

2024-2025 School Learning Plan

SCHOOL STORY

Queen Elizabeth School is situated on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (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 single-level buildings arranged around an interior courtyard with abundant green space. Adjacent to the school is a large field and an adjoining track used by both our school and Lord Byng, our neighboring high school. Our extensive green spaces and the forest connect students to their natural surroundings, teaching them the importance of valuing, respecting, and conserving the environment. This commitment also supports Indigenous Education, encouraging students to engage actively and develop a deeper appreciation for nature.

Sierra Club BC Environmental Educational Workshops, focusing on Life Cycles and Ecosystems, Plants and Peoples, and Nature and Gathering Places, extend students' learning within and beyond our school grounds. The garden, orchard, and Camosun Bog significantly enhance students' understanding of Indigenous flora, ecological awareness, and sustainable practices. These spaces not only facilitate learning but also foster a profound connection between students and the natural world.

Queen Elizabeth embodies a rich, multicultural, and diverse community. Through our active participation in the VSB International Student Program, we welcome students from numerous countries. Our families come from various ethnic backgrounds and speak multiple languages at home. We strive to create an inclusive environment and celebrate diversity within our community through events such as Indigenous Peoples Day, Lunar New Year, Asian Heritage Month, Black History Month, and Pride Month.

Queen Elizabeth's staff of 35 supports the diverse learning needs of approximately 325 students. The school offers a variety of programs and services to enhance and enrich student learning. Our dedicated staff collaborates to provide robust academic and arts programs, as well as physical and health education for all students. The school-based team meets regularly with classroom teachers to discuss students' learning needs.

Social Emotional Learning (SEL) is a priority at Queen Elizabeth. Staff work together to create a supportive environment where students can develop essential skills such as self-awareness, empathy, and effective communication. SEL principles are integrated into daily classroom activities, fostering a positive and inclusive atmosphere that makes learning both academically enriching and emotionally relevant. Programs like Second Step, Little Spot, Mind Up, TAPS, and CONSENT are taught throughout the school to help children understand and manage their emotions, build positive relationships, and make responsible decisions. Our teaching teams collaborate closely with the school counselor to provide a variety of learning opportunities aimed at helping students become responsible and caring members of our school community.

Teaching teams are actively working on Reconciliation by creating personalized land acknowledgements and integrating First Peoples Principles of Learning into all subject areas and cross-curricular activities. Primary classes have also participated in Studio Stone Creative's soapstone carving sessions.

Students have access to and regularly use a variety of technology tools to support their learning. Laptops and iPads ensure students can utilize digital tools and share their learning. Online programs like Raz Kids enhance student learning, and students are taught coding using apps and programs such as micro-bits and scratch.

Queen Elizabeth provides a wide range of extracurricular activities for students throughout the year, with offerings that vary annually. Students have the opportunity to explore activities tailored to their diverse interests, enriching their school experience. Some of the available clubs may include Student Leadership, Chess, Games, and Library Monitors. Sports activities may feature Cross-Country, Volleyball, Badminton, Pickleball, Soccer, and Track and Field.

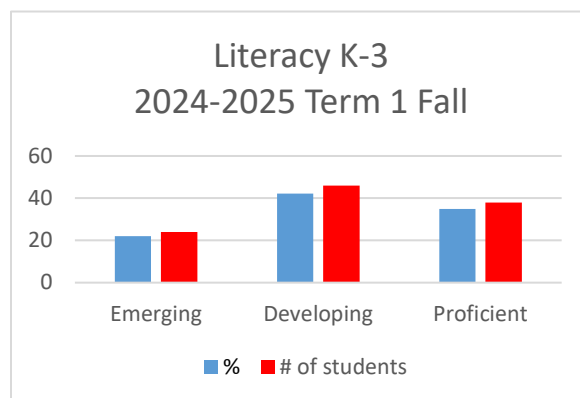
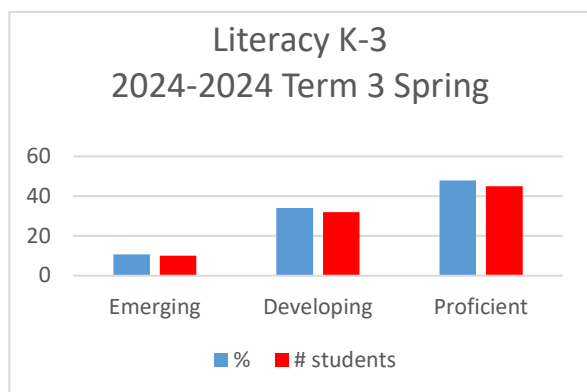
We actively foster partnerships within our neighboring community, emphasizing collaborative efforts. Students engage in initiatives with the Vancouver Public Library and Point Grey Private Hospital, promoting community engagement and collaboration. Visits to Point Grey Hospital teach our students empathy, patience, and compassion as they connect with seniors, learn from their experiences, sing songs, play games, and exchange letters.

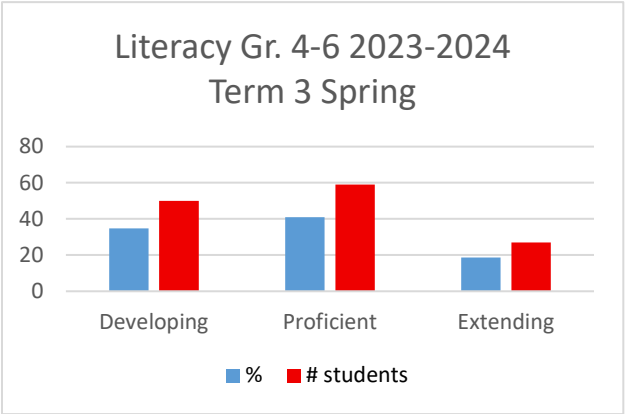
Our parent community is an essential part of our school, actively supporting various programs. Parent volunteers dedicate their time to classroom activities, field studies, and extracurricular events. They also participate in community-building events such as the Fall Family Dance, Pumpkin Patch, Holiday Bazaar, Year-End Family Picnic, and Hot Lunch fundraising initiatives. Through their involvement, they significantly enrich the fabric of our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

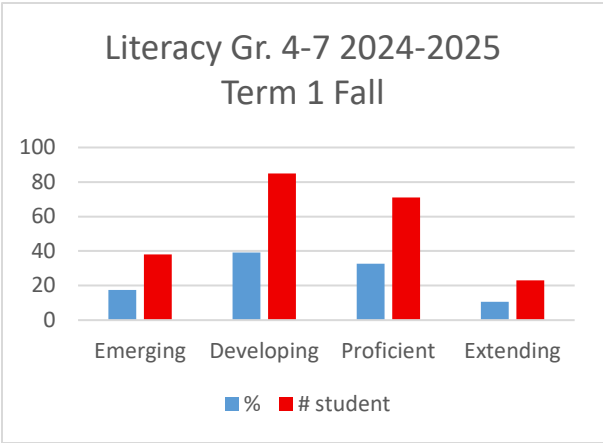
- Our student population demonstrates a wide range of talents, including strong abilities in music, visual arts, and dance.
- There is a high level of interest in participating in school-time activities such as clubs, intramurals, and sports.
- Students and staff actively engage in cultural celebrations both in classrooms and school-wide, fostering deeper understanding of diverse cultures, traditions, histories, and lived experiences (e.g., Lunar New Year, Diwali, Indigenous Peoples' Day, Black History Month, Asian Heritage Month).
- Students are increasingly aware of and respectful toward individual differences.
- Buddy class programs help build a sense of community and foster meaningful connections between primary and intermediate students.
- Self-regulation remains a challenge for some students, impacting their ability to fully engage in learning and social interactions.
- Many students have commitments to extracurricular classes outside of school, limiting their availability for school events and reducing opportunities for social development and friendship-building within the school community.
- High student transiency affects peer relationships and classroom dynamics, particularly in upper intermediate grades.
- There is a strong emphasis among some families on academic achievement.
- Students are growing in their ability to take ownership of their learning and responsibilities. With continued guidance, they are developing essential skills like problem-solving and routine management, laying the foundation for greater independence.
- Student voice is encouraged and expressed through various platforms, including:
 - Class meetings and sharing circles
 - Class votes and choice boards
 - Show and tell, passion projects, and STEM activities
 - Extra-curricular clubs and small group discussions
 - Assemblies, special events, and Celebration of Learning
 - CSL (Communicating Student Learning) reports, self-assessments, and student conferencing
 - Primary assemblies, buddy classes, Student Leadership, and Pride Clubs

Literacy





	%	# students
Developing	34.72	50
Proficient	40.97	59
Extending	18.75	27



	%	# Students
Emerging	17.51	38
Developing	39.17	85
Proficient	32.72	71
Extending	10.6	23

The above literacy data, drawn from the Written Learn Updates (report cards) reveals that in Kindergarten through Grade 3, the largest proportion of students—42.20% (46 students)—are in the ‘Developing’ category. This suggests that many early learners are still acquiring foundational literacy skills. Following this, 34.86% (38 students) are categorized as ‘Proficient,’ indicating that a significant number of students are already demonstrating strong literacy capabilities at an early stage. The ‘Emerging’ category, with 22.02% (24 students), shows that a smaller group of students are in the initial stages of literacy development and may benefit from targeted support to build essential skills. Overall, the data highlights a broad spectrum of literacy development in the early years, emphasizing the importance of differentiated instruction to meet diverse learning needs. Additionally, it is important to note that there has been an increase in the number of students who are proficient and/or extending as well as the decrease in the number of students emerging since the fall. This progress is a result of the interventions used both in and outside the classroom to support literacy development.

In contrast to the primary grades, the literacy data drawn from the Written Updates Intermediate assessment shows that the largest proportion of students in Grades 4–7—39.17% (85 students)—fall within the ‘Developing’ category. This suggests that while many intermediate students are progressing in their literacy skills, they may still require targeted support to reach full proficiency. The ‘Proficient’ category follows closely, with 32.72% (71 students), indicating that a substantial number of students are meeting grade-level expectations and demonstrating solid literacy competencies. The ‘Emerging’ category, comprising 17.51% (38 students), indicates that a smaller group of students are still in the early stages of literacy

development and may benefit from intensive interventions. Lastly, 10.60% (23 students) fall into the ‘Extending’ category, showing that some students are exceeding expectations and demonstrating advanced literacy skills. This distribution highlights the need for differentiated instruction to support learners across the full spectrum of literacy development in intermediate grades.

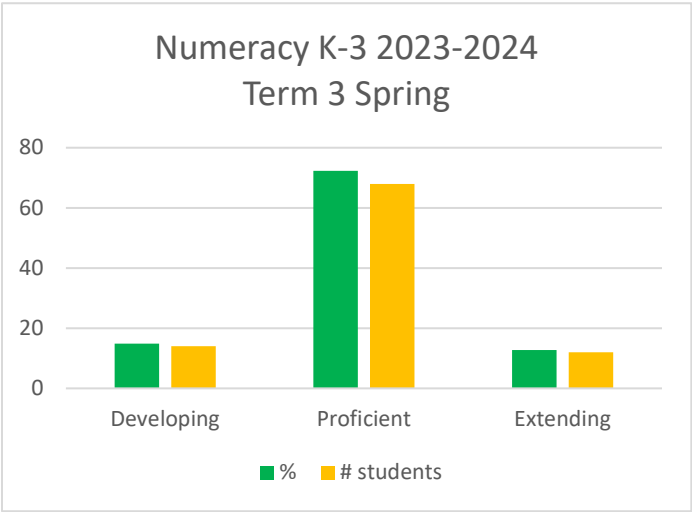
Literacy Data Comparison

K-3 - There was a notable decline in the percentage of students at the Proficient level from Spring 2023–2024 to Spring 2024–2025. However, the introduction of the Extending category in Spring 2025 suggests some students are now exceeding expectations.

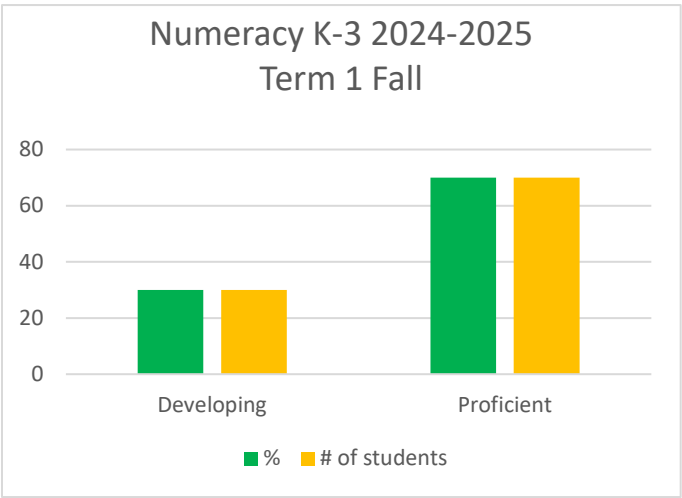
Gr 4-7 - There was a decline in Proficient and Extending levels from Spring 2023–2024 to Fall 2024–2025, followed by a slight recovery in Proficient levels by Spring 2025. However, the increase in Emerging students suggests a growing need for targeted support.

This has helped shape our inquiry question: How can we design and implement targeted, differentiated literacy instruction that effectively supports the wide range of learners—from those in the emerging stages to those extending beyond grade-level expectations—across both primary and intermediate grades?

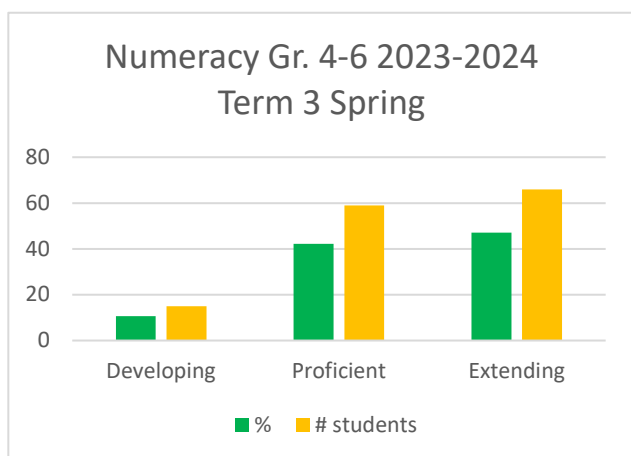
Numeracy



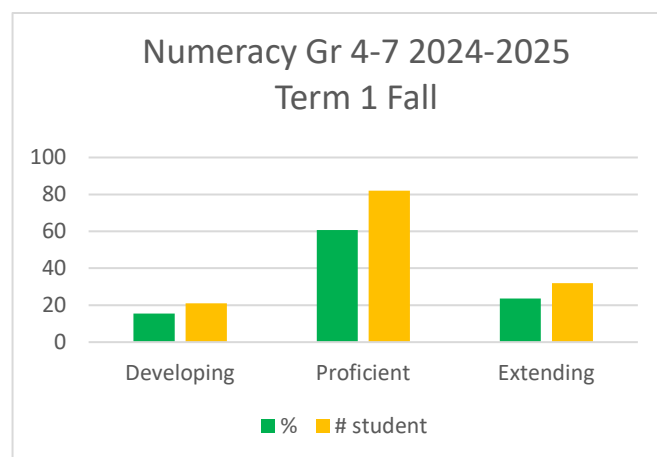
	%	# students
Developing	14.89	14
Proficient	72.34	68
Extending	12.77	12



	%	# of students
Developing	30	30
Proficient	70	70



	%	# students
Developing	10.71	15
Proficient	42.14	59
Extending	47.14	66



	%	# student
Developing	15.56	21
Proficient	60.74	82
Extending	23.7	32

The numeracy data, based on the Written Learning Updates (report cards), highlights strong performance across both primary and intermediate grades. In Kindergarten through Grade 3, a significant majority of students—70.0% (70 students)—fall within the ‘Proficient’ category, indicating that most early learners are meeting grade-level expectations in numeracy. The remaining 30.0% (30 students) are in the ‘Developing’ category, showing that while these students are progressing, they may benefit from additional support to solidify foundational numeracy skills.

At the Grades 4–7 level, 60.74% (82 students) are also categorized as ‘Proficient,’ suggesting that a strong majority of intermediate students continue to demonstrate solid numeracy understanding. Notably, 23.70% (32 students) fall within the ‘Extending’ category, showing that nearly a quarter of students are exceeding expectations and displaying advanced numeracy skills. Meanwhile, 15.56% (21 students) are in the ‘Developing’ category, indicating a smaller group that may require targeted instruction to reach proficiency.

Numeracy Data Comparison

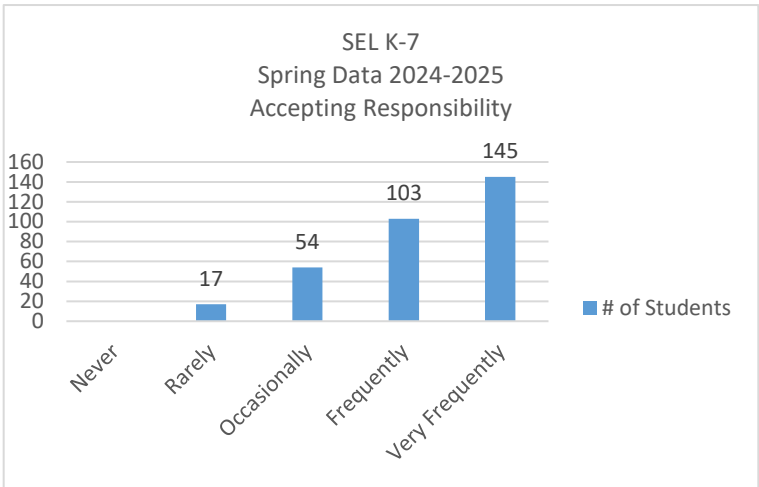
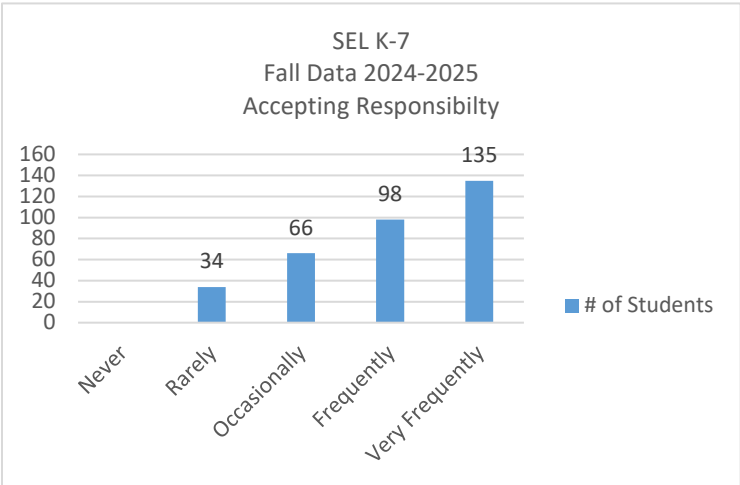
K- 3 -While the percentage of students at the Proficient level decreased, there was a significant increase in students reaching the Extending level, suggesting a shift toward higher achievement for some students, even as more students also fell into the Developing category.

Gr. 4-7- There was a substantial increase in the percentage of students at the Proficient level in Fall 2024–2025. However, the Extending category was not reported, and the Developing group also grew, indicating a broader distribution of achievement levels.

Based on the numeracy data our inquiry question is: How can we continue to strengthen numeracy instruction to support students in the ‘Developing’ category while also providing meaningful enrichment opportunities for those in the ‘Extending’ category, ensuring all learners are challenged and supported appropriately across K–7?

Social Emotional Learning (SEL)

The Mini Dessa assessment was conducted during both the fall and spring to evaluate Social-Emotional Learning (SEL). This tool provided insights into students' growth in SEL competencies over the academic year.



In the 2024–2025 school year, students in grades K–7 were assessed on their ability to accept responsibility as part of our Social-Emotional Learning (SEL) framework. The data collected in both the fall and spring provides insight into student growth over the academic year.

There was a 50% decrease in the number of students who "Rarely" accept responsibility, indicating a positive shift in student behavior. The number of students in the "Very Frequently"

category increased by 10 students, suggesting more students are consistently demonstrating responsible behavior. Overall, the data reflects a positive trend in students' ability to accept responsibility, with more students moving from lower to higher frequency categories over the course of the year. This growth highlights the impact of intentional SEL instruction, and the supportive learning environment fostered throughout the school year.

Reconciliation

Student responses from our recent Student Learning Survey highlight that our journey toward reconciliation is ongoing and requires continued focus. Notably, over 50% of students reported that they "never" or "almost never" feel they are learning about Indigenous culture at school. This feedback signals a need to both deepen and make more visible our commitment to Indigenous education.

At Queen Elizabeth, we are already engaged in meaningful practices that support reconciliation and Indigenous learning. These include:

- Hosting assemblies for **Orange Shirt Day** and **Red Dress Day**
- Delivering **lessons on Indigenous cultures and histories**
- Encouraging students to write **personal land acknowledgements**
- Integrating **First Peoples' perspectives** across all subject areas
- Reading and discussing **stories by Indigenous author**

While these efforts are significant, the data suggests that we may not be making our intentions and learning goals explicit enough for students. Moving forward, we must ensure that students clearly understand how these activities connect to learning about Indigenous cultures and Canada's reconciliation process. By doing so, we can help students recognize the importance of this work and their role in it.

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

Staff at Queen Elizabeth work to support learners through a variety of ways including;

- Novel studies, creative writing, story writing, journal writing, RazKids
- Home reading Literacy folders, primary grades
- Guided reading- teacher/student led, group conversations/discussions about chapters read, and student learning has taken place, chapter discussions with a focus on different perspectives and opinions, literacy circle

Read alouds

- 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.
- Primary and intermediate team meetings including RTs with focused discussion on literacy (e.g.: broaden our definition of literacies e.g.: resources, how we work to understand differences in how students now engage with text and other print resources and how they engage with new technologies that form a part of 21st century literacies, UDL)
- Daily opportunities to engage with a variety of texts and opportunities to practice listening skills to make meaning
- Whole group and small group instruction
- Teachers engaging in professional development throughout the year

Enhance classroom integration: Currently, a significant portion of our resource time is dedicated to small group pull-out sessions. By shifting our resource model to increase in-class support, resource teachers can actively collaborate with classroom teachers and students. This approach will strengthen connections within the classroom, foster co-planning, and provide tailored support to differentiate materials effectively. These improvements will ultimately promote more equitable access to learning for all students, including those with designated learning challenges.

Supporting Social/Emotional Learning: One way in which we intend to improve SEL goal results is to use more structured programs which provide specific English Language to support conversations around social emotional topics and issues. This provides equity for all by giving all students direct teaching of language to use in these conversations.

Improve equity

We are working to improve equity through the following ways:

- Embed UDL principles consistently across all classrooms to ensure accessibility and engagement for all learners
- Re-evaluate the current resource team structure to increase in-class and co-teaching opportunities
- Prioritize flexible scheduling to better support diverse learners, including ELL students (e.g., consistent groupings at the same time/day to mirror classroom routines).
- Introduce an immersion-style support block at the start of the year (6–8 weeks) for Level 1 and 2 students to accelerate foundational skills.
- Encourage classroom teachers to make regular referrals to the SBT for student reviews and support planning
- Primary/Intermediate Collaboration - Hold monthly Primary and Intermediate Team Meetings focused on literacy, assessment, and equity.
- Foster collaboration by involving the Teacher Librarian and rotating assembly leadership among classroom teachers.

- Deepening Student Connections to Learning: Increase explicit instruction around learning goals and relevance:
 - Why are we learning this?
 - How does this connect to real life?
 - Support students in articulating their learning journey: where they are, where they're going, and why it matters.
- Library and Literacy Resources: review and diversify the library collection to reflect a broader range of voices and experiences, add high-interest, low-vocabulary materials to better engage ELL students and those with diverse learning needs.
- Collaborative Teaching Models: Expand cross-class, intergrade, and cross grade learning opportunities to create more access points for all students.
- Use collaborative planning to distribute instructional responsibilities and enhance differentiation and UDL implementation.
- Continue professional learning through inquiry-based models
- Dedicate time for staff to deepen their understanding of inquiry-based learning through:
 - Opportunities for professional development
 - Lunch-and-learns
 - Release time for collaborative planning
- Focus on both the “how” and the “why” of inquiry to align with our equity goals.

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

We are committed to deepening our understanding and integration of Indigenous perspectives across our school community. Our goals include:

- **Inviting Elders and Knowledge Keepers**
Welcoming Indigenous Elders to share their stories, teachings, and cultural knowledge with students and staff.
- **Integrating Indigenous Drumming Across Grades**
Embedding drumming experiences into multiple grade levels to foster cultural appreciation and rhythm-based learning.
- **Making Indigenous Principles Explicit in Teaching**
Clearly connecting classroom learning to Indigenous worldviews and cultural teachings, helping students understand the “what” and “why” behind the content.
- **Enhancing Cultural Visibility Throughout the School**
Showcasing Indigenous cultures through student-created artwork, visual displays, and posters. We aim to move beyond land acknowledgements by incorporating Indigenous languages into daily school life.

- **Celebrating Indigenous Contributions and Cultures**

Creating opportunities to recognize and celebrate the rich contributions of Indigenous peoples through events, storytelling, and curriculum connections.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to review progress and data including:

- Written Learning Update data
- Student self-reflections through lens of Core Competencies
- Student Learning Survey
- Mini Dessa data
- Teacher observations
- Office referrals/student reflection sheets – looking for a decrease in referrals

We will also continue to compare student self-assessment with teacher assessment to determine alignment and where we need to focus. Our hope is to ensure student voice is reflected in our assessment of if we have achieved our goals.