

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

École Trafalgar School

MISSION STATEMENT

Trafalgar School is an inclusive community of respectful and supported learners. At Trafalgar, we are committed to providing a safe, healthy, stimulating, challenging environment where all students are motivated to become life-long learners.

2015-2016 GOALS

GOAL: Literacy

To improve reading comprehension for all our students: French Immersion, ELL and regular English stream.

GOAL: Social-Emotional

As a foundation to success in all areas, to improve the social-emotional intelligence and overall sense of belonging for all student-in-particular those new to the school and/or target language- and enhance respect for diversity.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Trafalgar School offers Kindergarten to Grade 7 instruction to approximately 500 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.

While specific events are targeted for learners in each program, extracurricular activities serve children from both programs. The Student Council, composed of students from Grades 6 and 7, provides leadership in social responsibility. They undertake school wide projects and fundraising for charity, many of which stem from social and environmental global awareness. Intermediate students participate in a variety of leadership activities around the school.

Technological literacy being an important facet of our vision of success, students benefit from a PC lab, a mobile laptop cart, the use of a pod of iPads, and relevant educational software and apps. In addition, all classrooms have PCs with wireless access. Seven classroom teachers use Smartboard technology, and between PAC and school funding of technology initiatives, we now have LCD projectors and document cameras in most classrooms.

Students are privileged to go on a number of field trips to complement their classroom learning. Although such trips vary from year to year, some common themes are the linguistic and cultural trip to Quebec for the grade seven students in French Immersion, urban/outdoor education for English Gr. 6 and 7 students, a Gr. 4 FI camp, and the North Vancouver outdoor school for the English Grades 2-5 classes on alternating years.

Trafalgar is also proud to offer noon hour after-school programs supported by the PAC.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Goal #1: To improve reading comprehension for all our students: FI, ELL and regular English stream.

GOAL #2: As a foundation to success in all areas, to improve the social-emotional intelligence and overall sense of belonging for all students – in particular those new to the school and/or target language -- and enhance respect for diversity.

Goal #3: To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

Goal #1:

- Continued Language Arts leveled groups for all Gr. 2-7 English stream
- Classroom-based and library-initiated home reading programs: Primary Reading, Livromanie (French Immersion reading challenge co-developed by our Teacher-Librarian and used throughout the district), and Red Cedar Awards
- Visits and workshops provided by children's literature writers for both the French Immersion and English streams
- Teacher-librarian's reading-based projects with enrolling teachers including novel studies and non-fiction research. Library accessible before and after school, T-L will continue to increase collections based on students' interests and class project needs and to provide regular updates on recent acquisitions at Staff Committee Meetings
- Examination of Performance Standards for reading across the intermediate curriculum
- Teacher-Librarian's organization of Summer Reading through local libraries
- Teachers' collaborative inquiry groups' recommendations – especially those around implementation of technology -- will inform our next steps in literacy. A great benefit of the work in 2014-2015 is that the staff and PAC are committed to a common vision
- Continued focus on needs of support by Resource Team for Grade 1 French Immersion

- Continued ELL support for beginning students for dedicated reception level pull-out three to four days week/2 periods/day; scheduling and organization to be determined in September
- One-to-One Reading Program for both French and English streams and the Community Links
- Rec N' Read" summer program for Grade 1 English students in need of a boost
- Expand use of students' blogs that can be read by members of the class and/or grade-level classmates and of Edmodo as a communication

GOAL #2

Leadership and service. Increased opportunities in roles as Office Monitors, Action Schools Leaders, PA announcements, Assembly Crew, office monitors, hallway monitors, lunchroom class monitors, library monitors, student council, recycling rangers

Student Council. This is a group of self-selected intermediate students who came together to discuss and coordinate initiatives such as school spirit days, awareness campaigns for global, social and social-emotional issues and to raise funds for organizations they feel are important to support.

Sports teams. These teams enhance collaboration between our English and French streams, developed social-emotional skills, and increased students' sense of belonging.

Earth Bites: 2015-2016 was our fourth year with this gardening-healthy eating program. Students continued to work together, under the guidance of our two weekly educators, on planting, garden maintenance, harvesting, and selling produce from our school garden. A Pocket Market was held, and in June we will all enjoy a "Garden Party" with a meal made from our garden's harvest.

Talent Show: Students at the intermediate level had the opportunity to highlight individual and/or group talent.

Roots of Empathy. One grade one class participated this year.

Whole-School and Family Events: Our PAC coordinated the Welcome Back BBQ, a Halloween event, a Movie Night, the International Dinner, Chinese Lunar New Year Celebration, and a school picnic. Our Behaviour consultant spoke at a PAC meeting on self-regulation and the Zones of Regulation. Bike to School week was organized and run by parents. School wide activities included: assemblies, student-led conferences, theme days to build school spirit, a mascot contest, painting student hand prints on the hallway walls, Trafalgar Circles, noon-hour programs, outdoor camps for some divisions

Social-Emotional Development: Staff are working on implementing the Zones of Regulation program. Intermediate teachers received the program, "Strong Kids". A STIBS worker worked with all classrooms and ran small groups for Tier 2 and 3 students. He was assigned to Trafalgar for 4 weeks. Our area counselor has continued working with the small groups.

ELL Parents: Two parent workshops were held this year with the SWIS worker, Multicultural Liaison Worker and school staff.

Choral Music: We anticipate continuing to offer (and to increase numbers) in our two choirs, intermediate and primary.

Teacher Inquiry Groups: Based on the success of this year's groups, we are sincerely hoping to have our applications accepted again next year

Readiness for School: All our in-coming Kindergarten students and their families will continue to be invited to “Welcome to K”. In addition, the school will host another “Ready, Set, Learn” event for preschoolers.

Community Connections: The PAC and staff will work to strengthen connections to broader community services for connecting parents to services and programs that support the family.

Goal #3:

Although Trafalgar has no Aboriginal learners, we have continued to seek new ways to enhance students’ awareness and appreciation of Aboriginal culture and issues, both historic and current. In addition to regular curricular activities and those centered on our school garden, as a school and in classrooms, we feel our recent initiatives and deliberate focus has begun to raise students’ awareness and respect for First Nations cultures and look forward to further enhancing this aspect of our School Plan in the coming year.

- Our school garden will further expand its aboriginal plants section for teaching and learning purposes in the coming year.
-
- Grades 2-5 English stream students will continue to attend the North Vancouver Outdoor School on alternating years.
- Field trips will continue to highlight the culture and contributions of local First Nations peoples
- We will continue to invite native elders and other First Nations speakers and/or performers to sensitize our students to the values and traditions of their culture.
- The teacher librarian consistently renews resources including first nations authors, teacher guides, digital media with an Aboriginal focus

What was the evidence of success for each student?

Goal #1:

- Independent student performance
- Evaluation: formal and Informal
- General observations
- Report cards
- Assessment: Dibels, Daze
- Goal Setting Conferences
- Library borrowing

Goal #2:

- Students are using “Zones” language
- Giving students “Gotcha” tickets when catching them using strategies to get back into the green zone
- Parent feedback on using “Zones” language outside of school
- Students using and visiting the counsellor’s room during recess, lunch and throughout the day
- Less office referrals, not as many major behavior issues

How did we communicate and celebrate student success

Goal #1:

- Science fair
- Social study displays
- Dragon's den
- Red Cedar party in the library
- Parent invitation to view Science/Language Art projects
- Student Led Conferences
- Newsletters
- Class presentations for other classes

Goal #2

- Through newsletters
- International Dinner
- Gotcha Tickets
- Assemblies
- Behaviour Consultant presenting to PAC at PAC meeting
- Pizza lunches to celebrate participation on clubs and sports teams
- Morning announcements and birthday announcements

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Select guiding statement either A OR B

- A) Continue with the current goals as outlined in our reflections for 2015-2016.

