

2024-2025 School Learning Plan

SCHOOL STORY

École Jules Quesnel Elementary School (JQ) is situated on the ancestral lands of the x^wməθk^wəyám (Musqueam Nation), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (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. JQ 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 JQ student body includes English Language Learners, Indigenous students, and students 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-time 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 JQ 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?

JQ's CSL marks breakdown report for 2024-2025 Term 3 shows 55% of JQ students in grades K-7 are Proficient or Extending in French Immersion Language Arts. This means that approximately 45% of students are emerging or developing. This will be a targeted area for future analysis and support.

JQ staff understand that our students are at varying levels of French proficiency, with many needing greater exposure to French language and culture. We recognize that literacy—especially reading and writing in French—remains a challenge for some, even at the intermediate level. Teachers emphasize the importance of differentiated instruction, consistent practice both at home and school, and ongoing support in reading development through Grade 7. We are committed to meeting students where they are and fostering growth by maximizing French language use across all grade levels.

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

JQ is one of three French Immersion only Early French Immersion K-7 schools in the Vancouver School District.

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

On the 2024/2025 Student Learning Survey, 54% of JQ grade 4 students, 78% of JQ grade 7 students, and 37% of JQ parents responded positively to the question regarding students getting extra help with schoolwork when needed.

JQ staff recognize that while many students come from socioeconomically stable and well-resourced families, this is not the case for all. We are aware that some learners face challenges due to a lack of resources, and that these disparities must be addressed through equitable and culturally responsive teaching. Teachers understand the importance of acknowledging privilege while also meeting the diverse needs of all students, and we see value in incorporating broader cultural perspectives and realities into our programming to foster inclusion and empathy.

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

On the 2024/2025 Student Learning Survey (SLS), 32% of JQ grade 4 students, 20% of grade 7 students, and 87% of JQ parents responded positively to the question regarding students learning about local First Nations.

JQ staff recognize the unique opportunity to connect students with Indigenous knowledge through the nearby bog, a place rich in sacred history and natural learning. We are committed to integrating Indigenous perspectives across the curriculum and understand that this work is essential for all students, regardless of the number of Indigenous learners in the school. Teachers see the value in creating “windows, mirrors, and sliding glass doors” through culturally rich content that fosters connection, belonging, and a deeper understanding of Indigenous ways of knowing. We also acknowledge the potential to grow in school-wide initiatives that deepen this engagement.

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

Improve student achievement in literacy

JQ staff are actively working to strengthen student achievement in French literacy, with a particular focus on oral language development. We are exploring ways to build a more systematic, school-wide approach to literacy instruction that supports growth year over year. This includes clearer expectations for foundational skills, better communication of student needs, and more consistent assessment practices. Teachers are also seeking strategies to motivate students to speak French more confidently and frequently, especially those who struggle due to fear of making mistakes. We recognize the importance of creating a French-rich environment—through classroom routines, visual cues, and modeling by all adults—and are committed to fostering a sense of joy, pride, and accomplishment in using the language.

Improve equity

Building on JQ's commitment to equity through evidence-based supports and inclusive practices, teachers are deepening their efforts to address both visible and invisible inequities within our school and broader community. We are reflecting on how privilege shapes student and family experiences and are seeking ways to foster empathy, gratitude, and a sense of collective responsibility among learners. Staff are exploring how to communicate more effectively with families about realistic expectations in a public school setting, while also striving to offer enriching opportunities without creating financial barriers. There is a shared desire to build a culturally responsive, community-minded school culture that values service, inclusion, and awareness of diverse lived experiences—both within and beyond JQ.

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), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

JQ teachers are committed to deepening their journey of reconciliation by embedding Indigenous perspectives meaningfully and respectfully across all areas of learning. We are exploring ways to strengthen our connection to the land—particularly the nearby bog with its sacred history—and to the local Musqueam community through authentic relationships and learning opportunities. School staff are reflecting on how to move beyond surface-level engagement by celebrating the resilience and achievements of contemporary Indigenous peoples, while also addressing historical truths. There is a shared desire to make the First Peoples Principles of Learning a living part of the school culture, ensuring that all students benefit from this work, regardless of background. Teachers are seeking collaboration, rich resources, and whole-school approaches that avoid tokenism and foster genuine understanding, belonging, and respect.

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 level of achievement, particularly in oral language literacy. We will continue to refer to CSL data to track progress.

Improve equity

The percentage of JQ students and parents reporting positive responses to the student support items on the SLS aligns with Vancouver School District and provincial results. JQ staff will continue to ensure equitable resource allocation through evidence-based approaches like response to intervention, universal design for learning, and structured instruction. We will continue to refer to SLS data to track progress.

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

The percentage of JQ students reporting positive responses to the reconciliation items on the SLS aligns with Vancouver School District and provincial results. JQ parents seem satisfied with the efforts JQ staff are making to provide opportunities to learn and unlearn Indigenous content. We will continue to refer to SLS data to track progress.