



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) & səliłwətał (Tsleil-Waututh Nation).

Neighborhood Information

L'École 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.

School Overview

L'École 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.

Staffing and Population

Our school currently enrolls 425 students. We have entry points at both kindergarten and grade one. L'École Bilingue is staffed by eighteen enrolling teachers, three non-enrolling, two resource teachers and three support staff. We have a part-time teacher-librarian and two prep teachers, one who is a full-time physical education teacher.

Programs and Activities

Athletics play a significant role at L'École Bilingue. Intermediate students participate in volleyball, basketball, soccer, and track and field, while primary students enjoy cross-country running. We have a full-time gym prep teacher who coordinates these activities, supported by volunteer parent coaches and other staff members.

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.

Community Focus

As a choice school, L’École Bilingue is open to all students in the Vancouver School District. Many families commute from various parts of the city. Our bike racks are often full, reflecting the popularity of biking to school among our students.

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?

At L’École Bilingue, our learners are kind, creative, and curious. Most students begin in Kindergarten or Grade 1 and stay through Grade 7, fostering strong relationships, continuity, and a deep sense of belonging. This contributes to a cohesive, supportive school culture.

Our community is highly connected. Cross-age buddy programs build empathy, confidence, and collaboration. As students move into the intermediate grades, they take on leadership roles—such as lunch and hall monitors, student council members, and assembly leaders - developing responsibility, communication, and independence. They also strengthen teamwork through project-based and cross-curricular learning (science fair, passion project, entrepreneurship/winter market -to name a few). Students are active and engaged, thriving when given voice and choice in their learning. Many students also participate in extracurricular activities, including athletics and clubs like Scratch, Creative Writing, and Aquarium Club, helping them explore interests and build connections across grades.

Social-emotional learning is foundational. Students, staff, and families have identified executive functioning and self-regulation as key areas of growth. Students continue to build these skills in both structured and unstructured settings, supported by programs such as *The Zones of Regulation*, Second Step, the Little Spot Series and WITS.

Academically, students are developing as strong bilingual learners. In the primary years, French oral language is a focus, while writing development in both French and English continues across grades. School-wide, we are strengthening reading comprehension, literacy, and students’ ability to manage multi-step tasks and sustain attention.

Overall, our students are collaborative, thoughtful, and community-oriented. They bring curiosity, kindness, and joy to their learning and contribute positively to the vibrant culture of L’École Bilingue.

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

At L'École Bilingue, we are committed to enhancing student achievement in literacy and numeracy, as well as promoting physical and mental well-being and a sense of belonging. It is the focus for learning at the primary level, particularly at the kindergarten and grade one level, for students to develop their social emotional learning and self-regulation skills. This builds the foundation of the learning at the elementary level. As well, teachers help their learners to develop good work habits, grow their flexible thinking, develop their fine and gross motor skills and beginning reading, writing and numeracy skills.

At the intermediate level, while social-emotional learning is still at the forefront, more emphasis is on the academics and developing literacy and numeracy skills. Focus at the intermediate level is continuing to support students' well-being and sense of belonging.

Our staff actively engages in ongoing professional learning focused on literacy and numeracy. Guided by our Professional Learning Community leads and supported through district, provincial, and French Immersion learning opportunities, teachers continually refine their instructional practices and explore new ways to engage learners.

This year, staff participated in focused professional development on strengthening math and numeracy instruction, including sessions with Janice Novakowski and follow-up learning with district staff to explore effective resources and programming approaches. Additional professional development opportunities included the French Immersion Conference and a variety of district-sponsored workshops and learning sessions.

At L'École Bilingue we provide regular, built-in collaboration time to support teacher learning, professional dialogue, and shared responsibility for student success. Every three weeks, teachers meet in grade-group teams to discuss student needs, co-assess writing, review targeted instruction, and explore resources. This intentional collaboration allows staff to align assessment practices, co-plan meaningful learning experiences, and collectively respond to common themes emerging within their cohort.

Improve equity

At L'École Bilingue, we recognize that our students bring a wide range of strengths, needs, and learning styles, and we are committed to supporting all learners in meaningful and responsive ways. Our staff uses Universal Design for Learning (UDL) strategies to ensure that visual, auditory, tactile, and other types of learners can access instruction and participate fully in classroom activities. By offering universal supports, we strive to create an environment where every student can thrive.

One of the key supports available to students is our Ready Bodies Learning Minds (RBLM) Lab, where learners can engage in purposeful movement activities that help prepare their bodies and minds for learning. While open to all students, the lab is especially beneficial for those who need additional proprioceptive, vestibular, or tactile input. Staff across the school have received training to use the lab safely and effectively so that it remains an intentional support for regulation and readiness.

We also provide two quiet, sensory friendly spaces - one on each floor - to help students regulate their emotions and return to a calm, ready-to-learn state. Breakout areas in each pod offer additional flexibility for learning and play. Students further benefit from tools such as wiggle cushions, headphones, and sensory supports that help them maintain focus and emotional balance throughout the day.

Our team includes three support staff members, two resource teachers, a teacher librarian, a full-time physical education prep teacher, and a part-time prep teacher, all working collaboratively to ensure that each student feels seen, supported, and included.

Students have many opportunities to connect with staff and peers through a wide range of extracurricular clubs and activities. These include athletics, as well as interest based groups such as Scratch Club, Creative Writing Club, and the Aquarium Club.

We are committed to creating a school environment where all students feel valued, respected, and safe, and where their individual identities are honoured. At L'École Bilingue, we recognize the diversity within our community of learners, and we work collectively to ensure that every student has the supports, relationships, and opportunities they need to succeed.

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

At L'École Bilingue, we remain deeply committed to our ongoing journey of reconciliation with First Nations, Métis, and Inuit peoples. We begin all assemblies and meetings with a land acknowledgment recognizing the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations. This practice grounds us in gratitude and respect and reminds us of the land on which we learn and unlearn.

This year, we are taking this work a step further. Our intermediate teachers are engaging students in meaningful reflection about the land acknowledgment—exploring its purpose, their personal connections to place, and what it means to learn responsibly on these territories.

We also have monthly community assemblies that bring our learners together to celebrate achievements and strengthen belonging. These gatherings align with the First Peoples Principles of Learning, which emphasize holistic, experiential, and relational learning centered on community, well-being, and a deep sense of place.

Our environmental stewardship work continues to grow, too. Schoolwide improvements in soft-plastic recycling and organics composting reflect our commitment to caring for the land in ways that align with Indigenous teachings and worldviews.

Our approach to conflict resolution further supports reconciliation aligned practices. Students participate in restorative conversations and problem-solving processes that highlight connection, responsibility, and the impact of one's actions on others.

Through these efforts, L'École Bilingue continues to nurture a respectful, inclusive community - one that honours the cultural richness of First Nations, Métis, and Inuit peoples and strives to live these values in our daily learning.

HOW WILL WE KNOW WE'RE ON TRACK?

At L'École Bilingue, we monitor progress toward our school goals using a wide range of academic, social-emotional, and engagement data. This combination of quantitative and qualitative measures helps us understand how students are growing and where additional support is needed.

Academic Progress Monitoring

All Kindergarten students complete the Kindergarten Literacy Screener in January and June, providing data on foundational skills such as letter-sound knowledge and early reading behaviours. This information is analyzed to identify areas of need, guide targeted instruction, and determine which learners may require early intervention. In Grades 1–3, teachers use the GB+ universal literacy screener to monitor reading fluency and comprehension, offering consistent, measurable data across the primary years until students reach level 30. In Grades 4–7, teachers administer teacher-selected fluency and comprehension assessments in both French and English three times per year, allowing for ongoing monitoring of bilingual literacy development and informing classroom instruction.

Across all grade levels, we review multiple sources of evidence to monitor academic progress, including class-wide writing samples, and diagnostic math assessments completed each term. Together, these tools provide a comprehensive picture of student skill development and support teachers in making informed, responsive adjustments to instruction throughout the year.

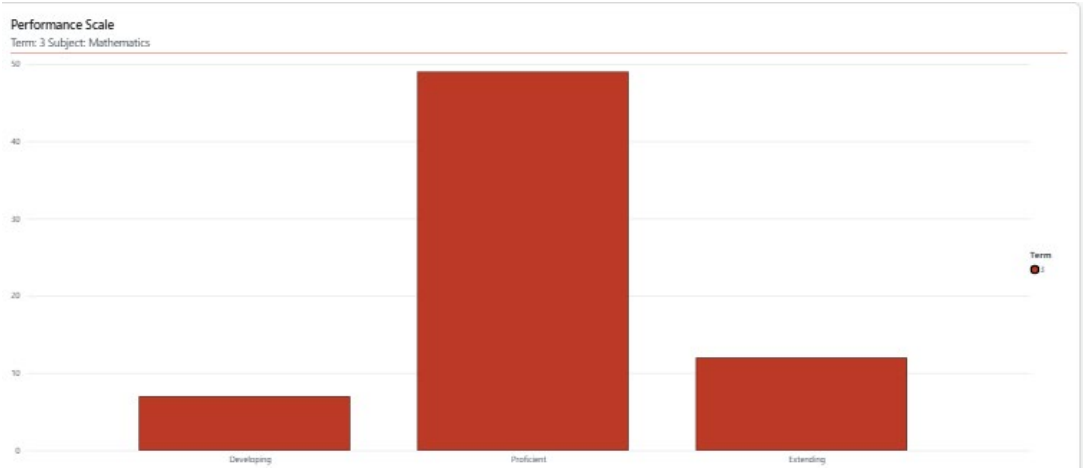
To understand and support students' social-emotional growth, we draw on multiple sources of data. The Mini-DESSA (K–7) is used to gather information about students' strengths and areas for growth across SEL domains, helping us identify which skills are developing well and where additional support is needed. We also collect qualitative data from classroom teachers about the SEL programs, resources, and routines in use—such as Zones of Regulation, TAPS, WITS, growth mindset, Mind-UP, Second Step, Little Spot Series, and class circles and agreements—to better understand school-wide practices and identify opportunities for greater consistency or professional learning.

Our counsellor contributes further insight through whole-class lessons on topics including personal space, emotional regulation, and conflict resolution, while feedback from families through the “Counsellor's Corner” newsletter, along with regular team meetings between staff, administration, and the counsellor, helps us respond to emerging needs. In addition, we examine broader school-wide data such as Student Learning Survey (SLS) results, the Middle Years Development Index (MDI) for Grade 6,

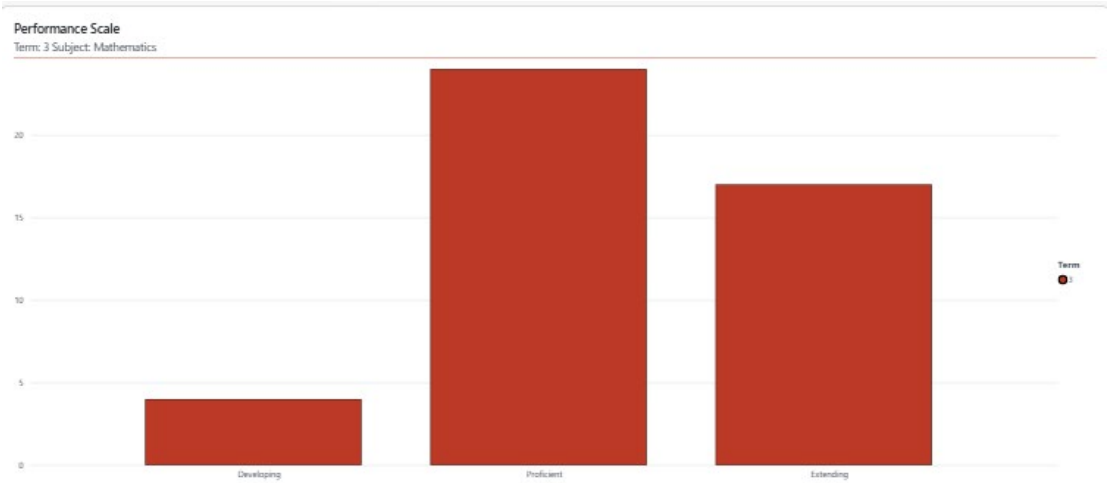
and FSA results at Grades 4 and 7 to gain insight into students’ sense of belonging, engagement, well-being, and foundational academic skills. This quantitative data is complemented by qualitative information, including staff observations, parent conversations, and student feedback, which provide valuable perspectives on students’ self-advocacy, independence, social interactions, and emotional regulation across settings. By continuously analyzing these diverse data sources, we are able to monitor progress, adjust our approaches, and ensure we are effectively supporting the academic and social-emotional needs of all students at L’École Bilingue.

Below is school data that indicates that we are on track with our literacy and numeracy skills:

Grade 4 CSL Term 3 Math Data



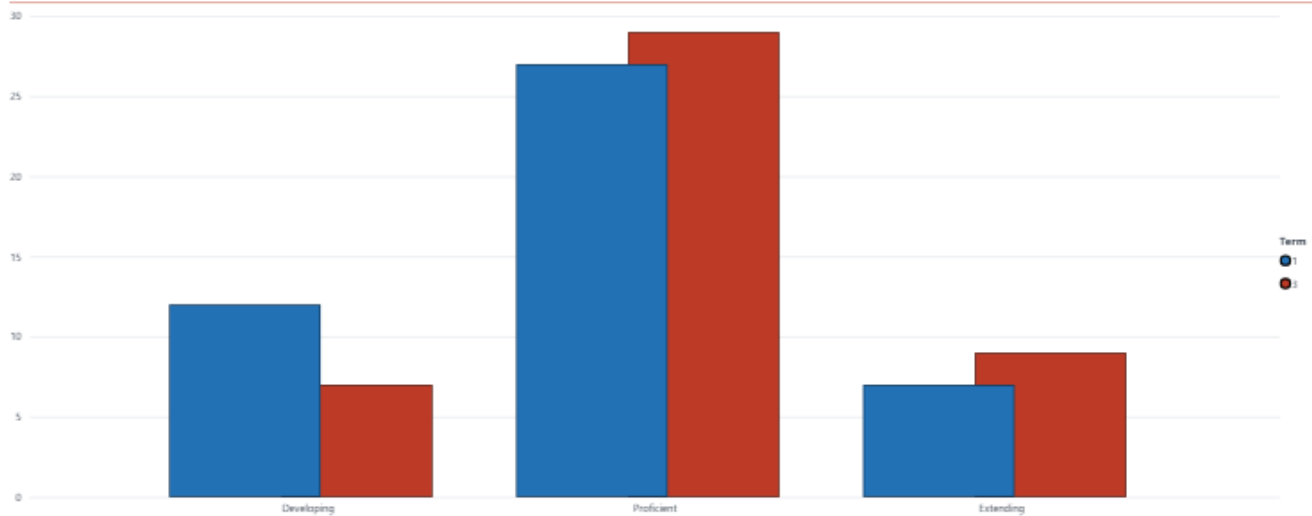
Grade 7 Math CSL Term 3 Data:



Grade 7 English Language Arts Term 1 & 3 Comparative Data:

Performance Scale

Term: 3, 1 Subject: English Language Arts



MDI data – SEL data for our LEB grade 6 students:

The MDI indicates that in all the areas of: optimism, self- esteem and happiness, absence of sadness and absence of worries- that L’Ecole Bilingue grade 6 students are above the school district average, all this indicating that we are doing well in supporting the well-being of our students.

MENTAL HEALTH & HELP-SEEKING

IN GENERAL, HOW WOULD YOU SAY YOUR MENTAL HEALTH IS?



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

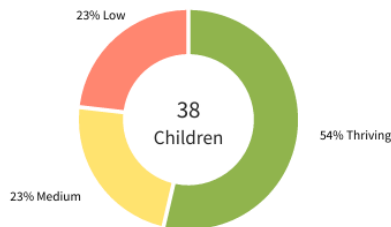
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



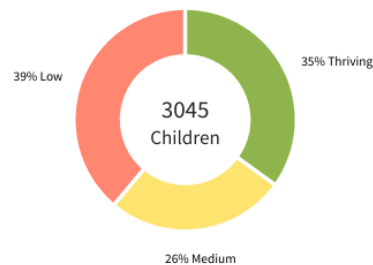
Low Well-being

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

L'ÉCOLE BILINGUE ELEMENTARY
GRADE 6



VANCOUVER
GRADE 6



Looking ahead to the 2026/27 school year:

Looking ahead to the 2026–27 school year, our staff has committed to focusing on one First Peoples Principle of Learning each month. Through ongoing professional learning and classroom application, we will explore how these principles can meaningfully inform our teaching and student learning experiences.

We are also participating as a pilot school for Marion Small's Numeracy Checks. These screeners will help us better understand students' numeracy development and support our focus on strengthening mathematical thinking, problem-solving, and the language of mathematics—not just computation and fact memorization.

In literacy, we will align with district process by administering the Acadience screener for all Kindergarten to Grade 3 students. Many teachers will also continue using GB+ to assess reading comprehension and other literacy skills.

As a staff, we remain deeply committed to ensuring that every student feels seen, valued, and supported in their unique learning journey.

We will also continue to strengthen our sense of community through monthly assemblies and opportunities to celebrate diversity, inclusion, and belonging. This year, for example, students created a hand-painted Pride flag that reflected our school community, and throughout June we shared daily announcements highlighting kindness, respect, and the importance of celebrating diversity. We look forward to building on this work next year and continuing to support students' academic, social, and emotional growth.