



Queen Mary School Plan

2025-2026



Vision at Queen Mary School Context & Vision

Queen Mary Community Elementary is a Kindergarten to Grade 7 school offering the [International Baccalaureate \(IB\) Primary Years Programme](#). Located in the Central Lonsdale neighbourhood, Queen Mary is a vibrant learning community and part of the Carson Graham Family of Schools. The broad cultural background of the community members provides for a diverse student population, with students from many cultures and backgrounds- over 30 different home languages are spoken within our school community. Queen Mary's teachers, administrators, and support staff work together to provide students with rich and relevant, globally significant learning experiences.

Queen Mary Community Elementary School is an authorized International Baccalaureate (IB) World School offering the [Primary Years Programme \(PYP\)](#), uniting with all other IB World Schools under a common philosophy - a commitment to high quality, international education that we believe is important for our students.

At Queen Mary we are dedicated to fostering an inclusive community where respect, communication, engagement, support, and kindness are paramount. Through meaningful connections and open dialogue, we nurture a culture of empathy and understanding, where every individual feels valued and encouraged to reach their full potential.

Acknowledgement of the Traditional Territory

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Səlilwətaʔ Nation, whose unceded traditional territory on which North Vancouver School District and Queen Mary Community Elementary reside. We value the opportunity to learn, live, and share educational experiences on this unceded traditional territory.

Queen Mary Vision Statement

Our vision is to create a community of global citizens who are empowered to embrace diverse perspectives, navigate global complexities, and take action. By cultivating creativity, critical thinking, and a sense of belonging, we inspire students to become compassionate leaders who positively impact the world.



Queen Mary Connection to District Strategic Plan

Queen Mary's priorities align with the district's six key goals in many ways, inclusive of:

Student-centered education through promotion of student agency and goal-setting, and by providing voice and choice through teaching to diversity.

Innovative instruction by leading, supporting, and encouraging on-going professional development and staff collaboration through an inquiry-based approach.

Inclusive culture by valuing and celebrating diversity, and welcoming a breath of perspectives and experiences into the learning.

Mental health via integration of numerous social emotional supports and programs into daily instruction.

Reconciliation by incorporating Indigenous Ways of Knowing into planning and instruction, including knowledge and culture-sharing by Indigenous Support Workers in classrooms and integrated into the Units of Inquiry.

Environmental stewardship through the learning and action associated with our IB Sharing the Planet units of inquiry, and taking learning outdoors and into our community garden, the woods, and along the shoreline.

School Goals

For Goal 1: Concept- and Inquiry-based teaching and learning

Description:

A curriculum focussed on conceptual understanding as an approach to teaching enables students to develop a deep understanding by applying their learning to new situations and exploring relationships between concepts. Through collaboration and in-house professional development, Queen Mary staff will enhance their understanding of concept-based teaching and learning in order to design units and assessment tasks with conceptual understanding at the centre.

Connections to the Innovative Instruction, Inclusive Culture, and Student-centred Education aspects of the District Strategic Plan are made by designing and planning for teaching and learning through a conceptual lens and inquiry-based teaching and learning. A conceptual lens reduces cultural and learning barriers, allows for a greater range of entry points to learning, and provides the opportunity for a common understanding of essential building blocks of

knowledge. Concept and inquiry-based teaching and learning provides greater opportunity for transfer of learning and making connections between disciplines.

Connecting to the *Framework for Enhancing Student Learning*, planning for instruction through a concept and inquiry-based lens provides many entry points into learning, meeting the needs of diverse learners. Connections to prior knowledge is a key component of concept and inquiry-based learning, honouring diversity and equity, where students engage in and contribute to the learning.

For Goal 2: Community connection and involvement

Description:

Strong connections throughout the learning community enhance a student's sense of belonging and contribute to well-being. By increasing and strengthening engagement with families and community partners, we will build a stronger sense of connection amongst the Queen Mary community. Through intentional and regular contact with families, and increased sharing of student learning, we aim to create an environment in which all who are connected to our learning community feel included and valued.

This connects to the Inclusive Culture and Mental Health aspects of the *District Strategic Plan*. This goal will have a positive effect on overall learning and well-being of our students. When families have a strong sense of belonging and connection to the school community, this improves attendance and engagement in learning, which in turn enhances outcomes for all learners, and notably, Indigenous students, children and youth in care, and students with disabilities or diverse abilities (*Framework for Enhancing Student Learning*).

Action Strategic Actions:



For Goal 1: Concept- and Inquiry-based teaching and learning

· Action 1: Further explore concept-based teaching and its implementation

- All staff members
- Timeline September 2025 –June 2026
 - Collaborative Inquiry Grants
 - Professional Day Workshops
 - Staff Meeting Professional Development
 - Sharing of Scholarly articles and professional resources
 - In-house Instructional Rounds for the sharing, reflection, collaboration of practice

· **Action 2: Construct a school-wide Inquiry Model**

- All staff involved
- Timeline September 2025 –June 2026
 - Explore, review, and analyze various inquiry models
 - Experiment with use of various models in classrooms
 - Select a model or generate our own version of an inquiry model to use school-wide and then implement use as assess effectiveness in use; revise as needed

For Goal 2: Community connection and involvement

Action 1: Facilitate an increase in family connection to school

- All staff members
- Timeline September 2025 –June 2026
 - Increase opportunities for families to be in the school
 - Each term, have one event to bring the whole school community in together and one classroom-based invitation to showcase and celebrate student learning
 - Tailor events to increase parent/guardian connection to curriculum, teaching, and learning in an effort to better inform parents of what learning is like in today's schools and in the IB PYP

Review



Ongoing Assessment and Reflection

For Goal 1: Concept- and Inquiry-based teaching and learning

- **Monitoring and Adjustments:** How will progress be monitored throughout the year?
 - Monthly IB Staff Meetings, Collab Time, Ped Team (Joint): Review of specific aspects and progress in goal area
 - Feedback from families (in-person and surveys)
 - Once per term (December, March, June) the entire School Plan will be reviewed by all staff in a staff meeting for discussion of possible revisions, additions, updates
 - Through the IB PYP Evaluation process (5-year cycle) the development of the IB Programme Development Plan (PDP) and Self-Study will be a means of tracking progress and collecting evidence toward goals
 - Assessments of learning (Written Learning Updates, Summary of Learning, Summative assessments for the IB PYP Units of Inquiry)

- **Formative Assessment:** This section will show the means used to track progress throughout the year (Including images of relevant data, charts, graphs, etc.)
- **Summative Assessment (Analysis of evidence):** At the end of the year, this section will summarize the outcomes: What worked and what challenges were encountered; Next steps in our process
- **Reflection (Interpretation):** This section will include reflections from staff, students, and parents, referring to how effective the strategies were and perceived or assessed impact student learning.

For Goal 2: Community connection and involvement

- **Monitoring and Adjustments:** How will progress be monitored throughout the year?
 - Feedback from families (in-person and surveys)
 - Tracking of attendance at events and feedback from those who attend; Event attendance/participation tracked on the school-based PDP and Self-Study
 - Monthly IB Staff Meetings, Collab Time, Ped Team (Joint): Review of specific aspects and progress in goal area
 - Once per term (December, March, June) the entire School Plan will be reviewed by all staff in a staff meeting for discussion of possible revisions, additions, updates
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Communication

Engagement (As the year progresses, this section will include photos that capture key moments from learning activities and school events.)

Goal 1: Concept and Inquiry-based teaching and learning

IB PYP Grade 7 Exhibition



IB PYP Grade 7 Exhibition



<p>iTime Project Sharing</p> <p>Inquiry into areas of interest – independent projects</p> 	<p>Inquiry-based Learning: Grade 1s explore Beaty Box specimens borrowed from the UBC Beaty Biodiversity Museum</p> 

Goal 2: Community connection and involvement

<ul style="list-style-type: none"> 111 families came to the school to view students' iTime Projects (May-June 2025) 	

Staff Engagement:

- Monthly Staff and IB Meetings, Staff Collaboration Time, Pedagogical Team discussions
- Through the IB PYP Evaluation process (5-year cycle) the development of the IB Programme Development Plan (PDP) and Self-Study will be a means of tracking progress and collecting evidence toward goals
- Assessments of learning (Written Learning Updates, Summary of Learning, Summative assessments for the IB PYP Units of Inquiry)
- In-class application (teaching, learning, and events)
- Participation in joint committees and book clubs

Student Voice:

- Feedback from and action by the Student Leadership Committee
- Feedback from and action by the SOGI Student Committee
- IB Student Committees (representatives from a range of grades)
- Classroom-based discussions, reflections, and surveys

Family and Educational Partner Engagement:

- Attendance at school-based events
- Participation in committees, book clubs (joint staff & parent)
- Participation in the Joint IB Pedagogical Team (one PAC Executive Member and three Parent Representatives)
- Participation in FOS Dinner and Dialogue sessions (2 per year)
- Attendance at PAC meetings
- Feedback opportunities at events (surveys/feedback “Exit Slips”)

Reflection and Strategic Alignment (to be completed June 2026)

Successes:

Challenges:

Future Adjustments:

Strategic Alignment: