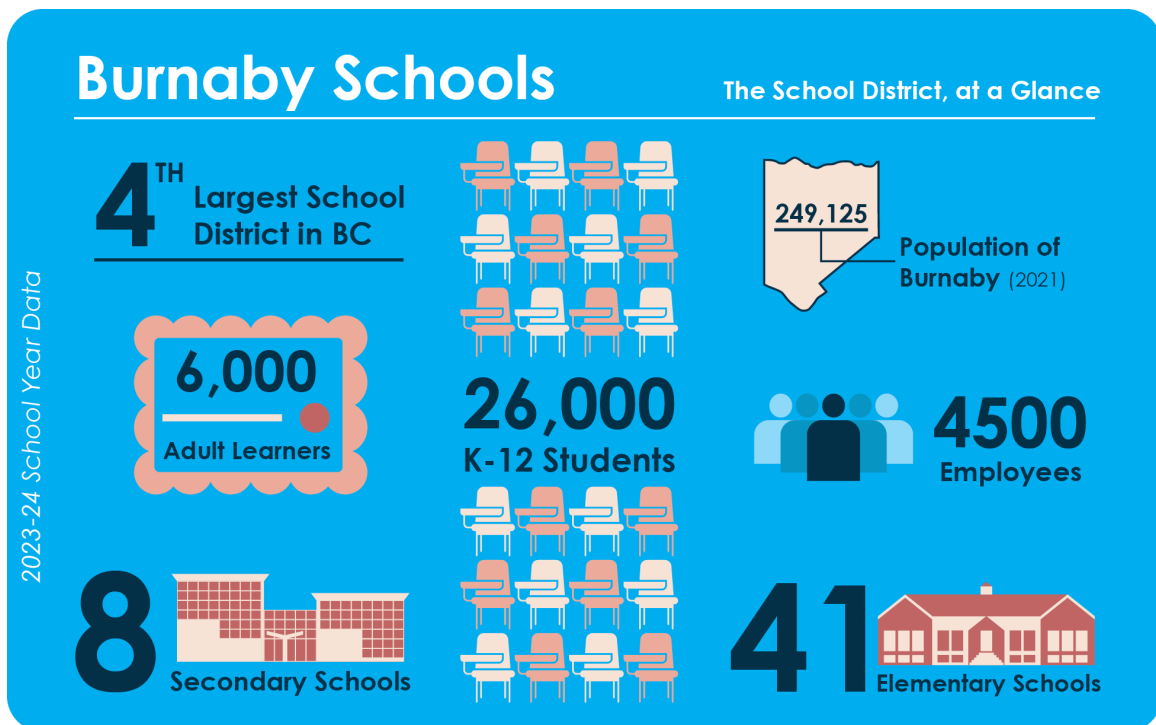




Burnaby School District
Enhancing Student Learning Report
2024-25

Introduction

The Burnaby School District is located on the traditional territories of the x̱w̱məθḵw̱əy̱əm, Sḵwx̱w̱ú7mesh, and səliłwətał. According to the last census in 2021, Burnaby had a population of 249,125. The city is culturally diverse, with roughly 54% of residents having a primary language other than English or French. The Burnaby School District operates 41 elementary and 8 secondary schools, as well as a range of District programs and Provincial Resource Programs. Over 26,000 students (K-12) are enrolled with about 3% of the student population self-identifying as Indigenous. The District employs approximately 4,500 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 (ESLR) 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.

In addition, the report serves as one of the foundational documents in the District's engagement with partner groups, students and parents in developing the annual budget (see [Preliminary Budget Report](#)).

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 District is an active participant in the Equity Scan Project with the Ministry of Education and Child Care. Through the Equity Scan Working Group, 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, as part of the implementation of Bill 40 the District is actively engaged in the development of an Indigenous Education Council with *x̣ṃəθḳəỵəm*, *Sḳẉx̣ẉu7mesh*, and *səlilwətał* that is reflective of these rightsholders and the diverse urban Indigenous student body within the District.

As part of the District's improvement cycle, schools develop an annual School Plan in collaboration with staff and community. In addition to outlining performance goals, strategies and supports for all students, the plans also identify individual students or groups of students who require additional supports and strategies to achieve success. Schools are encouraged to address the following guiding questions to align School Plans with District priorities, strategies and commitments:

Data

- How are schools using data to identify students who are struggling?
- Are schools explicitly identifying these students in your school plans and goals?
- How are teachers able to identify struggling students who may not show up in the data?

Strategies

- How are interventions identified and prioritized for the school?
- What are schools doing to adapt and/or adjust interventions to support student success?
- Are schools providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

Student Populations

- How does your school plan address educational outcomes for Indigenous students, students with disabilities or diverse abilities, and children and youth in care?

School and District staff review plans annually, examining goals and action plans to determine if adjustments are required.

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 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.

Burnaby students continue to perform above the provincial average. District year-end summative report card data show consistent results over time and a high percentage of students who are on track or extending literacy expectations, with a small decrease in this percentage in Grades K-7.

Strategies
<ul style="list-style-type: none">▪ Launch the District Literacy Framework in October with connected professional development opportunities available for Kindergarten to Grade 7 educators▪ Continue with Community of Literacy Practice project to create a common focus that supports school goals in literacy connected to the District Literacy Framework▪ Literacy Enhancement Teacher positions will continue to support the implementation of the District Literacy Framework with a focus on primary learners and new screening tools▪ Introduce the Learning in the Primary Years Ministry of Education and Child Care document and provide targeted professional learning to early years educators focused on literacy▪ Launch early literacy screening tools to support early identification of young readers that may require intervention▪ Complete the review of literacy intervention programs to implement recommendations for approaches that will close the gap of opportunity between students▪ Focus professional learning opportunities on Universal Design for Learning (UDL)▪ Continue to implement the updated English Language Learning Standards for English Language Learners▪ Continue professional development for elementary school leaders on how to use literacy data to inform school planning and programs

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 District continues performs above the provincial average in numeracy. District year-end summative 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 District is performing at or above the provincial average. The data from the 2022-23 school year shows a drop in the number of students transitioning from Grade 10 to Grade 11 as well as from Grade 11 to Grade 12.

Strategies

- Focus discussions with secondary administrators to review grade-to-grade transitions and determine strategies and interventions to better support these in Grades 10-12
- Facilitate discussions with elementary and secondary administrators to review data and trends in numeracy achievement including school and district-level data to ensure alignment of resources and appropriate interventions
- Develop the capacity of elementary classroom teachers by identifying math mentor teachers in schools
- Continue Expand Math Up Digital resource in all elementary schools to provide differentiated math instruction.
- Create a district numeracy resource
- Develop summer learning courses and program offerings to support students with numeracy skills
- Continue to 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.

The District remains at or 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.

The District 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

- Continue implementation of multi-year mental health and well-being framework. Training for new staff and progression of learning for staff that has received training
- Continue providing opportunities for students to share their voices through events focused on a variety of areas including mental health, Indigenous Education, Sexual Orientation and Gender Identify (SOGI), and anti-racism
- Continue to provide professional development in areas such as Social Emotional Learning (SEL), trauma-informed practice, Indigenous Education, and compassionate learning communities
- Continue providing SAN'YAS Indigenous Core Mental Health Cultural Competence training for staff
- Continue targeted staffing for Indigenous learners for all schools to 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
- Review and enhance transparency in processes designed to respond to the safety and education needs of all learners

- Continue to ensure 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
- Expand opportunities for agencies to deliver family and community services within the context of the community school model
- Continue to 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 health, mental health, and healthy relationships education
- Increase awareness of accessibility barriers through the implementation of the 3-year Accessibility Plan
- Increase awareness for youth regarding healthy online habits and managing social media
- Ensure counsellors and SLP's are using tools such as Everyday Speech to support student's social and emotional well-being
- Support students also outside of schools by connecting students to afterschool programs, community services & supports, - multiple inter-agency opportunities
- Continue to work with community agencies providing support in schools

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
<ul style="list-style-type: none"> ▪ 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 ▪ Enhance community and post-secondary partnerships leading to increased credentialed opportunities ▪ 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 "A Path Forward" evening for families to support youth on their next steps to adulthood ▪ Include transition planning and identified goals in Individual Education Plans ▪ Increase participation for students with disabilities or diverse abilities in trades programs

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
<ul style="list-style-type: none">▪ 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 for students with disabilities or diverse abilities▪ 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 ADST experience▪ Develop Community and Continuing Education course and program offerings to address changing community needs▪ Increase Community and Continuing Education student completion rates▪ Ensure students with disabilities or diverse abilities are aware of services and supports available at post-secondary institutions

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 5-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

Who Are We?

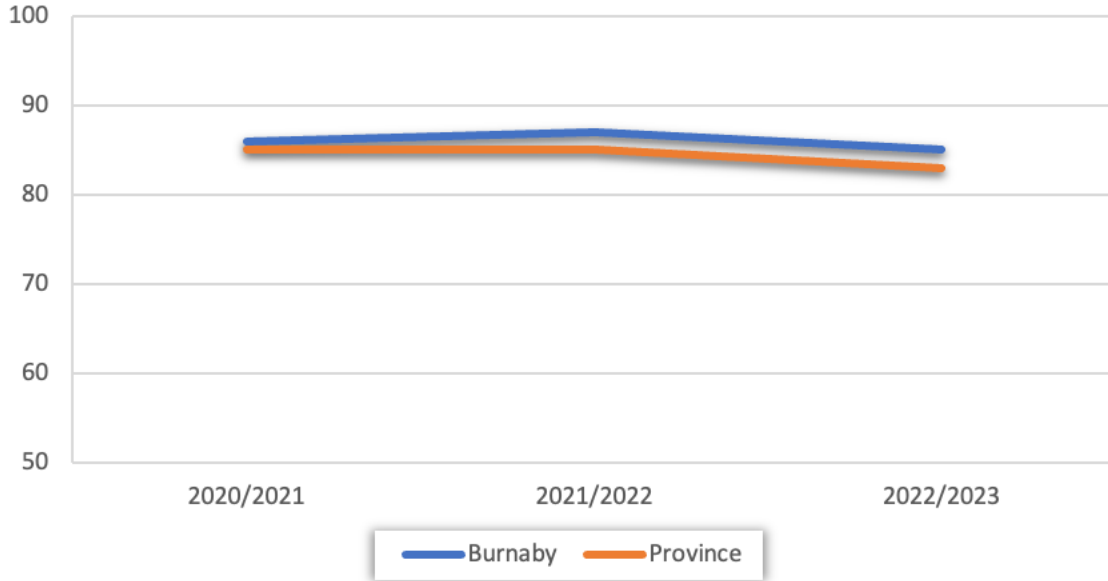
Burnaby School District currently serves 8,240 students in the English Language Learning (ELL) program, an increase from 7,381 in the 2023-2024 school year. ELL students represent approximately 31% of the district's student population, with over 100 languages spoken throughout the district. ELL teachers in the District have focused on promoting culturally responsive teaching, with an emphasis on the guiding principle of uniting schools, families, and communities. A key priority is to create a welcoming and supportive environment for multilingual families, ensuring that students from diverse linguistic backgrounds feel valued and supported in their

learning journeys. This commitment is central to enhancing the educational experience and success of ELL students in Burnaby.

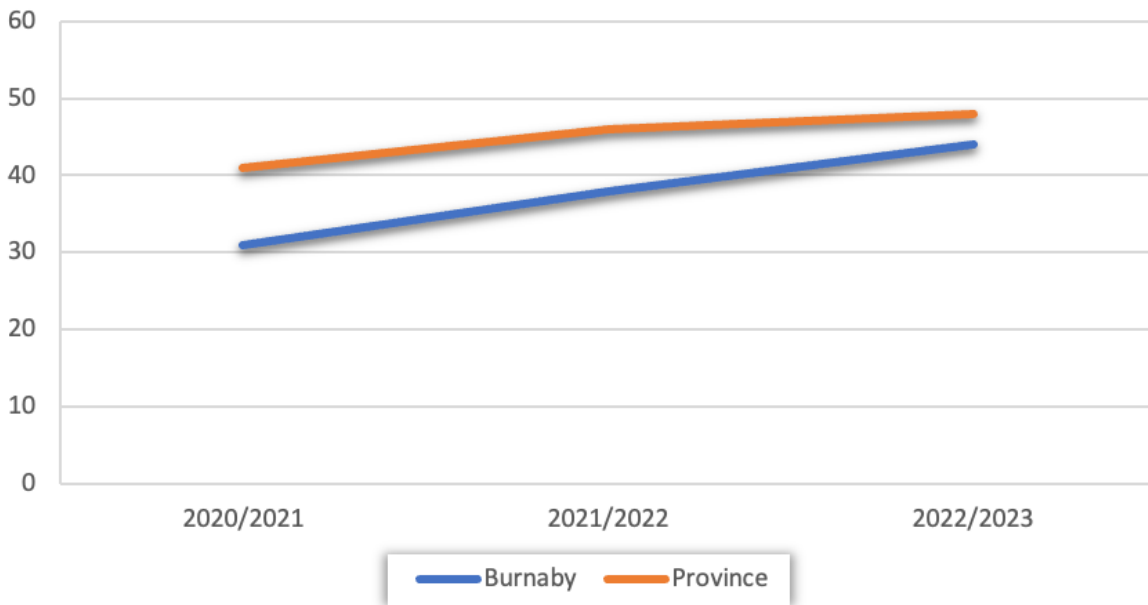
What Does the Data Tell Us?

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.

Percentage of ELL students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8



Grade 10 literacy assessments: percentage of ELL students proficient or extending expectations



The data also indicates that ELL students are performing lower than the provincial average in the Grade 10 Literacy Assessments. District staff have explored this data to better understand what is causing lower than provincial average assessment scores coupled with higher than provincial average success rates for ELL learners. There are inconsistencies in the timing of assessments for ELL students amongst schools.

What Are Our Commitments for the 2024-25 School Year?

- Develop consistent criteria and guidelines to support all ELL students being assessed when they are adequately prepared

SUPPORTING INDIGENOUS LEARNERS

Who Are We?

In the 2023-24 school year the Burnaby School District served 715 Indigenous students, representing approximately 3% of the overall student population. While the District resides on the traditional territory of the xʷməθkʷəy̓əm, Skwxwú7mesh, and səliłwətaʔ 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 of Indigenous student success is key to advancing Indigenous student achievement.

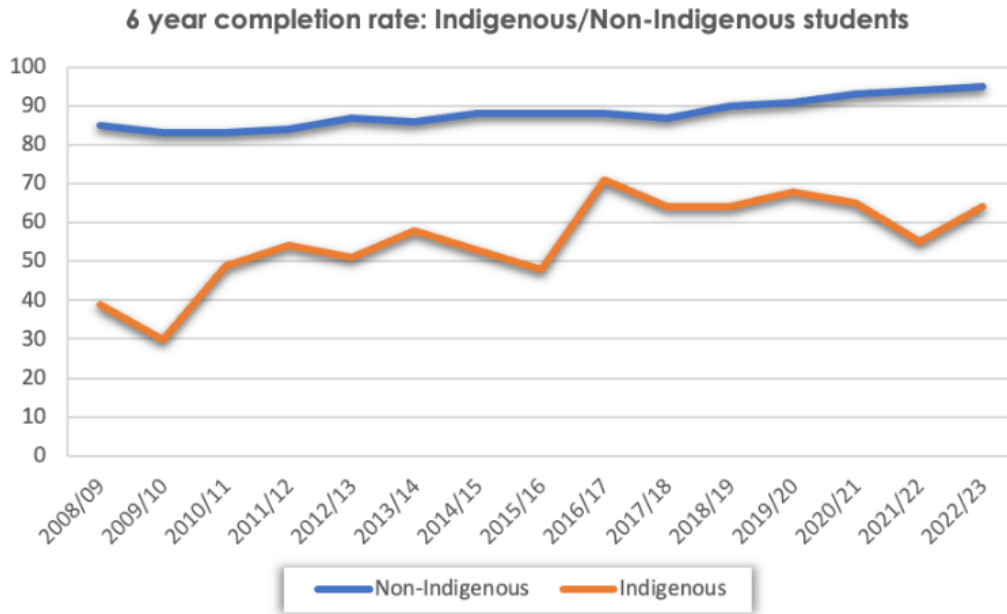
What Does the Data Tell Us?

Last year, the Burnaby School District hosted its second annual Indigenous student voice forum to gain further insight into Indigenous students' experiences within schools. This feedback is used annually to support program development for the 2024-25 school year and beyond. While our quantitative data is requiring us to look at how we support students, Indigenous students self-reported that they feel a sense of belonging at school. Conversely, Indigenous students also told us that they feel that they have less of a sense that they play an important role within their school community. Something the District is looking to see increase through targeted initiatives.

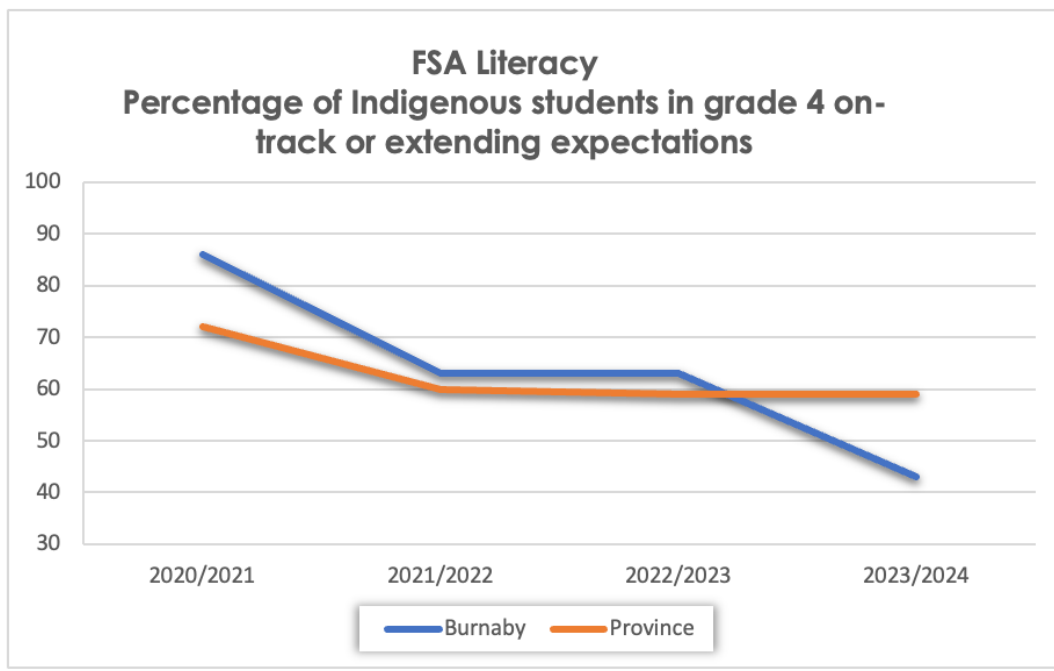
How do you feel like you belong at school?



Completion rates for Indigenous students have remained behind those for non-Indigenous students, with overall improvement shown over the past 15 years. The District is committed to accelerating growth in Indigenous student graduation rates.



We also know literacy is an important indicator of student success. The Grade 4 and 7 FSA for reading comprehension are reviewed annually and the persistent gap between Indigenous and non-Indigenous learners caused staff to review literacy interventions across the District. Initial work from the review established screening tools at the Kindergarten years, as well as the revised District Literacy Framework. This work is focused on producing more equitable opportunities over time for Indigenous learners in relation to reading.



What Are Our Commitments for the 2024-25 School Year?

- Following last year's analysis of intersections in data, the Indigenous Education team will be collaborating on a tiered approach to service delivery with counsellors, as well as the Safe and Caring Schools and Inclusive Education teams
- Student-centred Indigenous targeted service to focus on literacy at the Grade 3 level
- Creation of an Indigenous Education Program Consultant position to support targeted services and K-12 programs
- Creation of a Learning Lead, Indigenous Learning position to support the integration of Indigenous worldviews and perspectives into classrooms
- Continued focus on collaboration with schools to support students by removing barriers to attendance, including expanding engagement opportunities for students
- Complete the review of K-3 literacy interventions within schools to determine if Indigenous students are receiving equitable access to interventions
- Continue pilot for targeted literacy intervention for Indigenous students at three elementary schools
- Continue with the bi-annual graduation pathway check established last year for all secondary Indigenous students
- The voices of Indigenous students are a part of the annual review process to determine directions for Indigenous Education programming. Themes for this year's directions are: belonging, relationship building, honesty and flexibility
- The Equity in Action Team was re-engaged in the last school year. This year the focus of their work will be on supporting plans to increase engagement and success
- In it's second year, the District Indigenous Leadership Council will continue to enhance leadership opportunities for Indigenous students across the District

SUPPORTING STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES

Who Are We?

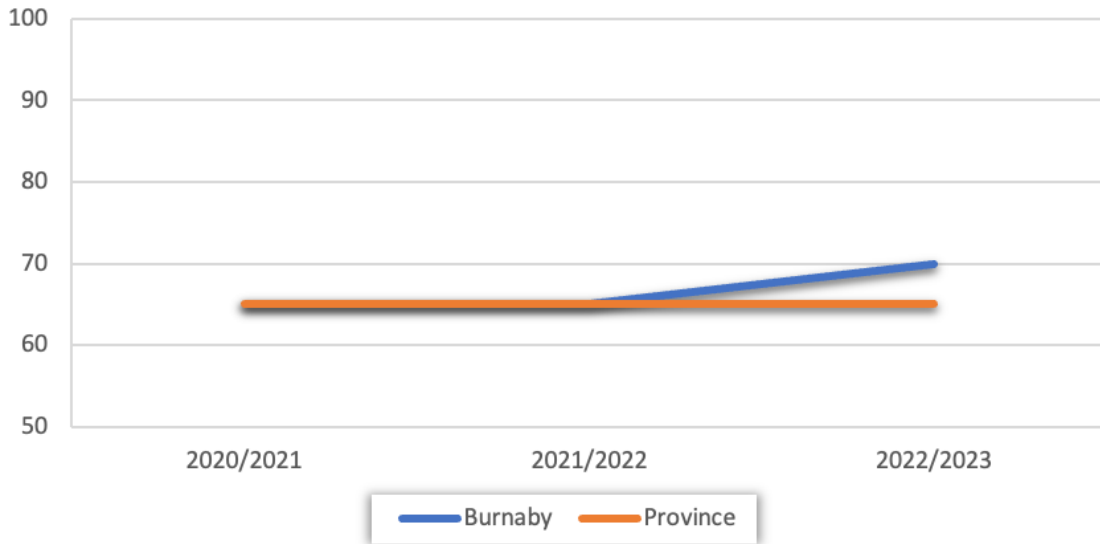
Our District supports and challenges our learners through a strength-based, inclusive, and collaborative approach to ensure that all students thrive and are meaningfully included in their school communities. Over the past 5 years, the number of students with disabilities or diverse abilities has increased to 11% of the student population. The largest increase has been in students with autism, students requiring mental health support, and students needing intensive behavioral support. Our Inclusive Education Department provides service and support to 2992 students with disabilities or diverse abilities. Our District Learning Support teams include speech and language pathologists, District Learning Support teachers, behaviour analysts, teachers for Deaf and Hard of Hearing students, vision teachers, interpreters, braillists and school psychologists. Our school-based Learning Support Teachers and Education Assistants provide interventions and monitor each student's growth and development using competency-based Individual Education Plans (IEPs) which are established and reviewed annually with families.

What Does the Data Tell 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.

5-year Completion Rates for students with disabilities or diverse abilities also continue to improve and are above provincial averages.

Percentage of Students with Disabilities or Diverse Abilities who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8



Students with disabilities or diverse abilities who write the FSAs are doing well in comparison to the provincial data. However, the participation rates in these assessments are low. The data also indicates that students with disabilities or diverse abilities perform lower than the provincial average on the Grade 10 Literacy Assessment. District staff are exploring this data to better understand what is causing lower than provincial average Grade 10 Literacy Assessment scores. Increasing the percentage of students with disabilities or diverse abilities who are proficient or extending expectations on the Grade 10 literacy assessment continues to be an area of focus.

What Are Our Commitments for the 2024-2025 School Year?

- Continue to use IEPs focusing on strengths, student and family voices, and inclusive practices
- Work with the District Literacy Team to implement the District Literacy Framework
- Provide professional learning for school-based Learning Support Teachers focused on the three tiers of intervention for literacy for all students
- Continue to work with instructional services to complete the review of literacy intervention programs to implement recommendations for approaches that will close the gap of opportunity between students
- Literacy enhancement teachers will work alongside primary classroom teachers to enhance Tier 1 literacy interventions and their understanding of assessment for learning
- Ensure access and use of accessibility tools beginning in Grade 8 for literacy-based tasks
- Provide UDL focused Pro-D for teachers including school-based pro-d and district collaborative pro-d for teachers, LSTs, and administrators
- Ensure inclusion of transition goals for all students with disabilities or diverse abilities in their IEP
- Continue to prioritize transition processes and planning with a focus on going into kindergarten and Grade 8, as well as transitioning beyond secondary school
- Focus on standards-based assessment in secondary schools to support students with disabilities or diverse abilities
- Continue to embed Indigenous ways of knowing in the IEP process

SUPPORTING CHILDREN AND YOUTH IN CARE

Who Are We?

In the 2023-24 school year, the Burnaby School District supported 64 students who are designated Children and Youth in Care. Our schools work collaboratively with the Ministry of Children and Family Development (MCFD), the 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, and provide school supports with educational needs and outcomes.

What Does the Data Tell Us?

The Burnaby School District provides supports for Children and Youth in Care that is effective, with 64% of the District's Grade 12 Children and Youth in Care graduating last year. The remaining students left school with a plan for graduation or an appropriate transition plan in place. The data shows that there are a number of Children and Youth in Care "Ever" in the district that need to be tracked outside of our 1701 data. 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. The District is taking extra measures to learn which students need additional support and advocacy.

What Are Our Commitments for the 2024-25 School Year?

- Continue to work with the Ministry of Education and Child Care to access more data to identify students who have transitioned out of care but remain in our schools
- Implement systems to accurately track the progress and success of Children and Youth in Care
- Target interventions and supports for Children and Youth in Care and students who have transitioned out of care that still require support
- Continue to work with local partner groups from the MCFD 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
- Continue to support youth to connect with community resources
- 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, school grade-to-grade transitions, changing schools and/or school programs, and during school breaks

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 secondary school. With a particular focus on vulnerable student populations and alignment between school and District planning, 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 2024-25

Appendices

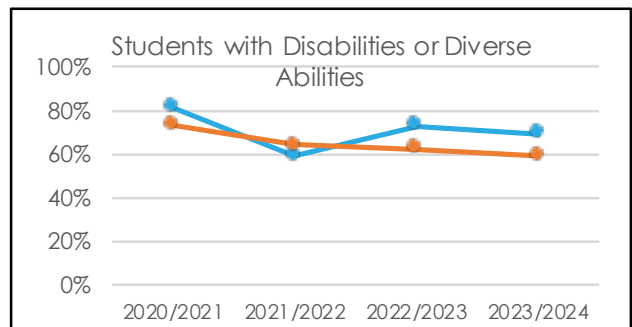
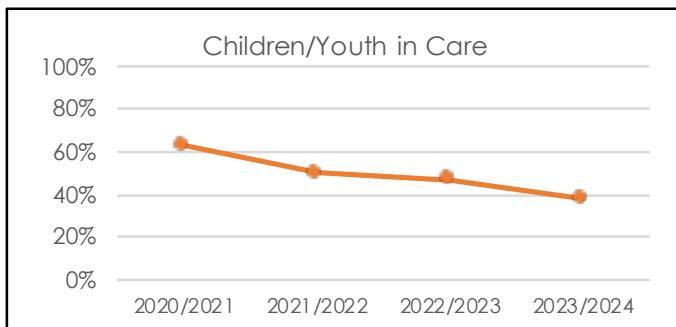
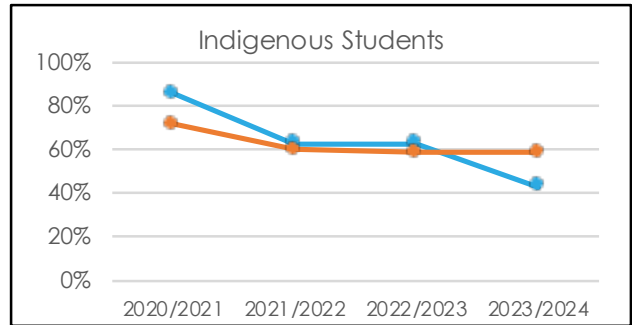
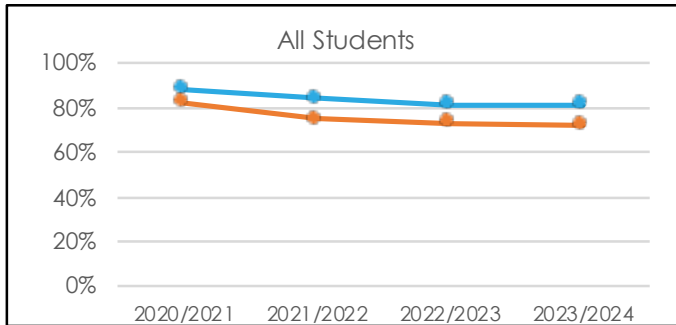
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Appendix A. Enhancing Student Learning Report Data

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

Grade 4	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	88%	86%	Msk	81%
2021/2022	84%	63%	Msk	59%
2022/2023	81%	63%	Msk	73%
2023/2024	81%	43%	Msk	69%

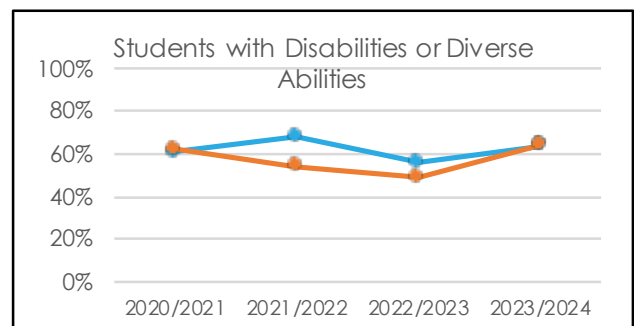
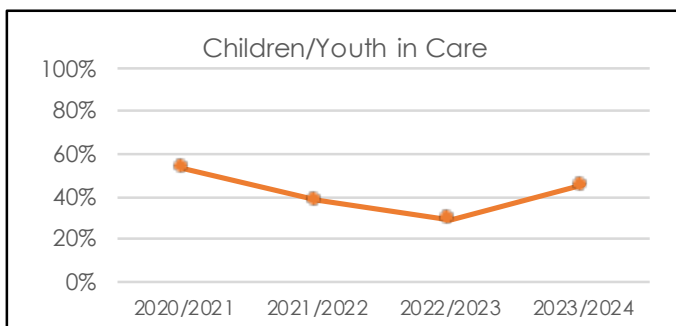
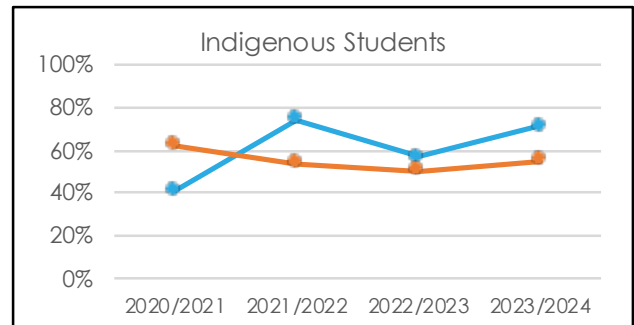
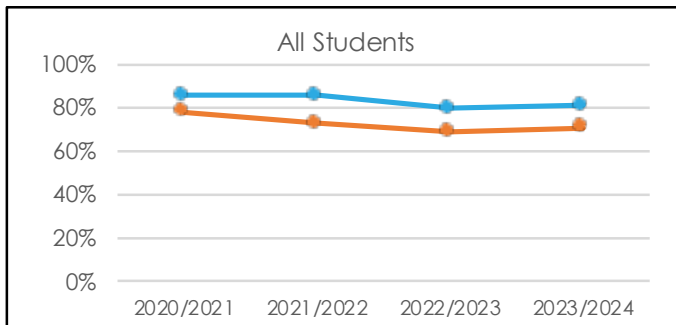
Grade 4	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	82%	72%	63%	73%
2021/2022	75%	60%	50%	64%
2022/2023	73%	59%	47%	62%
2023/2024	72%	59%	38%	59%



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

Grade 7	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	86%	41%	Msk	61%
2021/2022	86%	74%	Msk	68%
2022/2023	80%	57%	Msk	56%
2023/2024	81%	71%	Msk	64%

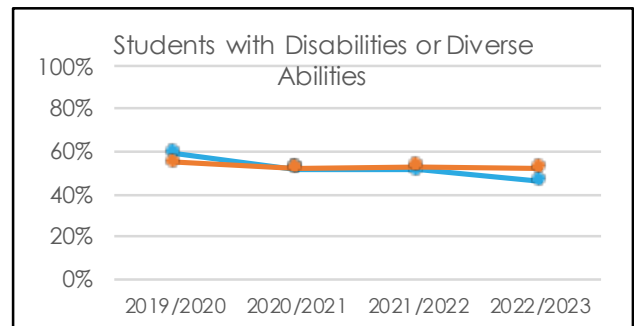
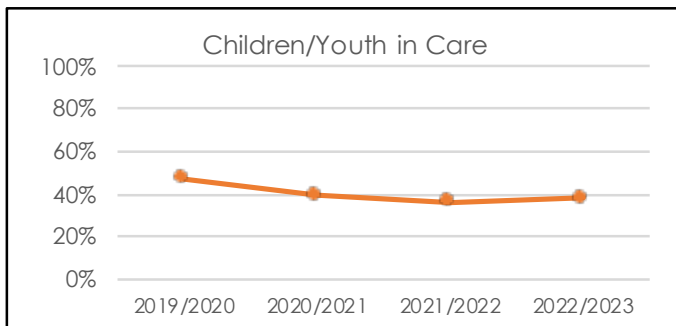
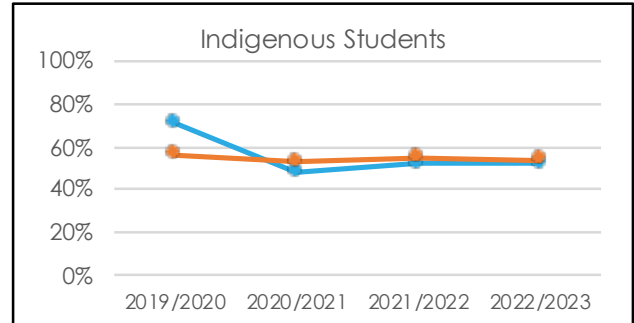
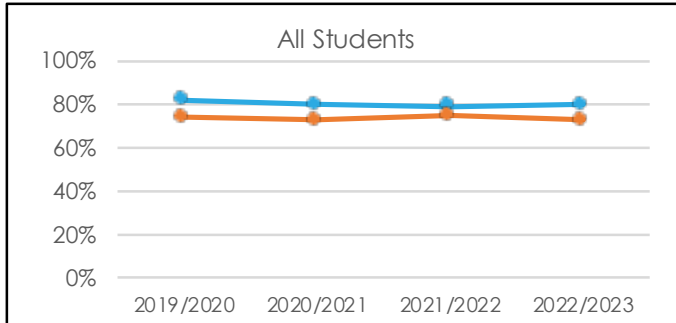
Grade 7	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	78%	62%	53%	62%
2021/2022	73%	54%	38%	54%
2022/2023	69%	50%	29%	49%
2023/2024	71%	55%	45%	64%



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

Grade 10	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	82%	71%	Msk	59%
2020/2021	80%	48%	Msk	52%
2021/2022	79%	52%	Msk	51%
2022/2023	80%	52%	Msk	46%

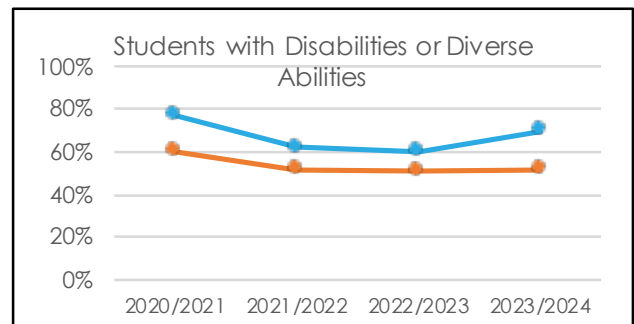
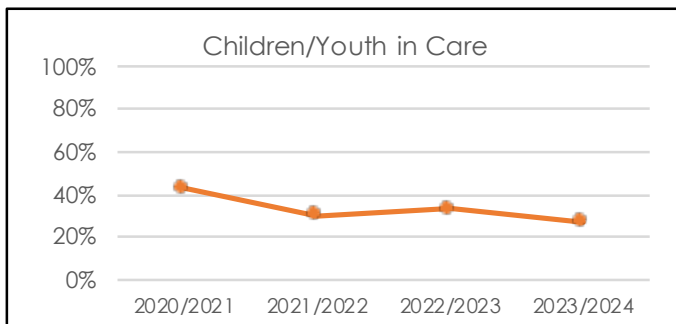
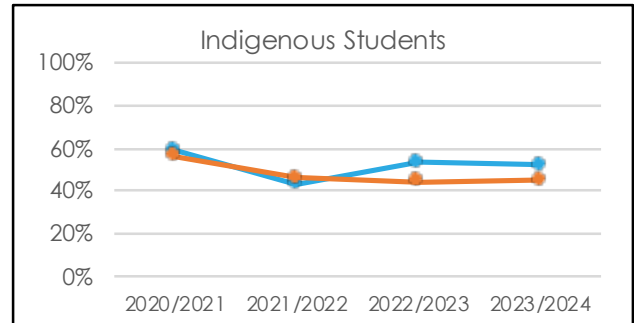
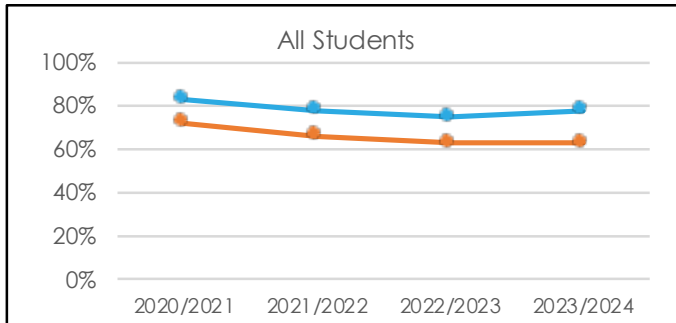
Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	74%	56%	47%	55%
2020/2021	73%	53%	39%	52%
2021/2022	75%	55%	36%	53%
2022/2023	73%	54%	38%	52%



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%
2023/2024	78%	52%	Msk	70%

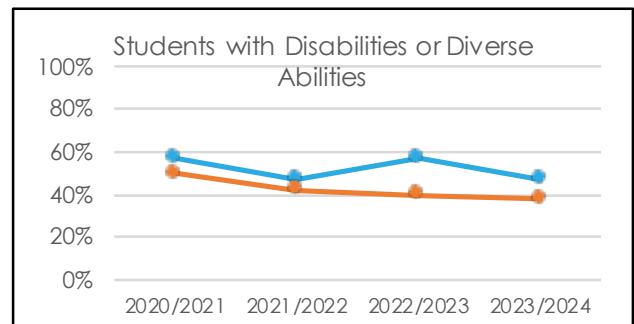
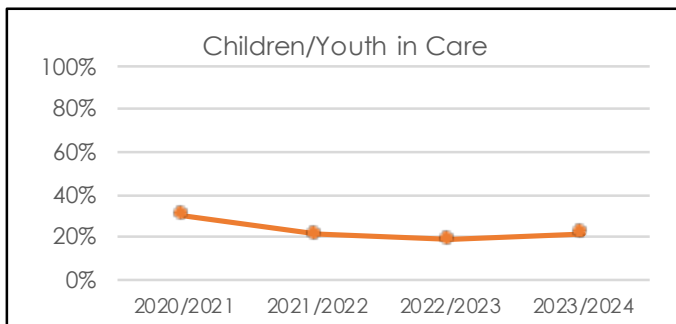
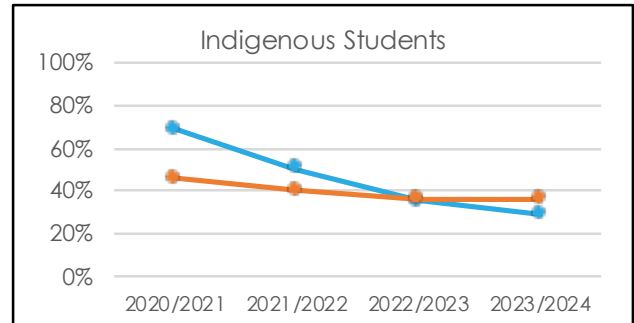
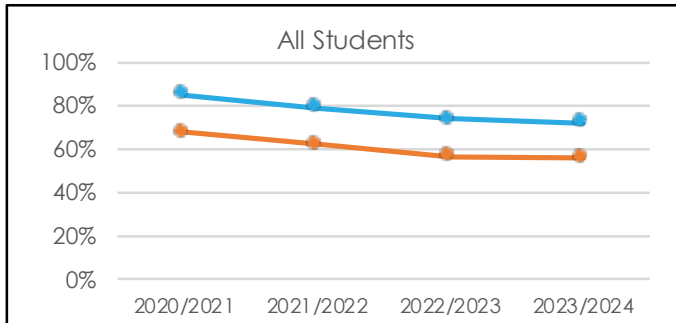
Province				
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	72%	56%	43%	60%
2021/2022	66%	46%	30%	52%
2022/2023	63%	44%	33%	51%
2023/2024	63%	45%	27%	52%



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

Grade 7	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	85%	69%	Msk	57%
2021/2022	79%	50%	Msk	47%
2022/2023	74%	35%	Msk	57%
2023/2024	72%	29%	Msk	47%

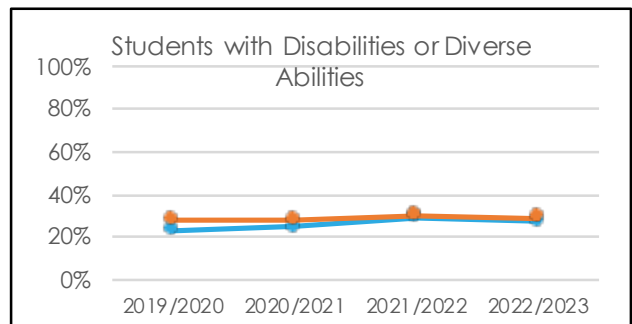
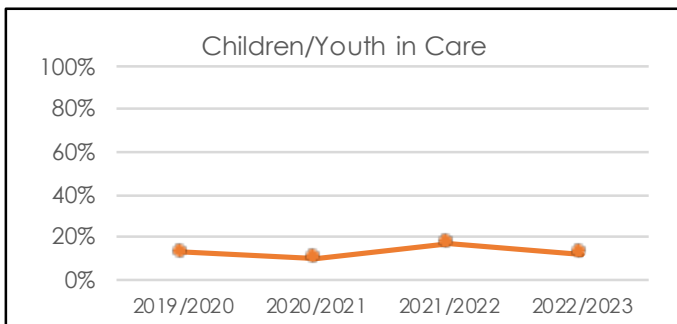
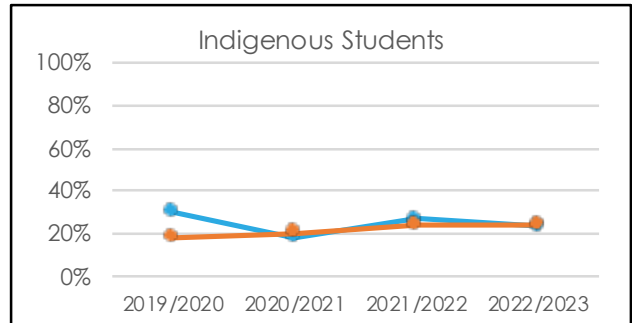
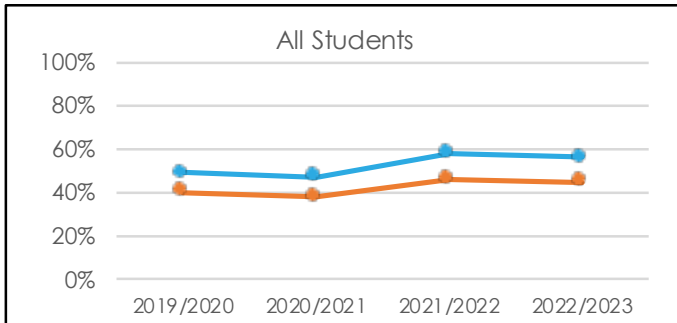
Grade 7	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	68%	46%	30%	50%
2021/2022	62%	40%	21%	42%
2022/2023	57%	36%	19%	40%
2023/2024	56%	36%	22%	38%



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

Burnaby				
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	49%	30%	Msk	23%
2020/2021	47%	18%	Msk	25%
2021/2022	58%	27%	Msk	29%
2022/2023	56%	23%	Msk	27%

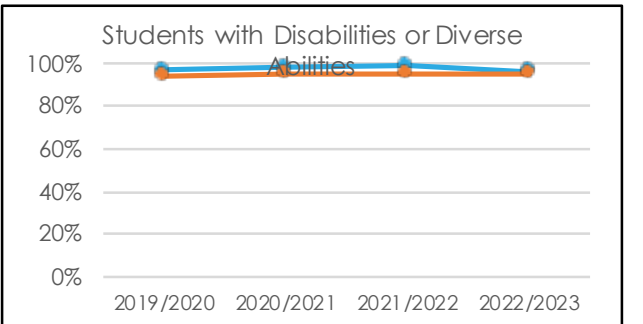
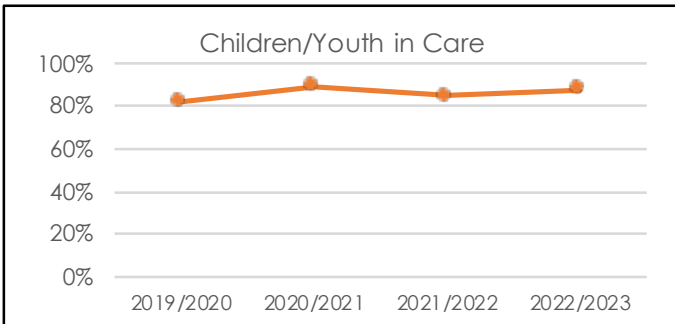
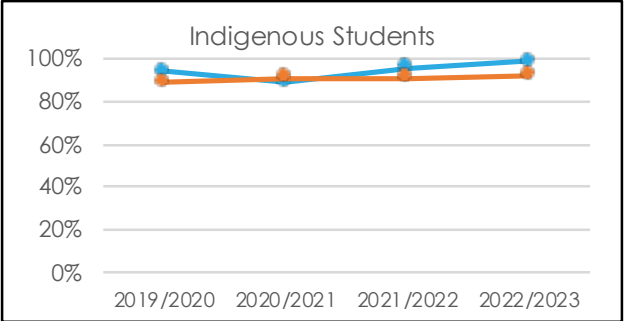
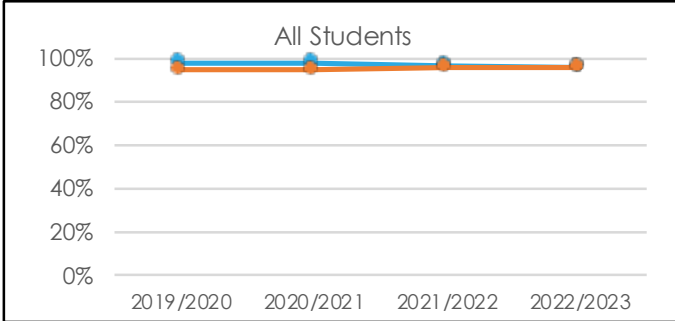
Province				
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	40%	18%	13%	28%
2020/2021	38%	20%	10%	28%
2021/2022	46%	24%	17%	30%
2022/2023	45%	24%	12%	29%



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%
2022/2023	96%	99%	Msk	96%

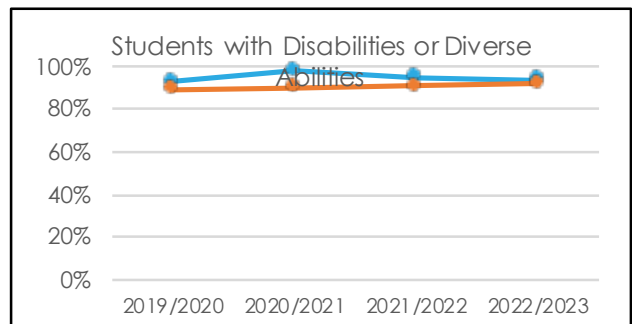
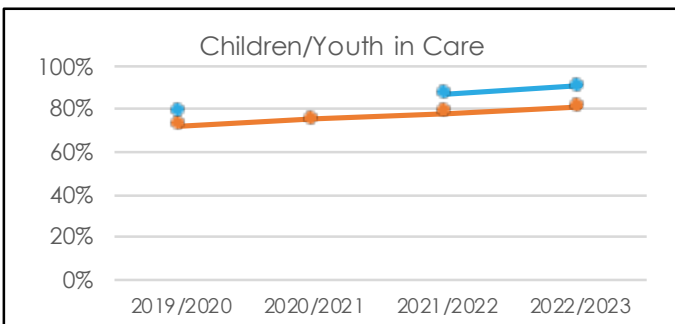
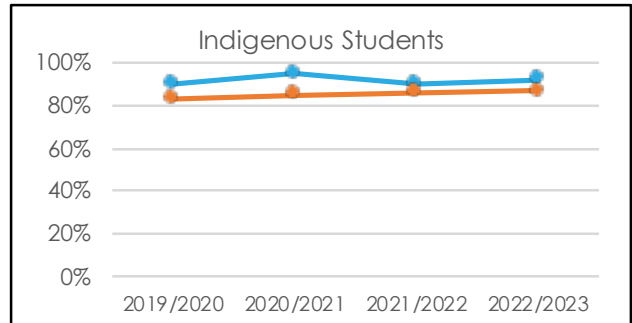
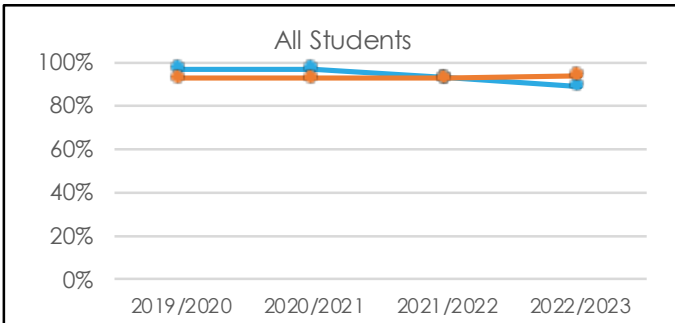
Province				
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	95%	89%	82%	94%
2020/2021	95%	91%	89%	95%
2021/2022	96%	91%	85%	95%
2022/2023	96%	92%	88%	95%



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%
2022/2023	89%	92%	91%	94%

	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%
2022/2023	94%	87%	81%	92%

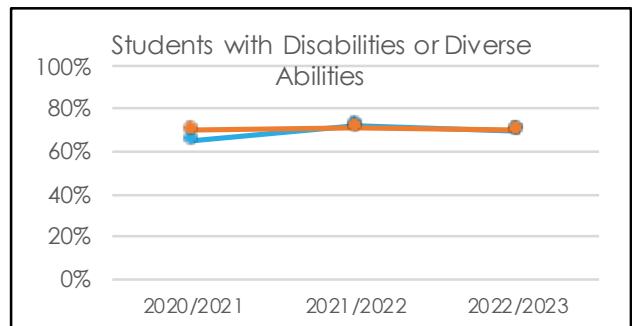
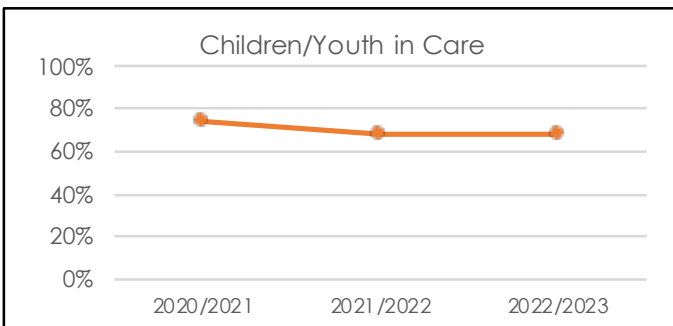
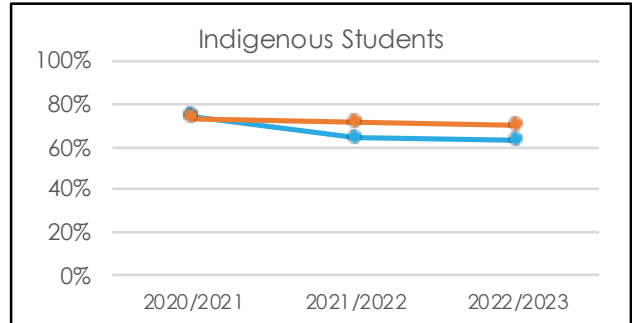
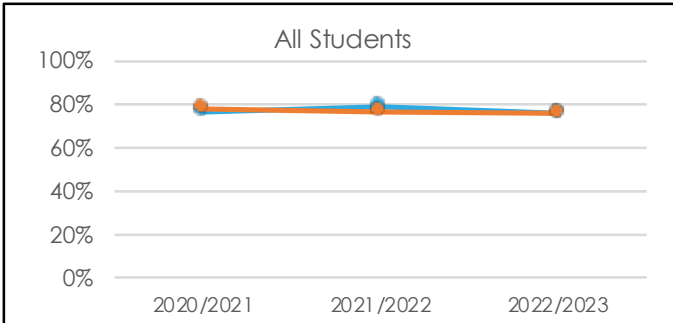


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Welcome:

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

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

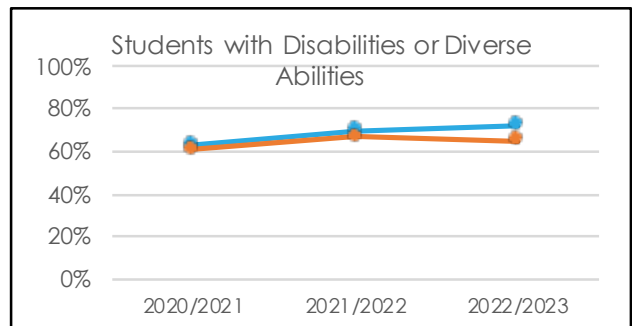
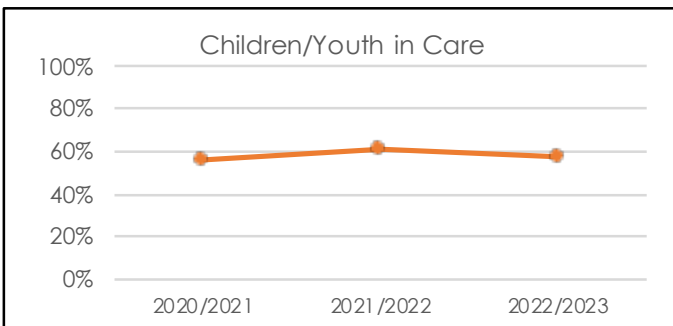
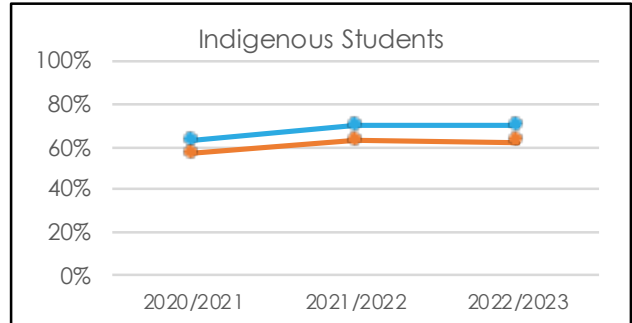
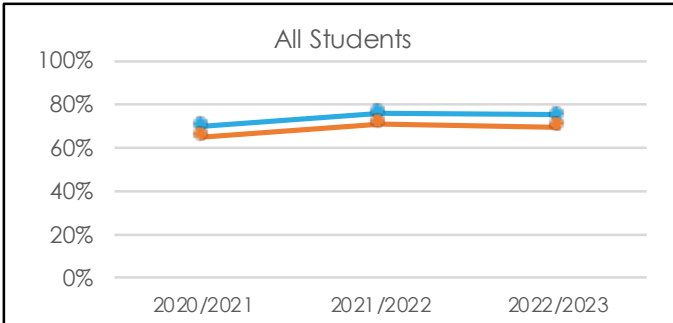


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

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%

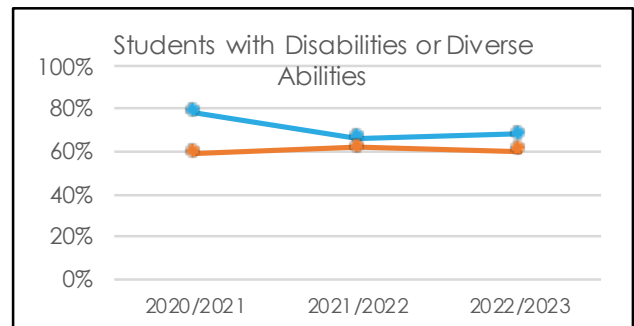
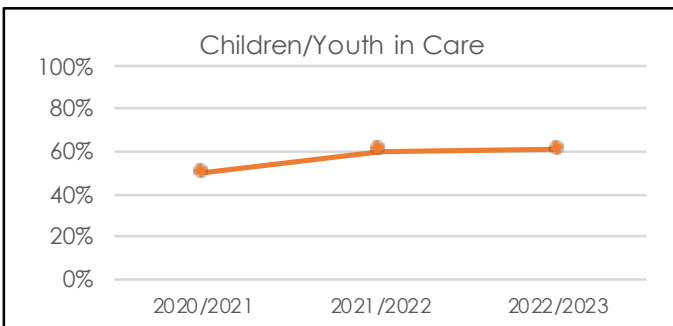
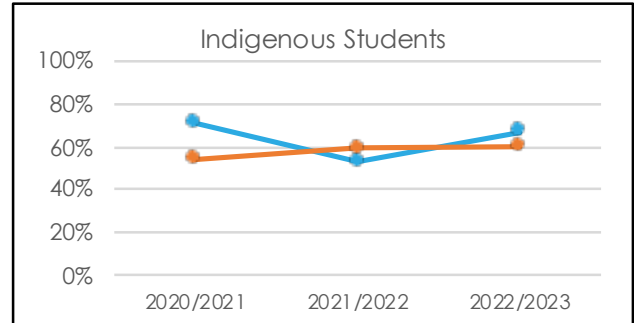
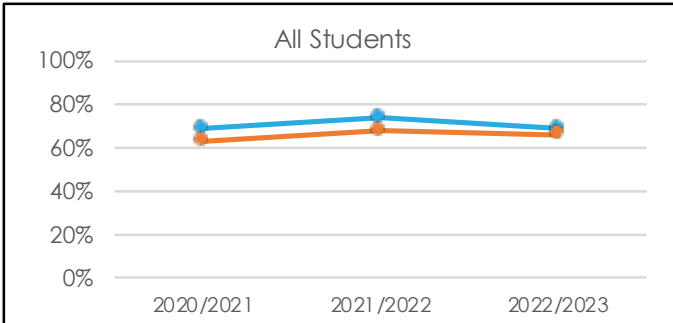


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

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

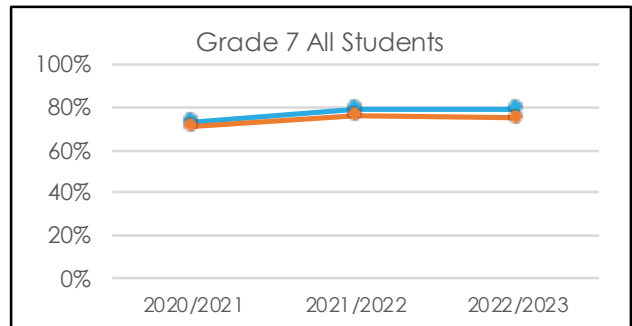
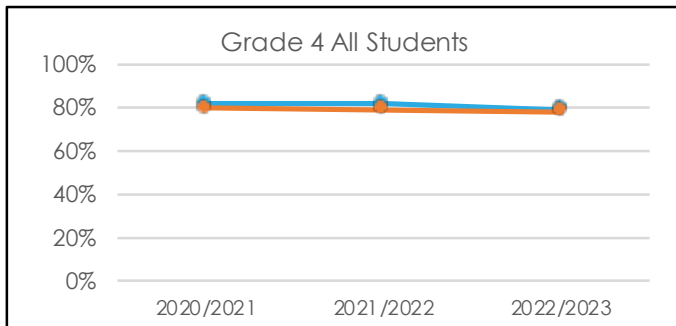
Feel Safe:

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%			

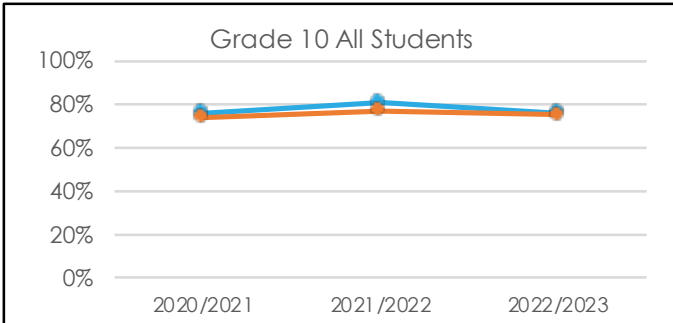


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Safe:

Burnaby				
Grade 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%			

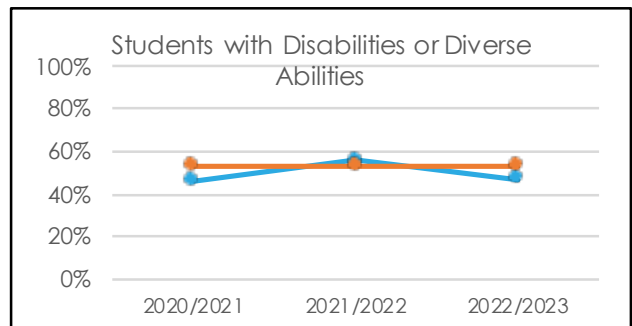
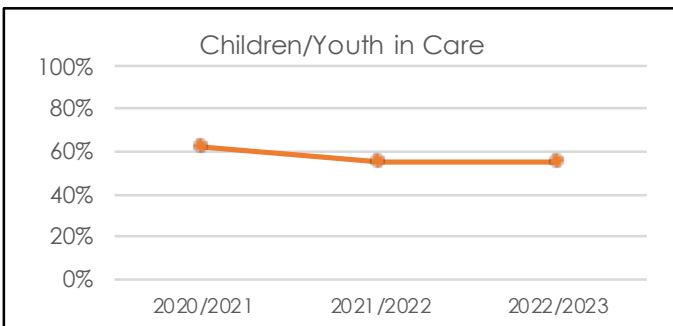
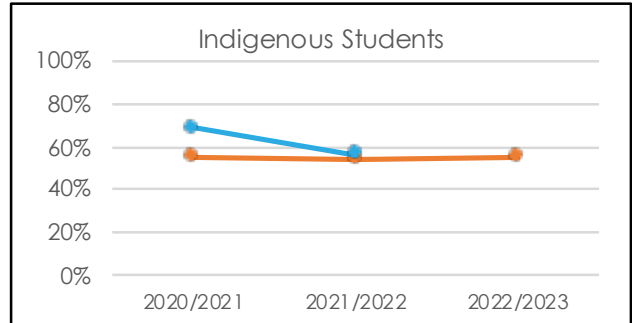
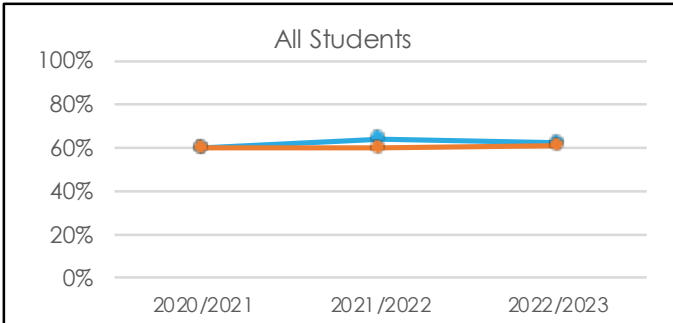


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging:

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

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

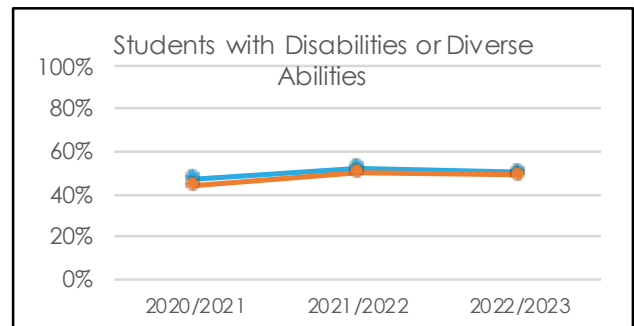
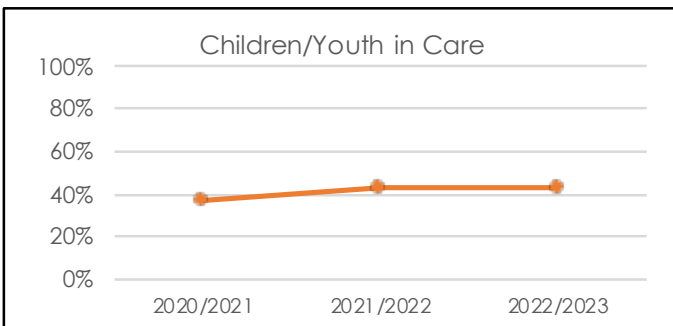
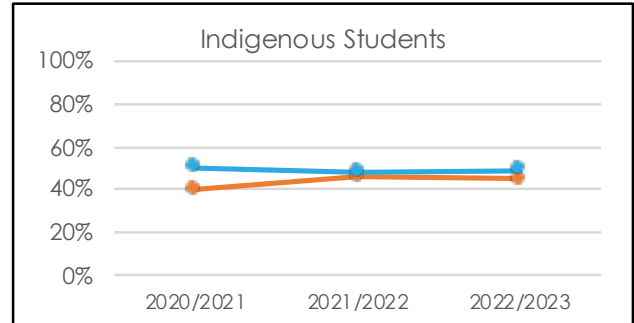
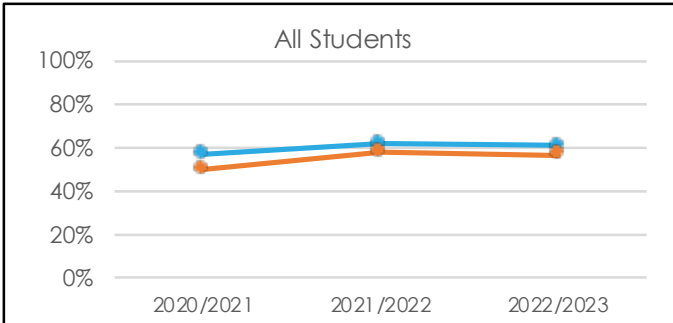


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging:

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

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

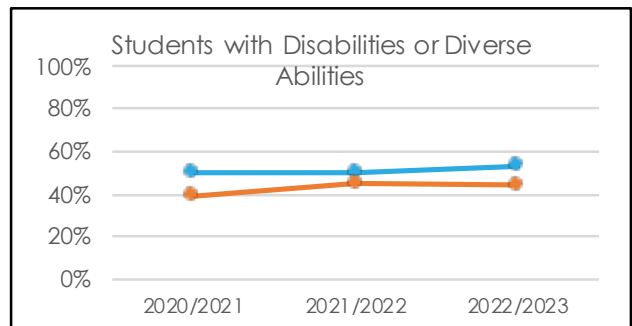
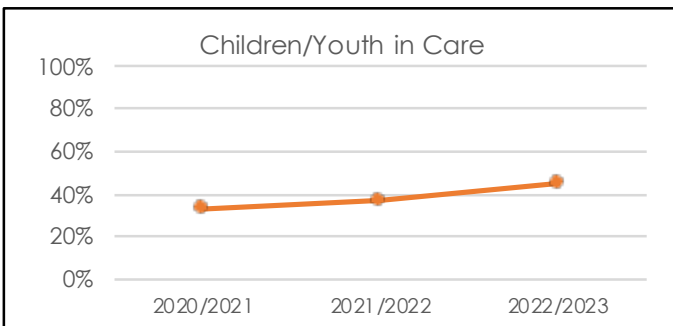
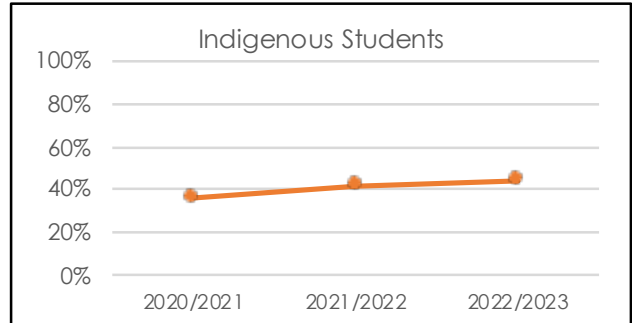
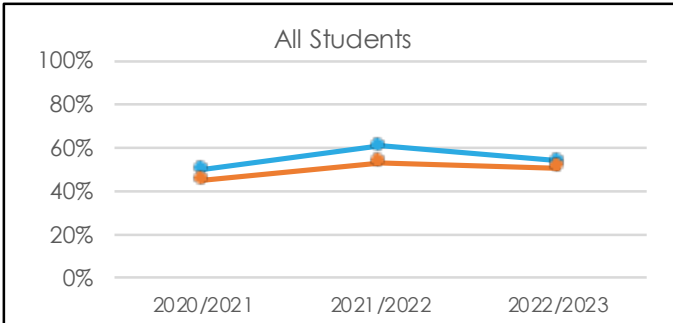


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging:

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

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

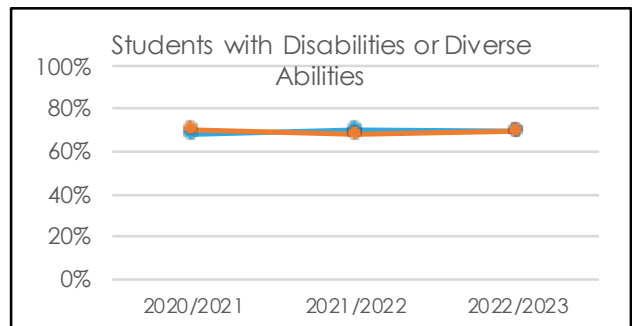
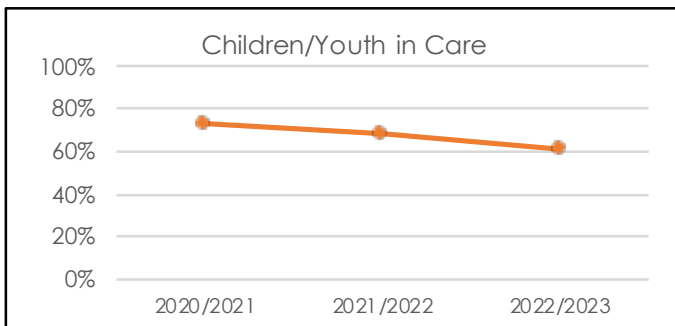
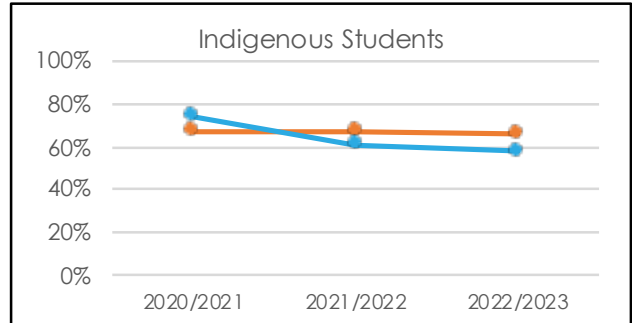
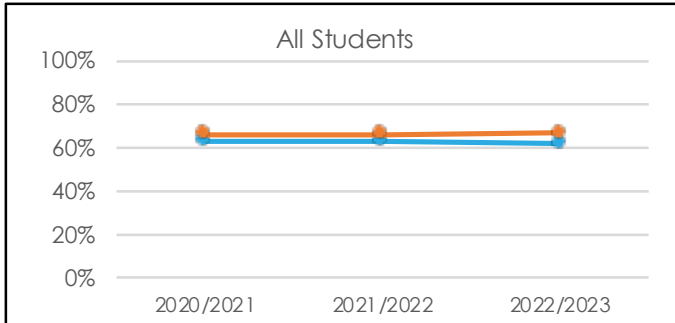


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

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%

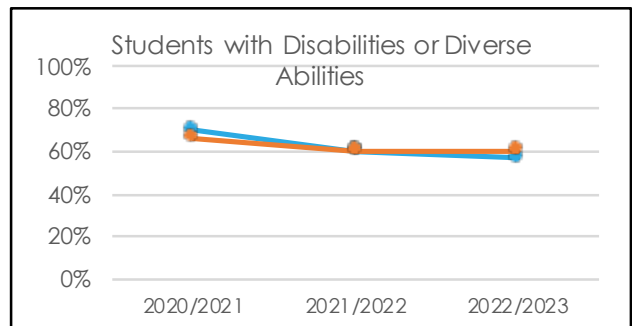
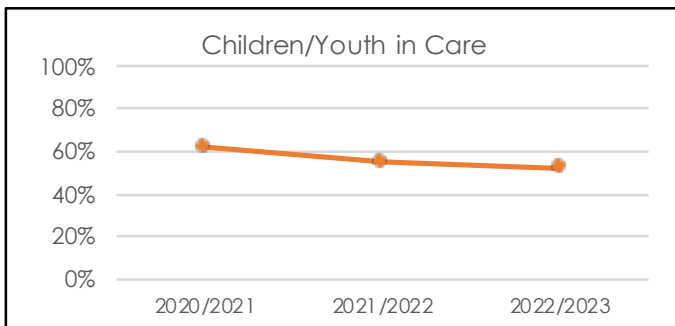
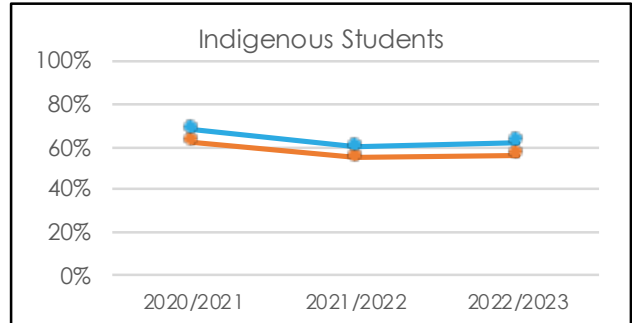
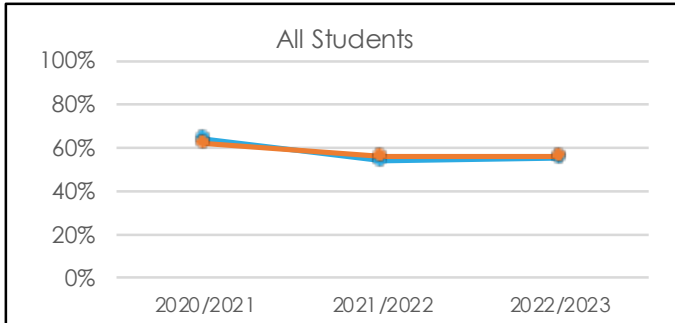


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

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%

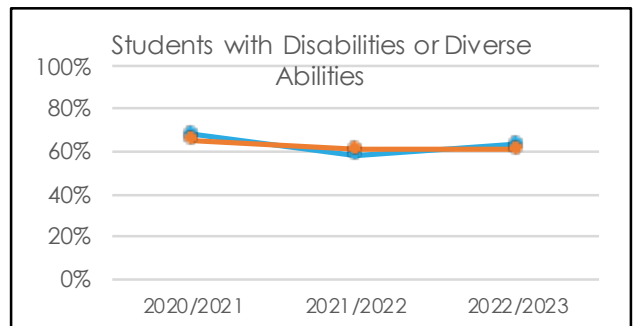
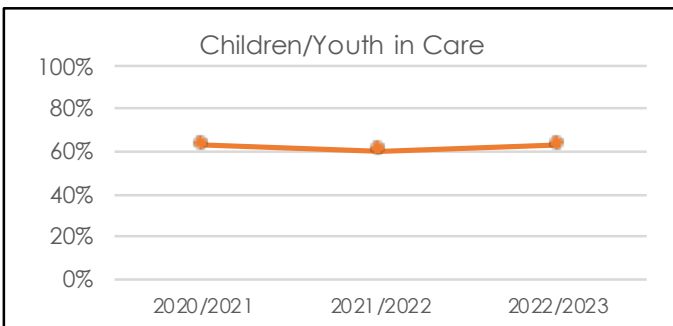
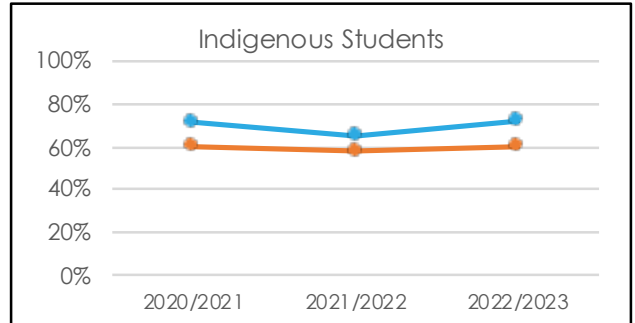
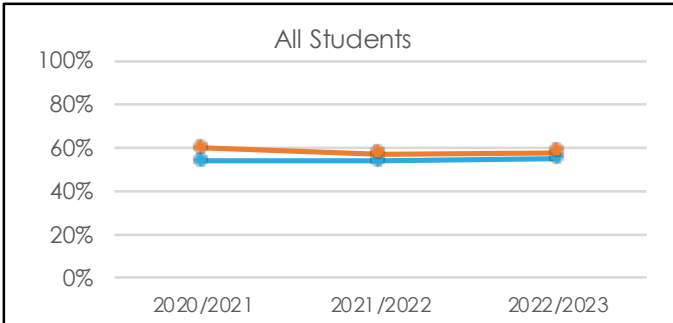


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

Adults Care:

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

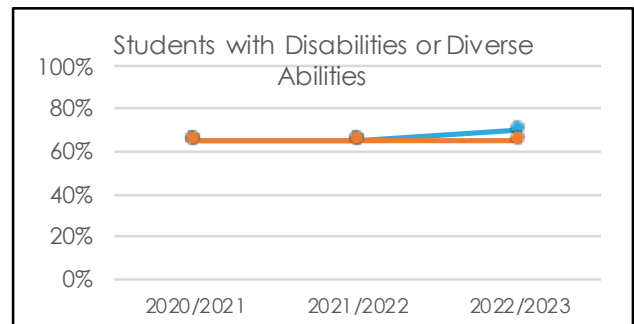
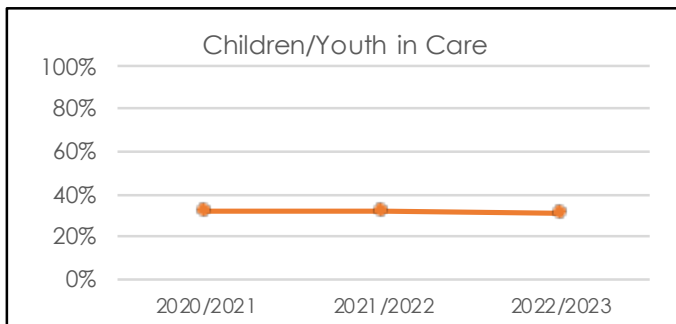
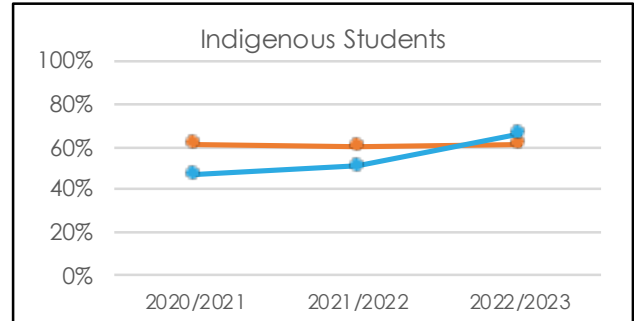
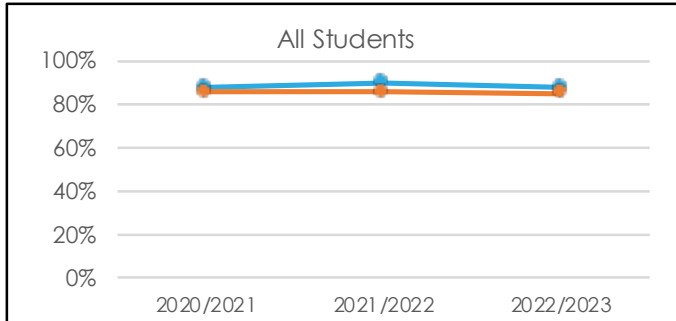
Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	60%	63%	65%
2021/2022	57%	58%	60%	61%
2022/2023	58%	60%	63%	61%



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
2020/2021	88%	47%	Msk	65%
2021/2022	90%	51%	Msk	65%
2022/2023	88%	66%	Msk	70%

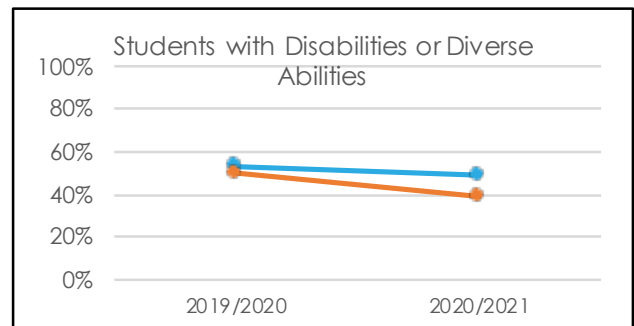
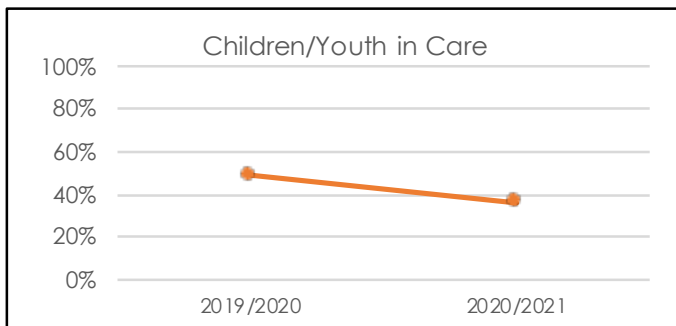
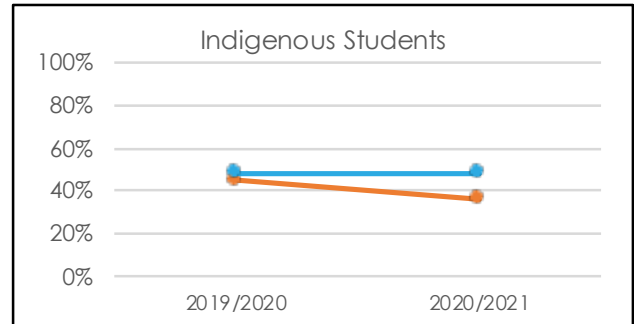
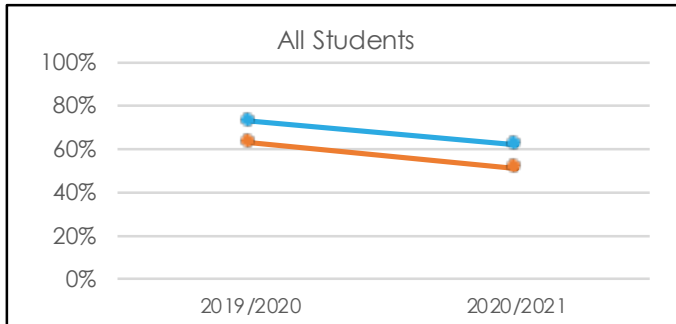
Province				
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	86%	61%	32%	65%
2021/2022	86%	60%	32%	65%
2022/2023	85%	61%	31%	65%



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

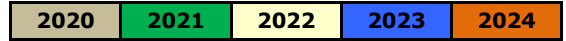
Burnaby				
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	73%	48%	Msk	53%
2020/2021	62%	48%	Msk	49%

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



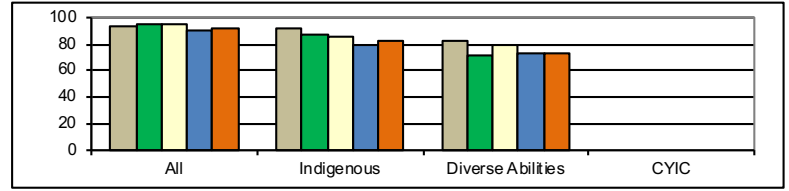
Appendix B. Summative Report Card Results - Elementary

Report Card Results - Language Arts



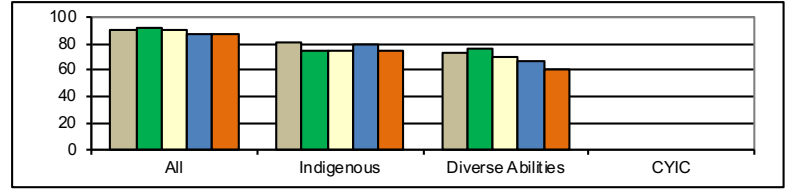
Kindergarten. English Language Arts. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Diverse Abilities	CYIC
2024	91	82	73	Msk
2023	90	79	74	Msk
2022	95	85	80	Msk
2021	95	88	71	Msk
2020	93	91	82	Msk



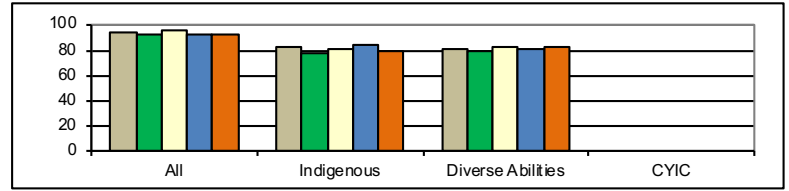
Grade 1-3. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Diverse Abilities	CYIC
2024	87	74	61	Msk
2023	87	80	67	Msk
2022	91	74	71	Msk
2021	93	75	76	Msk
2020	90	81	73	Msk

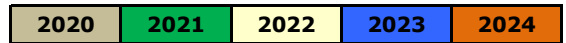


Grade 4-7. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Diverse Abilities	CYIC
2024	92	79	82	Msk
2023	93	84	82	Msk
2022	95	81	82	Msk
2021	93	78	79	Msk
2020	94	83	81	Msk

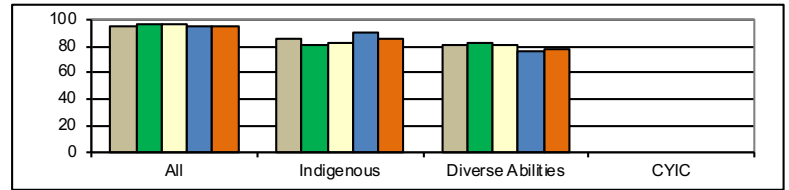


Report Card Results - Numeracy



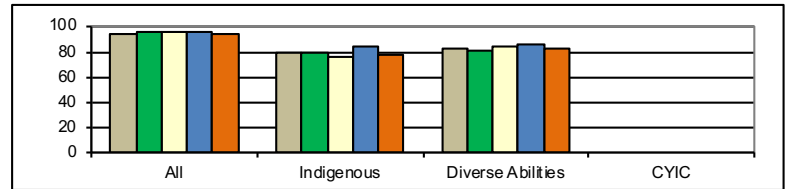
Grade 1-3. Mathematics. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Diverse Abilities	CYIC
2024	95	85	78	Msk
2023	95	90	76	Msk
2022	96	83	82	Msk
2021	96	80	83	Msk
2020	96	85	80	Msk



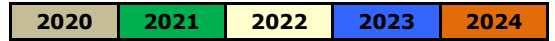
Grade 4-7. Mathematics. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Diverse Abilities	CYIC
2024	94	78	83	Msk
2023	95	84	86	Msk
2022	95	76	84	Msk
2021	95	78	80	Msk
2020	95	78	82	Msk



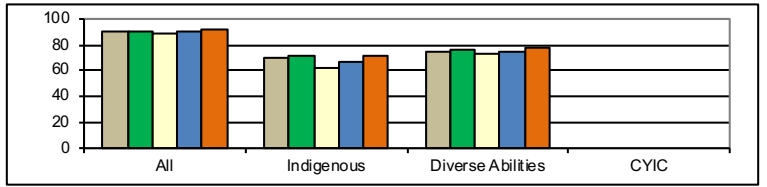
Appendix C. Summative Report Card Results - Secondary

Report Card Results - Secondary Schools



English Language Arts. Percentage of Students Achieving Developing, Proficient or Extending, or Grade C or Above

	All	Indigenous	Diverse Abilities	CYIC
2024	92	71	77	Msk
2023	91	67	75	Msk
2022	89	62	73	Msk
2021	90	71	77	Msk
2020	90	70	75	Msk



Mathematics. Percentage of Students Achieving Developing, Proficient or Extending, or Grade C or Above

	All	Indigenous	Diverse Abilities	CYIC
2024	82	53	67	Msk
2023	83	64	73	Msk
2022	84	65	71	Msk
2021	86	66	74	Msk
2020	83	55	67	Msk

