

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Queen Elizabeth Elementary

MISSION STATEMENT

Queen Elizabeth Elementary School recognizes the importance and uniqueness of every student, and is committed to providing a safe, inclusive, and educationally rich environment. We strive to ensure opportunities for students to develop to their fullest potential academically, physically, artistically, socially, and emotionally. We value life-long learning as individuals and as contributing members of society.

2015-2016 GOALS

1. Literacy Goal: To focus on student improvement in the area of reading in fiction and non-fiction literature.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

**What are the demographics of our learning community?
Who are our learners?
What is our vision of success for learning for each student?**

Queen Elizabeth Elementary is a Kindergarten to Grade 7 school located on the West side of Vancouver adjacent to Pacific Spirit Park and in close proximity to the University of British Columbia Endowment Lands. It is one of the most beautiful and unique schools in the district with an impressive country manor style of architecture and spacious landscaped grounds. It is next to a city park and track, as well as a pristine forested area with trails and natural vegetation. Far more important than the physical environment, however, is our school community – a dedicated and caring staff, supportive and involved parents, and most importantly, enthusiastic and talented students.

Queen Elizabeth Elementary School was named after the late Queen Mother and officially opened by the Honorable T.D. Patullo, Premier of British Columbia, on April 5, 1940. A 60th Anniversary Celebration was held in the year 2000. The main building, with a large Gymnasium and Auditorium, is horseshoe-shaped and surrounds an outdoor courtyard with picnic tables. A separate Primary wing is situated on the South side of the property. The school is wheelchair accessible. In the last few years, a garden program has been developed with boxes for growing vegetables and fruit trees planted.

Our school philosophy emphasizes student responsibility, and is based on the awareness that learning takes place in a caring and supportive environment where understanding, appreciation and respect for individual students and their unique learning styles are fostered. Parents are welcomed as partners in their children's educational development. The Queen Elizabeth Code of Conduct emphasizes Cooperation, Courtesy, and Care: for self, others and the environment. Our school takes students from Norma Rose Point and University Hill Elementary when those schools have full enrolment. We also have a tradition of enrolling International students, which enriches and diversifies our school community with the addition of families who come from various areas of the world.

Of our 400+ students, approximately 25% speak more than one language and are English language learners. Mandarin, Cantonese, and Korean are the most prevalent languages besides English. Approximately 5% of students have Ministry of Education designations for additional support for Learning Disabilities, Autism, Chronic Health and Giftedness.

Most of our student population is involved in extra-curricular activities including Cross Country, Volleyball, Basketball, Track and Field, in addition to Green School and Spirit Team. There are also many leadership opportunities for students. We have been privileged to have a District Strings Program offered to Grades 6 and 7 students optionally.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Literacy:

To focus on student improvement in the area of reading in fiction and non-fiction literature.

Aboriginal Cultural Enhancement:

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

Literacy:

- Library open before school, and every afternoon during instructional time
- Ongoing progress in creating a new look in the library, towards a learning commons
- Access for classes to laptop cart, iPad cart, media cart, as well as new laptops in the library, and a device with accessories for every teacher to enhance teaching and learning
- Provision of new assessment tools, with ongoing training and professional development provided
- Strong support of parents in providing enhanced technology access
- Reading Recovery and Early Intervention program continued to be an emphasis
- Aboriginal Author visit – Nicola Campbell, discussing issues of family separation, remembering where we come from and cultural practices as connected to residential schools
- Professional Development on reading strategies and assessment with Faye Brownlie, in collaboration with General Gordon staff
- Increase in Teacher Collaborative Inquiry groups at Primary and Intermediate levels
- Student reading events: Camp Read, Scholastic Book Fair

Aboriginal Cultural Awareness:

- Exploration of “culture” through media
- Heritage Fair topics
- Connecting First Nations culture to other topics of study
- Generation of energy from an Aboriginal perspective
- Study of Lacrosse as an Aboriginal originated sport
- Vancouver Art Gallery field trip, workshop and follow up Art work based on the Contemporary and Historical Art of the Northwest Coast and Christos Dikeakos
- Sharing and discussing stories, novels, fables in class
- Author visit, Nicola Campbell, from the Interior Salish
- Incorporated into study of Solar System, Aboriginal use of constellations
- Grouse Mountain field trip – storyteller
- Visits to the Museum of Anthropology

- Library collection
- Symbols of Canada
- Exploring Aboriginal influence on early settlers; issues of relocation of First Nations peoples
- Professional Development led by one of our staff: weaving cedar, the tradition of gathering and preparing cedar, resources available for teachers

What was the evidence of success for each student?

Literacy:

- 90% of students in the Reading Recovery program are meeting reading expectations by the end of their session in the program
- 46% of ELL students in the primary grades 1 to 3 are meeting the reading expectations by second term
- 81% of all students are meeting or exceeding expectations in reading, based on report card data; an improvement from first term of 3%
- Use of technology as a tool to access literacy has continued to increase across the grades

Aboriginal Cultural Enhancement:

- Acknowledgement of traditional territory at the beginning of assemblies, by student leaders
- Heritage Fair presentations/projects

How did we communicate and celebrate student success

- Report Cards and Conferences
- Monthly Assemblies
- Bulletin board displays
- Newsletters, weekly email updates
- PAC meetings
- Class updates and notices
- Twitter
- Heritage Fair Open House

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals

Social Emotional Learning
