

2022-2023 - Year 1

School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Queen Elizabeth Elementary is a kindergarten to grade seven school, located next to Pacific Spirit Park near the University of British Columbia Endowment Lands. Built in 1940, the school's design depicts beautiful architecture and is home to both a gymnasium and an auditorium. The school consists of three buildings on one level situated around an interior courtyard with an abundance of green space. Adjacent to the school is a large field and an adjoining track that is used by the school and Lord Byng, the neighborhood secondary school.

The student enrollment for 2022-2023 is 309 students. Although our enrollment has been decreasing for the past several years, projections for the 2023-2024 school year show student enrollment as relatively similar to this year. Next school year we will have approximately 300 students who will continue to enjoy the benefits of our neighborhood, a family friendly community.

In addition, Queen Elizabeth offers various programs and services to support and enrich student learning. The Reading Recovery Program, an early intervention literacy initiative, addresses children's reading needs and provides literacy strategies to support student learning. Ministry Designated students are integrated into the regular classrooms. These students require a wide variety of program supports which are provided by both Resource Teachers and Student Support Workers (SSWs). A resource team model supports students. Our School-Based Team meets regularly to discuss the learning needs of individual students who have been referred by classroom teachers.

We have many families from various ethnic backgrounds who report speaking several other languages other than English at home. The prevalent language is Chinese, both Cantonese and Mandarin, but we also have many Korean speaking families (both in part due to the International Education Program).

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. Students from Norma Rose Point and other neighbouring schools also attend Queen Elizabeth when there is no space in their catchment school.

A dedicated staff of teachers and support staff work together to provide a strong academic program, social, sports and music education for all students. Various leadership opportunities also arise during the year and include assembly MCs, student announcers and library monitors. Our vision of success for learning is that our students become independent, responsible, and confident learners who are willing to take risks, think critically and solve problems peacefully. The school Code of Conduct is "Cooperation, Courtesy, Care – for self, for others, for the environment." Our Code of Conduct provides students and parents with in-depth information regarding expectations and consequences for student behavior.

Queen Elizabeth was operating as a "swing site" for Bayview Elementary School until March 2023 as their school was undergoing a seismic upgrade. The on-site portables have already been used to house three

schools during seismic upgrade projects: Norma Rose Point, Jules Quesnel, Gordon and Bayview. This brings both challenges, such as scheduling, and sharing of common areas, but also many wonderful opportunities to collaborate, build relationships, friendships and grow together with another school community.

Parents and caregivers are welcomed as partners in their children's educational development. We have a very engaged PAC who work hard to enrich the learning experiences for our students.

Along with all other Vancouver schools, our school supports the district's Aboriginal Enhancement Agreement. Throughout the grades, we incorporate Indigenous content in a wide variety of curriculum areas.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

(SCANNING)

- Students have a strong interest in outdoor education
- Strong interest in Indigenous teaching and learning
- A variety of talents amongst our student population (e.g.: good musicians, artists, dancers, etc.)
- High participation in sports
- Students enjoy cultural celebrations in-class and school-wide - students and staff gain a deeper understanding of different cultures, traditions, histories, experiences (Lunar New Year celebrations, Diwali, Indigenous Peoples' Day, Black History, Asian Heritage Month, etc.)
- Students are developing a growing awareness of individual differences
- Buddy classes builds community and bridge connections between primary and intermediate students
- Students have showed an increase in anxiety since the pandemic
- Self-regulation is challenging for some of our students
- Many students attend classes outside of school which leaves little time to participate in school events/functions. Students report that they are left with little to no free time outside of school (impacts ability to develop socially and make friends)
- Student voice through class meetings, sharing circles, class votes, choice boards, sharing/show and tell, passion projects, STEM, extra-curricular activities, small group meetings and discussions, assemblies, special events and presentations, Celebration of Learning Event, CSL (Communicating Student Learning) reports, self-assessments, student conferencing, primary assemblies
- High transiency which impact social and peer relationships and classroom/school dynamics
- Many new students particularly in our grade 6/7 classes (eg: have not had the opportunity to learn school code of conduct, various systems in place in the school, expected behaviour
- Many families and students focus on the achieving high grades
- Students are working on developing independence and accepting responsibility for learning in all areas (frequent check-ins at the office for forgotten supplies, notices or minor injuries -scratch on knee, require staff assistance for basic problem-solving solutions/regular classroom routines, increase in lunch drop-offs)
- COVID 19 pandemic impacted social skills and has led to a decreased social awareness and decrease in socializing with peers
- Students have been having trouble with empathy and there have been a general increase in challenging behaviours (physicality between students, inappropriate comments/behaviour, difficulty acknowledging different perspectives)

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

- Teacher/staff observations, student conferencing, CSL reporting and teacher assessment data, parent meetings, interviews, conferences
- Learning Survey – 50% of grade 4 students feel they are sometimes bullied at school and 5% feel all of the time; 50% of grade 4 students sometimes feel they don't belong
- Evidence shows there is a need for SEL school-wide with students experiencing high anxiety, feelings of being overwhelmed, difficulty making connections, understanding appropriate and inappropriate behaviour, taking responsibility and ownership for their part in conflict situations, making unwise choices/decisions
- Evidence collected from student voice includes active listening and sharing, self-reflection and action plans, individual and small group discussions, assemblies, student leadership opportunities, clubs. This evidence showed our students feel connected to our community, confident to voice their feelings to trusted adults in the school, enjoy the various leadership opportunities available to them, have pride of place and enjoy caring for their space to make it a safe and healthy environment to work, play and learn, have greater understanding of expected and unexpected behaviours, more students are learning to take responsibility for their actions and learning.

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

- All learners (k-7) focus on social interaction, self-regulation, peer-interactions, following code of conduct through direct teaching, class meetings, assemblies, student leadership opportunities, sports, etc.
- Continued focus of interconnectedness through a common code of conduct (to develop common language school-wide), community involvement in special projects and programs, cross-curricular unit studies throughout the grades, buddies, assemblies (school-wide, weekly primary), regular primary team meetings, school-wide events – Celebration of Learning, sports day, family picnic, sharing learning experiences with other classes and the community
- Through classroom, shared learning experiences and extra-curricular activities students are encouraged to extend their learning by trying new things, taking risks and being open to new experiences (going out of their comfort zone)
- Mental-well-being - daily and/weekly SEL lessons through direct teaching, formal and informal discussions, referrals to counsellor, Consent program, sharing circles. Classes have just begun to introduce Second Step program into their classes with school-wide implementation in Fall 2023, familiarize ourselves with the newly provided SEL Nature Kits and use them in our teachings
- Physical well-being and belonging – strong community connections with learning interconnected (e.g.: parent speakers, visit to the local library and fire hall, etc.), wide offerings of sports, daily physical activity (with possible implementation of school-wide DPA (Daily Physical Activity) in Fall of 2023), skipping club, Jump Rope for Heart, etc.
- AEEA (Aboriginal Education Enhancement Agreement) – Cultural Awareness – “To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures

and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities”. Equity & Reconciliation: Direct teaching of and incorporating Indigenous knowledge, awareness, appreciation of and respect for Indigenous histories throughout the school (e.g.: Pro-D, school-wide Outdoor education – field trips to the Bog, gardening, sketching in nature, math outdoors, connecting with VSB (Vancouver School Board) Indigenous Education to inviting Elders to our school for classroom learning and presentations, increasing indigenous education activities and events in the school (eg: weaving, talking sticks, increasing our library book collection and professional library, connecting learning through First Peoples Principles of Learning (FPPL))

- SEL teaching/learning with a focus on self-regulation, social and emotional intelligence, buddy classes promote interconnectedness/community building/leadership
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- Students feel confident and safe with staff creating a welcoming and encouraging environment with the goal of students coming to school feeling safe, prepared for learning and knowing they have adults in the building who care for them (the teaching of school-wide and classroom SEL lessons - teachers meet and greet students before school and after recess and lunch, and at the end of the day, available to support learning and help problem-solve, use of common language help students understand expected behaviour, identify feelings and safe choices, staff connect regularly with parents, school bulletin board displays and classrooms are bright, inviting, and demonstrate exemplary high quality work that relates to the high teaching standards taking place in our school)
- Explicit teaching to help students gain a better understanding that the activities we do at school are part of our daily routines to help improve our well-being and physical health Increase student success continue with teaching and community building and belonging (conferences, PAC meetings, meetings with parents and MCW, school-wide events – Celebration of Learning, Open house, family picnic, etc.)
- Implementation of and time for school wide SEL programs (ex. Second Step, Open Parachute, Mind Up, Consent Program, Zones of Regulation etc.)
- Daily Mindfulness activities in the classroom (ex. Brain breaks, Zones of Regulation)
- Daily Physical Activities – Skipping club, breaks, school-wide PE programs, daily PE program, extra-curricular sports programs.
- Regular review and practice of consistent classroom and school-wide expectations including using consistent same language throughout the school
- Parent Participation/Involvement – PAC sponsored info session - body science with Saleema Noon, MCW; Safer Schools, etc.
- In classrooms regular guided and independent self-reflection to foster critical thinking skills
- Key area of focus – SEL - increase focus on healthy living, well-being and physical activity

5. INQUIRY QUESTION (FOCUSING)

How can direct teaching of Social Emotional Learning (SEL) skills development and adoption of school-wide SEL programs, enhance the learning experience for all students, in both academic and non-academic areas of school?

6. WHAT IS OUR PLAN? (PLANNING)

- Year 1
- Develop school-wide SEL implementation - School-wide programs – Second Step, Mind Up, Erase, Consent, etc.
- Review and revise school code of conduct
- Introduce common language and scaffold behaviour (today we are doing this, tomorrow we are doing this.)
- Directly teach expectations
- Direct lessons to teach SEL
- Encourage the growth of equity among students through varied leadership opportunities
- PAC and Parent coffee meetings with MCW to assist parents with ways to support their children
- School-wide expectations and training for shared spaces and transitioning from place to place (playground, hallway expectations, learning how to enter the school safely and orderly etc.)
- Morning, after recess and after lunch – school-wide mindfulness or music listening program

Year 2

- Continue with implementation and practice of school-wide SEL
- Regular review of code of conduct – in classrooms, assemblies, student discussions
- Review year 1, provide support for new students and encourage inquiry
- Incorporate more workshops from outside sources
- More inter-grade collaboration and leadership

Year 3

- Assess where we are – review, evaluate data and revise where needed
- Continue to build community (PAC meetings, open houses, celebration of learning, community events – welcome back, family picnic, etc.)

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Training and refreshers for staff as needed as it relates to SEL, self-regulation, personal safety, well-being (e.g.: Second Step Training, Erase Training, Mind Up, Zones of Regulations, etc.)
- Consistent counsellor support, SEL Programs/Workshops, build professional library and student library with resources, books that focus on SEL, well-being, self-regulation, etc.
- Continuation of outdoor education program year-round – SPEC (Society Promoting Environmental Conservation) gardening and implementation of Nature Sketch, if possible
- Review or revisit of school-wide programs and expectations each year and throughout the year

- Implement cross-curricular teachings, grade-group collaboration and review ways to link to the curriculum and core competencies
- Continued support from our Multi-Cultural Liaison Worker (MCLW) to help with parent meetings and sharing of school goal to create stronger home school connections

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

- Students feel calmer, articulate their sense of belonging, can self-regulate, students are using common language, know and implement the Code of Conduct – Cooperation, Care, Courtesy
- Teacher observations, inside and outside of school behaviours during structured and unstructured times
- Year-end core-competency self-reflections
- Meet regularly as a team – primary/intermediate, whole staff to discuss, review, revise, problem-solve, etc.
- Collect data of number of students sent to office, referrals SBT and school counsellor, student self-reflections, individual conferencing, teacher observations, report cards
- Review and re-adjust our strategies, work collaboratively with staff to brainstorm new ideas and revise as needed, seek district support and resources, MCW for parent meetings, parent touch back meetings

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- Sharing through newsletter, conferences, celebration of learning, assemblies, PAC meetings, CSL reports, IEP (Individual Education Plans) meetings, parent meetings, student agendas, announcements, special events Celebration of Learning



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- Professional Development Workshops – UDL (Universal Design for Learning) (Universal Design for Learning) workshop, Outdoor Education Pro-D learned about Indigenous resources and plants in nature, district-wide Indigenous Focus Day
- Indigenous Teams Channel – information and resources are posted and shared
- Indigenous Updates through SAC (Staff Advisory Committee) and primary meetings and at assemblies

- Teachings and participating in Bear-witness day, National Day for Truth and Reconciliation - Orange Shirt Day, Red Dress Day -classes designed red dresses and hung them in their class windows, learning of weaving/talking stick traditions, importance and skills – students designed, planned and created woven baskets and talking sticks, inviting Indigenous Elders, incorporating FPPL into our lesson plans
- Outdoor learning/Sense of place/Respect for environment – Camosun Bog and Pacific Spirit Park– locating and identifying indigenous plants/traditional uses of flora found in Camosun Bog
- Land acknowledgement at assemblies, special events
- Indigenous Peoples Day/Month (June) – school-wide project of heart – all students will be creating designs on a heart with the hearts possibly being displayed at VSB
- Indigenous connections in curriculum – e.g., Dynamic Math
- Indigenous Artifact presentation – student led Gallery Walk
- Use and increase of levelled/picture books by indigenous authors and illustrators. Continue to build the collection

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Each class incorporates various Indigenous principles, knowledge, and understanding within their classroom teaching
- Displaying Indigenous learning throughout the school. Students are consistently surrounded by Indigenous resources (ex. reading stories by Indigenous authors in the classrooms and library)
- Students know and practice some of the First Peoples Principles
- Students know the names of the local First Nations groups
- Students are becoming increasingly aware of some of the ways that the indigenous community are continuing to be unfairly treated (Orange Shirt Day, Red Dress Day, Bear Witness Day, 6 Cedar trees, etc.)
- Teacher observations and engaging students in discussions to foster critical thinking and understanding, report card comments, Learning Survey

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Learning in the Camosun Bog and Pacific Spirit Park, Outdoor Education, garden program
- Invite authors, speakers, community members to speak at assemblies, in classrooms
- Field trips – Grouse Mountain, MOA (Museum of Anthropology), Museum of Vancouver
- Connect with Indigenous Education Department to get guidance to increase learning opportunities at the school and vetted programs/authors/speakers/performances
- Participate in professional development
- Sharing with PAC and community as we deepen understanding and knowledge