

Burnaby School District – School Plan

Our Story

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

At Burnaby Central, we are a diverse, vibrant learning community where all members of our community work together to create a positive global learning environment. We have a diverse student population from all over the world that brings a variety of perspectives to the learning and culture within our school and we do our best to celebrate this. Central offers a wide range of pathways for students to engage with, including Advanced Placement, AVPA, Youth Train in Trades (Chef), and academy programs such as, the Burnaby Winter Club and RISE FC. Our students thrive in athletics, visual and performing arts, the applied skills and a well-rounded selection of 42 student-initiated clubs that reflect their passions, leadership, and creativity.

What are we doing well?

At Central, we create rich, engaging learning experiences that connect students to one another, to their community, and to meaningful pathways for their future. We offer cross-curricular opportunities that integrate Indigenous ways of knowing and learning, and our teachers collaborate closely with learning support services to ensure all students benefit from inclusive practices. Students have access to enrichment opportunities—including AP courses, math enrichment, and math contests—and we support transitions for incoming Grade 7 students through articulation activities such as course selection visits, Wildcat for a Day, and the Grade 8 retreat. We actively seek student voice through surveys and mental health forums. Our school community is strengthened by supports for newcomer families with a food-insecure lunch program, breakfast program to support overall student well being. We continue to build meaningful connections by inviting community members to share their stories through the Human Library, celebrating cultural diversity through events and representation, and promoting well-being through initiatives like Wellness Week.

How do we know?/Evidence data

We know we are doing well because a wide range of evidence shows strong student engagement, steady academic progress, and meaningful participation across our school community. Learning Update data, course completion rates, and provincial literacy and numeracy assessments all provide consistent indicators of academic achievement and growth. Student action plans, and core competency self-assessments demonstrate students' ability to reflect on their learning and set purposeful goals. Feedback from the ESLR Report and the Student Voice Mental Health Committee gives us direct insight into student well-being and school climate. Together, these data points show that our efforts are having a positive impact on student learning, engagement, and well-being but this data also shows we need to continue to push in these areas.

Our focus:

Wellness/Healthy Living

To enhance students' wellbeing by strengthening practices that support their physical and mental health, sense of self, and connectedness to the school community—recognizing that a healthier student fosters stronger academic performance, social engagement, and personal development.

Literacy/Numeracy

To enhance and build student interest and resilience in Literacy and Numeracy. This will directly impact student achievement throughout the curriculum and are important building blocks for success.

STRATEGIES: (to support Focus)

Wellness/Healthy Living

These include promoting physical health, mental health, students' sense of self, community, resilience and connectedness through:

- Utilize data from a variety of surveys.
- Utilize attendance data to check on students. Reinforce attendance with all students and the importance of being at school to learn and connect. Also use this data as an indicator of which students we need to follow up with. Use the Vulnerability Index for further follow up with students who may need support.
- Use Learning Update data to inform conversations with students and families. What supports might a student need? Are these supports academic, or do they go beyond academics?
- Encourage students to be resilient when learning is difficult and offer them support/action plans to facilitate this. These supports can include but are not limited to; using tutorial time, Connect, strategies to chunk work, action plans
- Staff and students sharing knowledge around Healthy Living/Wellness. Strategies to be shared at Staff Meetings, PROD, committees
- Continue to support clubs and student events that promote community/belonging. Events like Wellness Week and Multicultural Week are examples.
- Work with district staff to promote wellness/healthy living and use district staff as a resource.

Literacy/Numeracy

To enhance and build student interest and resilience in Literacy and Numeracy. This will directly impact student achievement throughout the curriculum and are important building blocks for success.

- Use data from Literacy and Numeracy Assessments to inform practice. In what areas are our students strong? In what areas do our students need support?
- Use data from our Learning Updates to inform practice. Where do our students need support, what types of support do our students need and which specific students need support?
- Continue to offer enrichment opportunities for students that include AP, Math contests and we will explore other enrichment opportunities that are appropriate for our students.
- Work with Literacy Committee to promote Literacy and a love of reading across the school and through all subject areas
- Work with Literacy Committee to build literacy skills with our junior grades by using exemplars and developing pre and post reading skills
- Work with our ACCESS and Connect programs to meet students where they are and advance Literacy and Numeracy skills.
- Collaboration between departments that is focused upon Literacy and Numeracy strategies
- Presentations at staff meetings and PROD to share information and continue to improve strategies
- We will promote Digital Literacy with our students. We will also look to work with students and staff to support responsible use of digital resources with our students.