



2025-2026 School Learning Plan

SCHOOL STORY

École Jules Quesnel Elementary School (JQ) is situated on the ancestral lands of the xʷməθkʷəy̓əm (Musqueam Nation), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətaʔ (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 Communicating Student Learning (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. 45% of students are emerging or developing. This will be a targeted area for future analysis and support.

JQ staff continue to recognize that our students come to us with a range of French proficiency levels, though we are seeing gradual improvement as students gain more exposure to the language and culture. While literacy—particularly reading and writing in French—remains an area of focus for some learners, there is growing confidence at the intermediate level. Teachers maintain an emphasis on differentiated instruction, regular practice at both home and school, and sustained support in reading development through Grade 7. We remain committed to meeting students where they are and supporting their growth by promoting consistent and meaningful use of French 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 2025/2026 Student Learning Survey (SLS), 72% of JQ grade 4 students, 58% of JQ grade 7 students, and 43% of JQ parents responded positively to the question regarding students getting extra help with schoolwork when needed. These are similar results to last school year.

JQ staff continue to recognize that while many students come from socioeconomically stable and well-resourced families, there remains a small but important number of learners who face challenges related to access to resources. Over the past year, we have deepened our understanding of these disparities and strengthened our commitment to addressing them through equitable and culturally responsive teaching practices. Teachers are increasingly intentional in acknowledging privilege while responding to the diverse needs of all students. We continue to see value in broadening cultural perspectives and integrating diverse realities into our programming to further foster inclusion, empathy, and a strong sense of belonging for every learner.

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

On the 2025/2026 Student Learning Survey (SLS), 34% of JQ grade 4 students, 16% of grade 7 students, and 90% of JQ parents responded positively to the question regarding students learning about local First Nations. These are similar results to last school year.

JQ staff continue to recognize the unique opportunity to connect students with Indigenous knowledge through the nearby bog, a place rich in sacred history and natural learning. Over the past year, we have made more intentional efforts to integrate Indigenous perspectives across the curriculum, understanding that this work remains essential for all students, regardless of the number of Indigenous learners in the school. Teachers are increasingly focused on 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 ongoing opportunities for growth in developing school-wide initiatives that further deepen this engagement.

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

Improve student achievement in literacy

JQ staff continue to prioritize improving student achievement in French literacy, with a sustained emphasis on oral language development. We are strengthening a cohesive, school-wide approach to literacy instruction that promotes consistent progress over time. Our work includes clarifying expectations for foundational skills, improving the sharing of student learning information, and aligning assessment practices. Teachers are also implementing strategies that encourage students to use spoken French more confidently and regularly, particularly supporting those who are hesitant due to fear of making mistakes. We remain committed to cultivating a French-rich environment—through intentional routines, visual supports, and adult modeling—that nurtures joy, pride, and success in using the language.

Improve equity

Building on JQ's ongoing commitment to equity and inclusive, evidence-based practices, staff continue to deepen their focus on addressing both visible and less visible inequities within our school and wider community. Teachers are reflecting on how privilege influences student and family experiences and are intentionally fostering empathy, gratitude, and shared responsibility among learners. We are also working to strengthen communication with families around realistic expectations in a public school context, while seeking ways to provide meaningful, enriching opportunities without creating financial barriers. There is a collective commitment to nurturing a culturally responsive, community-oriented school culture that values inclusion, service, and respect for diverse lived experiences at JQ and beyond.

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) & səlilwətaʔ (Tsleil-Waututh Nation).

JQ teachers continue to deepen their commitment to reconciliation by thoughtfully and respectfully embedding Indigenous perspectives across all areas of learning. Staff are strengthening connections to the land—particularly the nearby bog and its sacred significance—and to the local Musqueam community through authentic relationships and learning experiences. Educators are reflecting on how to move beyond surface-level awareness by honouring the resilience, contributions, and lived realities of contemporary Indigenous peoples, while also engaging honestly with historical truths. There is a shared commitment to making the First Peoples Principles of Learning an active and meaningful part of school culture so that all students benefit from this work. Teachers are seeking collaborative approaches, quality resources, and school-wide coherence to ensure learning is purposeful, non-tokenistic, and grounded in respect, belonging, and understanding.

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

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

Responses to the SLS question regarding students learning about local First Nations show that JQ parents are 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.