

SCHOOL PLAN

Confederation Park 2026-2027

Our Story

Who we are?

Confederation Park Elementary School is the Burnaby School District's Elementary Education Through the Arts School.

Our Mission Statement: "To honour and cultivate the development of the individual child through an enriched program that connects learning through the processes of the visual and performing arts." We do this through a commitment to the integrity of each of the arts disciplines (visual, music, dance, drama), arts integration in all subject areas, and providing live arts experiences for our students through an Artists in Residence program.

- Our school population is 170 with 8 enrolling divisions
- We have 8 enrolling teachers, 4 non-enrolling teachers, and 8 educational assistants
- Students with Indigenous/First Nations Ancestry: 6
- Students with Disabilities/Diverse Abilities: 31
- English Language Learners: 31

What are we doing well?

We excel at the work we do as an Education Through the Arts Elementary School. It takes skill, patience, and practice to consistently offer our students the arts-based and arts-integrated experiences that are central to our philosophy. We undertake this approach while also ensuring all aspects of the provincial curriculum are met and offering all extracurricular sports opportunities that larger schools do.

We have a vibrant school community and value the engagement of our parents and families. Our PAC plays a vital role in supporting many of the unique opportunities in our programming through their time volunteering and fundraising. Some of these opportunities include Artist in Residence, school-wide Art Show, school-wide musicals and other drama productions, and supporting performers to present to our school.

In 2025-2026, our school expanded our engagement in professional learning and development in Structured Literacy, an approach to reading assessment and instruction based on an evidence based approach (Science of Reading). We are excited to continue and further expand our work in this area through our 2026-2027 School Plan.

Developing skills and confidence in reading so that students feel engaged and joyful...

Our Focus: *Using reading assessment data to plan instruction, support, and intervention.*

Literacy - Data

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	We are using a provincially mandated universal screening assessment (Acadience) in Grades K-4 3x/year to identify students requiring additional interventions and supports. We are exploring using Acadience in upper intermediate grades as well.
<i>How is your school explicitly identifying these students in your school plan and goals?</i>	These students are highlighted in the data within the district's Acadience web-based application for tracking. We have scheduled common assessment weeks. We meet as a team to identify and adjust the students receiving targeted intervention as needed.

Literacy - Strategies

How are interventions identified and prioritized for your school?
Students who require additional supports and interventions are identified and scheduled based on the assessment data collected. Our team will meet after each testing period to identify the students in need of additional intervention and schedule this with our Learning Support team and District Literacy Intervention teacher.
How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?
Our school has had a Literacy Community of Practice for the past two years. We meet to engage in professional conversations about best practices in reading instruction and discuss what we are noticing with our students. Admin is working on implementing systems and structures.

Literacy - Student Populations

How does your school plan address educational outcomes for Indigenous/First Nations students, students with disabilities or diverse abilities, and children and youth in care?
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We address outcomes for these populations through targeted and explicit support and monitoring. The data collected can be sorted to provide more detailed information about students in these populations. We have an emphasis on reaching out to teachers for concerns and to build support and share successful strategies. Our Indigenous students receive targeted academic support through our Indigenous Resource Teacher. We strive to build connections with home, school, and community.

Literacy - Consideration for Data

What does the data say?

<i>Attendance</i>	Checks are routinely done to ensure engagement in literacy and academics for students who are absent/late > 5%.
<i>Report Cards</i>	Reviews and follow ups are also conducted to identify and monitor student progress and engagement.
<i>Literacy Assessment Data (Acadience)</i>	Regular monitoring to adjust interventions and supports as necessary.

How do we know?

School and District staff review plans throughout the year, examining goals/action plans and we collaborate to determine if adjustments are required. We will see improvement in reading scores as evidence of improvement along with an increase in students’ confidence in their reading abilities.