

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Trafalgar Elementary School provides educational instruction for students from Kindergarten to Grade 7, with an enrollment of approximately 470 students. Nearly two-thirds of the student body participate in French Immersion programs, including Early French Immersion (K-7) and Late French Immersion (grade 6-7). The remaining one-third of students are in the English stream. The inaugural cohort of grade 7 Late French Immersion students has completed their final year of elementary school in June 2023, having commenced the program in September 2021.

While the French Immersion segment exhibits stability, with the majority of students having English as their home or first language, around 60% of those in the English stream are either in the process of learning or have learned English as a second or additional language. This subgroup primarily comprises Mandarin speakers, with some students fluent in Cantonese and a variety of other languages. Notably, a significant portion of the parent community in Vancouver faces language barriers, with many having limited proficiency in English. Despite this, Trafalgar School boasts a robust parent community that collaborates closely with the school staff to enrich the overall educational experience of students.

Trafalgar is dedicated to fostering inclusivity, and a key objective is to celebrate the diverse backgrounds within the student body while nurturing a strong sense of community within the school premises.

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

The learners in our community represent diversity in identity and learning. Trafalgar has many high achieving students and engaged learners. Students are eager to learn and have a strong desire to succeed. Students demonstrate a sense of pride in being involved in the life of the school and the community. Students are exposed to the world and have a great deal of worldly knowledge. Students demonstrate a high level of participation in leadership activities (assemblies, buddy classes, school ground cleaning, UNESCO-related activities).

We were able to use data from different sources including the Middle-years Development Instrument, class reviews, updates and reports cards to support our interventions. From reviewing the data, we know that most of our students are in the *Proficient* category for all subjects.

Over the past few years, we have continued to work closely with all staff members to identify and prioritize relationships and offer self-regulation strategies for all to use -students, staff and parents. This would include an exploration of the Mind Up program, and continuous implementation of the Zones of Regulation program to foster self-regulation strategies and support all learners' social- emotional needs.

Our staff worked to develop and provide learning opportunities that highlighted cultural awareness, athletics and the arts. As a school, we needed to provide education, support and guidance for families in the understanding on how self-regulation may impact learning. We also considered anecdotal data by staff, parents, and students; we cannot underestimate the value of data related to students, staff, and parents/families sharing their stories related to the school. Research supports the notion that schools have a climate that can be felt, and this climate (also known as *organizational school culture* or *organizational health*) occurs through our daily interactions with one another.

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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 role as educators is to continually support ways of “getting there”. Based on CSL Tool, MDI, and School Survey data from 2019-2023, Trafalgar students demonstrate a high percentage of “Proficient” level in Literacy in French, English, and Numeracy.

As a school, we offer the Reading Recovery program (both in English and French) and our primary staff work together to support and implement learning strategies to the benefit of our learners. It is more obvious at the primary level due to our commitment to CLIP and CELI programs. Our intermediate teaching team continues to collaborate on a regular basis to maintain and sustain a wide variety of learning opportunities and activities to our students population.

In the education system, we know that change does not always occur in a linear way but in cycles. Subsequently, our school will intend to make the planning manageable and realistic for these subjects. We will also work closely with the district resources teachers available in these subjects to enhance the assessment of our learners and put strategies in place to support their learning journey.

### Improve equity

Trafalgar School is committed to continuing our journey in enhancing equity for all learners. Our teachers, support staff and administrators work to make sure that every child and their family has access to learning resources and opportunities to succeed.

The Trafalgar educators continued to provide equitable support to all our students in their daily practice and students assessment. Some of these strategies are implementing adaptations and accommodations in class to enhance student learning either individually or in groups , understating students’ learning preferences, meeting with students individually to support/discuss, using multiple ways to evaluate students’ understanding, creating classroom rules collaboratively with students, seeking multiple perspectives and different answers to questions, acknowledging every student’s perspective, comment or response, keeping all cultural holidays in mind to celebrate in classes, teach appropriate language around various cultures, and offer accessible resources and materials. Resource teachers and Student Support Workers collaborate with the classroom teachers ensuring that equitable support is provided for a diverse range of students and that their needs are met through individual or small-group support.

During the school year 2023-24, our staff’s commitment to equity has been demonstrated through multiple activities and events outside of their everyday teaching. Some of the highlights of these activities include the weekly meetings of the Rainbow/SOGI club, the DEI (Diversity, Equity, Inclusion) wide-school event that our school piloted this year, the Wheelchair Gym week where all classes had a chance to participate, monthly

assemblies that promote important values of anti-racism, equity, diversity and inclusion, and the Pride Month celebration days.

While continuing our learning journey, Trafalgar staff work closely with our parents providing them with valuable opportunities to participate and enhance our educational practices. In conjunction with our staff, the parents organized the Lunar Festival and the multicultural dinner highlighting the variety of our cultures and ethnicities at school.

We continue to prioritize our students' social-emotional development by fostering a respectful and caring school environment. Our counsellor works closely with every division and individual students offering support and assistance.

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

Our school community is committed to enhancing our awareness of First Nations perspectives and cultures.

Teachers are exploring First Nations stories and are completing art projects and studies with an Indigenous focus on a regular basis. The teacher-librarian has continued to build a collection of First Nations books and documents. Earthbites gardening program included lessons on native plants including edible plants. Staff continue to provide opportunities to raise awareness of the reconciliation process in our community among students. We will continue to offer professional development opportunities with Indigenous content and/or Indigenous speakers.

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

During the school year, we have seen and noted different items that showed our commitment to improve our school climate and sense of belonging. There were more opportunities to have collaborative activities between divisions and programs. We held a very successful district Diversity, Equity and Inclusion Day. It was student-led and this initiative will continue at the school and classroom level in the coming years. We will also continue to review and analyze data to ensure we are on the right track.

In collaboration with PAC and staff, we will continue to offer before and after school activities with a very active students' participation (band, choir, team sports, school clubs, leadership groups, etc.), as well as school-wide activities (UNESCO projects, Sports Day, Bike to School Week, gardening program, etc.). We have established a healthy relationship with our PAC executive members and volunteers to improve the synchronization of school and PAC activities such as publishing our newsletter every other week.