

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Queen Elizabeth School is situated on the traditional, ancestral, and unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh) Nations, next to Pacific Spirit Park near the University of British Columbia Endowment Lands. The school is located within walking distance of many green spaces, outdoor education experiences such as the Camosun Bog and community resources. The school's catchment is the West Point Grey and Dunbar areas. Built in 1940, the school's design depicts beautiful architecture and is unique for an elementary school because it is home to a gymnasium dedicated to physical education programs and an auditorium dedicated to fine arts programs and productions.

The school consists of three buildings on one level situated around an interior courtyard with an abundance of green space. Adjacent to the school is a large field and an adjoining track that is used by our school and Lord Byng, our neighbouring high school. Our abundant green spaces and the forest serve as a bridge for students to their natural surroundings, imparting vital lessons on valuing, respecting and conserving the environment. This commitment also fosters Indigenous Education, enabling students to engage actively while nurturing a deeper appreciation for nature. Within our school grounds and beyond, the garden, orchard and Camosun Bog contribute significantly to students' comprehension of Indigenous flora, ecological awareness, and sustainable practices. These spaces not only facilitate learning but also cultivate a profound connection between students and the natural world.

Queen Elizabeth represents a rich multicultural and diverse community. Through our active involvement in the VSB International Student Program, we welcome students from a multitude of nations. We have families from diverse ethnicities who report speaking several languages other than English at home. We strive to facilitate an inclusive environment and celebrate and honour diversity within our community: Indigenous Peoples Day; Lunar New Year, Asian Heritage Month, Black History Month, Pride Month.

Queen Elizabeth supports the varied learning needs of approximately 320 students. Queen Elizabeth School offers a variety of programs and services to support and enrich student learning. A dedicated staff work together to provide strong academic and arts programs and physical and health education for all students. Our school-based team meets regularly with classroom teachers to discuss the learning needs of our students. Social Emotional Learning is important at Queen Elizabeth. Staff work together to provide a supportive environment where students can develop essential skills such as self-awareness, empathy, and effective communication. Social Emotional Learning principles are woven into daily classroom activities, promoting a positive and inclusive atmosphere making learning both academically enriching and emotionally relevant. Programs, such as Second Step and Open Parachute are taught throughout the school to help children understand and manage their

emotions, build positive relationships and make responsible decisions. Our school teaching teams work closely with our school counsellor to integrate a variety of learning opportunities aimed at building on the skills and strategies students can use to become responsible and caring members of our school community.

Students have access to and regularly use a variety of technology tools to support their learning. Multiple laptops and Ipad carts, and computers ensure students have access to digital tools for learning and sharing their learning. Online programs such as Raz Kids and Learning A-Z are used to support and enhance student learning and students are taught coding using apps and programs such as micro:bits and scratch.

Queen Elizabeth offers a variety of extra-curricular activities for students throughout the year. These activities vary from year to year. Students may have opportunities to explore a variety of activities tailored to different interests, adding a unique dimension to their school experience. Some offerings may include clubs: Student Leadership, Ecology, Drama, Games, Library Monitors and sports activities: Cross-Country, Volleyball, Basketball, Badminton, Track and Field.

We actively foster partnerships within our neighbouring community, emphasizing collaborative efforts. Students engage in initiatives like the West Point Grey Village Mural Project, showcasing their involvement and commitment. Additionally, through our Community Art Club, students craft posters celebrating Canada's diverse holidays. These vibrant creations find a home in the Point Grey Post Office window, displaying our students' talent and celebrating cultural diversity each month.

Our parent community is an integral part of our school community, actively contributing to support various school programs. Parent volunteers offer their time supporting classroom activities, helping with field studies and extra-curricular activities. They have also been active in a variety of community building events like the Fall Harvest, Pumpkin Patch, Family Picnic, Holiday Bazaar and Hot Lunch fundraising initiatives. Through their engagement, they significantly enhance the fabric of our school community.

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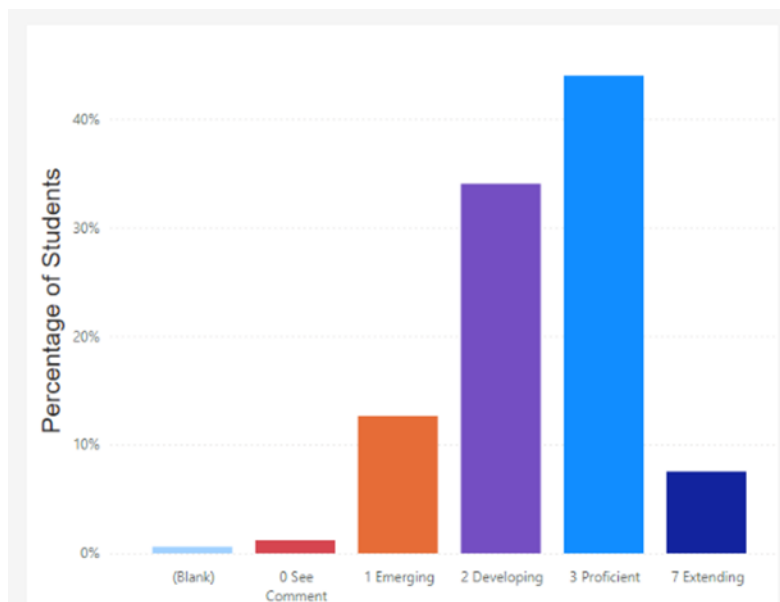
## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Queen Elizabeth is a multicultural community with diverse backgrounds:

- High ELL (English Language Learner), multilingual population
- Students display curiosity, wonderment and excitement for learning, hard-working, dedicated
- Multi-talented students (eg: play a variety of musical instruments, artistic, extremely accomplished)
- Students are well supported outside of school to foster their passions (eg: music, fine arts, marshal arts, dance)
- Emphasis on the arts (music, dance, visual arts, drama) has helped bring our learners from diverse backgrounds together as it helps make learning more accessible
- Collaborative and social learners; engagement improves with hands-on-learning methods and real-life applications
- Students excited to share their culture with the greater community (eg: traditions, history, celebrations), various languages spoken and cultures represented
- Enjoy and look forward to coming to school, building friendships/connecting with peers and staff
- Strong math computational skills
- Strong need for connection with our community of learners
- Variety of extra-curricular activities offered by staff, during school hours, and the number of students thriving in these activities and the want for more has grown demonstrates students strong need for connection and belonging within our community of learners
- The library has been transformed into a learning commons area a space where all are welcome, students are eager to spend time in the space reading, helping as a monitor, participating in a club, or building a connection with the teacher librarian
- Students enjoy the physical space of Queen Elizabeth and our outdoor education program which is connecting students to the land
- With counsellor support, weekly classroom lessons and individualized support has fostered social emotional learning
- Growing community of emergent ELL learners
- Many students new to Canadian school system
- Some students struggle with Canadian classroom expectations/approach to learning
- Many students have one parent in the home and one parent living abroad
- Varying levels of learning experiences
- High focus on academic skills
- High number of students attend after school classes leaving little time to participate in after school extra-curricular activities/event. Need for school-life balance and opportunities to interact socially with peers to develop positive relationships
- Increase need for Social Emotional Learning with noted increase in student anxiety, and self-regulation difficulties
- Increased difficulties with social emotional regulation and social emotional learning
- Transient population with a high number of students arriving and exiting throughout the year making it difficult to build connections and a sense of belonging and community
- Lack of outdoor experiences and knowledge of local lands

# Literacy

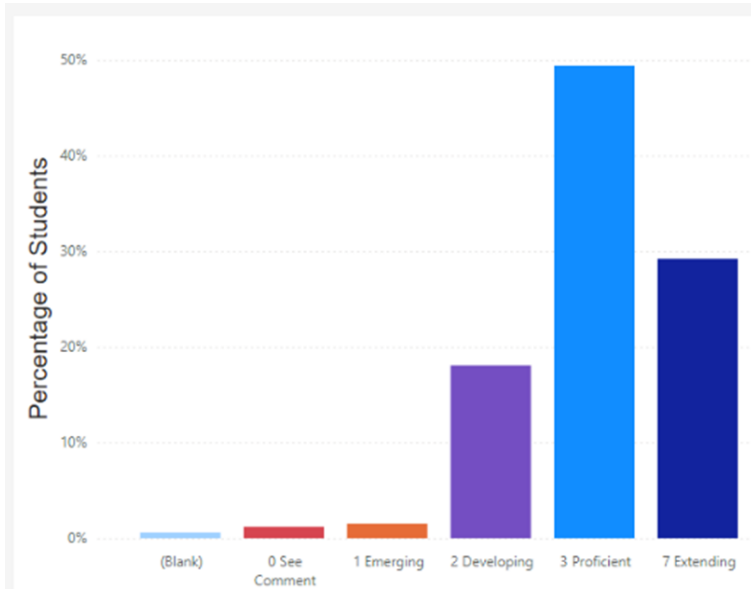
## Language Arts Data Term 2 K-7



### Proficiency

Proficiency Scale	%	# Students
0 see comment	less than 10 %	
1 Emerging	12.65 %	42
2 Developing	34.04 %	113
3 Proficient	43.98 %	146
4 Extending	7.53 %	25

### Numeracy Data Term 2 K-7



Proficiency

Scale Numbered	%	# Students
0 see comment	less than 10 %	
1 Emerging	less than 10%	
2 Developing	18.07 %	60
3 Proficient	49.40%	164
4 Extending	29.22 %	97

### Social Emotional Learning Data

#### Student Self-Assessment Inventory - Term 3 March 2024

Grade	Emergent	Developing	Proficient
Kindergarten			16
1			18
2		10	16
3		11	10
4		25	24
5		16	20
6		20	41
7		23	73

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## 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

#### Literacy:

- Novel studies, creative writing, story writing, journal writing
- Literacy folders and home reading program in primary classes
- Raz Kids for primary students and ELL students
- Guided reading – teacher/student led, group conversations/discussions about chapters read and student learning that has taken place, chapter discussions with a focus on different perspectives and opinions, literacy circles
- Adapting and modifying class materials and assignments to differentiate instruction to meet the varying needs of learners in the classroom environment
- Oral language activities to further develop and enhance receptive and expressive language skills
- Teaching of phonics and phonemic awareness through a variety of activities (eg: games, oral language activities, etc)
- Reading Recovery
- Teachers engaged in literacy focused professional development and collaboration
- Primary and intermediate team meetings with discussion focused on literacy
- Daily opportunities to engage with a variety of texts and opportunities to practice listening skills to make meaning

#### Numeracy

- Guided lessons with purposeful practice, leveled math instruction
- Connect math to real world – why? Math walks – where do you find math and how is it relevant?
- Be a mathematician, play with numbers, read storybooks (eg: integrate literature into math through the use of story picture books - read Sir Cumference and the Dragon of Pie or Math Curse introduce the unit and students come up with 7 equations)
- Small group instruction, provide opportunities/experience with a variety of techniques and manipulatives
- Project-based learning, math games, math centres, math problem solving activities
- Setting goals in intermediate, providing student choice, stem projects

#### SEL – Mental Well- Being, Belonging, Physical

- Social Emotional Learning Programs – Little Spot, Zones of Regulations, Open Parachute, Consent Program, Safe Bodies Strong Kids Programs, Second Step, Saleema Noon
- Class meetings, sharing circles
- Area counselor support small group, individual, class-wide
- District SEL Team and Anti-racism/Diversity Team Support working with staff and students
- Teachers participate in Lunch n Learns – SEL focus
- Buddy classes with primary classes paired with intermediate classes
- Regular primary assemblies – review of Code of Conduct, Star Student, celebration of special events
- Celebrate and Incorporate Diversity - Black History Month, Indigenous Peoples Day, Orange Shirt Day, Pride Month, Lunar New Year
- Wide variety of extra-curricular activities – chess, drama, eco, reading, writer’s clubs, sports, intramurals, student leadership opportunities
- Outdoor Education –gardening, sustainability kit, walks in the Bog, potatoes in tubs program
- Daily Physical Activity, brain breaks, morning runs, action/movement breaks, class games
- Assemblies – celebrate successes, review of Code of Conduct, showcase student learning
- School-wide/cross-grade events – Bollywood dance program, Rugby, Australian Football, Jump Rope for Heart, Squash BC, QE Track and Field Day, Sing Into Summer Musical Celebration

- Building of lunch time activities/intramural opportunities to support diversity of our student population as many of our learners are unable to participate in after school activities
- Transforming our library into a Learning Commons – a space where all are welcome, where the love of reading is fostered, building/updating our book collection, celebrating and honouring diversity by highlighting special events through book displays and designated book sections

### Improve equity

- Universal Design for Learning practices in classrooms
- Resource teacher support provided for students – ELL, Reading Recovery, Learning Support
- School-based team meetings to discuss strategies to best support students
- Provide technology opportunities for students who don't have access to technology at home
- Provide variety of a diversity of learning opportunities – Lunar New Year, Indigenous Peoples Day, Black History Month, Asian Heritage Month, Pride Month
- Teach variety of strategies – KWL – Know, Wonder, Learn; COPS – Capitals, Overall, Punctuation, Spelling

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

As we continue on our path towards reconciliation with our learners, it is important that we start with who they are and where they have come from as learners to allow for understanding and connection, relationship and community building in an equitable way where all learners are heard and honoured.

- Teaching land acknowledgement
- Incorporate First Peoples Principle Learning into daily routine
- Continue to add Indigenous books to class library and Library Learning Commons
- Participation in professional development to continue on our journey of reconciliation
- Teach from authentic resources and consider all viewpoints/perspectives
- Connect our experiences with those from other cultures
- Keep materials update and current
- Sharing First Peoples books/stories in class lessons/units, bringing elders in
- Nature Walks identifying Indigenous plants and their uses
- Field Studies – First Peoples Festival Registration, In-Class Indigenous Elders Visits

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## HOW WILL WE KNOW WE'RE ON TRACK?

- Learning Update Data
- Student Self-Reflections through lens of Core Competencies
- Social Emotional Learning (SEL) Data – March 2024 Student Self-Assessment done. Will re-do in Fall 2024 to get baseline data.
- We will compare student self-assessment with teacher assessment to determine alignment and where we need to focus efforts
- Teacher Observations
- Decrease in office referrals
- Continue to provide a variety of enriching opportunities for students to address varying interests eg: fine arts, sports, leadership, intramurals, etc These will help to create a greater sense of belonging and to address the changing and diverse needs of our community