



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Trafalgar Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Trafalgar Elementary School serves students from Kindergarten to Grade 7 and has an enrollment of approximately 460 students. Nearly two-thirds of our learners are enrolled in French Immersion—either Early French Immersion (K–7) or Late French Immersion (Grades 6–7)—while the remaining one third attend the English program.

Most students at Trafalgar come from English-speaking households. Approximately 30% of students speak one of more than 17 additional languages at home, with Mandarin and Cantonese being the most common. Our school community is proud of its cultural diversity.

Trafalgar Elementary School features a large, accessible outdoor area and a thriving school garden that together enrich students' daily experiences. These outdoor spaces provide valuable opportunities for physical activity, recreation, and hands-on learning in a natural environment. The school garden offers an engaging way for students to explore sustainability, biology, and healthy eating habits, while fostering a sense of responsibility and connection to the natural world.

Trafalgar benefits from a highly engaged parent community that partners closely with staff to enrich the educational experience for all students. Families are committed to their children's learning and hold high expectations for academic success. As a school, we are dedicated to fostering inclusivity and celebrating the diverse identities represented within our student body. The Trafalgar community works together to create a learning environment that affirms and supports neurodiverse, gender-diverse, cultural, racial and ethnic identities.

Aligned with our commitment to student success, Trafalgar places a strong emphasis on literacy. We prioritize early literacy development and provide targeted support for learners who need it, including one on one and small group interventions. Through a focus on early, responsive literacy instruction, we aim to ensure that every student becomes a confident and capable reader.

We remain dedicated to cultivating a supportive, inclusive, and culturally responsive learning environment where each student feels a strong sense of belonging and is inspired and challenged to achieve their personal best.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Trafalgar Elementary is a vibrant community of approximately 460 students across three programs—English, Early French Immersion, and Late French Immersion—and celebrates the rich diversity of both students and families. With over 30% of students fluent in multiple languages, nearly 50% learning French as a second language and 10% identifying with diverse abilities, our community thrives on inclusivity.

Feedback from Grade 4 and Grade 7 students, as reflected in the Student Learning Survey, highlights a strong sense of belonging, with well over 80% reporting that they feel happy in our school environment. Students participate in a wide range of extracurricular opportunities both inside and outside the school and demonstrate an awareness of Indigenous cultures, acknowledging their importance in our educational journey.

Student Learning Survey results indicate that 78% of Grade 4 students and 68% of Grade 7 students agree or strongly agree that they are improving in reading. According to Term 1, 2025 student learning update data, approximately 73% of students are Proficient or Extending in literacy and 59% in numeracy. These results reflect our collective commitment to strengthening students' sense of belonging and enhancing academic achievement.

Trafalgar students and staff are walking together on our reconciliation journey. We have learned to correctly pronounce the names of the three host Nations, and both students and staff regularly take opportunities to acknowledge the land and share their personal connections and understandings. Many students have created and shared personalized land acknowledgements, reflecting thoughtful engagement and growing awareness. Students are also deeply committed to learning about and addressing the historical and ongoing impacts of residential schools in Canada. Indigenous knowledge and worldviews are woven throughout our curriculum and are evident in many classrooms as we continue to learn, reflect, and build relationships grounded in respect and reciprocity.

Trafalgar learners are naturally curious, compassionate and engaged. They take on leadership roles and have initiated several student-led projects. Students are further encouraged to develop their leadership skills and strengthen their collective voice through participation in athletics, interest-based clubs and through involvement in the initiation, planning, and creation of school activities and events.

Students participate in a wide range of clubs and athletic opportunities, reflecting their strong sense of belonging within the school community. Throughout the year, they eagerly join extracurricular activities, including school teams in Cross Country, Volleyball, Basketball, Badminton, and Track and Field. In addition to athletics, students engage in a variety of interest-based clubs such as the UNESCO Club, Rainbow Club, Lego Club, Dungeons & Dragons Club and Knitting Club.

Our community is strengthened by a highly engaged PAC that actively supports students, staff and the broader school community. Parents come together to provide additional community, cultural and learning opportunities for Trafalgar students and their families. Through organizing events, coordinating volunteers, fundraising for educational resources, and fostering connections among families, the PAC plays an essential role in enhancing the learning environment and enriching the overall school experience.

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

During the 2025–2026 school year Trafalgar Elementary strengthened student literacy with a focus on writing. Students participated in three school-wide ‘cold-writes’ and staff engaged in grade group collaboration to analyze work and plan instruction. School-based report card data shows strong outcomes with approximately 68–70% of students at the proficient level and 10–14% at the extending level, across terms. In English language arts over 70% of students met or exceeded expectations. French Immersion language arts results show steady improvement with approximately 51% of students at the proficient and extending levels and students at the extending level increasing to over 12% by Term 2.

Literacy instruction is delivered through a systematic, research-based RTI framework informed by ongoing assessment. Students receive whole-class instruction, targeted, small-group support and short-term pull-out intervention, as needed. Kindergarten students are screened twice yearly using DIBELS and Acadience. Primary staff use explicit, evidence-based programs, including UFLI and Sonographe, to support phonological awareness, phonics and reading development. Consistent approaches to writing, phonics and comprehension are used across grades, supported by regular staff collaboration and district-led professional learning, including hosting a French Immersion Professional Development Literacy Day at Trafalgar during Term 2.

In numeracy, Trafalgar Elementary demonstrates stable and positive outcomes. Report card data indicates that approximately 54–57% of students are at the proficient level, with 17–22% demonstrating that they are extending. Students receiving additional support show improved proficiency. Assessment data continues to guide instruction and timely intervention within the RTI framework.

Student physical and mental well-being and a strong sense of belonging remain priorities. Middle Years Development Instrument (MDI) and Student Learning Survey (SLS) data from the past two years indicate that students report a positive sense of belonging and strong connections with caring adults while highlighting the need for consistent support for emotional regulation, resilience and mental well-being. Staff focus on relationship building, self-regulation and coherent social emotional-learning practices across grades.

School-wide approaches to social-emotional learning include Zones of Regulation and Second Step in intermediate grades and the Little Spot series in primary classrooms. These shared approaches support consistent language expectations and strategies from Kindergarten onward. Staff use a restorative approach to behaviour and conflict, emphasizing relationships, student voice, reflection and accountability. The school counsellor supports students through both whole-class and targeted instruction.

Trafalgar Elementary is reviewing and revising the school Code of Conduct to ensure alignment with student voice, current practice and district expectations. Through collaboration and reflective practice the school continues to strengthen inclusive environments that support academic success, well-being and belonging for all students.

Improve equity

Trafalgar Elementary remains committed to advancing equity for all learners by ensuring inclusive access to learning, targeted supports, and a strong sense of belonging for every student and family. Guided by district priorities, school-based data, and student voice as reflected in MDI and SLS results, staff focus on meeting diverse learning needs through responsive, strengths-based practices.

Classroom teachers, resource teachers, Student Support Workers and administrators collaborate to provide equitable support through adaptations, accommodations and differentiated instruction. Strategies include small-group and individual support, flexible ways for students to demonstrate learning, varied assessment practices and classroom environments co-created with students to promote engagement, safety and inclusion.

Report card data from the 2025–2026 school year demonstrate the positive impact of these supports. Across subject areas, approximately 68–70% of students are performing at a proficient level, with an additional 10–14% demonstrating extending proficiency. Students receiving additional learning support showed meaningful progress over time, with gains observed in English Language Arts, French Language Arts and numeracy, reflecting the impact of targeted intervention, consistent instructional strategies and collaborative planning.

MDI and SLS data further highlight the importance of students feeling respected, included and supported by adults at school. In response, staff prioritize relationship-centered practices, consistent social-emotional language, restorative approaches and culturally responsive teaching to support students who experience barriers to learning.

Equity is strengthened through intentional community-building and representation. Students and staff participate in initiatives that promote diversity, inclusion and belonging, including the Rainbow/SOGI Club, anti-racism and anti-bullying assemblies and Pride Month events. Families contribute to this inclusive culture through events such as the Spring Festival during Lunar New Year and the Multicultural Dinner.

Through ongoing collaboration, reflection, and shared responsibility, Trafalgar Elementary continues to build an inclusive school culture that supports all students to succeed academically, socially and emotionally.

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

Trafalgar Elementary continues to advance its commitment to Reconciliation in alignment with district priorities. Throughout the year, staff embed Indigenous perspectives across the curriculum through First Nations stories, art projects and classroom inquiries. The teacher-librarian expanded Indigenous-focused resources this year and the Earth Bites gardening program supported land-based learning through lessons on native and edible plants.

Building shared understanding across the school community remained a priority. All students learned the correct pronunciation of the local host nations and have learned the Coast Salish Anthem, which continues to be sung collectively during school assemblies, strengthening respectful acknowledgement and shared practice. All staff participated in the district-led Indigenous Focus Day in April 2026, engaging in professional learning grounded in Indigenous perspectives.

This year students continued to have opportunities to learn directly from Indigenous artists and performers, including classroom workshops led by Kwakiutl Nation artist and activist Christine Mackenzie and a Powwow performance by Peter White. These experiences deepened student understanding and appreciation of Indigenous culture, storytelling and artistic expression.

Through the continued embedding of these practices into daily school life, student awareness of Indigenous knowledge, culture and history continues to grow. Trafalgar Elementary will continue to seek meaningful opportunities to deepen learning and strengthen our shared responsibility toward Reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor progress through ongoing analysis of school-based evidence and reflection on the impact of our practices on student learning, well-being and belonging.

Staff will continue to gather and analyze data from report cards, school-wide writing assessments, literacy screening tools (e.g., DIBELS/Acadience), and numeracy assessments within our RTI framework to track student progress and inform targeted support.

Student Learning Survey (SLS) and Middle Years Development Instrument (MDI) data indicate that most students at Trafalgar report a strong sense of belonging, safety and positive peer relationships and identify trusted adults at school. The data also highlights areas for continued attention, including student optimism and mental well-being. These insights are considered alongside classroom observations and student voice to guide responsive practice.

Collaboration remains central to our approach. Through grade group meetings and professional learning, staff analyze student work—particularly in writing—to identify trends, refine instruction, and strengthen consistency. Shared instructional approaches in literacy, numeracy, and social-emotional learning (e.g., UFLI, Zones of Regulation, Little Spot) support coherence in practice.

We also monitor student engagement in school life, including participation in extracurricular activities, leadership opportunities, and school-wide events. Strong participation in arts, athletics and PAC organized events such as the Multi-Cultural Dinner and Monster's Ball reflect positive connection and engagement.

We will know we are making progress when:

- Increasing numbers of students are achieving proficient or extending levels in literacy and numeracy
- School-wide writing data demonstrates growth over time
- Students report a strong sense of belonging, safety, and connection, with improved indicators of well-being in SLS and MDI data
- Students receiving targeted support demonstrate measurable progress within the RTI framework
- Students are actively engaged in school programs and community-building opportunities
- Staff use evidence collaboratively to inform instruction and respond to student needs

Ongoing survey data (MDI, SLS), anecdotal evidence and learning updates indicate that most students feel safe, welcomed, and connected, with continued growth in social-emotional skills and academic proficiency. Areas of focus remain on strengthening student well-being, resilience and optimism.