



# Queen Mary Elementary School

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January 15<sup>th</sup>, 2021

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#### Parent Advisory Council

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We live, work and learn on the traditional and unceded territories of the Musqueam, Squamish and Tsleil-Waututh Coast Salish Nations. Queen Mary Elementary School wishes to acknowledge the history of our community and neighbourhood.

## Happy New Year!

We are back into full swing at Queen Mary. In 2021, we are continuing to focus on health, wellness and social-emotional learning. Classes have spent time throughout our first 2 weeks settling back into routines and reviewing Health and Safety protocols – staff continues to ensure that students understand the importance of maximizing their distance from others, minimizing their contact with others and practicing proper hand hygiene. While the weather on many days has been cold and wet, we are keeping windows open and finding as many opportunities as possible to get outside! Please continue to support our efforts by conducting daily health assessments before coming to school, keeping kids at home if they are sick, and ensuring that children arrive as close to 9:00am as possible (and leave promptly at 3:00pm)! Please also ensure that your child is prepared for the weather!

## Important Upcoming Dates

January 18	Professional Day – School not in session
January 19	Possible Return Date for Students on Option 4
January 28	Raising Kids in a Digital World (PAC Session for Parents/Caregivers and Staff)
February 9	PAC Meeting (7pm)
February 12	Professional Day – School not in session
February 15	Family Day – School not in session
February 24	Pink Shirt Day
February 24	Tentative date for Individual Photos (TBD)

### SHOW YOUR QUEEN MARY SPIRIT!



Visit our online Spirit Wear store here:  
<https://urstore.ca/queen-mary-elementary-vancouver>

## Raising Kids in a Digital World

On Thurs. Jan. 28<sup>th</sup> from 7pm – 9pm, our PAC is hosting an online session with Deborah MacNamara called “Raising Children in a Digital World”. Deborah is a Clinical Counsellor and Developmentalist, on Faculty at the Neufeld Institute and Director of Kid’s Best Bet, a counselling centre for families. She is also a best-selling author. About the Session: “The digital world is here to stay, changing our society in a way that has far-reaching consequences for our children. What are the implications for raising children? How do we harness the spectacular connecting potential and yet avoid the pitfalls of attachment technology gone awry? How do we prepare them to live in this new world and yet preserve what is required for healthy development to take place? We have followed our children into the digital world and yet for their sakes as well as ours, need to restore our lead in order to avoid the insidious dangers that live in the shadows of this potent technology. We will consider the digital revolution through the lens of developmental science, committed to helping adults help children reach their full human potential.” Register here:  
[https://us02web.zoom.us/meeting/register/tzMudO-trDlqE9yJzoEww6m\\_1Dj1xvlyVliT](https://us02web.zoom.us/meeting/register/tzMudO-trDlqE9yJzoEww6m_1Dj1xvlyVliT)

## Protocols and Health Orders

In efforts to significantly reduce COVID-19 transmission related to social interactions and travel, British Columbians are continuing to follow the order and direction of the Provincial Health Officer (PHO).

Please consider reviewing the current restrictions here:  
<https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support>

- In accordance with these orders, we request that families:
- Avoid gathering/socializing on school grounds during drop off and pick up
  - Take children home promptly at 3:00pm instead of playing on the playground with others who may not be in the same cohort
  - Continue to remind your child(ren) of the importance of maximizing distancing and minimizing/completely avoiding physical contact with classmates or friends whenever possible

Thank you all for doing your part to ensure that all members of our community are safe during these times. So far, we have done a wonderful job! Let’s continue to be very intentional about following the protocols in place.

## Communicating Student Learning

Students will be receiving their mid-year Progress Reports on Friday, January 29<sup>th</sup>. The reports are one of several ways that teachers communicate about a student's learning throughout the school year (other formats include conferences, student self-reflections, informal conversations, Individual Education Plan meetings, celebrations of learning, digital portfolios, emails and more).

Progress reports include descriptive information about a child's learning strengths, details about the learning goals that the child is working towards, a child's contributions to the classroom, school and community and the development of a child's social skills.

Reporting language is typically strength-based. There is a focus on developing each student's Growth Mindset and their understanding of themselves as a learner. Providing students (and their families) with feedback about what's working (student strengths) and what to focus on next (areas for growth), provides a student with the tools they need to keep on learning and improving! There is also a component of the progress report that identifies ways in which the student's learning can be supported at school and at home.

In the last few years, several school districts (and countries) have moved away from a focus on letter grades. Extensive research has shown that letter grades – on assignments, tests and reports - limit a student's growth and cultivate a fixed mindset. Grades can diminish student interest, student motivation and their understanding of themselves as a learner. With ongoing feedback that includes more than number scores and letter grades, students are able to focus on their learning path, growth and progress.



A student competency scale is also part of the progress report – it indicates how a child is progressing in various subject areas in relation to grade level expectations. The following descriptors appear as part of the competency scale (and a marker/slider will indicate how a child is progressing along the continuum).

Beginning to acquire knowledge, skills, strategies and processes	Developing the ability to apply knowledge, skills and processes	Applying knowledge, skills, strategies and processes consistently	Extending knowledge, skills, strategies and processes creatively and strategically
Student is beginning to understand at grade level expectations.	Student is developing understanding at grade level expectations.	Student is applying understanding at grade level expectations.	Student is extending understanding at grade level expectations.
<i>"I am just getting started and I learn best with help"</i>	<i>"I am getting there and I am beginning to do more and more on my own"</i>	<i>"I get it and I can do it on my own"</i>	<i>"I get it and go beyond what is expected of me"</i>



### Queen Mary's Code of Conduct

We respect everyone's learning by respecting ourselves, others and our surroundings.



### Queen Mary's Mission Statement

is to build a respectful community of lifelong learners. We work towards becoming caring, accomplished & cooperative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create & wonder.