

Burnaby School District – School Plan

Our Story

Who we are? *(With considerations for ELL, Inclusive Ed, CYOC, Indigenous students)*

Burnaby North is a school that strives to provide a place for all students. Burnaby North is in an incredibly stable community where many of the families have had more than one generation coming to Burnaby North. For the 2025-2026 school year, we have 8.3% (162/1941) of our population who are or who have been part of ELL. We have 2.4% (48/1941) Indigenous Students of which 15 will be in Grade 8. We have 13.7% (266/1941) students who are part of our Access, Bridge Connect, PEP and/or have case managers. We strive to create an inclusive community for our students within our school. We want to provide opportunities for all students to have success: be it through academics, clubs, applied skills, sports, the arts, or leadership courses.

Burnaby North is seeking ways to improve student achievement.

Student data has shown that there was a larger academic deficit with grade 10 students at North. We identified students not engaging in school, despite being physically present at school. We have tried various strategies to increase student engagement for students identified as struggling learners at North. Through collaboration and consultation, we have creating smaller classes to help targeted learners improve their student achievement. We have seen a remarkable turn around with these students progress at school. The data has shown increased attendance, and performance in their courses. We are using the positive data to inform the addition of more Stile classes in our timetable at grade 11 & 12.

We are working with our staff to implement the new reporting order to support student achievement. Assessment on curricular competencies have shifted the learning focus solely on content to skills-based learning. We are working with our staff on the use of standards-based assessment approaches that communicate student learning based on an understanding that learning is continuous and on a student's demonstration of course competencies. We have given teachers opportunities to work with Universal Designs for Learning as a method by which student have choice in how they represent their learning in a classroom. We have developed department self assessments on core and curricular competencies that give students the opportunity to meaningfully share their own understanding and learning each term.

What are we doing well?

How do we know?

We learned from previous approaches and analysing student data that student performance did not improve for vulnerable students if the class did not have a specific academic focus. We compared their previous year's attendance and marks and did not see an improvement. We pivoted to be pro-active and create specific classes to support identified grade level needs. Our recent data has shown that although lates are still present, students in STILE are attending and showing improved academic success. Student feedback has been positive as they are finding individual successes in these classes that have propelled them forward. We have created both an Assessment Committee and a UDL Committee that is led by staff to show how to assess and use UDL to help promote student learning and communicating this result to parents.

Our focus:

Our Focus is to improve student achievement for all our students. We want to provide a variety of learning opportunities through multiple course offerings to make sure we have opportunities for success for everyone. We review our academic data each year to identify needs and ways we can improve as a school.

STRATEGIES: (to support Focus)

We have bimonthly meetings about our grade 8 students to help us identify and understand the needs of the students. We want to learn the story of each child that enters our school. We use these meetings to discuss a process of who to assess with KTEAs, supports, or simply learn more information about supporting the needs of our students. We monitor their attendance, report card information, and teacher feedback. We want to work with students each year to make sure they can find success in their classes. We allow for a wide variety of chances with students to both excel (through AP and Enriched classes) and get the supports they need if they are encountering any barriers. In addition to School Based Team, we have bimonthly admin and counselling meetings to review how our students are progressing.