

Burnaby School District – School Plan

Our Story

Who we are?

Our school is a vibrant and growing community of over 350 Kindergarten to Grade 7 learners including our French Immersion program. We are proud to serve a diverse student population, including a high number of English Language Learners, and are committed to fostering a welcoming and inclusive environment. We honour learners with diverse abilities by building a school culture rooted in inclusion and equitable access to meaningful learning opportunities for all. Our school actively engages in anti-racism work by challenging bias, celebrating diversity, and creating spaces where every learner feels seen, heard, and valued. We also acknowledge the truth of the history of this land and its Indigenous Peoples, and we remain committed to the ongoing work of reconciliation—nurturing respectful relationships between ourselves, the land, and the original stewards of it.

In addition to our commitment to inclusion, equity, and anti-racism, our school is dedicated to providing rich learning opportunities that support every student in realizing and reaching their full potential as learners of literacy and numeracy. We focus on building foundational literacy skills such as oral language, phonemic awareness, vocabulary, fluency, comprehension, and written expression. In numeracy, we emphasize number sense, computational fluency, problem-solving and reasoning, and the ability to apply mathematical thinking in real-world contexts. Through engaging instruction and targeted support, we aim to equip students with the essential skills they need to thrive as confident,

What are we doing well?

At our school, we excel in creating an inclusive and welcoming environment where all learners, regardless of background, ethnicity, language, or ability, feel a strong sense of community, representation, and belonging.

Through ongoing collaboration among staff and students, we ensure cohesive and fluid learning experiences across both the French and English programs.

Our thoughtfully designed physical spaces, accessible curriculum, and inclusive school culture support students with diverse needs.

We place a strong emphasis on outdoor learning, honouring the history and natural features of the land around us, and actively integrate cross-curricular connections between core subjects and Indigenous Ways of Learning.

Our responsive teaching practices, including tiered intervention approaches, allow us to target foundational literacy in the primary years and strengthen mathematical understanding in the intermediate grades.

How do we know?

We know we are doing well by intentionally gathering a wide range of data that reflects student growth and informs our practice.

Formative assessment is ongoing and takes place through rich conferencing between staff and learners, peer-to-peer dialogue, self-reflection, and interactions with space and time, all grounded in the Core Competencies of the BC Ministry of Education.

In addition to these personalized approaches, we utilize meaningful standardized assessment tools such as the FSA, DIBELs, Island Math Net, and other Level A and curriculum-based measurements that align with current learning standards.

By combining both formative and standardized data, we develop responsive teaching practices and co-create clear, accessible rubrics that guide teacher assessment and student self-assessment.

All assessment strategies are rooted in Universal Design for Learning, ensuring multiple means of representation, engagement, and expression are embedded in all aspects of learning.

Our focus:

Our focus is on gathering meaningful and intentional data through strong assessment practices that measure student growth in literacy, numeracy, and social-emotional learning. This data collected through inclusive, equitable, and diverse lenses, supports responsive teaching practices that honour the unique strengths and areas of growth for each learner. By prioritizing student voice, identity, and well-being alongside academic progress in Language Arts and Math, we ensure our instructional decisions are informed, adaptive, and rooted in a commitment to equity and inclusion.

STRATEGIES: (to support Focus)

To support our focus, we will implement strong and intentional assessment practices across all grade levels. In the primary years, we will use informative standardized tools to develop foundational skills in phonemic awareness and basic number sense. In the intermediate years, assessments will target the development of reading comprehension, writing that reflects critical thinking and purpose, and math skills centered on reasoning and problem-solving. All assessment strategies will be aligned with Universal Design for Learning principles to ensure equitable access to the curriculum, with barriers removed and necessary supports in place for every learner. In addition, we will engage in regular conferencing and collect “Street Data” (Safir, 2021) to deepen our understanding of the lived experiences of students, staff, and families, ensuring that each individual in our Westridge community feels safe, seen, and a true sense of belonging.