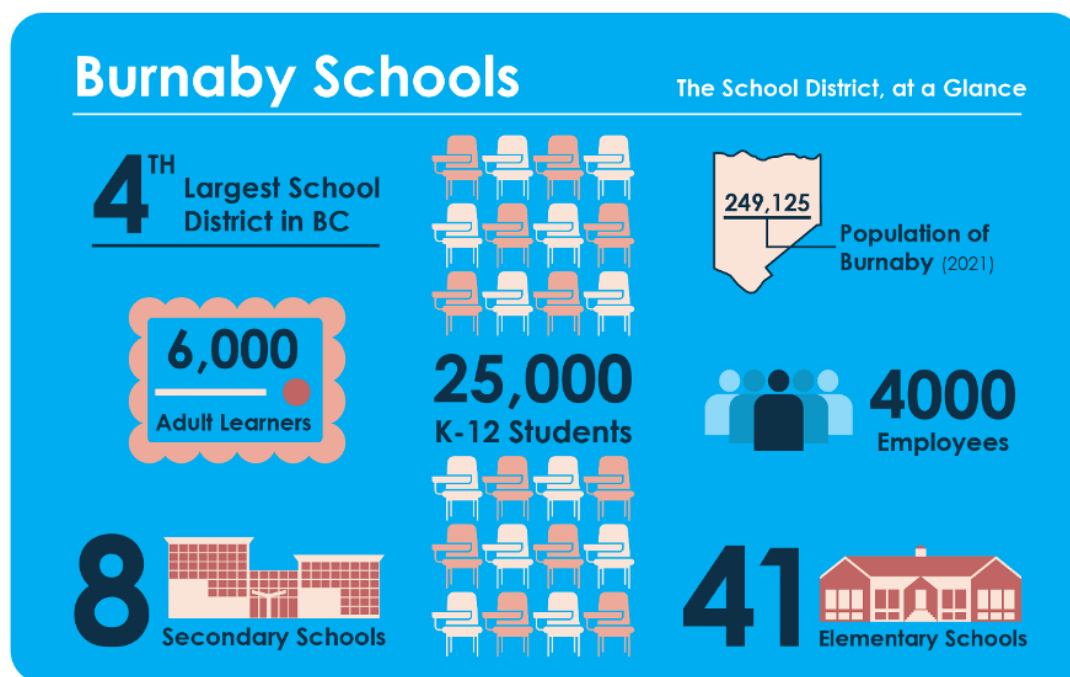




Burnaby School District Enhancing Student Learning Report 2023-24

Introduction

The Burnaby School District is on the Coast Salish territory of the hñq̓əminəm' and skwxwú7mesh speaking people. According to the last census in 2021, Burnaby had a population of 249,125. With 50% of Burnaby's population born outside of Canada, and more than 100 languages spoken by its students, it is a very culturally diverse school district. The Burnaby School District operates 41 elementary and 8 secondary schools, as well as a range of district programs and Provincial Resource Programs. The district enrolls approximately 25,000 students (K-12) with 3% of the student population self-identifying as Indigenous. The district employs approximately 4,000 dedicated employees who are committed to providing all students with a wide variety of innovative, high-quality programs to ensure student achievement in areas that include academics, athletics, trades training, visual and performing arts, social responsibility, and leadership. The district also provides lifelong learning opportunities to more than 6,000 adult learners through the Burnaby Community & Continuing Education program.



Purpose

The Enhancing Student Learning Report provides an opportunity for districts to reflect on, adjust and adapt strategies to improve educational outcomes for all students, with a specific focus on improving outcomes for Indigenous students, children and youth in care and students with disabilities or diverse abilities. The Enhancing Student Learning Reporting Order requires measures in Intellectual Development, Human and Social Development and Career Development.

Continuous Improvement Review Cycle

The Burnaby Board of Education's 2019-2024 Strategic Plan represents the cumulative input, experience and vision of the Board, Senior Management and its more than 130 member Burnaby Leadership Team, which includes principals, vice principals and leaders across all departments at the district level. To build this plan, the Board brought the voice and vision of its constituents and community. This is a dynamic living document that relies on consultation and a commitment to continuously improve.

The school district participates in the Equity Scan Project with the Ministry of Education and Child Care. The District annually tracks and reviews Indigenous student achievement in relation to the objective of the Equity Scan: to create more equitable experiences and outcomes for Indigenous students. Additionally, the District is working from the previous Aboriginal Enhancement Agreement. The goals of the Aboriginal Enhancement Agreement focus on Indigenous student academic achievement, connectedness, belonging and sense of self. In alignment with these documents and the goal in the District's Strategic Plan of embedding Indigenous perspectives and knowledge across the district, students and staff are actively engaged in the process of better understanding our truth, moving us toward Reconciliation.

All schools develop a School Plan in collaboration with staff and community. Through the School Plan process, staff identify individual students or groups of students who require additional supports and determine goals and strategies to support these students. As the School Plan is a living document, schools monitor the progress of each student and adjust goals and strategies as required based on individual student goals.

School Plans are reviewed annually with district staff and schools participate in a school plan visit from February to April on a rotating three-year schedule. The school plan visit helps schools examine their goals and action plans, as they determine if their processes are going well or if adjustments are required. It also provides an opportunity for staff to participate in collaborative conversations, share promising practices, and learn from one another.

Student Performance Results

This report provides a summary of Ministry of Education and Child Care data. Due to the small populations of Indigenous and Children and Youth in Care within the district, their information has been masked in this document in order to protect the personal information of those students. District staff review unmasked data and schools have active protocols to support students and to engage with families and agencies.

INTELLECTUAL DEVELOPMENT

Educational Outcome 1 - Students will meet or exceed literacy expectations for each grade level.

Measure 1.1 - Current year and 3-year trend for the number and percentage of students in Grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

Measure 1.2 - Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in Grade 10 literacy assessments.

The data shows that Burnaby students are performing consistently above the provincial average. District year-end summative K-7 and 8-12 report card data shows consistent results over time and shows a high percentage of students who are on track or extending literacy expectations.

Strategies * denotes a strategy from the Burnaby Board of Education's Strategic Plan
<ul style="list-style-type: none"> ▪ Literacy Enhancement Teacher positions continue to support the implementation of the District Literacy Framework with a focus on primary learners ▪ Community of Literacy Practice pilot project in ten schools continues to create a common focus in the school that supports their school goals in literacy ▪ Build teachers' understanding of the updated District Literacy Framework to ensure it is used in implementing the Curricular Competencies within the curriculum* ▪ Continue to implement the District Early Years Plan with a focus on early literacy*

- Continue to use interventions such as Reading Recovery, Levelled Literacy Interventions, and Sheltered Instruction Observation Protocol (SIOP) Programs in elementary and secondary schools
- Review literacy intervention programs to support student achievement and make recommendations for approaches that will close the gap of opportunity between students
- Increase professional learning opportunities, including Universal Design for Learning, to develop the capacity of administrators, classroom teachers, learning support teachers and Education Assistants to teach and support all learners
- Implement flexible scheduling models in secondary schools to provide academic support including literacy*
- Continue to implement the updated English Language Learning Standards for English language learners*
- Continue to facilitate discussions with school leaders regarding student literacy achievement including school, district, and provincial level data, to support strategies implemented at a school level to continually improve in this area

Educational Outcome 2 – Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1 - Current year and 3-year trend for the number and percentage of students in Grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

Measure 2.2 - Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

The data shows that the district consistently performs above the provincial average in numeracy. District year-end summative K-7 and 8-12 report card data also shows consistent results over time and shows a high percentage of students who are on track or extending numeracy expectations.

Measure 2.3 – Number and percentage of students who are completing grade-to-grade transitions on time.

The data shows that the district is performing at or above the provincial average. The data from the 2021-22 school year shows a drop in the number of students transitioning from Grade 11 to Grade 12.

Strategies * denotes a strategy from the Burnaby Board of Education's Strategic Plan
<ul style="list-style-type: none"> ▪ Develop the capacity of elementary classroom teachers by identifying math mentor teachers in schools ▪ Focused ongoing conversations with secondary administrators to review data and trends in student success in schools to ensure alignment of resources and appropriate interventions ▪ Increase professional learning opportunities, including Universal Design for Learning, to develop the capacity of administrators, classroom teachers, learning support teachers and Education Assistants to teach and support all learners* ▪ Develop summer learning courses and program offerings to support students with numeracy skills* ▪ Implement flexible scheduling models in secondary schools to provide academic support including numeracy*

- Continue to facilitate discussions with school leaders regarding student numeracy achievement including school and district-level data, to support strategies implemented at a school level
- Expand Math Up Digital resource in all elementary schools to provide differentiated math instruction
- Share Coast Metro Math Project resources with elementary teachers and provide professional development opportunities related to this math framework

HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome 3 – Students will feel welcome, safe, and connected to their school.

Measure 3.1 - Number and percentage of students in Grades 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school.

While the trend data remains above the provincial average, a continued area of focus is increasing the percentage of students who feel welcome, safe, and have a sense of belonging in their school.

Measure 3.2 - Number and percentage of students in Grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

While the trend remains consistent, it is slightly below the provincial average. Increasing the percentage of students who feel there are two or more adults in their school who care about them is a continued area of focus.

Strategies * denotes a strategy from the Burnaby Board of Education's Strategic Plan

- Continue to provide professional development in areas such as Social Emotional Learning (SEL), trauma-informed practice, Indigenous Education, and compassionate learning communities are provided by the district*
- Continue implementation of multi-year mental health and well-being framework
- Provide opportunities for students to share their voice, as well as organize and participate in events focused in a variety of areas including Mental Health, Indigenous Education, SOGI, and Anti-Racism*
- SAN'YAS Indigenous Core Mental Health Cultural Competence training for staff
- District Principal for Diversity, Equity, and Inclusion provides professional development for staff and opportunities for student engagement such as youth forums
- Targeted staffing for Indigenous learners for all schools support the well-being and sense of belonging for Indigenous learners
- Continue to increase the presence of Indigenous cultures, history, and languages across school communities*
- Continue to ensure educators are well supported to incorporate Indigenous worldviews and perspectives into instruction*
- Provide guidance and support to schools in the implementation of the District Code of Conduct*
- Review and enhance transparency in processes designed to respond to the safety and education needs of all learners*
- Continue to ensure Sexual Orientation and Gender Identify (SOGI) policies and practices are clear, understood, and upheld in all schools and by all members of our school community*
- Continue to provide opportunities for students to feel a sense of connectedness with one another and for allies to offer visible support (for example, such as the district Diversity Dance and the IDAHAT Breakfast)

- Expand opportunities for agencies to deliver family and community services within the context of the community school model*
- Expand opportunities for school staff, parents, and caregivers to increase their understanding of mental health literacy*
- Enhance community partnerships to align mental health strategies with community services and support*
- Increase opportunities for teachers to build capacity with physical and mental health education*
- Increase awareness of accessibility barriers through the implementation of the 3-year Accessibility Plan
- Continue involvement in the annual COMPASS survey

CAREER DEVELOPMENT

Educational Outcome 4 – Students will graduate.

Measure 4.1 - Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

The 5-year completion rate is consistently above the provincial average.

Strategies * denotes a strategy from the Burnaby Board of Education's Strategic Plan

- Expand career exploration opportunities*
- Develop innovative graduation capstone processes in secondary schools*
- Enhance community and post-secondary partnerships leading to increased credentialed opportunities*
- Increase participation rates in Youth Train in Trades and Youth Work in Trades programs*
- Expand community partnerships to provide increased work experience opportunities*
- Provide all students with an opportunity to engage in an Applied Design, Skills, and Technologies (ADST) experience*
- Build strong connections and relationships between adults and Children and Youth in Care
- Provide a direct connection to community supports, youth-driven goal setting, empowering youth voice for Children and Youth in Care
- Provide career program and post-secondary exploration and planning, support with Ministry of Children and Family Development transition programs, and grad planning for Children and Youth in Care
- Continue to host the Transition Information Evening for families to support youth on their next steps to adulthood

Educational Outcome 5 – Students will have the core competencies to achieve their career and life goals.

Measure 5.1 - Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

The percentage of students transitioning to BC post-secondary institutions is above the provincial average. These trends are based on transition to BC post-secondary institutions as the data for Canadian post-secondary institutions was not available at the time of this report.

Strategies * denotes a strategy from the Burnaby Board of Education's Strategic Plan

- Create opportunities to develop knowledge and skills that lead to work and/or post-secondary programs that focus on student engagement and student choice including Work Experience, Industry TRAIN and WORK in Trades programs, Industry Certification programs, and Industry Connect programs

- Continue to work with post-secondary institutions to expand transition programs and create increased opportunities for students*
- Expand career exploration opportunities*
- Enhance community and post-secondary partnerships*
- Increase participation rates in Youth Train in Trades and Youth Work in Trades programs*
- Expand community partnerships to provide increased work experience opportunities*
- Provide all students with an opportunity to engage in an Applied Design, Skills and Technologies (ADST) experience*
- Develop Community and Continuing Education course and program offerings to address changing community needs*
- Increase Community and Continuing Education student completion rates*

NEXT STEPS

District and school staff reviewed unmasked data for several student populations, including Indigenous students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities, as set out in the Enhancing Student Learning Reporting Order. In addition, district staff reviewed data for the ELL population.

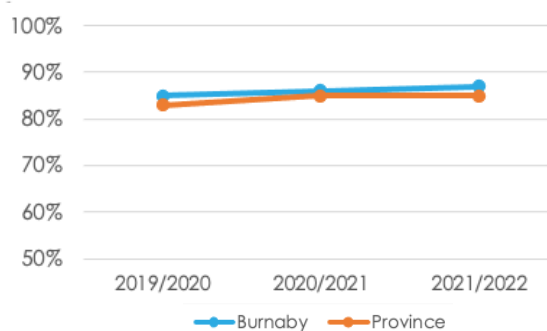
There is a connection between the identified subsets of Indigenous Students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities. In the 2022-23 school year, there were 64 students identified as being Children and Youth in Care (24 elementary, 40 secondary). Of these, 44 students have a Ministry designation, and 32 students identify as Indigenous.

Data from the Foundation Skills Assessment, Graduation Numeracy and Literacy Assessments, Student Learning Survey, as well as five-year completion rates, grade-to-grade transition rates, and transition to post-secondary rates were analyzed. In addition, the Aboriginal How Are We Doing Report, the Inclusive Education How Are We Doing Report and the results from previously completed surveys, including the Early Development Instrument (EDI), the Middle Years Development Instrument (MDI), the Adolescent Health Survey and from district student voice forums were also analyzed.

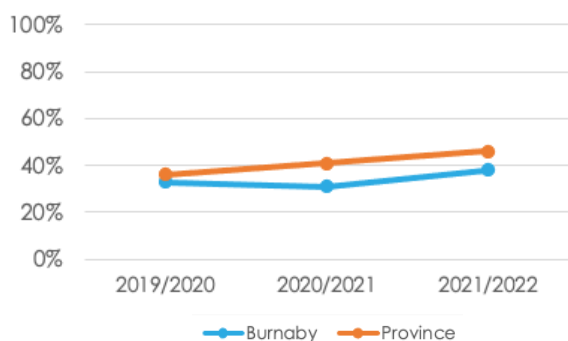
SUPPORTING ENGLISH LANGUAGE LEARNERS

The data indicates that ELL students continue to perform higher than provincial average in the FSA, Grade-to-Grade Transitions, Grade 10 Numeracy Assessment and the 5-year Completion Rate.

5-year Completion Rate - ELL Students



Gr. 10 Literacy Assessment - ELL Students



The data also indicates that ELL students are performing lower than the provincial average in the Grade 10 and 12 Literacy Assessments. District staff are exploring this data to better understand what is causing lower than provincial average assessment scores coupled with higher than provincial average success rates for our ELL learners.

SUPPORTING INDIGENOUS LEARNERS

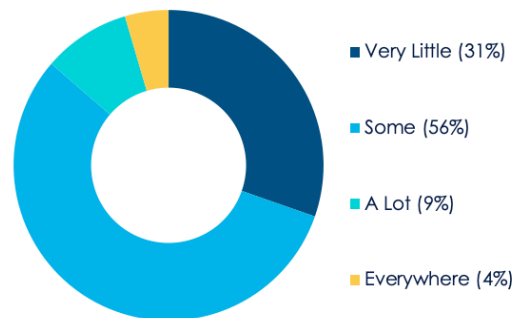
Who Are We?

In the 2022-23 school year the Burnaby School District served 757 Indigenous students, representing approximately 3% of the overall student population. While the district resides on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh Nations the district's Indigenous student population is predominately urban off-reserve, consisting of students who are status and non-status First Nation, Métis, and Inuit. The district's commitment to collective responsibility in support of Indigenous student success is evident through ensuring enhanced services are in place for all Indigenous learners within their schools.

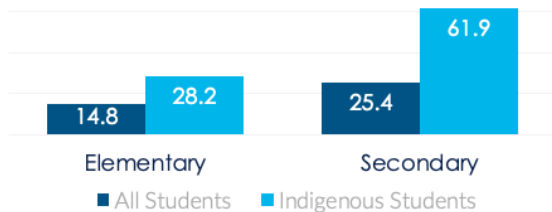
What is Our Data Telling Us?

During the 2022-23 school year, the Burnaby School District hosted an Indigenous student voice forum to gain insight into Indigenous students' experiences within schools. This feedback is being used to support program development for the 2023-24 school year and beyond. While our quantitative data is requiring us to look at how we support students, the work of supporting staff to include Indigenous perspectives is noticeable to students.

% of Indigenous students sharing that their school incorporated Indigenous culture



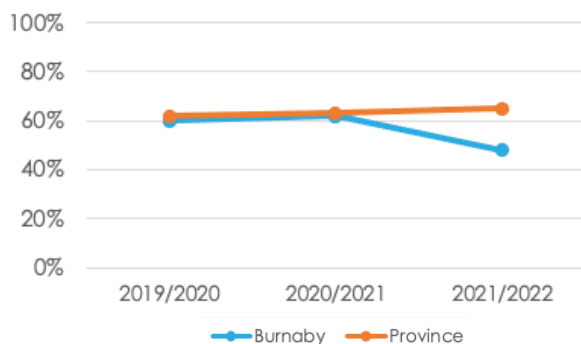
Average Absences – Indigenous and non-Indigenous students



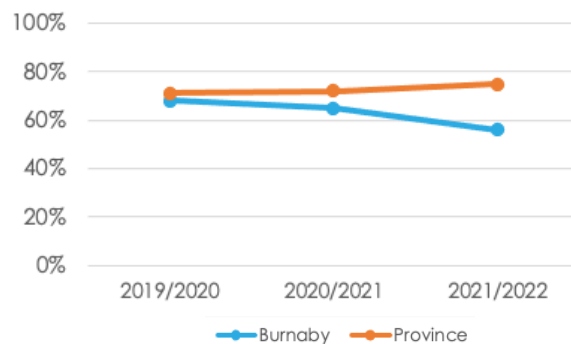
Bi-annually the district reviews attendance data and a significant gap exists between the absence rate for Indigenous and non-Indigenous students.

At the secondary school level, we are feeling the impacts of the pandemic, where absentee rates for Indigenous students are high, have not returned to pre-pandemic levels, and our completion rates are declining:

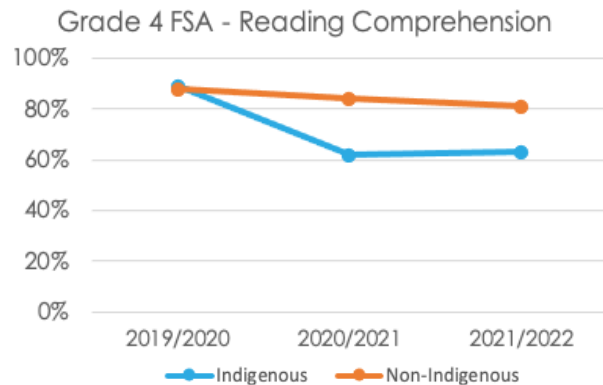
5-year Completion Rate - Indigenous Students



6-year Completion Rate - Indigenous Students



We also know literacy is an important indicator of student success, and the current data from Grade 4 and 7 FSA reading comprehension requires us to review current interventions to ensure Indigenous students are increasing achievement within this area.



What are Our Commitments for the 2023-24 School Year?

- Conduct a deeper analysis of our data to understand intersections with other departments within the district (such as Learning Pathways Programs, Learning Support Services, and Safe and Caring Schools) to better respond to the need of identified Indigenous learners.
- Continue with the implementation of the additional Indigenous Youth Engagement Worker position that was created during the 2022-23 school year.
- Develop a plan working with schools to support students by removing barriers to attendance, including expanding engagement opportunities for students (for example, such as student drum groups).
- Review K-3 literacy interventions within schools to determine if Indigenous students are receiving equitable access to interventions.
- Implement a pilot for targeted literacy intervention for Indigenous students at three elementary schools.
- Establish a bi-annual graduation pathway check process for all secondary Indigenous students.
- Utilize Indigenous student voice as a core part of our annual review process to determine future directions for Indigenous Education (data from the 2021-22 school year includes identity, sense of community, representation in learning spaces and pathways to graduation).
- The Equity in Action Team will be re-engaged to establish an action plan to address the equity gaps that exist for Indigenous students.

SUPPORTING STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES

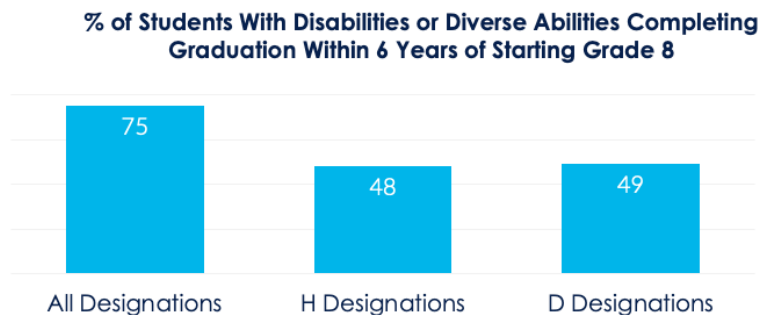
Who Are We?

Our school district supports and challenges our learners through a strength-based, inclusive, and collaborative approach to ensure that all students thrive and are meaningfully included in their school communities. Over the past 5 years, the number of students with disabilities or diverse abilities has increased to 11% of the student population. Our largest increase has been in students with autism, students requiring mental health support, and students needing intensive behavioral support. Our learning support department led by a district principal and district vice-principal provides service and support to the 2816 students with disabilities or diverse abilities. Our district learning support teams include speech and language pathologists, district learning support teachers, behavior analysts, teachers for deaf and hard of hearing students, vision teachers and school psychologists. Our school-based learning support teachers and education assistants provide interventions and monitor each students' growth and development using competency-based Individual Education Plans (IEPs) which are established and reviewed annually with families.

What is Our Data Telling Us?

More students with disabilities or diverse abilities feel welcome at school in comparison to the provincial data, and while students generally feel safe at school this remains an area of focus.

The data also indicates that the completion rates for students with disabilities or diverse abilities continue to improve and are consistent with provincial averages, though students who require intensive behavior support and those with chronic health designations struggle to complete school with a graduation certificate or adult diploma within 6 years.



Students with disabilities or diverse abilities who write the FSAs or Graduation Assessments are doing well in comparison to the provincial data. However, the participation rates in these assessments are low in comparison to provincial data.

What Are Our Commitments for the 2023-24 School Year?

- Continue to use competency based Individual Education Plans to focus on strengths, student and family voice, and inclusive practice.
- Continue to work with the District Literacy Team with representatives from staff development, learning support services and school leaders to collaborate and guide our work in literacy specifically focusing on assessment.
- Provide professional development focusing on Universal Designs for Learning for all school and district leaders (including administrators, department heads, elementary school-based learning support leads, staff development, and district LSS teams).
- Provide professional learning for school-based learning support teachers focused on supporting students with disabilities or diverse abilities.
- Maximize support from the staff development team where all learning leads focus on district priorities including equity, diversity, inclusion and reconciliation, Indigenous perspectives, Universal Designs for Learning, literacy, numeracy, and assessment.
- Utilize literacy enhancement teachers to work alongside primary classroom teachers in 17 schools to enhance their Tier 1 literacy interventions and their understanding of assessment for learning.
- Support reading recovery teachers in 16 schools to provide Tier 2 interventions and encourage them to lead professional learning related to literacy instruction.
- Train and support literacy leaders in 10 schools to establish communities of practice.
- Continue school-based conversations related to students with disabilities or diverse abilities through the school-planning process.
- Continue to prioritize transition processes and planning with a focus on going into Kindergarten and going into Grade 8.
- Focus on standards-based assessment in secondary schools to support students with disabilities or diverse abilities.

SUPPORTING CHILDREN AND YOUTH IN CARE

Who Are We?

In the 2022-23 school year the Burnaby School District supported 64 Children and Youth in Care. Our schools work collaboratively with MCFD/Delegated Aboriginal Agency, community partners and community service providers to support these students. Strategies and education for staff have been provided in the form of San'Yas Core Mental Health Training, Mental Health Literacy, Trauma Informed Practice, and the creation of Mental Health Teams at each site to support all students. The district's commitment to supporting Children and Youth in Care is reflected in the hiring of Youth Engagement Support workers who help to identify and access school district and community supports and programs, provide ongoing communication with the child's care team,

host planning meetings, and provide school supports with educational needs/outcomes (path to graduation. Staff also help with planning, development, and delivery of supports and ultimately, successful transition to adult life.

What is Our Data Telling Us?

District and school supports for Children and Youth in Care is effective, with 75% of the district's Grade 12 Children and Youth In Care graduating last year. The remaining 25% left school with a plan for graduation or an appropriate transition plan in place. The data also shows that in the 2022-23 school year, there were a number of Children and Youth in Care "Ever" in the district. These are students that are not currently identified as Children and Youth and Care but that have been in care at some point in their life, not necessarily while attending school in Burnaby. The completion rate for these students is significantly lower, and the District is working with the Ministry of Education and Child Care to better address these students' needs.

What Are Our Commitments for the 2023-24 School Year?

- Expand our understanding of and supports for students who have transitioned out of care but remain in our schools.
- Focus on interventions and improved outcomes for students as individuals.
- Implement systems to accurately track the progress and success of Children and Youth in Care and have a sense of their needs.
- Target interventions and supports for Children and Youth in Care and students who have transitioned out of care but still require support.
- Work with local partner groups from the Ministry of Children and Family Development and district Indigenous Education teams to better understand the status of Children and Youth in Care.
- Provide outreach support including home, community, and school visits to identify needs, interests, and supports.
- Support youth to connect with community resources, such as free income tax clinics, Quest food exchange program, and youth centres.
- Support youth in applying for rent supplements that are available for youth on Agreements with Young Adults.
- Support youth-in-transition planning, including:
 - changes in living arrangements, such as foster or group home placements, coming into care, and aging out of care;
 - school grade-to-grade transitions, changing schools and/or school programs, and during school breaks (summer, winter, spring break).

MOVING FORWARD

This report provides a framework for system-wide improvement of student outcomes and supporting all children and youth to be well positioned for future opportunities beyond high school. With a particular focus on vulnerable student populations, district and school staff will continue to implement next steps as outlined above, monitor performance data, align their efforts to sustain promising practices, and implement a continuous improvement process – adjusting strategies, as needed, to better support student achievement.

Enhancing Student Learning Report 2023-24

Appendices

Appendix A.	The Burnaby Board of Education's 2019-2024 Strategic Plan	Pg. 12
Appendix B.	Burnaby Schools Aboriginal Enhancement Agreement 2014-2019	Pg. 17
Appendix C.	Enhancing Student Learning Report Data	Pg. 33
Appendix D.	Summative Report Card Results	Pg. 57



Burnaby Board of Education
Strategic Plan
2019-2024

Message from the Board Chair



There's something special about Burnaby Schools that draws us all here. I believe it is the privilege we each have to help make an impact on our students' lives.

As trustees, we are proud of public education in Burnaby. We see the inspiration in our schools and the success of our students. As a district, we're always challenging ourselves to be better – never resting on our collective achievements. It's the passion of all who work here that has created the exceptionally welcoming, inclusive, and diverse learning community for which Burnaby is known.

The strategic direction outlined here sets priorities that: build on the achievements of the past, while looking ahead to the future of education; help to prepare our students for a changing world; and take an outstanding education and make it even better. If that sounds ambitious, it is. We recognize we can't do it alone – relationships and partnerships strengthen all that we do.

Since the strategic planning process started, we have received thoughtful comments and input from district staff and educators that has helped inform and articulate the plan, and for which we are grateful. We look forward to connecting further with both staff and our partners in the community; your collective wisdom gives life to the plan. Without people and community, even the best of plans are just words on a page.

This is a dynamic and living document—one that will rely on consultation and commitment to continuously improve. I invite you to review this plan and engage in the important conversations and work moving forward.

Gary Wong
Board Chair

Our Vision



A premier learning community where we engage and innovate to inspire global citizenship.

Our Values



- Students Come First
- The Power of Diversity
- Equity, Access, Inclusion
- Collaboration and Partnership
- Curiosity, Innovation, Discovery
- Excellence, Success, Improvement

Our Mission



To engage and empower a caring, inclusive community of learners for the opportunities of today and tomorrow.

Together these ways of thinking and acting help form the culture of our schools and workplaces. By upholding these values, we can build an environment that will lead to the fulfilment of our mission and vision.

Our Strategic Priorities

Our Goals

<div> <div> <div>1</div> <div>Thiving Students</div> </div> <div> <div>2</div> <div>An Inclusive and Caring Community</div> </div> <div> <div>3</div> <div>An Inspired Workplace</div> </div> <div> <div>4</div> <div>Strengthened By Partnerships</div> </div> <div> <div>5</div> <div>A Modern, Safe, and Sustainable Learning Environment</div> </div> </div>	<div> <div> <div>Thiving Students</div> <div>Through strength-based approaches and innovation we will challenge and support our learners. We celebrate diversity, embrace inclusion and offer multiple learning and career pathways to ensure all students thrive.</div> </div> <div> <div>An Inclusive and Caring Community</div> <div>We will ensure that all learners and their families feel a sense of belonging. We will provide accepting, safe, supportive, and inviting school communities.</div> </div> <div> <div>An Inspired Workplace</div> <div>We will plan, recruit, and develop staff to ensure quality instruction and support, strong leadership, and a desirable and inspired workplace.</div> </div> <div> <div>Strengthened By Partnerships</div> <div>The quality of education provided by the Burnaby School District will be strengthened by engaging and collaborating with educational and community partners and the input of our students and families.</div> </div> <div> <div>A Modern, Safe, and Sustainable Learning Environment</div> <div>Students will learn in modern, safe and sustainable facilities and be supported by current technology and resources.</div> </div> </div> <div> <div> <div>1.</div> <div>Engage students in individualized, relevant and innovative learning opportunities</div> </div> <div> <div>2.</div> <div>Embed Indigenous perspectives and knowledge across the District</div> </div> <div> <div>3.</div> <div>Implement a strength-based approach to inclusion that meets the diverse needs of all students</div> </div> <div> <div>4.</div> <div>Create opportunities for student success through multiple career development pathways</div> </div> <div> <div>5.</div> <div>Community and Continuing Education engages and meets the needs of the broader community</div> </div> </div> <div> <div> <div>1.</div> <div>Create supportive, inclusive and caring learning communities</div> </div> <div> <div>2.</div> <div>Increase understanding and support of mental health and well-being</div> </div> </div> <div> <div> <div>1.</div> <div>Enhance supports to empower employees in their roles</div> </div> <div> <div>2.</div> <div>Increase the District's leadership capacity</div> </div> <div> <div>3.</div> <div>Implement a staff recruitment / retention strategy that ensures qualified and capable staff in all positions</div> </div> <div> <div>4.</div> <div>Develop and implement a mental health and wellness strategy to ensure the well being of all staff</div> </div> </div> <div> <div> <div>1.</div> <div>Deepen engagement and collaboration and information sharing with educational and community partners, and families</div> </div> <div> <div>2.</div> <div>Increase opportunities for student voice and engagement</div> </div> </div> <div> <div> <div>1.</div> <div>Develop and implement a sustainable Education Technology Plan</div> </div> <div> <div>2.</div> <div>Develop a Long-Range Facility Plan consistent with Ministry Guidelines</div> </div> <div> <div>3.</div> <div>Increase District awareness of climate change and decrease the District's environmental impact</div> </div> </div>
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Our Board



Gary Wong
Chair



Jen Mezei
Vice Chair



Bill Brassington



Peter Cech



**Christine
Cunningham**



Larry Hayes



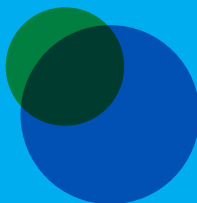
Ryan Stewart

District Office



5325 Kincaid Street,
Burnaby BC V5G 1W2

T 604-296-6900
E inquiries@burnabyschools.ca
W www.burnabyschools.ca



If you have questions
or comments about
the Strategic Plan,
please contact us at

inquiries@burnabyschools.ca



Burnaby Schools Aboriginal Enhancement Agreement 2014 - 2019



Ministry of
Education



MESSAGES FROM

THE BURNABY BOARD OF EDUCATION

On behalf of the Burnaby Board of Education, I am delighted to present to you the District's second Aboriginal Enhancement Agreement. A two-year labour of love, it was, for me, a great privilege to be a part of the Working Group, and to see first-hand how a community can come together as one for the well-being of our students.

There are so many groups that impact Aboriginal Education in Burnaby, and they each lent their voices to an extensive process of engaged consultation. Using diverse methods to gather input, I was impressed with how respectfully staff listened to grasp a higher understanding of the unique educational challenges faced by our Aboriginal students. The result of this process, this agreement, outlines enhanced ways to address their needs and our commitment to support academic success. This thorough collaboration illustrated that we are indeed, *Stronger Together*.

The Board perceives this Aboriginal Enhancement Agreement as a framework, acknowledging that we will continue to build upon it, and adapt it, as the needs of our learners might change. We wish to thank all of our partners in education for their involvement. Your thoughtful guidance has shaped this agreement to be a true reflection of how the community wishes education to progress in Burnaby, so that students of Aboriginal ancestry have the opportunity to maximize their full potential.



Baljinder Narang, Chair
Burnaby Board of Education

THE SUPERINTENDENT OF SCHOOLS

I am pleased to be signing the second Aboriginal Enhancement Agreement in the Burnaby School District entitled, *Stronger Together*. It encapsulates the collaborative process of two years of consultation with all partners within our community. Our intention is that this agreement, which is a living document, becomes part of the fabric of the Burnaby School District and the greater community. We believe that all members of the Burnaby Schools community play a part in ensuring success for our students of Aboriginal ancestry. Further, I believe that teaching traditional Aboriginal understandings has value for all District learners.

Thank you to the Aboriginal Enhancement Agreement Working Group, the Ministry of Education and all of our partners who have come together in partnership to strengthen our community. We look forward to continuing the conversation of how best to enhance programming for Aboriginal students in Burnaby Schools through the life of this agreement.



Kevin Kaardal, Superintendent of Schools/CEO
Burnaby School District

ACKNOWLEDGEMENT

We thank and honour the contributions of all students, staff, parents and community partners that helped make Burnaby Schools' second Enhancement Agreement a reality. In particular, we would like to acknowledge the efforts of our Aboriginal Enhancement Agreement Working Group which worked behind the scenes to process the information gathered through focus groups, community gatherings and parent surveys, and helped establish themes from that information. This group represents the collaborative participation of all willing stakeholders from within Burnaby Schools.

Community Partners:

Ron Johnston, Director, Office of Indigenous Education, Faculty of Education,
Simon Fraser University

Rebekah Mahaffey, Social Planner, City of Burnaby

Sanya Pleshakov, Program Coordinator, Burnaby Village Museum

The North Fraser Métis Association

School District Partners:

Kevin Brandt, Director of Instruction, Burnaby School District

Marjean Brown, Teacher, Burnaby Teachers' Association Representative

Brandon Curr, District Vice Principal, Aboriginal Education, Burnaby School District

Lorelei Lyons, Aboriginal Youth and Family Worker, CUPE Representative

Wanda Mitchell, Director of Instruction, Burnaby School District

Baljinder Narang, Chair, Board of Education, Burnaby School District

Ben Pare, Literacy Consultant, Burnaby School District

Roberta Price, Elder

David Starr, Principal, Burnaby Principals' and Vice Principals' Association Representative

PREAMBLE

The Burnaby School District acknowledges and thanks the Coast Salish Nations of Musqueam, Tsleil-Waututh and Squamish on whose traditional territories we teach, learn and live. The intention of this second agreement is to continue with the strong foundation laid by the first enhancement agreement entitled *Aboriginal Voices: Creating Our Future* by continuing to support the personal and academic successes of our students of Aboriginal Ancestry. This second agreement, entitled *Stronger Together*, marks a continuation of the collaborative partnership between all stakeholders within Burnaby Schools that seeks to promote mutual respect, common understanding, inclusion and collective ownership.

This five-year agreement highlights key areas of focus in regards to our students of Aboriginal ancestry. After extensive consultation via community gatherings, student focus groups and parent surveys, three focus areas emerged. The three areas of focus are inextricably linked to one another, and as such, we recognize that the focus must be centred on the development of the whole individual. Cultural development, social emotional development and academics must be interwoven to ensure the success of all students of Aboriginal ancestry in Burnaby Schools. This interwoven approach requires our students to walk competently and confidently in the modern, urbanized world in which Burnaby is situated. With that in mind, our areas of focus are student achievement, culture and sense of self, and community connectedness and belonging. Ongoing monitoring and tracking of these three areas will guide the development and implementation of initiatives and programs that will be for the benefit of all students of Aboriginal ancestry within Burnaby Schools.



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Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

GUIDING PRINCIPLES

In order to ensure ongoing success for our students, we must take a critical approach to reflecting on our progress thus far and our ongoing progress in the future. As such, the following question has been in the forefront over the course of our data collection period:

What is going on for our learners?

This question will continue to be in the forefront as we assess programming and initiatives aimed at supporting success for students of Aboriginal ancestry. This question will be laced within the following guiding principles:

- **Collective Ownership**

A culture of collective ownership is guided by a shared belief that the primary responsibility of every member of the community is to ensure high levels of learning for every student of Aboriginal ancestry (Buffum, Mattos and Weber, 2012). Every member of the Burnaby Schools community plays a role in determining the level of success for each student of Aboriginal ancestry. A deep understanding of our shared history as Canadians and our shared histories' contemporary contexts are crucial in creating responsive learning environments for our students of Aboriginal ancestry.

- **Walking in Two Worlds**

Walking in two worlds is the ability of our children to be competent in their traditional realm, as well as the urbanized realm in which the community of Burnaby is situated. From 1961 to 2006, the urban Aboriginal population has grown from 13% of the Aboriginal population within Canada to 53% (Norris and Clatworthy, 2011). This trend, which is expected to continue, along with the fact that as of the year 2011, 28% of the Aboriginal population in Canada was under 14 years of age, requires us to provide a framework that supports every Aboriginal youth's chances of maximizing their personal potential, in both their cultural and contemporary worlds (Statistics Canada, 2011).

- **Focus on Learning**

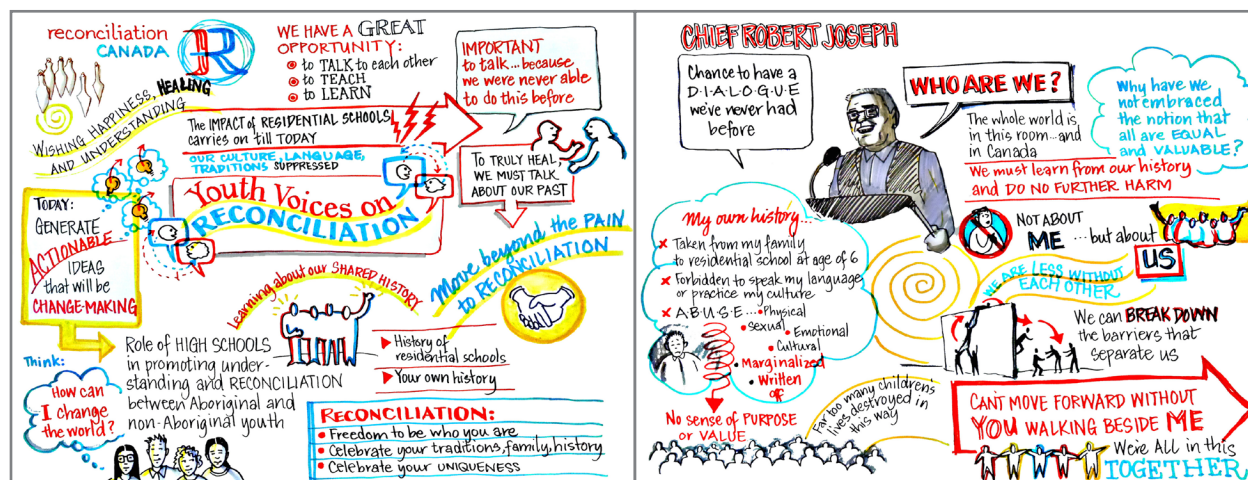
The First Nations Principles of Learning inform us that 'learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.' Allowing all students to maximize their personal potential within the learning environment is one of the primary responsibilities of the Burnaby School District. The learning environment for our students of Aboriginal ancestry must be reflexive and reflective, as well as representative of Aboriginal peoples.

OUR JOURNEY

Since the signing of our first agreement in 2008, Aboriginal Education in Burnaby Schools has built a strong foundation from which to continue to build upon. Over the course of the 2013-2014 school year, we undertook the process of collecting information from parents, students, principals, teachers, support staff and other members of our community to get varied perspectives on how people feel about how we are supporting our students of Aboriginal ancestry. Beginning in 2012 to Fall 2014, we hosted eleven community gatherings with the focus of each gathering on our children's experiences within Burnaby Schools. The gatherings were attended by students, parents, elders and staff. These rich discussions spiraled from each preceding meeting, with all shared perspectives collected for further analysis.

Along with the community gatherings, parents were provided with the opportunity to partake in four surveys. Staff were also provided with the opportunity to have their voices heard through three surveys. This information was also collected for further analysis.

All collected information was then provided to our Aboriginal Enhancement Agreement Working Group, who worked behind the scenes processing and analysing the information. Through discussion and analysis at working group meetings, information was formulated into goal statements and objectives. These were then shared with community members at gatherings and through surveys for further feedback and discussion. Eventually it was determined that the goal statements encapsulated the sentiments of those that partook in the process, at which point the document was drafted and we held our Enhancement Agreement signing on November 6, 2014.



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OVERVIEW

We used our first Enhancement Agreement as a starting point in establishing a basis for our second agreement. The Enhancement Agreement working group took the time to analyze the feedback on the first agreement, as well as the ongoing input on the new agreement. Through the analysis, three theme areas emerged:

- 1) Student Achievement
- 2) Culture and Sense of Self
- 3) Community Connectedness and Belonging

Each theme area has one goal attached to it that is similar to goals in the first agreement. The new goals have been reworked to encompass the guiding principles of this second agreement. Another focus of this agreement was to utilize readily accessible, meaningful data that can be tracked over time and speak to progress being made toward each goal. The data collected will assist in the design, delivery and maintenance of programs that will better meet the needs of our learners.

The working group also decided to leave out the third goal from the original agreement around students developing a healthy lifestyle based on medicine wheel teachings. Although this goal is important for all students, a method of tracking the progress toward this goal was not developed and remains a challenge due to the diversity of approaches to traditional practices amongst Aboriginal peoples that reside within the Burnaby area.

Our thinking around supporting Aboriginal students has evolved since the first agreement and will continue to evolve over the course of this second agreement. Due to these ongoing changes in thinking, we must look at this agreement as a living document, one that is flexible enough to change with our students' and community's changing needs. The signatures on this document represent a commitment to remaining cognizant to shifts in our students' needs and to work in partnership to ensure all Aboriginal students have the opportunity to maximize their full potential within Burnaby Schools.

GOALS

1) Student Achievement

To enhance academic achievement of all Aboriginal learners within the Burnaby School District.

Rationale

The intention of this goal is to increase the level of academic achievement of all Aboriginal learners within the Burnaby School District. The objectives focus on the core skills of early literacy and numeracy, which are foundational in laying the groundwork for enhanced educational outcomes throughout a learner's educational journey from Kindergarten through to Grade 12. It has been found that reading competence is directly related to educational attainment later in life (Statistics Canada, 2011). The focus on grade three reading results marks the point in which students begin to shift from learning to read, to reading to learn, and is also a marker for later school success (Hernandez, 2011).

Objectives	Performance Indicators
Increase Aboriginal student reading performance by the end of grade 3	Grade 3 performance standards data for end of grade 3
Increase Aboriginal student numeracy performance by the end of grade 3	Grade 3 performance standards data for end of grade 3
Increase reading comprehension grade K-7	Grade 7 performance standards data for end of grade 7
Increased reading comprehension scores from K-7	K-7 cohort tracking (Grade specific cohorts will be tracked yearly to monitor year to year progress)

Yearly Performance Targets

Baseline data will be collected in the first year. We expect to see incremental gains every year thereafter.



GOALS

2) Culture and Sense of Self

To increase Aboriginal learners' connection to the school community with a sense of place and belonging that supports and reflects Aboriginal cultural values and perspectives.

Rationale

A student's sense of acceptance into the school setting directly impacts their behaviour and educational outcomes (Osterman, 2000). As such, it is imperative that Aboriginal learners see themselves reflected and represented within their school setting. An Aboriginal student's cultural values may emphasize connectedness and interdependence, so the fostering of a strong sense of identity and self will support the students overall educational outcomes (Fryberg, et al, 2013).

Objectives	Indicators
Increased feelings of positive identity and sense of self	Positive personal and cultural identity competency data
Increased feelings of belonging within the school community	Student survey

Yearly Performance Targets

Baseline data will be collected in the first year. We expect to see incremental gains every year thereafter.



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GOALS

3) Community Connectedness and Belonging

To increase knowledge and understanding of Aboriginal history, traditions and cultures for all learners, supported by the wider school and community.

Rationale

In order to create understanding that supports our Aboriginal learners, we must focus on local actions and understandings in this increasingly globalized environment. Diversity of approaches within our system will help support all learners in their educational journey, but these approaches must include the perspectives of Canada's Indigenous Peoples. As stated by Halbert and Kaser (2013), "We need to build curiosity about our history as well as increasing our knowledge of Indigenous principles of learning." It has also been noted that the inclusion of Indigenous perspectives in learning outcomes, instructional methods and assessment results in positive outcomes for our Aboriginal students (Kanu, 2007).

Objectives	Performance Indicators
Increased Aboriginal content in all subject areas K-12	Number of requests for resources from DLRC Number of requests for classroom presentations by Aboriginal Resource Teachers
Increased number of students reporting that they are learning about Aboriginal peoples in school	Student satisfaction survey results grades 4, 7, 10 and 12

Yearly Performance Targets

Baseline data will be collected in the first year. We expect to see incremental gains every year thereafter.



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APPENDIX A: STRATEGIES TO SUPPORT GOALS & OBJECTIVES

Student Achievement

To enhance academic achievement of all Aboriginal learners within the Burnaby School District.

Strategies:

- Targeted Reading Recovery for Aboriginal students
- Infusion of learning strategies into Circle Programs
- Focused literacy and numeracy instruction and intervention K-12

Culture and Sense of Self

Strategies:

- Development of a Visiting Elders Program
- Hosting of Aboriginal community gatherings that highlight traditional protocols

Community Connectedness and Belonging

Strategies:

- Aboriginal Education professional development workshops for all staff throughout the District
- Content development for K-12 classroom teachers



Stronger Together: Aboriginal Education in Burnaby Schools Enhancement Agreement 2014 - 2019

This agreement was developed collaboratively by the Aboriginal Enhancement Agreement Working Group
comprised of the official signatories outlined below.

The Enhancement Agreement Working Group sought input from all stakeholders in the District
including parents, students, teachers, administrators and community partners
to develop the goals and statements in the agreement.

It is a collaborative partnership centred around continued success
for students of Aboriginal ancestry in Burnaby Schools.

We, the undersigned, recognize our shared responsibility to guide, honour and uphold
the contents of this living agreement in the spirit of mutual respect and unity
as signed on this 6th day of November, 2014 for the period ending November 5th, 2019.

Ministry of Education	Burnaby Board of Education, Chair	Burnaby School District, Superintendent of Schools/CEO
Parent Representative	Parent Representative	Student Representative
Burnaby Principals' & Vice-Principals' Association, President	Burnaby Teachers' Association, President	CUPE local 379, President
North Fraser Métis Association	City of Burnaby, Community Witness	Simon Fraser University, Faculty of Education, Dean



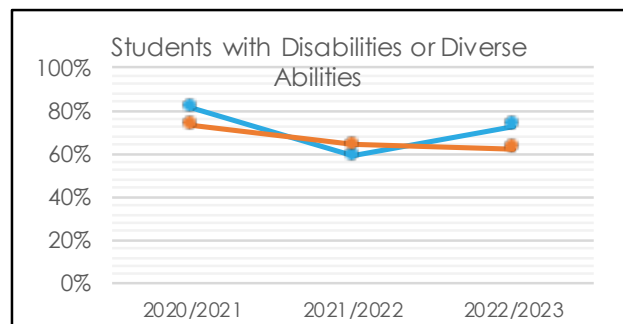
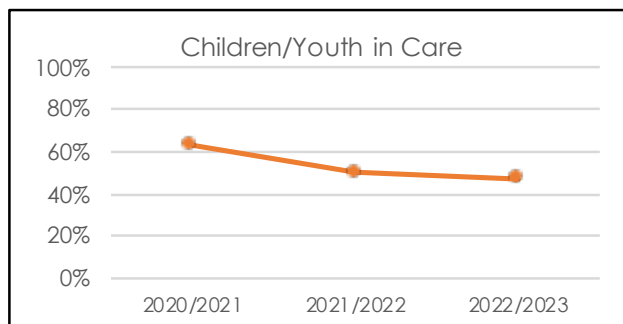
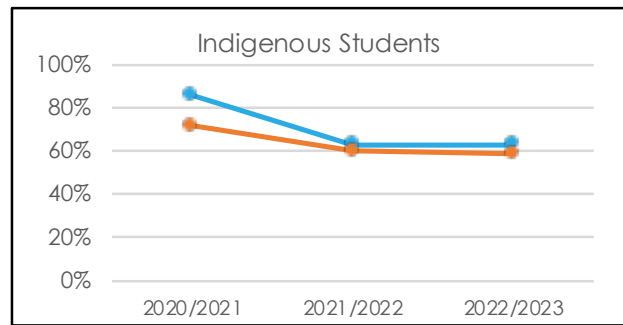
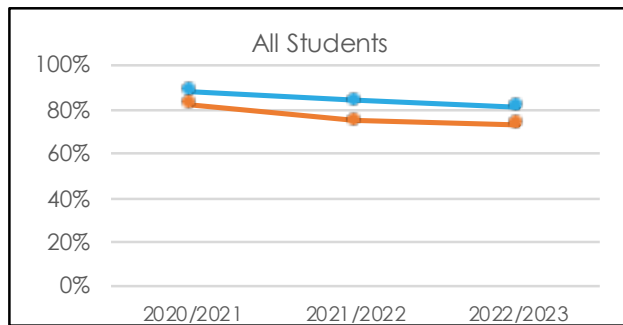


Burnaby Schools
Aboriginal Enhancement Agreement
2014 - 2019

Measure 1.1. FSA Literacy: Percentage of students in grade 4 on-track or extending expectations

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	88%	86%	Msk	81%
2021/2022	84%	63%	Msk	59%
2022/2023	81%	63%	Msk	73%

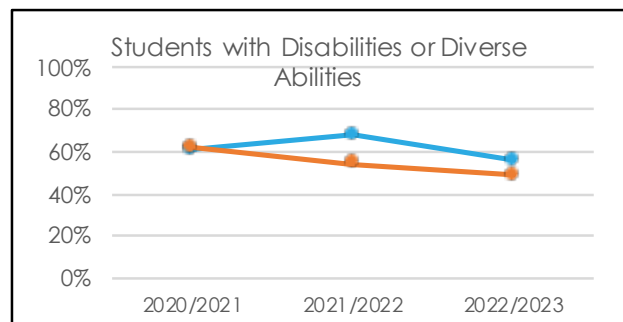
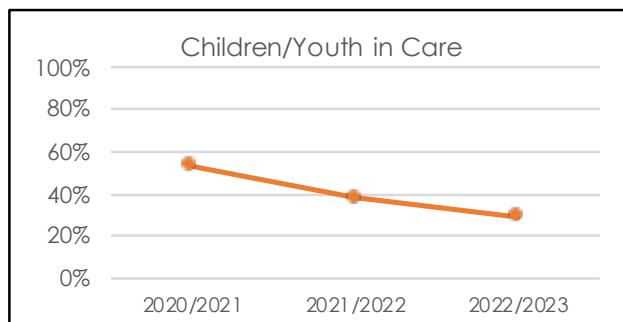
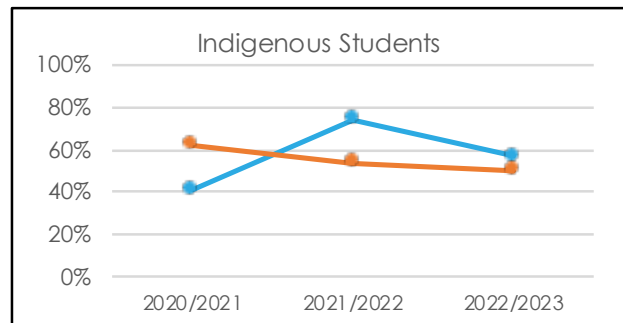
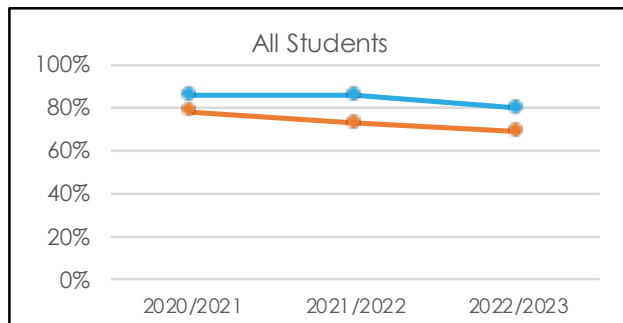
	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	82%	72%	63%	73%
2021/2022	75%	60%	50%	64%
2022/2023	73%	59%	47%	62%



Measure 1.1. FSA Literacy: Percentage of students in grade 7 on-track or extending expectations

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	86%	41%	Msk	61%
2021/2022	86%	74%	Msk	68%
2022/2023	80%	57%	Msk	56%

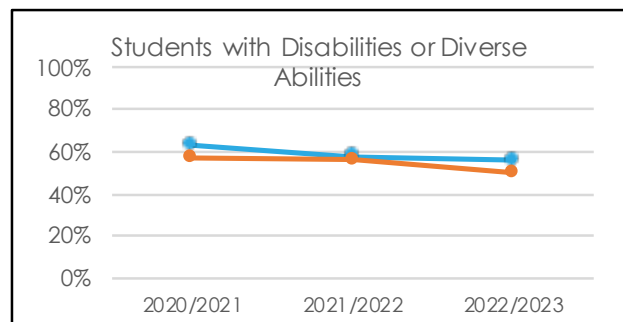
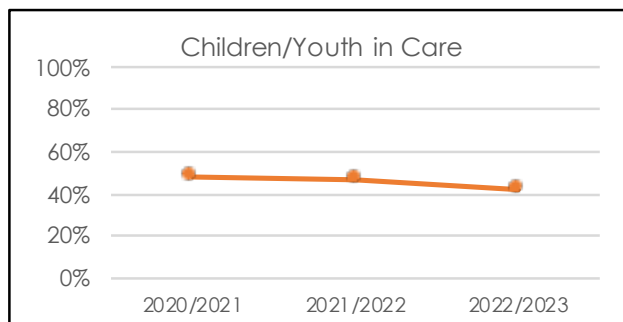
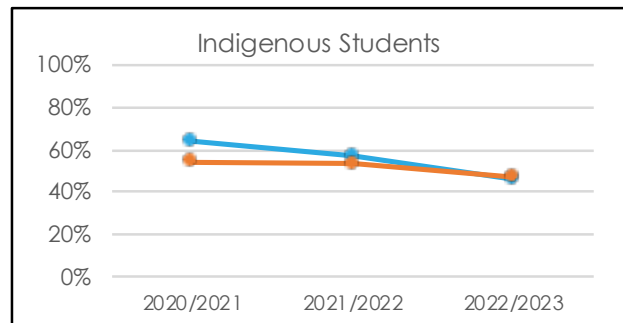
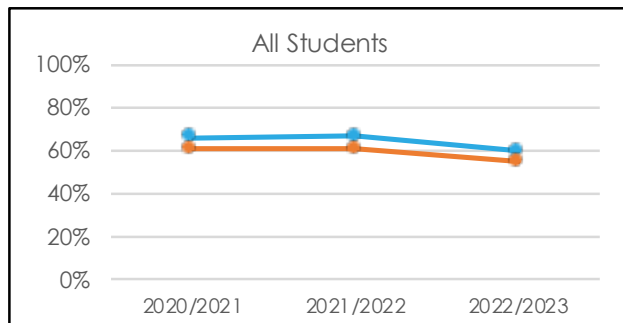
	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	78%	62%	53%	62%
2021/2022	73%	54%	38%	54%
2022/2023	69%	50%	29%	49%



Measure 1.1. FSA Literacy: Percentage of selected response questions that grade 4 students answered correctly

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	66%	64%	Msk	63%
2021/2022	67%	57%	Msk	58%
2022/2023	60%	46%	Msk	56%

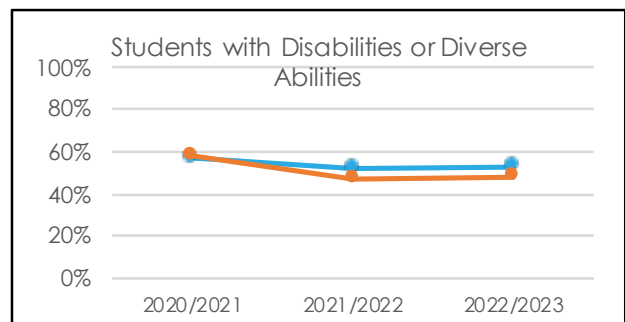
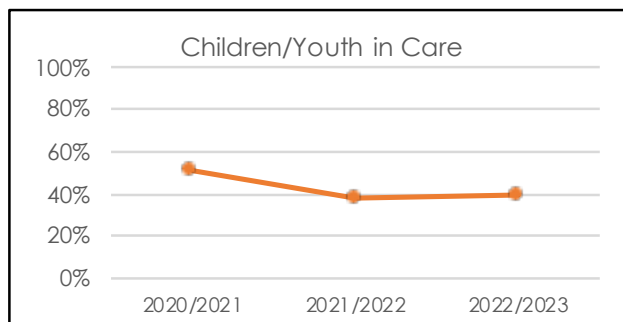
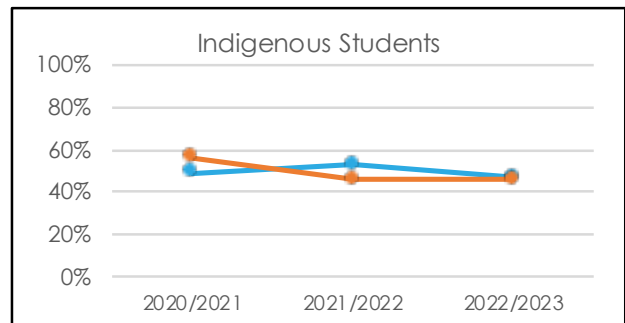
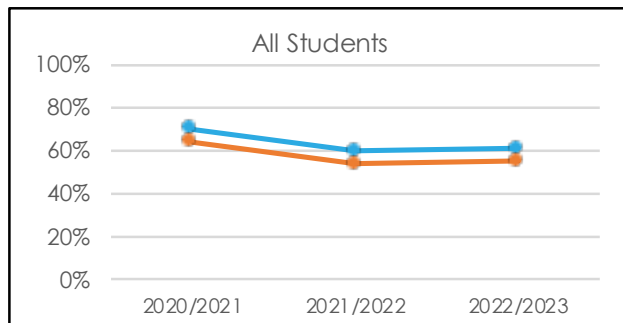
	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	61%	54%	48%	57%
2021/2022	61%	53%	47%	56%
2022/2023	55%	47%	42%	50%



Measure 1.1. FSA Literacy: Percentage of selected response questions that grade 7 students answered correctly

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	70%	49%	Msk	57%
2021/2022	60%	53%	Msk	52%
2022/2023	61%	47%	Msk	53%

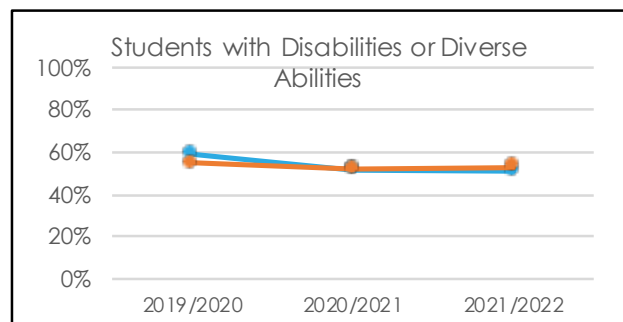
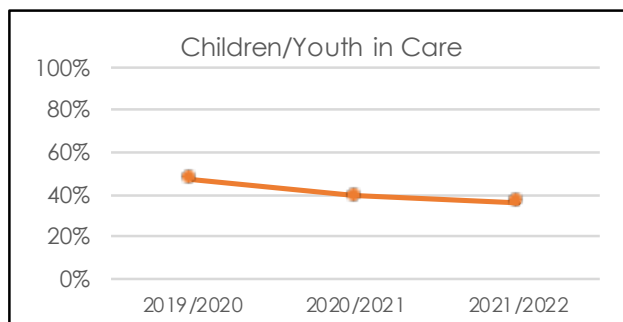
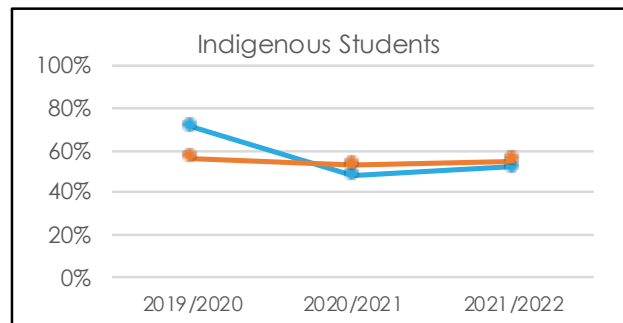
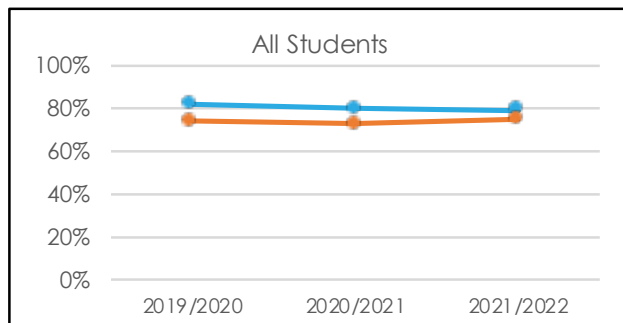
	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	64%	56%	51%	58%
2021/2022	54%	46%	38%	47%
2022/2023	55%	46%	39%	48%



Measure 1.2. Grade 10 literacy assessments: Percentage of students proficient or extending expectations

	Burnaby			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	82%	71%	Msk	59%
2020/2021	80%	48%	Msk	52%
2021/2022	79%	52%	Msk	51%

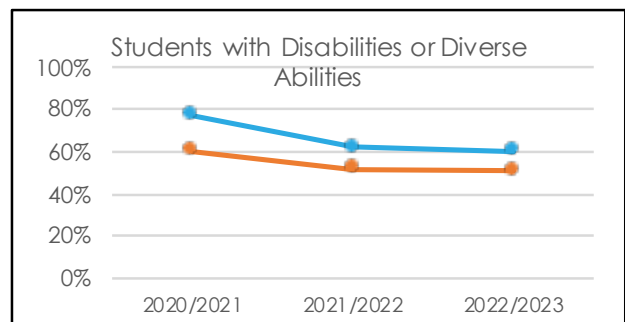
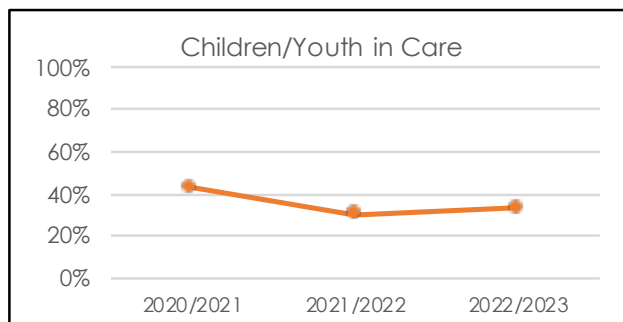
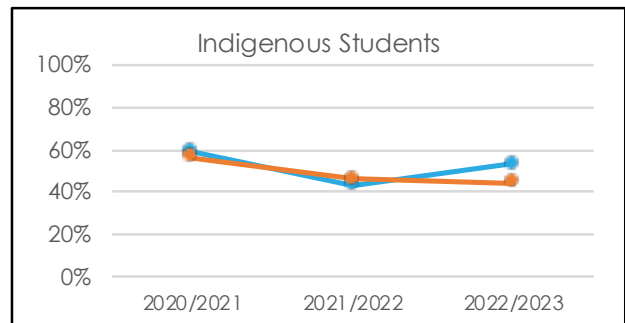
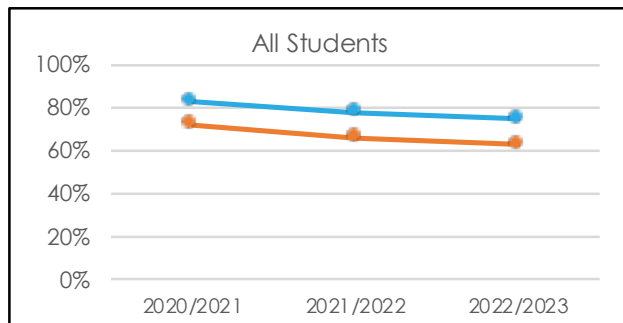
	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	74%	56%	47%	55%
2020/2021	73%	53%	39%	52%
2021/2022	75%	55%	36%	53%



Measure 2.1. FSA Numeracy: Percentage of students in grade 4 on-track or extending expectations

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	83%	59%	Msk	77%
2021/2022	78%	43%	Msk	62%
2022/2023	75%	53%	Msk	60%

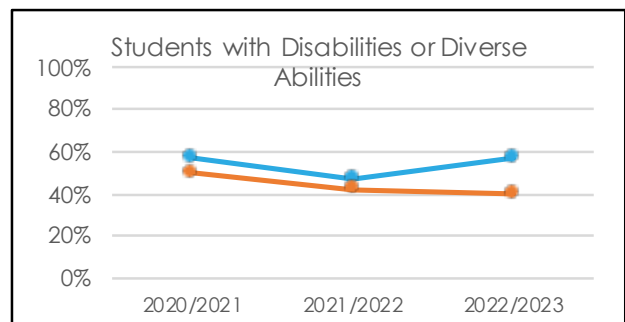
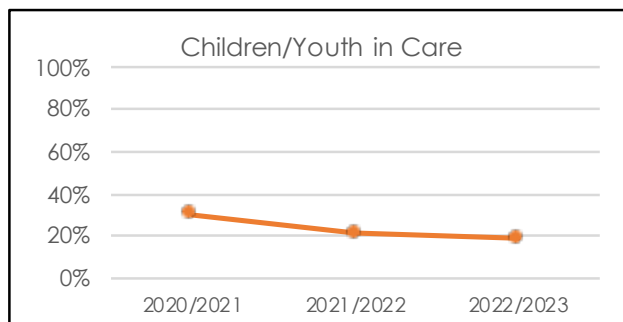
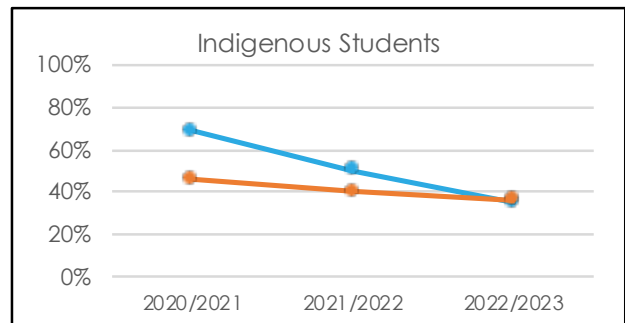
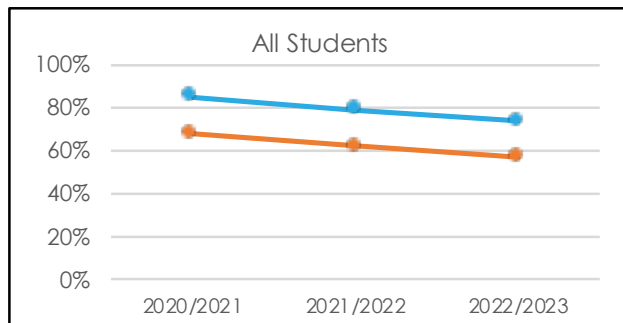
	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	72%	56%	43%	60%
2021/2022	66%	46%	30%	52%
2022/2023	63%	44%	33%	51%



Measure 2.1. FSA Numeracy: Percentage of students in grade 7 on-track or extending expectations

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	85%	69%	Msk	57%
2021/2022	79%	50%	Msk	47%
2022/2023	74%	35%	Msk	57%

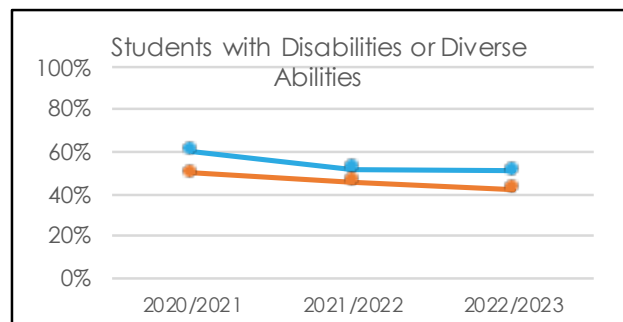
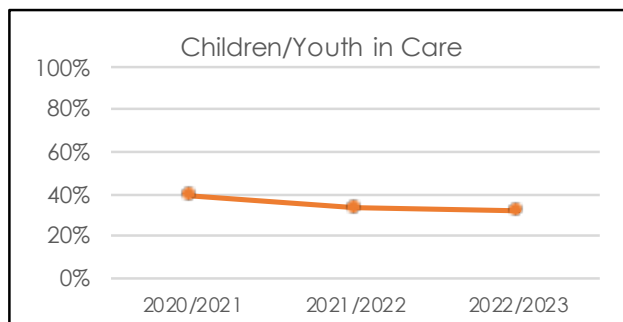
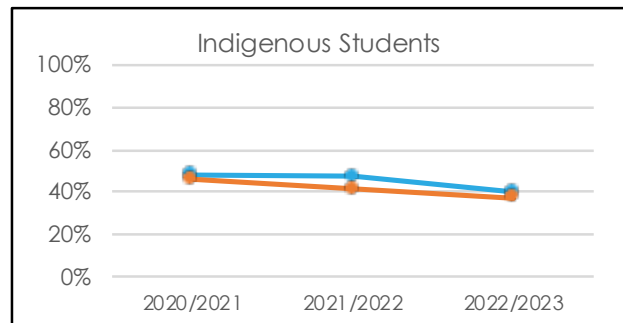
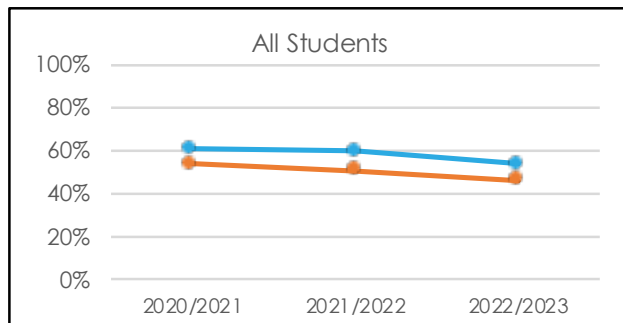
	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	68%	46%	30%	50%
2021/2022	62%	40%	21%	42%
2022/2023	57%	36%	19%	40%



Measure 2.1. FSA Numeracy: Percentage of selected response questions that grade 4 students answered correctly

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	61%	48%	Msk	60%
2021/2022	60%	47%	Msk	52%
2022/2023	54%	40%	Msk	51%

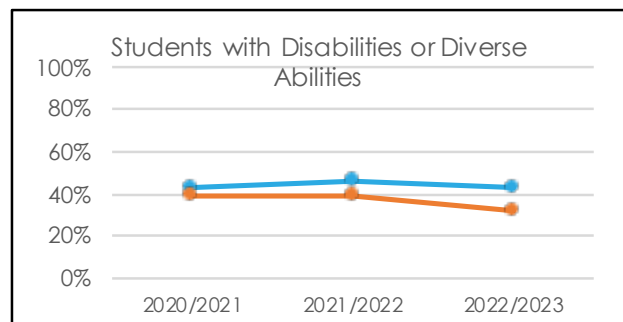
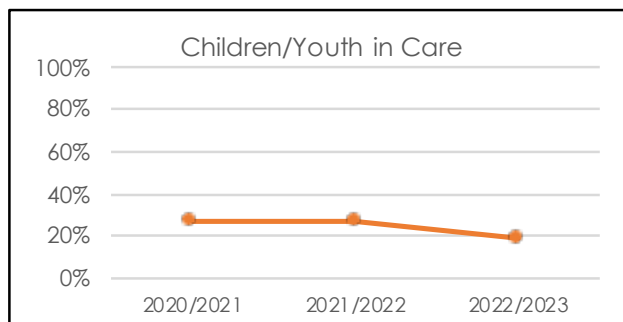
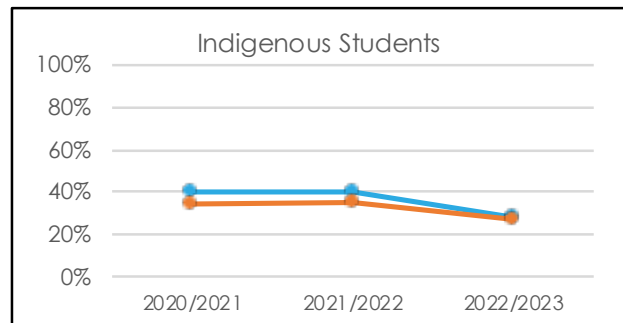
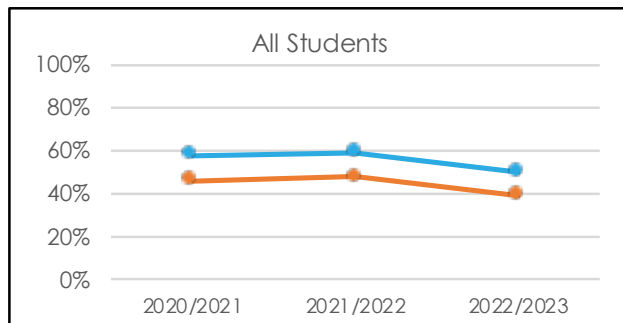
	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	54%	46%	39%	50%
2021/2022	51%	41%	33%	46%
2022/2023	46%	37%	32%	42%



Measure 2.1. FSA Numeracy: Percentage of selected response questions that grade 7 students answered correctly

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	58%	40%	Msk	43%
2021/2022	59%	40%	Msk	46%
2022/2023	50%	28%	Msk	43%

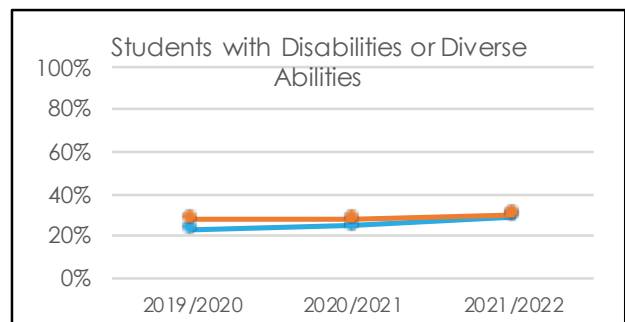
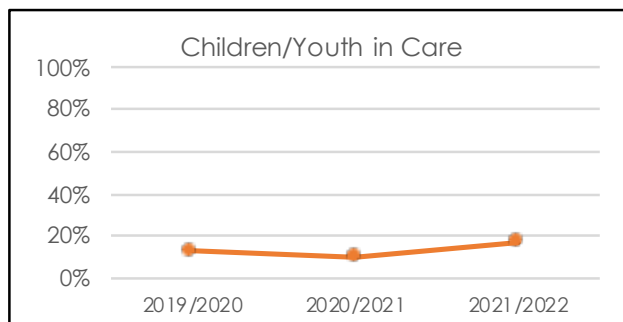
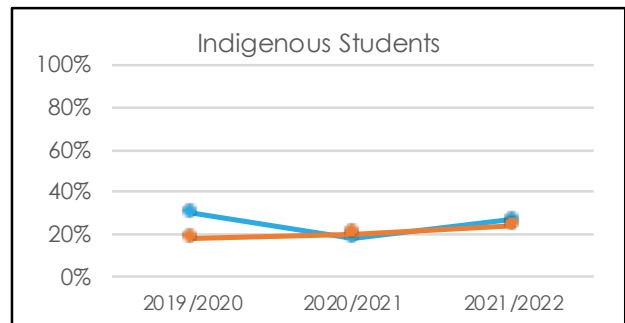
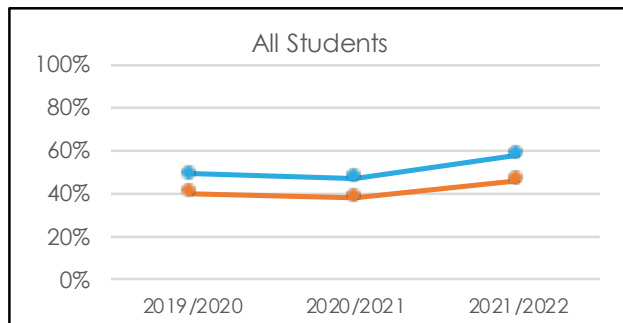
	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	46%	34%	27%	39%
2021/2022	48%	35%	27%	39%
2022/2023	39%	27%	19%	32%



Measure 2.2. Grade 10 numeracy assessments: Percentage of students proficient or extending expectations

Grade 10	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	49%	30%	Msk	23%
2020/2021	47%	18%	Msk	25%
2021/2022	58%	27%	Msk	29%

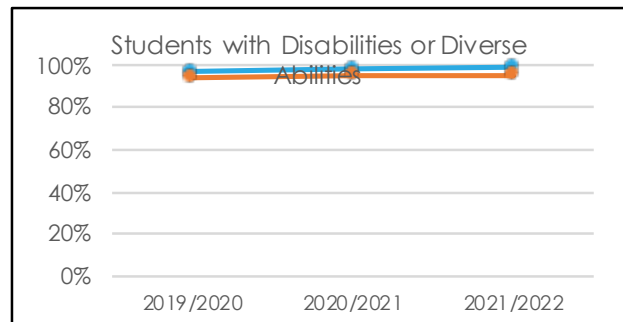
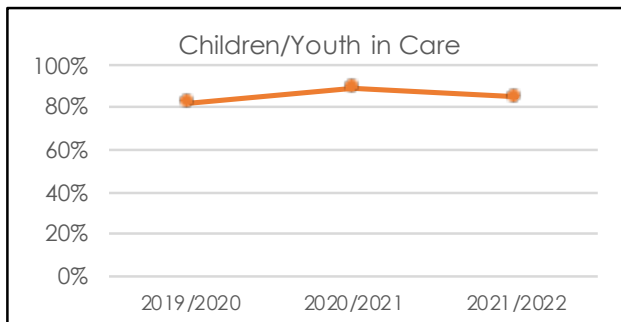
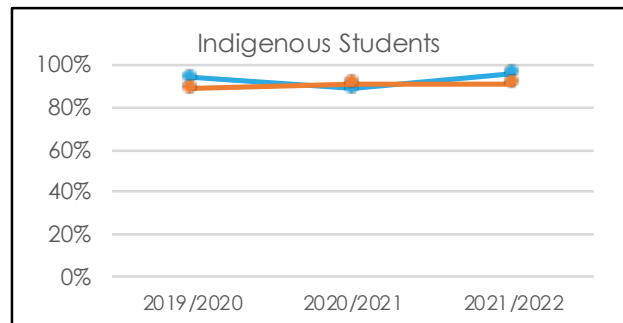
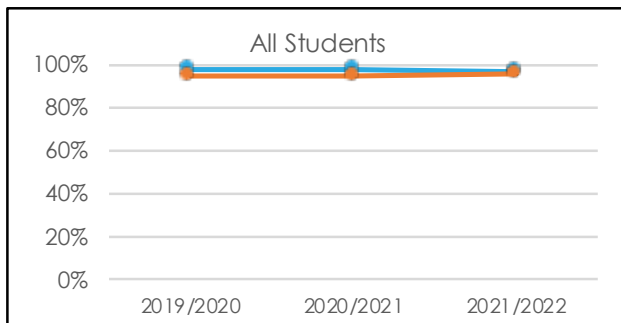
Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	40%	18%	13%	28%
2020/2021	38%	20%	10%	28%
2021/2022	46%	24%	17%	30%



Measure 2.3. Percentage of grade 10 resident students who made the transition to grade 11 in the next school year

	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	98%	94%	Msk	97%
2020/2021	98%	89%	Msk	98%
2021/2022	97%	96%	Msk	99%

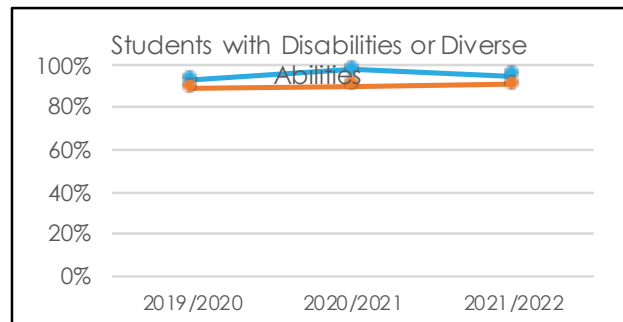
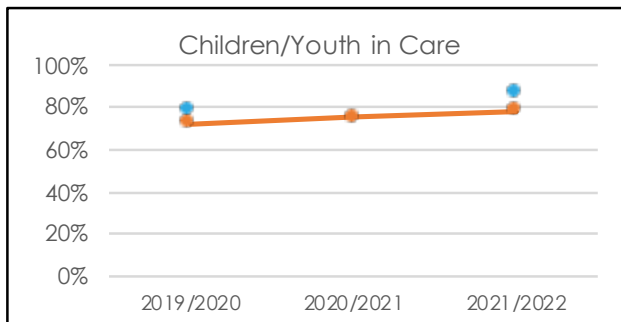
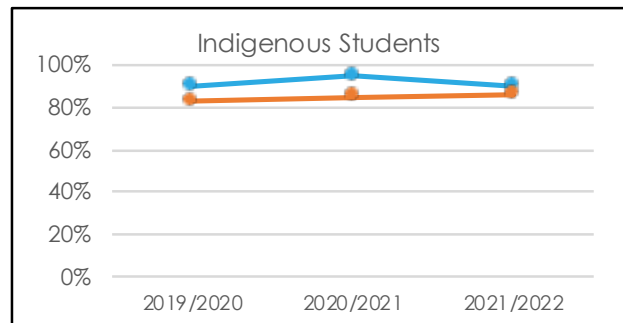
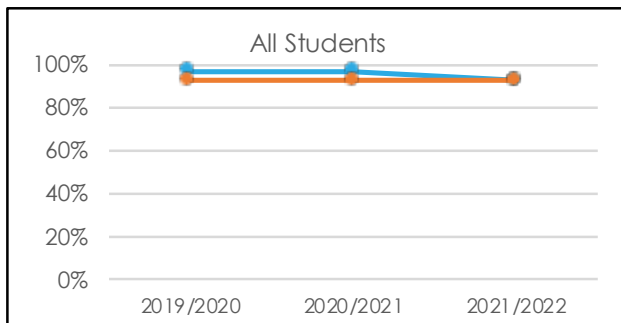
	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	95%	89%	82%	94%
2020/2021	95%	91%	89%	95%
2021/2022	96%	91%	85%	95%



Measure 2.3. Percentage of grade 11 resident students who made the transition to grade 12 in the next school year

	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	97%	90%	79%	93%
2020/2021	97%	95%	Msk	98%
2021/2022	93%	90%	87%	95%

	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	93%	83%	72%	89%
2020/2021	93%	85%	75%	90%
2021/2022	93%	86%	78%	91%

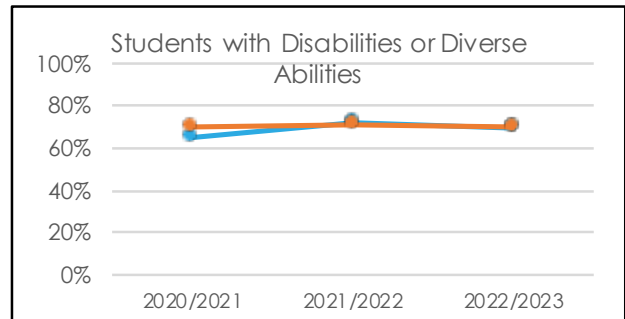
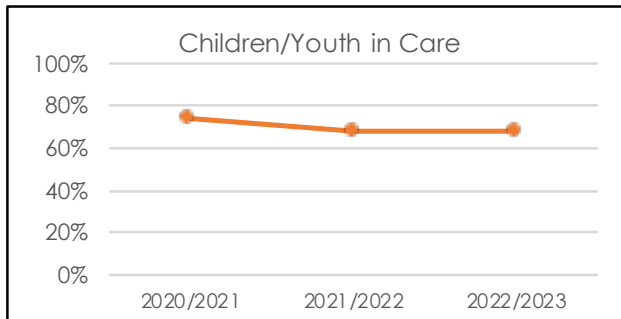
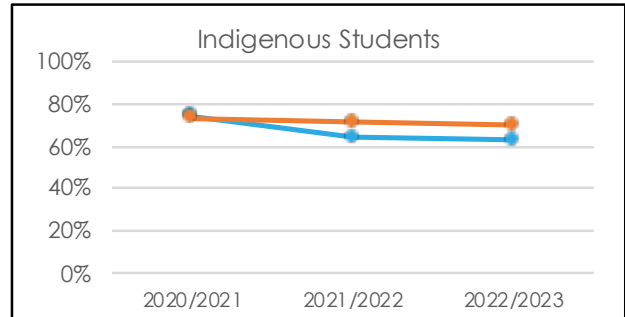
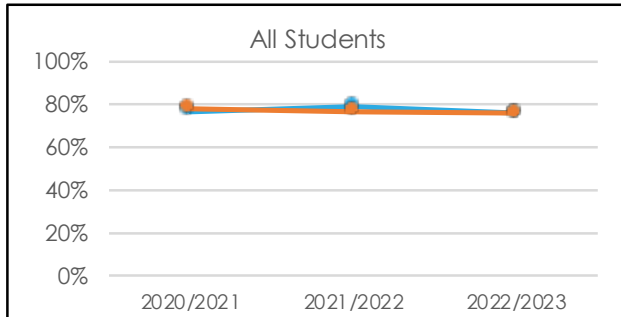


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Welcome

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	77%	74%	Msk	65%
2021/2022	79%	64%	Msk	72%
2022/2023	76%	63%	Msk	70%

	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	78%	73%	74%	70%
2021/2022	77%	71%	68%	71%
2022/2023	76%	70%	68%	70%

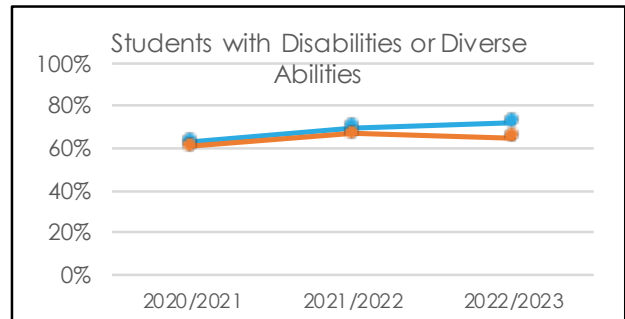
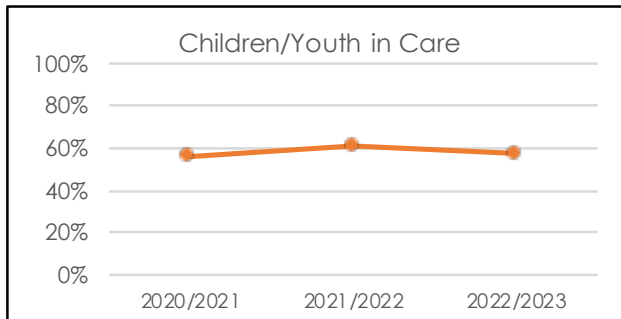
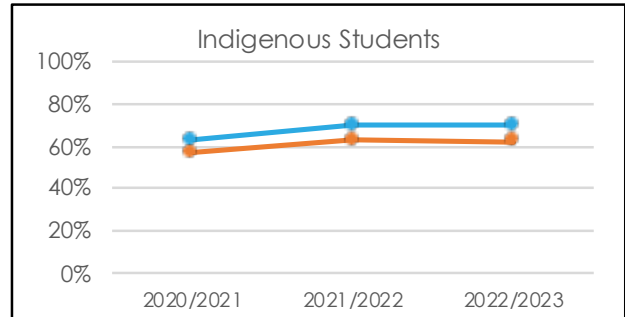
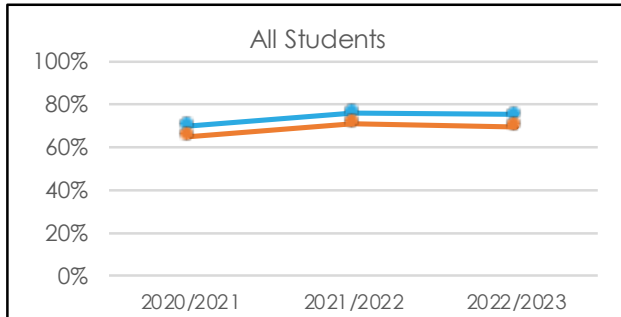


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Welcome

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	70%	63%	Msk	63%
2021/2022	76%	70%	Msk	70%
2022/2023	75%	70%	Msk	72%

	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	65%	57%	56%	61%
2021/2022	71%	63%	61%	67%
2022/2023	70%	62%	57%	65%

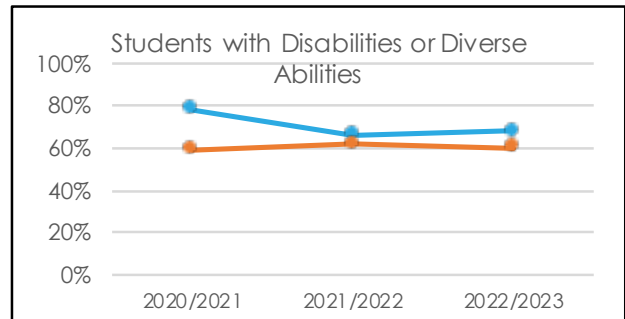
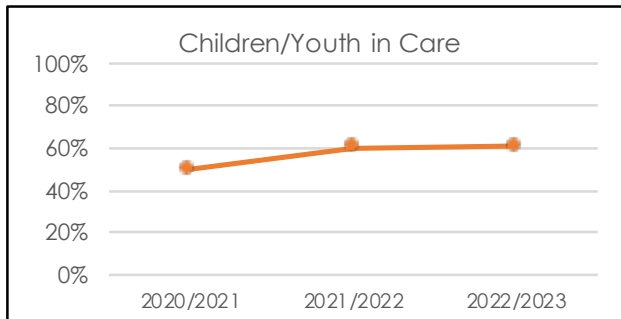
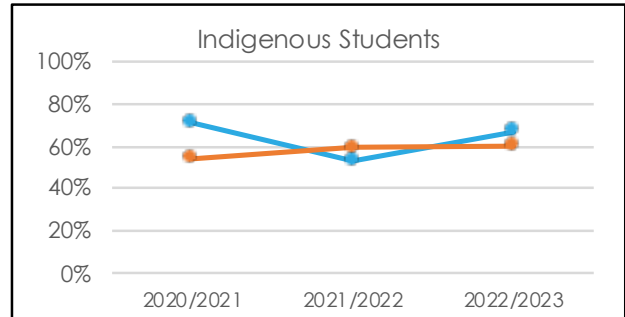
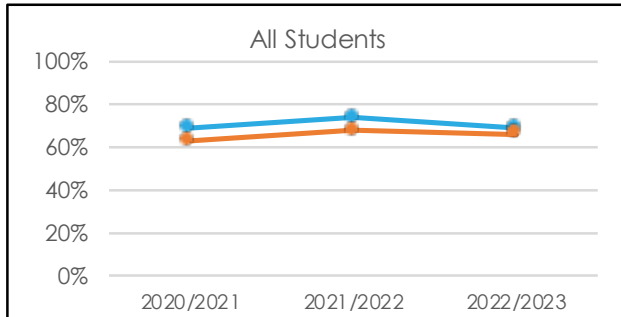


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Welcome

	Burnaby			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	69%	71%	Msk	78%
2021/2022	74%	53%	Msk	66%
2022/2023	69%	67%	Msk	68%

	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	63%	54%	50%	59%
2021/2022	68%	59%	60%	62%
2022/2023	66%	60%	61%	60%



Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Safe

Burnaby				
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	82%	Anonymous		
2021/2022	82%			
2022/2023	79%			

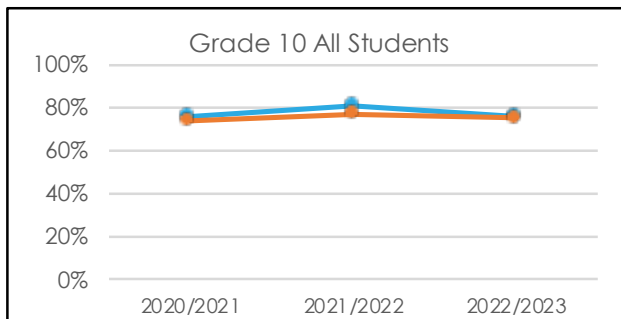
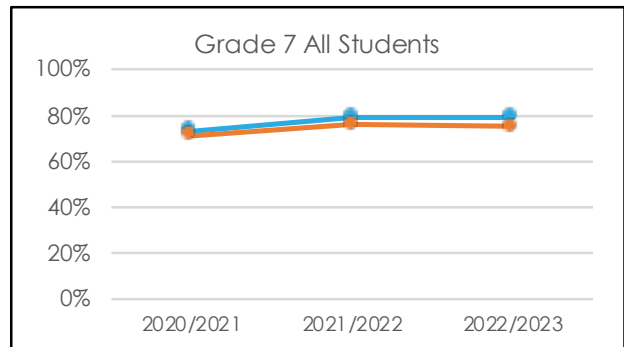
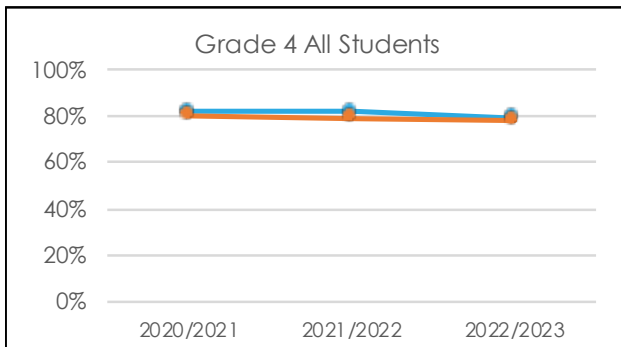
Province				
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	80%	Anonymous		
2021/2022	79%			
2022/2023	78%			

Burnaby				
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	73%	Anonymous		
2021/2022	79%			
2022/2023	79%			

Province				
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	71%	Anonymous		
2021/2022	76%			
2022/2023	75%			

Burnaby				
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	76%	Anonymous		
2021/2022	81%			
2022/2023	76%			

Province				
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	74%	Anonymous		
2021/2022	77%			
2022/2023	75%			

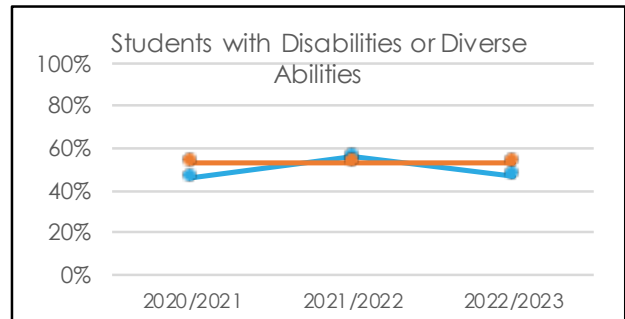
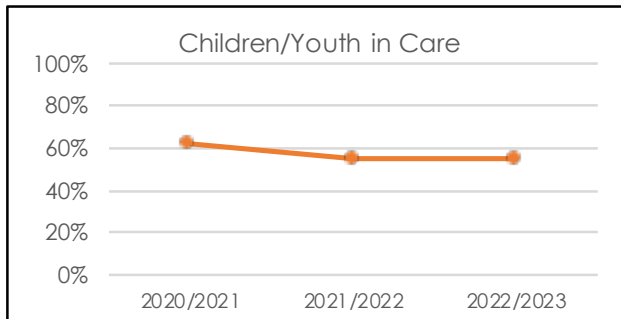
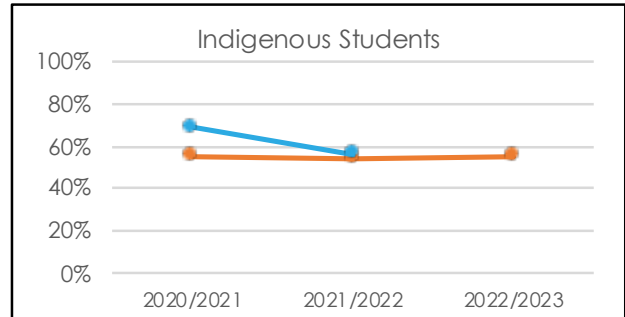
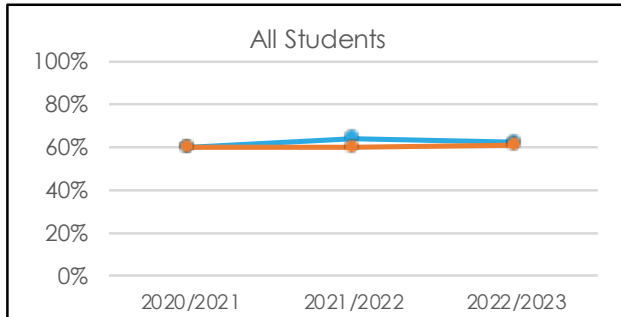


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	69%	Msk	46%
2021/2022	64%	56%	Msk	56%
2022/2023	62%	Msk	Msk	47%

	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	55%	62%	53%
2021/2022	60%	54%	55%	53%
2022/2023	61%	55%	55%	53%

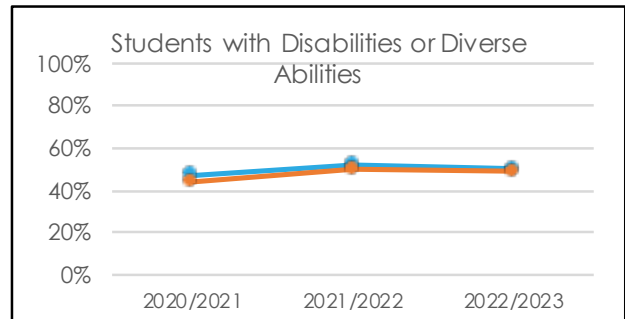
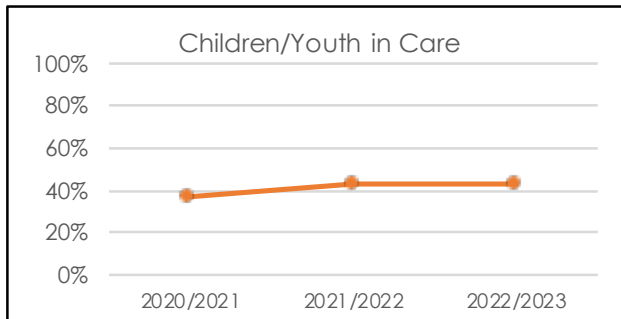
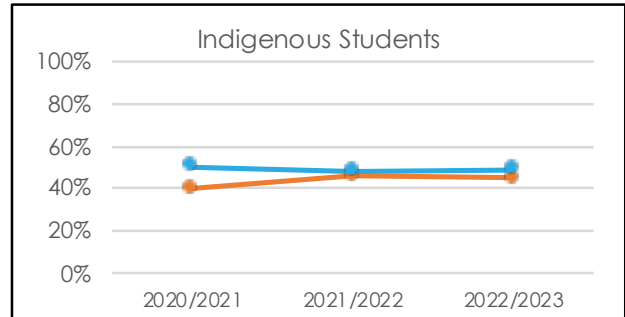
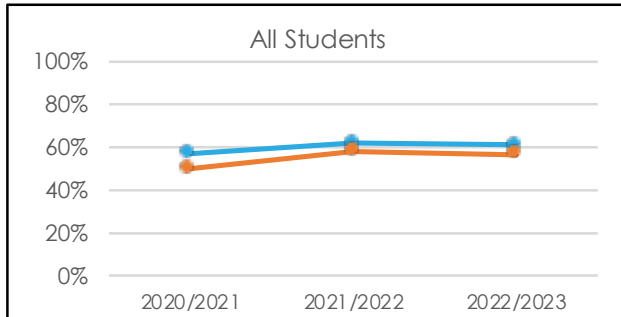


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	57%	50%	Msk	47%
2021/2022	62%	48%	Msk	52%
2022/2023	61%	49%	Msk	50%

	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	50%	40%	37%	44%
2021/2022	58%	46%	43%	50%
2022/2023	57%	45%	43%	49%

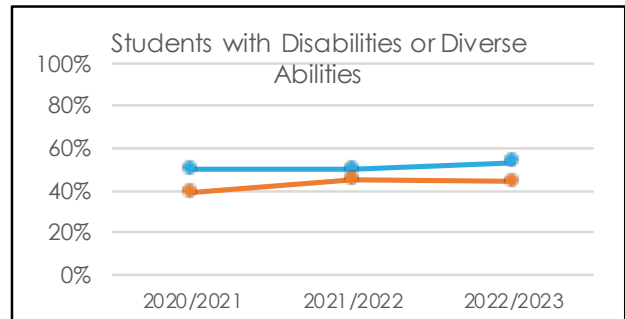
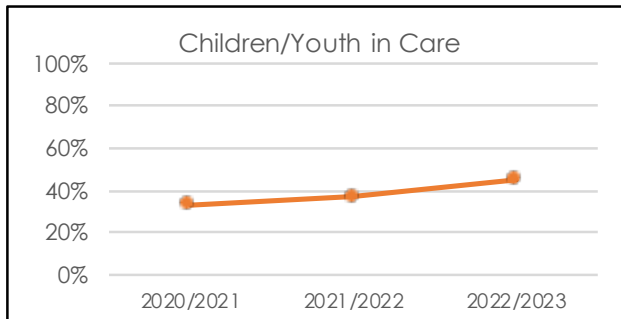
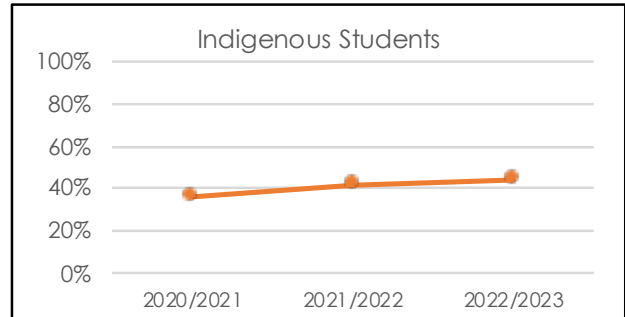
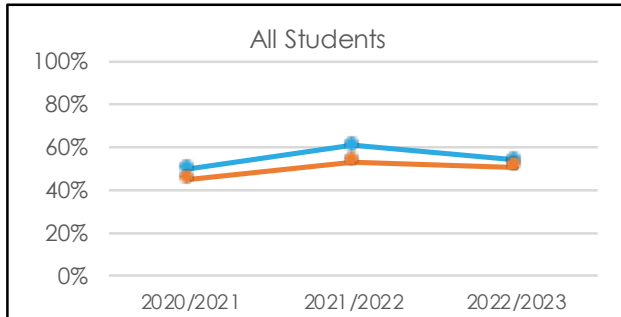


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging

	Burnaby			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	50%	Msk	Msk	50%
2021/2022	61%	Msk	Msk	50%
2022/2023	54%	Msk	Msk	53%

	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	45%	36%	33%	39%
2021/2022	53%	42%	37%	45%
2022/2023	51%	44%	45%	44%

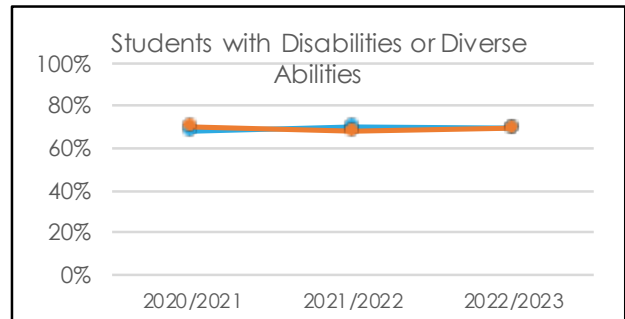
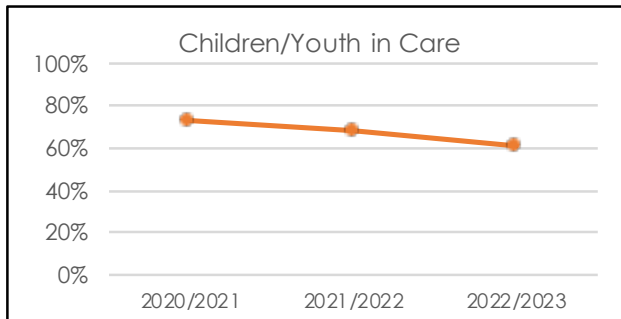
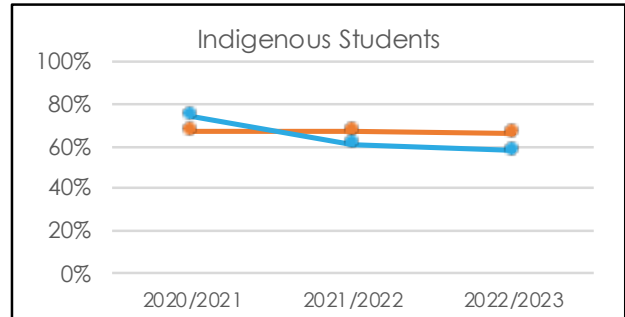
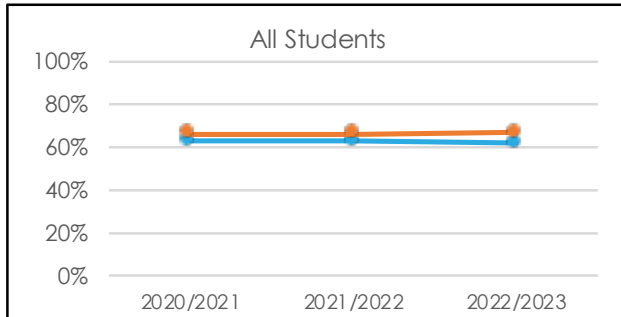


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

Adults Care

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	63%	74%	Msk	68%
2021/2022	63%	61%	Msk	70%
2022/2023	62%	58%	Msk	69%

	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	66%	67%	73%	70%
2021/2022	66%	67%	68%	68%
2022/2023	67%	66%	61%	69%

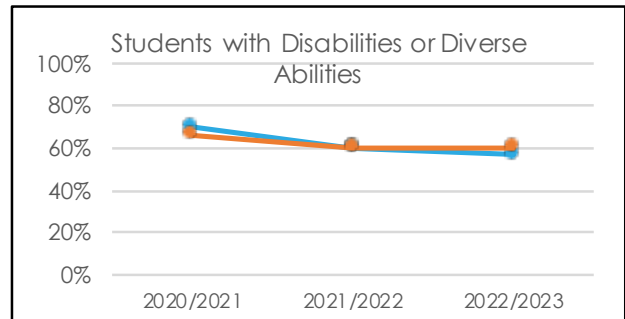
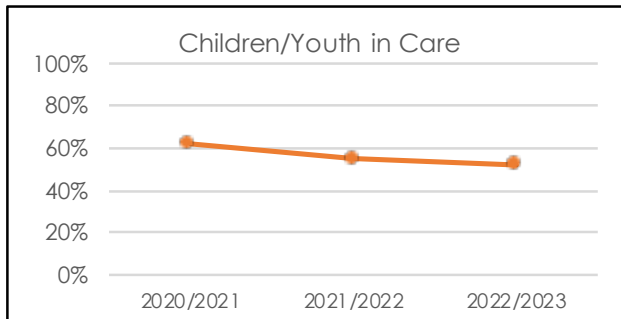
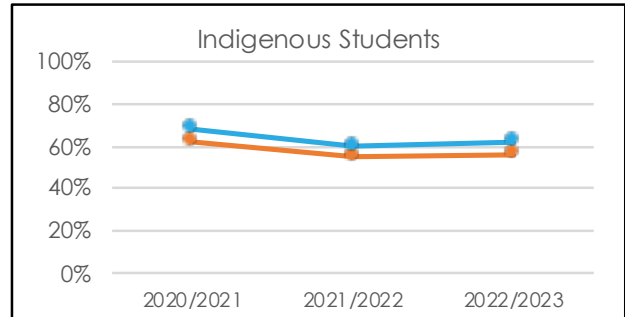
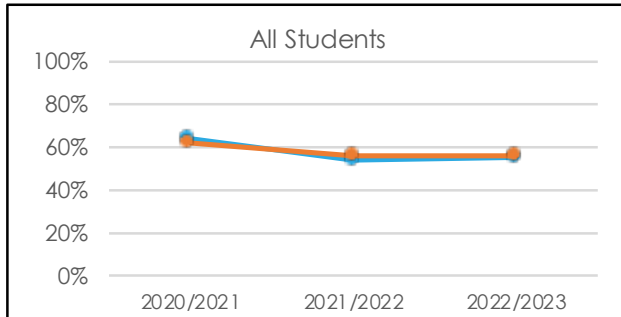


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

Adults Care

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	64%	68%	Msk	70%
2021/2022	54%	60%	Msk	60%
2022/2023	55%	62%	Msk	57%

	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	62%	62%	62%	66%
2021/2022	56%	55%	55%	60%
2022/2023	56%	56%	52%	60%

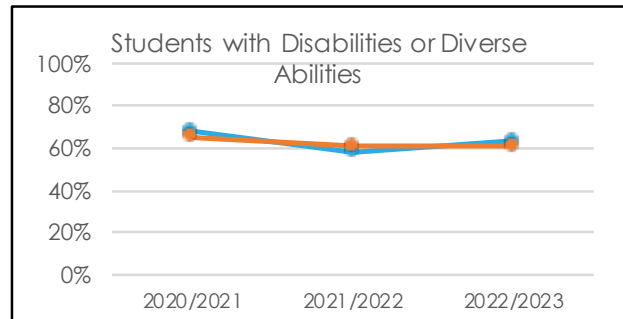
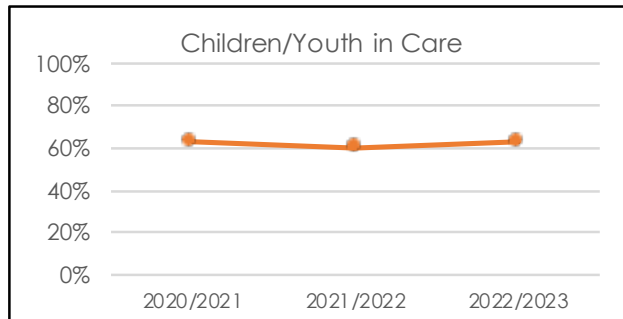
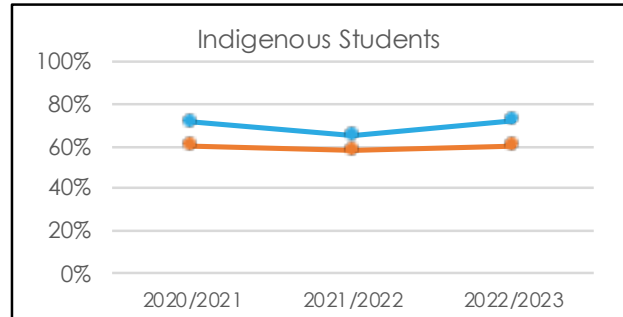
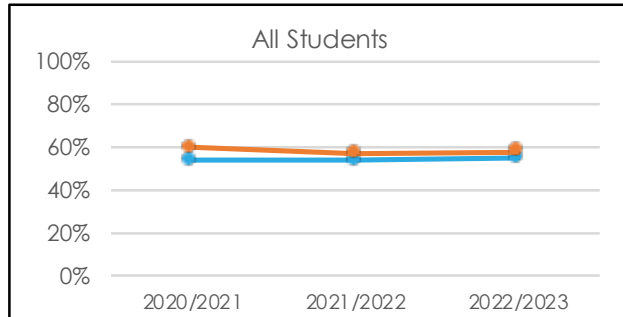


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

Adults Care

	Burnaby			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	54%	71%	Msk	68%
2021/2022	54%	65%	Msk	58%
2022/2023	55%	72%	Msk	63%

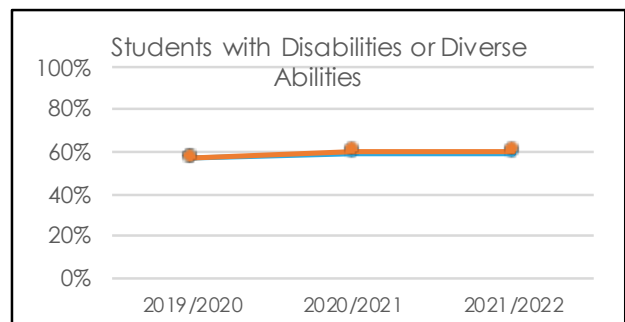
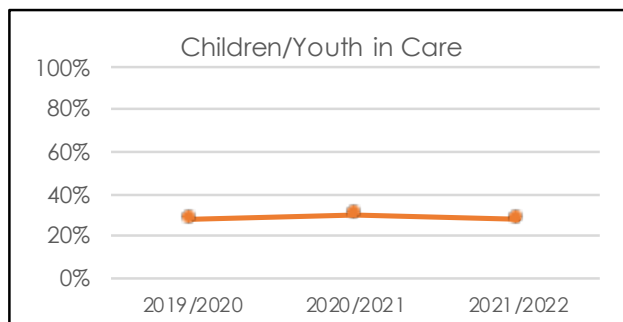
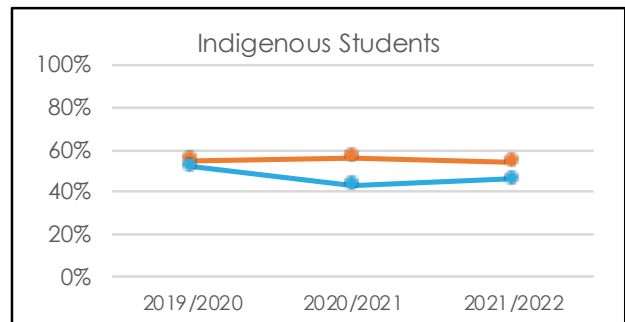
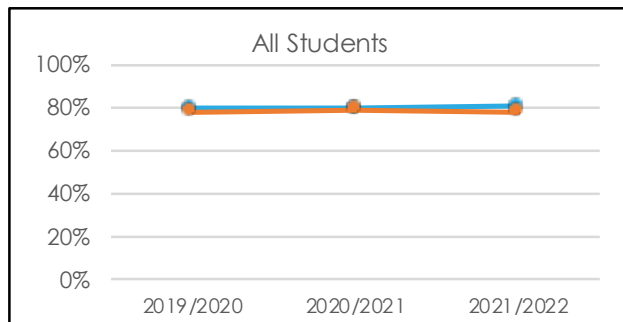
	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	60%	63%	65%
2021/2022	57%	58%	60%	61%
2022/2023	58%	60%	63%	61%



**Measure 4.1. Percentage of resident students who achieved a BC Certificate of Graduation
Dogwood Diploma within 5 years of starting Grade 8**

	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	80%	52%	Msk	57%
2020/2021	80%	43%	Msk	59%
2021/2022	81%	46%	Msk	59%

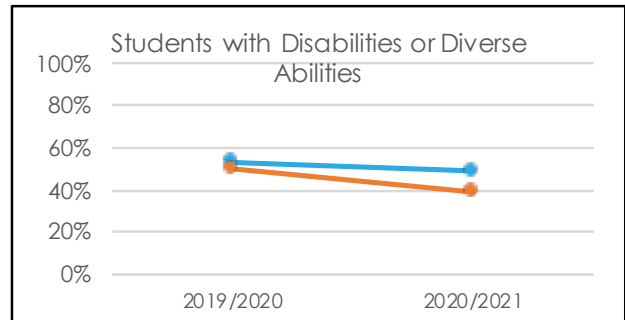
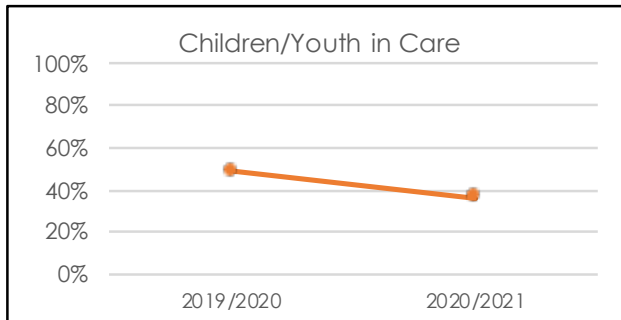
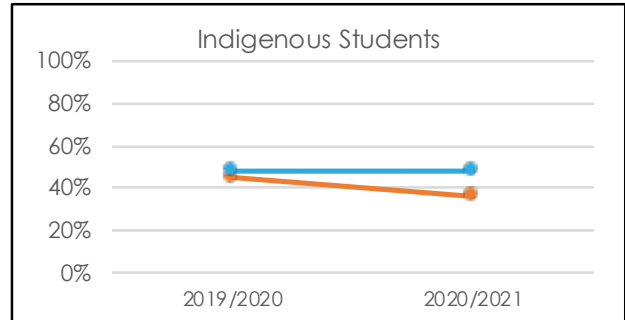
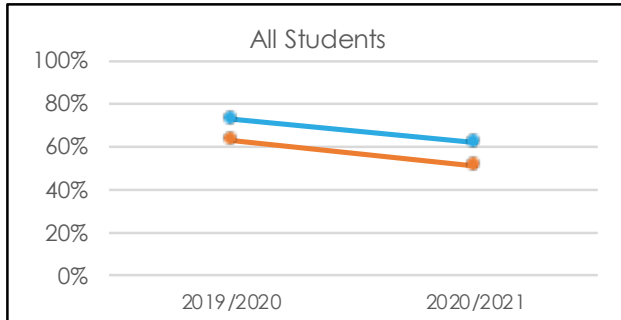
	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	78%	55%	28%	57%
2020/2021	79%	56%	30%	60%
2021/2022	78%	54%	28%	60%



Measure 5.1. percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	73%	48%	Msk	53%
2020/2021	62%	48%	Msk	49%

	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	63%	45%	49%	50%
2020/2021	51%	36%	36%	39%

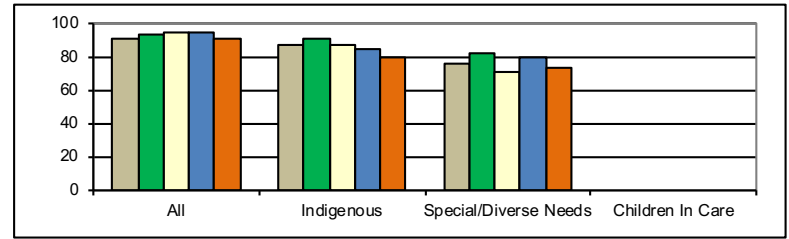


Report Card Results - Language Arts

2019	2020	2021	2022	2023
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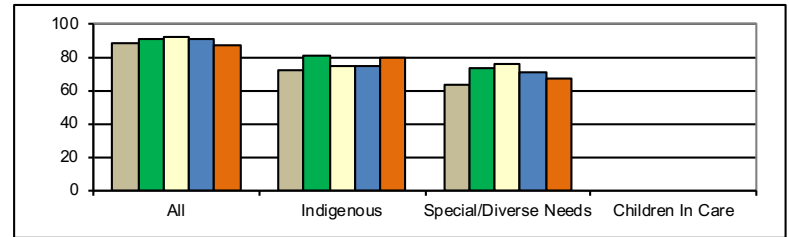
Kindergarten. English Language Arts. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2023	90	79	74	Msk
2022	95	85	80	Msk
2021	95	88	71	Msk
2020	93	91	82	Msk
2019	91	87	76	Msk



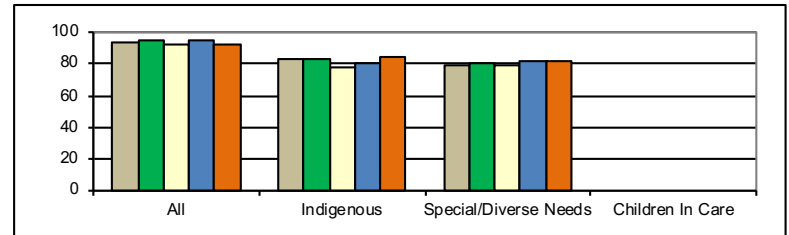
Grade 1-3. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2023	87	80	67	Msk
2022	91	74	71	Msk
2021	93	75	76	Msk
2020	90	81	73	Msk
2019	88	72	63	Msk



Grade 4-7. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2023	93	84	82	Msk
2022	95	81	82	Msk
2021	93	78	79	Msk
2020	94	83	81	Msk
2019	93	83	79	Msk

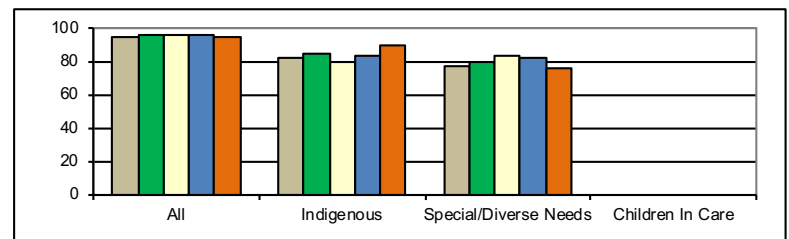


Report Card Results - Numeracy

2019	2020	2021	2022	2023
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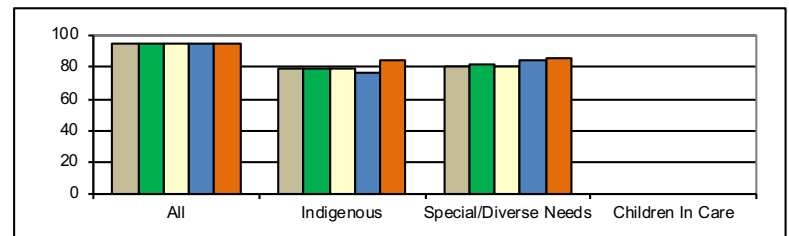
Grade 1-3. Mathematics. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2023	95	90	76	Msk
2022	96	83	82	Msk
2021	96	80	83	Msk
2020	96	85	80	Msk
2019	95	82	77	Msk

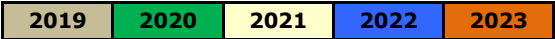


Grade 4-7. Mathematics. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2023	95	84	86	Msk
2022	95	76	84	Msk
2021	95	78	80	Msk
2020	95	78	82	Msk
2019	94	79	81	Msk

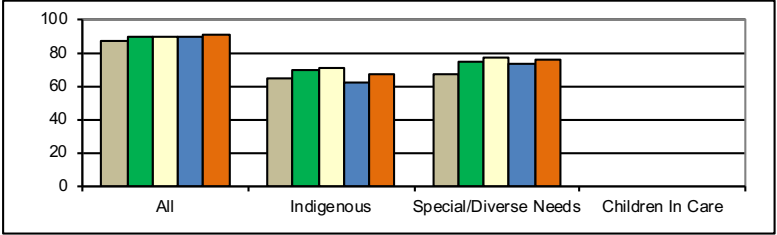


Report Card Results - Secondary Schools



English Language Arts. Percentage of Grade 8-12 Students with Grade C or Above

	All	Indigenous	Special/Diverse Needs	Children In Care
2023	91	67	75	Msk
2022	89	62	73	Msk
2021	90	71	77	Msk
2020	90	70	75	Msk
2019	87	64	67	Msk



Mathematics. Percentage of Grade 8-12 Students with Grade C or Above

	All	Indigenous	Special/Diverse Needs	Children In Care
2023	83	64	73	Msk
2022	84	65	71	Msk
2021	86	66	74	Msk
2020	83	55	67	Msk
2019	79	58	61	Msk

