

2024-2025

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 x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

L'Ecole Bilingue is situated in a vibrant neighborhood between Vancouver General Hospital and South Granville. The new school building, constructed in 2017, is conveniently located on the 14th Avenue bike route, making it easily accessible for students who commute by bike. This area is well-connected and offers a safe and welcoming environment for our school community.

L'Ecole Bilingue is a single-track French immersion school dedicated to providing a comprehensive French education. From kindergarten to grade three, students are fully immersed in French, with the goal of achieving fluency in oral communication skills. Starting in grade four, English is introduced, typically taught in the afternoons, while French remains a core part of the curriculum.

Our school currently enrolls 415 students. We have entry points at both kindergarten and grade one. Most students remain at L'Ecole Bilingue throughout their elementary years. Occasionally, we also accept new students in grades two to seven, provided they have prior French immersion experience.

L'Ecole Bilingue is staffed by eighteen enrolling teachers and two resource teachers—one for intermediate grades and one for primary grades. Our primary resource teacher dedicates 40% of her time to the Reading Recovery Program (IPLE). We have a part-time teacher-librarian and also two prep teachers, one who is a full-time physical education teacher.

Athletics play a significant role at L'Ecole Bilingue. Intermediate students participate in volleyball, basketball, soccer, and track and field, while primary students enjoy cross-country running; about a quarter of the school is involved in this sport. We have a full-time gym prep teacher who coordinates these activities, supported by volunteer parent coaches and other LEB staff.

Our parent community is highly engaged contributing through coaching, fundraising and organizing events. Weekly pizza and sushi lunches help fund our annual grade four and seven

camps. The Parent Advisory Committee (PAC) also organizes key events such as the 'Welcome Back Barbeque' in September.

Our school code of conduct, "Je prends soin de moi, Je prends soin des autres et Je prends soin de mon école" (I take care of myself, I take care of others, and I take care of my school), is embraced by all students. They take on various roles such as office monitors, hall monitors, playground leaders, and student announcers. Extracurricular activities include student council, board games club, scratch (coding) club, and creative writing club. Additionally, our PAC organizes through VSB Rentals, afterschool programs like basketball, tennis, and Lights Up Musical Theatre, ensuring our students remain active and engaged beyond school hours.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at L'Ecole Bilingue are creative, curious, kind and inclusive of their peers. At L'Ecole Bilingue, we are dedicated to fostering a supportive and enriching environment for our students. Our primary focus continues to be to support our students in their self-regulation and social emotional learning because we know that once our learners have these skills, they are better able to manage and attend to their academic work.

This need for focus is evident because at the informal learning conferences/goal-setting conferences in October, many students, teachers and families – as a home-school team identified the need for goals around executive functioning skills. Skills such as: organization, self-starting, and maintaining focus on tasks and lessons.

A significant portion of learning at L'Ecole Bilingue occurs during unstructured times on the playground during our outside recess times. Our younger students are learning how to engage, connect, and play with others in a safe and healthy manner. While in the classroom, students are working on being more relaxed and achieving a 'green' zone state, the zone for readiness to learn. The Zones of Regulation program is a key tool/program that staff continue to use year after year, helping students identify their emotional state and strategies to stay in the green zone.

Staff observations indicate that some students are still developing their ability to manage timed test and multiple tasks. Some students are also working on handling significant emotions, such as anxiety, and maintaining focus and organization to successfully complete these academic tasks and assessments.

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

Focus on student physical and mental well-being, and belonging

Guiding Principles

L'Ecole Bilingue is committed to fostering a safe, inclusive, and equitable learning environment grounded in:

- **Social-emotional learning** with a focus on **self-regulation** and **executive functioning**
- **Equity and inclusion** through Universal Design for Learning (UDL)
- **Reconciliation and respect** for Indigenous knowledge, histories, and ways of being

Social-Emotional Learning & Executive Functioning

Primary Focus (K-3):

- Emphasis on self-regulation during structured and unstructured times (e.g., recess, classroom transitions)
- Use of SEL programs: Zones of Regulation, WITS, Little Spot, Second Step, MindUP, and Safe Bodies, Strong Kids
- Many teachers have also implemented positive behavior incentive systems in their classrooms, further supporting a culture of encouragement and reinforcing expected behaviors.
- Class 'pet' stuffie programs to build empathy and responsibility
- Development of foundational skills: emotional awareness, flexible thinking, and growth mindset

Intermediate Focus (Gr. 4-7):

- Continued SEL support with a shift toward **executive functioning**: organization, task initiation, time management, and emotional regulation
- Targeted strategies to manage test anxiety and build resilience

School-Wide Practices:

- Star student recognition
- Calm spaces, breakout rooms, and sensory tools to support regulation
- Regular staff collaboration to align SEL strategies and assessment practices
- Learning opportunities presented in our school newsletter- “Counsellor’s Corner” for all families and staff collaboration and professional development with district SEL specialists

This year our school purchased seven “Little Spot Series” classroom sets to support SEL learning in primary classrooms. Many of our primary classrooms are using this series to teach SEL and along with Second Step and Mind-UP - and access to these on-line licenses were given this year as well. Many of our families engaged with our school counsellor because of her visibility via our school newsletters. We know several families accessed the resources that were made known in our ‘Counsellor’s Corner’ in our bi-weekly LEB newsletter.

Many of our students benefited from our calm down spaces, RBLM room and sensory tools (including chair bands, wiggly cushions, headphones) and we are looking to purchase a larger inventory next year to create a lending library for teachers. Our primary resource teacher is also looking to get a large class timer for all of our classrooms to support the learning.

Our resource teachers working with student support workers have identified the high use and need for these sensory tools and teachers have reported that even frequent ten-minute breaks to the calm down spaces have helped to support the sensory needs and overall well-being of students which has then helped to increase focus and academic engagement thereafter.

Improve equity & Inclusion

- Implementation of Universal Design for Learning (UDL) to support diverse learning needs
- Use of the Ready Bodies Learning Minds (RBLM) Lab and sensory-friendly spaces to prepare students for learning
- Inclusive practices such as gender-affirming language, signage, and a “Safer Space” club and on-going staff learning to ensure respectful and identity-affirming communication

Our Safer Space Club was introduced mid-year and included a weekly lunch time meeting in one of our classrooms providing an opportunity to students to play board games, card games and built into that conversation time. We had about ten students show up for this club on a weekly basis.

The student support workers regularly used the RBLM lab to support their students and their sensory needs. The RBLM lab was used throughout the day and on a daily basis. This year all staff were trained in using the RBLM lab as we had a VCH Rehabilitation Assistant come in to train all staff in November and new trampolines were purchased to support this programming.

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

- Event-based land acknowledgments honoring the Musqueam, Squamish, and Tsleil-Waututh Nations
- Monthly community assemblies aligned with the First Peoples Principles of Learning
- Integration of Indigenous perspectives through:
 - Environmental stewardship initiatives (e.g., composting, recycling)
 - Restorative practices in conflict resolution
 - Workshops with Indigenous educators (e.g., Eddie Mendoza on Métis culture and smudging)

We have worked to build into our LEB culture - student voice and agency. We have students who lead our monthly community assemblies and developed meaningful land acknowledgements which let their audience know their connections to the Indigenous lands we learn and live on. One of the connections that was mentioned at an assembly this year by some grade seven assembly leaders, was when the 7s lunched at 'Salmon n' Bannock' and learned about the story of the owner - a Sixties Scoop survivor. Teachers are continually trying to incorporate Indigenous art projects (weaving) and storytelling and learning in their classrooms and the First Peoples' Principles of Learning are visible and referred to in classrooms. *Include data to support the progress/work Indigenous focus*

HOW WILL WE KNOW WE'RE ON TRACK?

Monitoring Progress Toward School Goals at L'École Bilingue

At L'École Bilingue, we employ a comprehensive, data-informed approach to track progress toward our school plan goals. Key indicators include:

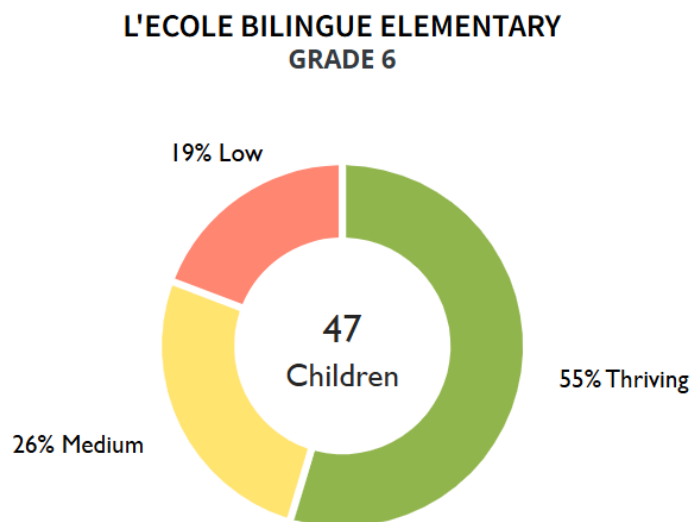
- **Student Learning Survey (SLS):** Provides insights into students' perceptions of school life and sense of belonging.
- **Middle Years Development Instrument (MDI):** Offers data on Grade 6 students' well-being and school experience.
- **Early Development Instrument (EDI):** Assesses kindergarten students' developmental progress as they begin their educational journey.

In addition to formal data, we gather qualitative insights through:

- **Staff Observations:** Focused on students' social-emotional development, including test-taking behaviors, self-advocacy, and independent work habits.
- **Playground and Classroom Interactions:** Observations of peer relationships and behavior across settings.
- **Conversations with Parents and Students:** Informal and formal discussions provide valuable context on engagement and learning experiences.

By continuously analyzing this diverse range of data, we are able to make informed decisions and adapt our strategies to support the success and well-being of all learners.

Here is data drawn from the Middle Years Index and indicates that most of our grade six students feel they have a trusted adult that they are connected to and that they have positive peer relationships. Also, the data demonstrates that grade sixes are feeling that their basic needs of food and sleep are well taken care of and that they are engaged in activities outside of school to enhance their learning. The data also indicates that LEB grade six students continue to feel that they need to work on their self-regulation and self-awareness skills.



WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

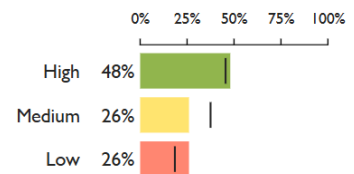


Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

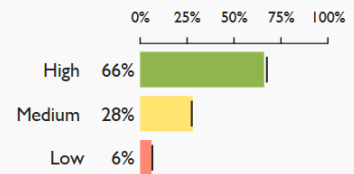
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



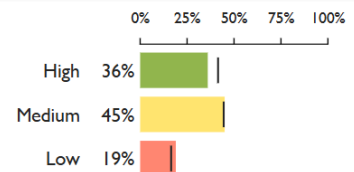
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



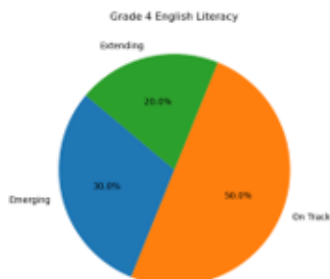
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



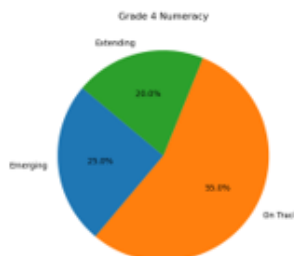
FSA Standardized Test Proficiency Results

Grade 4 English Literacy



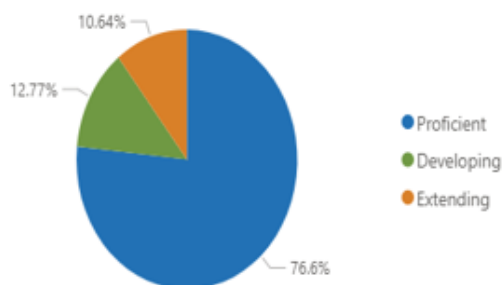
The pie chart above shows the distribution of students across three proficiency levels—Emerging, On Track, and Extending—in Grade 4 English Literacy.

FSA Grade 4 Numeracy



The pie chart above shows the distribution of students across three proficiency levels—Emerging, On Track, and Extending—in Grade 4 Numeracy.

CSL Data – Grade 4 Math Term 2:



CSL Data- Grade 4 Math Term 1:



The data presented indicates that the majority of our students are performing at or above expectations in both Mathematics and Language Arts (in both French and English). There is some alignment between the CSL (Communicating Student Learning) data and the FSA (Foundational Skills Assessment) results, suggesting that teacher assessments are consistent with provincial standards.

However, the slight discrepancies observed may point to an opportunity for growth in students' test-taking skills. Specifically, students may benefit from targeted support in executive functioning and emotional regulation, particularly in managing test-related anxiety. These are essential life skills that not only support academic success but also prepare students to navigate high-pressure situations in both school and adulthood.