

Burnaby School District – School Plan

Our Story: Byrne Creek Community School

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

Byrne Creek Community School opened in September 2005. Approximately 10 years later, it became the first and only secondary Community School in Burnaby. As a community school, we can provide enhanced services to students and families, particularly as we have many new Canadians. We offer a breakfast and lunch program that feed about 150 students daily. We have relationships with different community groups, such as Cobbs, who support our food programs.

Our school moto is H.E.A.R.T. : Honesty, Empathy, Achievement, Respect, and Teamwork. Our student body prides itself on being involved, inclusive, and supportive. We are strengthening our focus on academic achievement.

For 2026-27, We have 1027 total students including:

1. 225 ELL students
2. 164 students with designations
3. 30 Indigenous students
4. Students from 71 different countries
5. 62 different home languages

What are we doing well?

Students at Byrne Creek Community school are completing their courses at a very high rate – 96% course completion rate.

Students are very connected to the school and its community. For example, we have close to a 100 Leos who put on events for both our school and for our family of elementary schools. We also have community dinners at various times during the year, including Eid.

Staff and students are very supportive of athletics. We have a rich history in basketball and have had recent success in rugby and volleyball. Our VPA department hosts a very successful end of the year cross disciplinary performance. Our robotics team has close to 60 students involved. This past year they placed in the top 3 for BC and very highly overall in an international competition in Vancouver.

We continue to have a strong AP Program. As well, our 2026 grad class of 240 students was offered over 2.5 million in scholarships – well beyond our previous high.

We are making significant steps in structure and instruction to having more inclusive classrooms for students of all abilities.

How do we know?

Report card data: Students are passing classes at a rate at 96%.

Inclusion: We have more students on modified programs being meaningfully included in regular classrooms and programs. This past year we had an Access student take an AP class.

Attendance: We will be tracking school attendance data trends more closely, hopefully with the support of Microsoft's Power B.I.

Our focus:

To improve educational outcomes for *all students* by identifying and removing structures and practices that devalue and oppress:

- BIPOC (Black, Indigenous, People of Colour) Learners
- Learners with Disabilities & Diverse Abilities
- Students currently and formerly in care
- LGBTQIA2S+ Learners
- English Language Learners
- Students with overlapping or intersecting social identities

We will develop inclusive **literacy & numeracy** practices that emphasize:

- personalized learning experiences for students
- utilizing diverse teaching strategies
- fostering a supportive and equitable classroom environment
- the application of UDL (Universal Design for Learning) principles to create flexible learning environments and materials that are accessible to all learners

We will continue to support **Social-Emotional Learning & Well-Being** through:

- Community School additional services, including five additional parent nights for new Canadians with our ELL and SWISS staff, additional post-secondary information sessions with Success, daily breakfast, snack, and lunch program for approximately 120 students;
- Weekly *Friends of Simon* after-school tutoring for ELL students;
- Continuation of *Boys Club* and the establishment in 2026-27 of a *Girls Club*
- Responding to the data gathered from our 3 Forums – Student Forum; Staff Forum; and, Parent Forum

We will explore how to improve **Student Attendance** by:

- Allocating a Program Implementation block to a counsellor to look at recent research on this issue (e.g. OECD Report)
- Exploring school based strategies that could improve attendance
- Considering school based data to analyze impact of school based strategies

STRATEGIES: (to support Focus)

Mirella Gargiulo (Vice Principal), Allen Tsang (Vice Principal), Ben Paré (Principal), Bal Dhillon (Community School Coordinator), Shanee Prasad (Inclusive Ed DH), and Siyamala James (Counsellor) will:

- Implement structures and curriculum to address equity in literacy & numeracy
- Support staff to develop their practice in literacy & numeracy instruction
- Respond to data from the student, staff, and parent forums to build a more equitable and inclusive school
- Explore what actions the school can take to improve student attendance
- Create a plan to improve student attendance

These school-based leaders will engage with staff and other community members by:

- Co-ordinating demonstration lessons and debriefs with Dr Leyton Schnellert
- Hosting Dr Schnellert's UBC Inclusive Ed cohort and coordinate respective *Lunch and Learns*
- Implementing Tier Two Literacy and Numeracy supports for students
- Implementing more math support for students through Connect
- Hosting B.C. Math Consultant Carole Fullerton for our November Pro D Day
- Creating anti-racism lessons for staff to deliver
- Providing regular updates and information sessions to our parent community

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