

## 2024-2025

# 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 are 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. This program is now well established in our school.

The French immersion program continues to demonstrate stability, with the majority of students coming from English-speaking households, as well as from a rich variety of cultural backgrounds. In the English stream, approximately 60% of students are either currently learning or have previously learned English as an additional language. These diverse groups include many Mandarin speakers, along with students who speak Cantonese and various other languages. Trafalgar School boasts a robust parent community that collaborates closely with the school staff to enrich the overall educational experience of students. Generally, the students have a well-developed background knowledge and are familiar with having conversations and asking questions. The parents are actively involved in the education of their children and have expectations for academic achievement. 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.

Trafalgar Elementary is an early intervention school (CELI/CLIP) which focuses on early literacy development and interventions for struggling learners. We have 2 reading recovery programs, English and Early French immersion, supported this year by a District Literacy Teacher. This complements the work of the resource teacher team, the speech-language pathologist, the district psychologist, and the student support workers.

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

The learners in our community have high energy and represent diversity in identity and learning. Trafalgar has 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.

Trafalgar students are engaged with their learning and enjoy being at school. They eagerly participate in a variety of extra-curricular activities provided throughout the year, including school teams in Cross-Country, Volleyball, Basketball, Badminton, and Track and Field. Students also have the opportunity to engage in other activities such as painting, drawing, and playing chess.

Students are also actively involved in taking on leadership opportunities and making positive contributions to our school (e.g. Library and Daily Announcements Monitors, Assembly Leaders, Student Council, lunch monitors, Dungeons and Dragons club, Knitting club). Students demonstrate a high level of participation in leadership activities (assemblies, buddy classes, school ground cleaning, UNESCO-related activities). We can count on a larger group of grade 6-7 students due to our LFI program to support these opportunities.

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

During the last years, we 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.

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 understanding 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 2019-2024, Trafalgar students demonstrate a high percentage of “Proficient” level in Literacy in French, English, and Numeracy. As a group, our staff would like to pursue a specific learning goal in literacy and continue to build students' capacity in writing. We are working towards seeing an increase of 2% in our SLS (Student Learning Survey) data at the end of next year.

To determine how we can best support these students, we will collaborate and engage in professional development discussions about instructional and intervention strategies, and resources to enhance the students' literacy skills (e.g. assessment to inform and guide instruction; consistent and cohesive writing, phonics and reading comprehension instruction/strategies at the primary and intermediate levels).

As a school, we offer the Reading Recovery program (both in English and French), and our primary staff worked together to support and implement learning strategies to the benefit of our learners. The primary team is committed to the CLIP and CELI programs. The intermediate teaching team continues to collaborate on a regular basis to maintain and sustain a wide variety of learning opportunities and activities for our students' population.

School staff thoughtfully adapt their strategies to ensure that planning remains both manageable and realistic for students. In addition, we will continue to collaborate closely with district resource teachers to strengthen our assessment practices and implement targeted strategies that support each learner's educational journey.

### **Improving 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 have access to learning resources and opportunities to succeed.

The Trafalgar educators continued to provide equitable support to all students in their daily practice and assessment. Some of these strategies included implementing adaptations and accommodations in class to enhance student learning either individually or in groups, understanding students' learning preferences, meeting with students individually to support/discuss their learning, 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, and offering accessible resources and materials. Resource teachers and Student Support Workers collaborate with classroom teachers to ensure that equitable support is provided for a diverse range of students, meeting their needs through individual or small-group support.

Thanks to the dedication and hard work of our teachers, students receiving resource support demonstrated steady academic growth throughout the school year:

- In English Language Arts, we saw a notable shift, with proficiency rising from 40% in term 1 to 53 % in term 3, and a corresponding decrease in students at the developing level.
- In French Language Arts, we saw improvement, with proficiency increasing from 26% to 38% over the year, from term 1 to term 3, while the percentage of students at the developing level gradually declined.
- In Mathematics, proficiency rose from 46% to 53%, with a consistent reduction in students obtaining a developing level at our performance scale.

These gains reflect the impact of targeted support and collaborative instructional practices.

During this school year, 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, monthly assemblies that promote important values of anti-racism, anti-bullying, respect, cultural diversity, and the Pride Month celebration days. The Diversity, Equity, Inclusion Community Day took place on March 7<sup>th</sup> with strong involvement of parents and engagement of staff.

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

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

The Trafalgar school community is committed to enhancing awareness of First Nations perspectives and cultures. Teachers are regularly exploring First Nations stories and are completing art projects and studies with an Indigenous focus. The teacher-librarian has continued to build our collection of First Nations books and documents. The Earth Bites gardening program included lessons on native plants, including edible plants. Staff continue to provide opportunities to raise awareness of the journey of reconciliation. We continue to offer professional development opportunities with Indigenous content and by Indigenous speakers.

Our school had the honour of hosting Christine Mackenzie, a distinguished artist and activist from the Kwakiutl Nation. She led a full-day professional workshop for staff, followed by a series of engaging classroom sessions. Through these workshops, students gained meaningful insights into First Nations art and culture, deepening their understanding and appreciation of Indigenous perspectives.

Embedding these initiatives and practices into the fabric of the school has contributed significantly to the awareness of the students of Indigenous knowledge, culture, and history. We will continue to find opportunities to enhance the students' learning.

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

During the school year, we have observed and documented different meaningful initiatives that reflect our commitment to fostering a positive school climate and a strong sense of belonging. There were more opportunities to have collaborative activities between divisions and programs. For the past two years, we successfully held a District Diversity, Equity, and Inclusion Day led by students and teachers. This initiative will continue in schools and classrooms in the future.

In collaboration with PAC, we offer before and after school activities with high student participation (band, choir, sports, clubs, leadership groups, etc.). The school enhances learning through school-wide activities (UNESCO projects, Sports Day, Bike to School Week, etc.). We maintain a strong relationship with PAC executives and volunteers, synchronizing our efforts, such as publishing a bi-weekly newsletter and planning initiatives together.

We continue to determine the success of our measures and practices through anecdotal data and survey results (e.g. MDI, SLS surveys), which indicate that students continue to feel safe, welcomed, and have a sense of belonging at the school. This data also reflects growth in students' social-emotional skills and their awareness, appreciation, and understanding of Indigenous knowledge, culture, and history. Additionally, Learning Updates demonstrate an increased number of students on track with their academic skills and consistently demonstrating proficiency in French Language Arts, English Language Arts, Mathematics and other subject areas.