

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Simon Fraser is small, vibrant, inclusive community centrally located in the Mount Pleasant, City Hall area. We have 15 divisions housed in a one level main building and four portables. We have been given an additional Kindergarten class, with a total of three K classes; we will have nine primary classes and 6 intermediate classes. This year we will start the year with about 350 students from various backgrounds and socio-economic levels.

We continue to work towards the goals of our School Code of Conduct which states: “Be Safe, Be Kind, be Fair.” We build on a foundation of respect. Many of the staff have been here several years and have built positive relationships with students and community. Our staff are passionate and committed to the growth of all learners. The shared commitment and willingness to collaborate is allowing staff to focus our effort on student growth. New strategies and practices to support development of literacy, numeracy and social emotional skills have been adopted and embedded into practice.

The parent community plays a significant role. Besides the formal roles of the PAC, parents contribute to the positive culture while enhancing the school experience for students. Parents are passionate about organizing fundraising events and supporting school community building events: hot lunches, theme days, Halloween Pumpkin Patch, and Spring Fling to name a few. This year the PAC also arranged to support several other opportunities: the District Choir and held two evening Family Movie Nights. We also co-hosted our first Fraser Pride Parade.

Students participate in various extra-curricular opportunities made possible by staff and parent volunteers: cross country, volleyball, basketball, track and field, Ultimate Frisbee, gardening, chess club, ukulele club, grade 3 Girls Math Group, community walks and many different fieldtrips. Though we are still working on providing more opportunities to build leadership capacity, many students contribute to the school culture while building their own leadership skills through daily morning announcers, the Social Justice/Climate Club, library helpers, chess club helpers, reading buddies, plant/garden care, recycling and helping out at the various PAC sponsored events.

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### WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We continued to have conversations about our students focusing on promoting inclusion and a sense of belonging. Many of the gaps noted last year in social emotional development continued throughout this year: we noted less empathy, patience and more challenges with self-regulation, specifically “keeping hands and feet to self.” This was noted through the increased number of “Reflection Sheets” and informal anecdotal reports kept in the office. We continued to note gaps in reading and writing development as well as in numeracy skills but noted that students benefitted from more resource support and targeted intervention. We are particularly

concerned with the reading levels of our primary students. But we are also noticing that this is having an impact on our students in grade 4 and 5. Teacher observations, anecdotal and report card data suggests that there has been less impact at the upper grades, however, we will continue to carefully monitor though on-going collaboration with grade groups and resource teachers. Our dedicated and skilled resource team, keeps clear records of reading, writing and numeracy skills of the students they support both in class and in small pull-out groups.

Our students continue to thrive creatively, facilitated by caring, skilled staff. They demonstrate their talents and creativity in class assignments, at science fairs, in inquiry-based learning and at special school events including: the Entrepreneur Fair, Intermediate Art Show, school gatherings, school concerts and a variety show. Staff and parent volunteers have given our students a rich athletic experience: cross country, volleyball, basketball, Rugby, track & field, and Ultimate Frisbee. Students are provided various opportunities to demonstrate and develop their leadership skills: daily morning announcers, leaders in our school gatherings, running Sports Day stations, helping as score keepers and clubs: Pride Club, Social Responsibility/Climate Club.

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## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our team participated in the District Literacy Days and are working together to share new strategies and resources to support our learners. They are also continuing the work from participating in the SOLAR Inquiry last year.

Staff collaborate regularly to support students, so groupings may change throughout the year according to needs but many of the students who required support last year, continued to receive targeted support this year. A great deal of time and resources were invested this year in enhancing our Sensory Room and Ready Body Learning Minds (RBLM) areas. The district learning services team delivered sensory room training to our entire support staff and provided many pieces of equipment, creating much more effective and calming areas. This was extremely beneficial to many students, particularly those who use this space daily as part of their individual education plan (IEP).

Many staff participated in an ADHD Inquiry group this year and hope to incorporate learning and new resources to support our students.

We focused on our school goal of numeracy. We had a productive, engaging day with Carole Fullerton joined by another school staff. We purchased many hands on manipulatives and resources. Though it is too soon to see how these “new” teaching methods and strategies will contribute to the growth of numeracy skills, all staff have started to implement new ideas and resources. In conversations with students, there is an excitement with these new ideas. Staff continue to participate in on-going professional opportunities provided by our district and collaborate with one another. We had our first school-wide Math Literacy Day facilitated by grade 5-7 student leaders trained by the facilitator Julia Robinson. Next year there will be an option to add a family session in the evening.

## Improve equity

We continue providing a nurturing, inclusive environment for our students and families. Staff provide opportunities for all students to share their voices through class meetings and regular check-ins with students and parents. Restorative justice practices are used when dealing with student conflict and behaviour, as appropriate.

Our newly installed playground includes equipment and a design aimed at addressing varying physical needs, including a “communication board.”

We host School Consultative Meetings twice a month; all are welcomed and encouraged to attend the biweekly lunch meetings. Every agenda includes a report from the Equity and Diversity Committee. Anti-Racism, Indigenizing & De-Colonizing our School is a standing item on our staff committee agenda. At each meeting, staff are invited to share resources, ideas, action plans and issues they feel need to be addressed. One T & R Calls to Action is read and briefly reviewed at each meeting; by the end of the year we will have reviewed all 94. Staff representatives continue to share resources and learning from the district Allies and Leads meetings they attend.

## Continue on our journey of reconciliation with First Nations, Metis, and Inuit

We continue with all the great work happening at our school and in our community where the focus is to infuse Indigenous content and ways of learning and knowing throughout daily practice. We continue to start each day with an Indigenous Land Acknowledgment read by student announcers. Students can choose to read from a script or add a personal story. All meetings and school gatherings begin with a land acknowledgement as well as the singing of the Coast Salish Anthem, often accompanied by staff and student drumming.

We have begun to learn vocabulary and practice pronouncing the host nations’ names and basic vocabulary.

Guided by the Indigenous department, we invited performers who shared their skills, culture and stories with us. Classroom teachers continue to weave Indigenous content – histories, traditions and cultures into daily teaching and throughout the curricular areas. Staff from the Indigenous department continued to work with almost every class, teaching children about plants and fostering connections with our land. We have built on conversations with district staff to bring in community members and Knowledge Keepers from the three host nations, who will work with our classes weaving in lands-based teachings; fisheries, native plants, herbs, grasses. We have planted the seeds this year, and will continue our work with PAC, parents and district staff on a Mural Project, hoping to reflect all this learning, reminding ourselves that “learning takes patience and time.”

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## HOW WILL WE KNOW WE'RE ON TRACK?

We continue to center students, their “stories” and their voices whenever we meet in groups and as a staff focusing on building their skills and resiliency. We will continue to engage in conversation and deep listening with students, parents and district staff. We will also continue using formative and summative assessments and examine results carefully. We will isolate areas needing further support and tweak resource and targeted interventions as needed. Teachers will track scores and keep detailed observations to chart progress and identify areas of need. We will celebrate and share our learning in our classrooms, and school wide: classroom meetings, sharing circles, routinely updated bulletin boards and displays, (Indigenous, student art, works they choose to share, displays, office case, daily announcements, school events, newsletters and memos, PAC and staff meetings.