



2025-2026 School Learning Plan

SCHOOL STORY

Simon Fraser Elementary is a vibrant and inclusive school community, centrally located in the Mount Pleasant and City Hall neighbourhoods. We are grateful to learn and work on the unceded, traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

Guided by Goal One of the Vancouver School Board Education Plan 2026—improving student achievement, well-being, and belonging—the Fraser staff is deeply committed to supporting all learners through active, engaged, and meaningful learning experiences. Learning thrives both inside and outside the classroom.

Our school community includes approximately 330 students with diverse backgrounds and experiences. We have 15 divisions housed in a one-level main building and four portables, including two kindergarten classes, seven primary classes, and six intermediate classes.

We continue to uphold the values of our School Code of Conduct: **Be Safe, Be Kind, Be Fair**. These principles guide our actions and help us build a strong foundation of respect. Many staff members have been part of Fraser for several years, nurturing positive relationships with students and families. Their collective passion and commitment, along with a strong culture of collaboration, allows us to focus our efforts on supporting student growth.

Staff regularly engage in ongoing professional learning. Recent learning opportunities have included sessions on literacy, numeracy, inclusive education, social-emotional learning, and Indigenous education. These opportunities help deepen instructional practice and enhance the learning environment for all students. New strategies in literacy, numeracy, and social-emotional development are actively integrated into daily practice.

Our parent community also plays a vital role in shaping the school's positive culture. In addition to the Parent Advisory Council (PAC)'s formal responsibilities, parents contribute energy and enthusiasm to school life through community-building and fundraising events such as hot lunches, the Halloween

Pumpkin Patch, and Spring Fling. This year, the PAC also supported the Primary Choir and hosted Family Movie Nights. Many alumni remain connected to Fraser as volunteers and event supporters.

The PAC is currently fundraising for a three-year technology renewal plan that includes adding new iPad and laptop carts to support student learning.

Students have access to a wide range of extracurricular opportunities thanks to dedicated staff and parent volunteers. Activities include cross-country, soccer, volleyball, basketball, track and field, ultimate Frisbee, gardening, chess club, drama club, board games clubs, Lego club, community walks, and numerous field trips. Students also develop leadership skills through roles such as morning announcers, library helpers, reading buddies, lunch leadership, plant and garden care, recycling, and assisting with PAC events.

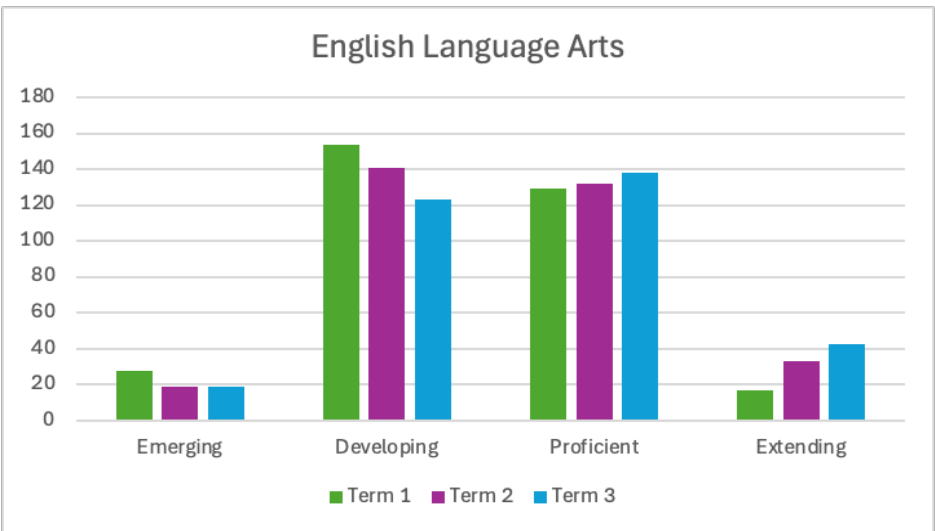
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Fraser has a diverse student population of approximately 330 students organized into 15 divisions: nine primary divisions (K–3) and six intermediate divisions (4–7). Twelve percent of our students are English Language Learners, and a number of students have BC Ministry of Education special education designations.

Literacy Progress

Fraser students have demonstrated steady improvement in literacy throughout the 2025-2026 school year. In English Language Arts, there was an 11% increase of students assessed as Proficient or Extending between Term 1 and Term 3.

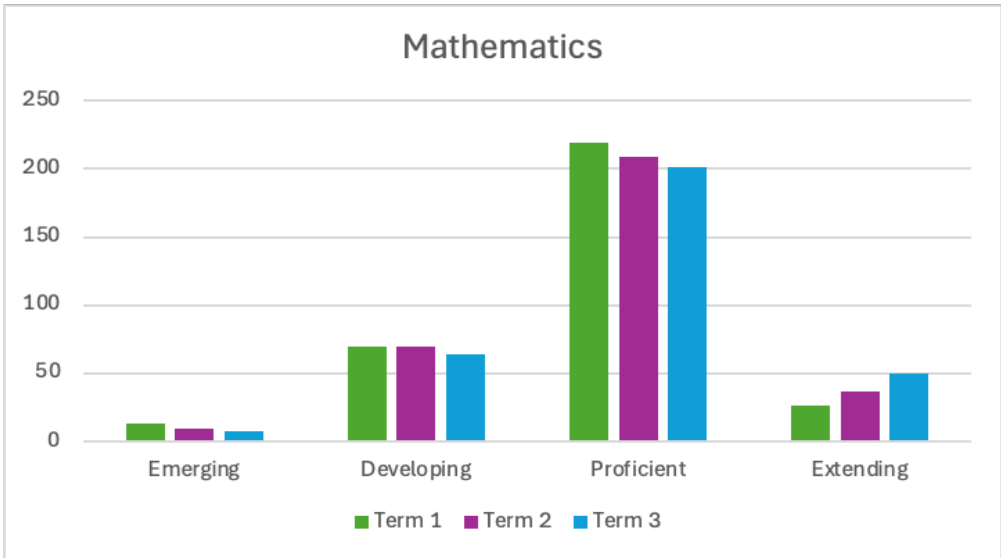
- **Term 1:** 45% of students were assessed as *Proficient* or *Extending* in English Language Arts.
- **Term 2:** 51% of students were assessed as *Proficient* or *Extending* in English Language Arts.
- **Term 3:** 56% of students were assessed as *Proficient* or *Extending* in English Language Arts.



Numeracy Progress

In mathematics, Simon Fraser students demonstrated excellent progress throughout the 2025-2026 school year. Overall, the large majority of students are exceeding in mathematics, with 78% of students assessed as Proficient or Extending.

- **Term 1:** 75% of students were assessed as *Proficient* or *Extending* in Mathematics, 25% were assessed as *Emerging* or *Developing*.
- **Term 2:** 24% of students were assessed as *Emerging* or *Developing* in Mathematics and 76% of students were assessed as *Proficient* or *Extending* in Mathematics
- **Term 3:** **78% of students were assessed as *Proficient* or *Extending*** in Mathematics and 22% were assessed as *Emerging* or *Developing*.



Our students continue to thrive creatively, supported by a caring and skilled staff. Students showcase their strengths through inquiry-based learning, critical thinking, and creative expression within classroom learning and school-wide events.

We remain committed to fostering inclusion and a strong sense of belonging. Our school-wide focus includes empathy, community-building, personal responsibility, and “hands to self.” We continue to identify gaps in reading and writing and recognize that students benefit from targeted resource support and intervention. Teacher observations, anecdotal notes, and Communicating Student Learning (CSL) data highlight the importance of ongoing collaboration between classroom and resource teachers. This continued teamwork ensures fluid, responsive support tailored to students’ individual needs.

Our dedicated resource team maintains thorough records of student literacy development and provides support through both in-class assistance and small-group intervention. Their expertise and consistent communication with classroom teachers help ensure that students receive the timely, targeted instruction needed to grow as readers and writers.

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 Simon Fraser staff actively participate in the District Literacy Professional Learning Communities (PLCs), collaborating to share effective strategies and resources that support student learning. Staff work together regularly to meet student needs, with instructional groupings adjusted throughout the year as needed. In addition, Simon Fraser staff continue to build their understanding of how students can best access and benefit from the Sensory Room and the Ready Body, Learning Minds (RBLM) areas.

Support staff have attended Sensory Room training provided by the District Learning Services team. This training focused on the effective use of specialized equipment to create a purposeful and supportive sensory environment. These spaces are especially valuable for students who require sensory support as part of their Individual Education Plans (IEPs), including those who access the Sensory Room daily.

Simon Fraser School has also prioritized improving student achievement in literacy and fostering a sense of belonging through service, storytelling, and learning from others. Students explored a variety of stories across multiple genres, reflecting diverse cultures, identities, and perspectives. This year, students attended a presentation by North Vancouver's Presentation House Theatre titled *Black History Matters*. Additional learning opportunities highlighted cultural celebrations such as Diwali, Eid, Hanukkah, Norouz, and Lunar New Year. In February, the Hung Hsing Kwoon Kung Fu group performed a Lunar New Year Lion Dance for the school.

The Fraser Library is the hub of literacy and includes a diverse collection that is continually being curated and updated by the Teacher-Librarian. Students are engaged with stories featuring characters from a wide range of backgrounds and worldviews, including stories shared by families within the school community. Learning took place through literature circles, class read-alouds, memoirs, drama, puppetry, readers' theatre, song, and poetry. Students were also encouraged to tell their own stories through diary entries, daily journals, personal poetry, and classroom and library-based story workshops.

Regular school attendance, punctuality, and a strong sense of well-being and belonging are key to student success. When students feel connected and supported at school, they are more likely to attend consistently, take part in learning, and achieve academically. Being present every day allows students to benefit from instruction and build relationships with peers, while feeling a sense of belonging encourages motivation, resilience, and positive behaviour. Together, these elements help students succeed both in their learning and personal growth. We closely monitor attendance and work in partnership with families to support students in arriving at school regularly and on time.

Improve equity

Our school is committed to continuously strengthening equity by fostering a safe, inclusive, and welcoming environment where every student feels valued, respected, and a true sense of belonging. Through an equity-focused approach, we actively identify and address systemic barriers that may

impact student experiences and outcomes. This ensures that all learners, regardless of background, identity, or ability, have equitable access to the supports and opportunities they need to succeed.

We prioritize inclusive practices and culturally responsive teaching, building strong, respectful relationships with students and families. Staff intentionally create opportunities for student voice through regular class meetings, check-ins, and ongoing communication with families, ensuring that all perspectives are heard and valued. When addressing conflict or behavioural concerns, we continue to use restorative practices that focus on repairing relationships, building accountability, and strengthening community.

Collaboration and professional learning remain central to our work. School Committee Meetings (SCM) are held twice monthly, with all staff encouraged to participate. Equity and diversity are embedded in each meeting, including regular updates from the Equity and Diversity Committee. Anti-racism, and the ongoing work of Indigenizing and decolonizing our school practices, are standing agenda items that guide reflection and action.

Staff representatives also extend our learning by sharing resources, strategies, and insights gained through District Allies and Leads meetings. This ongoing professional dialogue supports continuous growth and ensures that equity remains a shared responsibility across our school community.

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

At Simon Fraser Elementary, we are continuing to learn about and build respectful relationships with First Nations, Métis, and Inuit Peoples.

We have been learning the Vancouver School Board Land Acknowledgement. Students and staff think about their own connections to the land and share their ideas in classrooms, assemblies, and morning announcements. At school events and meetings, we begin by recognizing the land and singing the Coast Salish anthem, sometimes with drumming by students and staff.

Teachers are working hard to include Indigenous learning in classrooms. We use the First Peoples' Principles of Learning to guide us. We practice saying the names of the local First Nations correctly and learn new words from their languages.

Students take part in special projects. For example, Grade 2 and 3 classes join the Salmon Enhancement Program, where they learn why salmon are important to West Coast Indigenous Peoples and how we can care for the land and water. Our younger students also take part in a butterfly and garden project, learning how plants, animals, and people are connected, including learning about Indigenous plants in our area.

We choose books written by Indigenous authors so that we hear real voices and stories. We have added new books about Indigenous cultures and histories to our library. We also welcome guests who share their knowledge, stories, and traditions with us.

Every day, teachers include Indigenous perspectives across subjects. We are learning more about the land, local plants, and the history of First Nations Peoples, and we are thinking about how we can care for the land we share. During our District Indigenous Focus Day in April, our entire staff engaged in various Indigenous-themed workshops and shared their learning during our sharing circle at the end of the day. As a school community, we are excited about the "Listening and Learning" mural created in

collaboration with our families and a Coast Salish artist. This beautiful mural, located on the north exterior wall of the school, was completed in June 2026. We look forward to learning about its significance together and celebrating with an unveiling in the fall.

HOW WILL WE KNOW WE'RE ON TRACK?

At Simon Fraser Elementary School, we will know we are on track when our ongoing evidence—both quantitative and qualitative—shows steady, measurable growth in student learning, well-being, and belonging. Progress will be visible through multiple sources of data and daily experiences across the school community.

Student Learning Data — Literacy and numeracy results will continue to show upward trends across terms, with more students moving into the *Proficient* and *Extending* categories. Classroom assessments, CSL evidence, and resource team records will confirm that targeted supports are helping close identified gaps. As mentioned, teacher observations, anecdotal notes, and CSL data highlight the importance of ongoing collaboration between classroom and resource teachers.

Student Engagement and Well-Being — Increased attendance, punctuality, and positive participation in classroom and school-wide activities will demonstrate that students feel connected, supported, and ready to learn. Staff will observe improved self-regulation, stronger peer relationships, and greater confidence in learning. As noted, when students feel connected and supported at school, they are more likely to attend consistently, take part in learning, and achieve academically.

Inclusive and Equitable Practices — Evidence of equitable access to learning will appear in classroom participation, student voice, and the success of diverse learners. Staff reflections, SCM discussions, and Equity & Diversity Committee updates will show that anti-racism, inclusion, and culturally responsive teaching are embedded in daily practice. Equity and diversity will continue to be embedded in each meeting. Anti-racism, and the ongoing work of Indigenizing and decolonizing our school practices, will remain standing agenda items.

Indigenous Learning and Reconciliation — Students will increasingly demonstrate understanding of Indigenous perspectives, local Nations, and the First Peoples' Principles of Learning. Evidence will appear in student work, classroom inquiry, participation in cultural learning opportunities, and shared school-wide experiences.

Collaborative Professional Practice — Staff will continue to engage in meaningful professional learning, adjusting instruction based on student needs. Evidence of collaboration—through PLCs, resource meetings, and shared planning—will show that educators are using common strategies and responding collectively to student growth.

Family and Community Partnerships — Strong communication, PAC involvement, and family participation in school events will indicate that our community feels welcomed, informed, and connected. Feedback from families will help confirm that students feel safe, valued, and supported.

Together, these indicators will help us reflect, adjust, and celebrate progress. When our students demonstrate growth, feel a sense of belonging, and engage confidently in their learning, we will know that our Simon Fraser School community is moving forward with purpose and success.