

2024-2025 School Learning Plan

SCHOOL STORY

Simon Fraser is a vibrant, inclusive community centrally located in the Mount Pleasant, City Hall area. *Grateful to be located on the unceded, traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) Nations.*

As envisioned by the Vancouver School Board Education Plan 2026, goal one (the Vancouver School Board will improve student achievement, physical and mental well-being, and belonging), the Fraser staff is committed to the development of all learners through active and engaged learning. Student learning is supported both in and outside of the classroom. 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 have nine primary classes and 6 intermediate classes. Each year, we have approximately 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 for several years and have built positive relationships with students and the community. Our staff is passionate and committed to the growth of all learners. The shared commitment and willingness to collaborate allows staff to focus their efforts on student growth. New strategies and practices to support the development of literacy, numeracy and social emotional skills have been adopted and embedded into practice.

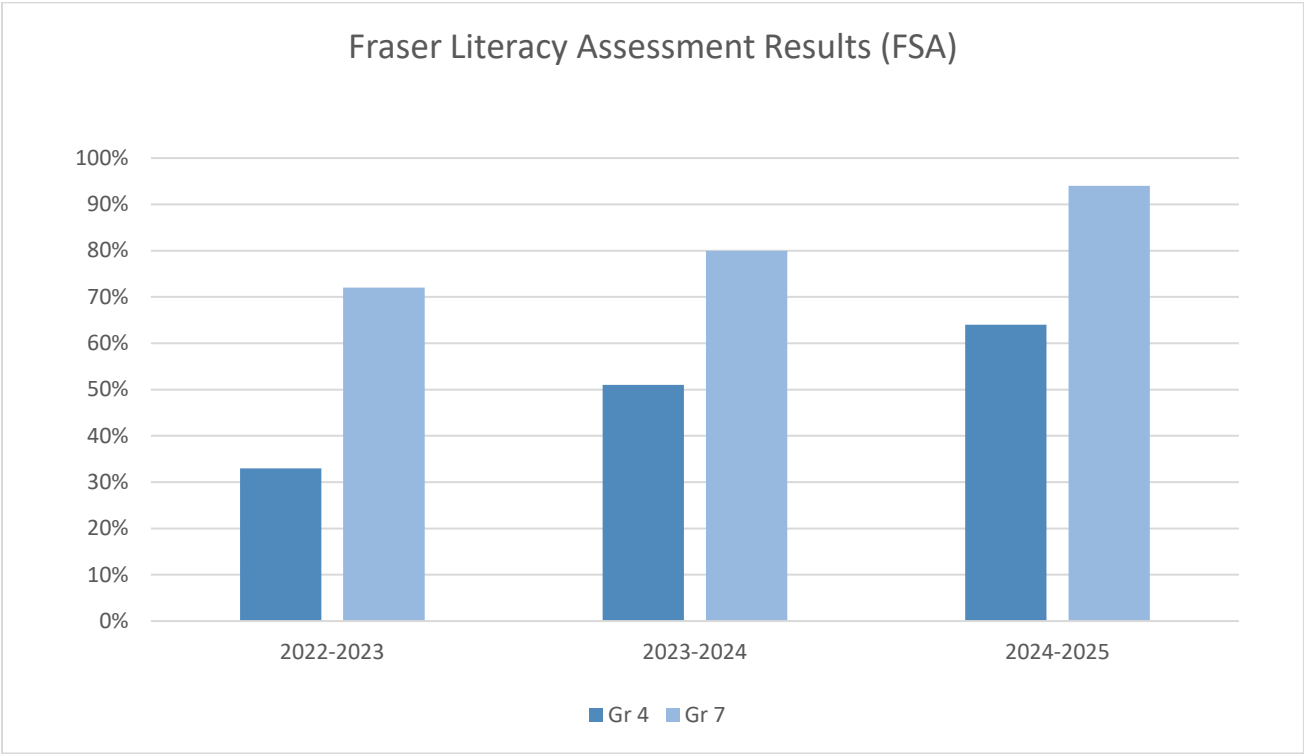
Ongoing staff professional development, which in recent years have included sessions on literacy, social emotional learning, and Indigenous studies, provide staff with opportunities to enrich their practice to support student learning. The parent community plays a significant role. Besides the formal 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 Primary and Intermediate Choirs and held two evening Family Movie Nights. We also co-hosted our second Fraser Pride Parade. Many Fraser alumni stay connected to the school and return to volunteer. Alumni help with PAC events, provide leadership for special school events and volunteer in classes. The PAC is also fundraising and supporting a 3-year student technology upgrade plan, which will see new iPad and laptop carts added to support student learning.

Students participate in various extra-curricular opportunities made possible by staff and parent

volunteers: cross country, soccer, volleyball, basketball, track and field, Ultimate Frisbee, gardening, chess club, drama club, board game clubs, Lego club, community walks and many different field excursions. 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, library helpers, chess club helpers, lunch leadership club, reading buddies, plant/garden care, recycling and helping out at the various PAC sponsored events. The Pumpkin Patch, Spring Fling and Pride Parade are favourite community-school events each year. In addition, each division has a buddy class where intermediate and primary students work together to build community bonds throughout the grades. We are also fortunate to partner with Hamber High School and have Grade 10-12 students at the school for lunch leadership opportunities. Our students enjoy seeing them each lunch recess in the Fall and Spring terms.

WHAT DO WE KNOW ABOUT OUR COMMUNITY OF LEARNERS?

A diverse student population of 350 students is divided into 15 divisions, with almost even numbers in primary (K-3) and intermediate (4-7) grades. At Fraser, 12% of the students are English Language Learners. A number of our students have BC Ministry of Education special education designations. In literacy, using the new proficiency scales, students at Fraser have improved over the course of the year. In term one over 46% of students were at proficient or extending in English Language Arts. In term two, that number had risen to 53%. In term three, we have 57% of students at the proficient or extending in English Language Arts.



Our students continue to thrive creatively, facilitated by caring, skilled staff. Students demonstrate their talents and creativity in class assignments through critical thinking and

inquiry-based learning, and school-wide events including: the Entrepreneur Fair, the Art Show, school gatherings, school concerts and a variety show.

We continue to support learning around promoting inclusion and a sense of belonging. Focus areas continue to emphasize empathy, sense of community, ownership of one's actions and "hands to self". We continue to identify gaps in reading and writing and note that students benefit from targeted resource support and intervention. Teacher observations, anecdotal and CSL data suggest that ongoing collaboration between grade groups and resource teachers will be important to continue to support fluid and ongoing opportunities for growth for students. Our dedicated and skilled resource team keeps clear records of student reading and writing skills and support both in class and small pull-out intervention.

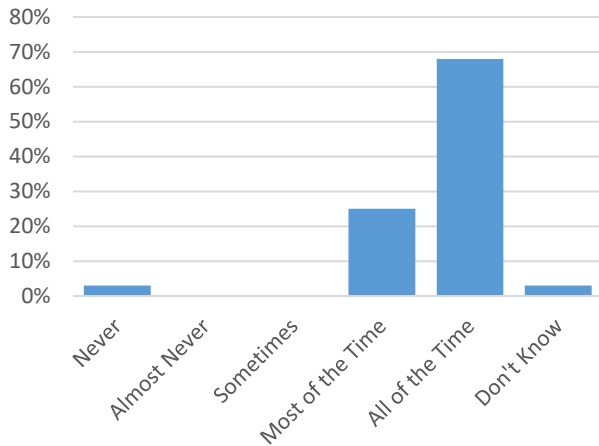
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

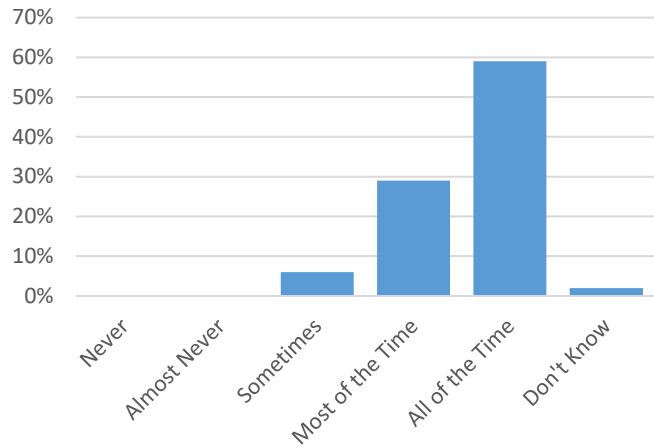
The Fraser staff have been participating in the District Literacy PLC (Professional Learning Communities) and are working together to share new strategies and resources to support our learners. Staff collaborate regularly to support students and groupings can change throughout the year according to needs. The Fraser staff continue to learn about how to best have students access the Sensory Room and Ready Body Learning Minds (RBLM) areas. The District Learning Services team delivered Sensory Room training to both teachers and support staff, providing information on how best to use the specialized equipment in order to create a more effective and beneficial sensory space for students. This is extremely beneficial to many students, particularly those who use this space daily as part of their Individual Education Plan (IEP).

In addition, Fraser School has been working to improve student achievement in literacy and belonging through acts of service and teaching others. Students have learned through both diverse stories and different story-telling genres. Diverse stories have included different cultural celebrations (e.g. Diwali, Eid, Hanukkah), stories with characters from a variety of backgrounds with different world views and perspectives, and ones told by students' families. Stories have been shared through literature circles, class read-alouds, memoirs, drama, puppetry, readers' theatre, song, and poetry. Students have engaged in numerous ways to tell their own stories: diary entries, daily journal writing, personal poetry, and story workshops in classrooms and through the library programming.

I know how my school expects me to behave.
Grade 4 SLS 2024-2025



At school, do you respect people who are different from you?
Grade 7 2024-2025



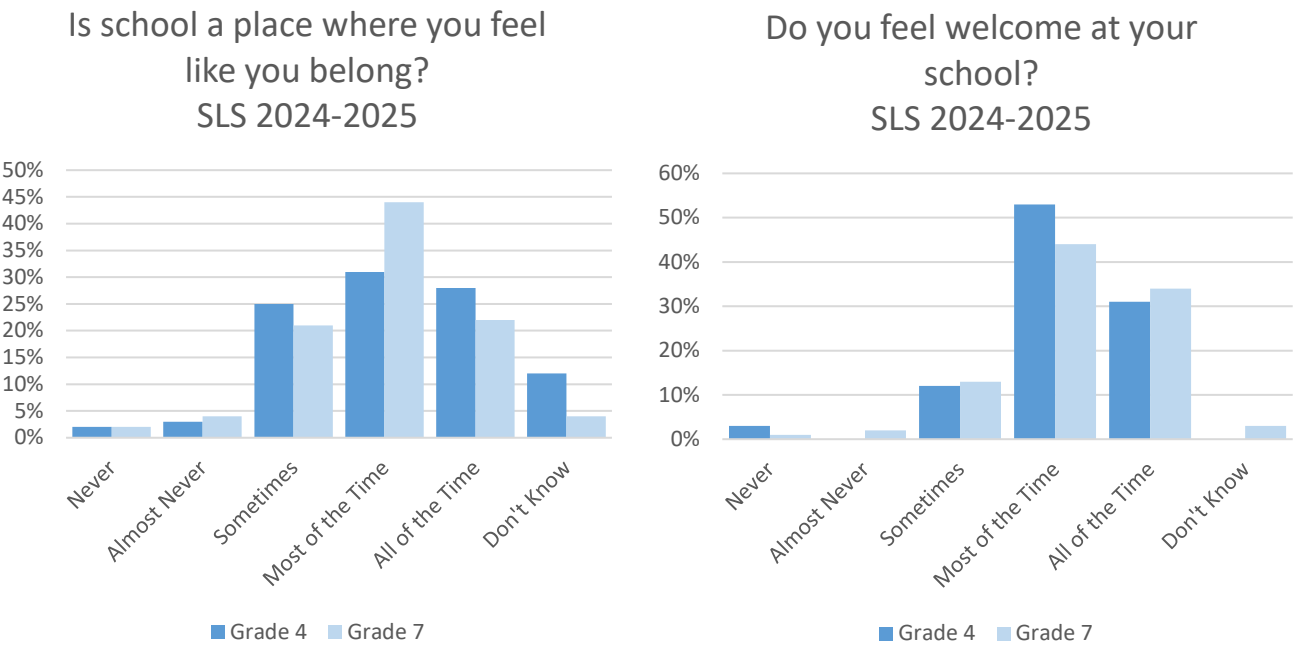
The Fraser Library is the hub of literacy and includes a diverse collection that is continually being curated and updated by the Teacher-Librarian. Many books are read, along with hands-on activities related to fine arts and STEM (Science, Technology, Engineering, Math).

Student attendance and a strong sense of well-being and belonging are critical indicators of academic success. When students feel connected to their school community and supported emotionally, they are more likely to attend regularly, engage in learning, and perform better academically. Consistent attendance ensures exposure to instruction and peer interaction, while a sense of belonging fosters motivation, resilience, and positive behavior. Together, these factors create a foundation for students to thrive both academically and personally. We carefully monitor student attendance and look for ways to partner with families to have students attend school regularly and on time.

Attendance 2024-2025	
Kindergarten	92.72%
Grade 1	92.87%
Grade 2	92.33%
Grade 3	92.59%
Grade 4	94.12%
Grade 5	93.99%
Grade 6	92.23%
Grade 7	92.75%
Full School	92.94%

Improve Equity

Our school is committed to fostering a safe and welcoming environment where every student feels valued, respected, and included. Through an equity lens, we recognize and address systemic barriers that impact student experiences and outcomes, ensuring that all learners—regardless of background, identity, or ability—have access to the support and opportunities they need to thrive. By promoting inclusive practices, culturally responsive teaching, and strong relationships, we aim to create a school culture where diversity is celebrated, and every student feels a true sense of belonging.



We continue to provide a nurturing, inclusive environment for our students and their 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 supporting student conflict and behaviour.

We host School Committee Meetings (SCM) twice a month; all staff are welcomed and encouraged to attend these meetings. Every agenda includes a report from the Equity and Diversity Committee. Anti-Racism, Indigenizing and De-Colonizing our School is a standing item on our SCM agenda. Staff representatives continue to share resources and learning from the District Allies and Leads meetings.

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

We continue our journey of reconciliation with First Nations, Metis, and Inuit in numerous ways. The school community has been learning the new VSB Land Acknowledgement. Students and staff have written and spoken about their own connections to land and shared them in classes, at assemblies and during morning announcements. All meetings and school gatherings begin with a land acknowledgement as well as the singing of the Coast Salish anthem, accompanied by staff and student drumming.

Staff continue to learn and broaden the lessons and resources used in their teaching about Indigenous Peoples and look to incorporate the First Peoples' Principles of Learning into their lessons and classroom routines. We have continued to learn vocabulary and practice pronouncing the host nations' names and basic vocabulary. Another example of this work is the Salmon Enhancement Program for grade 2 & 3 students. This program integrates the importance of salmon to the West Coast Indigenous Peoples and the concepts of being a steward for the land we are visitors on. In addition, our primary classes participate in a yearly butterfly and garden project, where students learn how plants, animals and humans interact together, including teachings about Indigenous plants in our neighbourhood.

Staff look for stories by Indigenous authors to ensure authenticity. Teachers are also working with students to learn about the significant Indigenous histories including Indian Residential Schools, MMIW&G, and the effects of colonialization. Staff and students are also learning the locations of different Indigenous territories, the proper pronunciation of Indigenous groups, and about Indigenous plants. New library purchases this year included books about Indigenous peoples and culture.

Guided by the VSB Indigenous Department, we invite guests who share their skills, culture and stories with us. Classroom teachers continue to weave Indigenous content – histories, traditions and cultures into daily teaching and through the curricular areas. We have been learning and unlearning much information, including the history of the First Nations People, the native plants, herbs and grasses, and fostering a deep connection with our land. We are nearing the final stages with PAC, the school community and a Coast Salish, in our “Listening and Learning” mural.

HOW WILL WE KNOW WE'RE ON TRACK?

We know we are on track by the work students create the questions they ask, and the deepening sophistication and understanding observed in class conversations. 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 resilience. We will continue to engage in conversation and deep listening with students, parents and community.

Student assessments, as shared with families in the Communicating Student Learning reports, parent teacher interviews, student-led conferences, also show us that there was student growth in literacy over the course of the year. We will also continue using formative and summative assessments and examine results carefully to know “what’s next” and “what’s needed”.

Next year, we will continue to learn through story with some increased focus on the Personal and Social core competency which is the set of abilities that relate to students' identity in the world both as individuals and as members of their community and society. We will know we are on track when we hear students describe their identities in specific ways such as “I am a reader” or “I am an artist.” We also will know we are on track when we hear students asking their peers to treat them with respect and seeking adult help when needed.

We will celebrate and share our learning in our classrooms, and school wide: classroom meetings, sharing circles, routinely updated bulletin boards and displays (Indigenous learning, student art, works students want to share, daily announcements, school events, newsletters, staff meetings and PAC meetings).