

SUPERINTENDENT'S REPORT
Reporting to Public Session on Monday, September 29, 2025

1. National Day for Truth and Reconciliation

Every year on September 30, we observe the National Day for Truth and Reconciliation and Orange Shirt Day in the Burnaby School District. This day is deeply significant as it honours and remembers the children who never returned home and the Survivors of residential schools, along with their families and communities. It's a time for us to publicly acknowledge and remember the tragic and painful history, as well as the ongoing impacts of residential schools, which is a crucial part of the Reconciliation process.

In our schools, we see many examples where non-Indigenous students and staff are taking the lead in this important work to honour Indigenous students and communities. This shared responsibility is helping to move us forward together in the spirit of Reconciliation. In the Burnaby School District, Truth, Reconciliation, and healing are present all week, with students and staff wearing orange leading up to the September 29 Orange Shirt Day assemblies and the September 30 National Day for Truth and Reconciliation. Below are a few examples of how this important day has been honoured in our schools this year:

- **Parkcrest Elementary:** On September 24, Parkcrest came together in ceremony to celebrate the completion of the mural project by Latash Nahanee, Elder from the Squamish Nation. The ceremony shared teachings from Elder Alroy Baker and marked the completion of the mural project which saw students, staff and community members engage with Elder Latash to learn about local culture and history through the creation of the mural which depicts the story of The Two Sisters. The mural greets students, staff and guests in the entryway of the building.
- **Nelson Elementary:** On September 26, Nelson hosted a ceremony to celebrate the unveiling of their new school logo created by Austin Aan'yas Harry from the Squamish and Namgis Nations. The new logo drew inspiration from a community dinner hosted last fall. Austin gathered ideas by listening to former and current families, staff and students share what was important to them about Nelson Elementary, weaving those ideas into the new logo for the school.
- **Moscrop Secondary:** Hosting assemblies in the morning for students under the theme of Honouring the Past, Healing the Present, Inspiring the Future. The assemblies are being supported by Dr. Elder Roberta Price and are led by Indigenous students at the school, as well as student allies from the school. The day of learning will culminate with a panel discussion featuring Indigenous community members alongside current and past Moscrop students to discuss the significance of Truth and Reconciliation.
- **Burnaby North Secondary:** A Cross curricular project has been created by Ace-It Film and Broadcast program students; Indigenous students and members of their families were interviewed by ACE-It students to share about Truth and Reconciliation; The video will be shared within the school as a part of learning about Orange Shirt Day and National Day for Truth and Reconciliation.

Recommendation:

THAT the Board of Education receive this information.

2. How We're Doing Report 2024-25

The last Burnaby School District's five-year Strategic Plan was launched in 2019. It articulates the District's mission, vision, values, priorities, and sets out goals and objectives. Annually, the District releases a public report capturing new progress over the prior school year toward the Burnaby Board of Education's priorities outlined in the Strategic Plan; the priorities guide system-wide work happening across the District.

This is the final year of reporting on the current plan. Much was achieved. This year's How We're Doing Report includes achievements about everything from student excellence to system-wide accomplishments, such as supporting mental health, the path to Reconciliation, and work toward supporting diversity and inclusion. The report reflects that schools are critical places for the whole community, showcasing work with newcomers to Canada, as well as increasing access to high quality child care.

Recommendation:

THAT the Board of Education receive this information.

3. Enhancing Student Learning Report

School districts across the province are required to develop a long-term plan to improve student achievement. The Enhancing Student Learning Report (ESLR) focuses on system-wide continuous improvement, enhancing student outcomes and life chances for all students. With a particular emphasis on English Language Learners, Indigenous students, children and youth in care and students with disabilities or diverse abilities, the report is submitted to the Ministry of Education and Child Care every three years, with Interim Progress Reports submitted in the two years in-between.

The Enhancing Student Learning Report is also intended to support Boards of Education in the development of strategic plans as well as provides a framework by which districts can reflect on and adjust practices and share progress publicly.

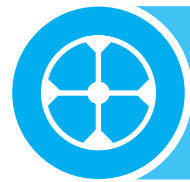
Roberto Bombelli, Deputy Superintendent, will provide an overview of the District's Interim Progress: Enhancing Student Learning Report 2025, summarizing the data and findings.

The final report, once approved, will be submitted to the Ministry of Education and Child Care by October 1, 2025.

Recommendation:

THAT the Board of Education receive the information and approve the Interim Progress: Enhancing Student Learning Report 2025.

How We're Doing Strategic Plan 2024-25 Highlights & Accomplishments



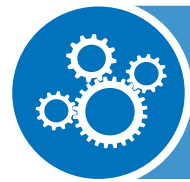
Indigenous Education & Reconciliation

- **INCREASE** in six-year graduation rate for Indigenous students from 64% in 2022-23 to 78% in 2023-24
- **RENEWED** additional leaving ceremony, through partnership with local Elders, for Indigenous students in Grade 7 going into high school
- **EVERY** elementary Indigenous student invited to participate in year-long local teachings & drumming for "Greeting of the Day"



Diversity & Inclusion

- **FIRST** high school Unified Basketball league with 6 teams of youth with disabilities or diverse abilities, alongside student leaders
- 200+ attended the District's largest yet & 3rd annual elementary Freedom to Celebrate Family Pride Picnic
- **QUADRUPLED** number of newcomers receiving digital literacy & navigation support in other languages or English through the Settlement Workers in Schools (SWIS) program



Engagement

- **FIRST** Indigenous Education Council for the District established with Host Nations to support Reconciliation & Indigenous Education
- **INSIGHT** provided by focus groups where 10 students from 2 high schools shared thoughts to strengthen accessibility at schools
- 2900+ students, staff, parents & caregivers provided thoughts on the direction of the new Strategic Plan, helping to shape the District's future



Sustainability & Environment

- **REDUCED** greenhouse gas emissions by 5% or the equivalent of taking 70 cars off the road for a year with energy efficiency projects
- **NEW** resource portal launched to support classroom learning & teaching about sustainability
- **EXPANDED** pilot program to one-third of schools, reducing waste with new bins & systems to more easily align with City recycling requirements



Mental Health

- 250+ parents & caregivers attended a virtual presentation to learn how to support their children with healthier social media habits
- **FIRST-EVER** Mental Health Initiatives Networking Event for students representing all 8 high schools to share ideas & strategies, supporting good mental health
- **NEW** stress management program created to support families of students who are refugees from war-torn countries



District Leadership

- **DOUBLED** Summer Session afternoon sites from 4 to 8, increasing full-day options for families
- 88% of schools now offer a meal program for students, with utilization of provincial Feeding Futures fund, & 2 new sites added with support from School Food Infrastructure Program
- **FIRST** 50 school staff completed Rick Hansen Foundation Inclusion & Accessibility Certification to enhance accessibility in schools



Student Voice

- 150+ Indigenous students helped strengthen learning through their input at the Indigenous Youth Gathering
- 100 high school students engaged with District & McCreary Centre Society facilitators to help inform school supports for students' well-being
- **NEW** summer program for older newcomer youth created after students identified the need for connection outside of the school year



Student Excellence

- \$11.1 million in scholarships earned by the Class of 2025, beating last year's record by \$300,000
- 2 provincial gold winners & 1 silver national winner in the Skills Canada competitions in trades & technology
- 20% of the medals at the Concours provincial French-speaking competition earned by Burnaby Schools students, with 2 qualifying for Nationals



Staff Excellence

- **19% increase in class numbers for the District's Language Instruction for Newcomers to Canada (LINC) program**
- **8% increase in refugee families with children in District, many with complex needs, supported by District's SWIS program**
- **RECORD BREAKING** total of 310 Deaf & Hard of Hearing students from across BC attended DHHproud event



Child Care

- 2 new before & after school child care centre designs completed for licensing pre-approvals, with construction to start in 2026
- **COMPLETED** construction on new elementary before & after school child care & preschool, creating 34 new spaces
- **NEW** once-per-week child care created for newcomer parents in the District for use while parents attend computer literacy programs & women's support groups



Collaboration & Partnership

- **NEW** Learn to Swim pilot project launched with the City of Burnaby for Grade 5 students to get swimming lessons during school hours
- **EXPANDED** from 9 to 11 schools the tutoring program put on with Simon Fraser University for Grade 4 to 12 students
- **NEW** collaborative Equity Diversity & Inclusion Committee created to develop Anti-Racism Framework for the District



Technology

- **FIRST** District-wide guidelines created for Artificial Intelligence use at school, along with professional development for staff to guide students with appropriate AI-use
- 6 high schools participated in Bring Your Own Device laptop program, with over 800 devices distributed to support digital learning
- 14 schools worked with Accessible Resource Centre BC to learn ways to enhance digital accessibility for students with disabilities or diverse abilities



**Burnaby School District
Interim Progress:
Enhancing Student Learning Report
September 2025**

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Table of Contents

Part 1 – Review Data and Evidence

Intellectual Development	3
Educational Outcome 1: Literacy	3
Analysis and Interpretation	6
Educational Outcome 2: Numeracy	7
Analysis and Interpretation	12
Human and Social Development	13
Educational Outcome 3: Feel Welcome, Safe, and Connected	13
Analysis and Interpretation	16
Career Development	17
Educational Outcome 4: Graduation	17
Analysis and Interpretation	19
Educational Outcome 5: Life and Career Core Competencies	20
Analysis and Interpretation	22

Part 2 – Interim Progress Report

English Language Learners	23
Indigenous Students	25
Students with Disabilities or Diverse Abilities	29
Children and Youth in Care	35

Appendices	38
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Part 1 – Review Data and Evidence

Intellectual Development

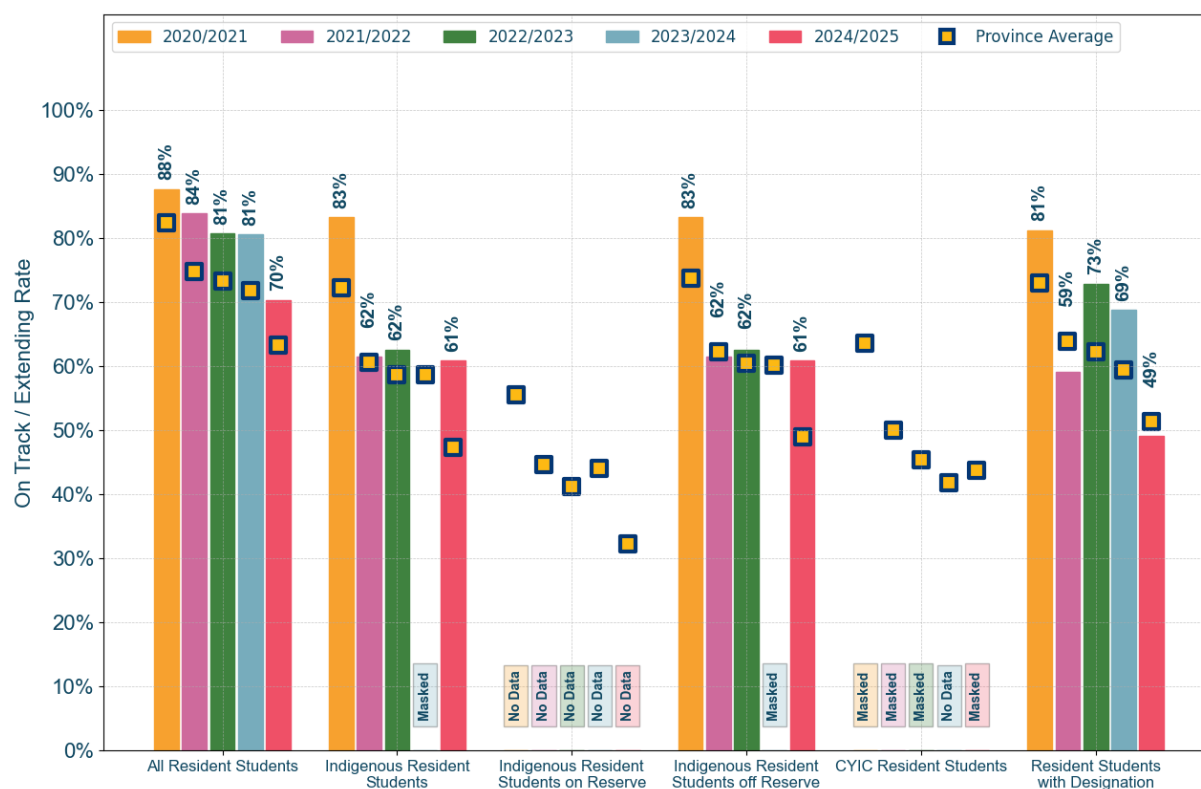
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD041 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1814 50%	1881 55%	1862 57%	2028 60%	2024 64%
Indigenous Resident Students	71 42%	76 34%	52 31%	49 43%	56 41%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	71 42%	Masked	52 31%	49 43%	56 41%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	193 25%	185 24%	171 28%	208 37%	202 29%

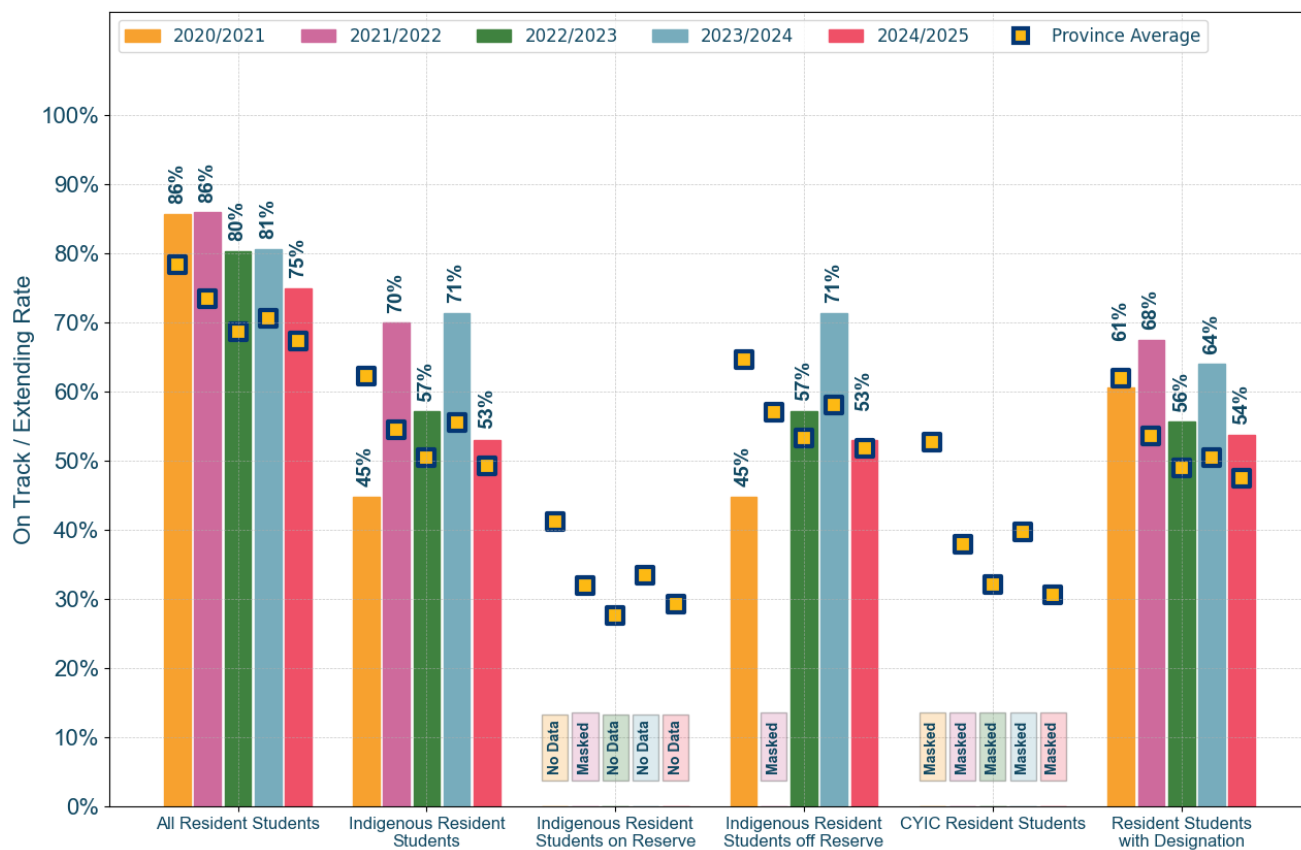
SD041 - Grade 4 FSA Literacy - On Track / Extending Rate



SD041 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1820 54%	1783 53%	1792 57%	1984 57%	2137 68%
Indigenous Resident Students	77 38%	59 34%	67 42%	65 43%	62 55%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	77 38%	Masked	67 42%	65 43%	62 55%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	230 29%	244 32%	273 29%	286 40%	297 49%

SD041 - Grade 7 FSA Literacy - On Track / Extending Rate

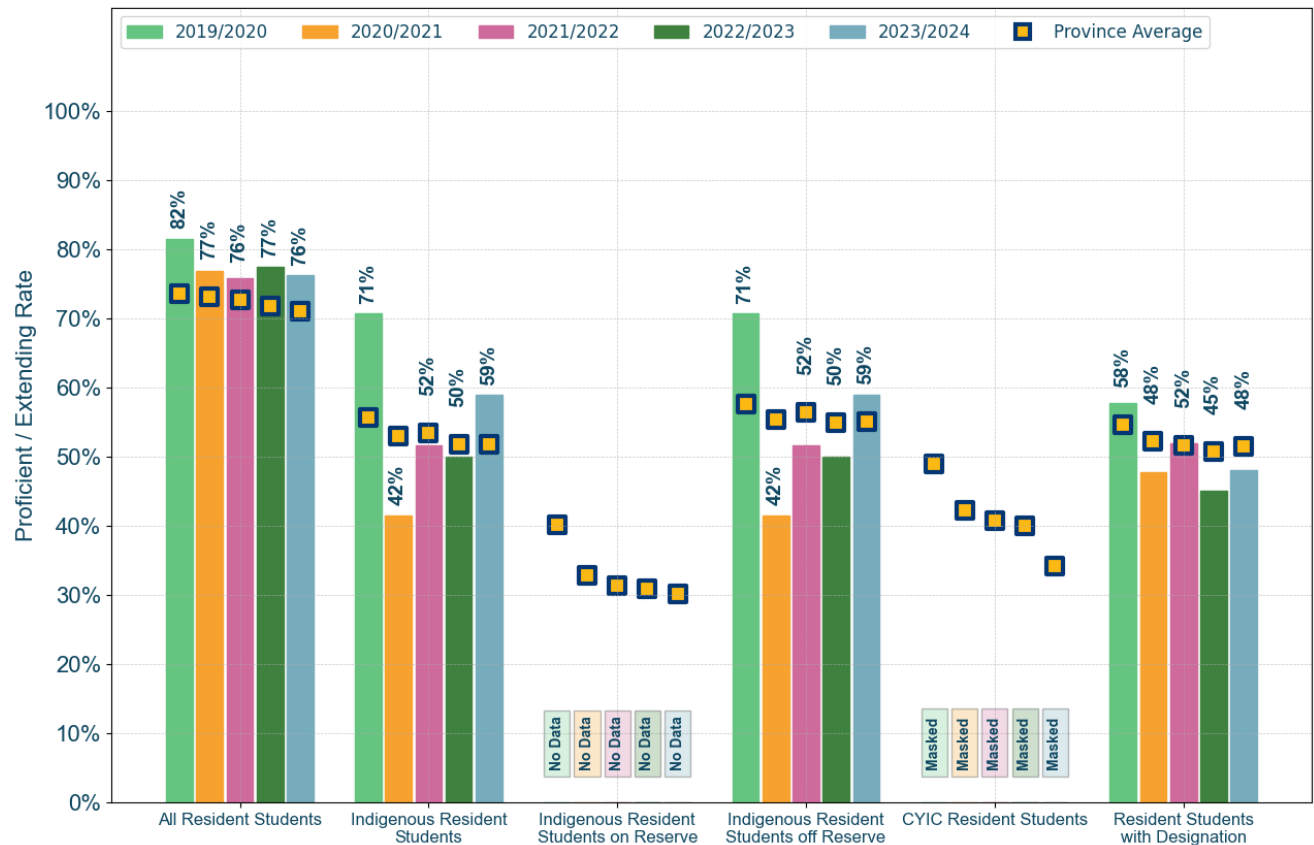


Measure 1.2: Grade 10 Literacy Expectations

SD041 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1759 85%	1779 86%	1839 87%	2045 89%	2117 88%
Indigenous Resident Students	67 61%	76 70%	78 65%	71 73%	80 65%
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	67 61%	76 70%	Masked	71 73%	80 65%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	226 64%	272 67%	246 73%	266 77%	276 71%

SD041 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis and Interpretation

Measure 1.1 - Current year and 5-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.

Burnaby students continue to perform above the provincial average, however, there has been a drop in the percentage of students On Track/Extending in both the Grade 4 and Grade 7 FSA. 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. Both the Grade 4 and Grade 7 FSA participation rate increased this past year, by 4% and 11%.

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, except in the cohort of students with disabilities and diverse abilities. 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.

The following strategies will continue to support all students, with a focus on the primary years.

Strategies

- Implement the District early literacy assessments for all Kindergarten students.
- Pilot the implementation of early literacy screeners in grade 1.
- Expand the Community of Literacy Practice project (to create a common focus that supports school goals in literacy connected to the District Literacy Framework) to include more schools
- Literacy Enhancement Teacher positions will implement the new early literacy screening tools
- Implement new District Literacy Intervention Model for grade 2 and 3 students identified as requiring intervention
- Complete the development of the Secondary Literacy Framework
- Continue to provide professional learning focused on inclusive practices, including UDL

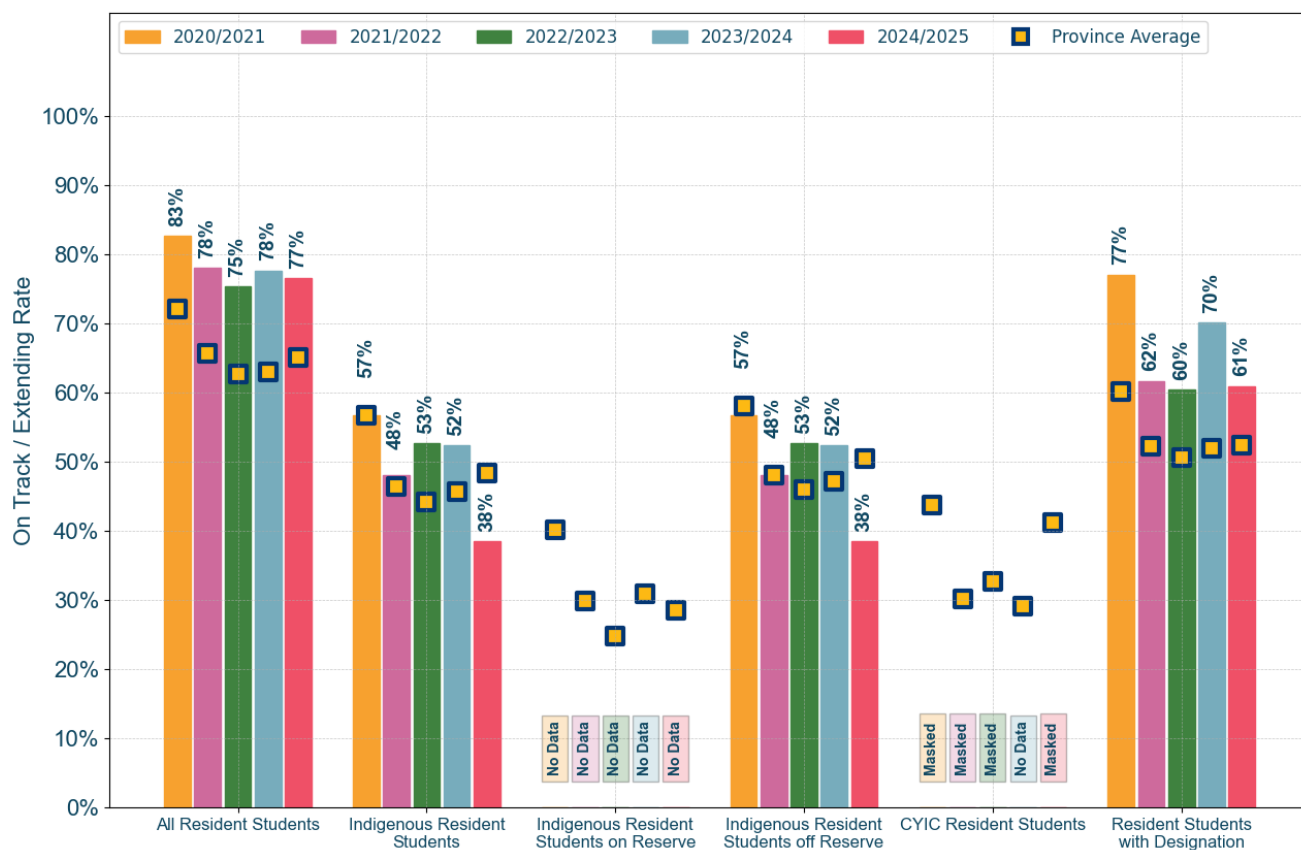
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD041 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1814 51%	1881 55%	1862 57%	2028 61%	2024 65%
Indigenous Resident Students	71 42%	76 33%	52 37%	49 43%	56 46%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	71 42%	Masked	52 37%	49 43%	56 46%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	193 25%	185 25%	171 28%	208 37%	202 32%

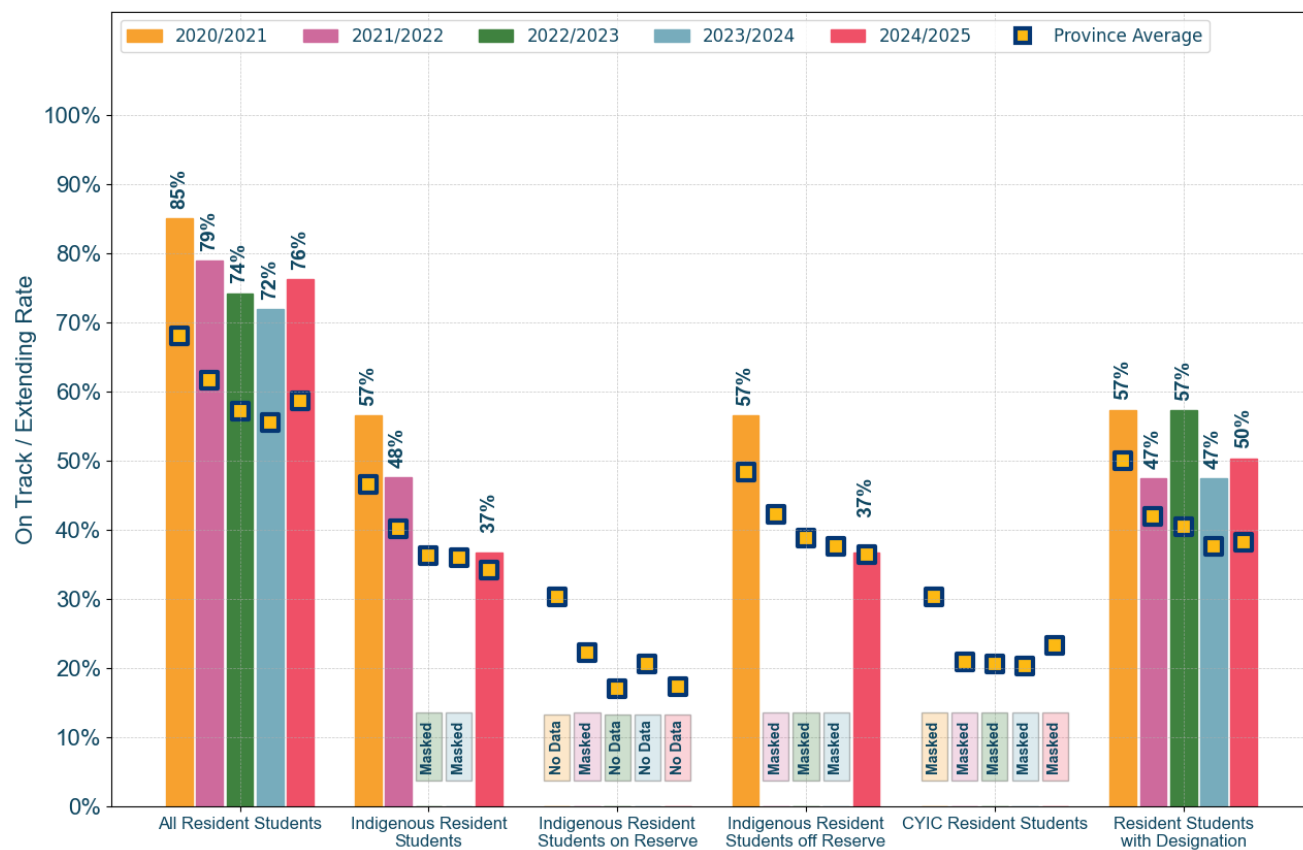
SD041 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD041 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1820 54%	1783 53%	1792 57%	1984 58%	2137 68%
Indigenous Resident Students	77 30%	59 36%	67 39%	65 43%	62 48%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	77 30%	Masked	67 39%	65 43%	62 48%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	230 27%	244 32%	273 27%	286 41%	297 47%

SD041 - Grade 7 FSA Numeracy - On Track / Extending Rate

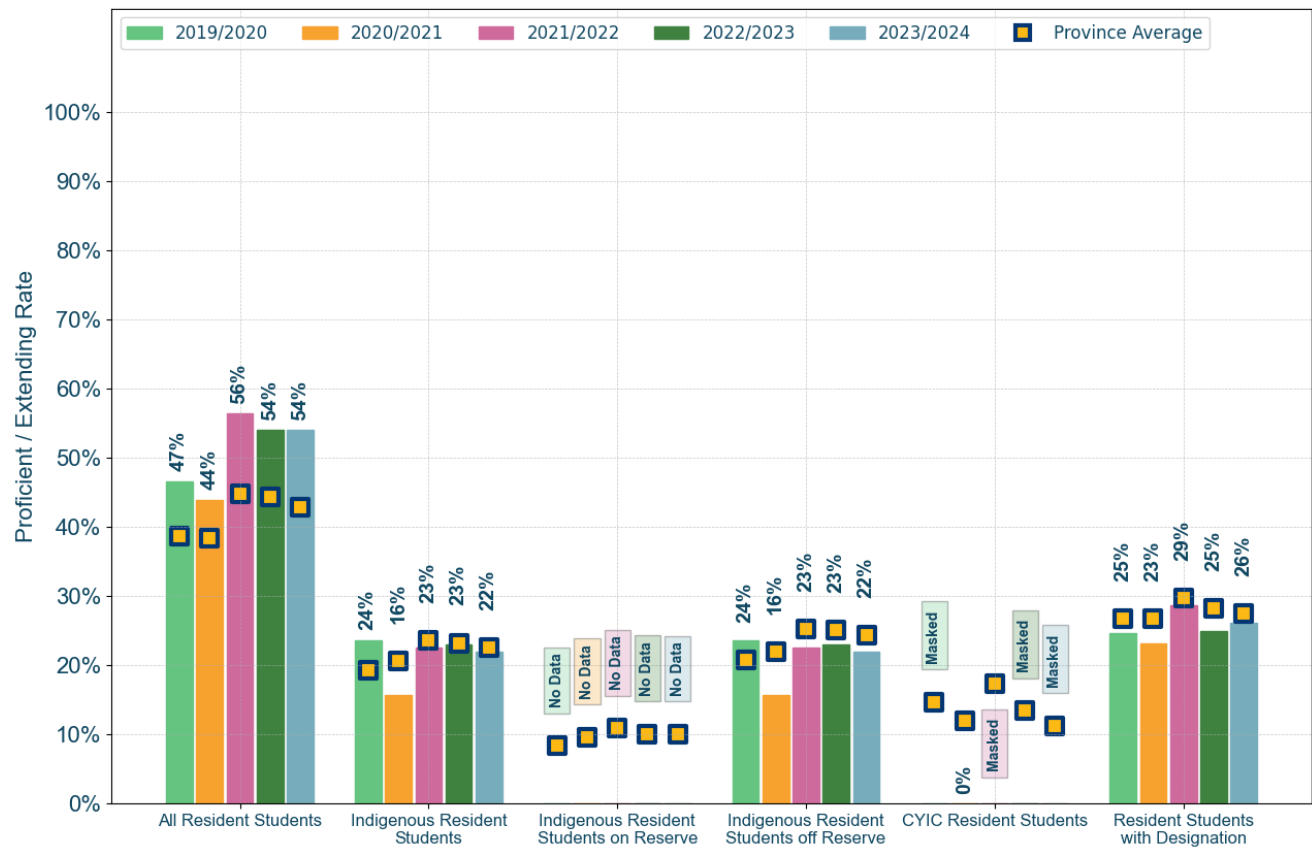


Measure 2.2: Grade 10 Numeracy Expectations

SD041 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1758 89%	1778 86%	1835 87%	2043 88%	2113 88%
Indigenous Resident Students	68 65%	74 69%	77 68%	69 67%	79 66%
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	68 65%	74 69%	Masked	69 67%	79 66%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	228 63%	272 65%	246 74%	266 74%	277 70%

SD041 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

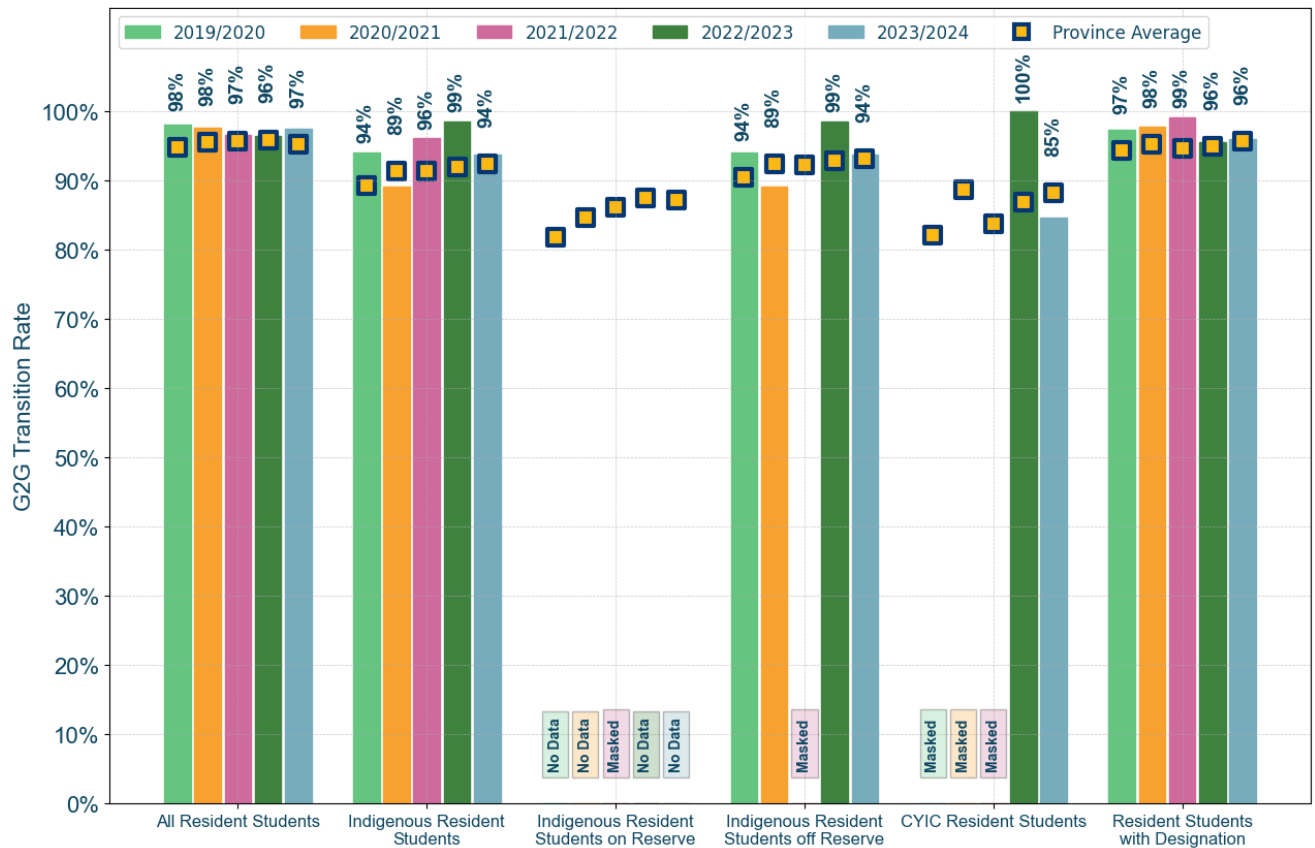


Measure 2.3: Grade-to-Grade Transitions

SD041 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1760	1783	1837	2048	2114
Indigenous Resident Students	68	74	77	71	80
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	68	74	Masked	71	80
CYIC Resident Students	Masked	Masked	Masked	11	13
Resident Students with Designation	229	270	247	267	278

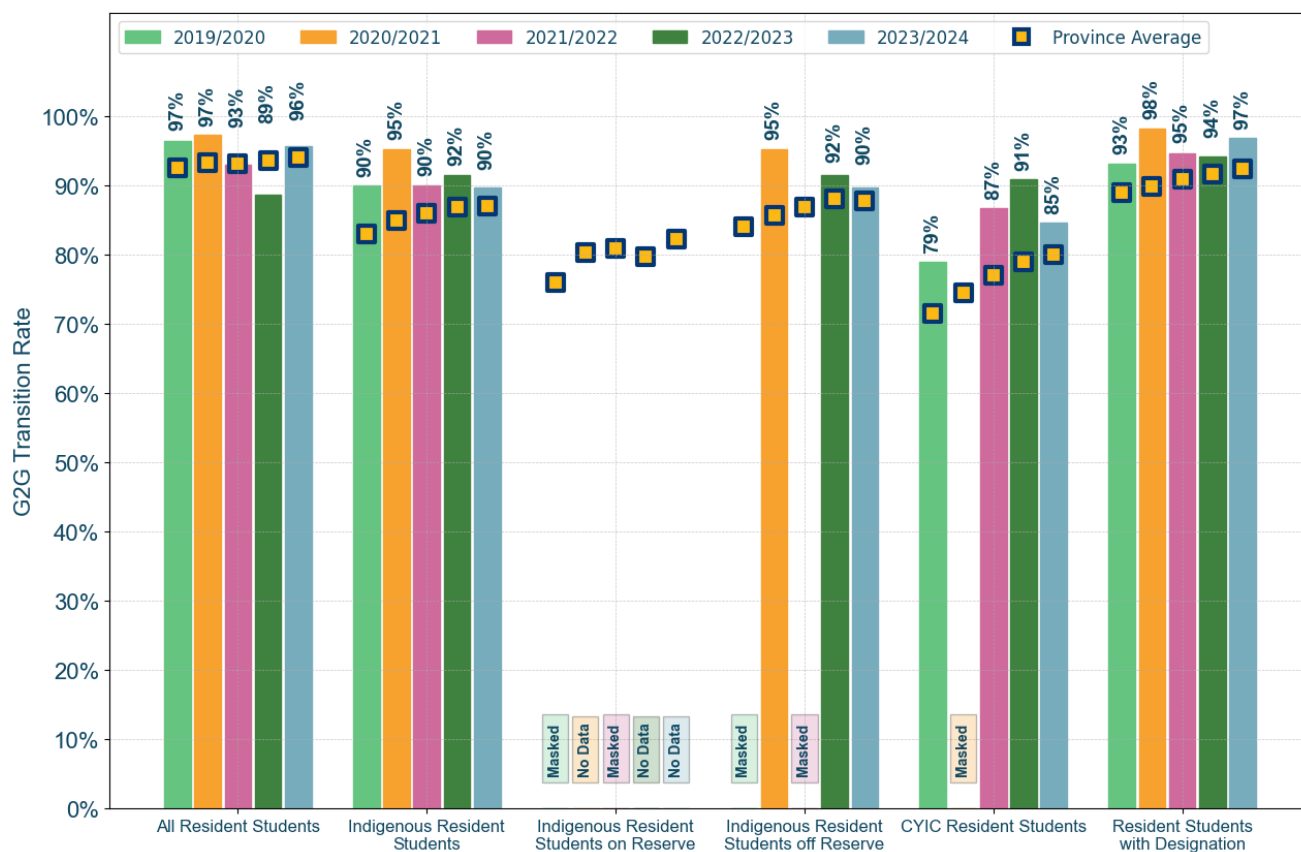
SD041 - Grade 10 to 11 Transition Rate



SD041 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1889	1796	1896	2072	2169
Indigenous Resident Students	70	64	80	83	68
Indigenous Resident Students on Reserve	Masked	0	Masked	0	0
Indigenous Resident Students off Reserve	Masked	64	Masked	83	68
CYIC Resident Students	19	Masked	15	11	13
Resident Students with Designation	236	233	264	256	255

SD041 - Grade 11 to 12 Transition Rate



Analysis and Interpretation

Measure 2.1 - Current year and 5-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. Data from the 2023-24 school year shows an increase in the number of students transitioning from Grade 10 to Grade 11 as well as from Grade 11 to Grade 12.

The following strategies will continue to support all students, with a focus on developing and implementing a district-wide Numeracy Framework.

Strategies

- Development of a District Numeracy Framework
- Expand the use of Math Up Digital resource in all elementary schools to support differentiated math instruction
- Professional learning for teachers to address common misconceptions about numeracy and build capacity
- Introduce the district numeracy resource to all staff
- Continue to develop school and district-level data to ensure alignment of resources and appropriate interventions
- Focus discussions with secondary administrators to review strategies and interventions to better support numeracy across departments

Human and Social Development

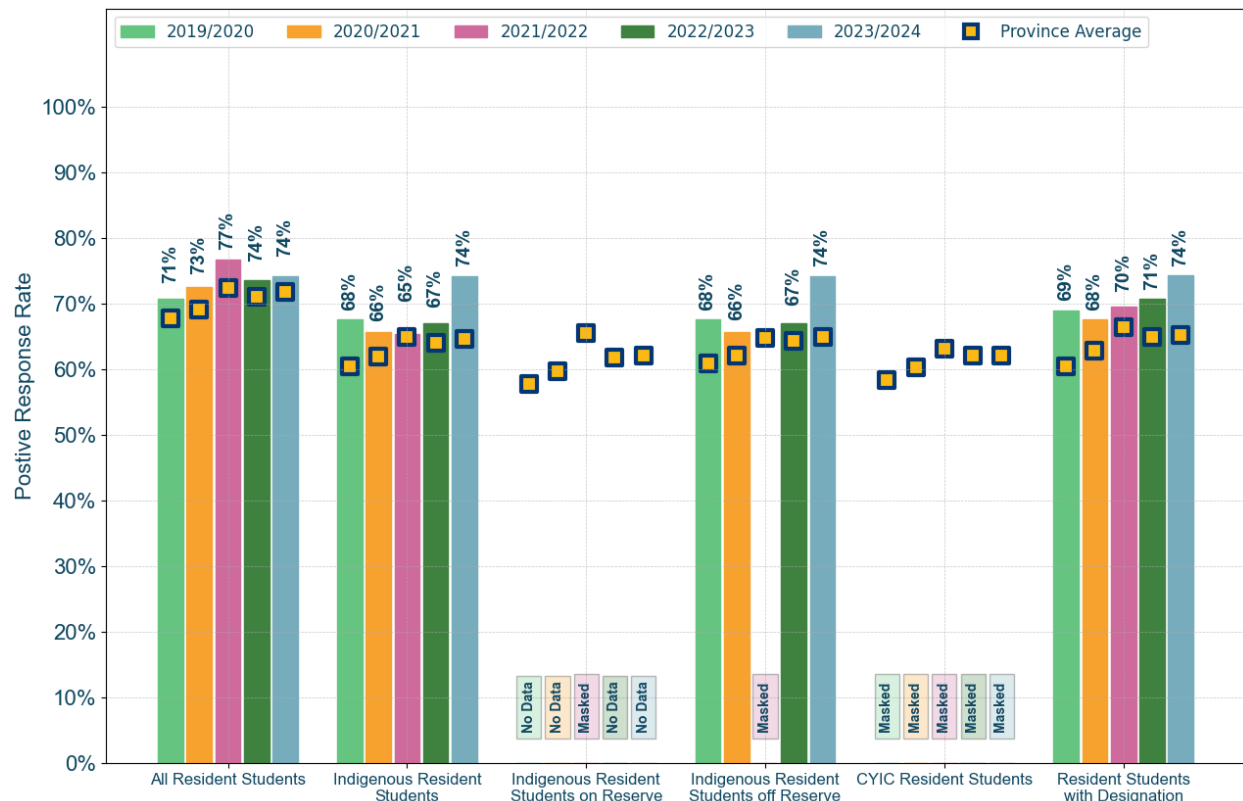
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

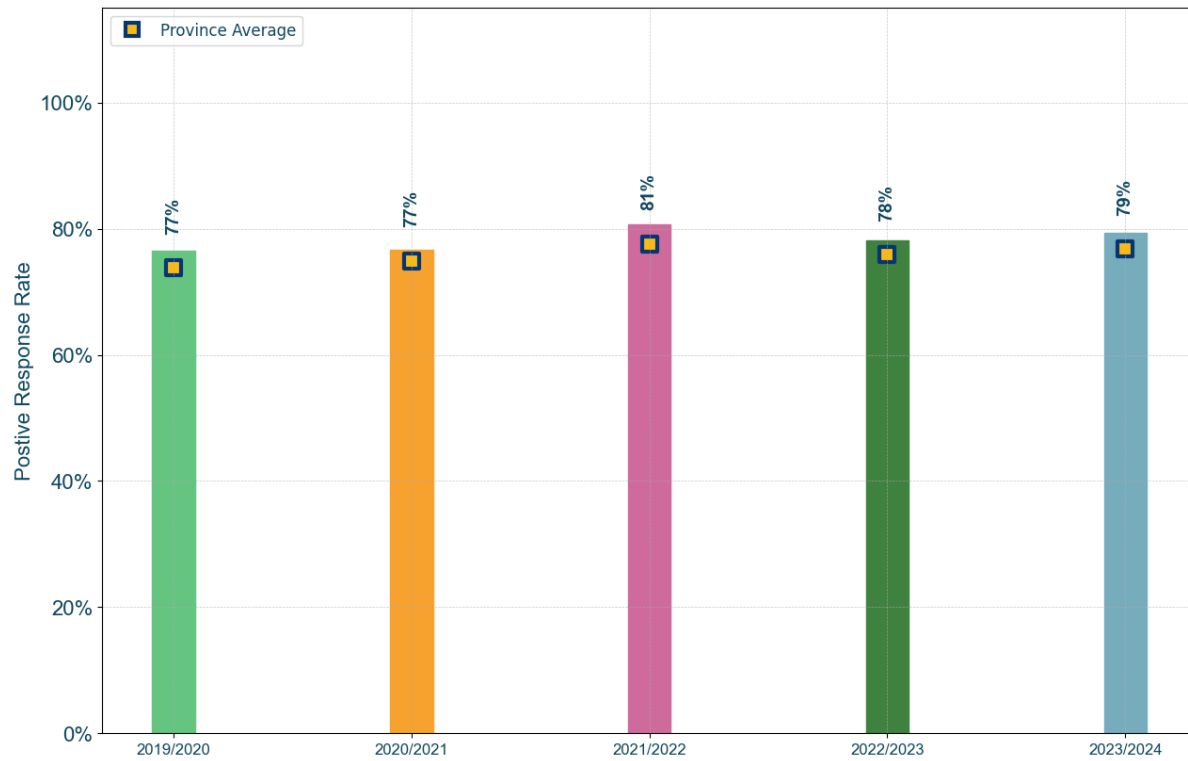
SD041 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	5272 42%	5296 54%	5381 64%	5625 60%	6068 64%
Indigenous Resident Students	201 34%	209 45%	207 52%	180 46%	188 55%
Indigenous Resident Students on Reserve	0	0	Masked	0	0
Indigenous Resident Students off Reserve	201 34%	209 45%	Masked	180 46%	188 55%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	608 34%	635 41%	660 49%	682 48%	750 52%

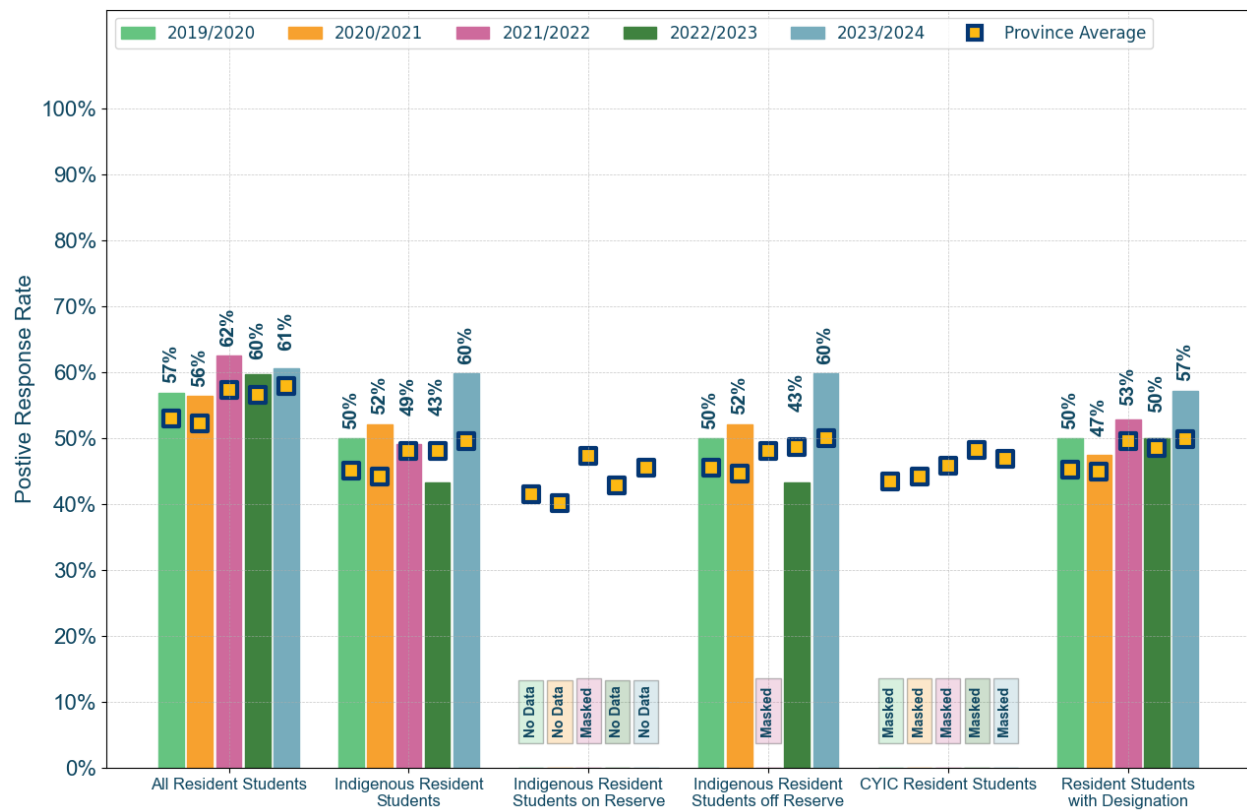
SD041 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD041 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

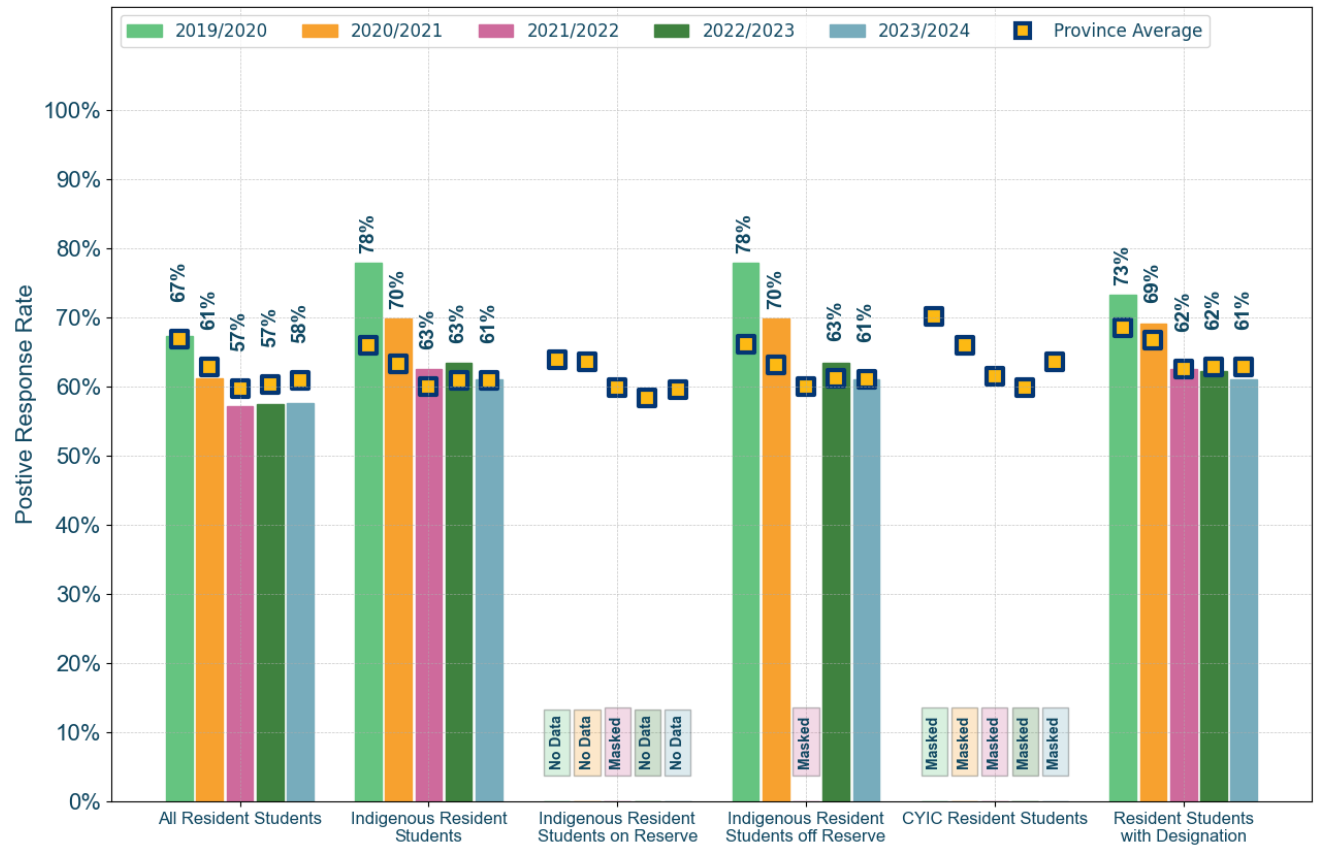


SD041 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD041 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis and Interpretation

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 participation rate in the Student Learning Survey has increased in the past year. The District remains at or above the provincial average in all measures, with significant improvements in cohorts of Indigenous students and students with disabilities or diverse abilities.

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.

Although there was a slight overall improvement in this measure, the District remains slightly below the provincial average.

Through the strategies listed below, the district will continue to focus on student and staff mental health and well-being, with an increased focus on supporting student connection at school.

Strategies

- Implementation of multi-year mental health and well-being framework, ensuring consistency of implementation across all schools
 - Continue to expand opportunities for 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
 - Support students outside of schools by connecting students to afterschool programs, community services & supports
 - Continue to provide opportunities for students to feel a sense of connectedness with one another and for allies to offer visible support
- Encourage school teams (teachers, counsellors, EAs, Indigenous Education staff, youth engagement workers) to map adult connections with vulnerable students and ensure no student is left without multiple supports.
- Continue to implement the district Education Technology Plan, with a focus on Digital Citizenship and Literacy, online safety and parent education.
- Work with Secondary Schools to further develop structures for meaningful student voice
- Develop and implement a district-wide EDI Framework
- Increase awareness of accessibility barriers through the implementation of the 3-year Accessibility Plan

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

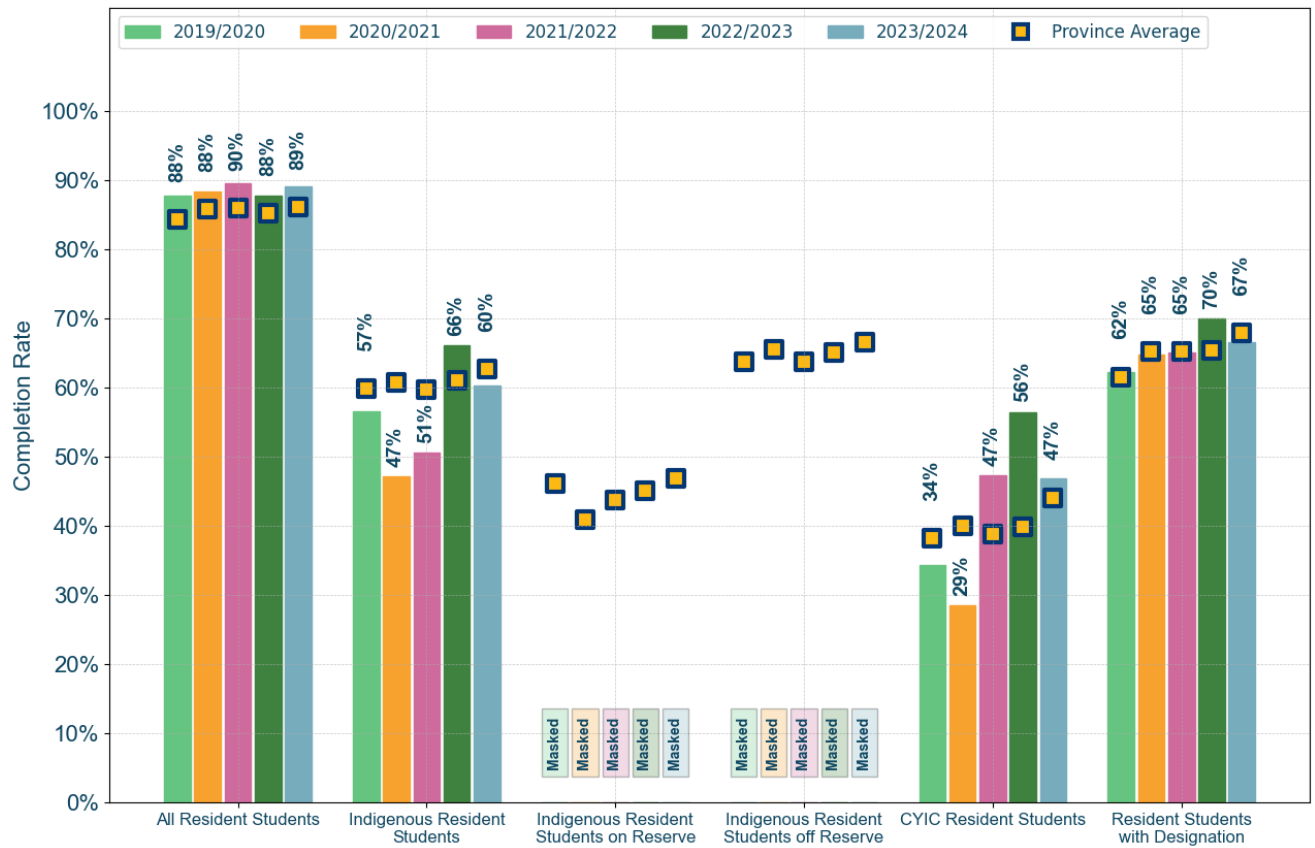
SD041 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1991 170	2007 182	1871 177	1983 183	2001 192
Indigenous Resident Students	56 5	79 7	70 7	83 7	84 8
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	48 4	42 3	40 4	51 5	33 3
Resident Students with Designation	291 23	310 26	277 25	343 29	324 28

SD041 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD041 - 5-Year Completion Rate - Dogwood



Analysis and Interpretation

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 overall 5-year completion rate is consistently above the provincial average. There was a slight decrease in the Indigenous student and student with disabilities or diverse abilities 5-year completion rate.

The following strategies will continue to focus efforts on providing pathways and supports for all students.

Strategies

- Increase participation rates, with a focus on students with disabilities or diverse abilities, in Youth Train in Trades and Youth Work in Trades programs
- Enhance community and post-secondary partnerships leading to increased credentialed opportunities
- Build strong connections and relationships between adults and Children and Youth in Care

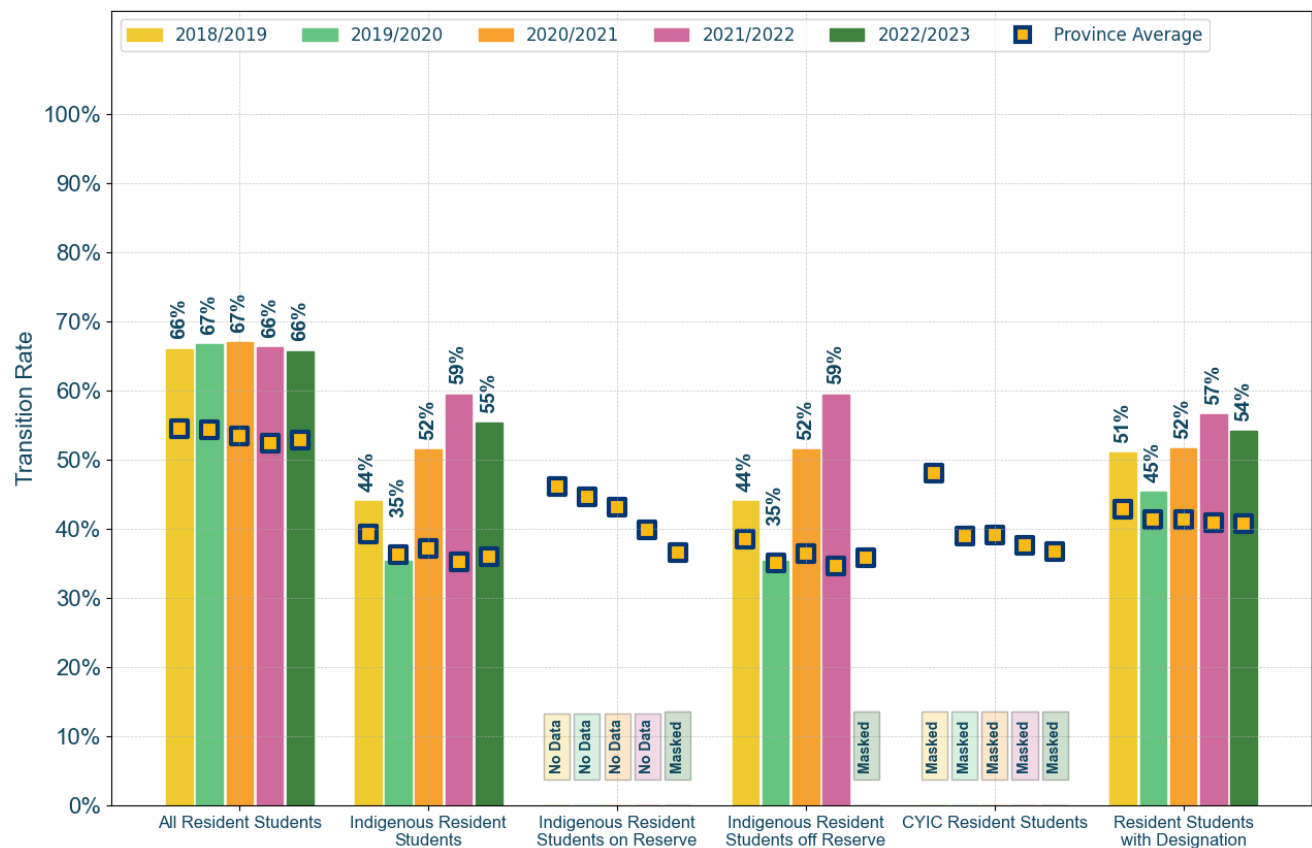
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

SD041 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1639	1659	1653	1575	1635
Indigenous Resident Students	50	34	33	37	56
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	50	34	33	37	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	143	117	151	138	179

SD041 - Immediate Transition to Post-Secondary



SD041 - Within 3 Years Transition to Post-Secondary



Analysis and Interpretation

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.

The following strategies will continue to focus efforts on providing pathways and supports for all students.

Strategies

- 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 community partnerships to provide increased work experience opportunities for students with disabilities and diverse abilities
- Enhance community and post-secondary partnerships for students with disabilities or diverse abilities
- Ensure students with disabilities or diverse abilities are aware of services and supports available at post-secondary institutions
- Develop Community and Continuing Education course and program offerings to address changing community needs

Part 2 – Interim Progress Report

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.

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 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.

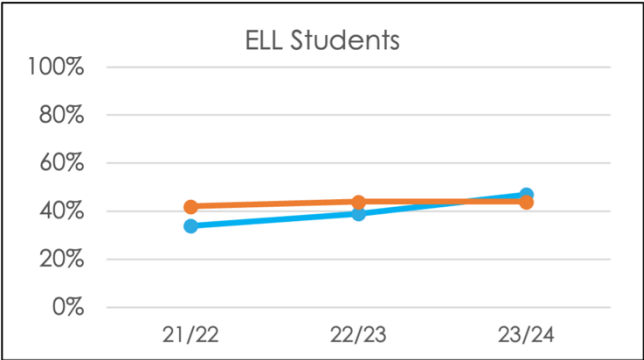
English Language Learners

Burnaby's ELL students consistently perform above the provincial average in all areas, including FSAs, grade-to-grade transitions, numeracy assessments, and five-year completion rates, highlighting the strength of district programs and staff dedication.

This past year, the district saw an improvement in literacy assessment results increased to above provincial average as well.

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

Grade 10	Burnaby	Grade 10	Province
2021/2022	34%	2021/2022	42%
2022/2023	39%	2022/2023	44%
2023/2024	47%	2023/2024	44%



Reflect and Adjust Chart

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Develop consistent criteria and guidelines to support all ELL students being assessed when they are adequately prepared	Inconsistencies in the timing of assessments for ELL students	The district now has consistent guidelines across all schools	Complete
Include the voices of ELL students in guiding the direction of ELL programming	Programming for ELL students should support progression through the graduation years	Student feedback is informing course and program offerings	Introduce and Implement
Expand Initial Assessments to include intermediate grades	Align the timing and accuracy of assessments to support student placement in programs	New	Introduce and Implement

2025/26 Strategies

- Include ELL student voice in guiding the direction of ELL programming
- Expand Initial Assessments to include intermediate grades

Indigenous Students

In May of 2025, the Burnaby School District hosted its third annual Indigenous student voice forum to gain further insight into Indigenous students' experiences within schools. This data continues to show that Indigenous students self-report they feel a sense of belonging at school. Indigenous students have shared that by providing opportunities for students to come together district wide is a way to strengthen identity and build their connection to school learning environments, something the District is continuing to look at increasing through targeted initiatives.

The Grade 4 FSA results show slight improvement to grade 4 literacy skills, though there continues to be a gap between Indigenous and non-Indigenous grade 4 literacy performance. This gap lessens in grade 7. The Elementary Indigenous resource team is providing targeted literacy support at the Kindergarten level to support positive literacy engagement.

Reflect and Adjust Chart

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
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	School engagement and attendance	4 in-person meetings with interdisciplinary Secondary School Teams to develop tier three service delivery for priority Indigenous learners	Complete.
Student-centred Indigenous targeted service to focus on literacy at the Grade 3 level	Increasing students' literacy achievement	Provided opportunities to reinforce literacy engagement strategies with students	Adapt. Incorporate Kindergarten Indigenous learners.
Continued focus on collaboration with schools to support students by removing barriers to attendance, including expanding engagement opportunities for students	Engagement and connection with families	School gatherings were well received by the community	Adapt
Continue pilot for targeted literacy intervention for Indigenous students at three elementary schools	Increasing students' literacy achievement	Information/data shared with school leaders and learning support teachers	Discontinue
Complete the review of K-3 literacy interventions within schools to determine if Indigenous students are receiving equitable access to interventions	Equitable access to literacy interventions across all schools	Review assisted in the development of a new literacy intervention model in K-3	Complete
Continue with the bi-annual graduation pathway check established last year for all secondary Indigenous students	Increasing student success rates	Increased 5 th and 6 th year completion rates	Continue

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	Engagement with education partners	Hosted three meetings with the Equity in Action Team	Complete
Creation of an Indigenous Education Program Consultant position to support targeted services and K-12 programs	Creating cultural learning opportunities and improving academic success	Established targeted programming opportunities for Indigenous students	Complete
Creation of a Learning Lead, Indigenous Learning position to support the integration of Indigenous worldviews and perspectives into classrooms	Supporting educators with the 9 th Professional Standard	Established professional learning opportunities and resources for educators	Complete
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	Increasing Indigenous student voice	Additional programming developed from student voice.	Continue
In its second year, the District Indigenous Leadership Council will continue to enhance leadership opportunities for Indigenous students across the District.	Increasing engagement opportunities	Positive feedback from students regarding the four sessions	Discontinue
Provide increased cross school cultural learning opportunities.	Increasing engagement opportunities	Student voice will be integrated into the programming	Introduce and implement
Greeting of the Day teachings to share local knowledge.	Increasing elementary engagement and connection	Student and parent feedback	Introduce and implement

2025/26 Strategies

- Student-centred Indigenous targeted service to focus on literacy at Grade 3 and Kindergarten
- Focus on site specific strategies to support positive attendance
- 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
- Provide increased cross school cultural learning opportunities
- Greeting of the Day teachings to share local knowledge

Students with Disabilities or Diverse Abilities

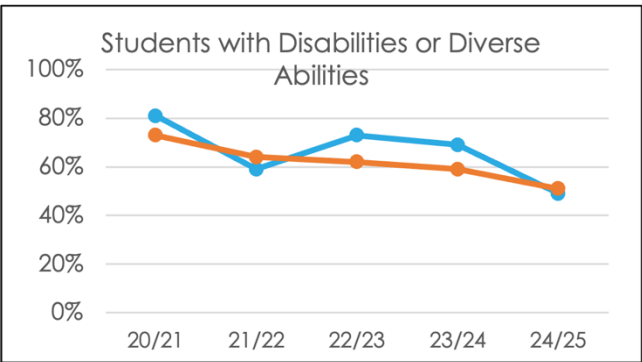
Our District supports and challenges our learners through a strength-based, inclusive, and collaborative approach to ensure that all students thrive and are meaningfully included in their school communities.

Students with disabilities or diverse abilities who write the FSAs are generally doing well in comparison to the provincial data. The data also indicates that students with disabilities or diverse abilities perform lower than the provincial average on the Grade 4 and 10 Literacy and grade 10 numeracy. District staff are exploring this data to better understand what is causing lower than provincial averages. Increasing the percentage of students with disabilities or diverse abilities who are proficient or extending expectations on the FSA and Literacy Assessments continues to be an area of focus.

The District also tracks students with disabilities or diverse abilities that graduate with an Evergreen Certificate. In the 2024-2025 school year, 3% of grade 12 students graduated with an Evergreen Certificate. The District is collecting life skills and transition information to further target service delivery when it comes to grade 10-12 transitions.

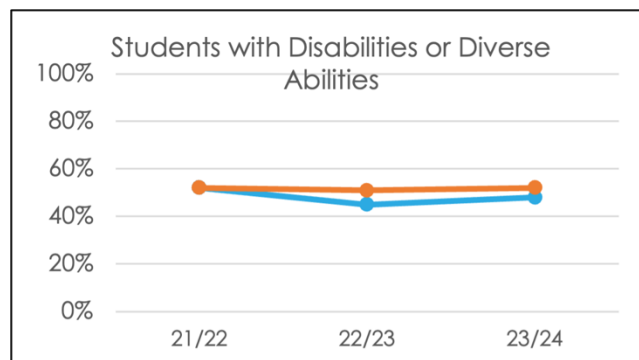
FSA Literacy: Percentage of Students in Grade 4 On-track or Extending Expectations

Grade 4	Burnaby				Grade 4	Province			
	All Students	Indigenous	CYIC	Diverse Abilities		All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	88%	86%	Msk	81%	2020/2021	82%	72%	63%	73%
2021/2022	84%	63%	Msk	59%	2021/2022	75%	60%	50%	64%
2022/2023	81%	63%	Msk	73%	2022/2023	73%	59%	45%	62%
2023/2024	81%	43%	Msk	69%	2023/2024	72%	59%	42%	59%
2024/2025	70%	61%	Msk	49%	2024/2025	63%	47%	44%	51%



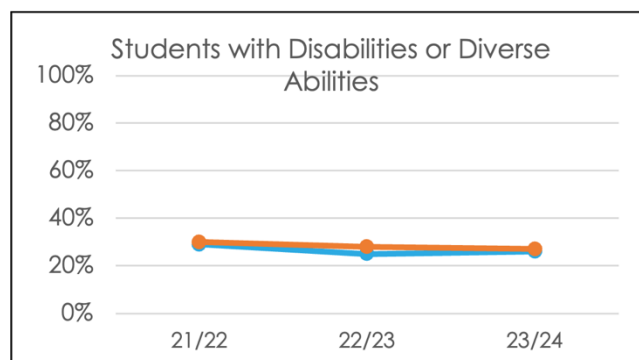
Grade 10 Literacy Assessments: Percentage of Students Proficient or Extending Expectations

Grade 10	Burnaby				Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities		All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	76%	52%	Msk	52%	2021/2022	73%	53%	41%	52%
2022/2023	77%	50%	Msk	45%	2022/2023	72%	52%	40%	51%
2023/2024	76%	59%	Msk	48%	2023/2024	71%	52%	34%	52%



Grade 10 Numeracy Assessments: Percentage of Students Proficient or Extending Expectations

Grade 10	Burnaby				Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities		All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	56%	23%	Msk	29%	2021/2022	45%	24%	17%	30%
2022/2023	54%	23%	Msk	25%	2022/2023	44%	23%	13%	28%
2023/2024	54%	22%	Msk	26%	2023/2024	43%	22%	11%	27%



Reflect and Adjust Chart

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Continue to use IEPs focusing on strengths, student and family voices, and inclusive practices	Incorporating student and family voices	Improved practices have led to increased inclusion of student and family voices in the IEP process	Continue to monitor and support staff in the IEP Process
Work with the District Literacy Team to implement the District Literacy Framework	Literacy strategies outlined in the District Literacy Framework	District Inclusive Education Team has worked with the Literacy team to implement framework	Continue with implementation
Provide professional learning for school-based learning support teachers focused on the three tiers of intervention for literacy for all students	Understanding and application of the three tiers of literacy intervention	Established professional learning opportunities and resources for educators	Adapt to provide professional learning for staff with a specific focus on students with communication needs, learning disabilities or who need more support with literacy at the intermediate and secondary levels
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	Development of key programs and literacy resources	Review assisted in the development of a new literacy intervention model in K-3	Continue with professional learning on these programs and resources
Literacy enhancement teachers will work alongside primary classroom teachers to enhance tier 1 literacy interventions and their understanding of assessment for learning	Tier 1 literacy instruction and assessment practices	Established professional learning opportunities, such as teachers working alongside teachers	Continue with professional learning on the literacy framework
Ensure access and use of accessibility tools beginning in grade 8 for literacy-based tasks	Student proficiency in using accessibility tools	Increased access and use of accessibility tools by students.	Continue to monitor and support staff.

Provide UDL focused professional development for teachers, administrators and district staff	UDL strategies across classrooms	Established professional learning opportunities and resources for educators	Continue to provide professional learning focused on inclusive practices including UDL
Ensure inclusion of transition goals for all students with disabilities or diverse abilities in their IEP	Student participation in work experience programs and strengthen life skills development	Transition goals are included in IEPs for grades 10-12 students	Refocus efforts to ensure students in grades 10–12 develop personalized learning paths that support successful transitions to post-secondary education, employment, and independent living
Continue to prioritize transition processes and planning with a focus kindergarten and grade 8	Transition of students into kindergarten and grade 8	Effective particularly at the grade 8 level. Continue to focus on the transition into kindergarten.	Adapt the strategy to focus on kindergarten student self-regulation with emphasis on environmental design and executive functioning strategies
Focus on standards-based assessment in secondary schools to support students with disabilities or diverse abilities	Meaningful participation of students with disabilities or diverse abilities in the assessment process	Established professional learning opportunities and resources for educators	Continue to monitor and support staff in the process
Continue to embed Indigenous Ways of Knowing in the IEP process	Awareness of Indigenous Ways of Knowing and embedding them in the IEP process	Established professional learning opportunities for educators	Continue to monitor and support staff
Provide professional learning for staff with a specific focus on students with communication needs, learning disabilities, or need more support with literacy in the intermediate and secondary levels	Support of students with communication needs, learning disabilities, or need more support with literacy in the intermediate and secondary levels		Introduce and Implement
Further develop tier two and three numeracy instruction and intervention support that align with	Numeracy intervention strategies		Introduce and implement

district goals and provincial resources			
Provide professional learning for kindergarten teachers focused on self-regulation with emphasis on environmental design and executive functioning strategies	Student self-regulation skills to further support entry into kindergarten		Introduce and implement
Continue to provide professional development for Educational Assistants, Teachers and Administrators focused on student programming	Implementation of IEP strategies in student programming		Introduce and implement
Provide training in partnership with ACT BC, that will incorporate strategies to support various co-occurrences such as Pathological Demand Avoidance, Autism and ADHD	Enhance staff awareness and understanding by building capacity across all roles		Introduce and implement
Expand peer support for students with vision impairments through ARC BC-led awareness workshops that build understanding and inclusion	Peer awareness and inclusion to expand peer support for students with vision impairments		Introduce and implement
Support students with disabilities or diverse abilities in grades 10–12 to develop personalized learning paths that prepare them for post-secondary education, meaningful employment, and independent living after graduation	Programming in life skills and work experience to support students' post-school independence and employability		Introduce and implement

2025/26 Strategies

- Provide professional learning for staff with a specific focus on students with communication needs, learning disabilities or who need more support with literacy at the intermediate and secondary levels
- Further develop tier two and three numeracy instruction and intervention support that align with district goals and provincial resources
- Provide professional learning for kindergarten teachers focused on self-regulation with emphasis on environmental design and executive functioning strategies
- Continue to provide professional development for Educational Assistants, Teachers and Administrators focused on student programming for emergent learners
- Provide training in partnership with ACT BC, that will incorporate strategies to support various co-occurrences such as Pathological Demand Avoidance, Autism and ADHD
- Expand peer support for students with vision impairments through ARC BC-led awareness workshops that build understanding and inclusion
- Support students with disabilities or diverse abilities in grades 10–12 to develop personalized learning paths that prepare them for post-secondary education, employment and independent living

Children and Youth in Care

In the 2024 -25 school year, there were 64 students identified as being children and youth in care (24 elementary, 40 secondary). There is a connection between the identified subsets of Indigenous students, children and youth in care, and students with disabilities or diverse abilities - of the 64 students, 44 students have a Ministry designation, and 32 students identify as Indigenous.

Reflect and Adjust Chart

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adapters
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	To identify students listed as "Youth in Care – Ever" to ensure supports were in place for these students	In-house tracking system has been developed. Ministry of Education and Child Care is continuing to work on the issue	Complete
Implement systems to accurately track the progress and success of Children and Youth in Care	To ensure that no student was missed and did not receive targeted support	Tracking system implemented district-wide	Complete
Target interventions and supports for Children and Youth in Care and students who have transitioned out of care that still require support	To ensure that students who transitioned out of care continued to receive supports	Tracking students has ensured that as they transition out of care, they continue to receive additional supports	Continue
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	To ensure school and community supports are aligned	Close partnerships and communication have ensured support for students in the community	Continue
Provide outreach support including home, community, and school visits to identify needs, interests, and supports	To ensure a trusted adult can support/advocate for a youth in care	Has provided a better understanding of student needs and provided the appropriate supports	Continue
Continue to support youth to connect with community resources	To ensure school and community supports are aligned	Close partnerships and communication have ensured support for students in the community	Discontinue – covered in another strategy above
Support youth in applying for rent supplements that are available for youth on Agreements with Young Adults	To ensure school and community supports are aligned	Has provided better outreach support for CYIC in the community	Discontinue – rewritten as new strategy

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	To ensure school and community supports are aligned	Has provided better outreach support for CYIC in the community	Discontinue – rewritten as new strategy
Support youth in transition planning, including school grade-to-grade transitions, changes in living arrangements, rent supplements, changing schools and/or school programs, and during school breaks	To ensure school and community supports are aligned		Introduce and Implement

2025/26 Strategies

- 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
- Support youth in transition planning, including school grade-to-grade transitions, changes in living arrangements, rent supplements, changing schools and/or school programs, and during school breaks

Interim Progress:
Enhancing Student Learning Report
September 2025

Appendices

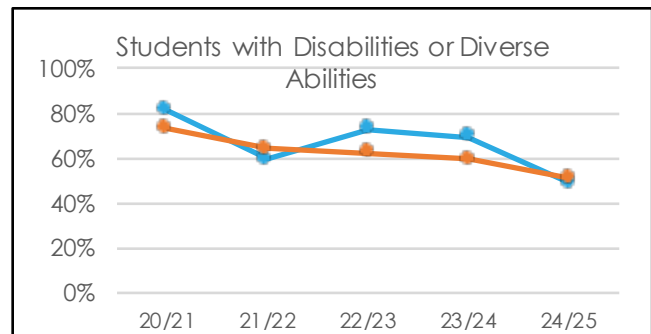
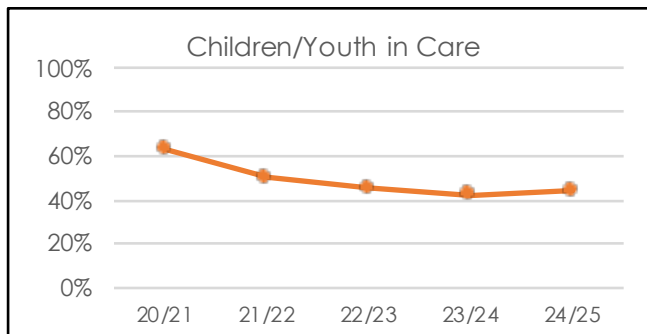
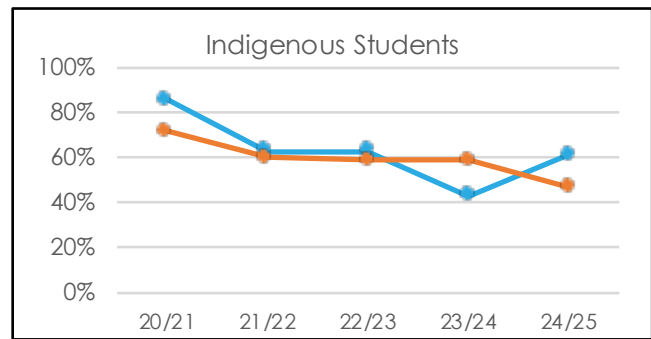
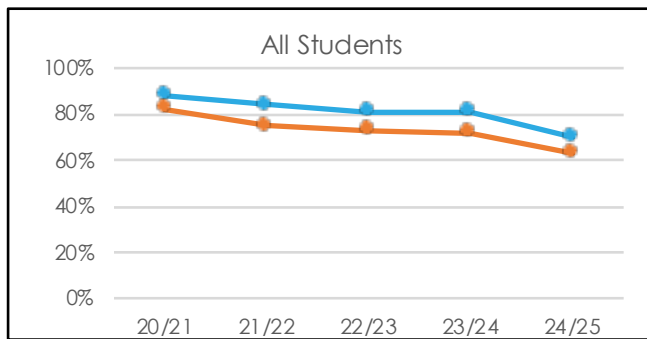
Appendix A.	Provincial Data.....	Pg. 39
Appendix B.	Summative Report Card Results – Elementary	Pg. 60
Appendix C.	Summative Report Card Results – Secondary.....	Pg. 61

Appendix A. Provincial 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%
2024/2025	70%	61%	Msk	49%

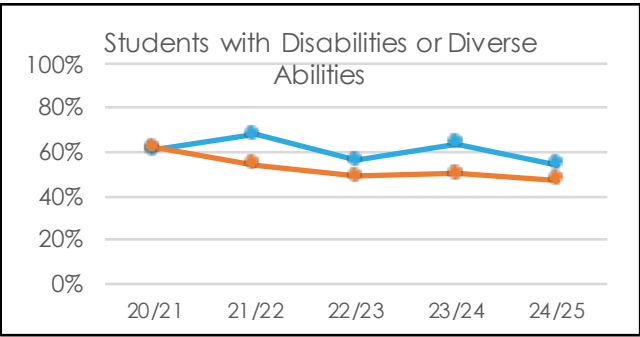
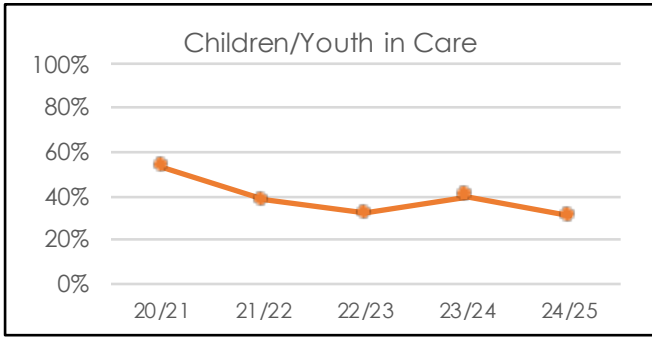
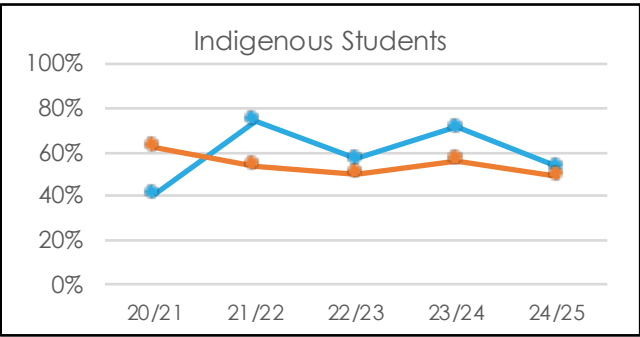
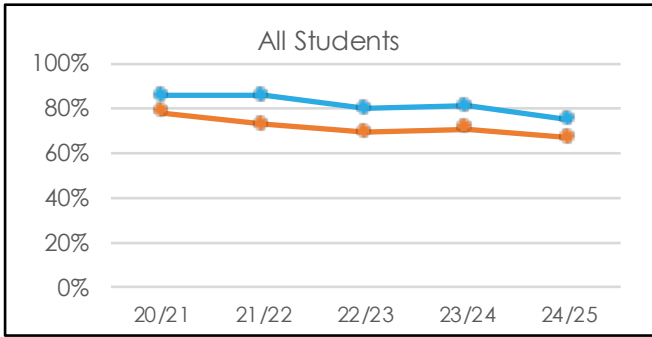
Grade 4	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	82%	72%	63%	73%
2021/2022	75%	60%	50%	64%
2022/2023	73%	59%	45%	62%
2023/2024	72%	59%	42%	59%
2024/2025	63%	47%	44%	51%



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%
2023/2024	81%	71%	Msk	64%
2024/2025	75%	53%	Msk	54%

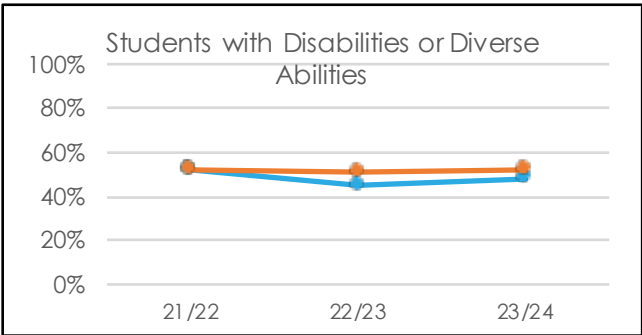
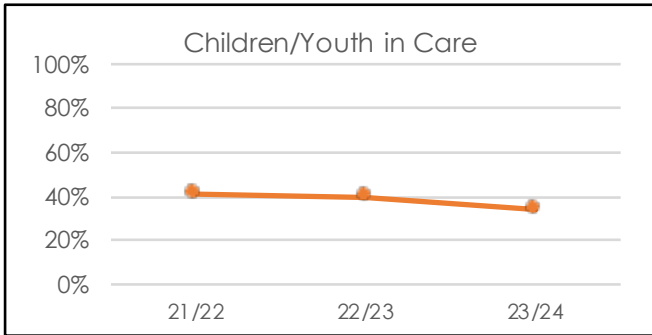
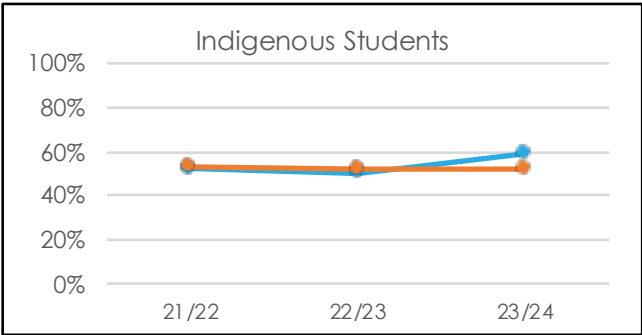
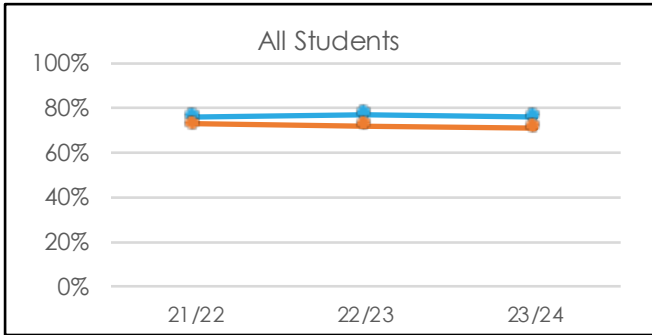
	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	78%	62%	53%	62%
2021/2022	73%	54%	38%	54%
2022/2023	69%	50%	32%	49%
2023/2024	71%	56%	40%	50%
2024/2025	67%	49%	31%	47%



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

	Burnaby			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	76%	52%	Msk	52%
2022/2023	77%	50%	Msk	45%
2023/2024	76%	59%	Msk	48%

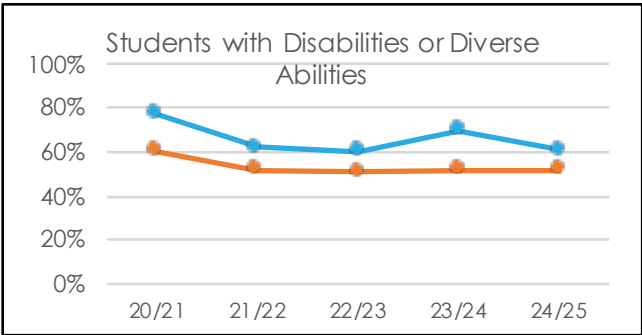
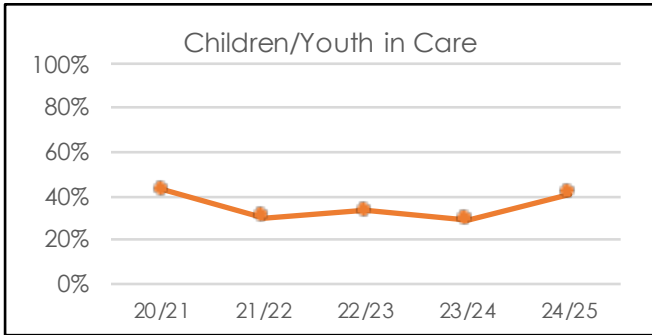
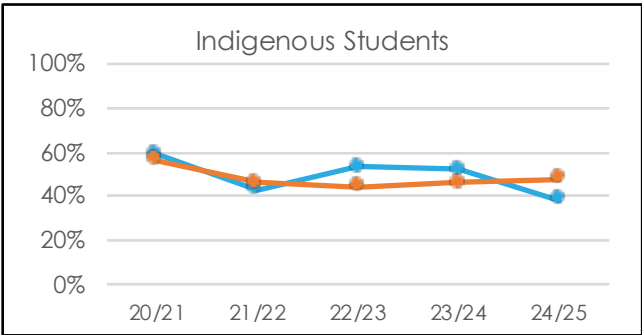
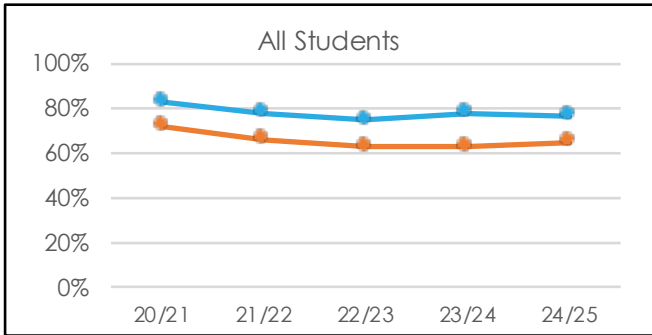
	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	73%	53%	41%	52%
2022/2023	72%	52%	40%	51%
2023/2024	71%	52%	34%	52%



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%
2024/2025	77%	38%	Msk	61%

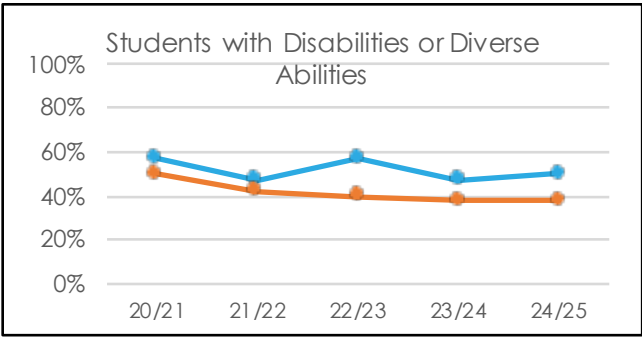
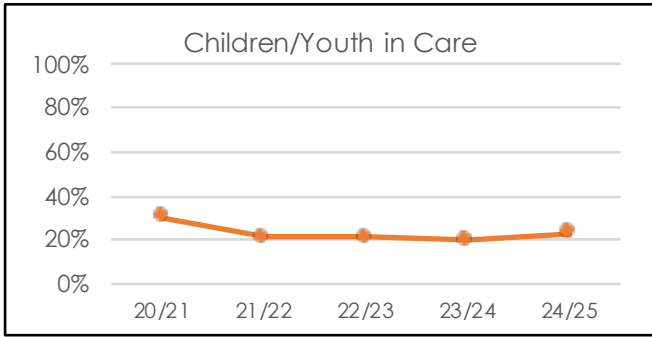
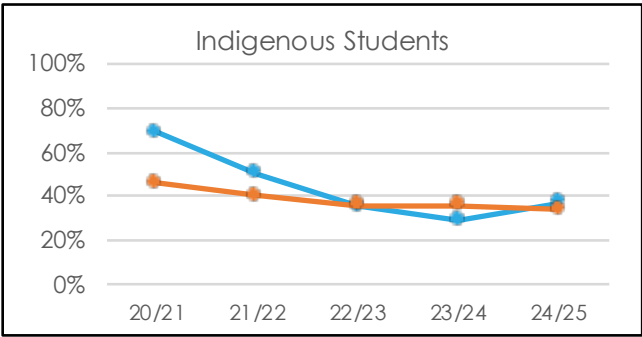
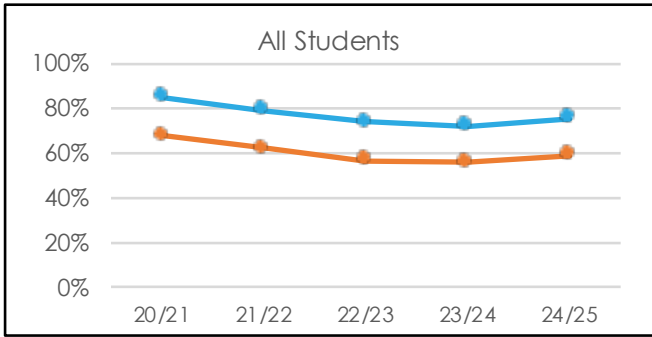
	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	72%	56%	43%	60%
2021/2022	66%	46%	30%	52%
2022/2023	63%	44%	33%	51%
2023/2024	63%	46%	29%	52%
2024/2025	65%	48%	41%	52%



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%
2023/2024	72%	29%	Msk	47%
2024/2025	76%	37%	Msk	50%

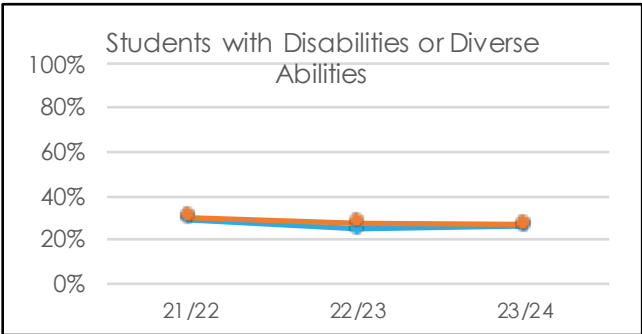
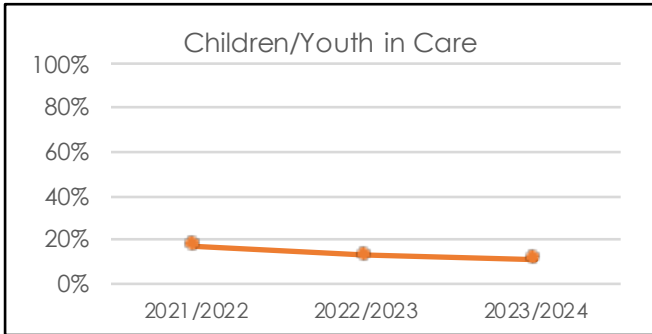
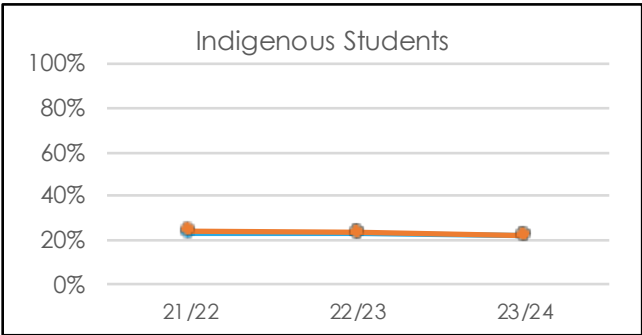
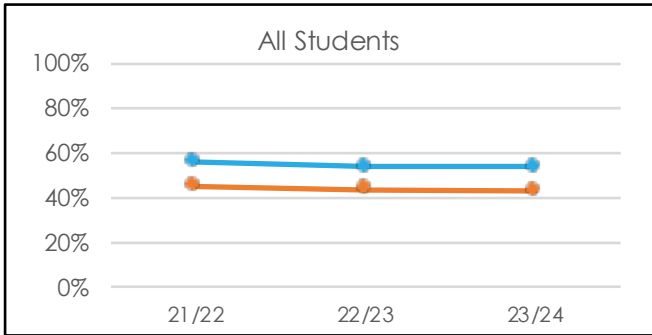
	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	68%	46%	30%	50%
2021/2022	62%	40%	21%	42%
2022/2023	57%	36%	21%	40%
2023/2024	56%	36%	20%	38%
2024/2025	59%	34%	23%	38%



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

	Burnaby			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	56%	23%	Msk	29%
2022/2023	54%	23%	Msk	25%
2023/2024	54%	22%	Msk	26%

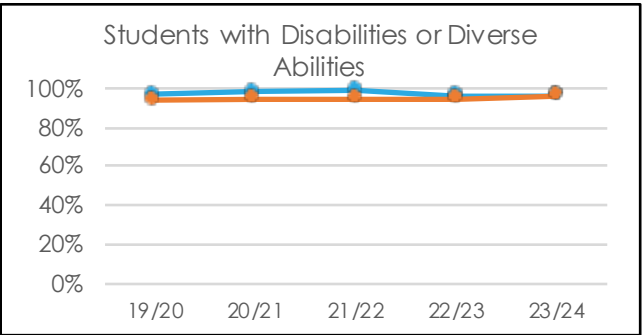
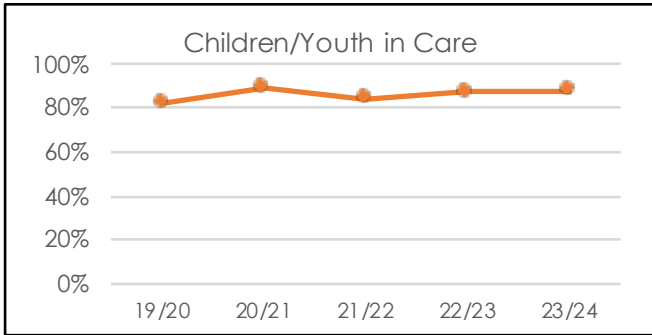
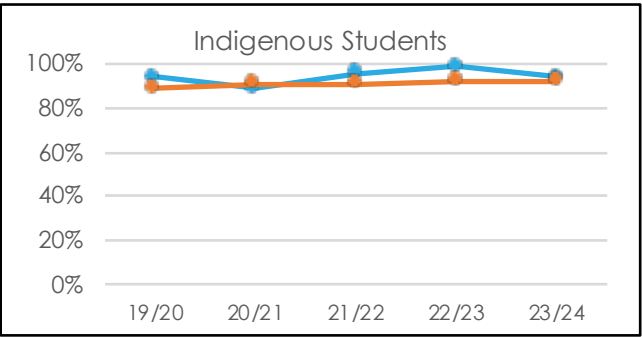
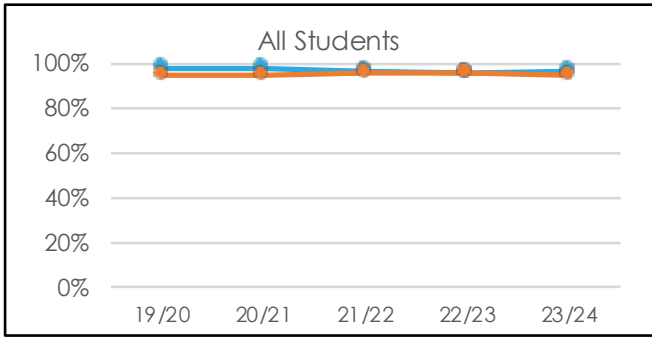
	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	45%	24%	17%	30%
2022/2023	44%	23%	13%	28%
2023/2024	43%	22%	11%	27%



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%
2023/2024	97%	94%	Msk	96%

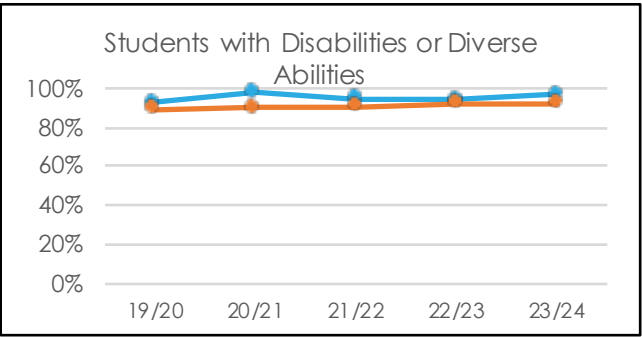
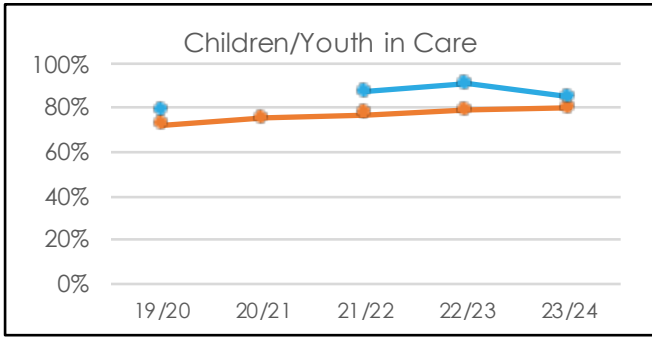
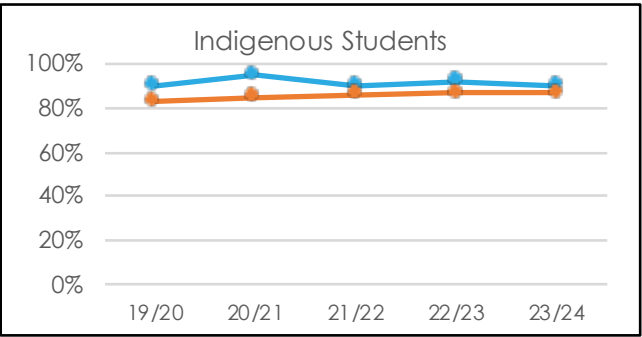
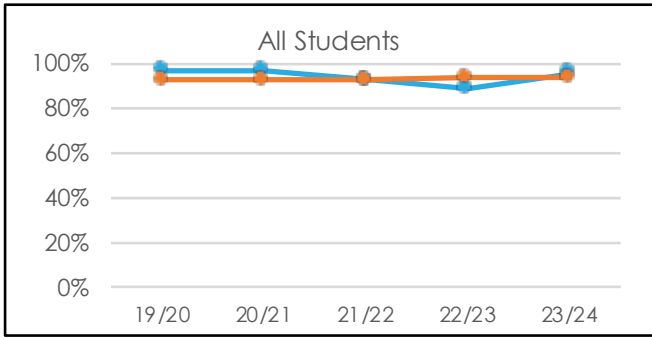
	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2019/2020	95%	89%	82%	94%
2020/2021	95%	91%	89%	95%
2021/2022	96%	91%	84%	95%
2022/2023	96%	92%	87%	95%
2023/2024	95%	92%	88%	96%



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

	Burnaby			
Year is used in chart	All Students	Indigenous Students	CYIC	Diverse Abilities
2019/2020	97%	90%	79%	93%
2020/2021	97%	95%	85%	98%
2021/2022	93%	90%	87%	95%
2022/2023	89%	92%	91%	94%
2023/2024	96%	90%	85%	97%

	Province			
Year is used in chart	All Students	Indigenous Students	CYIC	Diverse Abilities
2019/2020	93%	83%	72%	89%
2020/2021	93%	85%	75%	90%
2021/2022	93%	86%	77%	91%
2022/2023	94%	87%	79%	92%
2023/2024	94%	87%	80%	92%

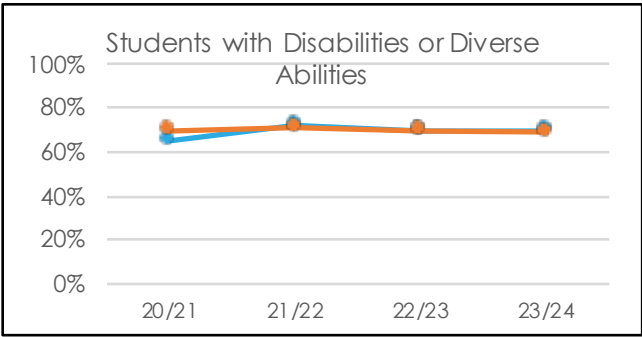
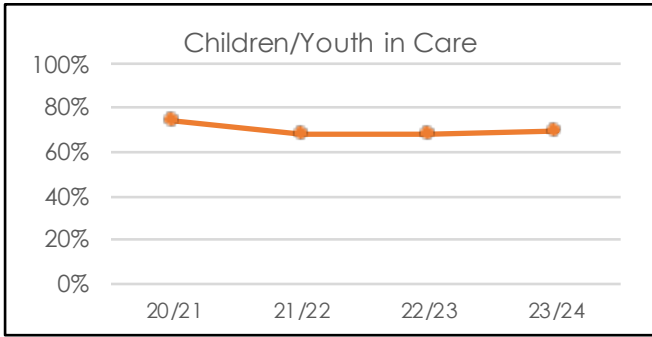
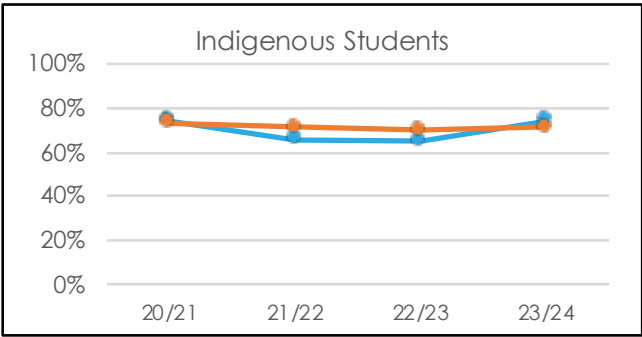
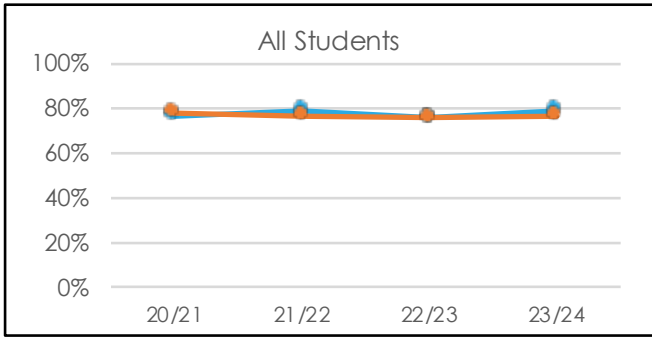


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Welcome:

Grade 4	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	77%	74%	Msk	65%
2021/2022	79%	66%	Msk	72%
2022/2023	76%	65%	Msk	70%
2023/2024	79%	74%	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%
2023/2024	77%	71%	69%	69%

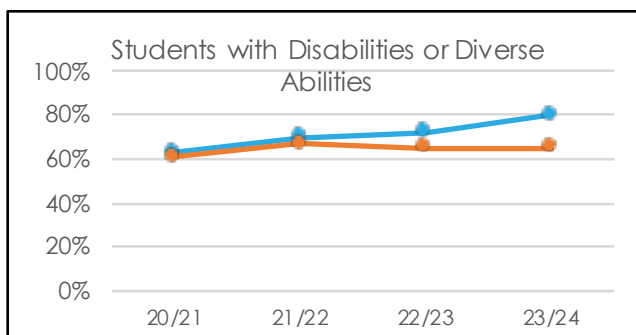
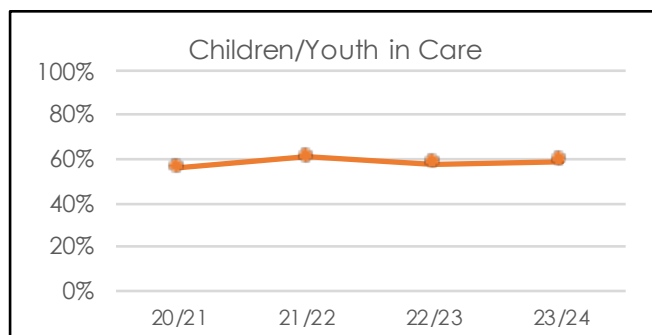
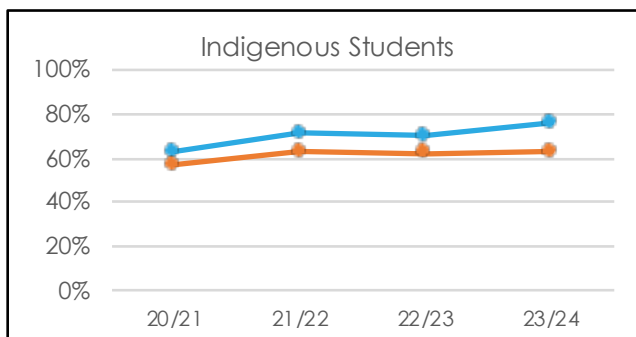
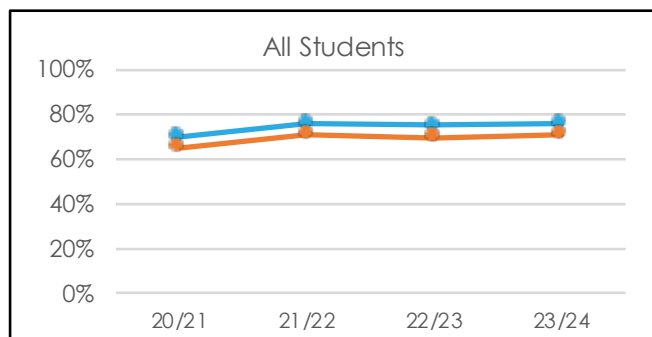


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Welcome:

Grade 7	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	70%	63%	Msk	63%
2021/2022	76%	71%	Msk	70%
2022/2023	75%	70%	Msk	72%
2023/2024	76%	76%	Msk	80%

Grade 7	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	65%	57%	56%	61%
2021/2022	71%	63%	61%	67%
2022/2023	70%	62%	58%	65%
2023/2024	71%	63%	59%	65%

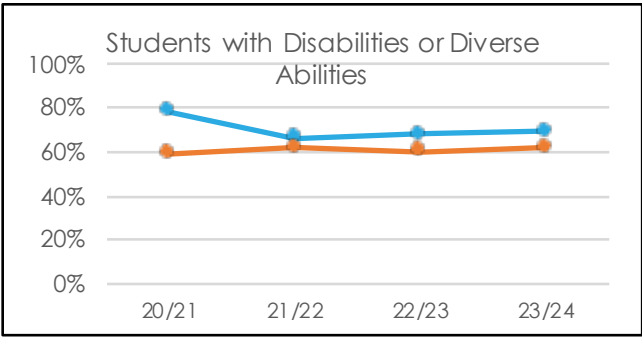
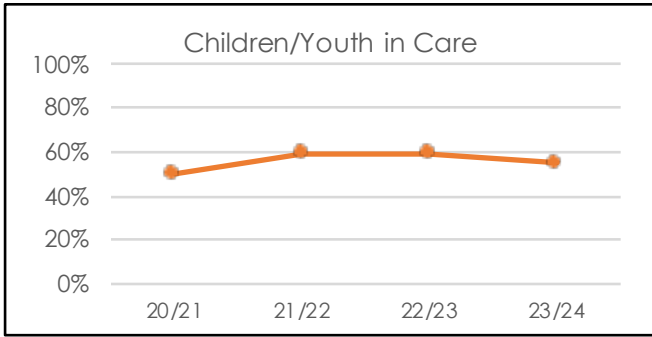
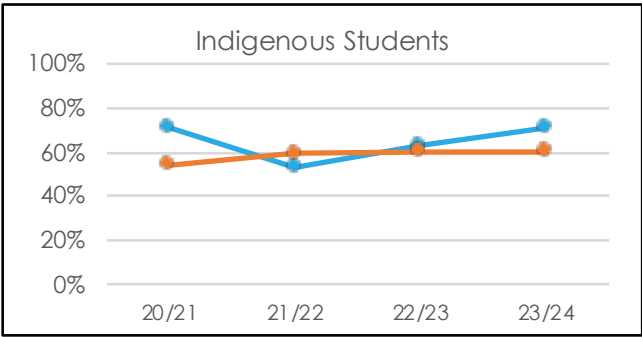
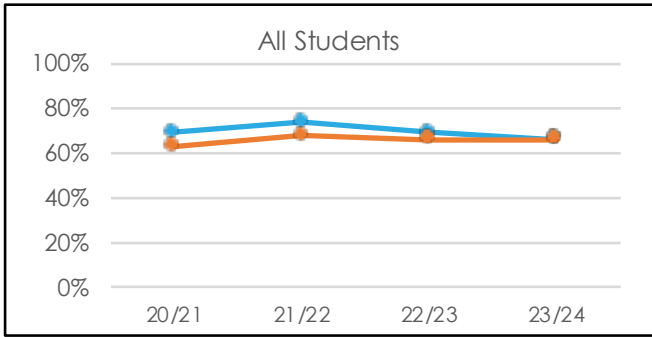


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

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%	63%	Msk	68%
2023/2024	66%	71%	Msk	69%

	Province			
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	63%	54%	50%	59%
2021/2022	68%	59%	59%	62%
2022/2023	66%	60%	59%	60%
2023/2024	66%	60%	55%	62%



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

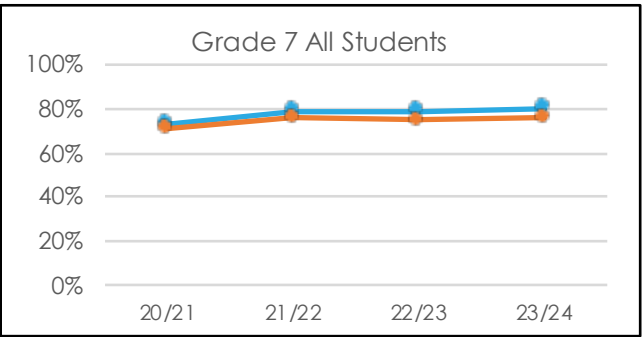
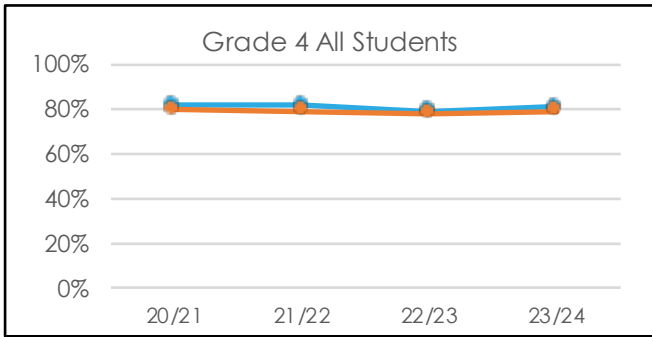
Feel Safe:

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	82%	Anonymous		
2021/2022	82%			
2022/2023	79%			
2023/2024	81%			

	Province			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	80%	Anonymous		
2021/2022	79%			
2022/2023	78%			
2023/2024	79%			

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	73%	Anonymous		
2021/2022	79%			
2022/2023	79%			
2023/2024	80%			

	Province			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	71%	Anonymous		
2021/2022	76%			
2022/2023	75%			
2023/2024	76%			

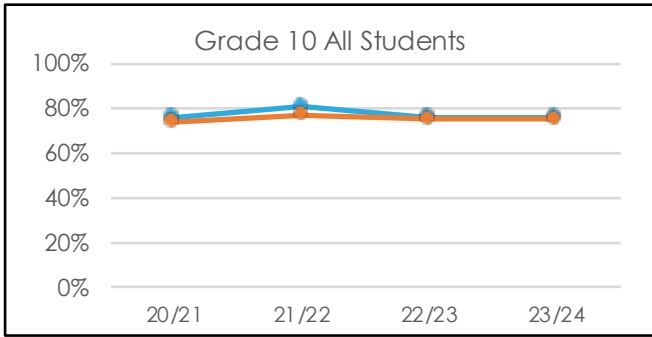


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

Feel Safe:

Burnaby				
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	76%	Anonymous		
2021/2022	81%			
2022/2023	76%			
2023/2024	76%			

Province				
Grade 10	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	74%	Anonymous		
2021/2022	77%			
2022/2023	75%			
2023/2024	75%			

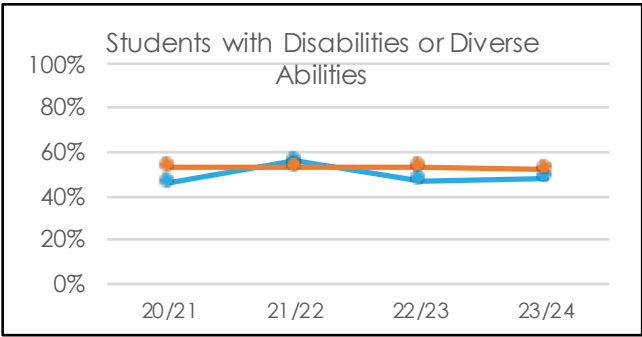
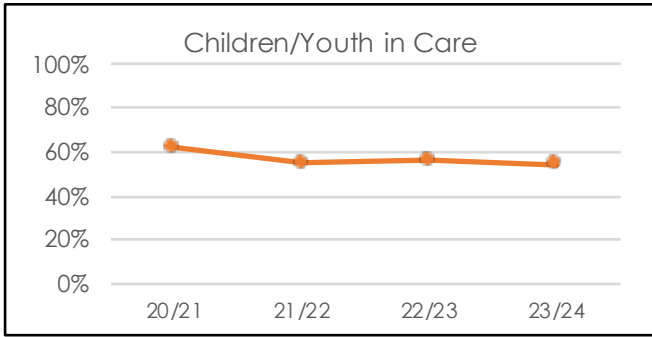
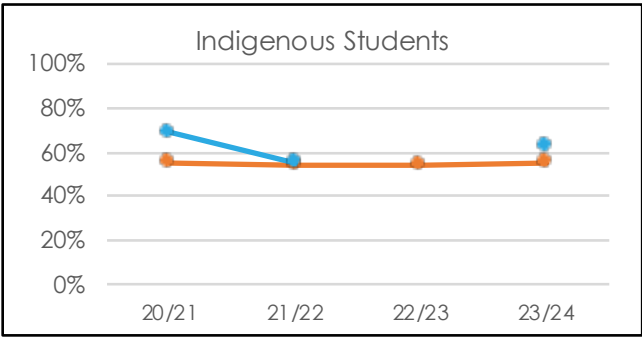
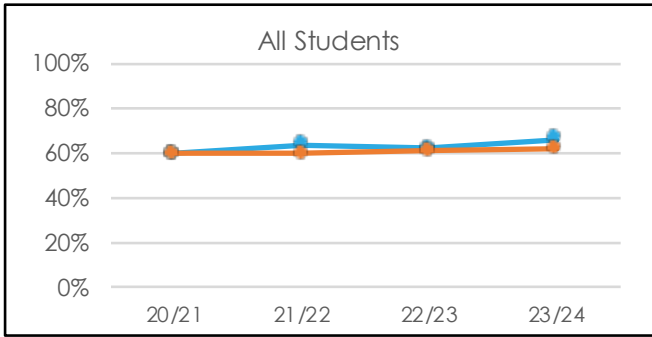


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging:

Grade 4	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	69%	Msk	46%
2021/2022	64%	55%	Msk	56%
2022/2023	62%	Msk	Msk	47%
2023/2024	66%	63%	Msk	48%

Grade 4	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	55%	62%	53%
2021/2022	60%	54%	55%	53%
2022/2023	61%	54%	56%	53%
2023/2024	62%	55%	54%	52%

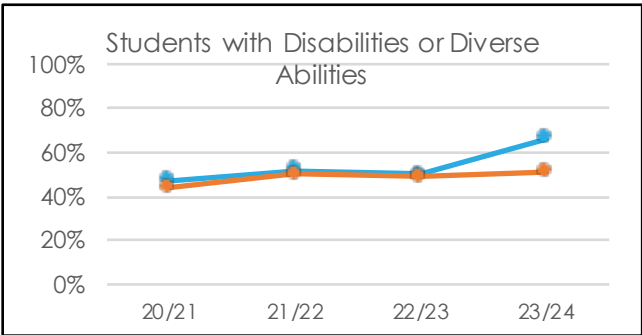
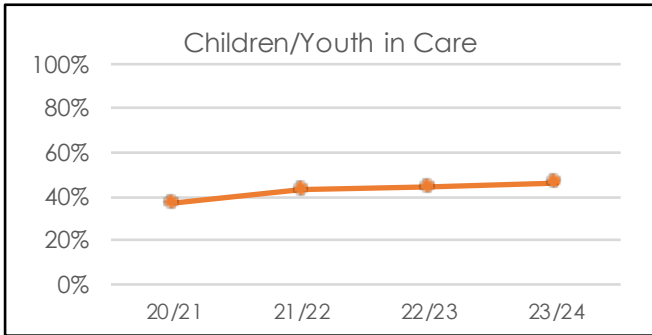
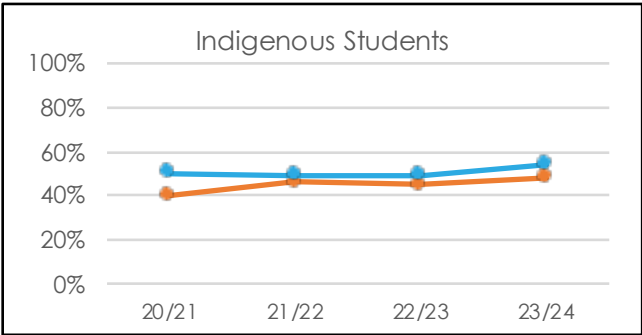
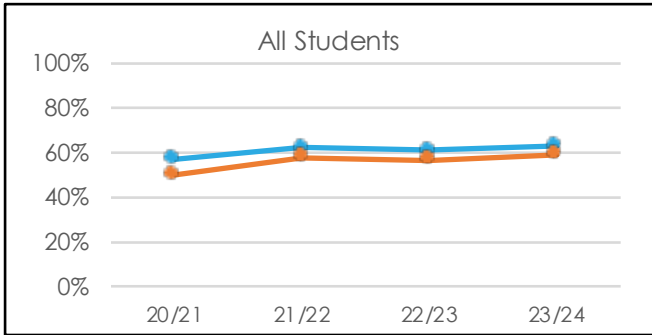


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

School Belonging:

Grade 7	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	57%	50%	Msk	47%
2021/2022	62%	49%	Msk	52%
2022/2023	61%	49%	Msk	50%
2023/2024	63%	54%	Msk	66%

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%	44%	49%
2023/2024	59%	48%	46%	51%

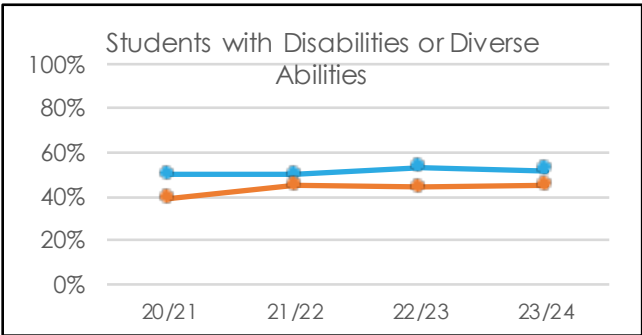
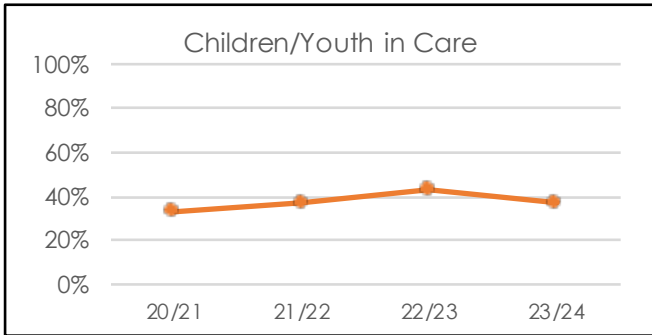
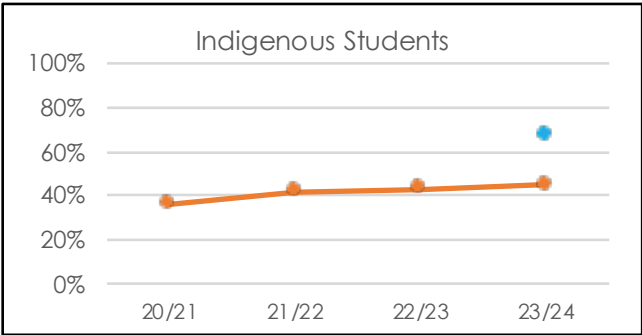
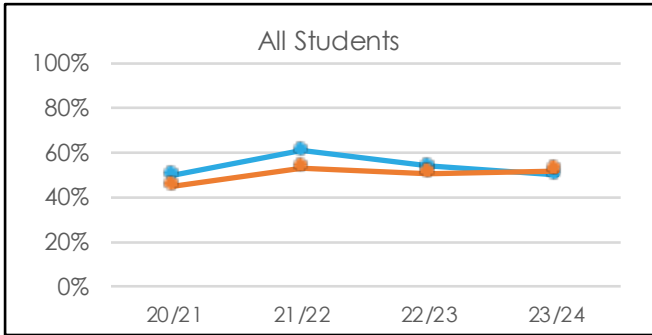


Measure 3.1. Student Learning Survey: percentage of students who feel welcome, safe, and have a sense of belonging in their school

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%
2023/2024	50%	67%	Msk	52%

Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	45%	36%	33%	39%
2021/2022	53%	42%	37%	45%
2022/2023	51%	43%	43%	44%
2023/2024	52%	45%	37%	45%

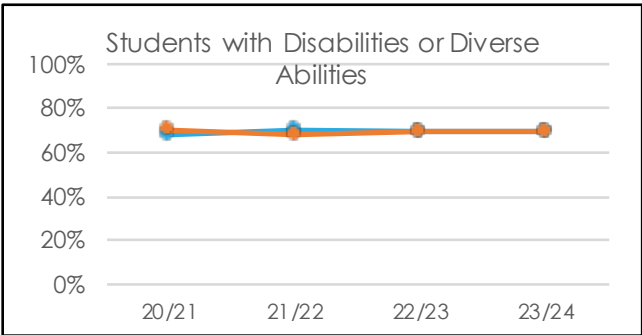
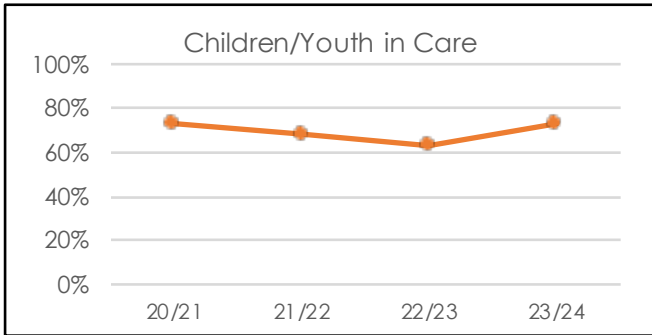
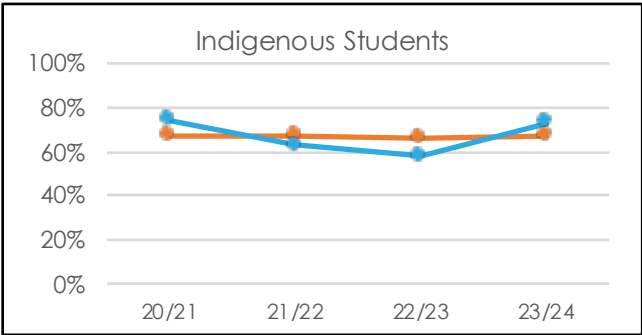
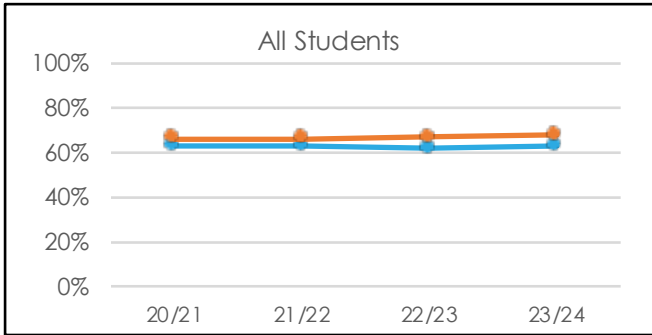


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

Adults Care:

	Burnaby			
Grade 4	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	63%	74%	Msk	68%
2021/2022	63%	63%	Msk	70%
2022/2023	62%	58%	Msk	69%
2023/2024	63%	73%	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%	63%	69%
2023/2024	68%	67%	73%	69%

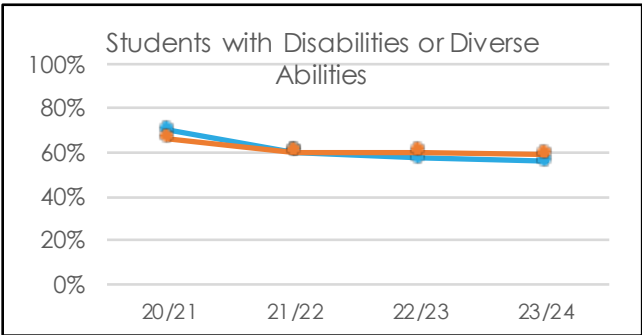
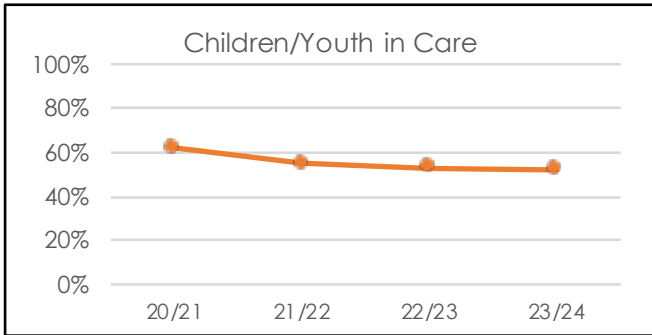
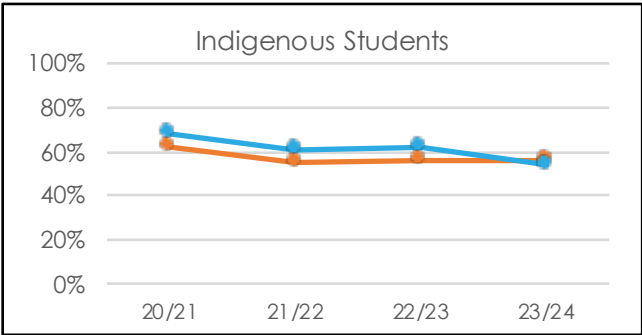
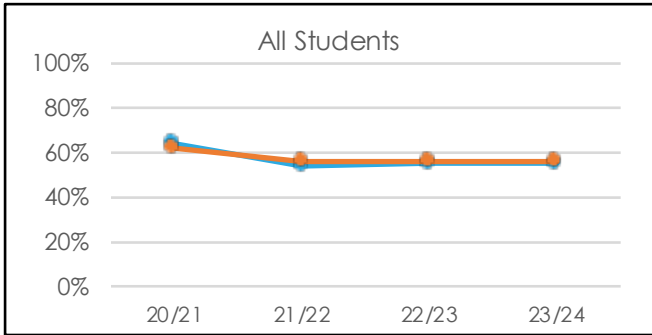


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

Adults Care:

	Burnaby			
Grade 7	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	64%	68%	Msk	70%
2021/2022	54%	61%	Msk	60%
2022/2023	55%	62%	Msk	57%
2023/2024	55%	54%	Msk	56%

	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%	53%	60%
2023/2024	56%	56%	52%	59%

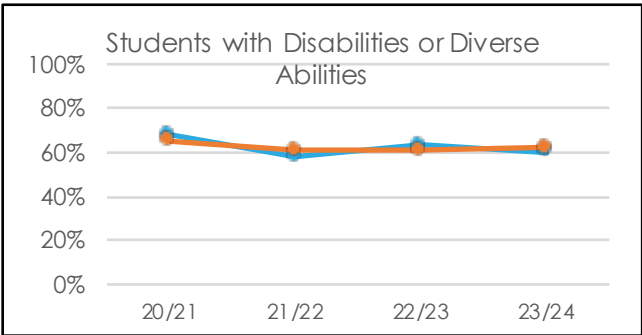
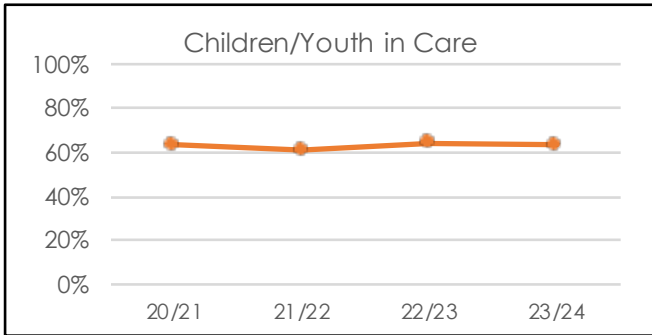
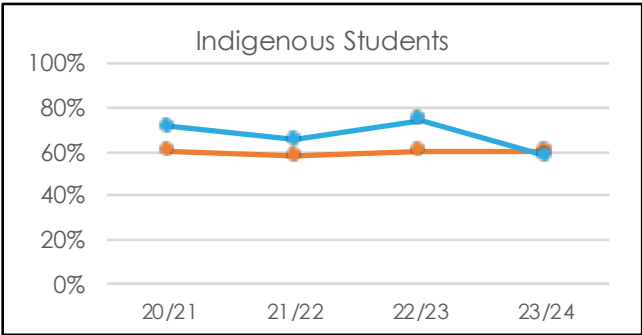
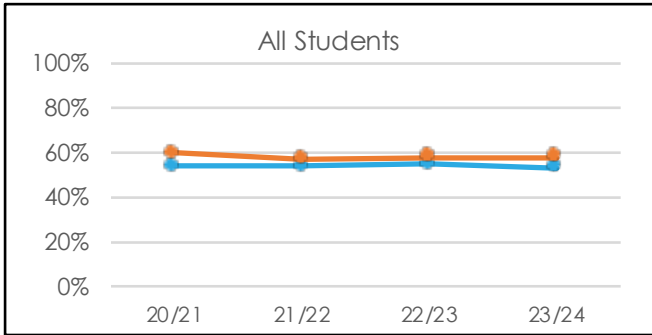


Measure 3.2. Student Learning Survey: percentage of students who feel there are two or more adults at their school who care about them

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%	74%	Msk	63%
2023/2024	53%	58%	Msk	60%

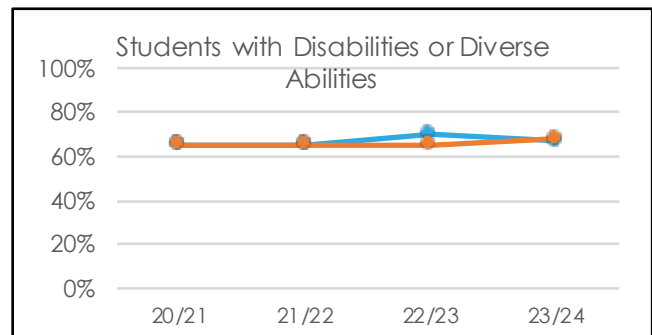
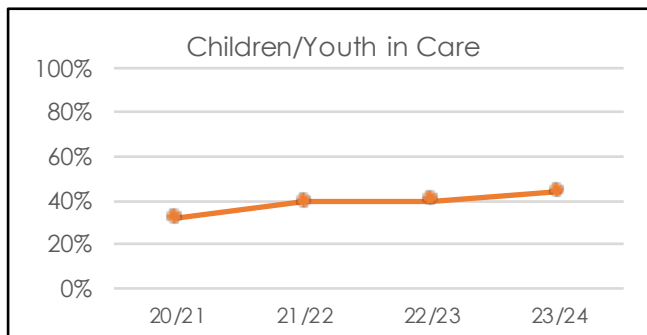
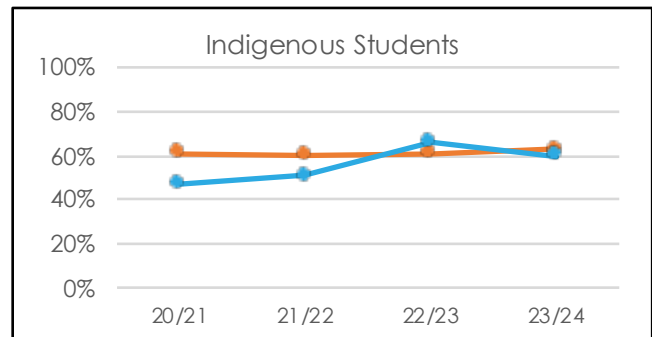
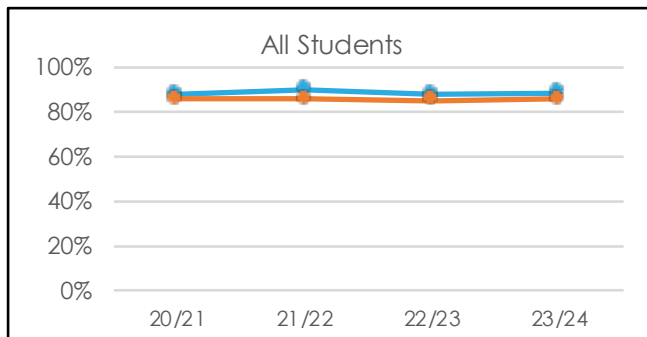
Grade 10	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	60%	60%	63%	65%
2021/2022	57%	58%	61%	61%
2022/2023	58%	60%	64%	61%
2023/2024	58%	60%	63%	62%



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%
2023/2024	89%	60%	Msk	67%

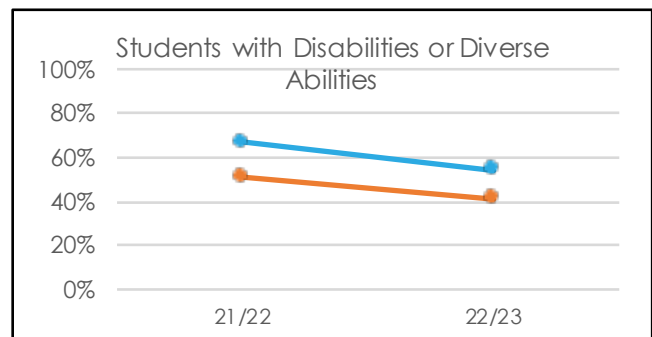
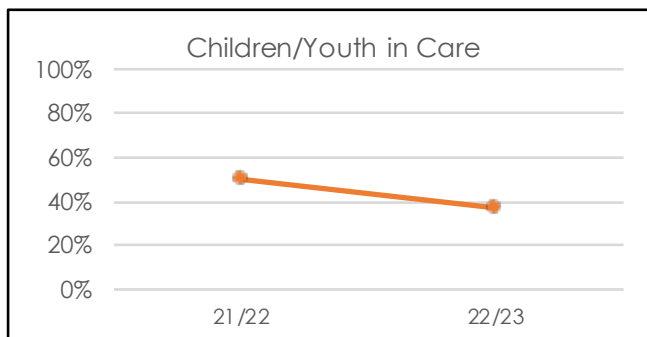
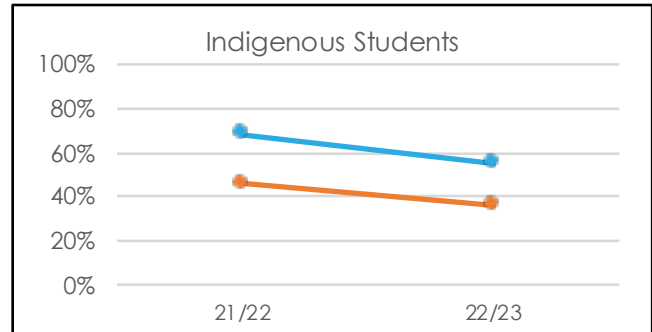
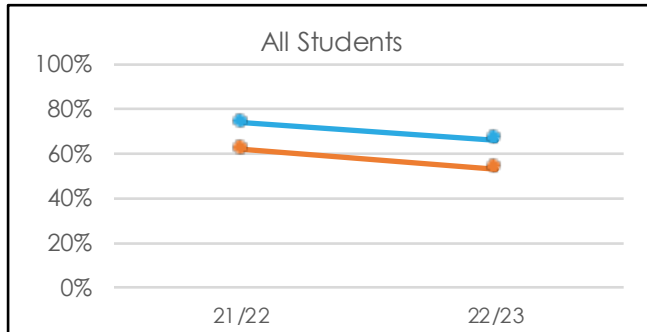
	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2020/2021	86%	61%	32%	65%
2021/2022	86%	60%	39%	65%
2022/2023	85%	61%	40%	65%
2023/2024	86%	63%	44%	68%



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

	Burnaby			
	All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	74%	68%	Msk	67%
2022/2023	66%	55%	Msk	54%

	Province			
	All Students	Indigenous	CYIC	Diverse Abilities
2021/2022	62%	46%	50%	51%
2022/2023	53%	36%	37%	41%



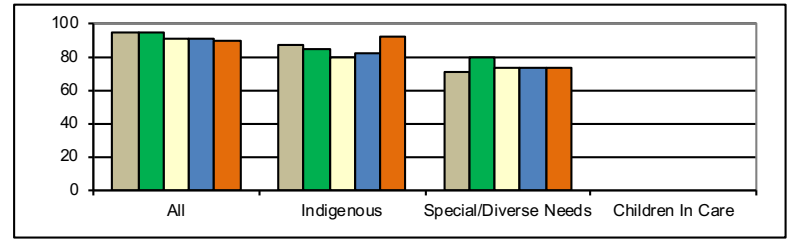
Appendix B. Summative Report Card Results - Elementary

Report Card Results - Language Arts

2021	2022	2023	2024	2025
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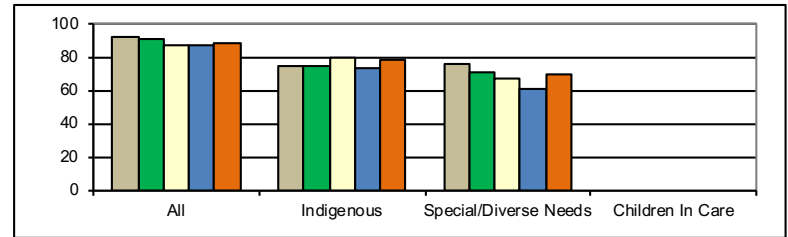
Kindergarten. English Language Arts. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2025	90	92	74	Msk
2024	91	82	73	Msk
2023	90	79	74	Msk
2022	95	85	80	Msk
2021	95	88	71	Msk



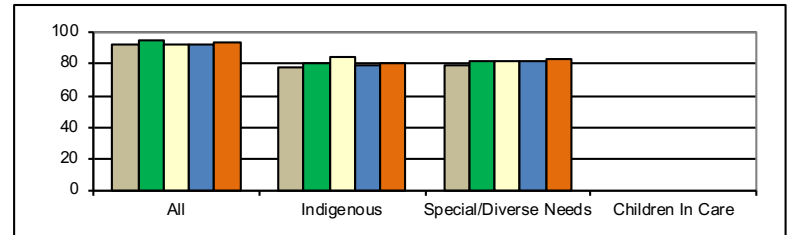
Grade 1-3. Reading. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2025	88	79	70	Msk
2024	87	74	61	Msk
2023	87	80	67	Msk
2022	91	74	71	Msk
2021	93	75	76	Msk



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

	All	Indigenous	Special/ Diverse Needs	Children In Care
2025	93	81	83	Msk
2024	92	79	82	Msk
2023	93	84	82	Msk
2022	95	81	82	Msk
2021	93	78	79	Msk

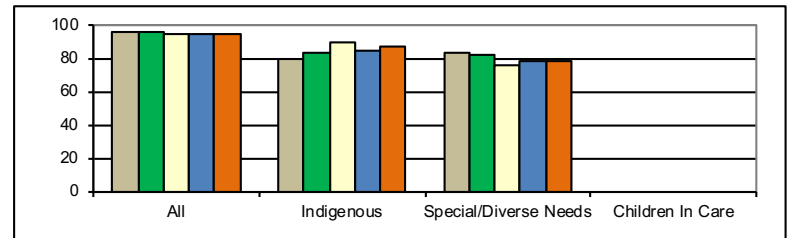


Report Card Results - Numeracy

2020	2021	2022	2023	2024
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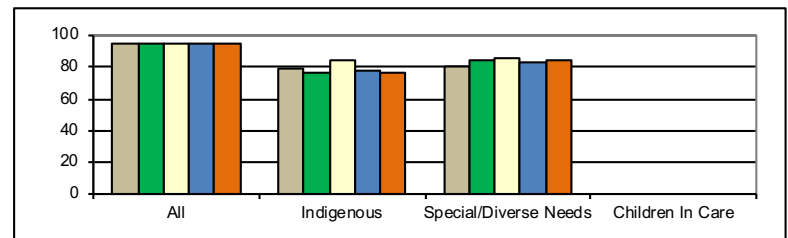
Grade 1-3. Mathematics. Percentage of students Developing, Proficient or Extending

	All	Indigenous	Special/ Diverse Needs	Children In Care
2025	95	87	78	Msk
2024	95	85	78	Msk
2023	95	90	76	Msk
2022	96	83	82	Msk
2021	96	80	83	Msk



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

	All	Indigenous	Special/ Diverse Needs	Children In Care
2025	95	76	84	Msk
2024	94	78	83	Msk
2023	95	84	86	Msk
2022	95	76	84	Msk
2021	95	78	80	Msk



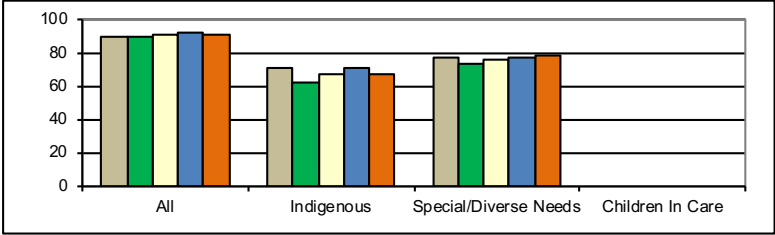
Appendix B. Summative Report Card Results - Secondary

Report Card Results - Secondary Schools

2021	2022	2023	2024	2025
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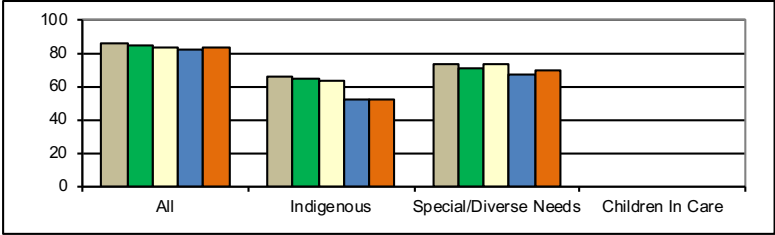
English Language Arts. Percentage of Students Achieving Developing, Proficient or Extending, or Grade C or Above

	All	Indigenous	Special/Diverse Needs	Children In Care
2025	91	67	78	Msk
2024	92	71	77	Msk
2023	91	67	75	Msk
2022	89	62	73	Msk
2021	90	71	77	Msk



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

	All	Indigenous	Special/Diverse Needs	Children In Care
2025	83	53	69	Msk
2024	82	53	67	Msk
2023	83	64	73	Msk
2022	84	65	71	Msk
2021	86	66	74	Msk



Interim Progress: Enhancing Student Learning Report September 2025

Enhancing Student Learning Report (ESLR)

- The Enhancing Student Learning Report (ESLR) supports a system wide focus on improving student outcomes and life chances for every student
- The report is submitted every three years, with Interim Progress Reports submitted in the two years in-between
- Provides an opportunity for districts to:
 - **Review** and analyze student learning data and evidence
 - **Reflect** on the past year's progress towards meeting strategic plan priorities and outcomes
 - **Plan** for the coming year and share strategic and operational adjustments, adaptations, and next steps

Enhancing Student Learning Report (ESLR)

The report provides a summary of student performance in specific educational outcomes and measures and includes strategies to support emerging areas of need for each educational outcome.

Intellectual Development

Measure 1.1 - Current year and 5-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.

Enhancing Student Learning Report (ESLR)

Intellectual Development

Measure 2.1 - Current year and 5-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.

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

Enhancing Student Learning Report (ESLR)

Human and Social Development

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.

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.

Enhancing Student Learning Report (ESLR)

Career Development

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 .

Enhancing Student Learning Report (ESLR)

Career Development

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

Enhancing Student Learning Report (ESLR)

The Burnaby School District collects and analyzes Provincial and District data paying particular attention to:

- English Language Learners
- Indigenous students
- Children and youth in care
- Students with disabilities or diverse abilities

Enhancing Student Learning Report (ESLR)

The Burnaby School District collects and analyzes a variety of Provincial and District data:

Provincial and District Data

Intellectual Development	Human and Social Development	Career Development
Foundation Skills Assessment Grades 4 and 7	Student Learning Survey Results	Graduation Completion Rates
Grade 10 Literacy and Numeracy Assessments		Post Secondary Transition Rates
Grade-to-Grade Transitions		
Literacy and Numeracy Report Card Data		

Enhancing Student Learning Report (ESLR)

Other Information Sources

Ministry of Education and Child Care	Other Research	District
Aboriginal How Are We Doing Report	Early Development Instrument (EDI)	School Based Literacy and Numeracy Assessments
	Middle Years Development Instrument (MDI)	District Student Voice Forums
	Youth Development Instrument (YDI)	Life Skills and Transition Information for students with disabilities or diverse abilities

Moving Forward

Priorities

Supporting all students

- Literacy
- Numeracy

School and District planning process - alignment

- Alignment with School and Department plans

Developing District Literacy and Numeracy Assessments

- School and District data to inform planning

Moving Forward

Some Key Priorities

English Language Learners

- Align the timing and accuracy of assessments to support student placement in programs

Indigenous Students

- Focus on strategies to support positive attendance

Moving Forward

Some Key Priorities

Students with Disabilities or Diverse Abilities

- Programming in life skills and work experience to support students' post-school independence and employability

Children and Youth in Care

- Support youth in transition planning and ensure school and community supports are aligned

Questions

The background of the slide is composed of several overlapping, curved bands of color. At the top is a solid blue band. Below it is a wide band with a gradient from light green on the left to a slightly darker green on the right. At the bottom is another blue band, which is separated from the green band by a thin white horizontal line. The bottom blue band features a subtle, curved gradient from a lighter blue on the left to a darker blue on the right.