

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.

### École Jules Quesnel Elementary

#### MISSION STATEMENT

At École Jules Quesnel, we value the diversity of our community and the uniqueness of every child. Our purpose is to provide a warm, safe and educationally rich environment for all our French Immersion students. We strive to help them develop their individual potential, and to become socially responsible citizens and caring, life-long learners.

#### 2015-2016 GOALS

1. Learning Competencies: To improve self-regulation by developing independent work habit skills at all grade levels.
2. Aboriginal Cultural Enhancement: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

## SCHOOL COMMUNITY CONTEXT

L'École Jules Quesnel, a single-track French Immersion school is located on unceded Indigenous land in West Point Grey near the University of British Columbia, Pacific Spirit Park, the ocean and beaches. The building, erected in the 1920's, served both as an elementary school and as a wing of Lord Byng Secondary, before it became home to our community in 1978.

Although the majority of our 417 K-7 students come from English-speaking families, our community is enriched by a variety of other linguistic backgrounds, including 9 First Nations students. Multilingual students entering French Immersion kindergarten are not uncommon. Most students live in the vicinity and many enjoy the stability of a full eight years in the same environment. French Immersion students completing grade 3 at the neighbouring single-track French Immersion school, Queen Elizabeth Annex, enter our school at the grade 4 level, with, in some cases, their younger siblings. Our close proximity to the University of British Columbia continues to see students transferring to the school from different parts of Canada and the world; this contributes to our diverse and largely academic community.

Jules Quesnel has an active and committed Parent Advisory Committee (PAC). They support the school and its community in a variety of ways and are very involved. Parents contribute to all aspects of our school's life as helpers in the classrooms, in the library, and as coaches in extra-curricular sports and other committees. Parents also participate in and help supervise many school field trips and camp experiences, especially at the intermediate level. They support in-class programs with their commitment in time and willingness to share their expertise and knowledge with the student population. Parents continue to be interested and curious about their children's learning and are supportive of teachers and their efforts to implement new initiatives.

L'École Jules Quesnel enjoys the reputation of strong performance in all curricular areas. The school has been able to enhance French proficiency while maintaining English and general academic achievement through an eighty/twenty model (80% instruction in French) for grades four to seven. Within a small proportion of our student population, we continue to have students with diverse learning needs and a wide range of abilities.

We strive to provide students with a solid foundation of academic challenges, real life experiences, and opportunities to develop their social awareness and responsibility. We believe that all students should leave our school with a strong foundation in reading and writing in both official languages and that student success is linked to their ability to communicate ideas and information in a variety of ways.

Approximately 60% of our students will continue in French Immersion at our local high school. Many of our students take advantage of the various options available to them in the district at the secondary level, such as mini-schools. Approximately 5% of our students typically enrol in independent schools.

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

### **What were our goals?**

- 1. Learning Competencies: To improve self-regulation by developing independent work habit skills at all grade levels.**
- 2. 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?**

#### **Goal 1**

At each grade level, teachers and support staff implemented a variety of strategies, from universally applied best practices, targeting the entire class, to more specific interventions for students identified as needing increased support.

#### **At the primary level, strategies included:**

- allowing breaks as needed, breathing exercises (Mind Up), yoga, movement activities, whole body listening, encouraging daily physical activity
- use of fidget toys, token economies, rewards systems, use of noise reducing headsets, use of picture books for social-emotional learning, providing students with rubrics for self-evaluation, providing safe areas of refuge
- SSW and counselling support, input from supervision aides, communication with parents
- simplifying and breaking down instructions, encouraging students to find appropriate strategies for themselves, encouraging students to seek help

#### **At the intermediate level, strategies included:**

- class lessons and discussions on self-regulation, goal-setting, regular communication and check-ins, helping students to create rubrics with criteria for self-regulation
- redirection as needed, preferential seating, choice of how to present learning, alternate means of assessment, increased access to technology, choice of where to work, more time

#### **Goal 2**

As a school, and at each grade level, students and staff made a conscious, sustained effort to be mindful of, and work toward achieving our goal. Steps we took included:

- inviting aboriginal performers, artists, elders and community members into our classrooms and school to share with us
- including aboriginal perspectives and knowledge in lessons whenever possible (dancing geometry, planter box art, science and math in the forest, books and other print media)

- continuing to decorate the school with aboriginal art
- inviting VSB Aboriginal Enhancement Worker to our school
- engaging our students and community in the discussion on aboriginal current affairs
- regularly acknowledging that we live, work and play on the traditional unceded territories of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples
- making a commitment as a staff to take advantage of aboriginal themed professional development opportunities

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

#### **Goal 1**

##### **Evidence of success has included:**

- a decrease in the number of problems on the playground at recess and lunch as observed by supervision aides
- fewer referrals to the office as noted by administration and office staff
- student self-regulation during assemblies and performances has improved
- a greater number of students are self-identifying their needs and seeking help rather than having to be told or asked
- students are actively using the self-regulation strategies and tools provided and engaging in conversations around self-regulation with school personnel and with one another
- students are supporting each other by sharing strategies and tools
- students are taking pride in modelling appropriate behaviour
- more time to cover curriculum
- students are taking independent responsibility for staying self-regulated and relying less on teachers for support
- parents are noticing the difference

#### **Goal 2**

##### **Evidence of success has included:**

- a noticeable buzz generated by aboriginal performers, such as Hoop Dancer Teddy Anderson - Students are still talking about him!
- an increase in students' respect for nature, traditions and their elders
- a focus on being more in the present, on slowing down
- an increase in the pride students show when participating in aboriginal themed activities
- parent participation and positive feedback
- establishment of regular, annual aboriginal themed activities, such as the grade 4 trip to the Squamish Big House
- students demonstrating a greater knowledge and understanding of the impact of laws and loss of language on our aboriginal peoples

## How did we communicate and celebrate student success?

### Goal 1

#### **We communicated and celebrated student success by:**

- the implementation of a school wide reward system for positive behaviour as well as in-class reward systems always paired with and reinforced by praise
- electronic class newsletters (including photos), agendas
- regularly communicating with parents and inviting them into classrooms to see their children's success
- anecdotal and formal reports, parent/teacher/student conferences, portfolios, blogs, fairs, expositions, presentations
- new and innovative reporting practices (electronic report cards with pictures, videos and links to student work)
- announcements and assemblies
- trusting our students

### Goal 2

#### **We communicated and celebrated student success by:**

- e-newsletter to families
- sharing of student artwork and projects
- student involvement in school-wide and community assemblies
- ongoing conversation including all members of the school community, students, staff and families
- displaying aboriginal themed art in and around the school

## **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:

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