

# ADEQUACY of RESOURCES

to address the **learning gaps** and **poverty-related needs**

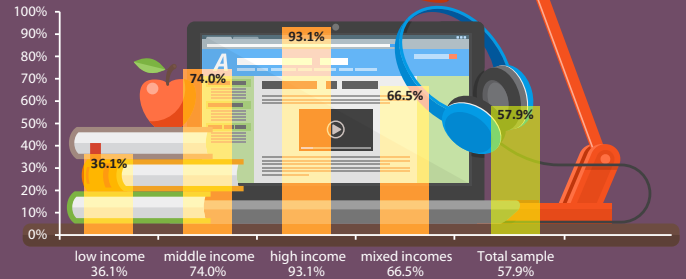
**1**

**1 in 5 children in BC are living in poverty.\***



This means schools and teachers need resources to properly support these students in their learning, growth, and lives.

**2**



## Student access to technology

Percentage of teachers who indicated either “most” or “all” students have access to internet at home—socioeconomic context of the school (n=590\*)

**3**

## Grey area students

Teachers are concerned about the learning gaps that can develop over time for young people living in poverty.

Most teachers indicated having at least some students they would consider to be “grey area” students who are in need of extra learning support and have not been assessed.

## Student access to basic learning resources

**4**



**Around**

**53%** low income students have necessary school supplies;  
**48%** have necessary clothing, and  
**18%** have access to adequate study space.

**5**

## Overall adequacy of resources

% of teachers indicating these staffing resources are “not at all adequate” or “not very adequate” at their school.



Counsellors and Psychologists

**66.7%**

English as a Second Language

**66.1%**

Special needs assessment

**57.6%**

English Language Learning

**55.6%**

Learning Assistance support

**52.1%**

Education assistants

**45.3%**

Aboriginal Education teachers

**45.3%**