

2024-2025 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 x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (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, a seismic upgrade updated and enhanced our building, increasing opportunities for students through access to collaborative learning spaces and upgraded infrastructure.

Queen Mary supports the varied learning needs of approximately 310 students, including a significant number of international and local students who speak English as a second language. Around 10% of the student population has identified special needs and are fully integrated into classes. Queen Mary currently has a small population of students who identify as indigenous.

Our school programs place value in supporting sense of belonging and community through collaborative activities across the school community, between grades and within classes. Through our school's work in the goal area, we have observed increased feelings of connection, welcome, and safety. Our work on building a safe and caring community includes a recent update to our school-wide expectations. Now known as the Queen Mary ROAR (Respect Others Act Responsibly); this simple yet powerful phase is our schoolwide guide for behaviour and ways of being at school.

Student mental health continues to be a priority. Our school teaching teams work together to integrate a variety of learning opportunities aimed at building skills and strategies to reduce school related anxiety while supporting more responsible and caring behaviour by members of our school community. We also highlight the importance of physical fitness through regular school-wide fitness and extra-curricular sports throughout the school year. Regular access to our local green spaces, through field trips and other learning events, supports 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 large sports field, basketball courts and a school garden where students dig into their understanding of indigenous plants, local ecological, food systems and sustainability.

We support balanced and healthy use of technology tools for learning at Queen Mary. Multiple portable laptops and iPad carts ensure that students have access to digital tools for learning but also the opportunity to develop the skills necessary to become responsible digital citizens. Ozobots, Micro:bit, Spheros and Edison technologies also 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 share, learn and participate in music learning as small groups and as a whole school. Students also have access to a more formal music education program with our specialist music 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 in supporting school programs. Parents volunteers offer their time for 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?

Early in the school year, Queen Mary staff reviewed and considered a variety of sources for information related to students in our community including: assessment data (report card, Foundation Skills Assessments), provincial survey data (Middle-years Development Instrument (MDI, 2023), Childhood Experiences Questionnaire (CHEQ, 2024), Early-Years Development Index (EDI, 2022), Student Learning Survey (SLS, 2024), demographic data (enrollment, attendance), a school level random survey and anecdotal observations (by students, staff and parents).

Strengths of the learners: Queen Mary students have access to many of the assets necessary for success at school. As we began the 2024-25 school year, we were referencing our 2023 MDI and 2022 EDI results in which, students at Queen Mary reported having access to the assets needed for school success, were less vulnerable and (48%) identified connections to caring adults at school near district averages. In our school-based survey taken in late December 2024, students reported they had friends at school and that staff and students care about them. Academically, Queen Mary students performed above district averages when comparing the percentage of students who received a proficient or extending assessment in both numeracy and literacy (see table).

	QM Literacy (proficient/ extending)	District Literacy (proficient/ extending)	QM Numeracy (proficient/extending)	District Numeracy (proficient/extending)
Gr 4	85.4%	73.2%	87.8%	75.0%
Gr 7	79.3%	79.1%	89.7%	73.7%

Needs of the learners: Our students continue to need support with their connections and sense of belonging at school. In 2022, data indicated that students had varying feelings of belonging at school. Our SLS (2024 and 2025) data on belonging indicates consistent results between 2024 and 2025 (Gr 4- 63% and Gr 7- 70% responded positively to a question about belonging at school), however, staff continue to support student sense of belonging at school as a priority. This is in response to the fact that 54% of our Grade 7 students have been attending for 2 years or less while only 16% have been at QM since Kindergarten. Frequent changes of address were also identified in the CHEQ (2024) which indicated our Kindergarten students have moved 1 or 2 times in the 5 years before starting school. While the SLS data has indicated consistency related to students' sense of belonging, the MDI (2025) identified a decrease in students' connection to adults at school. In 2025, only 14% of Gr 6 students surveyed could identify an adult who was important to them at school (compared to 48% in 2023). Similarly, only 58% of students (2025) reported Adult Relationships as an asset (down from 81% in 2023).

Based on all the above, staff see a need to continue our focus on the physical and mental well-being of students. Teachers report an on-going need to support students in the areas of conflict resolution, self-awareness and their ability to take responsibility for themselves and their actions. While the SLS (2024/2025) data indicates a positive increase (Gr 4 = 71-74%, Gr 7=63 to 73% for students who reported a positive response when asked if they consider how their choices affect others), there was a slight decrease (from 75 to 71%) of Grade 7 students who reported positive response to "I take responsibility for my actions and I don't not give others credit or blame for what I do." While Gr 7 SLS (2024/2025) has shown an increase in the number of students getting 2 or more hours of exercise (from 20 - 25%), less Gr 4 students reported 2 hours or more physical activity (from 27-14%). There has been an increase in learning opportunities outside of school (from 63-73% for Gr 7 and from 53-56% for Gr 4). Student access to learning opportunities outside of school indicates Queen Mary families are able to access and support activities after school and on weekends. It is unclear if these learning opportunities relate to physical fitness, as some students report they can't join school sports teams due to numerous other academic or social activities.

While Queen Mary students are performing well academically overall, a focus on students who receive emerging or developing on the 2023/2024 Year-end Written Summary indicated an on-going need to explore ways to address achievement gaps. In numeracy, we have been looking more closely at the 18% of intermediate and 19% of primary students who are emerging or developing. Similarly, our work has included exploring how we are supporting the literacy development of the 33% of intermediate and 37% of primary students who are developing or emerging. This year, we have been providing more opportunities for foundation skills development and practice in numeracy (number facts and fluency) and language arts (writing stamina and quality).

Our work on reconciliation continues throughout the year. In 2023/2024, data showed students had an increased awareness of learning opportunities related to Indigenous peoples, local First Nations or First Nations language. For our latest 2024/2025 data, positive responses (all the time, most of the time) to questions listed below related to First Nations education continue to be below district average for our Grade 4s but is now above the district average for our Grade 7s. The Grade 4 responses continue to be a puzzle in the context that this year's survey was completed by students in the week following a field study to the Museum of Anthropology where the focus was

on First Nations peoples. The 2024/2025 SLS data is listed in the table below with the specific questions as follows:

- Question 1: At school are you being taught about indigenous peoples (First Nations, Inuit and Metis) in Canada?
- Question 2: At school, are you being taught about local First Nations?
- Question 3: At school are you learning about local First Nations' Languages?

	Grade 4 (% of positive response)		Grade 7 (% of positive response)	
	QM	District	QM	District
Question 1	18%	39%	48%	45%
Question 2	18%	31%	46%	39%
Question 3	5%	8%	17%	8%

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

This year, we continued our work to support students' sense of belonging at school. The adults in the school are exploring a variety of strategies to foster students' connection to the school, the adults and each other. While teachers continue their work fostering positive classroom communities, we are also prioritizing connections for students across classes and grades through larger community events such as parent and student welcome meetings, whole school activities (e.g. Terry Fox Run, Sports Day), assemblies and performances, common behaviour expectations (ROAR), buddy classes, multi-class field studies (e.g. West Coast Ecological, nature walks) and shared learning experiences (e.g. author visits, team teaching.). Staff collaborations, planning and discussions regularly included the question "Does this support students' sense of belonging."

We are using a variety of methods to support and grow the physical and mental well-being of students. In addition to our Physical and Health Education curricular programming, physical fitness, skills and healthy living habits are fostered through regular school events such as weekly whole school "Friday Fitness", Active Transportation weeks and extra-curricular opportunities including Cross Country, Volleyball, Basketball, Track & Field and Dance Teams which provide opportunities for students to learn new skills and compete/perform with other school sites.

With the support of district services and our area counsellor, students have benefitted from large group learning to support the mental well-being including topics that were targeted towards age related topics. Students in Gr K-3 were supported with A Little Spot of Feelings and Emotions program and TAPS (Touch and Personal Space) program. Students in our intermediate grades are accessing presentations on boundaries, healthy friendships, consent, body health (Growing up Gameplan) as well as targeted learning from presenters such as Safer Spaces, Out in Schools and Safer Schools Together (ERASE).

Improve equity

At Queen Mary, our school team is addressing student equity by ensuring priority learners have appropriate access to additional support as needed. Using CSL (Communicating Student Learning) data, teaching staff collaboratively reviewed student progress multiple times throughout the year to ensure that all students who were emerging or developing were also receiving strategic or targeted support. Additional support included targeted regular assessments followed by direct support, small group pull-outs, in-class support and/or further assessment in the areas of numeracy and literacy. While priority learners were identified and given additional support, staff also provided universal support within classes that benefit all students.

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

Queen Mary students and staff recognize the importance of actively participating in our journey towards reconciliation. We are maintaining practices such as providing personal land acknowledgements to begin gatherings, the use of the Coast Salish Anthem for assemblies and acknowledging significant days in the calendar (e.g. Orange Shirt Day, National Day of Truth and Reconciliation, Red Dress Day, National Indigenous Peoples Day). In addition, staff have been increasing student understanding, knowledge and awareness of local First Nations and more specifically the Host Nations through targeted and embedded class based learning opportunities such as: guided Indigenous plant nature walks and studies, Indigenous Story Work, embedding and relating First Nations content in subjects such as math and science, access to/borrowing learning kits from local museums and organizations (e.g. MOV, MOA and BCTF) to provide students with hands on experiences, indigenous education focused field study opportunities to the Museum of Vancouver and Museum of Anthropology, regular exposure to indigenous languages (local and beyond) through text and recordings and building perspective of history and space through the use of the [Giant C3 Floor Map of Canada](#)

HOW WILL WE KNOW WE'RE ON TRACK?

We will be responsive to emergent changes in student physical and mental well-being as identified through staff anecdotal observations, student and family reports and provincial data (MDI, SLS). We anticipate that needs will change over time; therefore, our efforts to provide preventative universal programs and targeted supports will continue to 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 equitably accessed by students as needs continue to shift and change. Our efforts to build belonging in our community will continue throughout the coming year. Where we have observed a decline in student reports of positive connections to adults at school (2025 MDI), we will be looking for a return to similar scores to our past (2023 MDI). Our goal is that students' physical and mental well-being and their sense of belonging will return to or remain above district averages as evidenced through provincial (MDI, SLS) and school level (observation, survey, report card) data.

Our work to address equity of access to educational support at our school will continue. Student academic progress will be tracked using school level (observations, CSL) and district/provincial (FSA, SLS) level data. Our expectation is that we will observe maintenance and/or improvement through one or more of these data sources in our targeted areas. We will continue to review and be responsive in the design of student support to ensure that priority learners have access to the appropriate universal, targeted, or strategic support for their needs. We expect that our CSL data will continue to demonstrate a reduction in the number of students receiving an emerging or development assessment over the course of the school year. 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 continue through further inclusion of materials and learning opportunities that promote students' connection to land, local languages and Indigenous people including the Host Nations. We will be looking for maintenance or an increase in positive responses to SLS questions related to learning about First Nations, local First Nations and First Nations languages.