



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) & salilwataᑭ (Tsleil-Waututh Nation).

Pierre Elliott Trudeau Elementary School is a Kindergarten to Grade 7 school with over 240 students and 38 staff members. It is in the south-east area of Vancouver near Marine Drive between Fraser and Main Street. Many families have relatives in the immediate area, giving our school a strong, vibrant, stable community base.

Trudeau offers various academic, physical, artistic, and social programs that support students and their families. In addition to school programs and events like a talent show and winter concert, there are strong, ongoing links with community organizations like One-to-One Reading, Books for Me, the Vancouver Public Library, the YMCA which provides out-of-school care and South Vancouver Neighbourhood House. We have Chinese and Punjabi after-school programs and the Vancouver Extracurricular Music Society (VEMS) Band Program operating in school at Trudeau, reflecting the needs and wishes of the community. Other community and school-based volunteers have offered their time and expertise to further support student learning and success. Also, the John Oliver Community Team has organized or provided various programs for students after school which include Science World workshops, Geering Up, Sportsball and Yoga Buddies. The programs are well attended and appreciated by parents. The Team has also provided opportunities for some students during Winter and Spring Breaks. Moving forward, we continue to strengthen ties with outside agencies and provide various after-school programs on-site at Trudeau.

Trudeau has a diverse, multi-cultural population with many of our families speaking additional languages at home. Within our school, we have over 29 different language groups represented. They include English, Tagalog, Punjabi, Cantonese, Spanish, Hindi, Tamil, and Vietnamese. Some of our students have Individual Education Plans (IEP) that represent their learning needs. Trudeau hosts a District Mandarin Bilingual Program giving beginner language students an opportunity to learn Mandarin daily.

The rich, diverse, exciting cultural population supports the school's belief in global citizenship and the interconnections of the world. We maintain that students demonstrate an enthusiasm for learning how to be socially responsible. From Kindergarten onward, we encourage students to build positive and

respectful relationships with each other and staff, engage in all learning activities, and develop self-regulation skills and social emotional awareness.

At Trudeau, emphasis has been placed on increasing awareness of numeracy, applied skills and to developing an increasing passion for learning by becoming fluent, proficient readers, writers, and speakers of English. It is our hope and goal that we provide students with the skills to be responsible citizens. With support from our PAC (Parent Advisory Council), we are endeavouring to improve the technology available to students in the school to better reflect equity of opportunity at Trudeau.

Enhancing learning and broadening the scope of possibilities for success for each student involves a collaborative and reflective approach. As a result, staff provide a variety of engaging learning experiences in different curricular areas with the use of technology and inquiry infused into the teaching and learning that takes place every day. The staff work also collaboratively together as a group in a variety of curricular areas and demonstrate interest in improving their practice as demonstrated by their input on this plan, through a book club and by engaging in numerous professional development opportunities that become available. Several teachers work closely with the Teacher-Librarian to enhance their students' learning experiences. Field Studies provides students with learning opportunities that are not otherwise possible for some students. Our PAC is very supportive in funding trips for our students.

Staff and students work successfully to live up to the standards as outlined in our school Code of Conduct and summarized in the acronym T.R.U.E. - Trust, Respect, Understanding, Empathy. At Pierre Elliott Trudeau School, our goal is to create a safe environment that promotes positive academic, social, and emotional development. It is each student's responsibility to follow the Code of Conduct and school rules at school, while going to and from school, and while attending school curricular and extracurricular activities at any location. We want students to learn to take responsibility for their behaviour. Racism will not be tolerated at Trudeau.

Environmental awareness experiences include regular school clean-ups and neighbourhood walks. Gardening projects by several divisions will continue in the future giving students the opportunity to put into practice the notion of 'Taking Care of This Place.' The outdoor classroom is unique and provides teachers and students with an opportunity to learn in a natural setting.

We are proud of the multi-sensory room that helps students become ready and prepared to work on their individual education goals. The staff is in the process of creating a calm, quiet place for students to visit when needed. We value our school as a safe, caring, and engaging learning place for all students and families. We feel fortunate to have our Artist in Residence Studio (AIRS) Program that provides all students with socially relevant, equitable, high quality and consistent access to visual arts education. Each year, at the end of the residency, we celebrate our successes by highlighting the work done throughout the year. By bringing outside performers into the school, we provide students with opportunities to engage and even participate in musical, dramatical, and cultural experiences. Along with a variety of performances, we try to focus on Indigenous themes.

There is an involved, dedicated Parent Advisory Council (PAC) executive who works toward developing an inclusive environment through a variety of PAC sponsored events. Events in the past have included activities such as Spring Dance and Sports Day involvement. We have had successful Movie Nights with over 200 people attending. To enhance the connectiveness of parents, we hope to start Friday morning

coffee and tea twice a month next year, which will include discussions of pressing educational topics of the day. Thanks to PAC fundraising, the school has at times booked weeklong school-wide programs such as pickleball, gymnastics and hip hop that support our equity goal of giving students opportunities to participate in new activities.

Presently, student leadership opportunities have included student-led assemblies and monitoring volunteerism. Student voice is considered an essential element in school. It is a goal to create a Student Leadership Group to further extend leadership opportunities throughout the school and to provide a forum for student voice. Over thirty enthusiastic students have expressed interest in the Group and in wanting to share ideas and organize and implement events at the school spirit days and assemblies.

The school encourages physical education and healthy living through participation in the Terry Fox Run, and extra-curricular activities such cross-country, basketball, volleyball, badminton, and track and field. Open gymnasium times provide extended opportunities for physical fitness thanks to the support and supervision of school staff.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Trudeau, the students express a keen sense of acceptance and empathy towards others. Kindness is a term used by many staff members when describing the students at the school. School is a place with a sense of safety, warmth, and a caring community. Social emotional learning (SEL) is an area we plan to pursue this year more deeply though as we know how academic progress can be positively impacted with stronger SEL support and understanding. Issues on the playground are usually minor in nature and quickly solved and remedied. Students can be seen in the classrooms helping each other and are eager to help where needed. Trudeau has a diverse group of learners with many recently immigrated families and those with various levels of community connection.

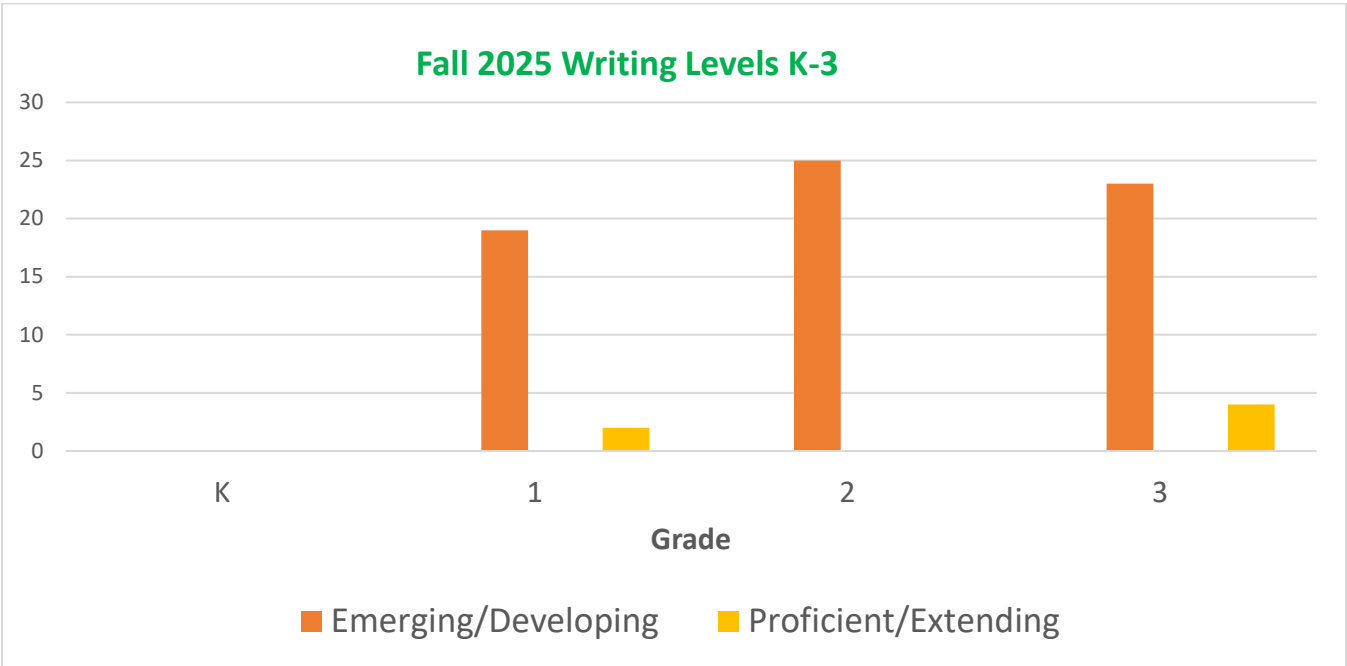
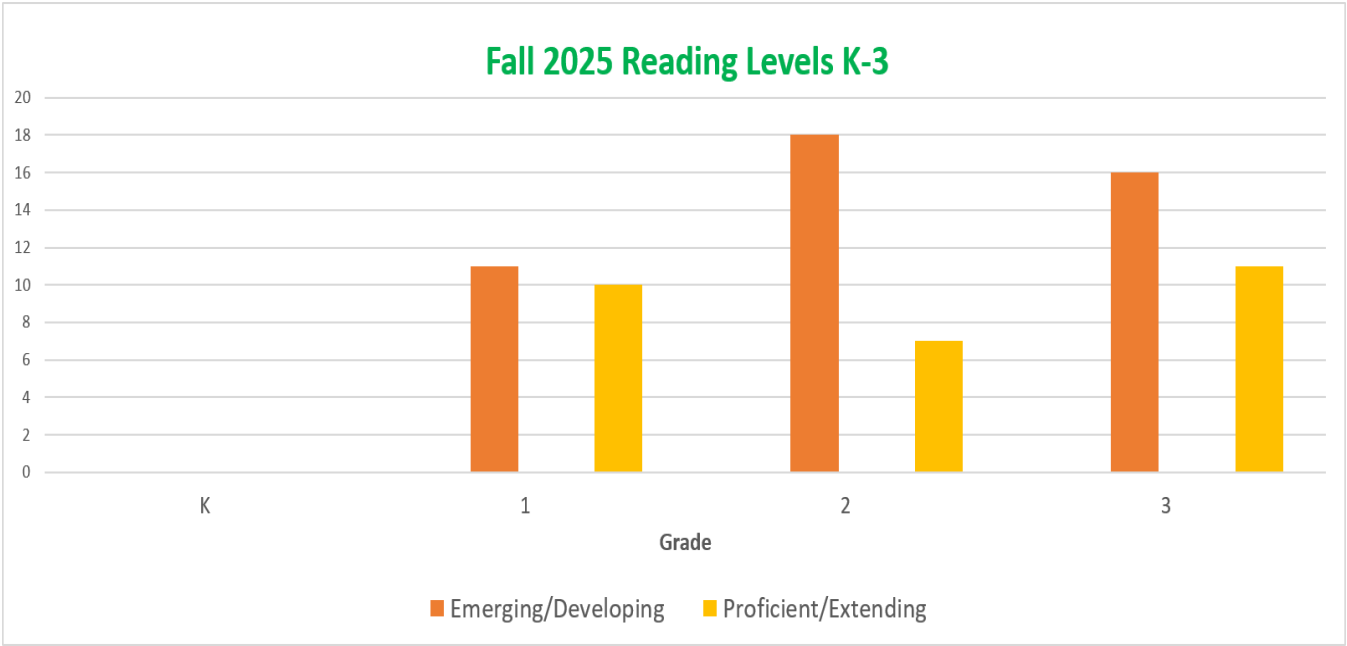
There is leadership across the grades resulting in a strong connection between children on the playground and during multi-grade activities. Overall, the students are well motivated towards their learning and show enthusiasm when sharing their projects. Artistic expression is a strength of many students, as evident by their creative and thoughtful pieces of art proudly displayed in the hallways. They look forward to the art celebration later this year.

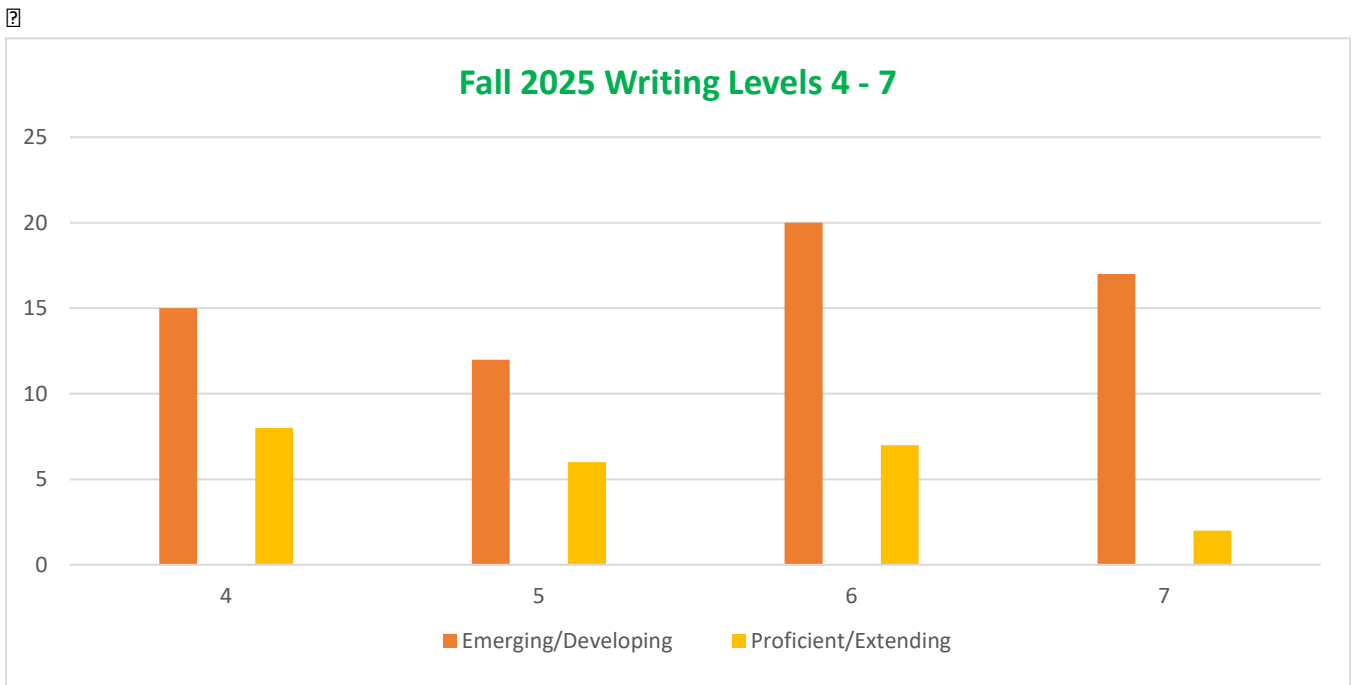
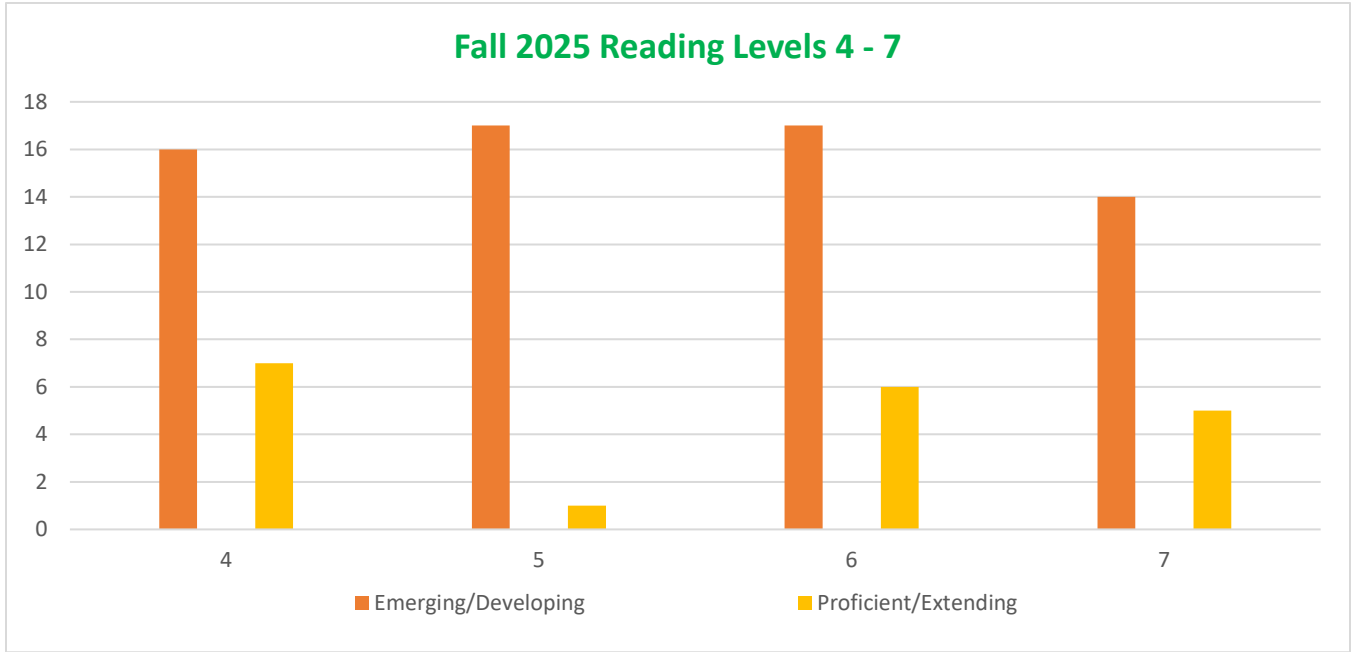
Indigenous learning remains a focus for the school. With ever increasing resources available in our library and district, our teachers and students can draw upon a richer, more authentic connection to Indigenous history. In the next section is some data on the thinking of our students regarding their learning of Indigenous cultures.

As in any educational setting the needs of the students vary, but a few themes emerge over time as per staff observations and conversations. The steady increase in our English Language Learner (ELL) population at the school is leading staff to reflect and re-evaluate on how best to provide curricular experiences in an inclusive and meaningful manner. Staff have identified a need to develop stronger critical thinking, problem solving, and independent thinking skills amongst our students. These are key components in the curriculum's Core Competencies. Coupled with low literacy scores, an increase in reluctant readers and writing remains a major challenge for many students. Literacy connected to

critical thinking development is a focus of staff conversation, collaboration, and professional development.

Below are the current overall results of our students’ reading and writing levels based upon the standardized assessment tools we use in each class. We can also look at individual results for even greater clarification. This data helps guide our focus and identify which learners and in which areas of literacy the most intervention.





Please note: the data we collected last fall will be compared and analyzed with next fall’s data thus giving us a baseline for reflecting on the improvement and progress in literacy scores and in discussing which instructional strategies are most effective.

Encouraging a growth mind set among our students and supporting parents in understanding how we approach such an outcome is also key for the direction we plan to take moving forward along with our literacy goals. We have identified social emotional development as strongly related to academic

progress for many of our students. Consequently, we plan to pursue a closer look at the connection between academic success and social emotional well-being. Staff, therefore, will be taking time in meetings, collaboration opportunities, professional development days, and through a professional book club to better understand social emotional issues and how to better develop resiliency in our students. This year we conducted a Student Social Emotional Survey to better understand our students' thinking around empathy and resiliency.

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

Although we are in tune to all these areas in our teaching, Trudeau staff have decided to focus intently on literacy and the social emotional well-being of our students.

There are a variety of strategies Trudeau staff will continue to follow in supporting our school **literacy objectives and goals** as well as innovative approaches to consider and implement. We decided to maintain our participation in the Collaborative Early Learning Inquiry project (CELI) this year that targets support for our students in grades K-3. We have created a structure data collection system and purchased assessment tools like the Gates-MacGinitie used in Intermediate classes and the Benchmarks Assessment System (BAS) used in Primary classes to track student literacy development from K-7 in reading and writing. As represented in the charts above, attention will continue to be given to identifying student reading levels and therefore, staff can pinpoint instruction strategies in a focused manner across the grades, supporting all students at their current level. For example, staff will use this information to plan how best organize literacy groups during collaborative release time. Below are action items to support the approach we are taking to improve literacy at Trudeau Elementary.

Action Items currently in practice:

Literacy

- Guided Reading groups across the Intermediate grades
- Support for Learning Assistance and English Language Learners separately
- Increase engagement with staff through book discussions and a Kids Book Club
- Bring experiences into the school along with field studies opportunities
- Create a safe place for students to share thinking
- Create an organized staff resource sharing channel in TEAMS
- Purchase more reading materials that reflect student cultural contexts
- Play and risk-taking activities in literacy/assessment language around risk taking
- Use literacy mentors/Lunch & Learns/Pro-D Days with full staff level engagement

Literacy Action Items to pursue in 2026 - 2027:

- Greater use of technology to support literacy development
- To understand and use the Critical Thinking Set of Profiles
- Regular timetable collaboration time each month
- Develop literacy scaffolding expectations across the grades
- Hold a PAC session on how parents can be reading for success with kids
- Use Reading Power in Intermediate – consistent, explicit reading strategies
- School wide activities/celebrations around literacy

As we continue our literacy focus, staff have also decided to specifically pursue an inquiry question regarding the **social emotional development** of our students:

In what ways can we support students in developing strategies to manage emotions and persist through challenges with a growth mindset?

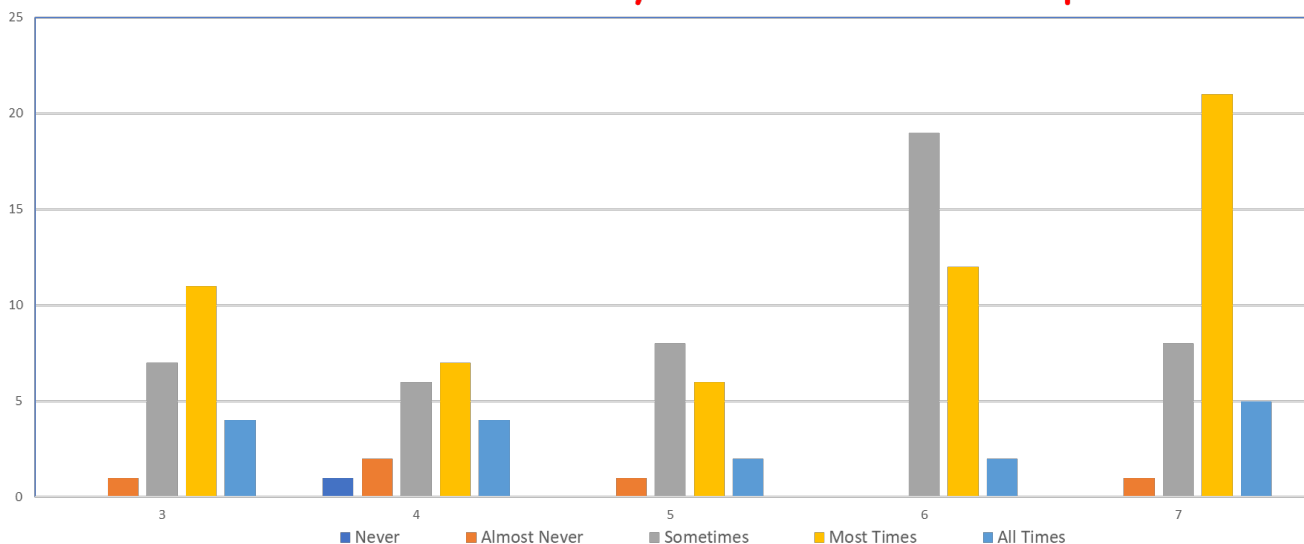
Beyond our observations and interactions with our students, staff created a social emotional survey to better understand students thinking around their emotions and how it impacts their reactions, interactions with others, and school experience. The questions asked of all Grade 3-7 students this spring are below, along with responses by grade level.

Student Learning Survey Questions:

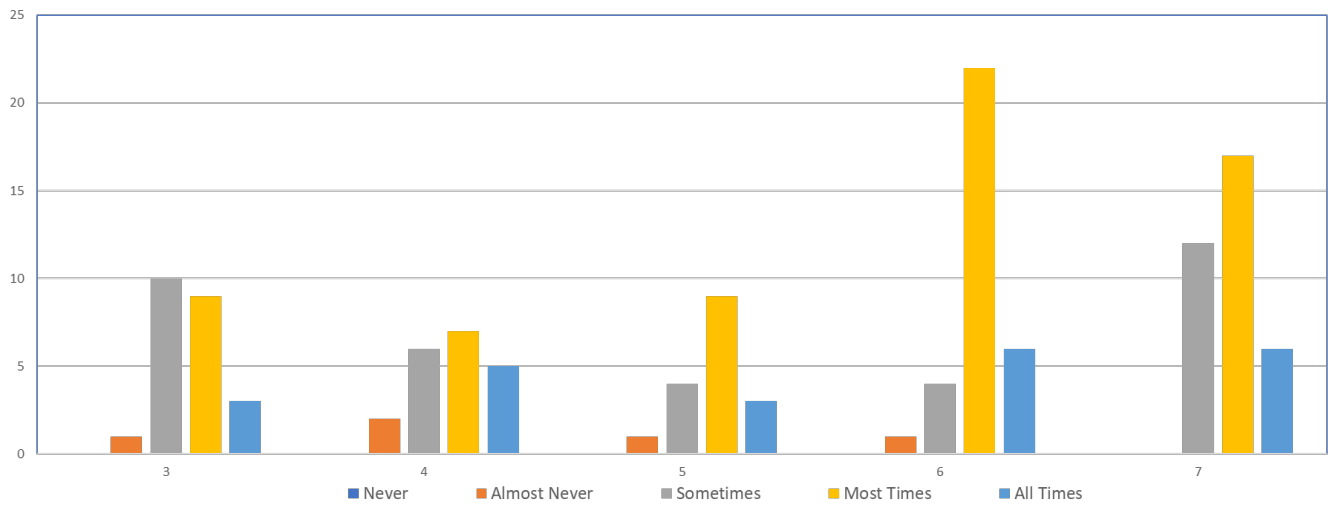
- I am able to control my emotions when I am upset.
- When you make a choice, do you think about how it might affect others?
- When you have trouble doing something, do you keep trying?

Never Almost Never Sometimes Most of the time All of the time

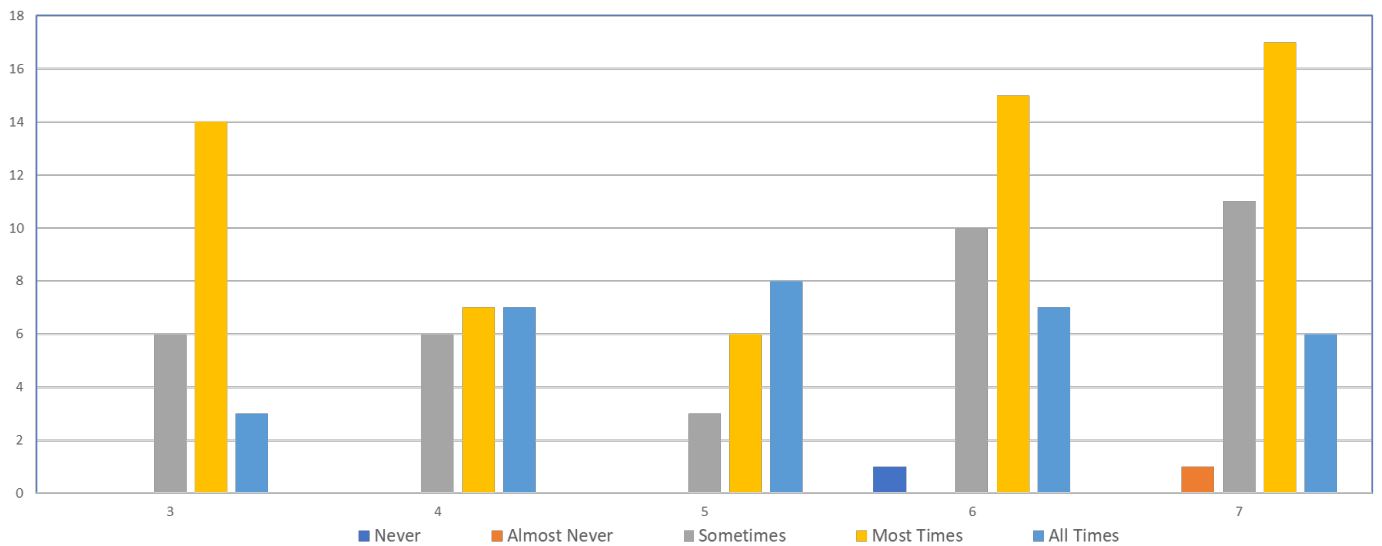
I am able to control my emotions when I am upset



When I make a choice,
do I think about how it might affect others?



When I have trouble doing something, do I keep trying?



Sample of Action Items currently in practice:

Social Emotional Learning

- Use of Sensory Room and Calming Room
- Providing body breaks
- Creating quiet working corners
- Use of fidget toys
- Learning through peer plays and peer to peer work opportunities
- Creating consistent routines
- Holding weekly class meeting to discuss issues of concern
- Teaching through picture books
- Teaching mindful breathing techniques
- Peer Helper Training and Support for younger students on the playground
- Professional Book Club on 'Building Resiliency' theme
- Primary use of 'Little Spot Series'

Social Emotional Learning Action Items to pursue in 2026 - 2027:

- Build up sensory and calming room support materials
- Provide collaboration time to review and plan activities
- Bring SEL mentors to come to the school
- Refresh ways to set intentions through staff engagement and discussion
- Be more thoughtful and intentional in our engagement with parents regarding student behavior
- Link school programs/approaches to home
- Tap into District resources
- Plan a Professional Development Day focus on SEL themes
- Set up Parent coffee chat time to discuss SEL topics and a greater sense of community
- Include PAC meetings conversations on SEL themes
- Continue to have a professional book club on a SEL topic
- SLP staff meetings discuss strategies and approaches that work
- Use school assemblies as an opportunity to discuss/share SEL
- Stress: Taking care of self, others and place in everyday language with students
- Expand use the Little Spot Series
- Identify Library & professional resources and books
- Student Voice and confidence building through Student Leadership Group

Improve equity

In its foundational statements, the Vancouver School Board commits 'to creating an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves.' Ever mindful of this statement, Trudeau Elementary staff are continuously looking for ways to support all students in their academic and social development through a particular focus on literacy and subsequent activities and strategies

that give students opportunities for success. The above-mentioned action plan will help us support and define equity for our students along with a parallel, concerted focus on maintaining and improving the technology in the school. Developing strong skills around technology will give our students better opportunities and open doors for them in their future endeavours. Also, staff are exploring, along with our literacy goal, ways to more fully incorporate UDL strategies and approaches in our classrooms and ways of teaching. We are having discussions on a definition of inclusion and asking ourselves “what are the different pathways of learning, particularly for our newcomers to the country and students who struggle with reading comprehension. Continued attention to sensory needs and social emotional requirements of our students will be pursued with the use of our unique Sensory Room and new Calming Room. Events like our Pink Shirt Day assembly provide opportunities for staff and students to reflect and celebrate the diversity in our community and identify ways to be more inclusive.

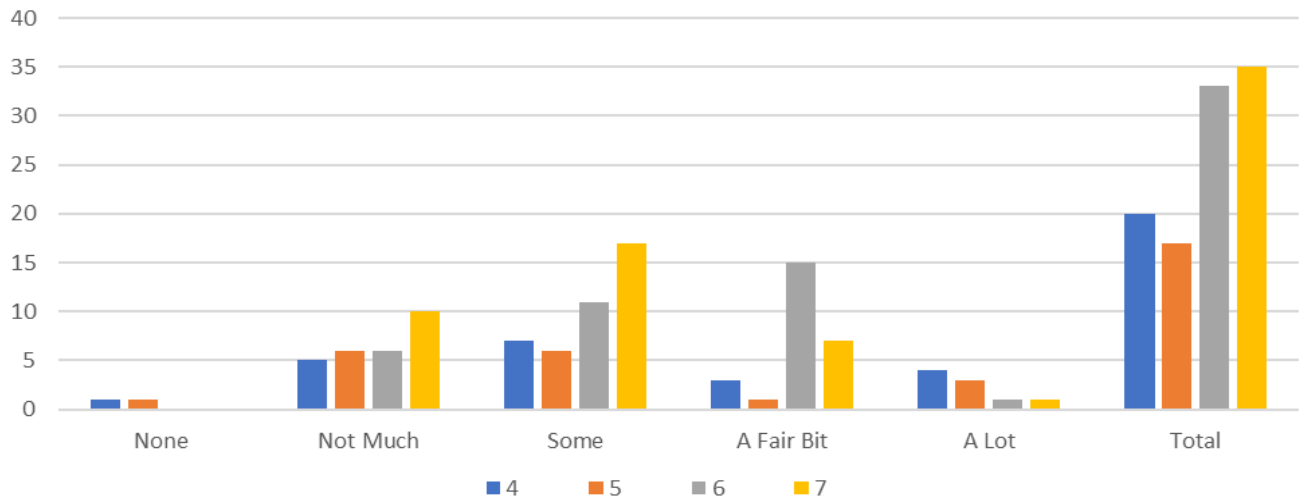
Continue our journey of reconciliation with First Nations, Metis, and Inuit

We desire to see a greater number of school and class-wide activities that have an Indigenous focus next year. The goal to embed Indigenous Principles of Learning and perspectives into all curricular areas will be a focus for discussion and implementation. Examples of Indigenous Education-focused activities that we would like to see more of at our school next year include:

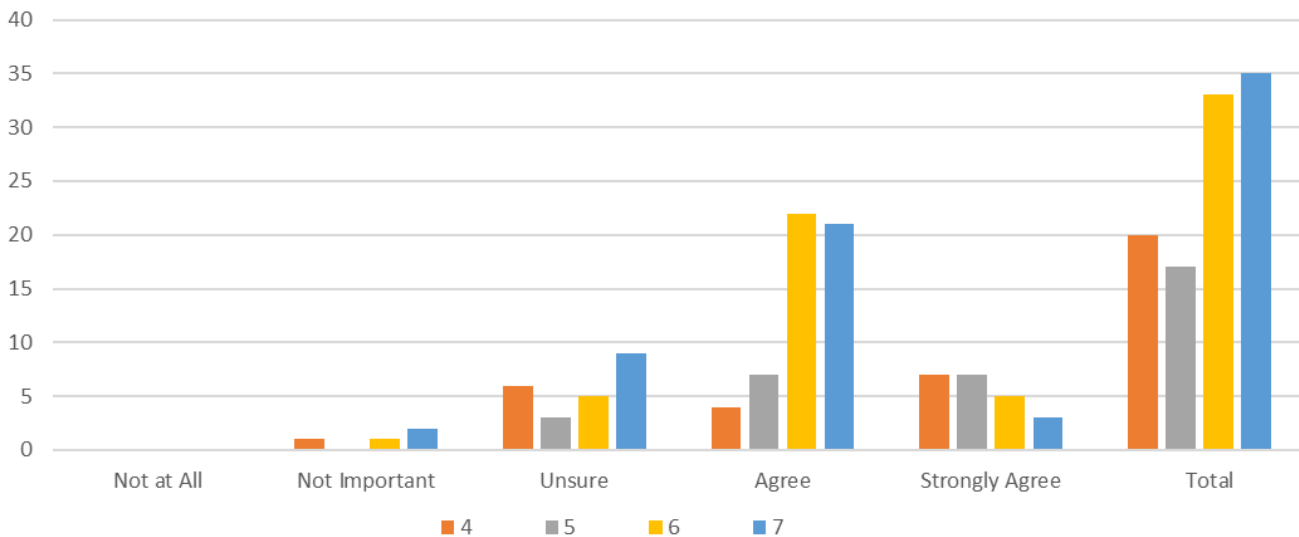
- Include time for discussion and reflection on Indigenous content and education at Staff Meetings, particular focus on the ‘First Nations Principles of Learning.’
- Incorporate time on a Pro-D Day around Indigenous content
- Field trips to the Museum of Anthropology and Grouse Mountain (one led by an Elder)
- Performances such as those offered by 3 Crows Productions and an Elder Storyteller.
- Outdoor education on Indigenous viewpoints on the land and indigenous plants
- Urban hikes to connect to traditional stories about the territories we are living on
- Continuation with the procurement of additional library and class resources

Below is some current data on Intermediate student understanding and thinking regarding Indigenous culture and traditions.

Student Understanding of Indigenous Culture and Traditions



Learning About Indigenous Culture is Important



HOW WILL WE KNOW WE'RE ON TRACK?

Regarding our **literacy goal** next year, we will continue to monitor our progress and approaches through a variety of means such as the following:

- Complete twice a year Reading Assessments: K Protocol/Development Reading Assessment (DRA)/BAS (Primary)/Gates-MacGinitie Assessment (Intermediate)
- Conduct School-Wide Writes in the Fall and Spring and compare results
- Review Collaborative Early Literacy Intervention (CELI) data from this year
- Conduct Class Reviews to identify student needs in each class
- Learning Updates data collection and review with staff patterns of need
- Give opportunities for student voice through student self-evaluations and a Leadership Council
- Develop stronger profiles rubric/reading rubrics
- One to One Reading Program results
- Engage Speech Language Pathologist support and assessment
- Continue School Based Team conversations and student reviews

We will monitor **student social emotion needs, develop social emotional learning** opportunities and expand our focus as a staff by:

- Structuring time to analyze and discuss Student Learning Surveys, MDI and EDI results
- Compare Trudeau SEL survey questions mentioned above year to year.
- Track the number and type of Counsellor referrals
- Track the number of times adult playground problem solving is required
- Identify, record, and find solutions to habitual peer conflict between students
- Develop common language amongst staff for dealing with unwelcome behaviours
- Maintaining Staff Meeting discussions on SEL at Trudeau
- Identify strategies and approaches to building resiliency in our students at staff meetings
- Lead a Code of Conduct assembly at the beginning of the year
- Maintain monthly 'Parent Coffee Chats on SEL themes
- Encourage student voice and confidence through a Student Leadership Council
- Share SEL resources at PAC Meetings and provide opportunities to listen to parent concerns
- Include SEL information/resources in monthly newsletters and timely emails