

2023-2024 School Learning Plan

SCHOOL STORY

École Jules Quesnel Elementary School is situated on the ancestral lands of the x^wməθk^wəyəm (Musqueam Nation), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation). As one of three single track French Immersion elementary schools in the Vancouver School District, we serve students from both local and surrounding Vancouver neighbourhoods. Jules Quesnel shares a site with Byng Secondary School with most of our students transitioning to Kitsilano Secondary for French Immersion. We embrace our local roots and connections and are committed to fostering the growth and success of every student.

Reflecting the diverse makeup of greater Vancouver, the Jules Quesnel student body includes English Language Learners, Indigenous students, and those with Ministry Designations. We prioritize creating an inclusive learning environment that respects and values each student's individual strengths and perspectives, recognizing that diversity is a key aspect of our dynamic school community.

Our dedicated staff and supportive community actively encourage student participation in various extracurricular activities, including school sports and outside-of-school programs. The Parent Advisory Council (PAC) at JQ is an active and engaged group, enhancing the overall educational experience by organizing initiatives, events, and fundraisers benefiting all community members. Through collaboration with community partners, we ensure a holistic approach to education, where students excel academically and thrive socially and personally.

Focusing on valuing diversity, teachers at École Jules Quesnel integrate First Peoples Principles of Learning, emphasizing decolonization and indigenization. Proximity to local parks like Pacific Spirit Park, Camosun Park, Chaldecott Park, and Jericho Beach facilitates outdoor learning, aligning with Indigenous land-based education principles. Prioritizing student voice, active learning, and inclusive assessment strategies, we foster a dynamic and inclusive environment. Collaborative initiatives, such as teachers from different grades working together and a focus on student leadership, contribute to community building. Our commitment to hands-on, experiential learning ensures students are well-prepared for a diverse and evolving world

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

What do we know about student achievement in literacy?

Communicating Student Learning (CSL)

JQ's 2023-2024 Communicating Student Learning (CSL) proficiency level breakdown shows 58% of all students in grades 4-7 were Proficient or Extending in English Language Arts on the first written learning update. This increased to 64% on the second written learning update.

The corresponding numbers for the District are 48% on the first written learning update and 53% on the second.

JQ's 2023-2024 CSL proficiency level breakdown shows 33% of all students in grades K-7 were Proficient or Extending in French Immersion Language Arts on the first written learning update. This increased to 50% on the second written learning update.

The corresponding numbers for the District are 50% on the first written learning update and 58% on the second.

Foundation Skills Assessment (FSA)

JQ's 2023-2024 Foundation Skills Assessment (FSA) results for literacy show 100% of participating grade 7 students and 87% of participating grade 4 students are either On Track or Extending.

Student Learning Survey (SLS)

JQ 2023-2024 grade 4 and 7 students reported the following:

- 71% of participating JQ grade 4 students reported positive responses to "I feel I am getting better at reading."
- 77% of participating JQ grade 4 students reported positive responses to "I feel I am getting better at writing."
- 61% of participating JQ grade 7 students reported positive responses to "I continue to get better at reading."
- 74% of participating JQ grade 7 students reported positive responses to "I continue to get better at writing."

What do we know about the JQ community of learners regarding equity?

JQ has fewer than 10 Indigenous students, fewer than 10 English Language Learners and more than 10 students with diverse needs/Ministry designations.

The student MDI (Middle Years Development Instrument) survey conducted with a sample group in the 2022-2023 school year, broke down the linguistic landscape of the school community. The survey revealed that 97% of students identified English as their primary home language, while 11% of students reported French as a home language, 3% reported Korean, 11% identified Mandarin, and 14% of students identified "other" languages also spoken at home.

The MDI survey highlights several factors that reflect the JQ school community's privilege. It shows that 100% of JQ students participate in out-of-school activities and 71% report positive nutrition and sleep habits, and 54% of

our students are dropped off at school by car. This information highlights all of the resources and supports that are available to JQ students.

What do we know about our journey of reconciliation with First Nations, Metis, and Inuit?

JQ has fewer than 10 Indigenous students.

Student Learning Survey (SLS)

JQ 2023-2024 grade 4 students reported the following:

- Do you participate in any Indigenous (First Nations, Inuit, Metis) activities?
 - 37% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?
 - 99% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you learning about local First Nations?
 - 77% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you learning about local First Nations’ language(s)?
 - 19% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.

JQ 2023-2024 grade 7 students reported the following:

- At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?
 - 53% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?
 - 34% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?
 - 94% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you being taught about local First Nations?
 - 80% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you being taught the local First Nations’ language(s)?
 - 20% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy

To foster a school-wide culture of literacy, we have implemented several engaging and interactive initiatives. One of the standout programs is our dedicated story workshop and loose parts classroom. This innovative approach invites students to engage in hands-on literacy activities, where they can explore and create stories using a variety of natural materials. The loose parts classroom provides an environment rich in sensory and imaginative opportunities, encouraging students to develop their narrative skills and express their creativity. Additionally, we maintain class bulletins focused on literacy, such as the Black History Month gallery walk initiative, which showcased biographies, short stories, drawings, and more. Students were invited to walk through and engage with these various literacy-centered activities, making literacy accessible and enjoyable.

We prioritize the continuous professional development of our staff to ensure they are equipped with the latest and most effective literacy teaching strategies. Our initiatives include attending district-wide literacy sessions for collaboration and learning from literacy experts, implementing P3 Box training to familiarize staff with high-quality literacy resources such as websites, books, and teacher guides, and holding dedicated literacy discussions and workshops during staff meetings to foster ongoing dialogue about literacy strategies and challenges. These efforts ensure our teachers are well-prepared to deliver diverse and engaging literacy activities, enhancing overall literacy instruction and student achievement.

Improve equity

Through a culturally responsive approach, students are empowered to actively shape their educational experience via student-led initiatives such as our Diversity Club, Yarn Club, Engineering Club, Drama Club, Arts Club, and the Theme Team, providing a platform for students to express their perspectives and experiences related to equity within our school community. These clubs serve as avenues for student-led discussions, collaborative problem-solving, and creative expression, ensuring that student voice remains central to our equity efforts.

To support our diverse learners, JQ staff utilize various evidence-based approaches, such as response to intervention, universal design for learning, and structured instruction, to inform and allocate resources effectively within our community. Our team of resource teachers work to support students with diverse needs, offering personalized interventions and assistance where necessary. Through a combination of push-in and pull-out support strategies, JQ ensures that all students and classrooms receive the equitable assistance they require to thrive academically and socially.

JQ students are encouraged to promote equity by supporting the broader community through various charitable initiatives. A portion of proceeds from our book fair are donated to schools in need, and our Parent Advisory Council (PAC) generously provides winter hampers to a sister school. Additionally, unclaimed items from our lost and found are donated to a local community support agency, ensuring that they benefit those in need.

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

The JQ school community acknowledges:

With deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), S^kwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

JQ teaching staff seek to interweave Indigenous ways of learning and unlearning into all aspects of their pedagogy by:

- Inviting members of the local Indigenous community to share their knowledge.
- Taking advantage of the school's location on the ancestral and unceded lands and regularly engaging students in outdoor education initiatives and place-based learning.
- Integrating the First Peoples Principles of Learning into teaching practice and focusing on decolonization and indigenization of learning spaces.

HOW WILL WE KNOW WE'RE ON TRACK?

Improve student achievement in literacy

JQ students are meeting or exceeding performance expectations for literacy. JQ staff are committed to continuing to support students in maintaining their high achievement, particularly in oral language literacy. We will continue to refer to CSL, FSA and SLS data to evaluate progress.

Improve equity

We are committed to assessing the active participation and impact of student-led initiatives, which empower students to shape their educational experiences and provide platforms for expressing perspectives on equity. We will continue to actively monitor both community and school needs to ensure our donations are impactful and meaningful. Additionally, we will ensure equitable resource allocation through evidence-based approaches like response to intervention, universal design for learning, and structured instruction.

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

JQ students responded positively to most of the reconciliation items on the SLS. Only 20% of JQ grade 7 students responded positively to, "At school, are you being taught the local First Nations' language(s)?" JQ teaching staff have identified improving oral language learning as a professional development goal for the 2024-2025 school year. JQ staff will endeavor to include the learning of local Indigenous language as part of the work toward achieving this goal. We'll continue to refer to SLS data to track progress.