



1. GENERAL SCHOOL STORY:

Queen Elizabeth Elementary is a Kindergarten to Grade 7 school, located next to Pacific Spirit Park near the University of British Columbia Endowment Lands. Built in 1940, the school boasts a unique architecture, with three buildings on one level situated around an interior courtyard, and lots of green space adjacent. Our approximately 400 students enjoy the benefits of a neighbourhood, a family friendly community. Parents are welcomed as partners in their children's educational development. Queen Elizabeth has traditionally participated in the International Student program, welcoming students from many countries of the world, which enriches the diversity of our school community. Norma Rose Point and other neighbouring schools also send students to Queen Elizabeth when there is no space in the catchment school. The Code of Conduct emphasizes Cooperation, Courtesy, and Care: for self, others and the environment.

The focus on school improvement throughout the 2016-2017 year has been social-emotional development and social functioning, building professional understanding of anxiety and stress to provide support and strategies for students. Classroom behavior observations, referrals to the counselor or office, and levels of attendance are all indicators of the need for the focus goal and the measure of growth.

2. WHAT DID WE SEE?

INDICATORS AND TARGETS

There had been an increasing prevalence of anxiety noted in classrooms, referrals to the Counselor, absences and lateness due child anxiety, interpersonal conflicts, drop in grades/student progress in learning, and dysregulated behavior that have impacted the school community and learning environment significantly.

Our targets were to have all students attending school regularly; to build resilience in students so that they are able to deal with interpersonal conflict effectively; and to provide students with strategies to self-calm and manage their emotions. The resulting effect should be an improvement in student progress as reflected in reports.

SUPPORT AND ACTIVITIES THROUGHOUT THE YEAR

Support

- MIST Team
- STIBS worker
- Area Counselor
- Behaviour consultant
- PAC
- Saleema Noon
- VCH Public Health Nurse
- Families
- BCTF school based workshops
- Safer Schools Together
- Second Step Training
- POPARD

Activities

- District Resource Teacher workshops
- Lunch 'n Learns for teachers – understanding behavior and anxiety especially in children on the ASD scale
- Addressing Mental Health in the Classroom presentation
- Safer Schools Together program
- Performance of “Celeste” by Green Thumb
- Intergenerational program with seniors hospital to build empathy and understanding
- Promoting leadership opportunities
- Buddy program
- Big Brother Teen Mentoring program
- Direct instruction on positive friendship building, problem solving
- Teaching about emotions, personal emotional check in; ZONES of Regulation program
- Yoga program
- MindUp™ practices
- Second Step program
- Focus on Kindness activities within class and throughout school
- Strong Kids program
- Play therapy with counselor
- Class meetings
- Supported gradual entry
- Providing alternate supported safe spaces with strong adult relationships

3. WERE WE SUCCESSFUL?

There has been an increase in programs being taught in classrooms to support social-emotional development.

Our Area Counselor has developed positive relationships through play therapy with a significant number of students, as well as supporting families. Students are able to self-identify when they need her help.

Attendance has improved so that most of the students we were concerned about are attending daily. There continue to be some instances of expressed anxiety at coming to school in the morning.

Student referrals to the office have declined. The students who do come to the office engage in problem solving discussions aimed at developing self-confidence, strategies and a 'can do' attitude. Often student visits are voluntary, to seek help or guidance with an issue or to find a safe place for a break.

Senior students are taking increasing responsibility for making a difference in the lives of their peers and the culture of the school. Kindness is taught in a grade one class, and it has become a natural practice for the children to independently make a card, write a letter, or greet another expressing kindness.

Report card data from Term 1 to Term 2 indicate a general growth in the number of students meeting to exceeding expectations in Writing, Reading and Math. In Social Responsibility reporting, students in Kindergarten to Grade 4 show an increase in students meeting or exceeding expectations. However, data for the older students indicate a decrease in student growth with more students reportedly Not Meeting expectations for Social Responsibility and Social-emotional learning.

4. HOW HAVE WE SHARED?

- Information events for parents; professional development for staff; staff meetings
- Report Cards and Conferences
- Assemblies
- Bulletin board displays
- Newsletters
- PAC meetings
- Student Art work
- Case meetings; family meetings
- Parent presentations: Saleema Noon-Body Science; Safer Schools Together

5. WHAT ARE OUR NEXT STEPS?

Areas for Development of New Goals

Early Literacy: to ensure each student meets or exceeds grade level expectations in literacy by the end of grade 3. This aligns with the District Strategic Plan and our commitment to the Collaborative Early Literacy Intervention program.

Ongoing formal and informal discussions occur at SBT, Staff Meetings, Primary Meetings, Learning sessions, and Resource Team Meetings considering strengths and challenges of our students, the progress made and strategies to implement. Social-emotional learning continues to be an area of focus, whether or not it is continued as an official goal. Implementing school wide programs such as Zones of Regulation, and a collaborative, multidisciplinary approach would be ideal.

Our primary team has elected to participate in the ***Collaborative Early Literacy Intervention*** model with the goal of having every student meet expectations in literacy by the end of grade 3. An important goal to pursue.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

There are two Aboriginal sibling learners in the primary grades at our school. These two students are an integral part of our community, well-adjusted and successful learners.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
 - Aboriginal storyteller Shane Point visited Divisions 10 and 11
 - Aboriginal artist Loretta Williams did cedar weaving with Division 10
 - MOA field trip
 - Specific lessons (worksheets, activities, readings) in traditional First Nations shelter, transportation, clothing, food, tools.
 - Viewing of Raven Tales films
 - Lacrosse unit taught in physical education its origins as an Aboriginal Canadian game and one of our national sports.
 - Plan to bring in a lacrosse group in upcoming years, and explore other aboriginal games/sports.
 - Aboriginal self-governance
 - cultural activities; aboriginal stories
 - weaving – paper, wool, cedar
 - understanding world views and perspectives
 - routine acknowledgement of traditional territory
 - including Aboriginal literature and stories into reading and writing activities

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Specific, direct lessons about Aboriginal cultures
- Integration of Aboriginal teachings and perspectives in curriculum
- Invite guest speakers and presenters
- Incorporate visits to the Museum of Anthropology, Art Gallery to learn about Indigenous Art techniques,

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

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Students are able to orally describe and recognize characteristics of Aboriginal cultures

Students demonstrate change in understanding of Aboriginal concepts and content

Student leaders acknowledge traditional territory independently; classes begin each day with the acknowledgement of the traditional territory that they work, learn and play in.