



NANAIMO LADYSMITH
PUBLIC SCHOOLS

FEBRUARY 2019

Environmental Scan

IN SUPPORT OF THE STRATEGIC
PLAN FOR NANAIMO LADYSMITH
PUBLIC SCHOOLS



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Executive Summary

NANAIMO LADYSMITH PUBLIC SCHOOLS (NLPS) IS LOCATED ON THE EAST COAST OF VANCOUVER ISLAND, AND RESIDES WITHIN THE TRADITIONAL TERRITORIES OF THE SNUNEYMUXW, SNAW-NAW-AS AND STZ'UMINUS FIRST NATIONS. THE SCHOOL DISTRICT SERVICES 14,336 STUDENTS FROM THE COMMUNITIES OF LANTZVILLE, NANAIMO, GABRIOLA ISLAND, CEDAR AND LADYSMITH.

NLPS has 27 elementary schools, seven secondary schools, and one Distributed Learning Centre. French Immersion programs are offered at four elementary schools and two secondary schools. The school district is one of the largest employers in the region, employing 2,000 staff with an annual operating budget of approximately \$157 million. In addition to the provincial government curriculum, the district has a number of special programs, including music programs, academies, work experience, career preparation, a modern languages program and computer lab facilities.

On November 28, 2018, the Board of Education agreed to update the district's strategic plan. The primary purpose of the strategic plan is to create a blueprint for the district that helps maintain its exemplary qualities, while supporting the continuous improvement of student learning. An updated strategic plan will help organize the district around a few significant goals and will ensure that the necessary resources are in place to successfully implement the goals in a manner that is sustainable over time.

Overall the BC Regional Schools Socio-Economic Index (BC Statistics 2012) Show that Nanaimo ranks (from Worst-off to Best-off) as noted below. The areas measured are: Human Economic Hardship, Crime, Health, Education, Children and Youth.

- ▶ Regional Socio-Economic Rank
19 out of 57 Regions

- ▶ Children at Risk
13 out of 57
- ▶ Youth at Risk
9 out of 57 Regions
- ▶ Human Economic Hardship
10 out of 57 Regions

The strategic planning process will establish priorities for what the district will accomplish in the future. Students, parents, staff and district partners will all be involved in creating a new strategic plan.

This Environmental Scan supports the strategic planning process by providing a compilation of data and information in two general areas: the internal and external environment. While every effort has been made to use up-to-date data/information, some of the data/information goes back a couple of years due to timing and other limitations in regards to when the data/information was collected and reported.

The Environmental Scan will be used by the Board of Education to determine the district's "baseline" or starting-point from which to build the district's strategic plan from. The Board will be meeting in early 2019 to discuss the Environmental Scan and to establish the key strengths, weaknesses, threats and opportunities (SWOT) facing the district over the next few years.

This document has also been made public to key stakeholders in the district to help inform future discussions about the district's strategic plan.



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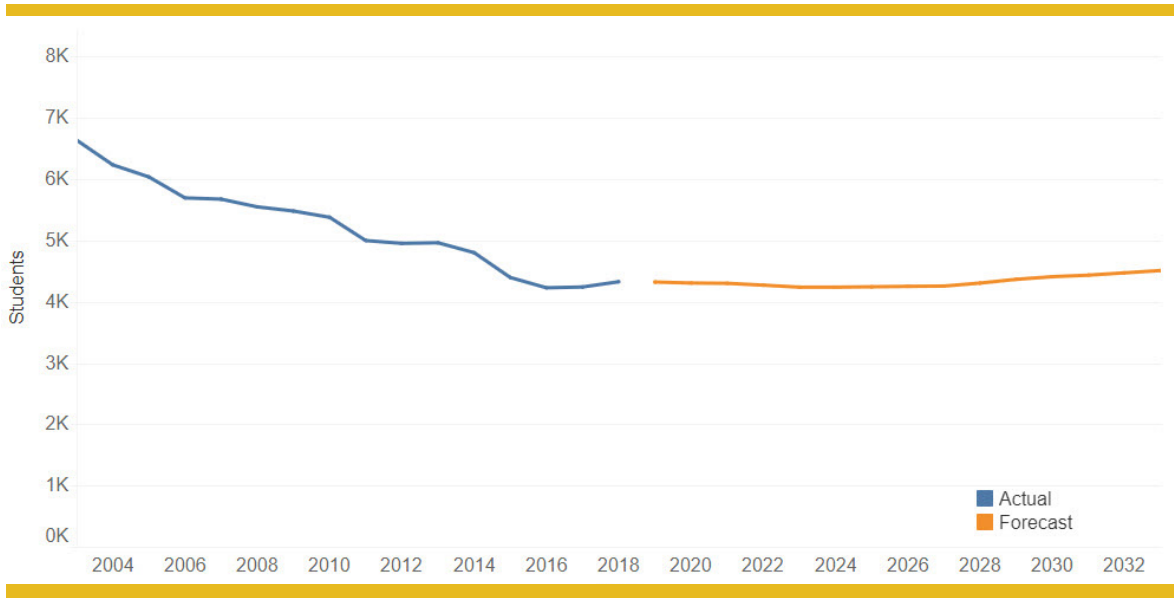
Internal Environment

Student Enrolment

Over the past several years, NLPS faced declining student enrolment, and as a consequence, less grant funding from the Ministry of Education. Due to improved economic conditions, the district is now projecting increased student enrolment over the short and medium term, with student enrolment projected to stabilize in the longer term.



STUDENT ENROLMENT OVER TIME



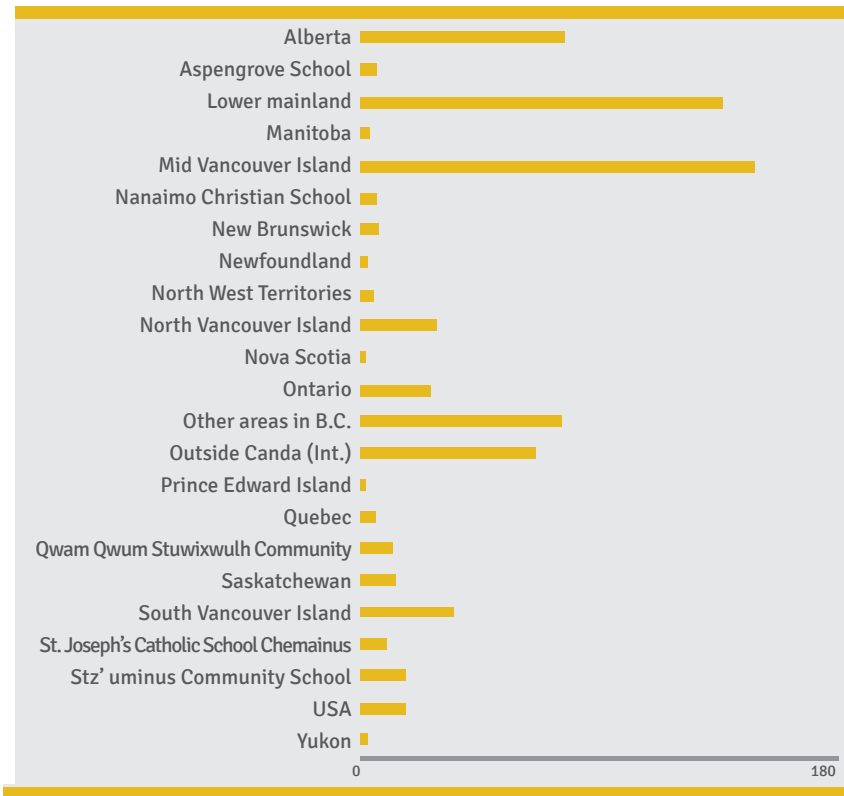
Source: Ministry of Education 2016/17 data



WHERE STUDENTS CAME FROM IN 2018

The school district student population is mainly growing from migration, with students coming from other neighbouring school districts, the Lower Mainland, Alberta, as well as other parts of the province and Canada.

The district has 14,336 students, including 2,385 Aboriginal students (17% of total) and 1,052 students with special needs (7% of total).



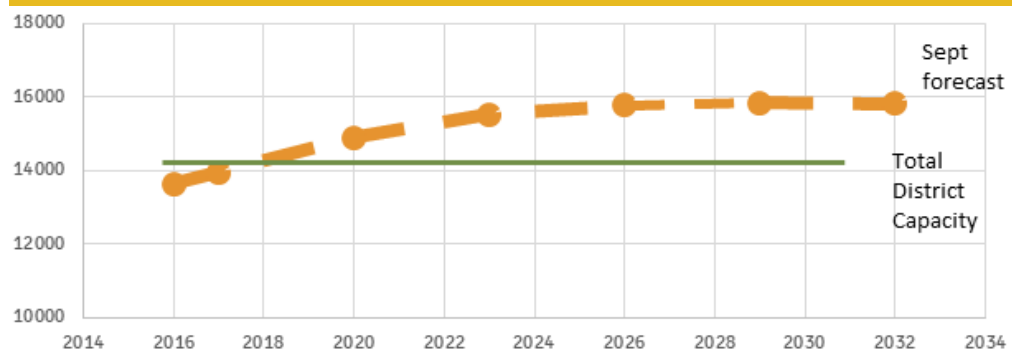
Source: Ministry of Education 2018/19 data

Capacity/Enrolment

Due to the recent Supreme Court Decision on classroom size and composition as well as increased student enrolment, NLPS is now facing a shortage of space to accommodate students.



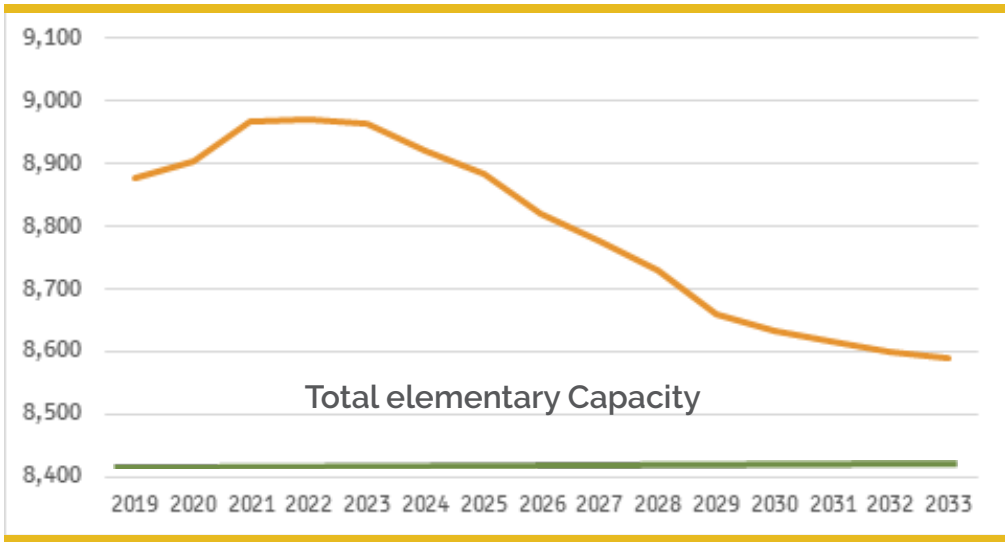
NLPS STUDENT ENROLMENT AND CAPACITY: DISTRICT



Source: NLPS Forecast

While elementary school enrolment is forecast to go down over the longer-term, and secondary enrolment to increase, the district does not have enough space to accommodate the district's current or longer-term elementary space needs.

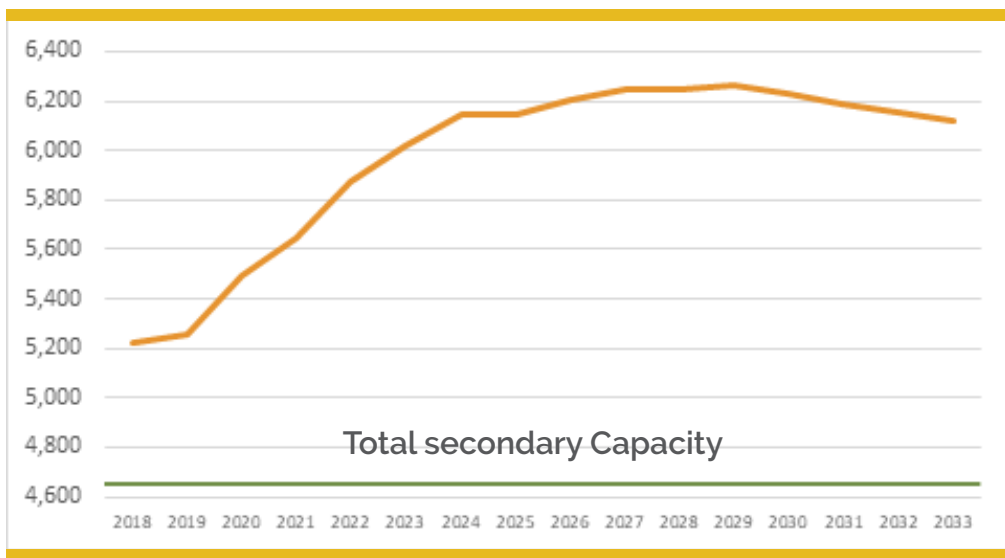
ELEMENTARY ENROLMENT/CAPACITY



Source: NLPS Forecast

The district's secondary schools (as a whole) are projected to reach full capacity over the next two-three years, with the district facing a space shortage in the medium and longer term.

SECONDARY ENROLMENT/CAPACITY



Source: NLPS Forecast

NLPS currently has 287 students enrolled in the district's international program. While there is strong demand for the program, the district will not be able to accommodate increased enrolment of international students without also addressing the district's capacity shortage. Non-residents are also increasing in the school district from 1.8% of the student population in 2012-13 to 2.3% in 2016-17, reflecting population increases due to migration.

French Immersion programs have increased in popularity over the years, with 1,325 students enrolled in 2012-13 to 1,578 students enrolled in 2016-17. The number of spaces available is not keeping up with the demand.



Portables

The district currently has 82 portables, with 67 being used for general instruction; 82% of the portables are 1990s vintage or older.



Six-Year Completion Rate

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 enroll in Grade 8. Results are adjusted for student migration in and out of British Columbia.

Overall, NLPS's Six-Year Dogwood Completion Rates have shown an increase in the number of students graduating from the school system. Over the past number of years, the district has placed increased emphasis on improving student achievement through its Framework for Enhancing Student Learning and has introduced district-wide assessments to develop a comprehensive understanding of student achievement and to inform instruction. Dogwood completion rates for Aboriginal boys have been increasing (50%, 55%, 58%) over the past three years. Dogwood completion rates for Aboriginal girls increased from 49% to 68%.

Dogwood completion rate for all Aboriginal Students 62%, a 10% increase from 2016-17.

In the last decade, the district has specifically focussed its attention on advancing the learning of students who have traditionally underperformed. District data indicates that there has been significant student achievement growth within both Aboriginal students and students with special needs.

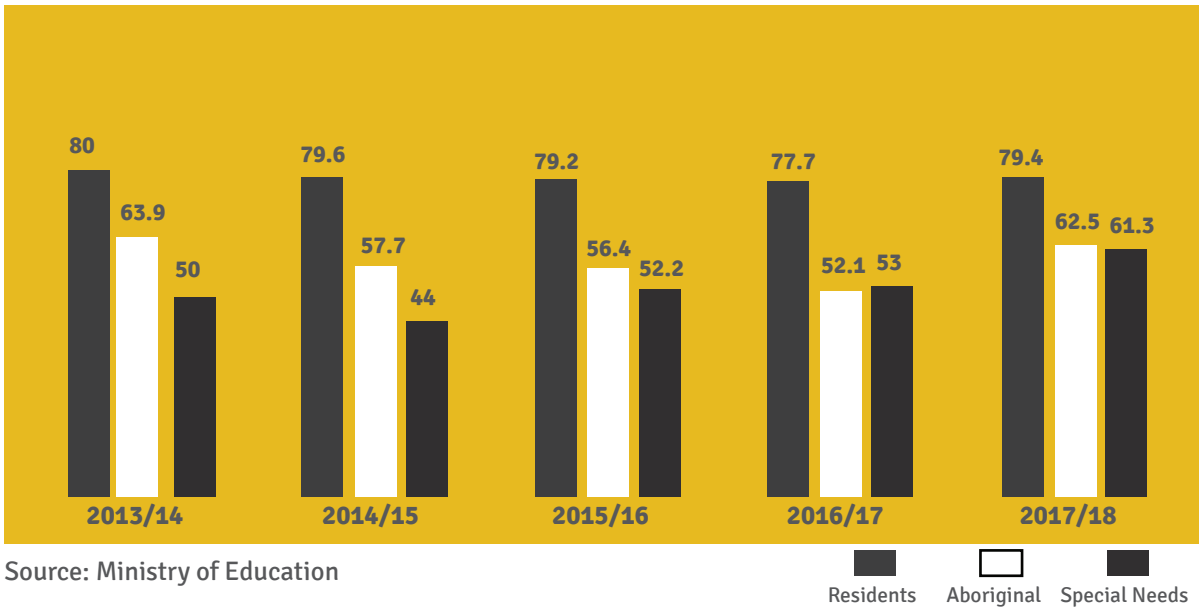
While the district has achieved improved results over the last number of years, the district is still behind other districts.

Other initiatives aimed at increasing student achievement and reporting, assessment & instruction for learning include:

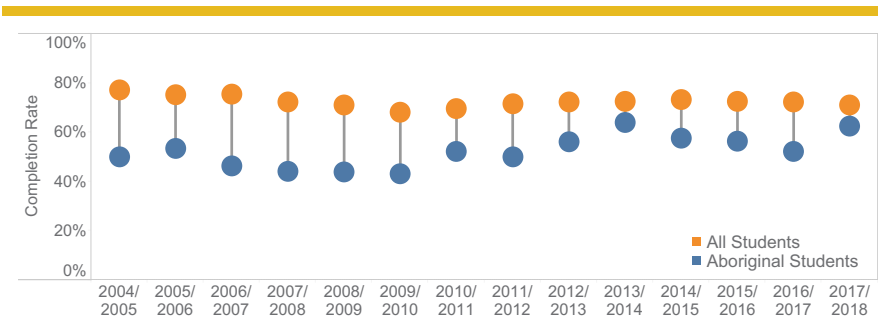
- ▶ Transformed curriculum, reporting, assess instruction for learning
- ▶ Focus Schools
- ▶ Inclusion
- ▶ Reconciliation



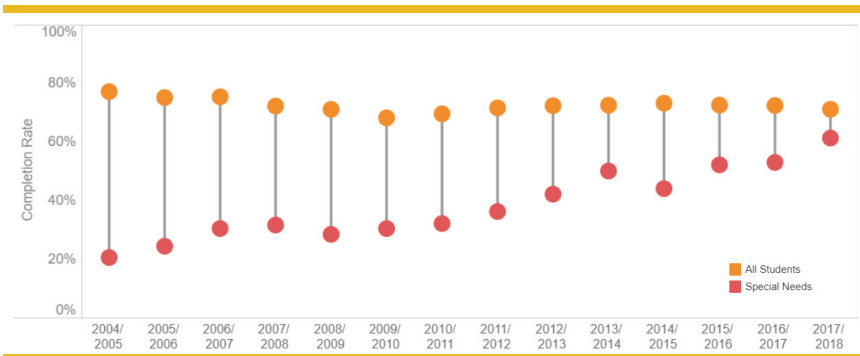
SIX YEAR DOGWOOD COMPLETE RATES



COMPLETION RATES OVER TIME FOR ABORIGINAL AND ALL STUDENTS



COMPLETION RATES OVER TIME FOR STUDENTS WITH SPECIAL NEEDS AND ALL STUDENTS



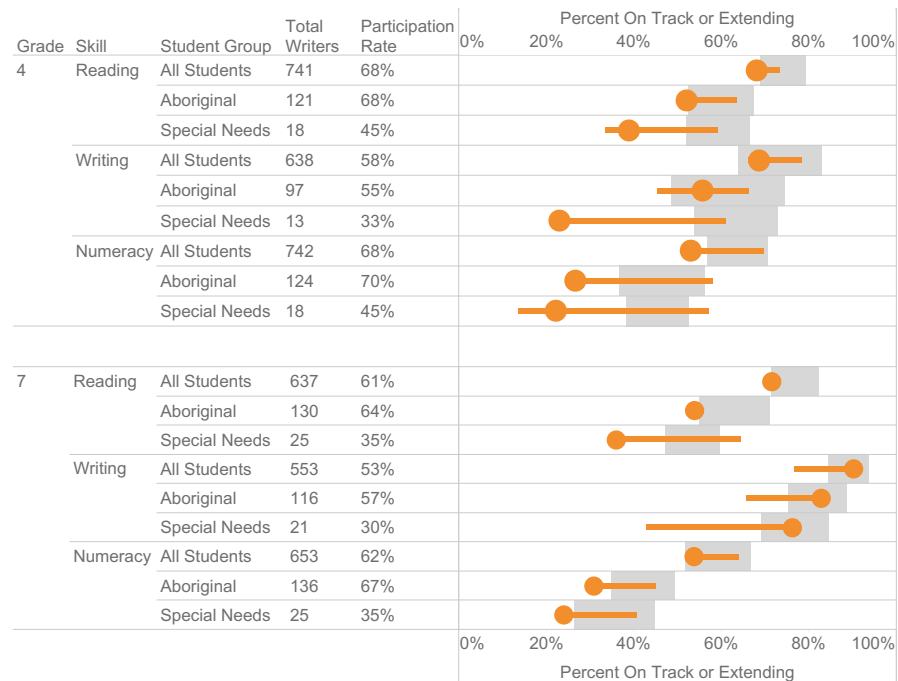
Reading, Writing and Numeracy

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

NLPS's results tend to fall behind the typical range across the province, especially in Grade 4.



FOUNDATION SKILLS ASSESSMENT



Source: Ministry of Education

Typical range across B.C. (middle 50% of school districts)
 Selected school district's most recent results (2017/18)
 Range of school district's results over time (2013/14 - 2017/18)

Grade-to-Grade Transitions

Grade-to-grade transition is the percent of students who make a successful transition to a higher grade the following year. While almost all students, including Aboriginal and special needs students tend to successfully move on from Grade 6 to Grade 7, by the time students reach Grade 11 and move to Grade 12, the transition rate in NLPS has dropped significantly, particularly for students with special needs and Aboriginal students.

Percent of Students Making Successful Transitions to a Higher Grade

		Grade 6 %	Grade 7 %	Grade 8 %	Grade 9 %	Grade 10 %	Grade 11 %
All Students	2011/12	98	98	97	96	93	77
	2012/13	99	98	98	96	94	79
	2013/14	97	97	96	96	93	85
	2014/15	98	98	97	97	93	85
	2015/16	98	98	97	95	93	82
Aboriginal	2011/12	98	99	97	96	90	63
	2012/13	99	99	98	96	93	68
	2013/14	97	96	91	93	90	76
	2014/15	95	97	95	96	94	83
	2015/16	98	96	96	89	94	77
Special Needs	2011/12	97	100	100	94	79	52
	2012/13	98	99	97	98	92	64
	2013/14	93	96	93	95	90	75
	2014/15	95	100	93	95	91	85
	2015/16	100	98	96	92	96	81

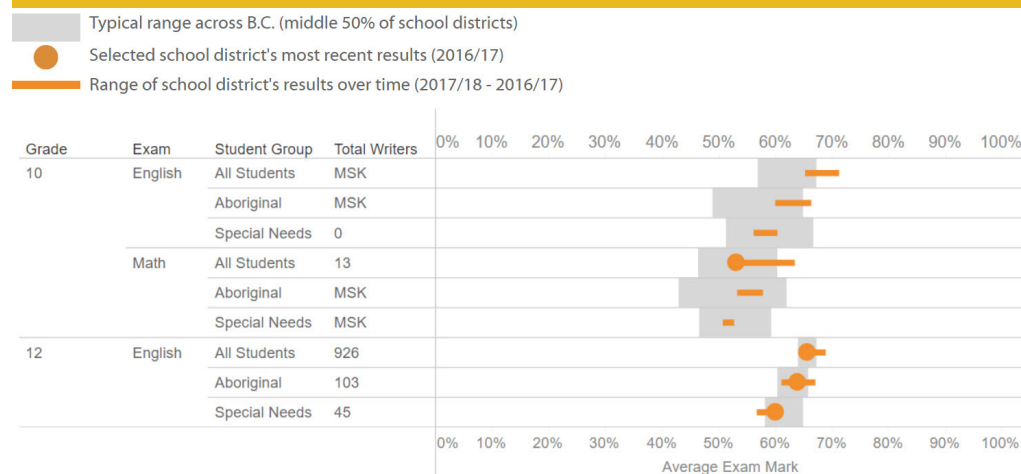
Source: Ministry of Education



PROVINCIAL EXAMINATIONS

To graduate in B.C., students must complete provincial examinations in: Language Arts 10 and 12 (English) and Mathematics 10 (Math).

NLPS's provincial exam results are generally consistent to other school districts in the province.



Source: Ministry of Education data

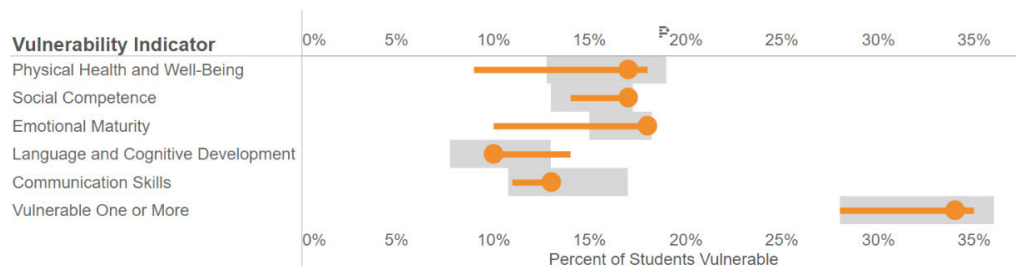
Early Development

Data from the district's Early Development Indicators (EDI) instrument from the UBC initiative, the Human Early Learning Partnership, has demonstrated that a significant number of the district's students entering Kindergarten are vulnerable in one or more categories of the assessment. Overall, 34% of Kindergarten students assessed between 2013-14 and 2015-16 were vulnerable on one or more of the following measures: physical, social, emotional, language and communications.



CHARACTERISTICS OF STUDENTS ENTERING SCHOOL

- 1,025** Total number of students assessed (2013/14 - 2015/16)
- Typical range across B.C. (middle 50% of districts)
- Selected district's most recent results (2013/14 - 2015/16)
- Range of district's results over time (2001/02 - 2015/16)



Student Satisfaction (2015-16)

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 in the table below. While NLPS's results are consistent with the results in other school districts, with a significant improvement in questions related to health, elementary and secondary school students have reported lower satisfaction with what they are learning in school over time.



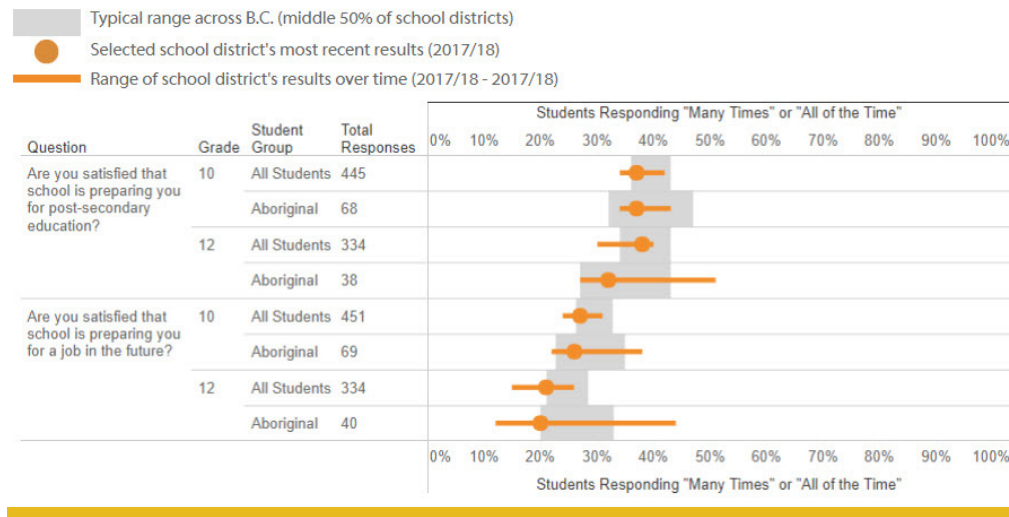
STUDENT SATISFACTION





POST-SECONDARY AND CAREER PREPARATION

While BC Education is ranked as one of the best in Canada and internationally, students across BC are feeling school is not preparing them for future jobs or post secondary.



Students Reporting "Many Times" or "All of the Time"

DO YOU FEEL SAFE AT SCHOOL?

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2011/12	112	82	43	66	286	82	197	79
2012/13	549	76	560	82	618	76	485	80
2013/14	694	79	635	78	525	69	481	78
2014/15	622	77	551	76	444	65	361	75
2015/16	711	77	627	78	473	69	380	79

NLPS's survey results are mixed with respect to students feeling safe at school, with most grades falling between 77 and 79 percent.



NLPS Current Strategic Plan

A Look Back at the 2012 Strategic Plan

NLPS Technology



NLPS Current Strategic Plan

The school district's current strategic plan outlines the following – vision, mission and values for the district.

Vision: Success for All

Mission: Nanaimo Ladysmith Public Schools, together with families and communities, empowers all students to become healthy, confident life-long learners and socially conscious citizens.

Values: Accountability, Collaboration, Community, Courage, Diversity, Equity, Ethical standards, Inclusion, Respect and Transparency

The Strategic Plan has four goals that are intended to guide the district:

- ▶ Meet each student's unique needs
- ▶ The continuous improvement of instruction and assessment
- ▶ Reconciliation
- ▶ Organizational effectiveness and accountability to support student learning

The Strategic Plan does not outline any objectives or strategies aimed towards achieving the district's goals. Further, results are not reported out to the public on progress made towards meeting the plan's goals on an annual basis. However, departments report out during the annual budget process on their progress and initiative.

A Look Back at the 2012 Strategic Plan

NLPS's 2012 Strategic Plan addressed the following key challenges:

- ▶ Students had not succeeded as well, on average, as students elsewhere in the province
- ▶ New understandings about how people learn and use technology
- ▶ Declining enrolment and changing demographic trends had left many school buildings with vacant space, while a few others were overcrowded
- ▶ Many facilities were old and in need of upgrading and repair/replacement or were not suitable to new ways of teaching.
- ▶ The district faced serious financial challenges

As the first step to strategic planning, the Board looked at its own operations through a governance development process. As a result, the Board of Education:

- ▶ Moved away from a management board structure to a strategic policy governance model
- ▶ Clarified the roles of trustees and senior management; focussed on the “big picture” district-wide goal
- ▶ Developed a strategic plan that was informed by consultation with a broad range of internal and external stakeholders focussed on student learning
- ▶ Committed to annually monitor the effectiveness of the Board and Superintendent as measured against district goals

The 2012 Strategic Plan outlined the following Vision, Mission and Values for the district:

Vision: Success for All

Mission: Nanaimo Ladysmith Public Schools, together with families and communities, enable all students to become life-long learners and productive, caring citizens by providing inclusive, challenging and engaging educational opportunities through the continuous improvement of instruction and supports for learning.

Values: in pursuit of each student's learning success and well-being, the district values:

- ▶ High ethical standards and mutual respect
- ▶ Collaborative planning, committed action, accountability for results, and celebration of success
- ▶ Diversity of opinion, creativity and innovation

- ▶ Student centred, principled, and informed decision making
- ▶ Compassionate, inclusive, safe and caring schools
- ▶ Engaging learning environments that are responsive to unique student strengths and capabilities
- ▶ The courage and conviction to achieve our goals
- ▶ Fair and inclusive educational policies, instructional practices and allocation of resources

The Board's Strategic Planning goals were derived from Board and senior management recommendations, as well as stakeholder feedback from public consultations. The goals represented a high level of consensus around the answer to the consultation question: "what are some key areas we should focus on and develop in order to support student learning and engagement?" The three key goals were:

- ▶ Meet each student's unique needs
- ▶ The continued improvement of instruction and assessment
- ▶ Enhanced facilities for learning

The district's goals formed the foundation of the strategic plan and were framed by broad guiding principles that bound the district to the development of an effective plan. The guiding principles included:

- ▶ The fiscally responsible expenditure of public funds through an efficient and effective accountability budget that focusses on Board and district goals
- ▶ Internal and external stakeholder engagement with an emphasis on students, parents, employees, and communities
- ▶ Strong governance model orientated to continuous system improvement
- ▶ Inclusive, quality education programs and services for the benefit of all students
- ▶ Accountable district leadership that places top priority on the improvement of learning and strengthened academic achievement

The Strategic Plan included a number of "possible critical outcomes" for each of the goals. For example, under Meeting Each Student's Unique needs, one of the possible critical outcomes included "higher Aboriginal student academic achievement and graduation rates." Finally, the plan also included strategies, including the development and implementation of Board policies; and a new ten-year facility plan in order to achieve the goals outlined in the plan.

NLPS Technology

NLPS is undertaking a number of technology upgrades over the next few years to improve upon the existing infrastructure, connectivity, software/hardware and security in the district. These projects include:

- ▶ **Network infrastructure upgrade** – This project, which is a key initiative under the Long Range Facilities plan, involves extensive rewiring in nearly all schools and then an upgrade of the wireless network equipment.
- ▶ **ERP software refresh** – audit and updated implementation of ERP software to meet new features, requirements and best practices.
- ▶ **Service Desk / Asset Management / Contract Management software** – More efficient ticket system and self-service portal.
- ▶ **Telecoms upgrade** – from analogue phone lines to Voice over IP digital phone systems.
- ▶ **Secondary teacher laptops** – moving from desktop in the classroom to a mobile laptop for each teacher.
- ▶ **Enterprise storage unit (SAN) RFP** – greater capacity system to manage district virtual servers and data.
- ▶ **Digital personnel files module for all staff** – part of the PowerSchool suite of modules for Human Resources.
- ▶ **Microsoft Teams / Office 365 software** – provides a secure collaboration space for staff teams to manage projects and use video conferencing and instant messaging to enable multi-location communications.
- ▶ **Provincial NGN upgrade** - upgrade core firewalls and routers as part of the provincial Next Generation Network upgrade.
- ▶ **Cybersecurity review** – educate staff, improve network monitoring, and harden core systems against malware/ransomware and other cyber-attacks.

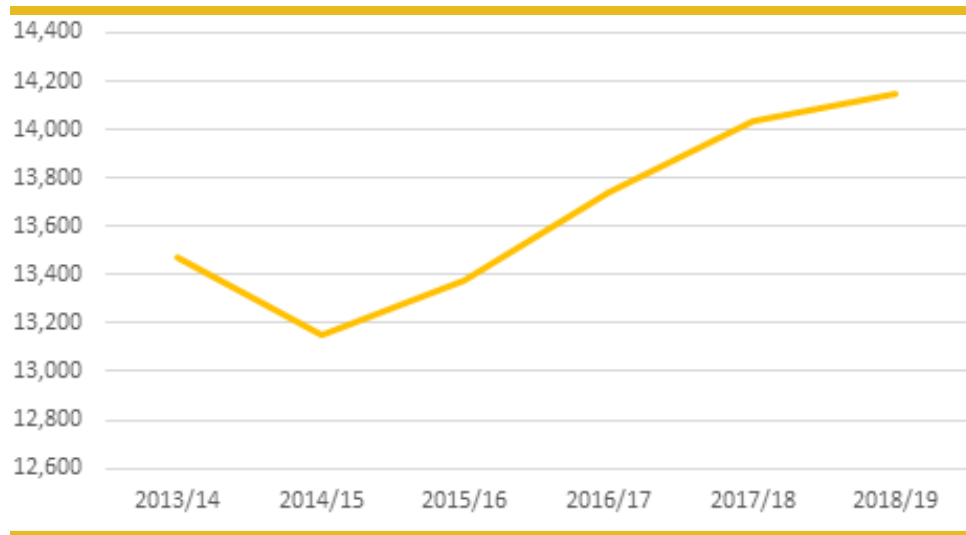
NLPS has also commenced a student data analytics business intelligence initiative to consolidate all student-related data and utilize a visual analytics tool such as Power BI to better inform decision making and support the goal of improving student achievement.

NLPS Budget Highlights

Since 2014-15, NLPS has seen increased FTE funded enrolment, which, under the current funding formula, has provided the district with increased per pupil funding over the last few years.

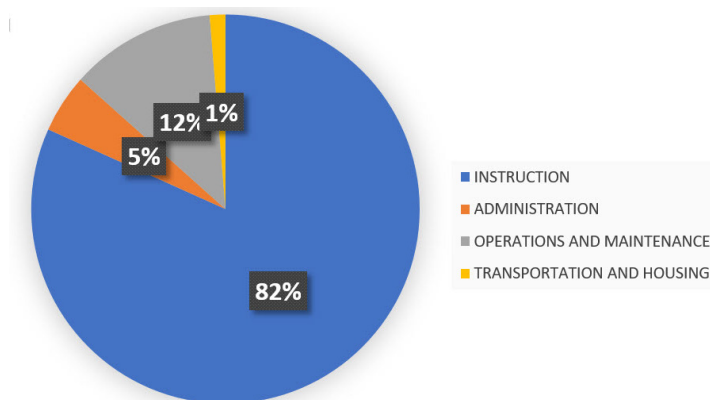


FTE FUNDED ENROLMENT 2013/14 - 2018/19



Due to a number of factors, including the difficulty in forecasting enrolment in the spring for the following school year, late in the year funding announcements (including the implementation of the Supreme Court decision), NLPS has historically outperformed its initial budget projections.

2018/19 ANNUAL BUDGETED OPERATING EXPENDITURES



NLPS's spending is primarily related to instruction with 17% of the budget being expended on administration, operations, and maintenance.

International Student Revenue

Approximately \$4M of NLPS's budget is derived from international student revenue. While international student revenue presents a potential future revenue opportunity to NLPS, the district will face challenges in realizing this opportunity without first addressing its capacity challenges.

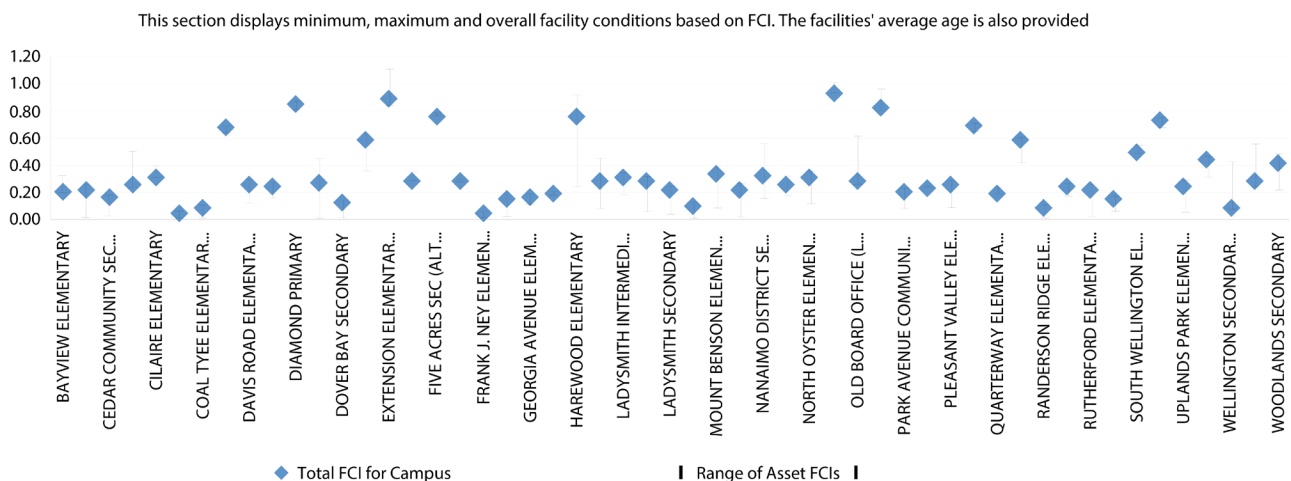
Fiscal	Revenue	Enrolment
2018	4,222,334	286
2017	4,585,700	322
2016	3,671,733	318
2015	3,761,297	310
2014	2,765,062	306
2013	3,036,472	249

Facilities

NLPS's Facilities Plan Update (Amended April 26, 2017) was based on needing to reduce budgets due to declining student enrolment; address excess instructional space due to low capacity utilization as well as aging facilities. Due to the recent Supreme Court Decision and increased enrolment, the district does not currently have enough space to accommodate its enrolment needs.

NLPS's facilities are aging and in need of significant repair and replacement.

Portfolio FCI Range



School Closures

NLPS has closed the second highest number of schools in the Province, due to a variety of factors including low enrolment, aged facilities, and budgetary pressures.

68 Nanaimo-Ladysmith		closed: 13
Woodbank Primary School*	closed	June 2016
*Consolidated with North Cedar Intermediate School and now named Cedar Elementary School		
Woodlands Secondary	closed	June 2016
Ecole Davis Road Elementary	closed	June 2014
Vast Senior Learning Alternatives School	closed	June 2014
Five Acres Junior Learning Alternatives School	closed	June 2013
South Wellington Elementary	closed	June 2013
Dufferin Crescent Elementary	closed	June 2008
Mount Benson Elementary	closed	June 2008
Northfield Alternate School	closed	June 2007
Harewood Elementary	closed	June 2004
Princess Anne Elementary	closed	June 2004
Princess Royal Elementary	closed	June 2004
Waterloo Elementary	closed	June 2004



Additional Programs in NLPS

NLPS has the following programs of choice for students in the district:

► **French Immersion:** North Oyster, Pauline Haarer; Hammond Bay; Quarterway; NDSS; Ladysmith Secondary

► **Academies / Unique Programs:**

- NDSS (Hockey, Lacrosse, Beach Volleyball, Soccer)
- Dover Bay (Baseball, Performing Arts)
- Wellington (Jazz Academy)
- Departure Bay (Eco School)

► **Aboriginal Education** – program in every school

► **District Educational Programs**

- Skills for Life (Georgia Avenue, NDSS)
- District Learning Alternatives: ABOUT; John Barsby Grades 8-12; Woodlands Satellite 8-12; House of Learning; FLOW.
- Career Technical Centre
- Distributed Distance Learning, Island ConnectED



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External Environment

Funding Formula Review

In February 2018, the Minister of Education appointed an independent review panel to look at the current funding model and to move B.C.'s public school system to a better, stable and sustainable model. The panel met with all 60 school districts and heard from over 350 education stakeholders. The final report makes 22 recommendations for a new funding system.

In October 2018, the Minister of Education appointed an implementation advisory committee comprised of education experts, to provide advice and help guide government in the next steps of the funding model review.

On December 19, 2018, the government released the final report from the independent review panel on education funding. The panel's report has identified challenges with the current education funding model, which is resulting in inequities in education services and programs, especially for students with special needs and vulnerable students.

The Government also announced Phase 2 of the review. B.C. government's education partners will form working groups to provide advice on how to move forward on the key themes raised in the report. The working groups will be formed in January 2019 to engage further on the key areas and themes identified in the report: inclusive education, distributed learning, adult education, financial management, and accountability.

The working groups will provide advice to the Minister of Education on how to best move forward on the recommendations in order to make the funding model work better for students. They will assess the implications of the recommendations made by the panel and look at how the ministry can maximize dollars invested in the classroom to improve services, drive better outcomes and make sure rural and remote districts, as well as the fast-growing districts, get the resources they need.

The working groups will include representation by all education partners including teachers, parents, school administrators, support staff, trustees, superintendents, the First Nations Education Steering Committee and inclusive education groups. The groups will report back in the fall of 2019. No changes will be made to the existing funding model for the 2019-20 school year.

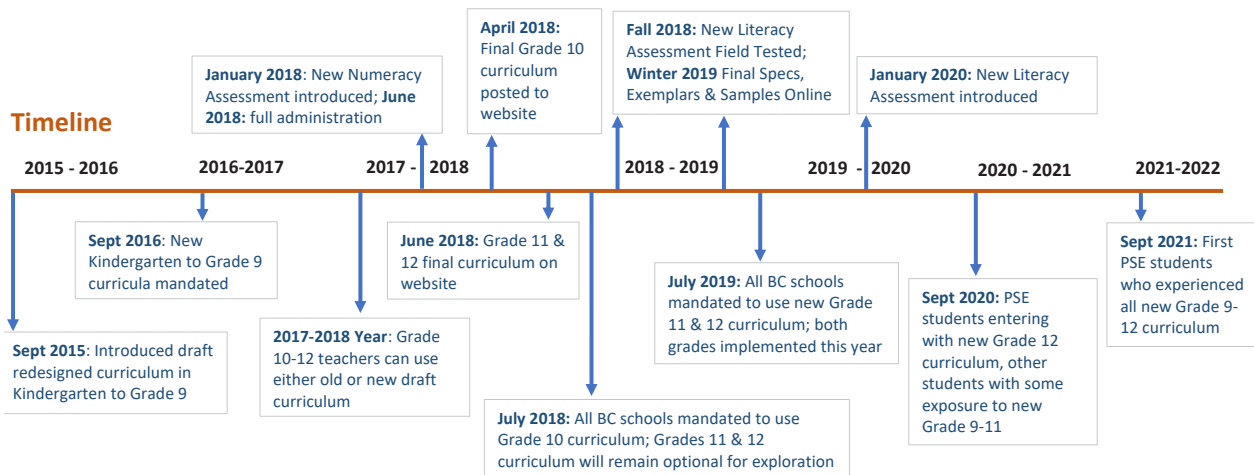
Collective Bargaining

There are over 422,000 people in British Columbia's public sector working in the core public service, at Crown corporations and agencies, in health and community social services, K-12 education, at post-secondary institutions and research universities. Of those people, more than 326,000 are unionized employees. The majority of collective agreements reached under the 2014 mandate for unionized staff expire in 2019.

The collective agreement between the British Columbia Teacher's Federation representing the province's public school teachers, and the BC Public School Employers' Association representing the province's 60 public boards of education expires on June 30, 2019.

New Curriculum

BC's Kindergarten and Grade 12 education system is being updated with a curriculum framework that applies to every student and every grade. The following table provides a timeline for the roll-out.



Created by Liesel Knaack, Director | Centre for Innovation and Excellence in Learning | Vancouver Island University
<https://curriculum.gov.bc.ca/>

Overview of City of Nanaimo demographics and key indicators

The City of Nanaimo is the second largest urban centre on Vancouver Island. Nanaimo is located on the east side of Vancouver Island, 113km north of Victoria, BC.

The population of Nanaimo is estimated to be 113,132 in 2018. Based on future projections, strong population growth is expected to continue in the Nanaimo area. Between 2015 and 2041, the population of BC is estimated to increase by over 30% to 6.1 million. Nanaimo is expected to grow by 32% to 138,476 residents by 2041.

Population growth is driven by two factors: natural increase and migration. Nanaimo's population growth has resulted from migration and continues to see year-over-year growth in newcomers to the area. The Nanaimo region continues to capture a larger and larger share of the total provincial migrants. In 2016, Nanaimo had 15,150 children aged 0 to 14 and 22,995 persons aged 65 and older representing respectively 14.4% and 21.9% of the total population. The working age population (15 to 64) represented 63.7% of the total population.

The City of Nanaimo has transitioned from a commodity-based economy that traditionally relied on an abundance of natural resources towards a service-based “knowledge” economy that relies on the skills, talent and innovation of the local workforce. Service industries account for much of Nanaimo’s employment base. The greatest number of jobs are provided by the healthcare sector followed by retail, construction, accommodation/food services and educational services.

Historically Nanaimo’s unemployment rate has been below BC and the Canadian average with the exception of 2017 surpassing the BC average. Nanaimo’s labour force participation rate for 2017 was 62.8%, compared to BC at 65.3% and Canada at 65.8%. This is a reflection of the older age structure of Nanaimo’s population and is consistent with historical patterns in the region.

In 2017, the average household income in Nanaimo was \$85,025, an increase of 18.6% in the past five years. Average household income is projected to reach \$100,854 by 2022.

In 2016, 86.8% of people aged 25 to 64 in Nanaimo had a high school diploma or equivalency certificate, compared with 86.3% in Canada.

In Nanaimo, 22.4% of people aged 25 to 64 had a bachelor’s degree or higher in 2016, while 22.5% had a college, CEGEP or other non-university certificate or diploma as their highest level of education, and 11.3% had an apprenticeship or trades certificate or diploma as their highest level of education. 11.7% of women aged 25 to 64 with a bachelor’s degree or higher studied STEM (science, technology, engineering and mathematics), compared with 26% of men. On the other hand, 88.3% of these women studied BHASE (non-STEM) fields of study such as business, humanities, health, arts, social sciences, education, etc., compared with 74.1% of men.

In 2017, 991 housing units were built, 425 were single family dwellings and 566 were multi-family dwellings. Overall in 2017 there was a 13% increase in housing starts compared to 2016. CMHC’s future housing forecasts provide a low to high range for new housing construction. The low range forecast for Nanaimo is 770 new units for 2018, and 670 units for 2019. Historically, Nanaimo has finished closer to the higher range forecast. Throughout BC, housing starts and sales are expected to slow in 2018 and 2019 but remain above historical levels. Existing home prices will continue to grow but at a pace more in line with inflation as housing markets slowly move towards more balanced conditions.

The average single family detached home in Nanaimo was \$451,869 in 2017. Housing in Nanaimo is considerably more affordable when compared to near markets such as Victoria and Greater Vancouver.

Socio Economic Overview of Town of Ladysmith

Ladysmith is part of an integrated Central Island economy and has employment and business relationships to the south (North Cowichan/Duncan) and north (Nanaimo). Only one-third of employed Ladysmith residents have a regular place of work within the town, with two-thirds of residents commuting elsewhere or have no fixed place of work.

Ladysmith’s population has increased consistently over the past couple of decades. The latest Census showed a 7.8% increase in population between 2011 and 2016. BC Stats Municipal Population Estimates show an increase of 24.3% between 2001 and 2011, making Ladysmith one of the fastest growing communities in the province. Currently, the Town’s population estimate is 8,537 (BC Stats population estimate, 2016).

Long-term population growth is expected to be driven by growth in Canadian and BC population levels, aging of the population, and proximity to larger markets - drawing in regional commuters in search of lower home prices and lifestyle. Continued growth, at a more moderate pace, is expected for the entire Cowichan Valley Regional District throughout the next two decades. Population projections suggest that by 2035, the Regional District will have a population of over 100,000. Ladysmith is anticipated to grow by more than 35% during this time period.

Ladysmith is a popular retirement destination. Statistics Canada 2011 census data shows that Ladysmith's median age has increased by over a decade within the last four census periods: from 37.5 years in 1996 to 48.3 years in 2011. Between 2001 and 2011, the town's population aged 55 and older grew by 70%.

The proportion of the Town's population over 15 years old increased from 80.1% in 2001, to 85.7% in 2011. In keeping with the aging population trend, the population that witnessed the highest growth in Ladysmith between 2006 and 2011 was over 45 years of age. However, Ladysmith also grew in the 15-24 year old age group category.

The Town is home to 2,460 families, representing an increase of 5.8% from 2006. Ladysmith's average number of persons in private households is 2.3, lower than the provincial average of 2.5 persons in private households.

Ladysmith has a diverse population - according to the 2011 Census, 1,065 (13.5%) of its residents are immigrants, 1,130 (14%) residents are first generation Canadians, and another 1,865 consider themselves to be second generation Canadians. According to the 2011 National Household survey, the median family income in Ladysmith in 2010 was \$71,755, slightly less than the provincial average of \$75,979, but higher than both Victoria and the Cowichan Valley.

Nearly two-thirds of Ladysmith residents in the 25 to 64 age range have a post-secondary credential (including university degrees and certificates, college diplomas, and trades certificates).

School District Combined Socio-Economic Information

Percent	Province	District
Percent of 15-24 year olds receiving employment insurance	1.5%	1.6%
Percent of 25-54 without post-secondary credentials	35.2%	36.1%
Percent of lone parent families	15.3%	16.5%
Percent of participation in labour force	64.6%	61.1%
Average family income economic families	\$91,967	\$77,807

Post-Secondary Education

Vancouver Island University

Vancouver Island University (VIU) offers a range of post-secondary programming that includes access to programs through web-based and on-line instruction, as well as certificates, diplomas, degrees and a masters program. The programs provide training in academic, vocational, and technical fields and range from basic literacy to university degrees. Bachelor degrees are offered in virtually every discipline and Master's degrees are offered in Business Administration, Education in Educational Leadership, Education in Special Education and Arts in Sustainable Leisure Management. VIU has a main campus in Nanaimo and three other campuses in Cowichan, Parksville/Qualicum and Powell River.

VIU has seen consistent growth in enrolment of international students. Domestic student enrolment has been declining slightly over the last few years. VIU graduates are a constant source of talent for area employers.

Discovery Community College

Discovery is a professional private college located in Campbell River on Vancouver Island, with satellite campuses in Nanaimo, Port Alberni, Cumberland and Qualicum. Discovery is registered with and fully accredited by the Private Career Training Institutions Agency of British Columbia.

Undergraduate Programs Offered: Certificate and Diploma Programs offered in Residential/Home Care Attendant, Community Support Worker, Dental Assistant, Medical and Dental Office Series, Practical Nurse Access, Business Management Series, Medical and Dental Office Series, Construction-Forming and Framing, Construction Interior Finishing & Renovations, Carpentry Level II.

Sprott-Shaw Community College

Sprott-Shaw offers a variety of undergraduate programs including Business Administration, Pre-Master of Business Administration, and Adv. Diploma in Business Administration. Diploma & Certificate Programs include studies in Business, Health Sciences & Social Development, Trades & Applied Technology, International Studies and Accelerated Programs in Business Management and E-Commerce.

Tamagawa Nanaimo

Tamagawa Nanaimo is the non-profit satellite facility of Tamagawa Gakuen, a private K-12 Academy and University located in Tokyo, Japan. Located in south Nanaimo, it is also a retreat centre for seminars, private events, team projects and group retreats.

Academy of Learning

The Academy of Learning, a Career and Business College offers career training that prepares students for the workplace employment.

Private Schools

Nanaimo is also home to three private schools offering elementary and high school programs, including Aspengrove School; Nanaimo Montessori School; and Nanaimo Christian School.

