Burnaby
SD041

Interim Progress Report September 2026

In Review of Year 2 of Strategic Plan 2025-2030

Approved by Board on September 29, 2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

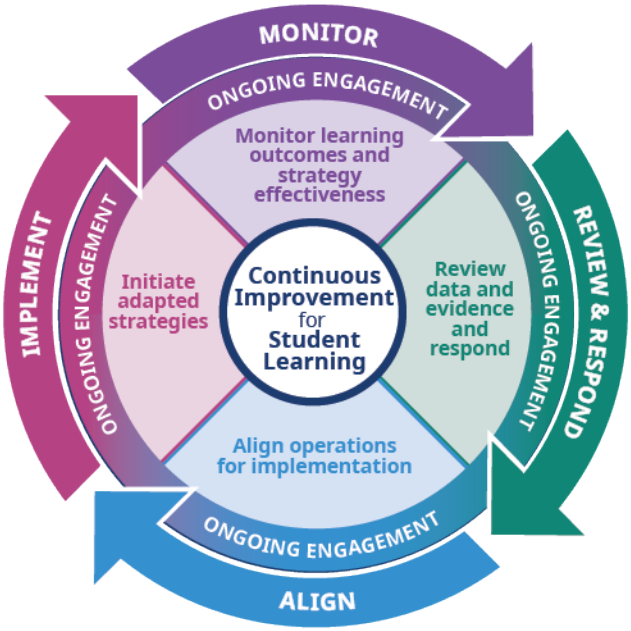
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

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.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report here.

Interpreting the provincial data graphs

Masked	This marker indicates that the data is masked according to the above policy to protect student privacy.
No Data	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

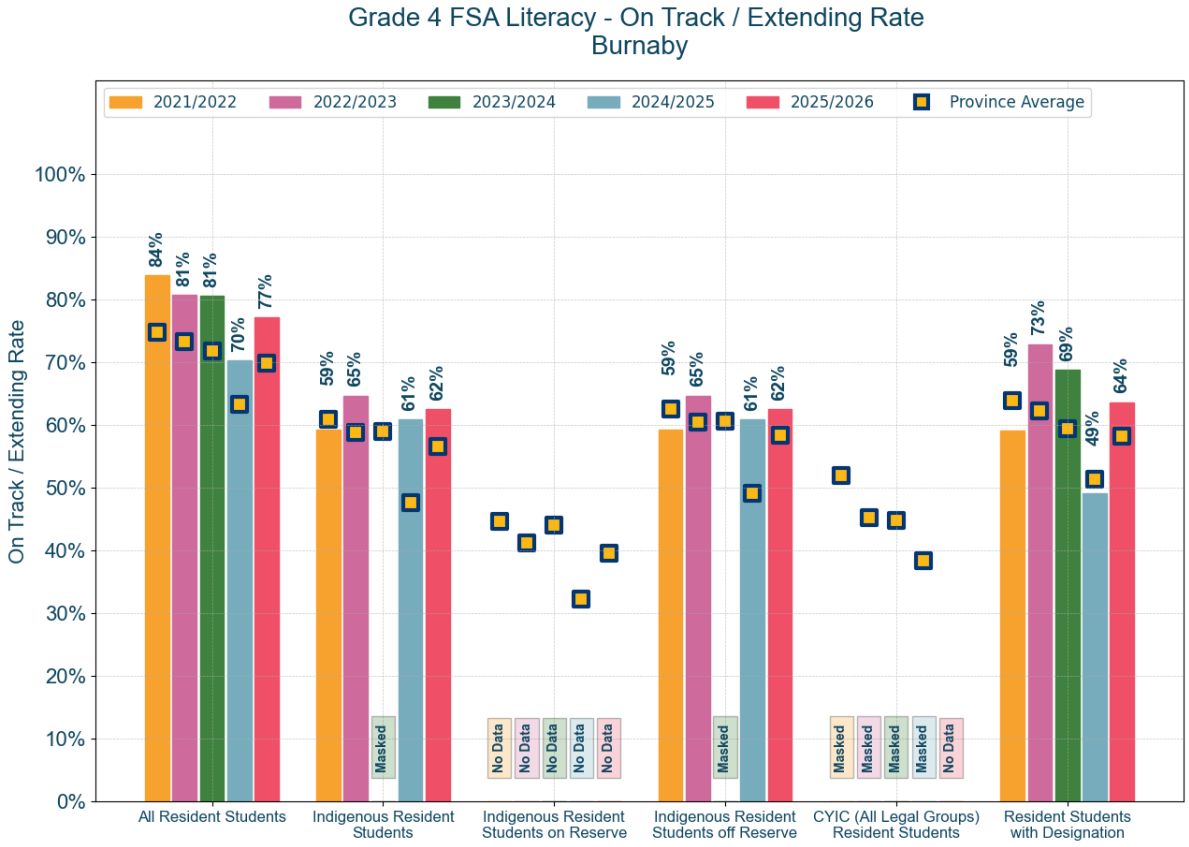
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1881 | 55%	1862 | 57%	2028 | 60%	2028 | 64%	2159 | 68%
Indigenous Resident Students	77 | 35%	53 | 32%	49 | 43%	56 | 41%	53 | 60%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	53 | 32%	49 | 43%	56 | 41%	53 | 60%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	185 | 24%	171 | 28%	208 | 37%	202 | 29%	239 | 41%



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1783 | 53%	1792 | 57%	1984 | 57%	2141 | 68%	2031 | 67%
Indigenous Resident Students	61 | 33%	68 | 43%	66 | 42%	63 | 56%	48 | 38%
Indigenous Resident Students on Reserve	Masked	0	0	0	Masked
Indigenous Resident Students off Reserve	Masked	68 | 43%	66 | 42%	63 | 56%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	244 | 32%	273 | 29%	286 | 40%	298 | 49%	272 | 46%

Grade 7 FSA Literacy - On Track / Extending Rate
Burnaby

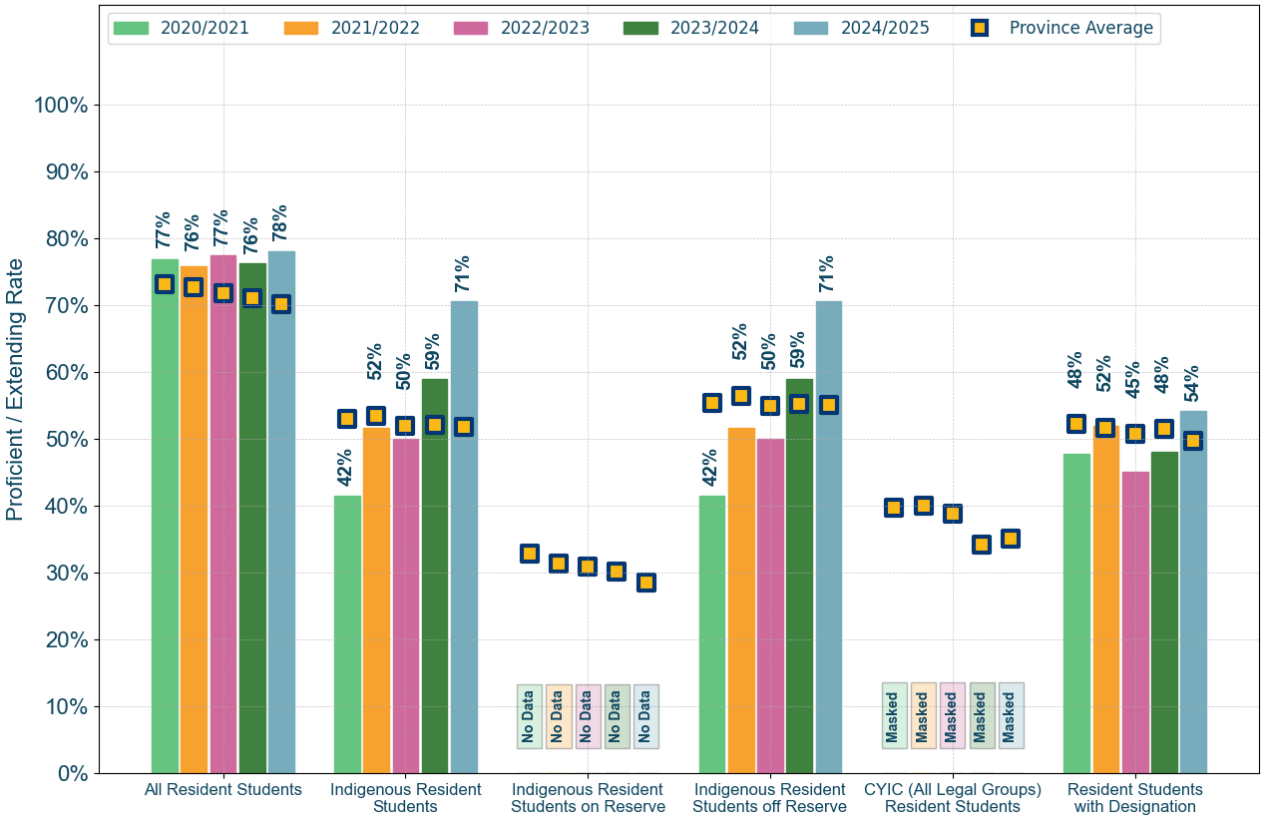


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1778 | 86%	1839 | 87%	2045 | 89%	2116 | 88%	2163 | 88%
Indigenous Resident Students	75 | 71%	78 | 65%	71 | 73%	79 | 66%	61 | 69%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	75 | 71%	Masked	71 | 73%	79 | 66%	61 | 69%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	272 | 67%	246 | 73%	266 | 77%	276 | 71%	297 | 74%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Burnaby

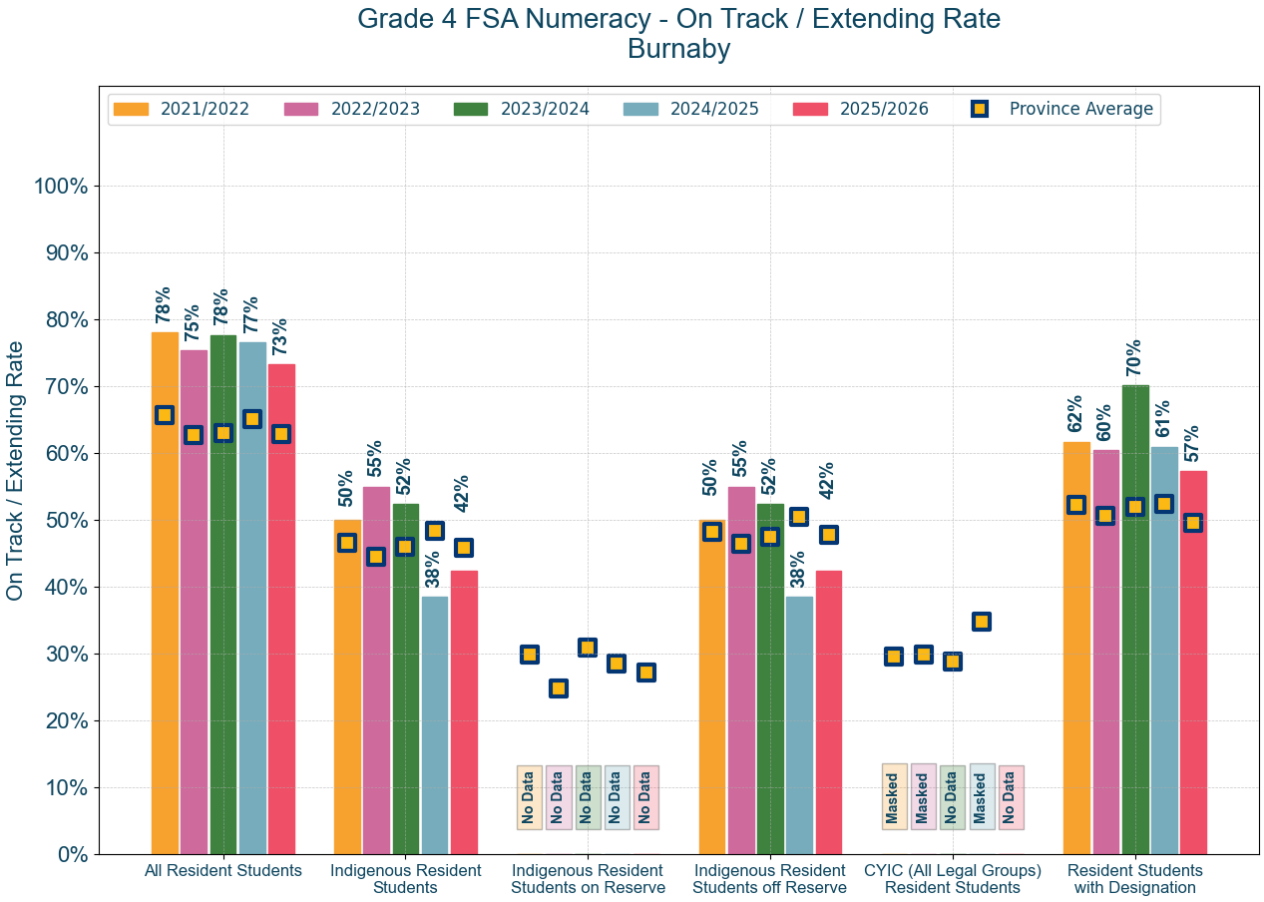


Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

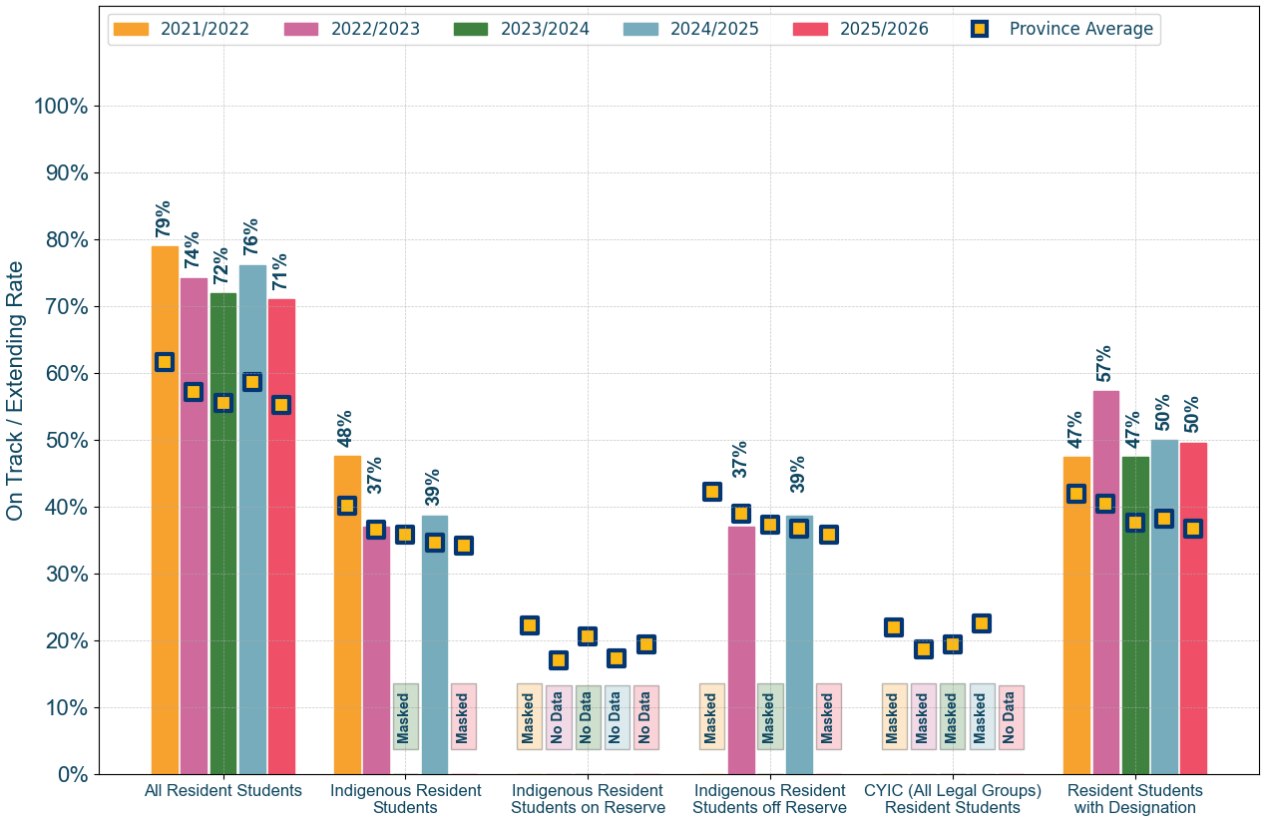
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1881 | 55%	1862 | 57%	2028 | 61%	2028 | 65%	2159 | 69%
Indigenous Resident Students	77 | 34%	53 | 38%	49 | 43%	56 | 46%	53 | 62%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	53 | 38%	49 | 43%	56 | 46%	53 | 62%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	185 | 25%	171 | 28%	208 | 37%	202 | 32%	239 | 40%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1783 | 53%	1792 | 57%	1984 | 58%	2141 | 68%	2031 | 67%
Indigenous Resident Students	61 | 34%	68 | 40%	66 | 42%	63 | 49%	48 | 31%
Indigenous Resident Students on Reserve	Masked	0	0	0	Masked
Indigenous Resident Students off Reserve	Masked	68 | 40%	66 | 42%	63 | 49%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	244 | 32%	273 | 27%	286 | 41%	298 | 47%	272 | 45%

Grade 7 FSA Numeracy - On Track / Extending Rate
Burnaby

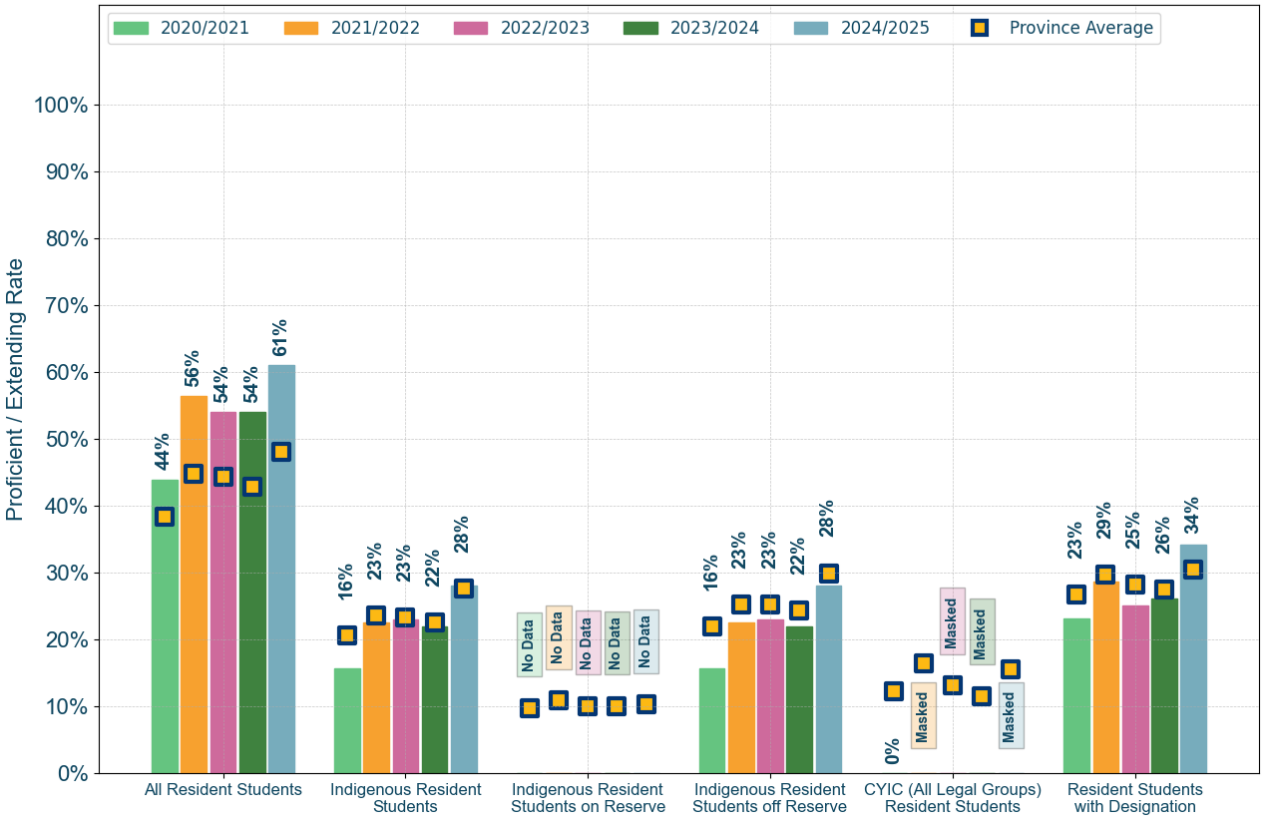


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1777 | 86%	1835 | 87%	2043 | 88%	2111 | 89%	2163 | 88%
Indigenous Resident Students	73 | 70%	77 | 68%	69 | 67%	78 | 67%	61 | 70%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	73 | 70%	Masked	69 | 67%	78 | 67%	61 | 70%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	272 | 65%	246 | 74%	266 | 74%	277 | 70%	296 | 68%

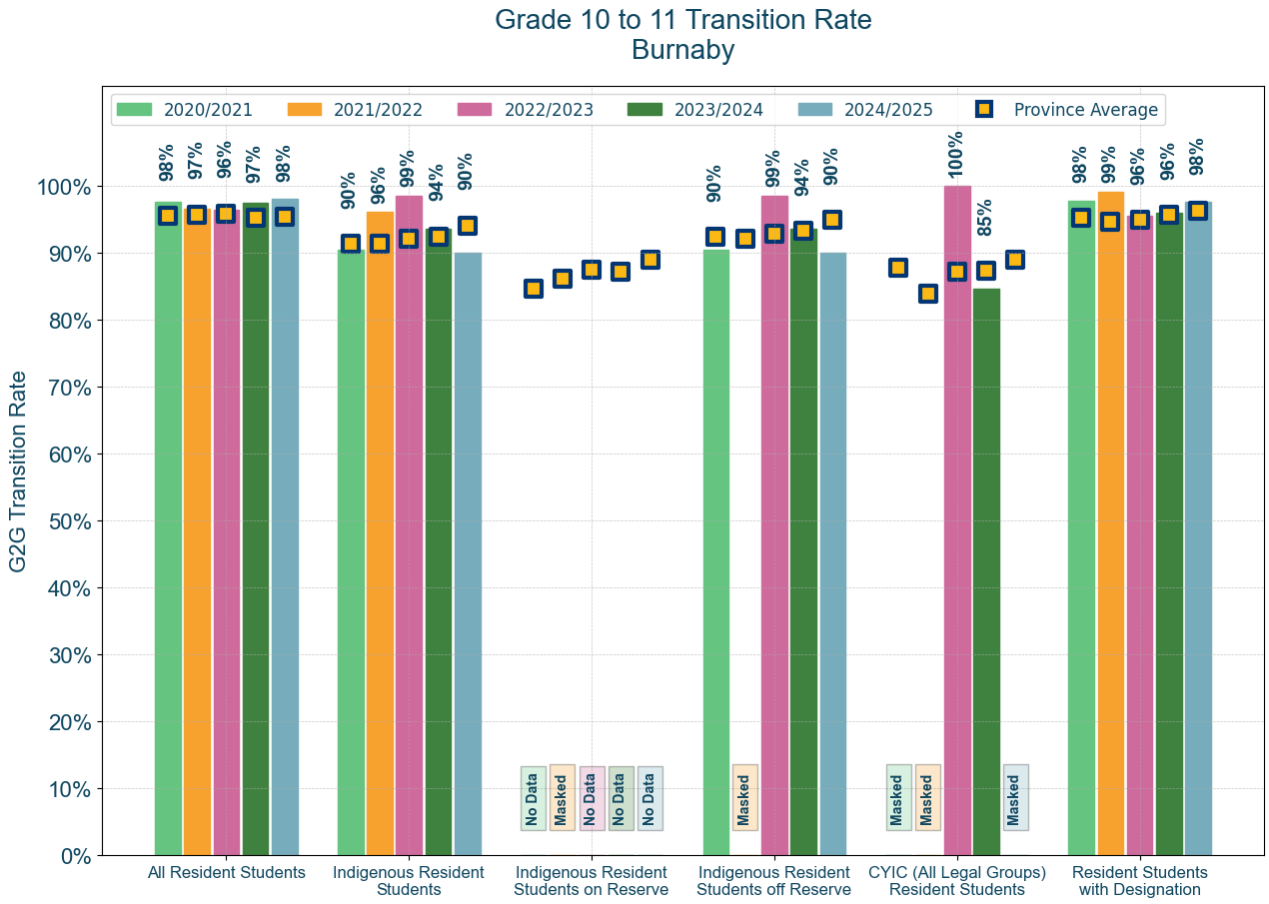
Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Burnaby



Measure 2.3: Grade-to-Grade Transitions

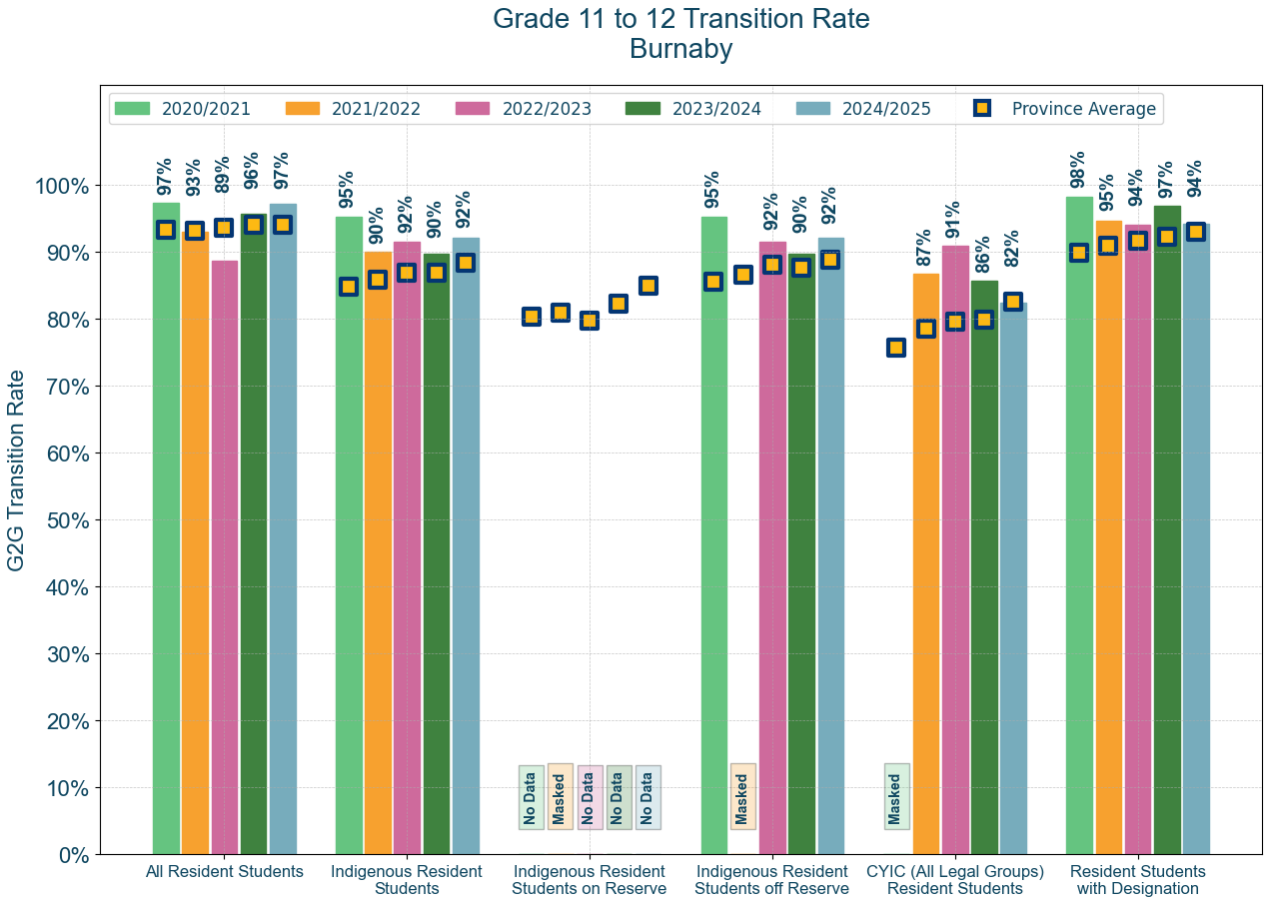
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1782	1837	2048	2113	2168
Indigenous Resident Students	73	77	71	79	60
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	73	Masked	71	79	60
CYIC (All Legal Groups) Resident Students	Masked	Masked	12	13	Masked
Resident Students with Designation	270	247	267	278	295



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1796	1896	2071	2169	2224
Indigenous Resident Students	64	80	83	68	76
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	64	Masked	83	68	76
CYIC (All Legal Groups) Resident Students	Masked	15	11	14	17
Resident Students with Designation	233	264	255	254	296



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Burnaby students continue to perform above the provincial average in literacy and numeracy measures.
- We see an upward trend across all Literacy measures except Children in Youth and Care Grade 10 Graduation Literacy Assessment.
- Numeracy results are mixed, with a continuation of a downward trend in grades 4 and 7, and an improvement in the grade 10 scores.
- We continue to see very high grade transition rates overall, though the transition rates for Indigenous students dropped in the past year and are below the provincial average.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Continue the implementation of the District Literacy Framework, with a focus on early literacy (K-3)
- Introduce and begin the implementation of the District Numeracy Framework, with a focus on intermediate numeracy (4-7)
- Continue with the implementation of the Literacy Intervention Model with direct instruction targeting grade 2 and 3 students

Human and Social Development

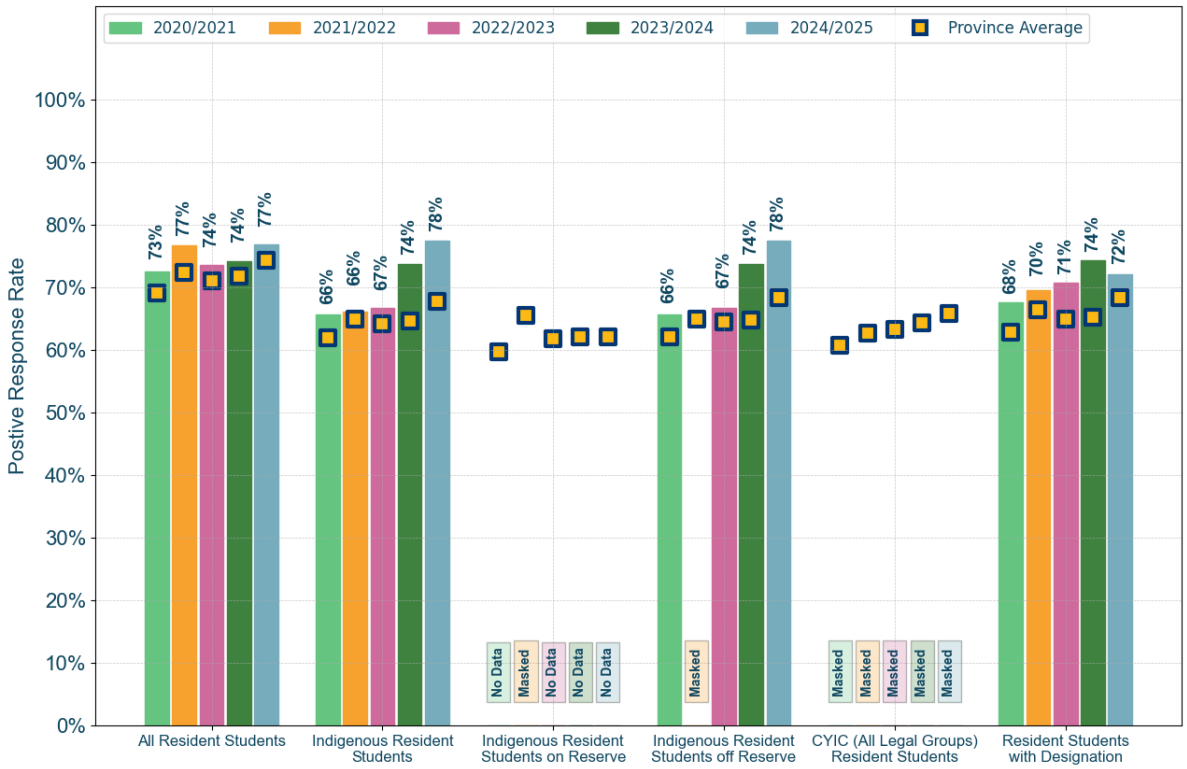
Educational Outcome 3: Feel Welcome, Safe, and Connected

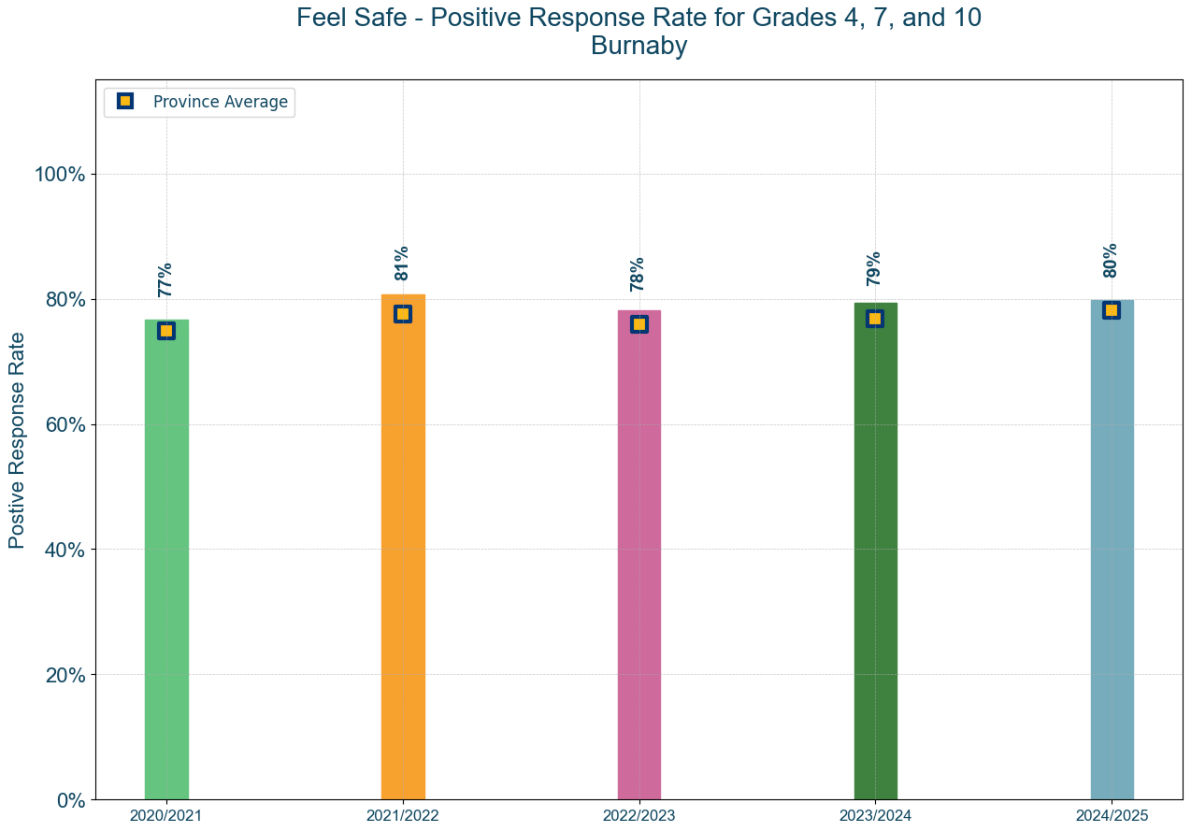
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

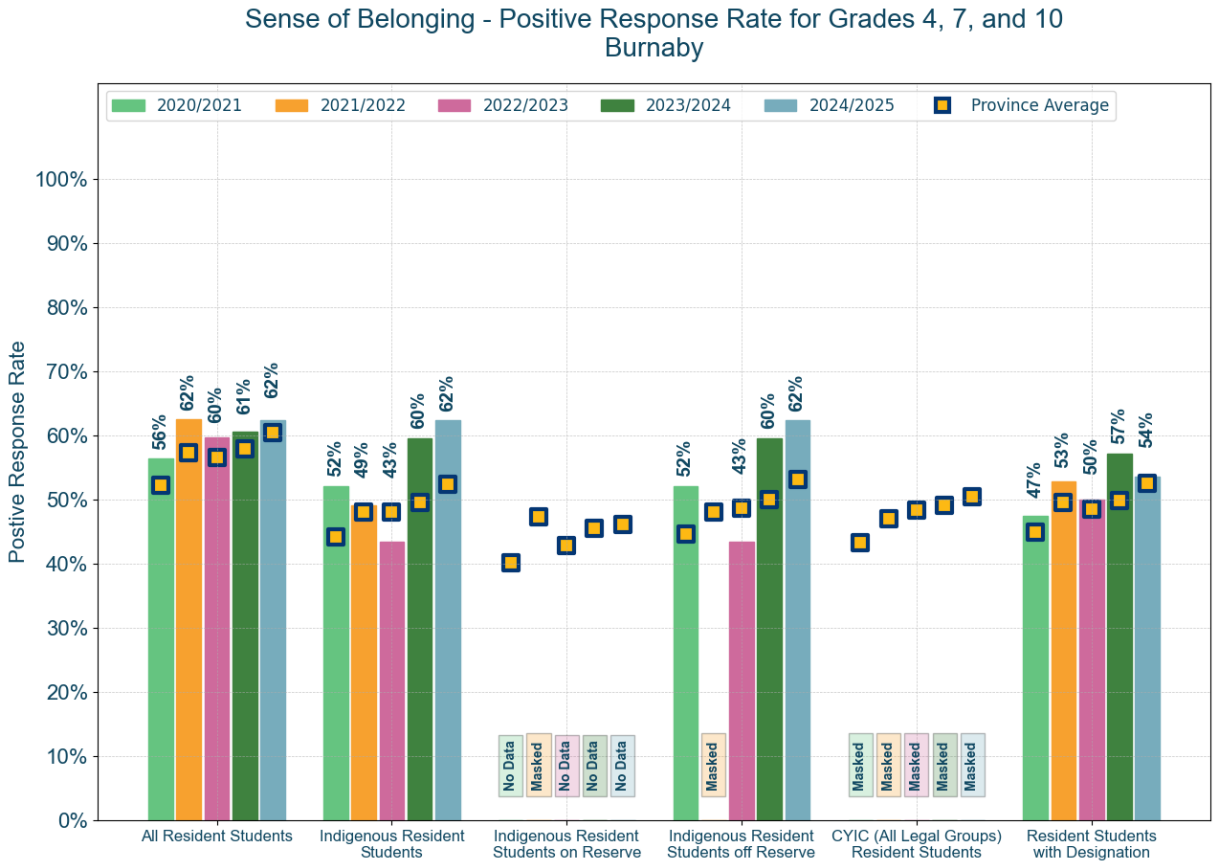
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5296 | 54%	5381 | 64%	5625 | 60%	6068 | 64%	6287 | 67%
Indigenous Resident Students	210 | 45%	210 | 52%	182 | 46%	189 | 55%	171 | 57%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	210 | 45%	Masked	182 | 46%	189 | 55%	171 | 57%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	635 | 41%	660 | 49%	682 | 48%	750 | 52%	771 | 54%

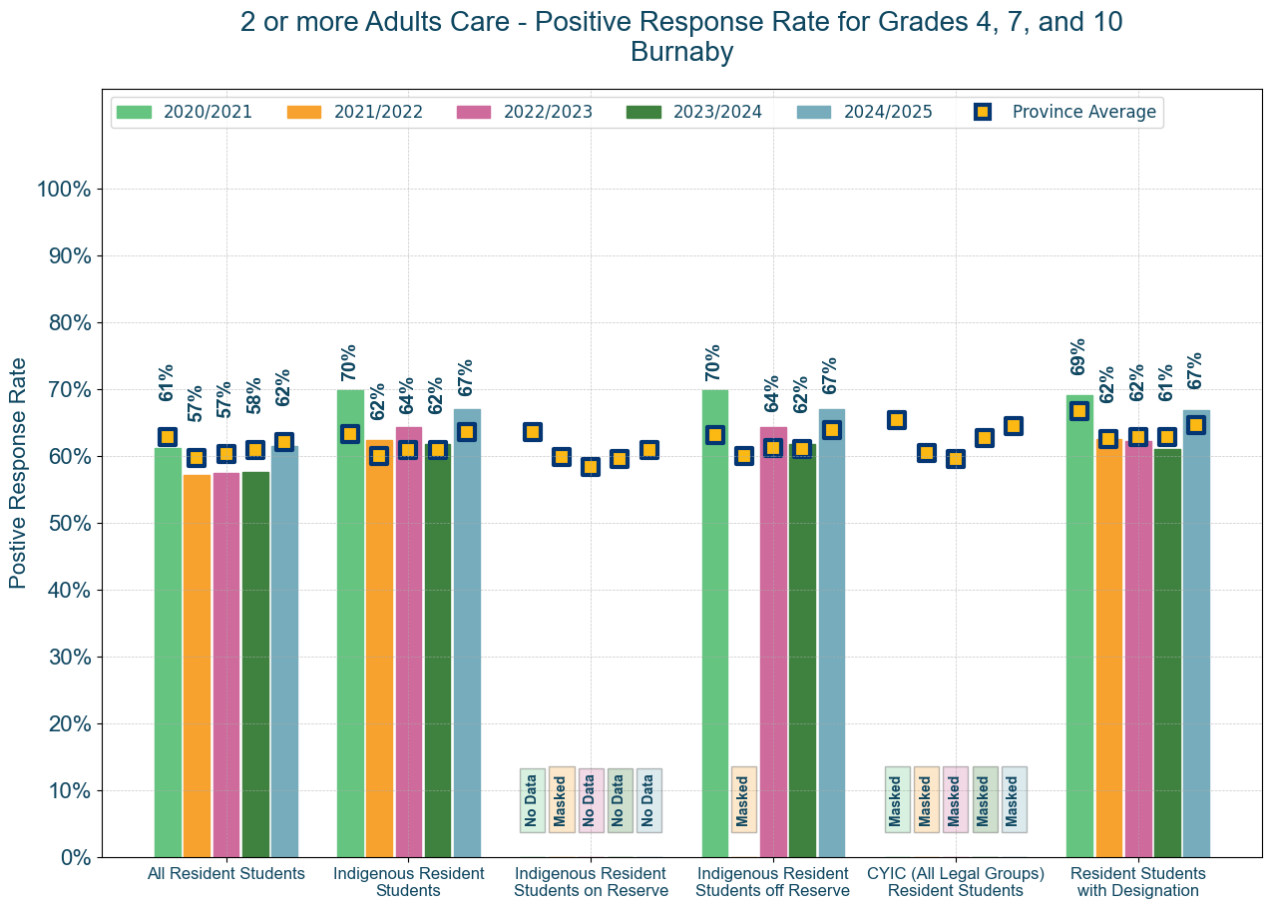
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Burnaby




Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Burnaby
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
77%
81%
78%
79%
80%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Burnaby
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
56%
62%
60%
61%
62%
52%
49%
43%
60%
62%
No Data
Masked
No Data
No Data
No Data
52%
Masked
43%
60%
62%
Masked
Masked
Masked
Masked
Masked
47%
53%
50%
57%
54%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Participation rates in the student learning survey continue to increase. The District remains above average in all measures, with improvement in most areas.
- Improvement in the percentage of students who feel that adults care about them at school has continued to improve.
- While these increases are promising, the District will continue to focus on student mental health and well-being and on supporting student connection at school.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Continue the implementation of the multi-year mental health and well-being framework.
- Continue to encourage school teams to map adult connections with vulnerable students and ensure no student is left without multiple connections and supports.
- Continue to implement the district Education Technology Plan, with a focus on Digital Citizenship and Literacy, and online safety.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

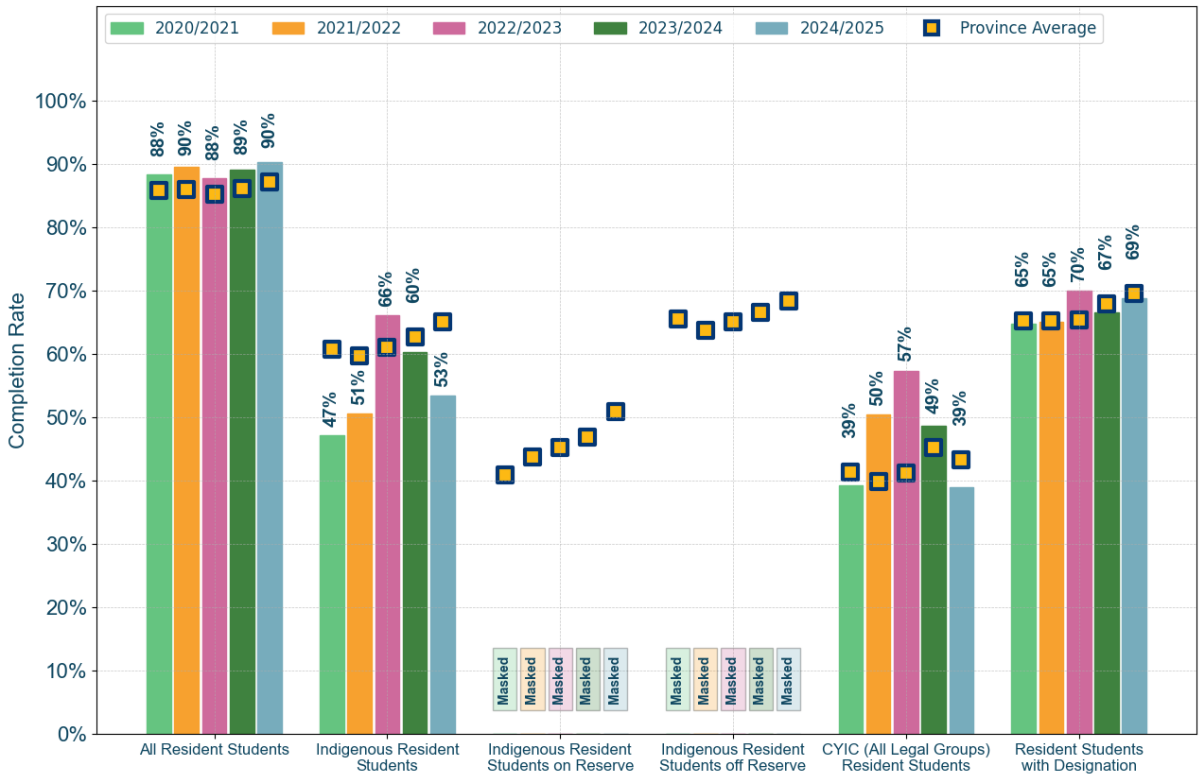
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2007 | 182	1871 | 177	1983 | 183	2001 | 192	2327 | 244
Indigenous Resident Students	79 | 7	70 | 7	83 | 7	84 | 8	71 | 7
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	50 | 4	44 | 4	54 | 5	34 | 3	49 | 5
Resident Students with Designation	310 | 26	277 | 25	343 | 29	324 | 28	350 | 35

5-Year Completion Rate - Dogwood + Adult Dogwood
Burnaby



5-Year Completion Rate - Dogwood
Burnaby



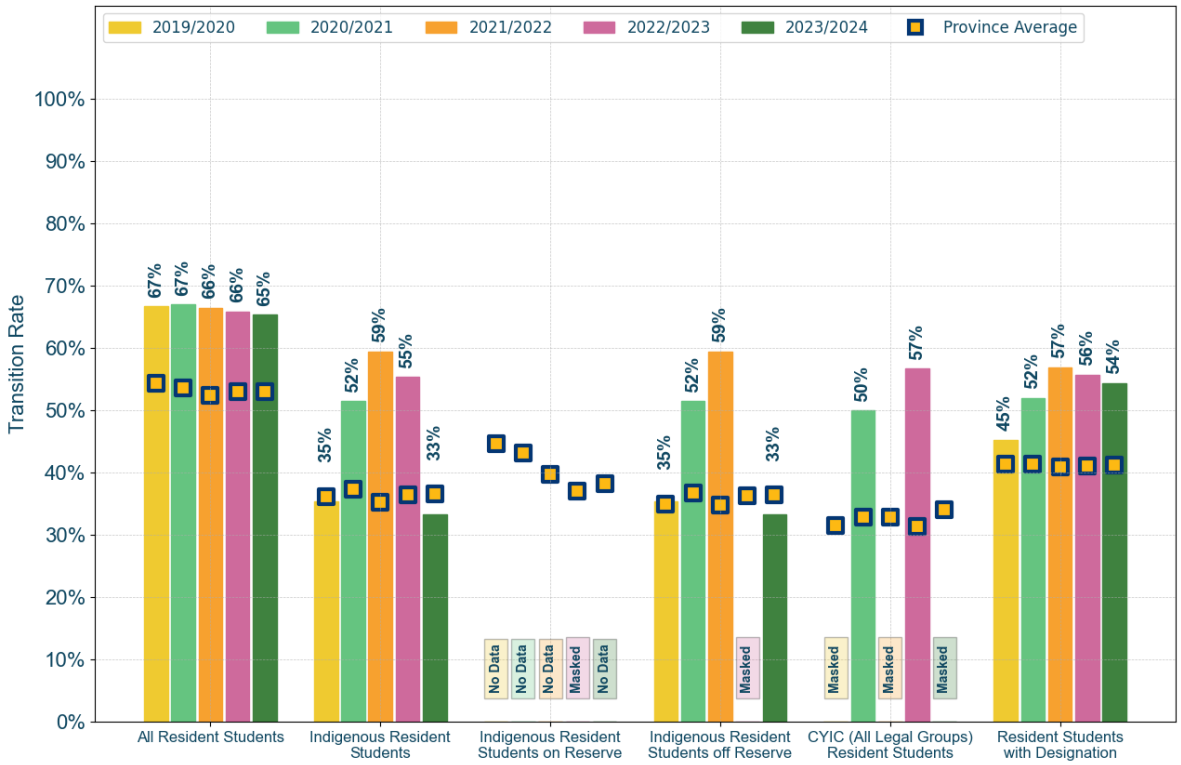
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

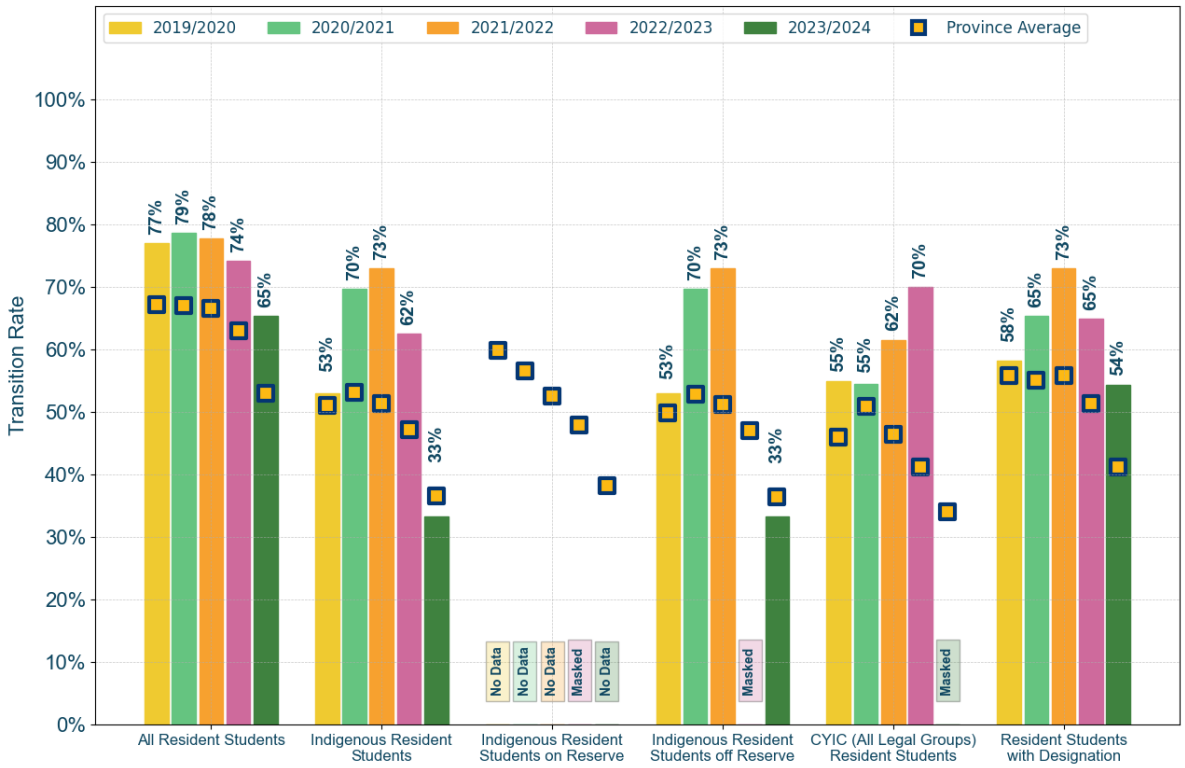
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1658	1653	1575	1635	1661
Indigenous Resident Students	34	33	37	56	48
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	34	33	37	Masked	48
CYIC (All Legal Groups) Resident Students	Masked	22	Masked	30	Masked
Resident Students with Designation	115	150	137	174	160

Immediate Transition to Post-Secondary
Burnaby



Within 3 Years Transition to Post-Secondary
Burnaby



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- The 5-Year Dogwood and Adult Dogwood completion rate is consistently high and above provincial average.
- There was a decrease in Indigenous student and Children in Youth and Care results, with both moving below provincial average.
- The 5-Year Dogwood completion rate continues to be above provincial average and has slightly increased overall.
- There was a decrease in Indigenous student and Children in Youth and Care results, with both moving below provincial average.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- We will continue to focus efforts on providing pathways and supports for all students.
- We will continue to work with post-secondary institutions to expand transition programs and create increased opportunities for students.
- We will continue to create opportunities for students to develop knowledge and skills that lead to post-secondary programs and/or work and apprenticeship opportunities.