



Vancouver School District

School Plan for Trafalgar School

Year 2 (2019) of 3 Year Plan, 2018 - 2020

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

Trafalgar School offers Kindergarten to Grade 7 instruction to approximately 440 students, almost two-thirds of whom are in the French Immersion track and just over one-third in the English stream. While our French Immersion population is very stable with most students having English as a home/first language, approximately 70% of those in the English stream have learned or are learning English as a second/additional language. These students are primarily Mandarin speaking with some Cantonese and a sampling of various other languages. Many of our students in the English stream only have one parent living with them in Vancouver. Often the mothers are here on their own with very little English and support and a limited understanding of the education system in Canada. Trafalgar has a very strong parent community who works closely with staff, to enhance our students' experiences. Our dual track school has a history of division, therefore our goal centered around creating community within the building.

2A. WHAT DID WE SEE?

Strengths:

- Students exposed to the world/lots of worldly knowledge
- Educated parents and engaged parents at home and at school/strong family support
- High achieving students/engaged learners
- Students are eager to learn/want to succeed
- Majority of students meeting expectations
- Bilingual

Areas of Opportunity:

- School activities to support students' social emotional well-being
- Develop self-regulation strategies for student well-being/social-emotional support
- Develop opportunities for students to participate in activities to enhance a sense of belonging, community and inclusion within our dual track school

What is going on for them:

- Some students arriving at school fatigued.
- Some students report a lack of belonging within school community
- Social media issues
- Student anxiety
- Difficulty with self-regulation and managing their own feelings

2B. WHAT DO WE NEED TO RE-ADJUST?

1. **Create more opportunity for connections between the French and English language streams**
2. **Create opportunities for class buddy mixing between the French and English streams**
3. **Establish regular celebrations of diversity**
4. **Make a conscious effort to use language that promotes inclusion of our two streams**

These four activities will continue to strengthen our goal of creating an inclusive community within our school. These activities will also allow for a shift in common language when describing our school. We are striving to be one school, therefore for example the language would shift away from descriptors such as French stream and English stream, or French program and English program, to our school, the classes, when describing our students.

Based on our observations of our students' needs, we will be now focus on our students' social-emotional needs, particularly in the area of self-regulation and managing feelings.

3. INQUIRY QUESTION (previously known as "Goal")

How can we continue to transform ourselves as an inclusive community that supports self-regulated learners?

4. WHAT IS YOUR NEW PLAN?

Continue to prioritise 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 full implementation of the Zones of Regulation program to foster self-regulation strategies and support all learners' social-emotional needs.

5. WHAT SUPPORTS WILL WE NEED?

Support:

- **support from Multicultural Worker, Settlement Worker:** our Multicultural Worker and Settlement Worker are instrumental in supporting our parent community, especially our parents who are ELL learners themselves, as they will provide parents with the necessary information so that home and school may work together to support our students. Our Multicultural Worker attends the monthly Mandarin PAC meetings. His role at these meetings is to provide information to parents about our programs, such as the Zones of Regulation program, so that parents have an understanding of the program and are able to use it at home. He is also able to translate questions parents may have for administration.
- **school based counsellor:** our school based counsellor has provided workshops and will continue to give workshops for parents at PAC meetings and at the morning Mandarin PAC meetings on Social-Emotional well-being. Our school based counsellor has worked closely with all divisions and has provided in-class workshops for students and teachers on social-emotional well-being. Our School Based counsellor ran a workshop for staff during our Professional Development Day on April 29th and will run a second workshop for all staff at our Professional Development Day scheduled for September 20th. The topic and focus will be on self-regulation.
- **Support/resources from Diversity mentor at VSB:** If needed, staff will connect with the Diversity mentor for resources and support.
- **Pro-d around Mind Up, Zones of Regulation:** Staff is committed to reviewing the Zones of Regulation program with our school based counsellor during our first Professional Development Day on September 20th. We will also seek Professional Development opportunities on the Mind Up program, as several staff members have expressed an interest in learning about this program.
- **PAC:** The PAC executive is committed to providing support and funds in order to implement the Zones of Regulation program in the school. They have and will continue to provide support and funds for sensory items for all divisions. These items will help students with their self-regulation needs.
- Staff will continue to meet during scheduled and non-scheduled times, as well as have on-going discussions on how best to support our students. We will use Supervision Aide time for Grade level groups to meet, to discuss strategies and needs.
- We will hold weekly SBT meetings, in order for the team to discuss our most vulnerable students and those in need, as well as strategies to support them. If needed, we will seek support from the DLS team.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

How Will we Know:

- **MDI results:** according to the results of the Grade 4 MDI administered this year, 55% of our grade 4 students are using short-term self regulation strategies and 48% of our grade 4 students are using long-term strategies. Based on these results, we will strive to increase students' short-term and long-term self regulation strategies.
- **Report card data:** will be used to determine if student behavior, especially in the area of Self-regulation, has improved
- **Student and staff surveys around inclusiveness and self-regulation:** students and staff will be asked to complete a survey in order to determine if our activities and efforts have made a difference in how students and staff feel about our school, with the goal of feeling included. We will also ask students and staff what they need in order to help improve their own self-regulation.
- **Parent feedback/ surveys:** A parent survey will be developed in order to gain information on the impact of our activities and efforts to create an inclusive community.
- **Self reflection from staff:** this will include feedback at monthly staff meetings on activities and programs
- **re-evaluate strategies/activities:** as a staff, we will reflect on activities and strategies implemented, to ensure they are making a difference and impact on our students.

7. HOW WILL WE SHARE?

- Share activities and events in newsletter
- Share survey data at PAC meetings and monthly Mandarin PAC meetings
- Share progress at parent workshops with school based counsellor. Multicultural worker to attend in order to translate for our Mandarin speaking parents.
- Monthly progress report and discussion at monthly Staff Meetings
- Ongoing documentation shared with staff with respect to school progress.



District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.

8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

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Although there are no designated Indigenous students at Trafalgar, the school community is committed to enhancing Indigenous awareness.

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- In class literature circles using First Nation stories and authors
- Class projects, art projects and studies with Aboriginal focus
- Teaching ELL classes on the history of our land and where First Nation peoples live
- Earthbites gardening program- studying native plants and edible plants
- Graines de Chef cooking program
- Purchase of books for the library
- Field Trip with Quebec exchange students to Hiwus Feasthouse presentation on Grouse Mountain
- Acknowledgement of territories at beginning of all assemblies
- Class visits by VSB elder

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Staff have agreed to continue all activities as mentioned above
- Include more performances and presentations
- Continue art and music presentations, and lessons
- Field trips with First Nations focus

New Initiatives:

- Invite elder to visit classes to aquire knowledge and First Nations perspective

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- There is now an increased awareness and interest by students and teaching staff
- An ask by staff for more resources, more time to explore programs and more presentations
- An increase in resources and books in our library, which are being used and borrowed on a consistent basis
- Class art projects adorn our bulletin boards. Students are sharing these works with parents and other students, demonstrating an awareness and appreciation
- An increase from last year, in student participation in Orange Shirt Day .