



2025-2026 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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

Queen Mary Elementary School is situated in the residential community of West Point Grey. 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. The school is located within walking distance of many green spaces, beaches, and community resources. 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 300 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. Queen Mary currently has a small population of students who identify as indigenous.

Our school programs place value on supporting the student's sense of belonging as well as their physical and mental well-being through collaborative activities across the school community, between grades and within classes. Students and staff work together in the spirit of our school's wide expectations - The Queen Mary ROAR (Respect Others Act Responsibly); this simple yet powerful phrase guides our way of being at school. Our school teaching teams work together to integrate a variety of learning opportunities aimed at building skills and strategies to support responsible and caring behaviour by members of our school community. We emphasize 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, support 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.

Fine Arts is an important part of the Queen Mary experience for students. All students have an opportunity to learn and expand their understanding of music during weekly classes. Musical learning opportunities now include choral music for primary students and beginning instruments such as recorder and Ukelele for intermediate students. Students also explore drama through in-class presenters, role play, and performance. Visual arts are woven into each classroom program throughout the year.

The Queen Mary parent community plays an active role in supporting school programs. Parent volunteers offer their time for classroom activities, field trips, and extra-curricular programs. QM parents also show their support through various school community functions and fund-raising initiatives to enrich the classroom and school facilities through the QM PAC (Parent Advisory Council).

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Queen Mary staff use a variety of sources for information related to students in our community to triangulate our understanding of student growth and needs. Some of these sources of data include assessment data (Foundation Skills Assessments, DIBELS literacy screener), provincial survey data (Middle-years Development Instrument (MDI 24/25, 25/26), Student Learning Survey (SLS, 2025, 2026), demographic data (enrollment, attendance) and anecdotal observations (shared by students, staff and parents).

Strengths of the learners: Queen Mary students have access to many of the assets necessary for success at school. At the beginning of this school year, we referenced the MDI 24/25 survey to determine that QM students report having assets such as nutrition and sleep, out of school activities and peer relationships similar or higher than district averages.

Academically, Queen Mary students demonstrate strong foundational skills in both numeracy and literacy. More that ¾ of all Gr 4 and 7 students who participated in the Foundation Skills Assessment in 2025 were assessed as On Track or Extending for their grade.

Grade	Literacy (on track or extending)	Numeracy (on track or extending)
4	86%	79%
7	88%	94%

Needs of our learners: Staff identified a need to support students' sense of belonging based on data collected as part of the MDI, enrollment data, and anecdotal observation. One MDI measure “*number of important adults*” where students selected 1, 2 or more, fell below district average in 2024/5. Similarly, The MDI Asset: *Adult relationships* (which include at school, at home and in the neighborhood) fell below district average the same year. Our most recent data for this measure indicates a return to more positive numbers in these areas.

Measure	QM (2023/4)	District (2023/4)	QM (2024/25)	District (2024/25)	QM (2025/26)	District (2025/26)
# of important adults at school (% of students who selected 1 +)	71%	66%	25%	57%	71%	56%
Asset: Adult relationships	81%	70%	58%	72%	86%	73%

Staff continue to make anecdotal observations that some students need on-going support to connect positively with peers. This result is consistent with student MDI reports of peer belonging which made a small increase (45%-48% for highly connected) but remains below district averages.

Staff continue to 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. MDI data indicated a decrease in students' *perception of their ability to recognize their emotions/thoughts while understanding how that influences behaviour* (55% in 2023 to 36% in 2024). We have been encouraged by an increase in positive responses for this measure in our 2025/26 date (to 42% which is in line with district data).

As part of monitoring student physical activity, we observe that many students engage in additional programming outside of school hours. It is notable, however, that some students are reporting less physical activity. While Gr 7 students (through SLS) reported an increase in the last year for students getting 2 or more hours of exercise (from 25-29%). The number of Gr 4 students reporting 2 hours, or more physical activity declined again this year (from 14-13%). Student access to learning opportunities outside of school indicates Queen Mary families can 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.

Queen Mary students continue performing well academically overall. However, there are students who received emerging or developing for Numeracy and/or Literacy on the 2024/2025 Year-end Written Summary which indicates an on-going need to explore ways to address achievement gaps. In numeracy, we have identified 18% of intermediate and 35% of primary students who are emerging or developing. Similarly, teams have been tracking the Literacy progress of the 30% of intermediate and 52% of primary students who are developing or emerging.

Our work on reconciliation continues throughout the year. As part of the SLS 2025/2026, responses from students continue to indicate a low presence of or minimal awareness of learning opportunities about Indigenous Peoples, First Nations and local First Nations languages. Positive responses (e.g. All of the time, most of the time) were below 10% for Gr 4 and had declined from 48 to 25% for Gr 7. One possible explanation for these low numbers could be related to students' ability to recall specific or embedded learning events in the moment during the SLS survey. While learning areas such as Math or Language Arts are a defined subject area referenced daily and as subject matter on student assessments, Indigenous Education is embedded throughout the year in literature, concepts and ways of knowing vs a specific unit of study. Students may need these learning opportunities to be more explicitly identified.

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

Our school community (Staff, parents and students) has continued our focus on students' sense of belonging at school this year. During the first weeks of school, classrooms focused on community building within each division then expanded the activities and learning to better connect students across classes and between grades. Early year larger community events such as parent and student welcome meetings and whole school activities (e.g. Terry Fox Run, Assemblies, Friday Fitness, PAC events) helped new and returning students and their families to better understand and connect with the school and one another.

We see a value in students connecting across classes as well as in class to build belonging in the community. Throughout the year, on-going events like buddy classes, multi-class field studies and shared learning experiences (e.g. author visits, team teaching) support student belonging and connection. Our small group lunch time programs expanded this year to include chess, knitting, and leadership. Our work with students at school was paralleled by our PAC and parent community through new initiatives designed to increase communication and connection between families at the classroom level and across the school.

We believe that knowing school expectations builds belonging. Throughout the year staff revisit our common behaviour expectations (ROAR) to help maintain common language and understanding across grades and learning spaces. This year, Grade 7 Leadership students took things a step further by representing ROAR for their peers through video and art to make the concepts more relatable and accessible to everyone with kid language. Staff collaborations, planning and discussions continue to include the question "Does this support students' sense of belonging."

We also place a high value on student physical and mental well-being. 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, Ultimate and Dance Teams which provide opportunities for students to learn new skills and compete/perform with other school sites. Teachers regularly emphasize the importance of finding a balance between active and passive learning opportunities within school hours and outside of school time.

With the support of district services and our area counsellor, students have benefited from large group learning to support 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 during the year to ensure that all students who were emerging or developing were also receiving strategic or targeted support. During the year, we monitor the progress of our priority learners regularly and have now added a literacy screener to our Kindergarten program to improve our response with targeted interventions. In addition, staff have maintained a focus on providing more opportunities to develop foundational skills through practice in numeracy (number facts and fluency) and language arts (writing stamina and quality) across all grades.

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

Staff and students are seeking new ways to bring Indigenous knowledge, understanding and awareness to the learning experiences at Queen Mary. We are growing our library and classroom book collections to include many more books by Indigenous authors. Learning programs increasingly contain connections to related indigenous knowledge in all subjects through explorations of current and traditional practices in art, ecology, chemistry, patterns, story work, governance and music. Many classes are learning about local Indigenous languages, local place and traditional plant names. We value and connect to the land that our host nations share with us through land acknowledgements and the Salish Anthem to begin gatherings and through regular visits to local green spaces. Various classes also participate in guided Indigenous plant nature walks and studies, Indigenous Story Work, hands on experience with learning kits from local museums and organizations (e.g MOV, MOA), regular exposure to indigenous languages (local and beyond) through text and recordings. Throughout the year, as a whole school, we acknowledge significant days in the calendar (e.g. Orange Shirt Day, National Day of Truth and Reconciliation, Red Dress Day, National Indigenous Peoples Day).

HOW WILL WE KNOW WE'RE ON TRACK?

In all areas, we are supporting our students' positive growth. We will continue to monitor student belonging using provincial data (MDI, SLS) as well as anecdotal observation. We plan to continue our work on the specific supports we have in place (ROAR, whole school events, special programs for students) with the intention of maintaining or continuing to see an increase in students' reported sense of belonging. While we anticipate that there will be changes in our community, regular monitoring of student sense of belonging will be important given the transient nature of our community. We hope that the new and existing programs to support our students physical and mental well-being will continue in the coming school year. We will encourage students and families to find a balance between physical activity with academic pursuits. We will know we are on track when student reports of school assets (MDI) and SLS data indicate similar or improved positive responses from students.

We are looking forward to implementing new tools to address student equity. Specifically, new student progress monitoring tools for both literacy and numeracy will be implemented and/or tested in 2026/27. Classroom teachers and resource teachers, particularly at the primary level, will be using these tools to better track and target student progress. As part of this increased focus on literacy, we anticipate that our students will maintain or show positive growth in their literacy skills and

engagement. We expect the progress of our priority learners to be more closely tracked, leading to higher chances of growth. Staff will be using various tools (FSA, SLS, CSL, observations) to track academic progress to ensure we are triangulating our observations. We anticipate that students will maintain or demonstrate positive growth through classroom and report card data.

With the new and renewed access to resources to support growth in student knowledge and understanding of First Nations, Inuit and Metis peoples as well as our host nations, we are hopeful that on-going embedded and specialized learning opportunities will benefit our students. We will know that we are being successful when we observe students bringing indigenous ways of knowing to their work and indicate an increased awareness of that learning as part of provincial data (SLS).