	30,091
Tuition	20,983,902	22,276,057	1,292,155	22,278,790	(2,733)
Other Revenue	30,007,777	25,412,788	(4,594,989)	22,129,523	3,283,265
Rentals and Leases	5,253,306	9,446,489	4,193,183	4,104,897	5,341,592
Investment Income	1,567,857	2,015,522	447,665	2,442,137	(426,615)
Gain (Loss) on Disposal of Tangible Capital Assets			-	11,107	(11,107)
Amortization of Deferred Capital Revenue	22,524,687	22,432,349	(92,338)	20,512,904	1,919,445
Total Revenue	638,054,900	638,890,202	835,302	650,624,601	(11,734,399)
Expenses					
Instruction	527,390,713	517,042,506	(10,348,207)	507,423,609	9,618,897
District Administration	24,047,431	23,347,664	(699,767)	23,056,622	291,042
Operations and Maintenance	101,985,882	106,475,691	4,489,809	105,512,605	963,086
Transportation and Housing	3,252,935	3,487,561	234,626	3,314,949	172,612
Debt Services	76,707	110,798	34,091	189,674	(78,876)
Total Expense	656,753,668	650,464,220	(6,289,448)	639,497,459	10,966,761
Surplus (Deficit) for the year	(18,698,768)	(11,574,018)	7,124,750	11,127,142	(22,701,160)

The District has a \$11.6 million deficit for the year ending June 30, 2022 (2021 - \$11.1 million surplus) as consolidated expenses of \$650.5 million exceeded consolidated revenues of \$638.9 million. This result was \$21.7 million lower than for the year ending June 30, 2021 where the surplus of \$11.1 million resulted from consolidated revenues of \$650.6 million exceeding consolidated expenses of \$639.5 million. As illustrated in Schedule 1 (unaudited) of the District's financial statements, the \$11.6 million deficit for the year ending June 30, 2022 was comprised of a deficit in the Operating Fund of \$12.3 million and a surplus of \$0.7 million in the Capital Fund. There is no surplus or deficit in the Special Purpose Funds.

Revenues

While consolidated revenues approximated the amended budget, Other Revenue was \$4.6 million lower than budget mostly due to overestimated School Generated Fund revenue and expenses, offset by recognizing as revenue an unused accrual for the Oracle Transition Project (\$1.9 million) and higher grants and donations. Revenue from Rentals and Leases was \$4.2 million higher than budget due primarily to additional ground lease rent recorded in the Capital Fund (See Note 18 of the Financial Statements).

Consolidated revenues were \$11.7 million lower in 2022, compared to 2021. The most significant variance in the schedule above was the \$21.9 million lower Provincial Grants figure. This lower amount was due primarily to the ending of the Federal Safe Return to Class Fund (\$19.6 million) and the Provincial Safe Return to School Grant (\$2.4 million), which had been provided for COVID-19 pandemic support and which were accounted for as Special Purpose Funds. Offsetting the lower Provincial Grants were increases of \$3.3 million in Other Revenue due to higher consolidated School Generated Funds, higher Rentals and

Lease revenue of \$5.3 million due to additional ground lease rent and the reopening of the rental of facilities in the Operating Fund and \$1.9 million of additional amortization of Deferred Capital Revenue in the Capital Fund.

Expenses

Consolidated expenses were \$6.3 million lower than the amended budget primarily due to savings of \$10.3 million in Instruction costs being offset by \$4.5 million in additional Operations and Maintenance costs. The lower Instruction costs were due to overestimated School Generated Fund expenses and the higher Operations and Maintenance costs were due to higher heating costs and higher costs to address the continued impact of the pandemic.

Consolidated expenses were \$11.0 million higher in 2022, compared to 2021, primarily due to higher Instruction costs of \$9.6 million and higher Operations and Maintenance costs of \$1.0 million. The higher Instruction costs were the result of negotiated salary increases, higher sick replacement and teacher retained as permanent substitutes, higher number of Special Education Assistants, offset by prior year one-time COVID funded activities. The higher Operations and Maintenance costs were the result of negotiated salary increases, higher utilities costs, new Safe and Caring Schools Department, higher amortization of tangible capital assets, offset by prior year one-time COVID funding activities.

Schedule of Operations – Operating Fund

Activity in the District’s Operating Fund is comprised of normal operations and operations related to school generated funds that do not meet the criteria for being included as Special Purpose Funds as they do not have a restriction on their use and therefore do not meet the definition of a liability. These latter funds are maintained in schools and any surplus created in those operations is not available to the District. When analyzing the variances in the Operating Fund in the following sections, it should be noted that the income side of school generated funds is shown in Other Revenue and the expense side is shown in Supplies as illustrated below:

	Budget	Actuals	Prior Year
SGF - Other Revenue	4,486,297	8,837,438	13,807,912
SGF - Supplies	3,113,247	8,817,530	7,380,405

The schedule below illustrates the operating fund results for the District for the year ending June 30, 2022 and compares the results against the amended budget for the year and the results for the prior year. Revenues are shown as presented on Schedule 2 (Unaudited) of the Financial Statements and the expenses are shown by object as presented on Schedule 2B (Unaudited) of the Financial Statements. This is the same format provided to the Finance Committee in quarterly updates during the school year.

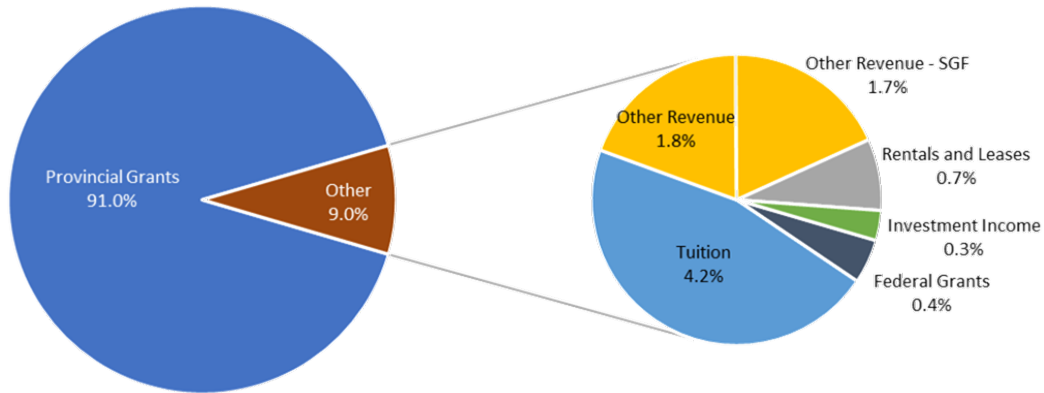
	Budget 2022	Actual 2022	Variance to Budget	Actual 2021	Variance to 2021
Revenues					
Provincial Grants	485,691,425	485,593,891	(97,534)	486,324,289	(730,398)
Federal Grants	2,457,164	2,381,164	(76,000)	2,351,073	30,091
Tuition	20,983,902	22,276,057	1,292,155	22,278,790	(2,733)
Other Revenue	9,986,019	18,181,195	8,195,176	18,407,099	(225,904)
Rentals and Leases	3,844,757	3,854,710	9,953	2,749,958	1,104,752
Investment Income	1,226,971	1,616,179	389,208	1,848,548	(232,369)
Total Revenue	524,190,238	533,903,196	9,712,958	533,959,757	(56,561)
Expenses					
Salaries					
Teachers	236,952,969	236,208,791	(744,178)	231,329,310	4,879,481
Principals and Vice Principals	26,353,765	26,832,862	479,097	26,418,272	414,590
Educational Assistants	45,218,804	44,418,766	(800,038)	40,635,867	3,782,899
Support Staff	55,154,590	54,990,050	(164,540)	54,380,018	610,032
Other Professionals	12,271,782	12,494,808	223,026	12,150,679	344,129
Substitutes	13,810,384	15,322,062	1,511,678	9,858,547	5,463,515
Total Salaries	389,762,294	390,267,339	505,045	374,772,693	15,494,646
Employee Benefits	100,099,235	98,235,940	(1,863,295)	99,381,794	(1,145,854)
Total Salaries and Benefits	489,861,529	488,503,279	(1,358,250)	474,154,487	14,348,792
Services and Supplies					
Services	14,838,688	14,918,800	80,112	12,180,270	2,738,530
Student Transportation	3,075,149	3,299,310	224,161	2,334,372	964,938
Professional Development and Travel	918,804	950,362	31,558	1,029,301	(78,939)
Rentals and Leases	550,224	655,552	105,328	838,163	(182,611)
Dues and Fees	901,394	1,307,510	406,116	858,360	449,150
Insurance	903,424	1,049,885	146,461	1,153,583	(103,698)
Supplies	16,033,189	21,337,134	5,303,945	17,214,008	4,123,126
Utilities	7,885,780	9,832,090	1,946,310	8,065,253	1,766,837
Total Services and Supplies	45,106,652	53,350,643	8,243,991	43,673,310	9,677,333
Total Operating Expense	534,968,181	541,853,922	6,885,741	517,827,797	24,026,125
Surplus (Deficit) for the year	(10,777,943)	(7,950,726)	2,827,217	16,131,960	(24,082,686)
Budget Appropriation	16,790,176				
Net Transfers to (from) other funds	(6,012,233)	(4,341,814)	1,670,419	(5,599,920)	1,258,106
Total Operating Surplus (Deficit)	-	(12,292,540)	4,497,636	10,532,040	(22,824,580)

The \$12.3 million deficit in the Operating Fund is not impacted by the breakdown between normal operations and school generated funds. As explained above, there is a net surplus balance of \$0.02 million of school generated funds transactions included in the Operating Fund (\$8,837,438 in Other Revenue and \$8,817,530 in Supplies). This surplus is not available for District operations. It will remain in schools and be used to support local initiatives.

Revenues

\$485.6 million of the revenue in the operating fund this year was received from the Ministry of Education and Child Care through grant funding (91.0%). The remaining \$48.3 million, or 9.0%, was received through tuition fees from international students, summer school and continuing education courses, miscellaneous fees and grants, school generated funds, rentals and leases of school district property (including from another school district), investment income and federal grants.

Sources of Revenue



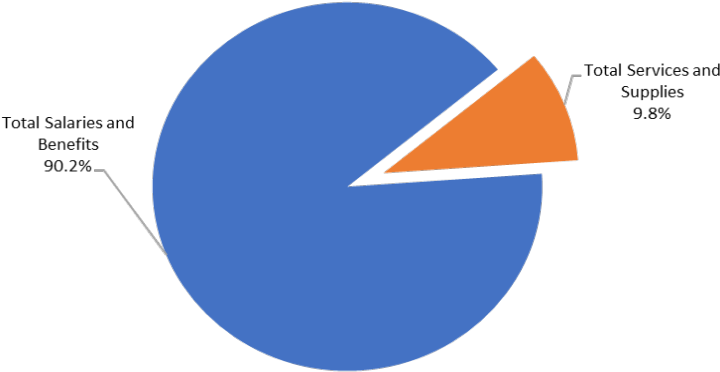
Revenue	Actual to Budget Comparison	2022 to 2021 Comparison
Provincial Grants	The total Provincial Grants of \$485.5 million approximated the amended budget total of \$485.6 million and was \$0.1 million lower only due to minor variances in several categories of funded students.	<p>The total Provincial Grants of \$485.5 million was \$0.7 million lower than the prior year. Increases in the per pupil and other supplement grants (see page 10), a higher enrolment of students with Special Needs and in Summer School resulted in \$9.7 million of additional funding.</p> <p>This increase was offset by \$10.4 million of lower funding due to lower enrolment in regular schools (356 FTE - \$2.8 million), lower enrolment in the Vancouver Learning Network (372 FTE - \$2.3 million), 130 FTE fewer adult students (\$0.7 million), 477 FTE lower English Language Learning (\$0.8 million), lower teacher salary differential supplement (\$1.2 million), and grants in 2020-2021 that were applicable to that year (\$2.6 million).</p>
Tuition Revenue	Tuition revenue was \$1.3 million higher than budget due primarily to additional international student program tuition of \$1.5 million as 159 more students enrolled in the second half of the school year (February onward). This increase was offset by lower fee payers enrolled in the Vancouver Learning Network (\$0.2 million).	At \$22.3 million, Tuition Revenue was comparable to the prior year with higher International student tuition (\$0.3 million), offset by lower Vancouver Learning Network (\$0.3 million).
Other Revenues	Other Revenue was \$8.2 million higher than the budget due to higher than budgeted School Generated Funds (\$4.3 million) recognition as revenue of the unused portion of the accrual that had been set up for the Oracle PeopleSoft transition project (\$1.9 million), reclassification of the Career Program grants (\$0.9 million) that was previously categorized as a Special Purpose Fund, and other donations, fees and grants (\$1.1 million).	Other Revenue was \$0.2 million lower than last year due primarily a reduction of \$5.0 million in school generated funds income offset by the unused accrual for the Oracle PeopleSoft project (\$1.9 million), the reclassification of Career Program grants that were previously recorded in the Special Purpose Fund (\$0.9 million), increased revenue from the re-opening of school cafeterias (\$0.9 million) and increases in other fees, grants and donations (\$1.1 million).

Rentals and Leases	Revenue from Rentals and Leases approximated the budget at \$3.8 million.	The \$1.1 million increase from the prior year was due to the moratorium on facilities rentals that was in place since the spring of 2020 being lifted this year.
Investment Income	Investment income was \$0.4 million higher than the budget due to interest rate increases of 125 basis points since February 2022 by the Bank of Canada. The interest rates in the Central Deposit Program increased from 0.95% in February to 2.2% in June.	Lower interest rate on deposits held with the Ministry of Finance Central Deposit Program (decreased to Prime less 1.50%). Although the Bank of Canada raised the bank rate three times this year (an increase of 225 basis points over last year), deposit balances were lower this year reflecting the \$17.7 million decrease in Cash and Cash Equivalents (See Statement 5 of the Financial Statements).

Expenses

Salaries and Benefits accounted for 90.2% of the operating fund expenses of the District in 2021-2022 and Services and Supplies accounted for 9.8%, as illustrated in the chart below.

Salaries & Benefits as a proportion of Total Operating Costs



This breakdown of operating fund expenses between Salaries and Benefits and Services and Supplies differs from the breakdown in both the 2021-2022 amended budget and the 2021-2022 actual results where Salaries and Benefits were 91.6% of the total fund expenses and Services and Supplies were 8.4% of the total. A review of the last five years shows the proportion of expenses for Salaries and Benefits has been gradually declining from a high of 91.8% in 2018 to 90.2 % in 2022.

Salaries and Benefits

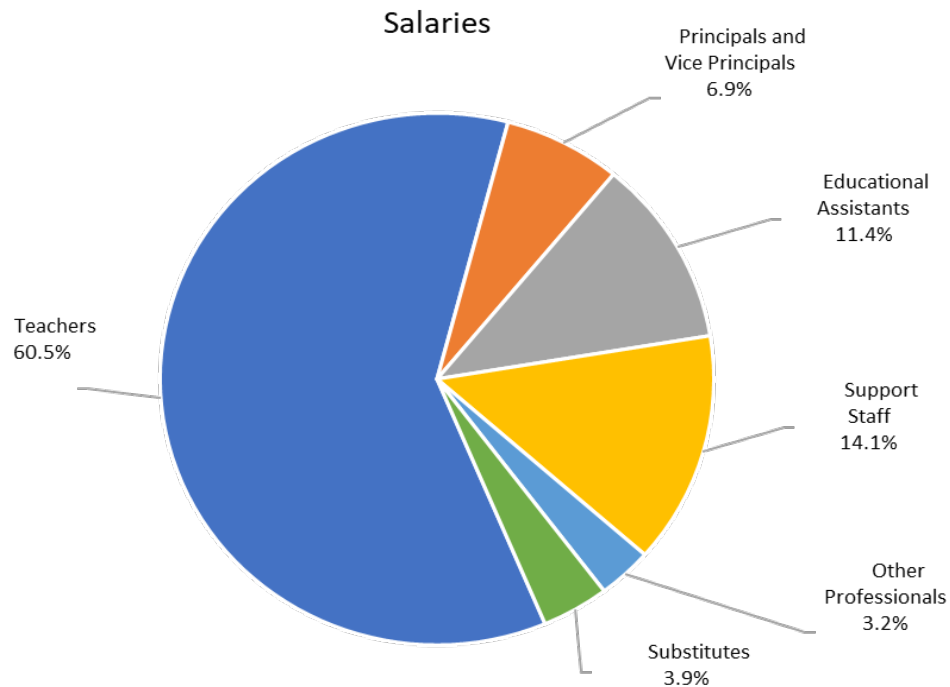
Total salaries and benefits of \$488.5 million for the 2021-2022 school year approximated the amended budget costs of \$489.6 million and were \$14.3 million higher than the 2020-2021 school year.

Total salaries of \$390.3 were only \$0.5 million higher than the amended budget of \$389.8 with the most significant variance being in Substitutes salaries where the actual cost was \$1.5 million higher than the budget. Total salaries for 2021-2022 were \$15.5 million higher than in 2020-2021, with Teacher salaries being \$4.9 million higher, Educational Assistants salaries being \$3.8 million higher and Substitutes salaries being \$5.5 million higher. Salaries for Principals and Vice Principals, Support Staff and Other Professionals were higher in total in 2021-2022 than in 2020-2021 by \$1.3 million.

Employee benefits of \$98.2 million in 2022-2021 were \$1.9 million lower than the \$100.1 million in the amended budget and were \$1.2 million lower than the 2020-2021 expense of \$99.4 million.

Explanations for the variances between the 2021-2022 actual expenses and the 2021-2022 amended budget and the 2020-2021 actual results are provided in the narrative after the chart below.

As shown in the chart below, 86% of the 2021-2022 salaries were for Teachers, Support Staff and Educational Assistants.



Teachers' salaries for the year approximated the amended budget and were under budget by \$0.7 million due primarily to vacancies in the areas of Indigenous Education, Speech Language Pathologists, School Psychologists, and area counsellors.

The increase of \$4.9 million from the prior year was a result of the negotiated salary increases net of retirement savings (\$5.5 million), additional staffing in summer school, in the Vancouver Learning Network, in the International Student Program (\$1.0 million), and counsellors in the

new Safe and Caring Schools Department (\$0.2 million) offset by enrolment driven staffing change (\$1.8 million) due to lower enrolment.

Principals and Vice Principals salaries for the year were \$0.5 million over budget this year as seven positions were filled with contracted staff instead of on-call substitutes.

The increase of \$0.4 million from the prior year was due to wage increases (\$0.6 million) and additional positions in the Indigenous Education and Safe and Caring Schools Department (\$0.4 million) offset by savings resulting from minor

Central Department reorganizations (\$0.3 million) and more leaves by principals and vice principals in schools (\$0.3 million)

Educational Assistants salaries for the year approximated the amended budget and were \$0.8 million under budget due to the unspent portion of the Ministry's Operating Holdback Carryover fund being carried over to 2022-20123 (\$0.5 million), vacancies in Indigenous Cultural Worker and Urgent Intervention Prevention SSB positions (\$0.3 million).

The increase of \$3.8 million from the prior year was a result of negotiated wage increases (\$0.8 million) and additional staffing required in regular schools (\$2.4 million), in summer school (\$0.2 million) and in the Safe and Caring Schools Department (\$0.4 million).

Support Staff salaries for the year approximated the amended budget and were \$0.2 million under budget due to vacancies and lower vacation and leaves payouts totaling \$1.0 million being offset by higher maintenance and custodial staff costs of \$0.8 million.

The increase of \$0.6 million from the prior year was due to negotiated salary increases (\$1.1 million), higher custodian and maintenance staff to address the continued impact of the pandemic (\$1.3 million), offset by lower vacation and leaves payouts (\$1.8 million).

Other Professionals salaries for the year approximated the amended budget but were \$0.2 million over budget due primarily to staffing changes in the Rentals Department and the Secretary Treasurer's Office.

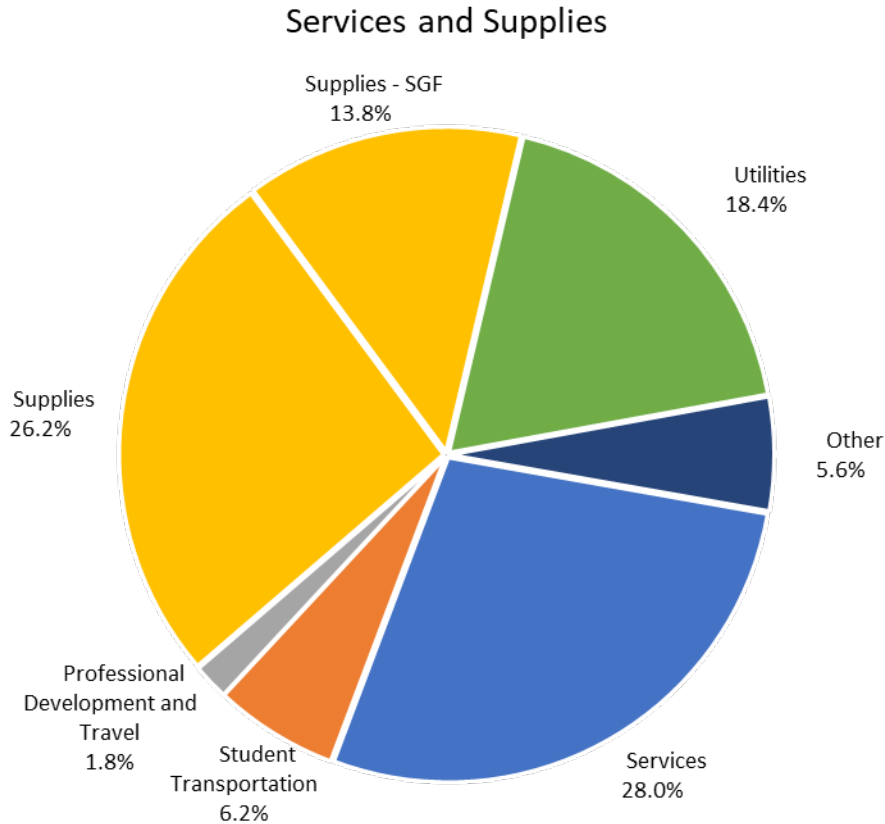
The increase from the prior year was mostly due to the wage lift approved by the Public Sector Employer's Council (\$0.3 million), new positions in the Operating Fund (\$0.5 million) mostly due to a position for the Safe and Caring Schools Department, the reclassification of the project manager and project coordinator positions and additional costs due to position overlaps (0.2 million). These increases were offset by lower vacation and leaves balances payouts (\$0.3 million) and position vacancies (\$0.4 million).

Substitutes salaries for the year were \$1.5 million over budget due to \$1.4 million in higher replacement costs (on average 30% higher than pre-pandemic levels) and additional permanent substitutes (\$0.3 million), offset by some exempt positions being filled by contracted staff (\$0.2 million).

The increase from the prior year is a result of a 30% higher sick replacement than a normal year (\$3.1 million), higher permanent substitute retained (\$1.8 million), more on-call administrators used (\$0.4 million), and negotiated salary increases (\$0.2 million).

Services and Supplies

As shown previously, 9.8% of the operating fund expenses in 2021-2022 were in Services and Supplies with 86.4% of the total being incurred for Services, Supplies and Utilities as shown in the following chart.



Services were less than \$0.1 million over budget for the year.

The cost for Services was \$2.7 million higher this compared to 2020-2021. This higher cost was due to higher commission payments to recruiting agents for international students (\$0.4 million), higher repairs costs for school classroom and cafeteria equipment with the return of full-time in class learning (\$0.3 million), higher computer software maintenance costs (\$0.5 million), higher fees for digital services provided by the Province (\$0.5 million), increased spending in schools on contracted services (\$0.2 million), spending on emergency radio equipment (\$0.2 million), and increased spending on other service costs (\$0.6 million).

Student Transportation was \$0.2 million over budget for the year mostly due to continued

additional cost of cleaning buses due to the pandemic and a slight increase in ridership.

Compared to 2020-2021, the 2021-2022 expense was higher due to students returning to full-time in-class learning. In addition, the District utilized Federal Funding last year to pay the service provider for a guaranteed ridership to prevent losing the service. This funding was not provided in 2021-2022.

Professional Development and Travel expenses were on budget for the year and slightly lower than the prior year due to establishing the Service Improvement Fund in 20/21 (\$0.3 million) offset by correcting the accrual for the principal and vice-principal fund (\$0.2 million).

Rentals and Leases were over budget for the year an increased level is utilization of District facilities (\$0.1 million).

Compared to the prior year additional leases for replacing the District’s aging fleet of vehicles (\$0.1 million) were incurred.

Dues and Fees were over budget for the year due to higher Indigenous Education cultural events spending (funded by Operating Holdback Carryover) (\$0.3 million) and higher miscellaneous grant funding compared to prior year trend (\$0.1 million).

Compared to the prior year, the 2021-2022 expense was higher due to spending on Indigenous Education cultural events (\$0.3 million) and other dues and fees (\$0.1 million).

Insurance costs for the District were higher than budget due to the higher fleet vehicle insurance premium increase (\$0.1 million).

Supplies were \$5.3 million higher than budget mostly due to higher school generated funds expense (\$5.7 million), offset by revenue generated, furniture and equipment purchases

that were budgeted under capital purchases (\$0.4 million), offset by higher Maintenance repayable jobs recovery (\$0.2 million), lower Operating Holdback Carryover spending in the supplies category but in Fees (\$0.2 million), and overall District saving (\$0.4 million).

Compared to the prior year, the 2021-2022 expense was \$4.1 million higher due to increased spending from schools using their budgets and School Generated Funds (\$2.3 million), inter-fund transfers (\$1.2 million), an increase in grants and donations received (\$0.4 million), and higher Indigenous Education Department spending (\$0.3 million); offset by lower furniture and equipment spending (\$0.1 million).

Utilities were \$1.9 million higher than budget due to higher costs for water and sewer (\$0.5 million) and natural gas (\$1.4 million).

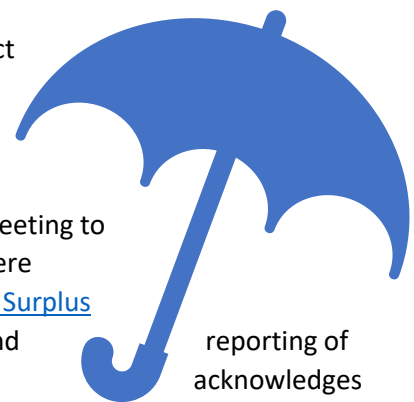
Compared to the prior year, the 2021-2022 expense was \$1.8 million higher mainly due to higher natural gas costs.

Accumulated Operating Surplus

With the Board of Education having responsibility for protecting the District from financial forecasting risk and unforeseen circumstances that could negatively impact the education of students, an [Accumulated Operating Surplus \(AOS\) policy](#) has been developed (Board Policy 19).

The policy was updated and approved at the December 13, 2021 Board meeting to comply with the new Ministry of Education and Child Care policies that were released in May 2021. The [K-12 Public Education Accumulated Operating Surplus policy](#) ensures consistency, transparency and accountability for the use and operating funding that is not used in the year in which was provided. It that it is appropriate for boards to maintain an operating surplus to manage the accumulation and holding of appropriate operating surpluses by school districts is a component of sound financial and strategic planning.

The AOS policy provides for a specific resource, an operating surplus, to be allocated to support a board’s strategic goals, operational needs and enhanced outcomes for students. If there are sufficient



reporting of acknowledges financial risk and

guidelines in place for the use of surplus to support objectives, boards can do more effective long-range planning, address risk factors in their budgets and provide consistent services to students.

The policy allows the Board to restrict spending of the surplus in the following categories and sub-categories:

- Internally Restricted
 - Operations spanning multiple school years
 - Anticipated unusual expenses identified
 - Nature of constraints on funds
- Restricted for Future Capital Cost Share
- Contingency (Unrestricted)
- Local Capital

Any amount of the accumulated operating surplus that is not restricted will be held as a contingency and be used for working capital purposes, or emergency funds for unforeseen costs.

Use of this policy will reduce the volatility of fluctuating funding amounts in the District.

The unaudited Schedule 2 of the financial statements shows an operating deficit of \$12.3 million for the year ending June 30, 2022 after transfers for capital projects. With an opening accumulated surplus balance of \$40.7 million, the District’s accumulated operating surplus balance is \$28.4 million as at June 30, 2022. Application of the policy results in the accumulated operating surplus balances as follows:

Accumulated Surplus		
Purpose	June 2022	June 2021
Invested in Capital Assets	104,238,658	107,064,135
Local Capital Fund	14,172,726	10,628,727
	118,411,384	117,692,862
Operations spanning future school years	12,671,265	14,131,325
Anticipated unusual expenses	1,383,262	2,589,139
Fund constraints	10,636,824	12,832,758
Contingency reserve	3,677,837	11,108,506
	28,369,188	40,661,728
Accumulated Surplus	146,780,572	158,354,590

Special Purpose Funds

Special Purpose Funds are restricted funds that are designated for specific use. The District receives funds from the Ministry of Education and Child Care, the Federal government and from other sources. The different types of special purpose funds and their intended uses are listed below.

Ministry of Education and Child Care Funding					
Fund	Current Year	Prior Year	Difference	Deferred Revenue Balance	Intended Use
Annual Facility Grant (AFG)	2,195,185	2,242,431	(47,246)	-	Routine maintenance and upgrading of school facilities, especially new roofs, mechanical and electrical upgrades, flooring and safety improvements.
First Nation Student Transportation	130,248	49,242	81,006	-	Funding to provide bussing to/from school for First Nations students living on reserve.
Mental Health in Schools	66,137	66,306	(169)	49,136	To build capacity in mental health and well-being related to knowledge, skills, and resources in school communities.
Learning Improvement Fund (LIF)	1,625,294	1,520,580	104,714	475,048	Supplementary funding to school districts for additional teacher assistants and other paraprofessionals and/or additional services to students.
Aboriginal Education Technology	11,995		11,995	-	Funding to provide technology to First Nations students
Special Education Technology (SET-BC)	9,083,440	7,886,644	1,196,796	666,054	Provincial program established to assist school districts in utilizing technology to support the diverse needs of students.
Strong Start	619,877	634,874	(14,997)	-	A free early learning program located in schools, for preschool children accompanied by a parent, other adult family member or caregiver, created through an agreement between school districts and the Ministry of Education and Child Care.

Ready, Set, Learn	225,930	219,639	6,291	23,692	Intended for families and their three-to five-year-old children, Ready, Set, Learn is all about providing good information about how to support a young child's early learning and development. It also develops positive connections between families, the school system and local community agencies.
Changing Results for Young Children/Early Learning Framework Implementation Funds	7,197	18,853	(11,656)	1,739	To support district capacity building in high quality early learning and care experiences for children.
CommunityLINK	9,388,476	9,364,428	24,048	377,587	To support programs, including food programs, and services to improve the educational performance of vulnerable students, including both academic achievement and social functioning.
CEF - Overhead	4,057,244	4,026,487	30,757	-	Funding to implement the Memorandum of Agreement re: Letter of Understanding No. 17.
CEF - Staffing	28,674,634	28,893,118	(218,484)	-	
CEF - Remedy	66,852	745,536	(678,684)	898,207	
Provincial Resource Program (PRP)	2,197,363	2,292,985	(95,622)	308,493	Provides outreach services to support educators, students, and families to meet the needs of students with disabilities and diverse abilities.
Seamless Day Kindergarten	14,550	-	14,550	35,450	Kindergarten pilot project to provide a full day for students, including before and after school care.
Communication Assistance for Youth and Adults (CAYA)	3,056,200	2,900,449	155,751	3,653,598	A province wide service program that supports adults aged 19 and older who require an augmentative or alternative communication system due to a severe communication disability.

Assistive Technology BC (AT-BC)	4,164,746	3,501,145	663,601	10,643,553	Provides assistive technology resources to make learning environments usable for people with disabilities.
Provincial Resource Centre for the Visually Impaired (PRCVI)	2,201,013	2,242,112	(41,099)	633,516	Outreach program that supports school districts' goal of ensuring equitable access and enhanced educational opportunities for students with visual impairments.
K-12 Pandemic Recovery Team (2020-2021 COVID-19 Rapid Response)	305,000	175,000	130,000	-	Funding for the District to provide support to schools and school districts in the Vancouver Coastal Health region in responding to COVID-19 cases.
Restart: Health & Safety Grant (2020-2021 Safe Return to School Grant)	1,163,879	3,579,610	(2,415,731)	-	Provincial funding provided to assist districts with implementing new health and safety measures during the COVID-19 pandemic.

Federal Funding					
Fund	Current Year	Prior Year	Difference	Deferred Revenue Balance	Intended Use
French Language (OLEP)	596,767	789,541	(192,774)	196,775	Federal Funds received by school districts that must be spent entirely in support of French Immersion Programs or Core French Courses.
Settlement Workers in Schools (SWIS)	32,880	13,831	19,049	390,422	School based settlement service for immigrants, refugees, and other eligible clients to meet their immediate settlement or ongoing needs after their arrival in Canada.
Ventilation Fund (2020-2021 Federal Safe Return to Class Fund)	39,960	19,644,024	(19,604,064)	1,081,444	Funding provided to support districts with their return to school plans during the COVID-19 pandemic.

Other Funding					
Fund	Current Year	Prior Year	Difference	Deferred Revenue Balance	Intended Use
CLINK Other	282,549	445,088	(162,539)	782,977	To support programs and services to improve the educational performance of vulnerable students, including both academic achievement and social functioning.
Miscellaneous	435,712	700,262	(264,550)	614,744	Most of these funds are for career education.
Scholarships and Bursaries	51,949	22,555	29,394	531,979	To give to students to recognize academic achievement.
School Generated Funds	5,648,358	2,207,404	3,440,954	4,023,290	Funds generated by schools for various purposes.

Capital Fund

The balance in the Capital Fund at any year end is the surplus from capital operations over time that is invested in tangible capital assets and the local capital funds the District has generated. At the end of June 2022, the balance in the Capital Fund was \$118.4 million, consisting of \$104.2 million of Invested in Tangible Capital Assets and \$14.2 million in Local Capital (see Schedule 4 of the financial statements).

The Invested in Tangible Capital Assets fund balance of \$104.2 million captures much of the capital surplus in the Capital Fund. The main capital operations in any year are tangible capital asset purchases, principal payment of capital leases, amortization of deferred capital revenue and amortization of tangible capital assets. The local capital fund balance of \$14.2 million captures the District's capital surplus from activities that are under the control of the District. The primary sources of revenue in local capital are from the rental and leases of District facilities and investment income. Local capital is spent on minor capital projects and the interest on capital leases. Local capital is also decreased by transfers to Invested in Tangible Capital Assets for Work in Progress. The entire balance of \$14.2 million is restricted for use in funding future school construction projects.

Deferred capital revenue (Schedule 4C, 4D and Note 8) includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in Treasury Board Regulation 198/2011 and is comprised of the amounts related to completed projects, work in progress, and the amount that is unspent.

The district's Deferred Capital Revenue balance is summarized in the table below. These funds have specific restrictions on their use:

Deferred Capital Revenues			
Description	2022	2021	Change
Completed projects	669,328,255	624,651,384	44,676,871
Work-in-Progress	149,529,463	116,291,284	33,238,179
<i>Unspent</i>			-
Bylaw Capital	-	41,211	(41,211)
MEd Restricted Capital	40,678,755	39,755,309	923,446
Other Provincial Capital	1,429,081	2,320,275	(891,194)
			-
Total Deferred Capital Revenue	860,965,554	783,059,463	77,906,091

Bylaw capital: This balance is receivable from the Ministry of Education and Child Care.

(Ministry) Restricted capital: These are funds held on behalf of the Ministry of Education and Child Care and represent the Ministry’s portion of proceeds on disposal of land and buildings and any surpluses from completed projects. The balance increased by \$0.9 million this year

primarily from the transfer of Dr. Annie B. Jamieson and Sir Charles Kingsford-Smith Elementary seismic project surpluses from the Bylaw capital.

Other Provincial capital: Funds provided by the Ministry of Children and Family Development for the construction of new childcare spaces.

Major Capital Projects

Seismic Mitigation Program (SMP)

The following schools are currently under design or construction with expected occupancy:

- Bayview Elementary – Fall 2022
- Sir Matthew Begbie Elementary – Fall 2022
- Edith Cavell Elementary – Fall 2022
- Eric Hamber Secondary – Fall 2023
- Henry Hudson Elementary – Fall 2024
- David Livingstone Elementary – Winter 2022/2023
- David Lloyd George Elementary – Winter 2022/2023
- Dr. George M. Weir Elementary – Fall 2022

Project Definition Reports (PDR)



The preparation of project definition reports for Killarney Secondary, David Thompson Secondary, False Creek Elementary and Sir Wilfred Grenfell Elementary are in development from previous years. The PDR for Sir Grenfell Elementary is being updated for submission to the Ministry of Education and Child Care, as requested in the 2022-2023 Capital Plan Response Letter. The PDRs for the other schools noted above have been deferred and are to be considered as part of the next 5-year Capital Plan Submission. Sir Guy Carleton Elementary is no longer being considered for seismic upgrading as a business case could not be generated as either

an enrolling site or a swing space site. The District is exploring alternate community use opportunities for the Carleton site.

Concept Plans

Olympic Village Elementary School – The District was successful in 2022 in obtaining a 99-year ground lease for a school site in Olympic Village. The amended Capital Plan Response Letter received from the Ministry of Education and Child Care in June called for the District to submit a draft concept plan for the school by November 30, 2022.

New School Construction



Coal Harbour Elementary: This project includes a new school on a secured site next to the Coal Harbour Community Centre, as part of a larger City of Vancouver mixed-use development that would include childcare and non-market housing. The construction of the school will be funded entirely by the District from the proceeds of the sale of the subsurface air parcel at Lord Roberts Annex to BC Hydro in 2018. Construction of the mixed-use development began in February 2022. It is hoped that this project can be completed for occupancy by students in September 2024, as originally planned.

School Enhancement Funded Projects (SEP)

The School Enhancement Program provides funding to help districts extend the life of their facilities through a wide range of improvement projects, including:

- Electrical upgrades (power supply, distribution systems)
- Energy upgrades (LED lighting, high-efficiency boilers)
- Health and Safety upgrades (fire systems, indoor air quality)
- Mechanical upgrades (heating, ventilation, plumbing)
- Building enclosure upgrades (roofing, exterior walls, windows)
- Washroom upgrades
- Flooring upgrades

The following projects were completed during the year:

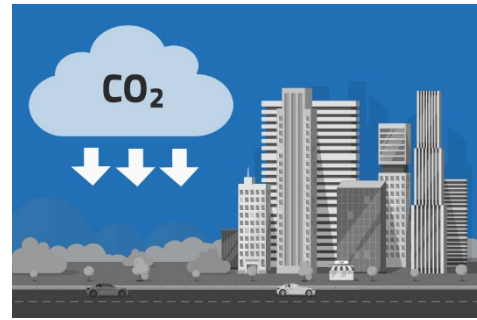
Project	Funding	Actuals
<i>Fire System Upgrade</i>		
General Wolfe Elementary	760,000	760,000
<i>Plumbing Upgrades</i>		
Chief Maquinna Elementary	127,406	128,006
Lord Selkirk Elementary	199,693	204,429
Lord Byng Secondary	159,832	167,921
General Wolfe Elementary	173,415	173,414
<i>Interior Renovation</i>		
Lord Selkirk Elementary	122,850	122,850
Chief Maquinna Elementary	145,950	145,359
<i>Electrical / Fire System Upgrade</i>		
Lord Byng Secondary	614,250	600,586
Total	2,303,396	2,302,565

The following projects are in progress:

Project	Funding	Spending to June 2022	Expected Completion
<i>Plumbing Upgrades</i>			
Edith Cavell Elementary (20/21)	123,283	18,889	December 2022
Edith Cavell Elementary (22/23)	143,349	-	March 2023
Grandview Elementary	250,000	5,783	March 2023
David Livingstone Elementary	266,805	-	March 2023
<i>Fire Suppression System</i>			
Edith Cavell Elementary	152,150	156,366	December 2022
<i>Interior Renovation</i>			
David Livingstone Elementary	231,000	148,303	December 2022
<i>Electrical Upgrades</i>			
Point Grey Secondary	300,000	56,427	March 2023
<i>Exterior Wall System</i>			
Vancouver Technical Secondary	140,000	-	March 2023
Total	1,606,587	385,767	

Carbon Neutral Capital Funded Projects (CNCP)

Provides specific funding to energy efficiency projects that lower the School District's carbon emissions.



- **Norquay Elementary:** \$364,000 heat, ventilation, and air conditioning (HVAC) upgrade. Natural gas estimated savings - 528 GJ. Project was completed during the year.
- **Lord Selkirk Elementary:** \$396,000 heat, ventilation, and air conditioning (HVAC) upgrade. Natural gas estimated savings - 592 GJ. Project was completed during the year.
- **Bayview Community Elementary:** \$369,000 heat, ventilation, and air conditioning (HVAC) upgrade. Natural gas estimated savings - 985 GJ. Project was completed during the year.
- **Eric Hamber Secondary:** \$20,000 direct digital control (DDC) upgrade and heat, ventilation and air conditioning (HVAC) control system upgrade. Project was completed during the year.
- **Dr. H.N. MacCorkindale Elementary:** \$85,000 heat, ventilation, and air conditioning (HVAC) upgrade. Project scheduled to be completed by March 2023.
- **Charles Dickens School Annex:** \$90,000 heat, ventilation, and air conditioning (HVAC) upgrade. Project scheduled to be completed by March 2023.
- **Dr. George M. Weir Elementary:** \$390,500 heat, ventilation, and air conditioning (HVAC) upgrade. Project scheduled to be completed by March 2023.

Building Envelope Program (BEP)

Funding is provided to help school districts with remediation of schools suffering damage from water ingress due to premature building envelope failure. Eligible school facilities under this program have been built between 1980 and 2000 and have a risk assessment report facilitated by B.C. Housing.

- **Sir Winston Churchill Secondary:** Funding grant of \$34,500. The project scheduled to be completed by December 2022.

Playground Equipment Program (PEP)

Annual funding program to purchase and install new or replacement playground equipment. The program will provide capital funding grants of two different amounts - \$90,000 for standard playground equipment, and \$165,000 for universally accessible playground equipment.

- **Sir Richard McBride Elementary:** Funding grant of \$165,000. The project was completed during the year.
- **Lord Tennyson Elementary:** Funding grant of \$165,000. The project was completed during the year.

- ***Champlain Heights Community Elementary***: Funding grant of \$165,000. Project scheduled to be completed March 31, 2023.
- ***Dr. H.N. MacCorkindale Elementary***: Funding grant of \$165,000. Project scheduled to be completed March 31, 2023.



Annual Facility Grant (AFG)

The Annual Facility Grant is funding provided by the Ministry of Education and Child Care for designated school capital or maintenance upgrades. \$11.3 million was provided to fund the following projects in 2022-2023.

	No. of Schools	Amount
Disabled Access	4	200,000
Electrical System Upgrade	33	1,722,968
Facility Upgrade	46	2,983,790
Functional Improvement	39	1,559,558
Health and Safety Upgrade	2	55,438
Loss Prevention	1	25,438
Mechanical System Upgrade	32	1,708,140
Roof Replacement	6	2,057,698
Site Upgrade	35	874,240
Technology Infrastructure Upgrade	4	100,000
Total		11,287,270

Childcare Centers



As part of the seismic upgrades, the Vancouver School District has entered into agreements with the City of Vancouver to build new childcare facilities within various schools. Costs associated with constructing these childcare facilities are to be funded by the City of Vancouver.

- **Lord Nelson Elementary:** The first school in the Vancouver School District to enter into this agreement in November 2015. Project cost: \$6.8 million.
- **Sir Sandford Fleming Elementary:** Entered into agreement with the City of Vancouver in November 2017. Project cost: \$7.4 million.
- **Lord Tennyson Elementary:** Entered into agreement with the City of Vancouver in October 2018. Project cost: \$8.3 million.
- **David Lloyd George:** Project is at construction phase. Occupancy expected Winter 2022/2023. Project cost: \$7.3 million.
- **Eric Hamber:** Project is at construction phase. Occupancy expected Fall 2023. Project cost: \$8.5 million.
- **Henry Hudson:** Project is at tender phase. Occupancy expected Fall 2024. Project cost: \$10.0 million.

Risk Factors

There are several risk factors that may have a financial impact on the District, ranging from enrolment changes, unexpected cost pressures and lost revenues. The two most significant areas of risk are the financial pressure associated with the budget structural deficit and those identified in the Enterprise Risk Management review.

Structural Deficit

A structural deficit occurs when an organization's ongoing expenditures are continually greater than its income, including government funding and other sources of revenue. If income does not cover expenses over time, the structural deficit will have a cumulative effect. The District has a structural deficit which must be addressed to prevent ongoing deficits.

Most of the District's revenues come from provincial grants, which are tied to enrolment. As enrolment declines in Vancouver (see page 12 enrolment graph), grants have also declined. About 8% of revenues come from fees, rentals, International Student tuition, and other sources. Fixed costs, however, have not declined in step with declining revenues.

To address the structural deficit, the District must make structural changes. This will include long-term changes, rethinking and restructuring operations and related costs.

Taking a multi-year approach as discussed below in the [Financial Planning and Reporting Policy section](#) will be a first step to tackle the structural deficit and support the longer-term perspective decision-making that can create lasting change.

Some factors contributing to the District's structural deficit are:

- Non-enrolling staffing levels higher than what's required in the collective agreement
- Continued use of surplus to balance the budget
- Increasing need for SSW support in schools
- Collective agreement wage lifts not fully funded over time
- Excluded wage lifts not funded over time
- Expensive paramedical group insurance benefits
- Reliance on the International Student Program

Enterprise Risk Management

As part of the District's Enterprise Risk Management initiative, a comprehensive enterprise-wide risk assessment was undertaken in 2018 and 2019. This assessment was refreshed in 2021 due to:

- Changes in certain District and Senior Management positions.
- The current Board of Education, which was elected in 2018, not having had input into the 2018 risk assessment work.
- Expiration of the District's Strategic Plan in 2021 and the work beginning on a 2022-2026 Education Plan (Strategic Plan); and
- Potentially new risks that have been brought on by the COVID-19 pandemic.

The risk assessment has identified twenty key areas of risk. Some of the major areas of risk for the District are outlined below.

Organizational Capacity – The most significant risk factor identified in the KPMG assessment in 2018 was organizational capacity. The additional capacity placed on the organization and staff resulting from the pandemic is a concern moving forward, particularly around mental health and the need to hire additional staff to address needs created by the pandemic. There is an increased awareness of privacy and security issues around technology being distributed to students and staff. Also, the need to stay informed of Ministry and Provincial health and safety directions has resulted in staff being hired to update District messaging to schools.

Facility Maintenance – The District operates 77 elementary schools, 18 secondary schools, 12 annexes, 8 District Schools (leased or district program sites), 6 District Support Facilities and 3 properties on which businesses operate for a total of 124 active facilities. The Long-Range Facilities Plan has identified the District has many older buildings with significant seismic safety concerns and deferred maintenance requirements. The capital approval process takes time and resources to get new capital projects up and running, and the Ministry continues to request that school districts contribute more local funds towards capital projects.

Labour Disruption – The risk that an agreement cannot be reached with an employee group, leading to labour disruption.

Supporting Students and Families with Special Needs and Mental Health Issues – The risk that the District, due to limited funds, is challenged to fully support with resources and staffing, the learning experience of students with special academic, behavioral, or physical needs (including accessibility).

Key Employee Recruitment/Retention – The risk that the District is unable to recruit and retain enough qualified teachers and staff in key positions to meet its needs.

Technology Requirements – The demand for technology hardware, software and system utilization continues at a rapid pace. Providing the required services and ensuring that information is secure and protected necessitates allocating more financial resources. Technology in support of education will allow the District to implement the paradigm shift and transformational education required to be at the forefront and on the cutting-edge in the 21st century. Technology in support of the Framework for Enhancing Student Learning and more real-time reporting on student progress is a crucial undertaking. The MyEdBC student administration system requires enhancements to meet the ongoing needs for improved data and reporting. System security remains a high concern. With that in mind new positions in the LIT Department will need to be created. While a multi-year plan has been developed for some aspects of the District's requirements, additional resources will need to continue to be directed in this area.

International Education – The District relies to a great extent on International Education enrolment to supplement Ministry of Education and Child Care funding. Many of the students who enroll in the program do not come to the Province until just before the start of the school year.

Since receiving the report and updated risk register, each of the twenty risks has been assigned to a Senior Manager. Some managers may have multiple ownership of the risks depending on their respective portfolios. The Director of Risk Management has been conducting further risk analysis for each risk and working with the Risk Owners and other District staff who are subject matter experts to identify what is driving each risk, what if any current mitigations may be in place and identifying future mitigations or

opportunities for mitigation. Once future mitigations have been determined, risk treatment plans will be developed for each risk to determine what changes need to occur and if resources or funding will be required to mitigate the risk.

Looking Forward

There are several accounting directives that will impact the District's financial performance in the future. These include: the K-12 Public Education Financial Planning and Reporting Policy which will be effective for the 2022-2023 school year, the K-12 Public Education Accumulated Operating Surplus Policy which is already a Board Policy and the accounting for Asset Retirement Obligations which is effective for the 2022-2023 fiscal year.

Financial Planning and Reporting Policy (now Administrative Procedure 503)

The Financial Planning and Reporting Policy (FPAR) aligns multi-year financial planning and reporting processes with provincial requirements. Its primary purpose is to create an efficient use of funding and resources to support the Board's strategic plans, enhanced educational outcomes for students and other operational needs. It is a component of a provincial framework for transparency, accountability and equity that is centered on the goals contained in the Statement of Education Policy Order.

The multi-year financial planning and reporting requirement is directed by the Framework for Enhancing Student learning which requires boards to develop and implement multi-year strategic plans, supported by operational and financial plans, which are focused on improving educational outcomes for students. A new Ministerial Order connected to the Framework, the Enhancing Student Learning Reporting Order, came into effect on September 1, 2020. It requires Boards to submit annual reports on student performance measured against certain educational outcomes. The new Order contains the following educational outcomes, in alignment with the objectives of Recommendation 12 of the Funding Model Review:

1. Students will meet or exceed literacy expectations for each grade level
2. Students will meet or exceed numeracy expectations for each grade level
3. Students will feel welcome, safe, and connected to their school
4. Students will graduate.

The order contains specific measures under each educational outcome and requires separate reporting for Indigenous students (living on and off reserve), children and youth in care and students with disabilities or diverse abilities.

The report in Appendix 1, from the Ministry of Education, provides comprehensive information for the District's educational outcomes for the 2019-2020 school year. The multi-year planning required in the Financial Planning and Reporting policy is intended to improve student outcomes. As the Ministry report on educational outcomes is not available at the time of preparing the annual Financial Statement Discussion & Analysis report, discussion of how multi-year planning strategies impacted student outcomes will be a year behind.

Accumulated Operating Surplus Policy

The Accumulated Operating Surplus Policy (AOS) is aligned with the requirements of the *School Act* with respect to boards having to prepare balanced budgets and the Ministry's Accounting Practices Order (M33/09) which provides, among other things, for a board being able to incur an annual deficit only to the extent there is an equal amount of surplus to offset the deficit. As stated previously, the AOS policy is a subset of the FPAR policy as it provides for a specific resource, an operating surplus, to be allocated to support a board's strategic goals, operational needs, and enhanced outcomes for students. As long as there are sufficient guidelines in place for the use of surplus to support objectives, boards are able to do more effective long-range planning, address risk factors in their budgets and provide consistent services to students. In conjunction with the FPAR policy, the AOS policy can be a significant component of a board's multi-year planning by allowing for the restriction of portions of an operating surplus for future use.

Like the FPAR, the AOS policy requires boards to develop and have in place by January 2022 a local policy that supports transparency and accountability when developing financial plans so that the education community is engaged in the development of those plans and are informed of progress in aligning funding and resources with strategic plans and student outcomes

To comply with the policy, boards must:

1. Develop, maintain, and make publicly available a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds
2. Have procedures for the board's engagement with the local community and education-partner groups, including local First Nations and Metis Nation BC

The local Board policy will:

1. Clearly explain the purpose of operating surplus, and how the surplus will be used to support the board's strategic objectives (for example, improve student educational outcomes) and other operational priorities of the school district
2. Include guidelines on how inter-fund transfers will be managed; and
3. Outline how financial risk will be mitigated by establishing a contingency operating surplus

The reporting component required by the policy will be accomplished using the existing financial framework for reporting which includes the annual Financial Statement Discussion and Analysis Report that districts prepare to explain their financial results.

Asset Retirement Obligations

The Public Standards Accounting Board issued the new standard PS3280 on asset retirement obligations in August 2018 to apply to fiscal years beginning on or after April 1, 2022. This standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets by public sector entities. This significant new accounting standard has implications that have the potential to go beyond financial reporting.

Financial Reporting Implications

A liability of asset retirement costs will be recorded with a corresponding increase in the cost of tangible capital assets in productive use, resulting in a decrease (increase) to the net financial assets (net debt) reported in the Statement of Financial Position.

Asset retirement obligations associated with tangible capital assets that are not recognized or no longer in productive use are expensed.

Additional non-cash expenses for the amortization of tangible capital assets and the accretion will be recognized annually.

The total cost of legally required retirement activities will be recognized earlier in a tangible capital asset's life.

A rigorous process needs to be established to support the updates to the ARO measurement on an annual basis post-initial implementation.

Asset Management Implications

The asset retirement date used to determine the asset retirement liability needs to be consistent with the useful life of the related tangible capital asset. As a result, public sector entities need to assess whether the useful lives of tangible capital assets continue to be accurate and consistent with the asset management plans.

Funding Implications

PS 3280 does not provide guidance on how the asset retirement liability should be funded. Many public sector entities currently fund retirement costs as they are incurred at the end of the asset's life. Public sector entities will need to assess whether this practice remains appropriate or if funding will be obtained over the life of the asset.

Budget Implications

In addition to budgeting for costs associated with the initial implementation of PS 3280, public sector entities will need to consider if the non-cash accretion expense and additional amortization expense will be included in the annual budget.

Public sector entities operating under the balanced budget legislation or similar guidelines will need to obtain guidance from the provincial government to determine the impact of PS 3280 on current requirements.

Capital Planning Implications

PS 3280 requires legal obligations associated with the retirement of tangible capital assets to be recorded when the assets are acquired, constructed or developed. As a result, the cost of legally required retirement activities will need to be considered at the inception of a capital project to determine the financial viability and impact of the project.

Contacting Management

This financial report is designed to provide the District's stakeholders with a more detailed overview of the District's financial statements for the year ended June 30, 2022, related facility matters and progress

in the seismic mitigation program. It is intended to demonstrate increased accountability for the public funds received.

If you have questions about this financial report, please contact the Office of the Secretary-Treasurer at 604.713.5080.

Appendix 1 – 2022 School District Report | SD39 Vancouver

The School District Report is prepared by the Ministry of Education and Child Care and the online version can be found [here](#).



Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

Our mandate for education: A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.

Reading, Writing, and Numeracy	3
Grade-to-Grade Transitions	5
Provincial Examinations	5
Completion Rates	6



Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Early Development	7
Student Satisfaction	8



Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Preparation	9
Transition to B.C. Post-Secondary Education . . .	9

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.vsb.bc.ca>



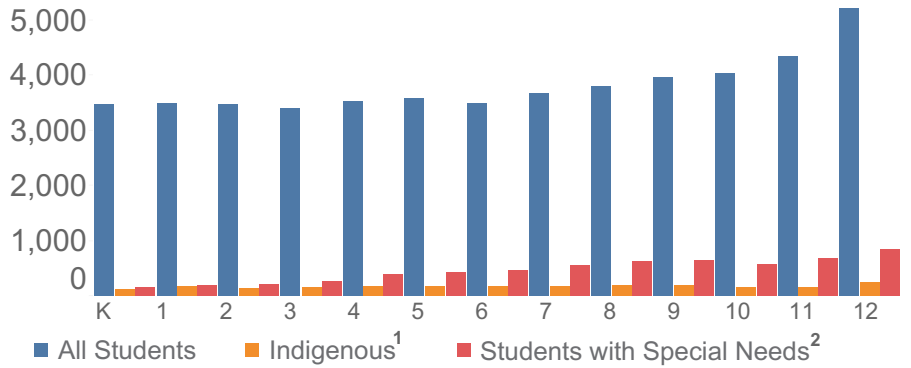
Current Headcount

50,235

Projected change over next 10 years

10,083

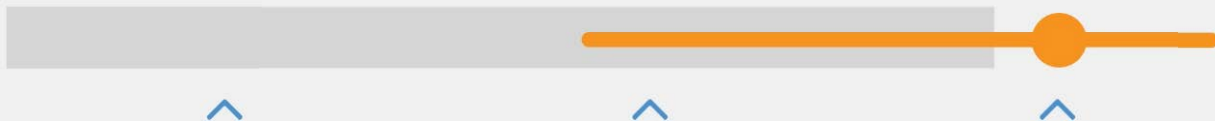
Total Students Across All Grades (2021/22)



Community Demographics

	Unemployment Rate	Percent of 25-64 with Post Secondary Credentials	Percent of Lone-Parent Families	Median Family Income Economic Families	Population Density (people per sq. km of land area)
B.C. Public Schools	6.8%	63%	4.4%	\$93,013	3,496
District: Vancouver	6.2%	69.7%	4.8%	\$91,634	8,017

How to Read the Charts in This Report



The grey band represents **typical performance** for school districts across British Columbia (the range of results f..

The orange line shows this district's **results over time** (for the last ..

The orange dot shows the **most recent results** for this school district.

Intellectual Development

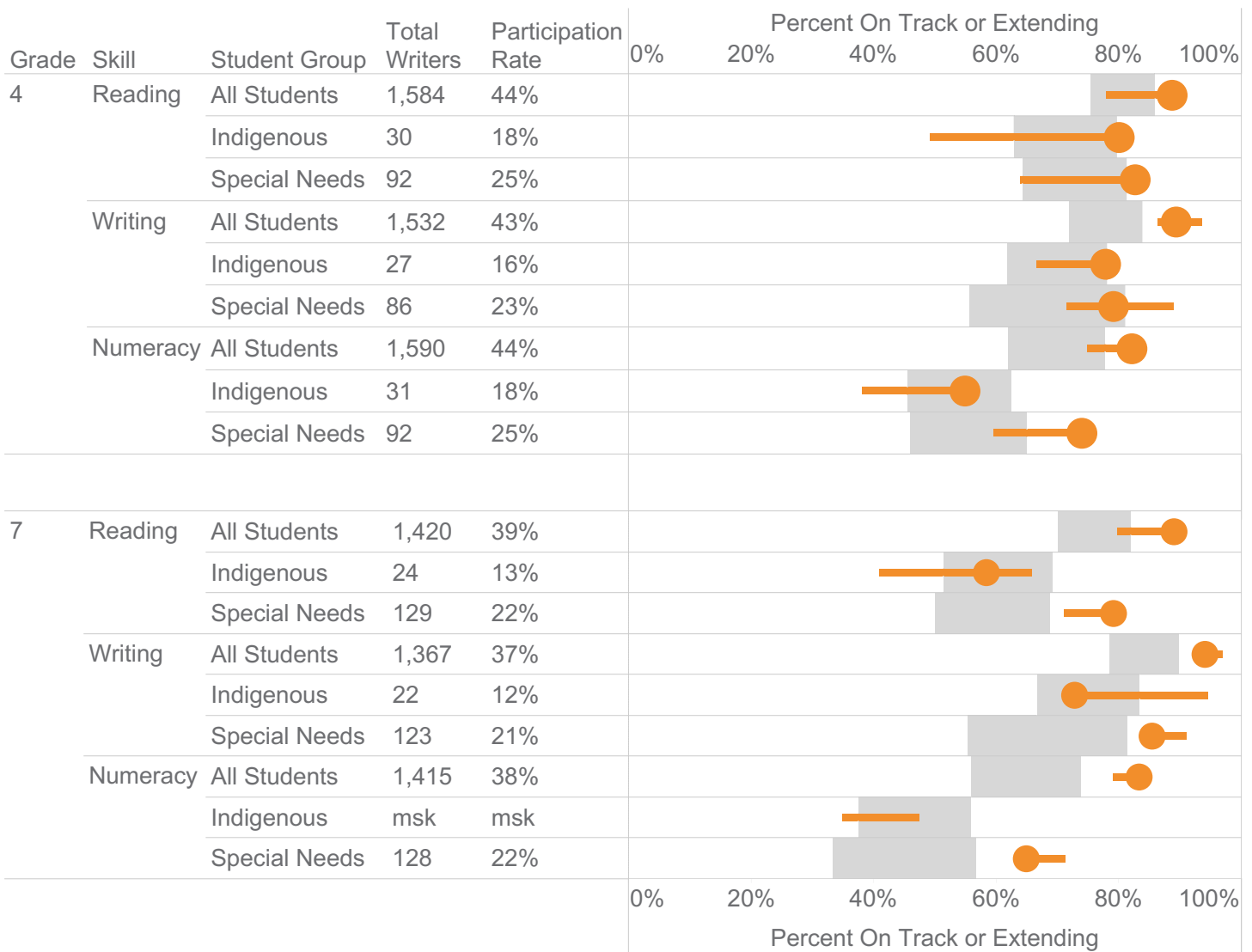
A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Reading, Writing, and Numeracy (2020/21)

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in Grades 4 and 7, and was completely re-designed for the 2017/18 school year. The FSA is a valuable indicator of where students might have challenges in reading, writing, and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.

**in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2020/21 year range*



Student Growth Over Time

These charts follow the performance of a single group of students on their Grade 4 and 7 FSA reading and numeracy assessments.

See <http://www.bced.gov.bc.ca/reporting/systemperformance> for comparable results for the writing assessments.



Reading

Students' 2020/21 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2017/18)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Extending	313	19%	40%	0%	40%
On Track	1,114	4%	47%	3%	46%
Emerging	315	1%	24%	11%	64%
Did Not Participate	1,338	1%	17%	4%	78%

Numeracy

Students' 2020/21 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2017/18)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Extending	192	43%	17%	1%	39%
On Track	1,109	14%	38%	6%	42%
Emerging	443	2%	18%	12%	68%
Did Not Participate	1,336	4%	13%	5%	78%

Percent of students with the same level of performance in Grade 4 and 7
 Percent of students with a higher level of performance in Grade 7 than 4
 Percent of students with a lower level of performance in Grade 7 than 4

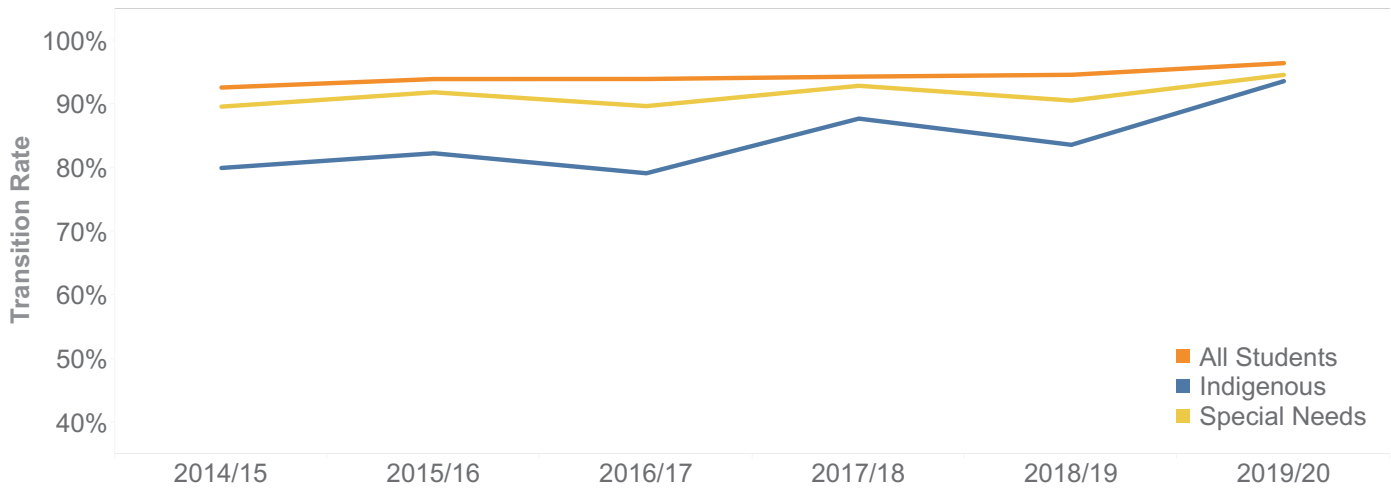
Intellectual Development



Grade-to-Grade Transitions (2019/20)

Grade-to-Grade transition is the percent of students who make a successful transition to a higher grade the following year.

Shown here are the percent of students in the district making a successful transition from Grade 11 to Grade 12.



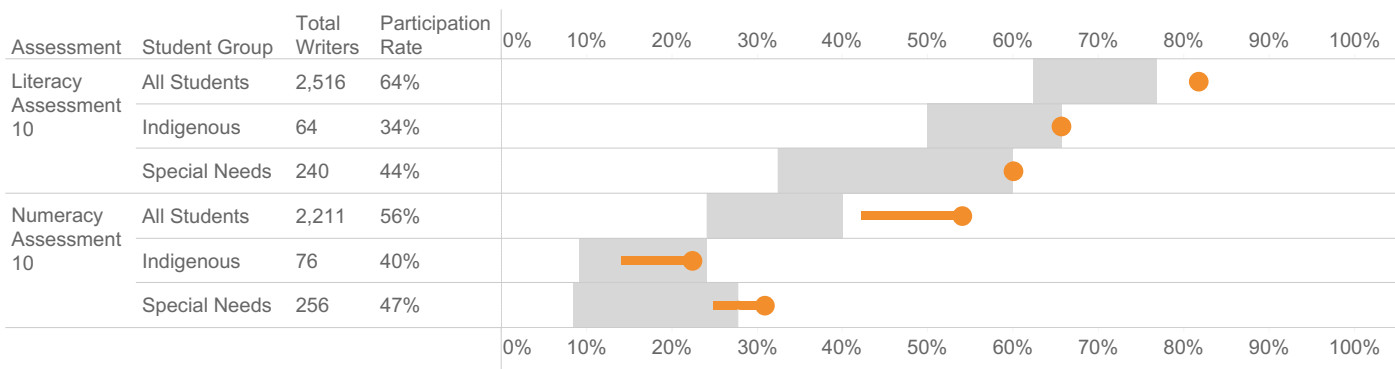
Graduation Assessments (2019/20)



Provincial Assessment results are displayed for:

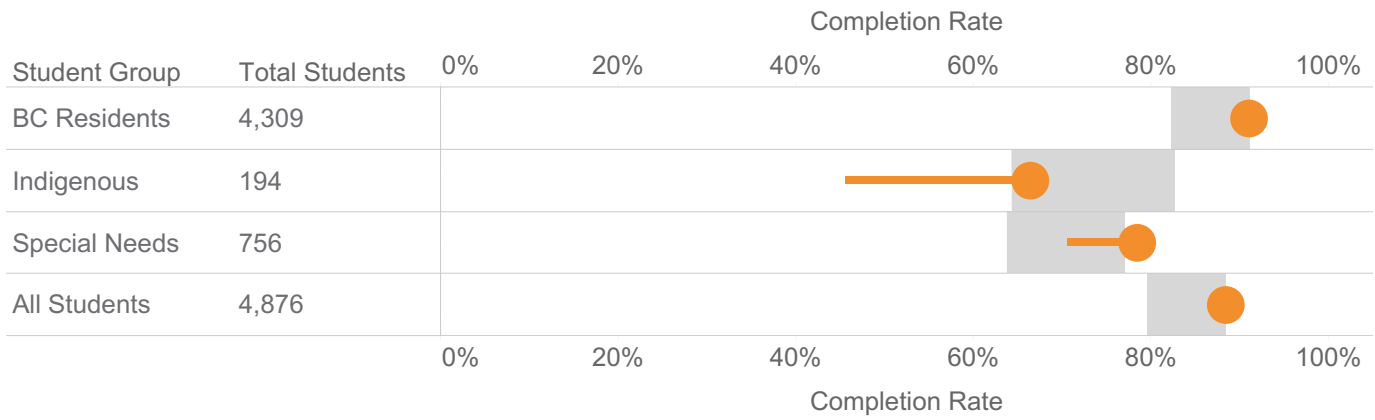
- » Grade 10 Numeracy Assessment
- » Grade 10 Literacy Assessment

The purpose of Graduation Assessments is to measure the extent to which students are literate and numerate and to provide students and educators with information about their proficiency. As part of the updated graduation requirements, students in the New Graduation Program will have to complete two provincial assessments. They will focus on the demonstration and application of numeracy and literacy.

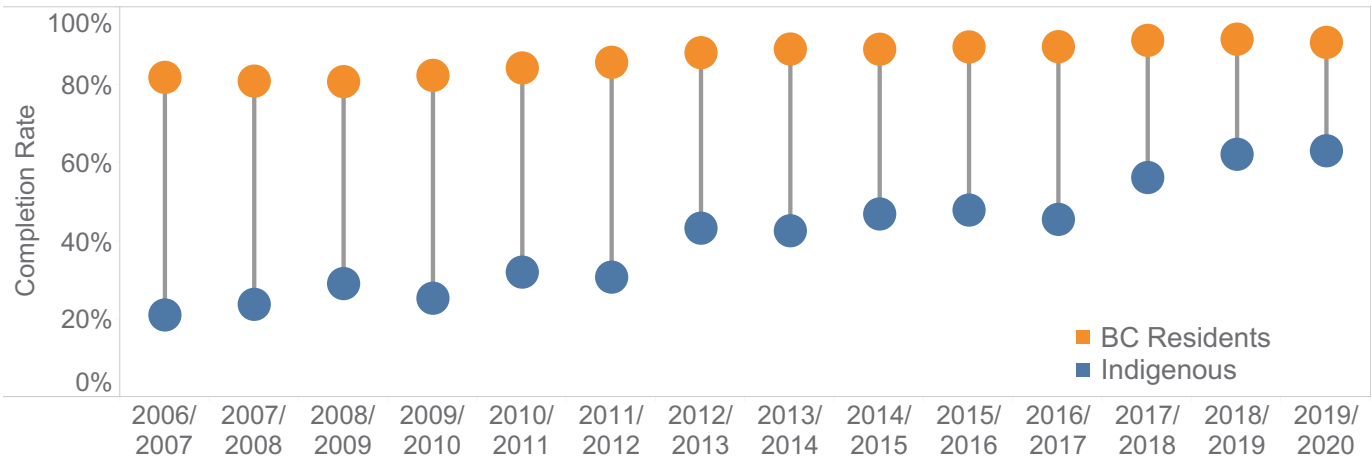


Completion Rates (2020/21)

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



Completion Rates Over Time for Indigenous and All Students



Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

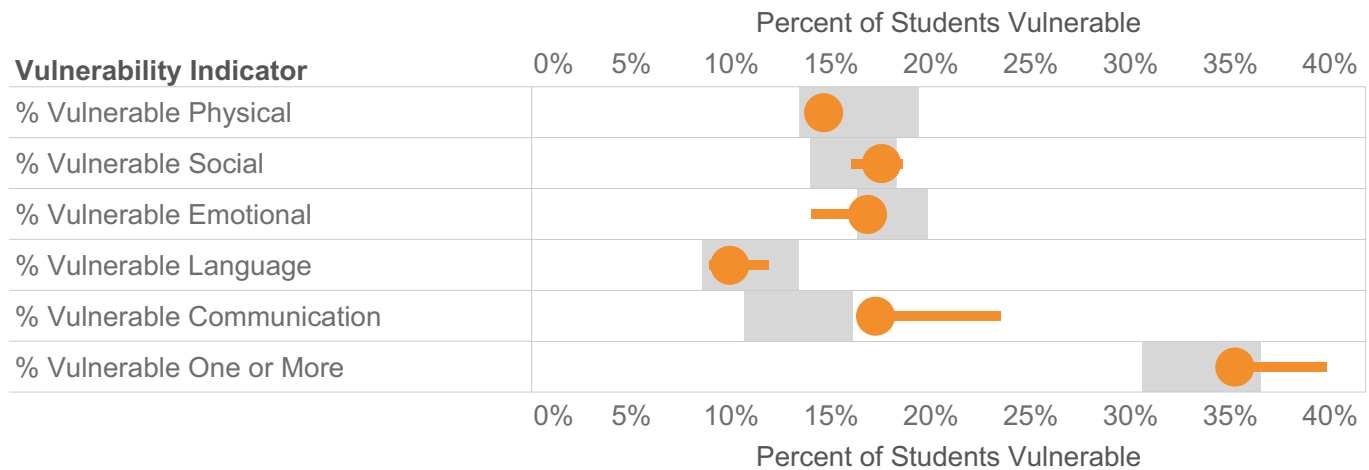


Early Development

The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages of students considered vulnerable in each of these core areas. Learn more about the EDI at <http://earlylearning.ubc.ca/edi>

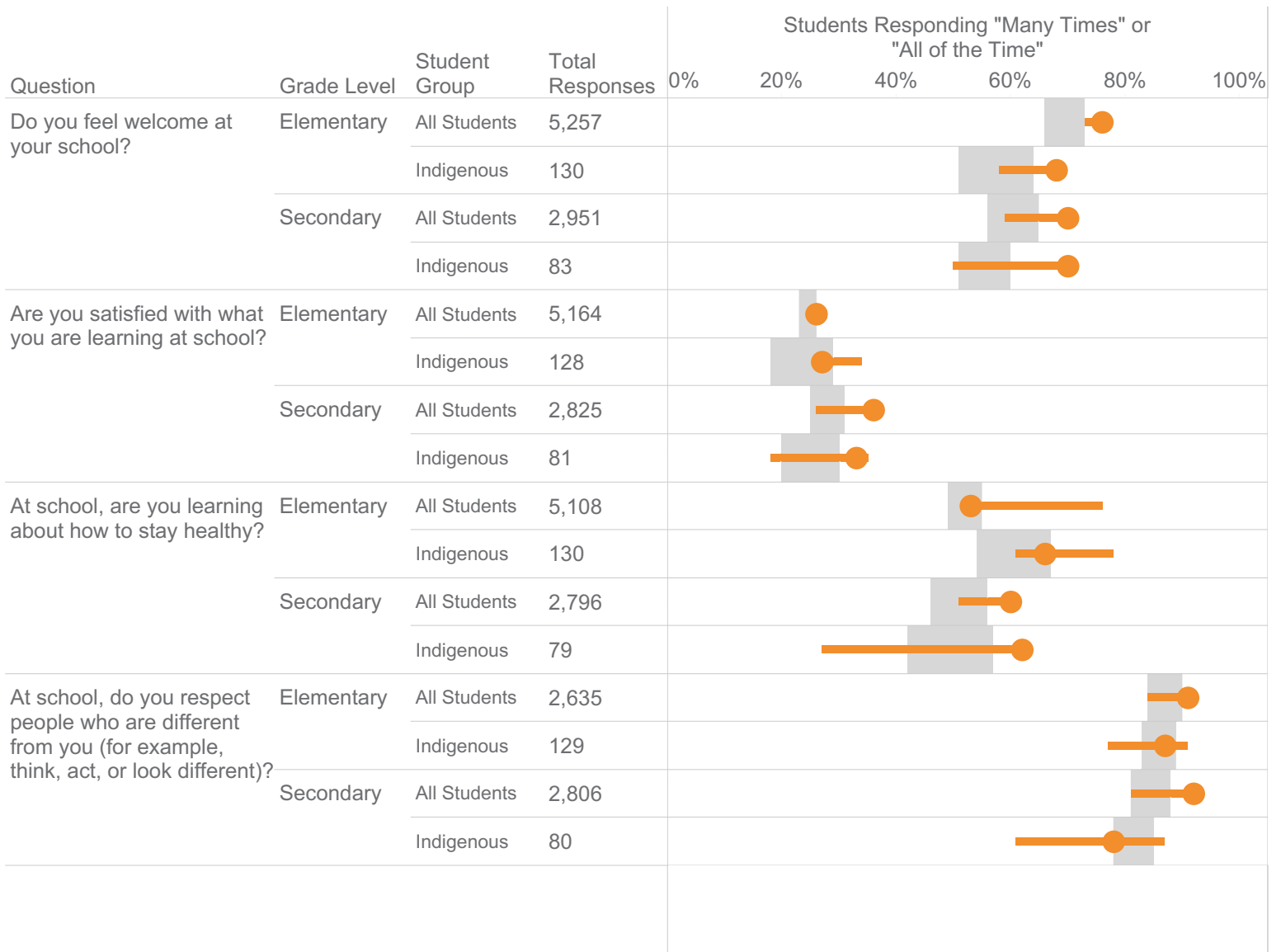
3,073 Total number of students assessed (2016/17 - 2018/19)

- Typical range across B.C. (middle 50% of districts)
- Selected district's most recent results (2016/17 - 2018/19)
- Range of district's results over time (2007/08 - 2018/19)



Student Satisfaction (2020/21)

Every year, the B.C. Ministry of Education invites students in Grades 4, 7, 10 and 12 to complete an online survey about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.

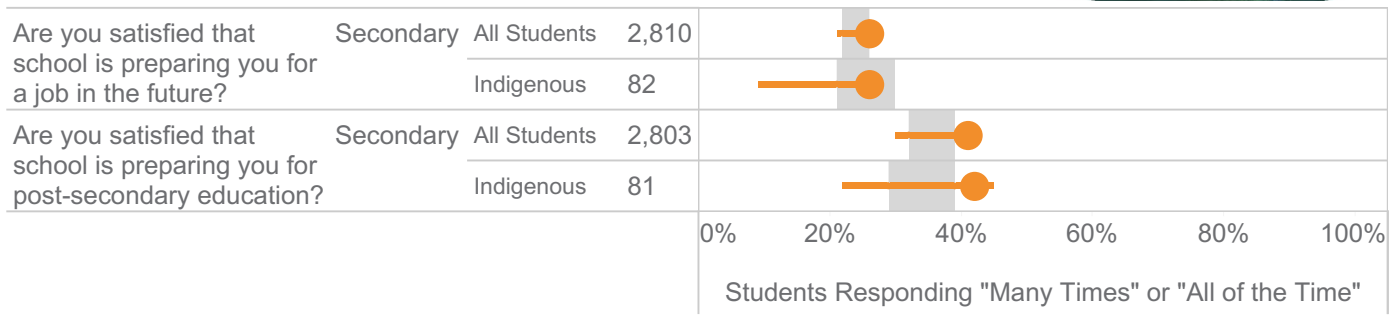


Career Development

Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.



Post-Secondary and Career Preparation (2020/21)

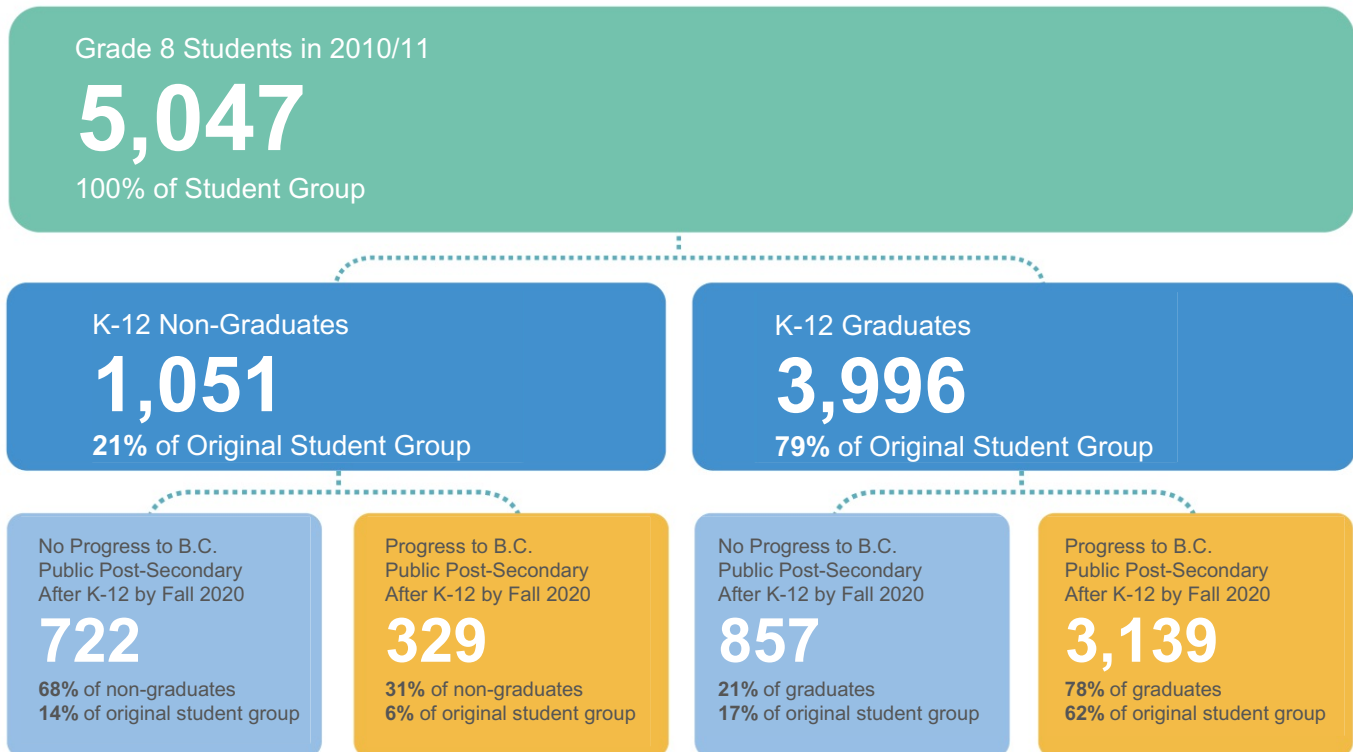


Transition to B.C. Public Post-Secondary Education (2019/20)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2015; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2019³

*Note, these results do not include those students who enrolled in post-secondary institutions outside of B.C.



About This Report

This report provides an overview of information collected by the B.C. Ministry of Education for all school districts across the province. It complements new planning and reporting efforts that are underway to enhance student learning in every school and school district in British Columbia.

A complete and interactive version of this report is available at <https://www.bced.gov.bc.ca/reporting/systemperformance>



Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

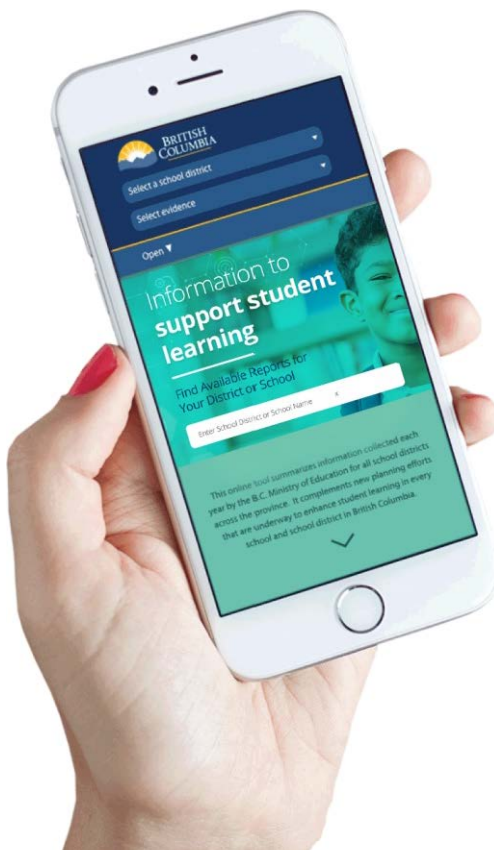
- » To what extent do the results align with what you expected to see?
- » How do the results compare with other information that exists?
- » What are areas of strength?
- » What areas may need further attention?
- » Where do you see growth over time?
- » What patterns do you see across particular groups of students?
- » What efforts are underway to support student success, and what role can you play?

We Value Your Feedback

The B.C. Ministry of Education welcomes your feedback on this new way of displaying student information.

Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Visit <https://www.bced.gov.bc.ca/reporting/systemperformance> to view the interactive version of this report.



(1) **Indigenous Students:** students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit)

(2) **Students with Special Needs:** when the Ministry of Education reports on the total number and performance of students with special needs, all categories are included.

(3) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

msk - throughout this report some numbers are 'masked' to protect the privacy of potentially individually identifiable populations of students