



2025-2026

School Learning Plan

SCHOOL STORY

Queen Elizabeth School is situated on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh) Nations, next to Pacific Spirit Park near the University of British Columbia Endowment Lands. The school 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 two-single-level buildings arranged around an interior courtyard filled 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.

Environmental learning is woven throughout the year. Students participate in Sierra Club BC, The Butterfly Unit, and Ocean Ambassadors programs, and they learn from our school garden, orchard, and the nearby Camosun Bog. These experiences help students understand Indigenous plants, ecosystems, and sustainable practices while nurturing a sense of responsibility.

Our school community is rich in cultural diversity. Through the VSB International Student Program, we welcome learners from around the world, and our families speak many languages and bring a wide range of traditions. We celebrate this diversity through events such as Indigenous Peoples Day, Multicultural Week, Lunar New Year, Asian Heritage Month, Black History Month, Pride Month, Have a Heart Day and Bear Witness Day. Students in grade 5-7 also enjoy a French crepe-making workshop that blends language learning, culture, and healthy eating.

Queen Elizabeth's staff of 35 supports approximately 300 students through a variety of academic, arts, and physical education programs. Students explore music, visual arts, and other creative disciplines within their classrooms and during prep lessons with our Teacher Librarian. School-wide initiatives such as the Card Project and Sports Month further enrich learning and bring the community together. The school-based team meets regularly with classroom teachers to discuss students' learning needs.

Social Emotional Learning (SEL) is a central focus 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 skills. 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, Zones of Regulations and CONSENT are taught throughout the school to help children understand and manage their emotions, build positive relationships, and make responsible decisions. Our school counselor collaborates closely with teaching teams and provides classroom-based programs including My Brain is a Home (K-3), Worry Imps (Grades 4-5), and conflict resolution lessons for Grades 6-7, and Self-Care for Mental Health Youth Workshops (Grades 6-7).

Reconciliation is embedded in daily learning through personalized land acknowledgements, the First Peoples Principles of Learning, Indigenous plant walks, drumming workshops, and Forest Fridays. All classes regularly explore the natural environment around the school

Technology supports learning across the grades, with students using laptops, iPads, and SpacesEDU to document and share their work. Intermediate classes also take part in ADST challenges such as designing and building a holiday village.

A wide range of extracurricular activities is offered each year, including Student Leadership, Chess, Reading, Pride and Library Monitor clubs, as well as sports such as Cross-Country, Volleyball, Basketball, Badminton and Track and Field. Student leaders support the school as lunch monitors to primary classes, hot lunch helpers, morning announcers, and event leaders.

Our community partnerships enrich learning beyond the classroom. Students connect with the Vancouver Public Library, Point Grey Hospital, the local Fire Hall, making cards for seniors, and penpal writing. Visits to Point Grey Hospital help students build empathy and intergenerational understanding. Pride Club and classrooms exchange letters with neighbouring schools to strengthen connections across the district. Grade 7 students also partner with the UBC Enspire program to explore the fundamentals of business and entrepreneurship.

Parents play an essential role in our school community. They volunteer in classrooms, support field studies and the Scholastic Book Fair, and help organize events such as the Fall Family Dance, Pumpkin Patch, Holiday Bazaar, Year-End Family Picnic, and Purdys' Chocolate Sale, Winter Plant Sale and Hot Lunch fundraising initiatives. Their partnership enriches the learning environment and strengthens our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

- Our student population demonstrates a wide range of abilities in music, visual arts, dance, sports and math
- Students perform well on the FSA and are generally on track and/or extending.
- There is a high level of interest in participating in school-time activities such as clubs, intramural, 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 People's Day, Black History Month, Asian Heritage Month, Pride Month)
- Students are becoming increasingly more aware of and working on being more 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
- Increase in students playing after school on the playground fostering a sense of community and connectedness
- Increase in parents coordinating activities/play dates outside of school with one another creating more sense of community and belonging
- Many new students/high student transiency affect peer relationships and classroom dynamics, particularly in upper intermediate grades
- 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
 - Assemblies (school-wide, primary and intermediate), special events, school-wide dance event
 - SpacesEDU Learning Update and Portfolios
 - Buddy classes, Student Leadership, Pride Club

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

The Queen Elizabeth Staff have been working with the District Literacy PLC (Professional Learning Committee) to learn new strategies and gather new resources to support our learners. Staff have been learning about and administering a variety of level one reading assessments (DIBELS, Words Their Way, Easy CBM, Fontas and Pinell) to students in kindergarten to Grade 7 to get a deeper understanding of the exact challenges facing some students. WE are moving towards administering the DIBELS k-7 for continuity in testing. These screening protocols will help us target reading instruction to the areas where it is most needed. Monthly Primary and Intermediate Meetings are held to review data and plan interventions.

As students arrive throughout the year and into different grades, phonics and vocabulary instruction at multiple levels is important at every grade. Staff are working to expand their understanding and application of Universal Design for Learning so concepts and activities can be accessed by students at many levels of learning. Teachers are supported in their learnings by the Resource Team and through conversations at monthly Primary, Intermediate, and staff meetings.

The library is a hub of literacy and includes a diverse collection that is updated on an ongoing basis by the teacher librarian. Weekly library times are available to all classes, and the librarian works with classes and teachers on a variety of literacy activities including Story Studio.

The staff is also continuing to learn how to use the new 'Ready Room' which has been equipped and updated. Most of the staff took part in the 'Ready Bodies, Learning Minds' training, and a staff wide introduction was done. This space is beneficial to many students, especially those who use this space as part of their Individual Education Plan (IEP).

A sense of belonging and well-being contributes positively to academic success. Feeling connected and supported helps students focus on learning, engage in class activities, and try new challenges. The school offers direct instruction in Second Step and other SEL programs as well as a wide range of extra-curricular activities where students can engage with staff in different ways. Staff complete the Mini Dessa three times a year and meet to review the results and set the next steps. Staff provided opportunities for students to share their thoughts through class check ins and are in regular parent contact. We continue to create a nurturing, inclusive environment for our students.

Improve equity

A safe, and welcoming learning environment is foundational to school success. We strive to ensure that every student feels valued, included, and respected. We promote inclusive practices to recognize and address systemic barriers, with the goal of ensuring all learners have the support and opportunities they need to learn and grow.

Some of the activities to support this goal are direct instruction in Second Step and other SEL programs, with a focus on building the vocabulary needed to support social/emotional conversations. As well, Staff provided opportunities for students to share their thoughts through class check ins and are in regular parent contact. We continue to create a nurturing, inclusive environment for our students.

UDL principles are embedded consistently across all classrooms to ensure accessibility and engagement for all learners, and the Resource Team schedule is reviewed and revised throughout the year to meet changing needs.

As well, there has been a focus on deepening student connections to learning with explicit instruction around learning goals and relevance: Why are we learning this? How does this connect to real life? These concepts and connected language help support students in articulating their learning journey: where they are, where they're going, and why it matters.

Staff are continuing professional learning through inquiry-based models. This year staff are participating in a collaborative Outdoor Education inquiry, with the hopes of reaching students who respond to a different environment.

As a school we will continue to give direct instruction, model and expect respect of individual differences.

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. Staff continue to learn and expand the lessons and resources used in their teaching and work to incorporate the First Peoples' Principles of Learning into their lessons and routines. We continue to learn vocabulary and have been working on the correct pronunciations of the local nations, which students model during our morning announcements.

Staff work to impart the importance of being a steward of the land we live on with programs such as the yearly butterfly project and their inquiry into Outdoor Education, striving to make Indigenous Principles explicit in teaching by clearly connecting classroom learning to Indigenous worldviews and cultural teachings, helping students understand the "what" and "why" behind the content.

We also celebrate Indigenous contributions and cultures, creating opportunities to recognize and celebrate the rich contributions of Indigenous peoples through events, storytelling, and curriculum connections.

We will be guided by the VSB Indigenous Department in working with guests who share their culture and skills. We will continue to learn and unlearn the history of First Nations Peoples.

HOW WILL WE KNOW WE'RE ON TRACK?

We monitor progress through ongoing reflection and dialogue with students, staff, families, and community partners. We use a range of data sources, including literacy assessments, Student Learning Surveys, the Middle Years Development Instrument (MDI), Written Learning Updates, to inform our next steps. We also pay close attention to qualitative feedback from students, families, and staff about their experiences within the school community, including their sense of belonging, connection, and overall school climate. Together, these sources of evidence help us track growth, identify areas for improvement, adjust strategies as needed, and ensure our work remains aligned with the VSB Education Plan and our goals for student success and well-being.