

2023-2024 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) & səliłwətaʔ (Tsleil-Waututh Nation). Queen Mary Elementary School is situated in the residential community of West Point Grey. The school is located within walking distance of many green spaces, beaches and community resources. The school's catchment also includes the Jericho Lands formally owned by the Department of National Defense and recently acquired by the Musqueam, Squamish, and Tsleil-Waututh nations. In 2016, there was a seismic upgrade completed which has enhanced learning opportunities for students through increased access to collaborative learning spaces and upgraded infrastructure.

Queen Mary supports the varied learning needs of approximately 315 students, including a significant number of international and local students who speak English as a second language. Around 10% of the student population have identified special needs and are fully integrated into classes. Our school building design and teaching programs place value on community through collaborative activities across the school community, between grades and within classes. Staff use a variety of authentic and formative assessment tools and strategies to help students identify their strengths and encourage them towards the next steps in their learning journey.

Mental well-being is important for Queen Mary. Our school teaching teams work together 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. We highlight the importance of physical fitness through school wide fitness events and extra-curricular sports throughout the school year. And our access to ample local green spaces supports regular student connection to our natural environment, indigenous education opportunities as well as a chance to be physically active outdoors. Our school grounds include a wide variety of spaces for both learning and playing including a school garden where students build their understanding of indigenous plants, local ecological, food systems and sustainability.

Students at Queen Mary have access to and regularly use a variety of technology tools to support their learning. Multiple portable laptops and iPad carts ensure that all students have access to digital tools for learning and sharing their knowledge. Ozobots, Micro:bit, Spheros and Edison technologies provide opportunities for students to develop their understanding of computer programming and robotics.

Music is also an important part of the Queen Mary experience for students. Students have opportunities throughout the year to learn and participate in small groups and whole school sing-a-longs to live music with school staff. Students also have access to a more formal music education program with our music specialist teacher. Musical learning opportunities now include choral music for primary students and beginning instruments such as recorder and Ukelele for intermediate students.

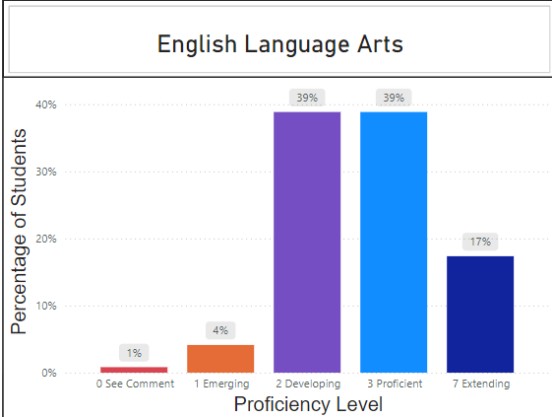
Our parent community plays an active role supporting school programs. Parents volunteers offer their time to classroom activities, field trips and extra-curricular programs. They have also been active in various school community functions and fund-raising initiatives to enrich the classroom and school facilities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

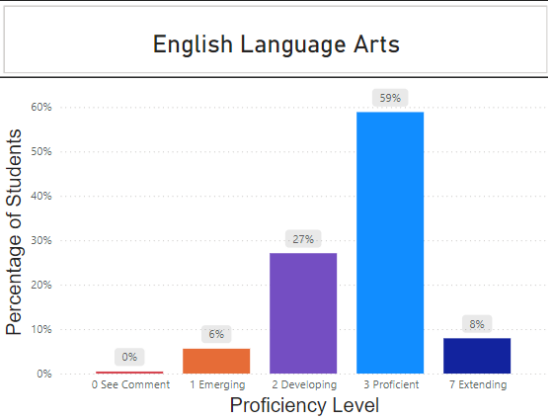
Throughout the 2023/24 school year, Queen Mary staff reviewed and considered a variety of sources for information about the students in our community including: assessment data (report card, Foundation Skills Assessments), provincial survey data (Middle-years Development Instrument (MDI), Early-Years Development Index (EDI), Student Learning Survey(SLS) demographic data (enrollment, attendance,) and anecdotal observations (by students, staff and parents).

Strengths of the learners: Based on provincial survey data, students at Queen Mary have access to the assets needed for school success and are less vulnerable when compared to district averages. Students have identified connections to caring adults at school above district averages. Academically, most students are performing at or above their expected level for their literacy and numeracy (Term 2 2023/24 literacy data below).

Gr K-3 (56% are fully proficient or extending)

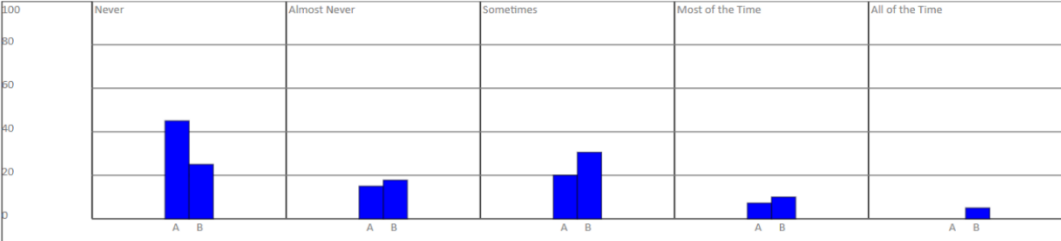


Gr 4-7 (67% are fully proficient or extending)



Needs of the learners: Students surveyed have identified varying feelings of belonging at school – improving in some grades and declining in others. Staff observations have also identified an on-going need to support student ‘s personal and social core competencies. Specifically, student’s self-awareness and their ability to take responsibility is an area identified for development. While students are performing well academically, staff have also noted an on-going need to maintain their support and focus on foundational skills in both numeracy and language arts. Based on some of our survey data, Queen Mary students identify limited participation or awareness of First Nations activities or celebrations in school (SLS 2023, Gr 7, A=QM, B=District).

At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?



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 – While Queen Mary students are performing above district averages for literacy, staff continue to reflect on where to target instruction to address emerging needs. Writing has been identified as a focus for the coming year. Specifically, we will be looking closer at student’s writing stamina, organization and quality as areas of possible instructional focus.

Numeracy – Queen Mary students perform above District averages in numeracy for Gr 4 and just below for Gr 7. Staff have observed that intermediate students' number fact fluency and knowledge is developing for some students and thus may be impacting their ability to complete simple and more complex operations. We are looking to identify students who are emerging or developing in numeracy in both primary and intermediate grades so that we can better target gaps in their skills or knowledge through programs and practice. Staff have already started exploring universal, whole learning community events that focus on building math fact fluency, motivation and community through multi-class math games events.

Physical and mental well-being – Physical and Health Education continues to be a priority at Queen Mary. In addition to two scheduled gym times and regular walking trips in the community, fully outside play recess and lunch breaks, classes have also returned to a whole school Friday Fitness program led by the school’s dance club. With community grants and support we have had two Active Transportation weeks to promote healthy habits and lifestyle outside of school. We also approach student well-being from a universal and preventative stance. Teachers work with our school counsellor to provide whole class or grade lessons that support student personal and social development and mental health. As needed more targeted support is available and employed for individual students.

Belonging – With an increase in turnover in enrollment over and many new students in the last few years, creating a sense of community has become a priority at Queen Mary. This year, staff have spent time exploring ideas of belonging and how best to support students in improving their individual sense of belonging. As such, we have committed to prioritizing student belonging in our collective decision making around school planning and organization. We are specifically working to ensure new students can make positive connections and that all students see themselves as a member of our community. Increased whole school events (e.g. performances, physical health activities, learning events) and assemblies are creating shared experiences. Learning communities and classes also are focused on creating new opportunities for collaboration and connection (e.g. meetings, shared learning and field trips). Staff have also recently completed work to refresh and implement school-wide expectations and examples of behaviour through the acronym ROAR – Respect Others Act Responsibly.

Improve equity

Increased access to learning support for all students - changes to the scheduling of student lunch breaks this year, increased student access to teaching staff and more effective use of the available learning support within the school day has helped improve equity. More students can access time with adults to support their learning needs and we intend to continue this schedule for the coming year.

Access to technology - QM school inventory of up-to-date mobile devices for student use has enabled us to move away from a reliance on personal devices and potential inequity of learning opportunities. Using school devices ensures that every student can access the tools they need and that they are accessing devices that can be supported, monitored and managed by school district staff. Our PAC community has been able to support us to increase the number of tools available for learning for this purpose in the coming year.

Access to programming - We have increased student access to unique skill development programs both during the school day and before/after school. Specialist teachers from the community supported classroom learning opportunities for many or all our classes in Drama, Wrestling, Pickleball, French, and Cycling. With the support of our volunteer staff members and PAC, we have increased the number of extra-curricular and after school programs available to our students on our site. Free extra-curricular programs offered by our volunteers now include basketball, volleyball, Track & Field, Cross Country, Dance and Ultimate. Community Schools Team and private after school programs for our students provided on site afterschool programs including athletics, STEM and Fine Arts. Program bursaries and fee reductions have been made available and can be accessed for all programs to reduce financial barriers.

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

Our collective work towards reconciliation will continue to work on developing our understanding, knowledge and awareness of First Nations, Metis and Inuit peoples, the lands on which our school is located and the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Land acknowledgements at Queen Mary use the language and pronunciations chosen by our host nations and have increased in our school community through inclusion in school messaging; to begin learning and events. Staff and students have embraced learning and applying the accurate pronunciation of the nation names and we will continue the work required to ensure students increase their awareness and use of local indigenous place names and words. This year, whole school fine arts presentations represent BC First Nations and reflect members of our school community's identity including stories from the Kwantlen and Haida peoples as well as Metis dance (both traditional and contemporary). Three classes were gifted the opportunity to participate in the First Nations Peoples Festival at UBC – Gr 6s had hands on opportunities to learn about and complete a cedar weaving project and Gr 4 learned about the Seven Sacred Teachings from contemporary indigenous graffiti artists. Primary classes continued their guided local walking field trips, and all classes built their understanding of the importance of local streams and fish habitat. Our school library continues to build on the existing collection of materials created by indigenous authors. We will continue the work we have been doing to bring in contemporary and traditional indigenous knowledge, learning materials and knowledge keepers to our school in the coming year.

HOW WILL WE KNOW WE'RE ON TRACK?

Student progress in writing and number facts and fluency will be tracked using school level (observation, report card) and district/provincial (FSA, SLS) level data. Our expectation is that we will observe growth through one or more of these data sources in our targeted areas and/or in student reports of self-efficacy.

Regarding students' physical and mental well-being, we anticipate that needs will change over time; therefore, our efforts to provide preventative universal programs will continue in flex and change in response to needs identified within our community. We will be looking at ways to ensure our counselling and support resources are shared equitably as needs continue to shift and change. Our efforts to build belonging in our community will also continue throughout the coming year. We expect that our students' physical and mental well-being and their sense of belonging will remain above district averages as evidenced through provincial (MDI, SLS) and school level (observation, survey, report card) data.

Our work to improve equity will continue. More school-based technology tools that we are on track to provide will decrease the need for personal devices. We will maintain the variety of extra-curricular opportunities available to students through school based and private program providers. On-going use of volunteers, fee reductions and bursaries will ensure students have reduced financial barriers to participation. We will know we are on-track with this goal through observation, enrollment and participation data.

Our journey of reconciliation for the coming year will include an increased inclusion of materials and learning opportunities that promote students' connection to land, local languages and Indigenous people including our host nations. We will observe evidence of learning opportunities and outcomes for students such as project displays and presentations related to their work. Through this focus on, we hope to see growth in student reports related to their participation, awareness and learning about Indigenous Peoples when compared to previous year provincial level data.