

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 Annex

#### MISSION STATEMENT

**To recognise the importance and uniqueness of every child, we provide a warm, safe and educationally rich environment for all learners. We strive to enable our students to develop their individual potential to become critical thinkers, continuous learners, caring and contributing members of society.**

#### 2015-2016 GOALS

1. Improving our students' French oral language skills.
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 Annex (QEA) is a single-track French Immersion school serving 85 students from Kindergarten to Grade 3. We are located on the West side of Vancouver, on the very edge of UBC endowment lands. We are annexed to Jules Quesnel, our main school.

Our code of conduct is: "I take care of myself, I take care of others, I take care of my environment."

At QEA, parents are welcomed partners in their children's educational development and our parent community contributes significantly to our school culture. Many parents volunteer in classes to share their passion and expertise. Through PAC and/or school sponsorship, our students were offered several activities to enhance the curriculum such as skating, guest speakers and a yearly Spring Fling community event.

Our school is following the *Action School* model of daily exercise for better learning. Our grades 1-3 students start each school day outside, playing cooperative games as a whole school for 30 minutes. Older students are great role models for the younger ones; our grade 3 students are offered leadership responsibilities such as Big Buddies, equipment and announcement monitors.

QEA has a school garden where students grow their own vegetables, herbs and fruit. With the support of parents and teachers, a student club is also participating in *Growing Chef* and *Farm to School* initiatives where students learn to cook the food they grow. Students also learn nutritional and environmental benefit of eating locally, composting and cooking home food.

## PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

**What were our goals?**

**GOAL: Improving our students' French oral language skills.**

**Objectives:** To increase the basic oral vocabulary of our students in French to improve: students' level of comfort expressing themselves in class; understanding of classroom instructions; decoding of grade-appropriate texts.

**GOAL: Aboriginal Cultural Enhancement**

**Objectives:** To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

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

#### **Goal 1: Improving French Oral Language Skills**

- Teaching vocabulary through thematic activities, projects and songs
- Emphasis on role plays, drama, "Show and Tell" activities
- Teaching patterned sentences and structures
- Providing an audience for most learning activities
- Picking stories that encourage student responses, repetition and scaffolding for students to use new vocabulary
- Using albums to build vocabulary and oral practice
- Focusing on oral language in all subject areas, not just language arts
- Teach better listening skills, as listening is half of speaking
- Finding more opportunities for inter-classes activities to motivate young learners to speak more French

#### **Goal 2: Aboriginal awareness**

- Story telling
- Study of aboriginal symbols and drawings
- Aboriginal art projects
- Use of legends to teach culture and vocabulary

### **What was the evidence of success for each student?**

#### **Goal 1: Improving French Oral Language Skills**

- Improved level of confidence using oral French at school
- One on one oral assessment results
- Guided reading to check understanding of vocabulary
- Self-evaluation
- Transfer of taught vocabulary and sentence structures to written French and daily conversations

#### **Goal 2: Aboriginal awareness**

- Knowledge transfer from stories read to student art
- Observations during whole class conversations
- Increased participation in conversations around aboriginal culture

### **How did we communicate and celebrate student success?**

#### **Goal 1: Improving French Oral Language Skills**

- Constant feedback during the day about accuracy of French language
- Create system to encourage, reward and empower students to feel comfortable using French daily
- For each term, teachers reported on oral abilities of students on report card. At the beginning of the school year, teachers met and decided which PLO sentence would be appropriate for a specific grade and used it each term.

- Creating several daily opportunities for speaking to an audience with a purpose (round robin, retell, jigsaw, active reading)

## **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:

- ¶ - Continue with the current goals as outlined in our reflections for 2015-2016.