

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

Currently in 2026-27: we have 16 divisions. Nine divisions receive instruction in English and seven divisions receive instruction in French. Over 40% of our students are enrolled in our Early French Immersion Program. Over 30% of our students are English Language Learners, 15% of our students are on Individual Education Plans and 3% of our students are self-identified from Indigenous ancestry.

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 safe, 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, capable, and curious learners.

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 safe community, representation, and belonging.

Empathy is a key word and concept staff draw back to continuously through the year. Staff also take great pride in teaching students to be upstanding citizens and critical thinkers. Students are taught to celebrate their abilities and learn to resolve conflicts in peaceful and meaningful ways that respect themselves and each other regardless of where we each come from. Through past years, teachers have helped to identify students who have shown outstanding citizenship and have upheld the “4 C’s”: care, compassion, courage and community at Westridge.

Through ongoing collaboration among staff and students, we ensure cohesive, and collaborative 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.

Teachers have used the 2025-2026 school year to collect meaningful data. In the primary years, school-wide literacy data was collected by using Kindergarten to grade 3 universal screeners, DIBELS and Acadience.

In the intermediate years, numeracy data was collected through the Island Math Net diagnostic assessment.

All data collected has been colour-coded and placed into individual student duo tangs. This information is shared and discussed once a term between classroom teachers and support staff in order to guide ongoing targeted intervention. As a whole, we have seen tremendous growth.

How do we know?

We know we are doing well because we have seen a tremendous amount of growth in our learners, especially in literacy skills as shown in their individual growth tracks.

Staff have also taken initiative in organizing professional development around literacy and numeracy screeners and response to intervention with a focus on Universal Design for Learning.

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 Acadience, DIBELS, Island Math Net, and other Level A and curriculum-based measurements that align with current BC 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:

In the 2025-2026 school year, our focus was 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, supported responsive teaching practices that honoured 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 ensured our instructional decisions are informed, adaptive, and rooted in a commitment to equity and inclusion.

In the 2026-27 school year, our staff are seeking to answer these inquiry questions:

- 1) How can we increase our primary students' language acquisition in both reading and writing for the primary years?
- 2) How can we increase our intermediate students' numeracy acquisition to increase confidence and curiosity with number sense?
- 3) How will we apply our growing knowledge of current reading and writing practices to ensure student success in language and literacy, specifically looking at ways to impact Tier 1 practice in the classroom?
- 4) How do we respectfully and intentionally weave in Indigenous Learning and Reconciliation into our everyday learning.
- 5) How do we ensure that our students are meaningfully engaging with a community of safety, belonging, representation and empathy?

STRATEGIES: (to support Focus)

To support our focus, staff are creating a shared understanding of our students past, present and future (where they have come from, where they are now and where they are going in their learning journeys). We will continue to plan carefully curated professional development sessions, relying on the expertise of our own staff members, district personnel and surrounding community members. Time will be given to collaborate, discuss and plan through class reviews, staff meetings and reviewing other release time options so our staff has the time they need to look at data, make sense of it and plan interventions that are meaningful and impactful.

In the primary years, staff are working towards a shared understanding of how learners read and write through professional development and collaborative conversations. We are implementing a school-wide reading and writing program supported by the data collected from the 2025-26 school year and ongoing data collection. In reading, we are focusing heavily on phonemic awareness as studies show that 75 phonograms will correctly spell and decode 98% of English words. In writing, staff follow school-wide criteria for each grade level that aligns with the BC Performance Standards.

In the intermediate years, assessments and interventions will target math skills centered on reasoning and problem-solving using the Island Math Net Diagnostics, Math Up curriculum and Playful Math.

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 as we support our students through the importance of restorative justice and personal citizenship growth.