



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Sitting between the Oakridge neighborhood and the ancestral site of the Musqueam village čəsnaʔəm at the foot of the Fraser River. The school population reflects the rich diversity of the community which is comprised of families who identify with numerous settler and Indigenous cultures from within Canada and around the world. Together we are learning and unlearning as we work towards decolonizing our school practices to help nurture belonging and foster equity for all students.

The staff members at Laurier visualize success for students through a lens of equity and excellence and strive to ensure each child thrives. The passionate and dedicated team of over 45 staff members actively embrace a school-wide approach to social-emotional learning and positive behaviour intervention support, SOAR (supportive, open-minded, awesome and respectful), to help students develop a social and emotional skill set while building student agency that both provides a foundation for and supports their academic growth.

There is strong family support for school initiatives and student achievement. We have a very supportive and engaged Parent Advisory Council (PAC) who fund-raise and organize school- wide events and fundraise to contribute to learning opportunities and student well-being.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at Laurier bring a dynamic blend of curiosity and motivation to their days at school. Laurier learners are not just enthusiastic about learning; they are also equipped with increasing skills to self-assess and reflect on their progress and to set goals for learning. Students are encouraged to demonstrate their learning in individualized ways through multiple means.

Staff use data purposefully to guide student learning, understanding that it is most effective when complemented by classroom observations, anecdotal records, and student reflections. Together, these sources provide a fuller picture of student needs which result in shifts or changes to instructional strategies and resources. Coupled with shifts and changes, staff prioritize well-being and connections and build opportunities for building student voice and agency.

Laurier serves a culturally and linguistically diverse student body, with many students learning English as an additional language. Focused instruction on phonemic awareness, vocabulary development and comprehension skills, among other literacy focuses, are having a positive impact on all learners. Community Student Learning (CSL) data for grades 3-7 from June 2024 to June 2026 and Foundation Skills Assessment (FSA) Results from November 2024 to November 2025 indicate a continued overall increase in achievement in English Language Arts and Literacy for students at Laurier. Both grade 4 and 7 students reported that they” **continue to get better at reading**” on the Student Learning Survey in 2025-2026 and demonstrated improvement over the two previous years.

CSL: English Language Arts	Students Developing or Proficient in Grades 3-7
June 2024	73.95%
June 2025	81.95%
75%June 2026	86%

FSA: Literacy	Students On-Track or Extending in Grades 4 & 7
November 2024	76%
*November 2025	79%

Over the past three years, teachers have incorporated more hands-on and concrete manipulatives to build student mastery of basic numeracy skills and to bridge understanding from concrete to abstract concepts. Our data shows this is having a positive impact on our learners. Community Student Learning (CSL) data for grades 3-7 from June 2024 to June 2026 and Foundation Skills Assessment (FSA) Results from November 2024 to November 2025 indicate a **continued overall increase in achievement** in Mathematics/Numeracy for students at Laurier.

Further, over the past three years the percentage of students who reported on the Student Learning Survey that they,” continue **to get better at math,**” has increased from 66% in 2023-2024 to 71% on 2025-2025 to 86% in 2025/2026.

CSL: Math	Students Developing or Proficient in Grades 3-7
June 2024	65% (with extending 95%)
June 2025	68% (with extending 92%)
June 2026	75% (with extending 96%)

FSA Results: Numeracy	Students On-Track or Extending in Grades 4 & 7
November 2024	74%
*November 2025	83%

We were curious about being more intentional about using a trauma-informed approach in our learning spaces and in our school to support feelings of belonging and well-being. Further, we wondered if fostering student understanding of equity and pairing this with a focus on building a restorative culture would advance our global efforts toward equity, inclusion, equity and student well-being.

In the area of Social Awareness and Responsibility, the Student Learning Survey showed marked growth for our grade 7 students:

% Reporting Positive Responses			
	2023-24	2024-25	2025-26
When you make a choice, do you think about how it might affect others?	65%	56%	77%
I am learning to understand and support human rights and diversity.	70%	63%	83%
A school , do you respect people who are different from you (for example, think, act or look differently?)	91%	96%	100%

The results for our grade 4’s were also encouraging.

% Reporting Positive Response			
	2023-24	2024-25	2025-26
I think of others when I do something.	65%	60%	84%
I take responsibility for my actions and I do not give others credit or blame for what I do.	68%	80%	81%
Students in my school treat others with respect even if they are not friends	49%	53%	63%

We have been focused on not just teaching about Indigenous culture, traditions and achievements, but also why it’s important to learn this. Students have increased understandings of reconciliation, colonization and the contributions of Indigenous people to Canada and the world. Honouring Orange Shirt Day is an annual event at Laurier. This year, the school community recognized Red Dress Day in a reflective and creative school-wide art activity. Upper intermediate students worked with a x̣ṃəθḳẉəỵəm (Musqueam) elder to learn about and practice traditional weaving techniques from the nation.

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

To strengthen primary and intermediate student **literacy** outcomes particularly in developing writing skills and improving reading comprehension, staff have engaged in ongoing professional development

led by our Professional Learning Community (PLC) leads and have worked collaboratively to support, explore, and strengthen effective whole class Tier 1 instruction. Early literacy teachers use *UFLI* to build phonemic awareness, phonics, and high frequency word knowledge—critical components for early literacy success. Teachers are increasingly implementing the six key elements of effective daily reading instruction. Literacy games have been integrated as playful literacy experiences to enhance student engagement and skill development. Cross curricular writing and vocabulary development are embedded in both primary and intermediate classrooms, supported using story workshops and explicit instruction in the steps of the writing process. Early and late literacy assessments are used to inform instruction, monitor progress, and guide responsive teaching practices that meet the diverse learning needs of all students.

To support **numeracy** development in primary and intermediate classrooms, teachers focused on building strong basic fact fluency in addition, subtraction, multiplication, and division. Instruction emphasized the use of visuals, manipulatives, and math games to support students' progression from concrete to abstract understanding while fostering engagement and confidence. Mathematical reasoning and metacognition were developed through intentional math talks, during which students explained, justified, and reflected on their thinking. Math journals were used to deepen understanding by highlighting both the *how* and *why* of mathematical strategies. Ongoing formative and summative math assessments informed instruction and guided responsive teaching practices to support the diverse learning needs of all students. Collaboratively teachers worked with our PLC to attend workshops, observe lessons and implement new strategies.

To support **physical and mental well-being and inclusion**, we continue to offer opportunities for students to have fun, strengthen their areas of passion and build connectedness with students in all grades at Laurier. Our SOAR committee hosts inclusive spirit events and gatherings that celebrate student efforts toward being supportive, open-minded, awesome and respectful. Extra-curricular events such as Chess Club, Drama & Dance Club, Choir, Math Club and Games Club along with sports teams like cross country, basketball, soccer, volleyball, badminton and pickleball help to ensure all students find a place to be included and to experience an authentic sense of belonging.

Improve equity

Classroom teachers, resource teachers, and support staff worked collaboratively to assess student strengths and needs and provide inclusive, timely support for all learners to build **equity**. Through consistent classroom best practices and targeted small group instruction, students received equity-driven access to learning that honoured diverse abilities, identities, and learning profiles. The resource and support team participated in ongoing professional development and assessment certification workshops to strengthen inclusive assessment practices and support responsive, data informed decision-making. Our support staff welcome teachers to meet with them weekly in our Sensory Room to share strategies and resources that support self-regulation and social-emotional learning. The staff share a collective responsibility and commitment to reducing barriers to learning and ensuring that all students experience an authentic sense of belonging and support.

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

Laurier continues its commitment to **reconciliation** through intentional learning, unlearning, and relearning in partnership with First Nations, Métis, and Inuit communities. Learning about Indigenous cultures and histories—particularly those of the three local host nations—is embedded through both formal initiatives and everyday classroom practice, including the regular use of Indigenous Land Acknowledgements, the singing of the Coast Salish anthem, honouring Orange Shirt and Red Dress Day and the growing use of Coast Salish language at school gatherings and in classrooms. Instruction is guided by the First Peoples Principles of Learning and includes engagement with Indigenous stories, art, music, and contributions past and present. The school welcomes Indigenous guests and performers, supports student understanding of the Calls to Action, and expands resources to deepen learning. Staff participate in Indigenous focused professional development, and outdoor, place-based learning and circle gatherings are used to honour Indigenous traditions and strengthen community connections.

HOW WILL WE KNOW WE'RE ON TRACK?

1. **Written Learning Updates (CSL):** Throughout the school year, teachers provide Written Learning Updates and a Summary of Learning at the end of the year. These updates include detailed feedback on student progress and areas for growth using formative and summative assessment, anecdotal information and student interviews.
2. **Student Self-Reflection:** Students are encouraged to self-reflect on their core competencies and set personal learning goals at least three times a year. This self-assessment helps students take ownership of their learning and track their own progress
3. **School Based Surveys** and formal and anecdotal staff observations.
4. **Data from Ministry of Education Questionnaires and Testing** including the (Foundations Skills Assessment) FSA testing, the Student Learning Survey (SLS), the Middle Years Development Instrument (MDI) and the Early Development Instrument (EDI) will be used to measure growth with our goals.
5. **Parental Involvement:** Engaging with parents and the community through regular updates and involvement in school activities helps ensure that everyone is informed and invested in the students' progress.

Understandings of student growth based on the above will be shared with the Laurier school community through class and staff discussions and meetings, PAC meetings and newsletters.