



# Queensbury Elementary School Plan

2024-2025

# Vision to Goal Setting at Queensbury Elementary

## School Context & Vision



*Kindergarten students sharing their new 'Queensbury Kindergarten Crew' t-shirts.*

Education at Queensbury offers every child equal opportunities to develop the knowledge, skills, and attributes necessary to reach their full intellectual, social, and physical potential.

Queensbury Elementary is nestled in a forested area

on the North Shore, at the top of Grand Boulevard. Our school enjoys a unique 360-degree playground and is close to two city parks, along with an on-site privately-owned daycare. With over 300 students and a dedicated team of staff, we are fortunate to be part of a well-established, supportive community of parents and neighbors. Our family of schools includes Brooksbank Elementary, Eastview Elementary, Ridgeway Elementary, and Sutherland Secondary.

We hope that when you visit Queensbury Elementary School, you feel welcomed and valued as part of our community.

## Acknowledgement of the Traditional Territory

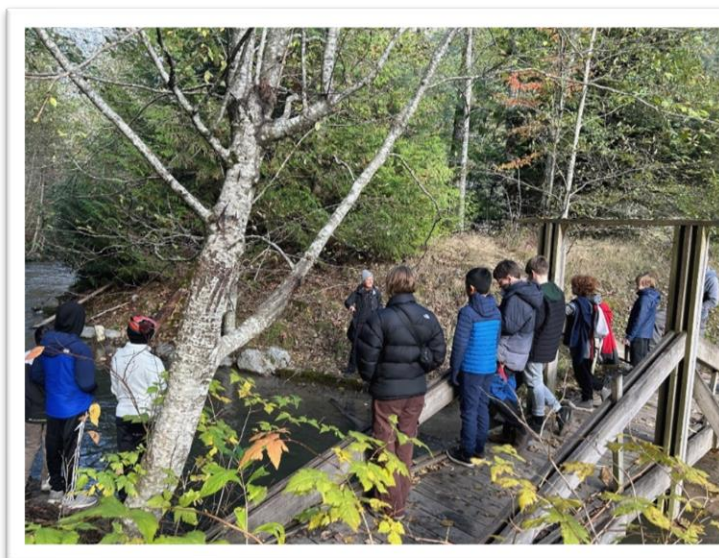
We are grateful to live in such a beautiful part of the world and wish to acknowledge the Coast Salish people, specifically the Skwxwú7mesh Nation and səilwətał Nation, on whose unceded traditional territory the North Vancouver School District and Queensbury are situated. We deeply value the opportunity to learn, share, and grow on this land.

## Queensbury Elementary Vision Statement

At Queensbury, we are committed to creating an inclusive environment where everyone feels welcome and valued. We believe that every child deserves the opportunity to succeed. We emphasize the importance of teaching self-awareness and self-management, not only for students but also for staff and parents. Additionally, we recognize the value of collaboration with parents and community partners to ensure the success of all learners.

## Queensbury Elementary Connection to District Strategic Plan

Queensbury Elementary's priorities are closely aligned with the North Vancouver School District's strategic goals. We are dedicated to creating a student-centered environment that values inclusivity, where every child is given the opportunity to succeed. Our focus on personalized and innovative



*Grade six students explore the salmon life cycle as part of the Outdoor School Program.*

instruction supports intellectual development, while teaching self-awareness and self-management skills contribute to the mental health and well-being of students, staff, and parents.

Queensbury values reconciliation by acknowledging the traditional territories of the Coast Salish peoples and embracing opportunities to learn and grow on this land. Our location, surrounded by natural forested areas, fosters environmental stewardship and a strong connection to nature.

Through a supportive and inclusive culture, and by collaborating with families

and community partners, we promote social-emotional growth and prepare students with the skills needed for future success. This comprehensive approach aligns with the district's commitment to student-centered education, innovative instruction, inclusive culture, mental health, reconciliation, and environmental stewardship, as well as the intellectual, human and social, and career development priorities outlined in the FESL framework.

## School Goals



*Pink Shirt Day assembly to promote acceptance for all.*

### Goal 1: To enhance a sense of belonging for students, staff, parents, and guests within our school community.

The goal of enhancing a sense of belonging for students, staff, parents, and guests within the Queensbury school community is rooted in the belief that a strong, inclusive environment is fundamental to individual and collective success. A sense of belonging fosters positive relationships, emotional well-being, and active engagement in learning, which are key components for creating a thriving school culture. When individuals feel connected and valued, they are more likely to contribute meaningfully, experience greater self-confidence, and demonstrate resilience.

This goal aligns directly with the North Vancouver School District's Strategic Plan, which emphasizes inclusivity, mental health, and community collaboration. By prioritizing a welcoming environment,

we support the district's commitment to building an inclusive culture where diversity is celebrated, and everyone feels respected and supported. Additionally, this goal connects with the Framework for



Enhancing Student Learning (FESL), particularly in the areas of Human & Social Development and Career Development. Promoting a sense of belonging helps students develop critical interpersonal skills, social awareness, and the emotional intelligence needed to succeed academically and in their future careers.

In essence, enhancing a sense of belonging at Queensbury is vital for creating a safe and nurturing environment that enables all members of the community to thrive and realize their full potential.



*Grade 5/6 students learn about local history through outdoor education at Grouse Mtn.*

## Goal 2: To increase student engagement.

The goal of enhancing student engagement is central to creating a dynamic and effective learning environment at Queensbury Elementary. Student engagement goes beyond academic interest; it involves fostering a genuine connection to the learning process, motivating students to be active, curious, and committed participants in their education. Engaged students are more likely to achieve better academic outcomes, develop critical thinking skills, and build the resilience needed for lifelong learning.

This goal aligns with the North Vancouver School District's Strategic Plan, which emphasizes student-centered education and innovative instruction. By

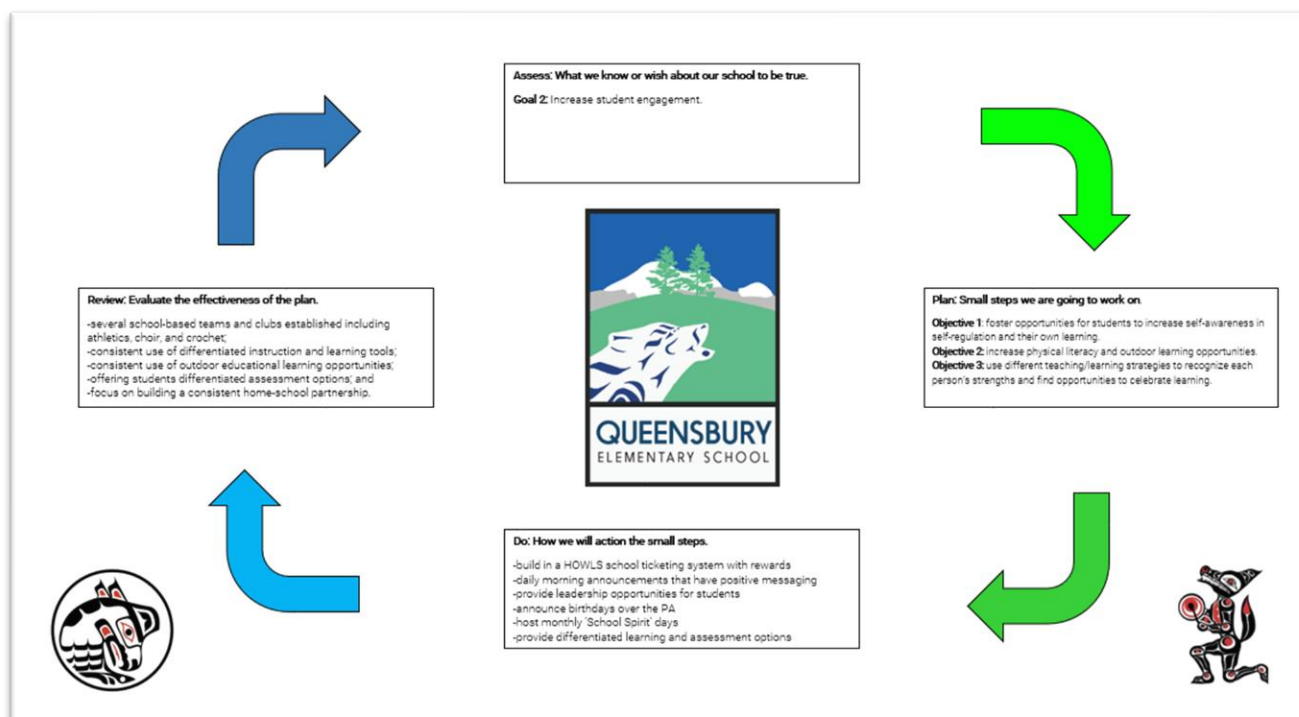
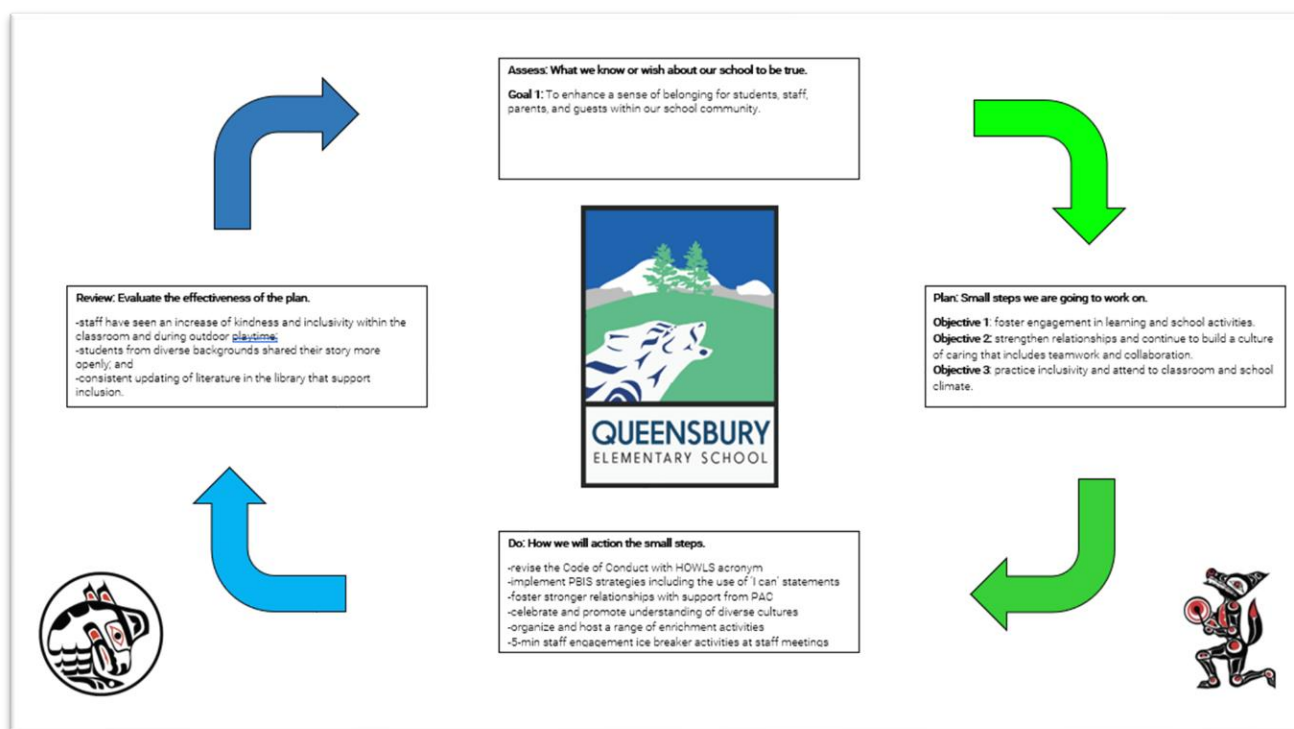
focusing on student engagement, we support the district's commitment to creating learning experiences that are relevant, personalized, and connected to students' interests and needs. Enhanced engagement also contributes to building an inclusive culture, as it requires diverse, responsive teaching methods that meet the needs of all learners.

Furthermore, this goal connects with the Framework for Enhancing Student Learning (FESL), particularly in the areas of Intellectual Development and Human & Social Development. Engaged students are more likely to develop a deeper understanding of academic content (Intellectual Development) and exhibit positive social behaviors, collaboration, and communication skills (Human & Social Development).

Overall, enhancing student engagement is vital for fostering a positive school culture and equipping students with the skills and enthusiasm needed for success in both their academic journey and future careers. By prioritizing engagement, we are creating a vibrant learning community that empowers every student to reach their full potential.

# Planning and Implementation

## Strategic Actions



## Monitor, Evaluate and Adapt

### Ongoing Assessment and Reflection

Formative Assessment:

#### Goal 1: Sense of Belonging

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At Queensbury Elementary, fostering a strong sense of belonging is at the heart of our school community. We believe that when students, staff, and families feel valued, respected, and connected, they thrive academically, socially, and emotionally. Through inclusive practices, meaningful relationships, and a culture of care, we create an environment where everyone feels safe, seen, and supported. Our commitment to equity, diversity, and student well-being ensures that every learner has the opportunity to contribute and succeed as part of the Queensbury family.

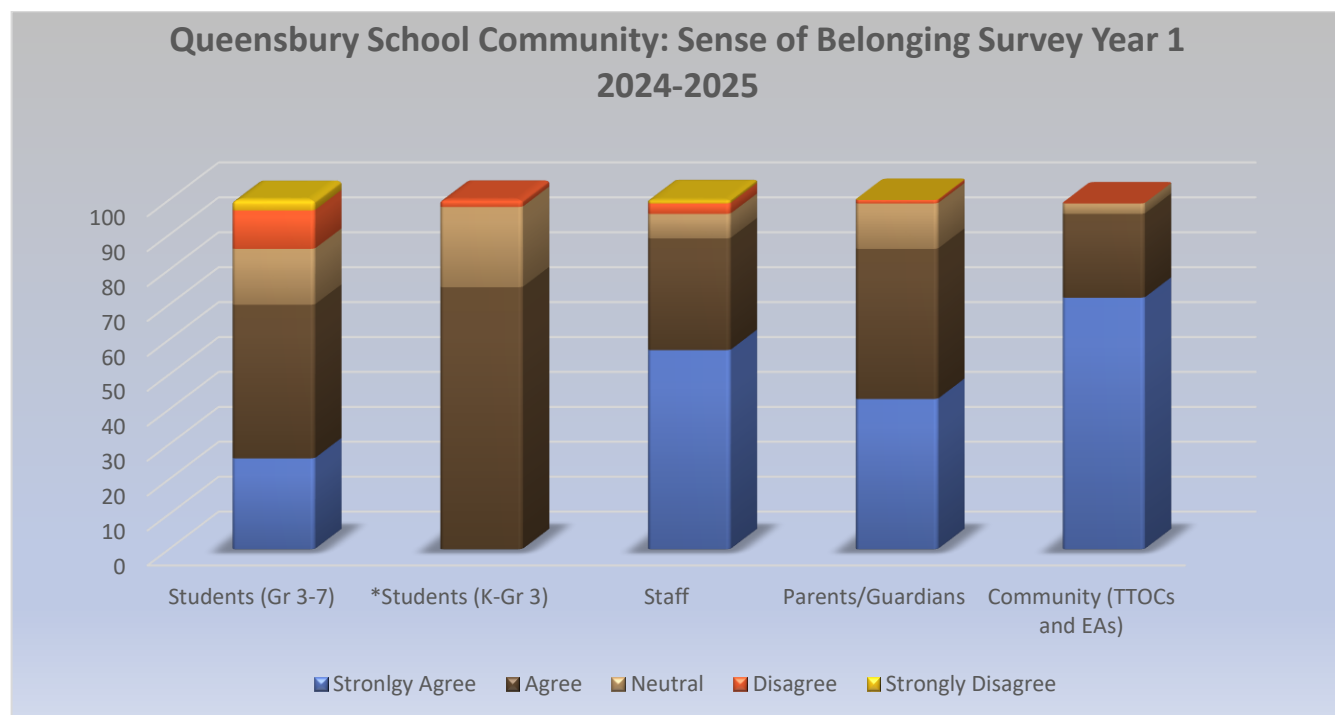
We reviewed several artifacts to determine sense of belonging such as the:

- Sense of Belonging surveys for community members, staff, students, and parents/guardians;
- Middle Years Development Instrument (MDI) Data; and
- erase reporting tool.

#### Artifact 1: Sense of Belonging Surveys

Throughout the school year, Sense of Belonging Surveys were conducted to gather valuable feedback from staff, students, parents/guardians, and community members. These surveys provided insights into their experiences, perspectives, and overall satisfaction with the school environment, helping us identify strengths and areas for growth to foster a more inclusive and supportive community at Queensbury Elementary.

This is our first year conducting these surveys. The table below serves as our benchmark, reflecting how members of the Queensbury school community feel a sense of belonging at our school.



*\*Assessment rubric was a three-point scale*

### Questions for Students (Kindergarten to Grade 7) = 271 respondents or 89% of student body

1. I feel happy and welcome at school.
2. I feel that my teacher(s) know me well.
3. Other kids are kind and respectful to me.
4. I know who to ask for help when I need it.
5. I feel like I belong at this school.
6. What do you like about this school?
7. What can we do to make our school better for you?

### Summary Feedback from Students:

**Positive Experiences:** Students appreciate the welcoming and supportive environment at Queensbury, highlighting their friendships, kind teachers, and sense of community. Many enjoy gym, art, recess, and outdoor play areas, while others value special activities like hot lunch, field trips, and clubs. The school's strong sense of kindness, respect, and inclusion is frequently mentioned, with students feeling safe and supported by teachers and staff. The library, playground, and opportunities for fun learning experiences, such as poetry and creative assignments, are also favorites. Overall, students express gratitude for the positive atmosphere, engaging activities, and strong connections with peers and staff.

**Suggestions for Improvement:** Students shared a variety of ideas to improve their school experience, with common themes including more outdoor play structures like monkey bars, slides, trampolines, and treehouses. Many want more PE classes, extended recess and lunch breaks, and additional clubs such as science, Lego, and sports. Requests for better sports equipment, more field trips, and class pets were also common. Several students suggested improving school facilities, including cleaner bathrooms, a grass field, and a computer or science lab. Others emphasized the importance of kindness, fairness, and stronger anti-bullying efforts. While some students feel the school is already great as it is, others see opportunities for more activities, resources, and time for play and learning.

#### Questions for Staff = 34 respondents or 62% of staff

1. I feel welcomed and valued as a member of the school staff.
2. Communication from school colleagues (ie, admin, office team, EAs, teachers) is clear and helpful.
3. The school provides the resources and support I need to do my job well.
4. Staff members treat each other with respect and kindness.
5. I feel supported by school colleagues (ie, admin, office team, EAs, teachers) when I have questions or concerns.
6. What does the school do well?
7. How can the school improve?

#### Summary Feedback from Parents/Guardians:

**Positive Experiences:** The survey results reflect a strong, collaborative, and supportive staff culture at Queensbury, where colleagues feel valued and appreciated. Leadership is highly regarded for its clear communication, responsiveness, and hands-on approach, fostering strong relationships among staff and students. Collaboration is a key strength, with teachers and EAs effectively sharing responsibilities and ensuring a balanced workload. The school's commitment to student well-being is evident, and PAC funding for classroom support is appreciated. Office staff are recognized for their efficiency, while regular meetings and open communication reinforce a positive work environment. The welcoming tone set by morning announcements further strengthens the sense of community. Overall, staff appreciate the teamwork, leadership, and shared commitment to student success and staff well-being.

**Suggestions for Improvement:** The survey responses highlight a need for stronger staff relationships, collaboration, and clearer communication at Queensbury. Many staff members expressed a desire for more social gatherings, team-building activities, and structured opportunities for collaboration among teachers, EAs, and administrators. Concerns about respect and role clarity were raised, with some EAs feeling undervalued and calling for a more inclusive and supportive work environment. Improving decision-making transparency, clarifying expectations, and ensuring a fair distribution of committee responsibilities were also noted as areas for growth. Staff division, workload imbalances, and professionalism concerns were identified, prompting requests for stronger leadership in fostering a positive and inclusive climate, including clearer conflict resolution processes and professional development opportunities. Additionally, staff expressed interest in more spirit days, performances, and a stronger presence for initiatives like the SOGI club and library. Overall, the feedback reflects a desire for greater unity, fairness, and a continued focus on communication, respect, and staff well-being to create a more cohesive and supportive work environment.



## Questions for Parents/Guardians = 88 respondents or 20% of parents/guardians

1. I feel welcome when I come to the school.
2. The school gives clear information about events, schedules, and other important things.
3. I trust the school to keep my child safe and happy.
4. I feel comfortable asking the school for help or sharing concerns.
5. I feel like part of the school community.
6. What do you like about the school?
7. What can the school do better to help you and your child?

### Summary Feedback from Parents/Guardians:

**Positive Experiences:** Parents appreciate the small, close-knit community at the school, highlighting its welcoming atmosphere, strong sense of connection, and supportive environment. Many value the dedication and kindness of teachers, staff, and administration, as well as the emphasis on inclusivity, social-emotional learning, and student well-being. School-wide events, PAC initiatives, and extracurricular activities are widely praised for fostering engagement among families and students. The natural surroundings, safe environment, and well-organized communication also contribute to a positive school experience. Overall, families feel supported, connected, and grateful for the strong relationships and opportunities the school provides.

**Suggestions for Improvement:** Parents expressed a range of suggestions and concerns, including the need for better communication about school events, mental health topics, and support services. Many emphasized the importance of outdoor learning, more extracurricular sports, and additional family engagement opportunities. Some raised concerns about classroom dynamics, including mixed-grade classes, favoritism, and the handling of behavioral issues. Requests for increased access to counseling, academic support, and social-emotional learning were common. Safety concerns, particularly regarding the school's crosswalk and supervision during recess, were also highlighted. While many families shared positive experiences and appreciation for staff efforts, they also emphasized the need for clearer communication, greater inclusion of newcomers, and enhanced support for students with diverse learning needs.

## Questions for Community Members: Teachers-Teaching-On-Call (TTOCs) and Education-Assistants-On-Call (EAOs) = 37 respondents

1. I felt welcome by the staff at this school.
2. The information provided (schedules, lessons plans, etc.) was clear and helpful.
3. Students were respectful and cooperative during my visit.
4. I felt supported by school staff when I needed assistance.
5. I felt like a valued member for the school community today.
6. What did the school do well to make you feel welcome?
7. How could the school improve your experience as a substitute staff?

### Summary Feedback from Community Members (TTOCs and EAOs):

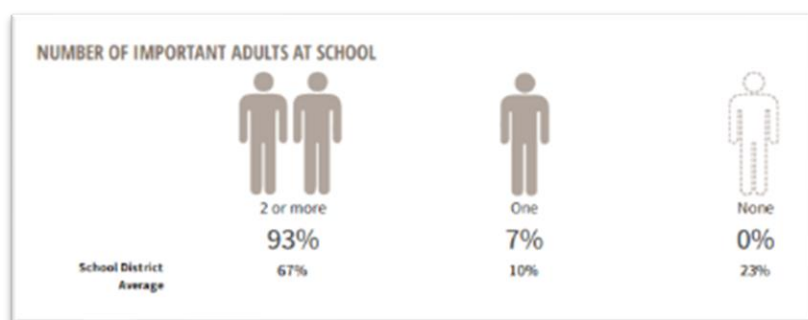
**Positive Experiences:** TTOCs and EAOCs appreciate the warm, welcoming atmosphere at Queensbury, where staff, including office personnel, teachers, and administrators, create a supportive and inclusive environment. Friendly greetings, administrative efficiency, and clear schedules help them feel valued and prepared for their day. Educational Assistants provide exceptional classroom support, while the Principal’s engagement adds a personal touch. Many TTOCs expressed a strong desire to return, praising the school’s professionalism, hospitality, and positive work culture.

**Suggestions for Improvement:** While feedback was largely positive, a few areas for improvement were noted, including the need for additional staff parking, more detailed lesson plans with clear pick-up and dismissal instructions, and better labeling in the gym equipment room for improved organization and accessibility.

## Artifact 2: Middle Years Development Instrument (MDI) Data

The middle years, particularly between ages 10 to 13, are a critical period of cognitive, social, and emotional development that shape lifelong well-being and success. During this time, children develop a sense of identity and belonging, which can either support positive outcomes or contribute to challenges such as anxiety and depression. Positive relationships with adults and peers play a key role in fostering resilience and academic achievement. The Middle Years Development Instrument (MDI) is a self-report questionnaire for students in Grades 4 to 8, designed to provide insight into their experiences in school and the community. Developed by researchers at the Human Early Learning Partnership (HELP), the MDI takes a strengths-based approach, assessing five key areas linked to well-being: Social and Emotional Development, Physical Health and Well-being, Connectedness, Use of Out-of-School Time, and School Experiences. The results help educators, policymakers, and communities better understand and support children's development, using two key indices—the Well-being Index and the Assets Index—to highlight both challenges and protective factors that contribute to success.

### Connectedness:



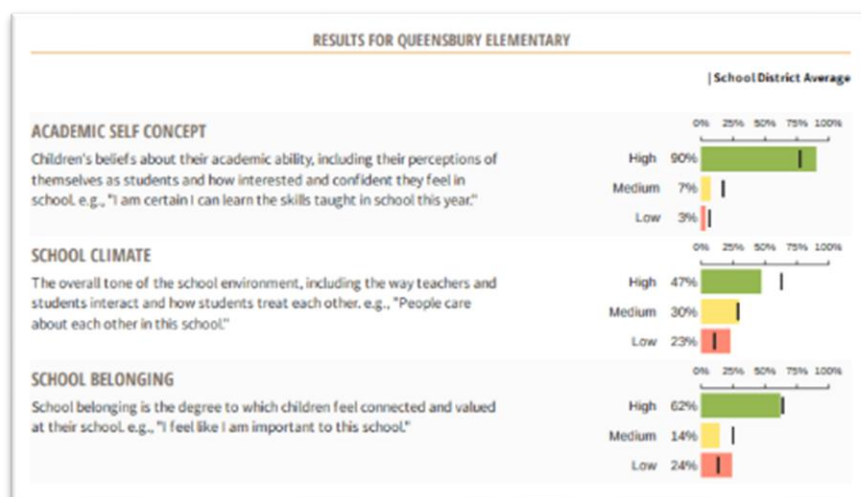
Belonging is a fundamental need that plays a crucial role in a child's well-being, health, and success. Positive connections with family, peers, school, and community contribute to better mental health, increased prosocial behavior, and higher academic achievement. A single caring adult—whether a family member, teacher, coach, elder, or

neighbor—can significantly impact a child’s resilience. Research shows that a child's life satisfaction is more strongly linked to their relationships and sense of belonging than to family income or personal health. Additionally, for many children, connections to land, language, and culture are essential in fostering a strong and healthy sense of identity.

At Queensbury, we had a total of 30 respondents, all of whom reported having at least one important adult at school – a key factor in fostering student well-being and success. Notably, 93% of students

indicated they had two or more important adults at school, a result significantly above the school district average, suggesting strong relationships between students and staff. Meanwhile, 7% of students reported having one important adult, reinforcing the presence of meaningful connections for all students. These findings highlight the school's commitment to building supportive relationships, which are essential for student engagement, resilience, and overall school experience. Continuing to strengthen these connections can further enhance students' sense of belonging and emotional well-being.

## School Experiences:



A strong sense of safety and belonging at school plays a vital role in children's academic success and overall well-being. When students have positive school experiences, they are more likely to feel connected, motivated, and engaged, leading to higher academic achievement.

Additionally, children who feel a sense of belonging are less likely to engage in high-risk behaviors. By understanding

students' school experiences, educators can create and nurture environments that are safe, caring, and supportive, fostering both personal and academic growth. Below are the results for Queensbury Elementary.

At Queensbury, respondents scored well above the school district average for 'academic self-concept,' indicating a strong sense of confidence in their learning abilities and supporting a growth mindset. This suggests that students generally believe in their capacity to improve and succeed academically. However, results for 'school climate' were below the district average, highlighting potential areas for improvement in fostering a positive, inclusive, and supportive school environment. Additionally, 'school belonging' scores were close to the district average, suggesting that while many students feel connected to their school community, there is room to strengthen their sense of inclusion and engagement. Addressing school climate and belonging could further enhance student well-being and academic success.

## Artifact 3: erase Reporting Tool

We have not yet received any reports, which suggests that awareness and engagement with this tool may be limited. To ensure students and parent/guardians are aware of this reporting tool, we need to take a more proactive approach in communicating its purpose, benefits, and importance to parents, guardians, and students. This may involve providing clearer information, offering reminders, and using multiple channels to ensure the tool is well understood and utilized effectively. By increasing visibility

and emphasizing its role in supporting student safety and sense of belonging, we can encourage greater participation and meaningful use of this resource.

## Goal 2: Student Engagement

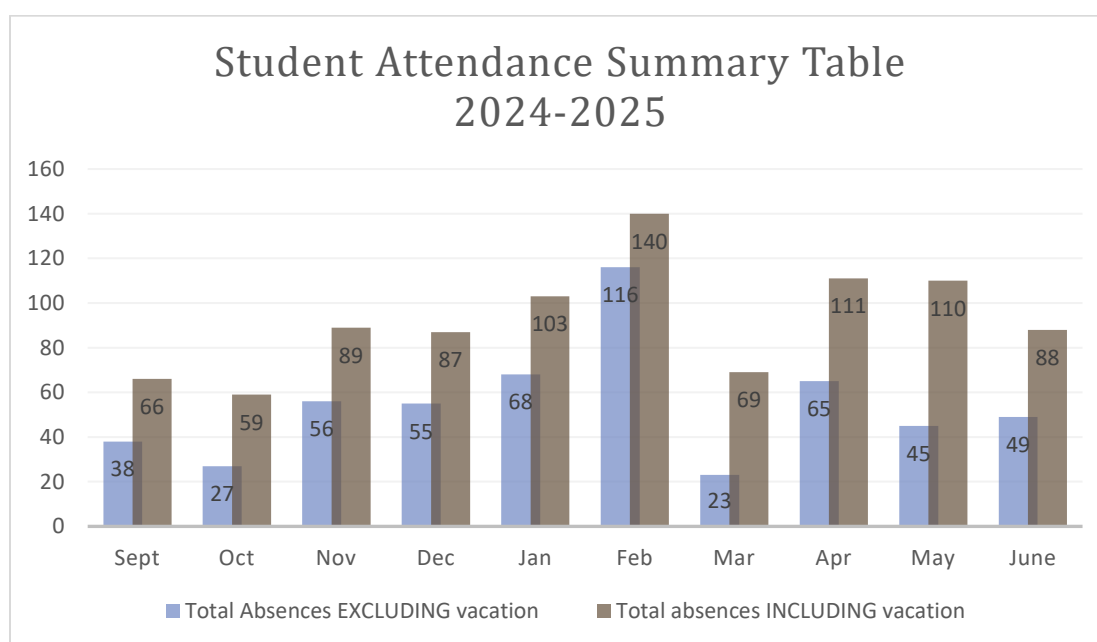
At Queensbury Elementary, we believe that student engagement is the key to a vibrant and successful learning experience. Through interactive lessons, hands-on activities, and a supportive school community, we foster curiosity, creativity, and a love for learning. By encouraging student voice, collaboration, and meaningful connections, we create an environment where every child feels valued, motivated, and empowered to reach their full potential.

We reviewed several data points to determine student engagement such as the:

- Student attendance from September 2024 to June 2025;
- Learning updates from terms one, two, and three;
- Kindergarten numeracy and literacy results; and
- Foundation Skills Assessments for grades four and seven.

### Artifact 1: Student Attendance:

Student Attendance is one indicator of student engagement. Regular school attendance is essential for a child's academic and social development. Studies show that students who attend consistently perform better academically, develop stronger social skills, and are more likely to graduate on time. Missing just two days a month can add up to a full month of lost learning, impacting long-term success. Research from [Attendance Works](#) and the [Ontario Institute for Studies in Education](#) highlights the strong connection between attendance and achievement, especially in early grades. While occasional absences are unavoidable, prioritizing attendance helps build a solid foundation for lifelong learning.



*The chart is based on students missing >10% of days from September to June 2024-2025.*



## Artifact 2: Learning Updates

Learning Updates (aka report cards) provide valuable data on student progress in literacy and numeracy, helping educators assess learning trends and identify areas for support. This information is used to guide instructional strategies, tailor interventions, and inform school and district planning. By analyzing learning update data alongside other assessments, Queensbury staff can make informed decisions to enhance student achievement in these key areas.

Chart 1 is based on the percentage of kindergarten to grade seven students receiving proficient or extending proficiency scales in literacy.

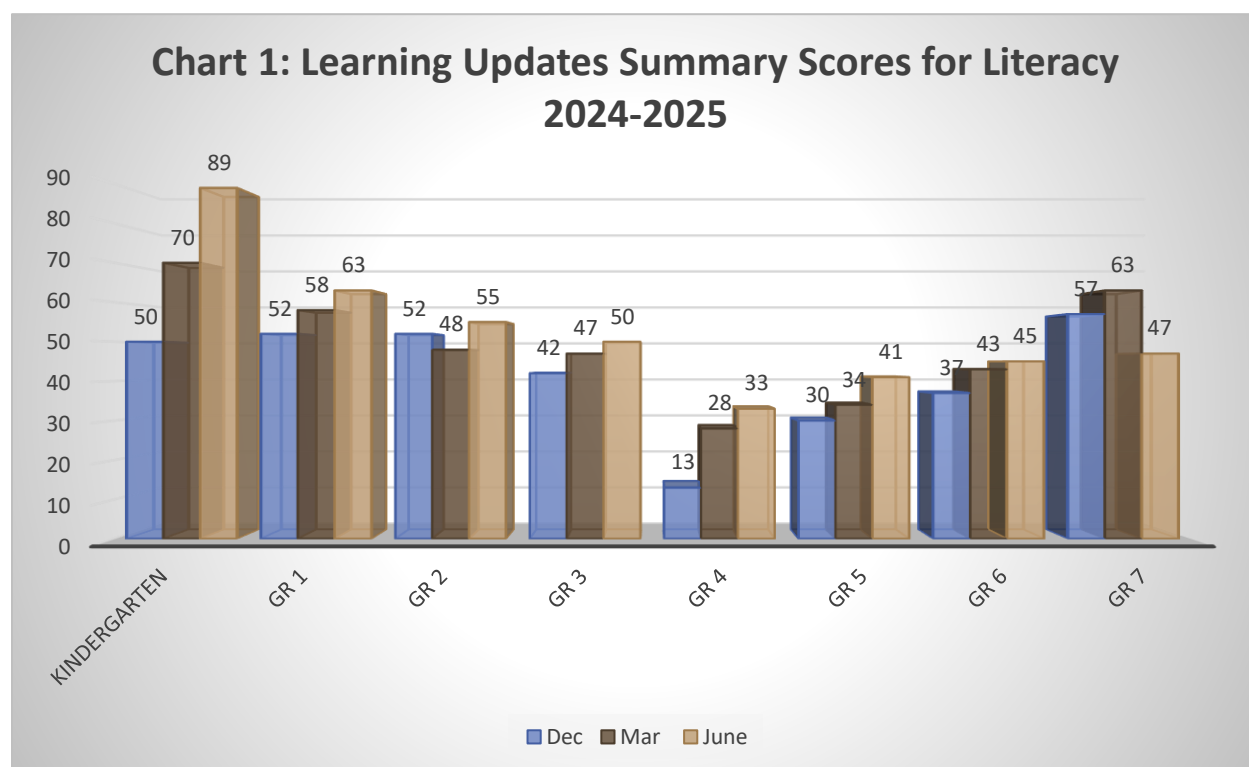
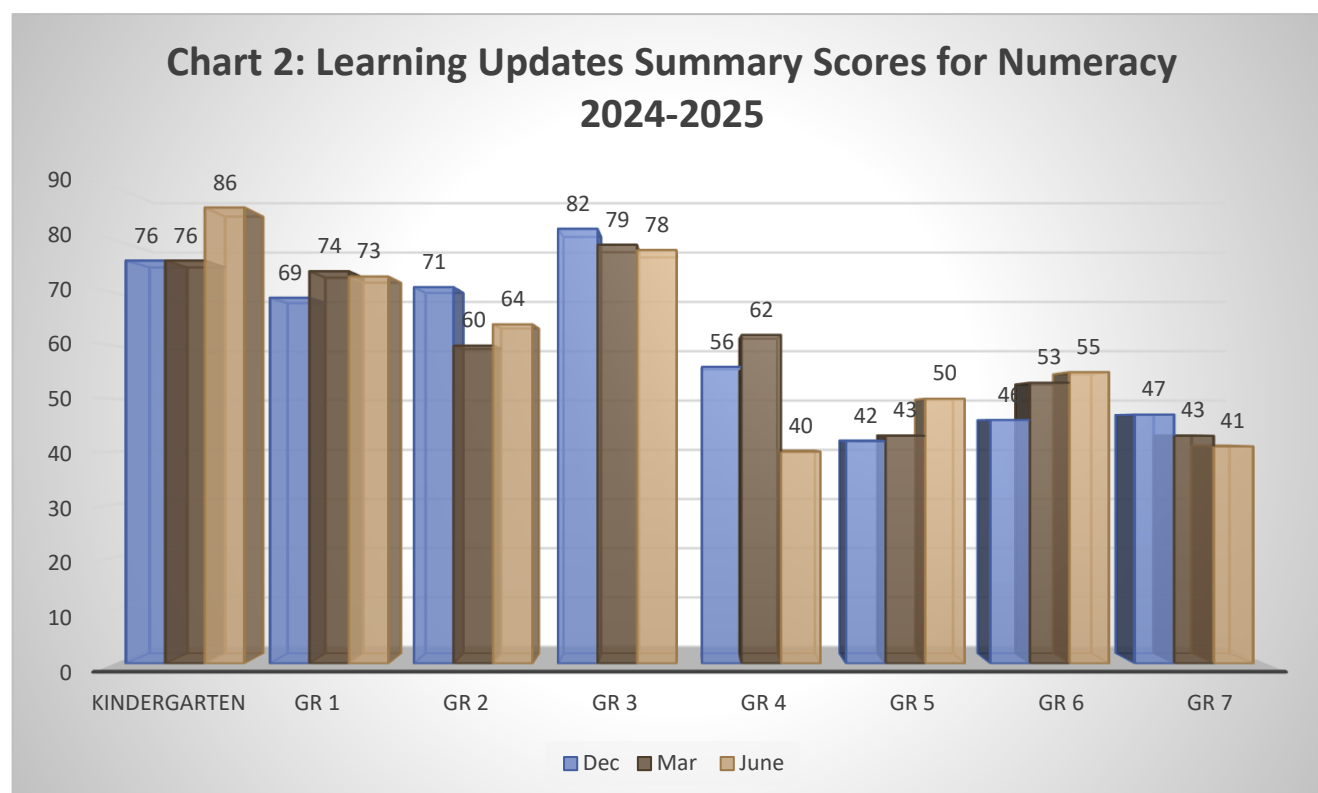


Chart 2 is based on the percentage of kindergarten to grade seven students receiving proficient or extending proficiency scales in numeracy.



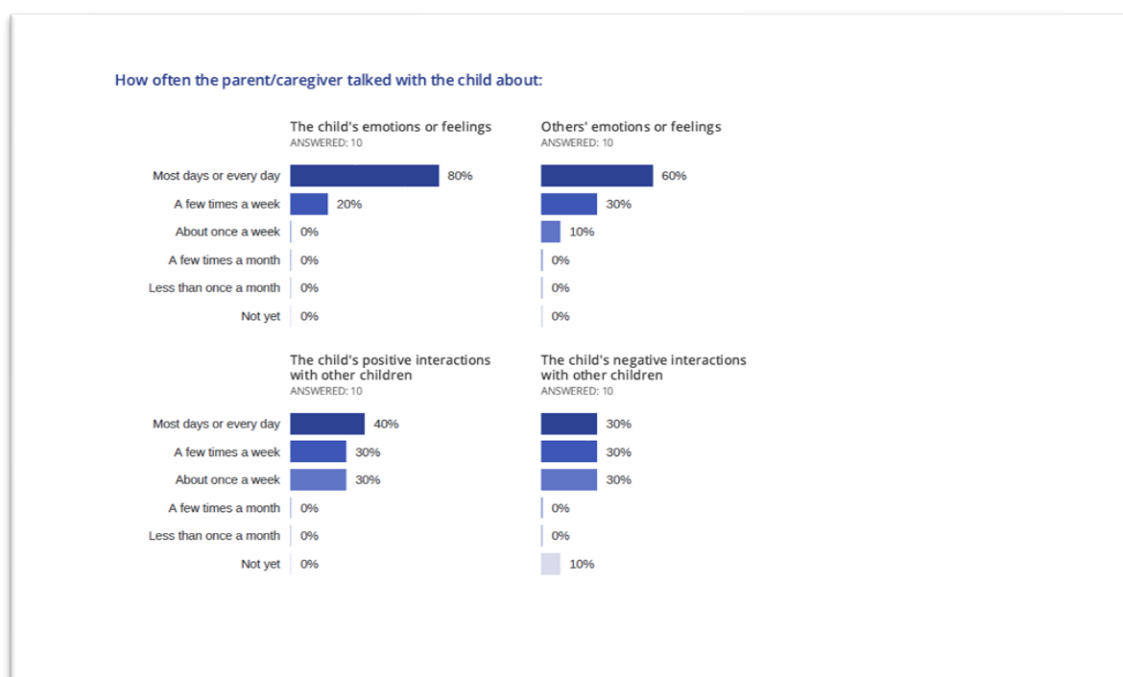
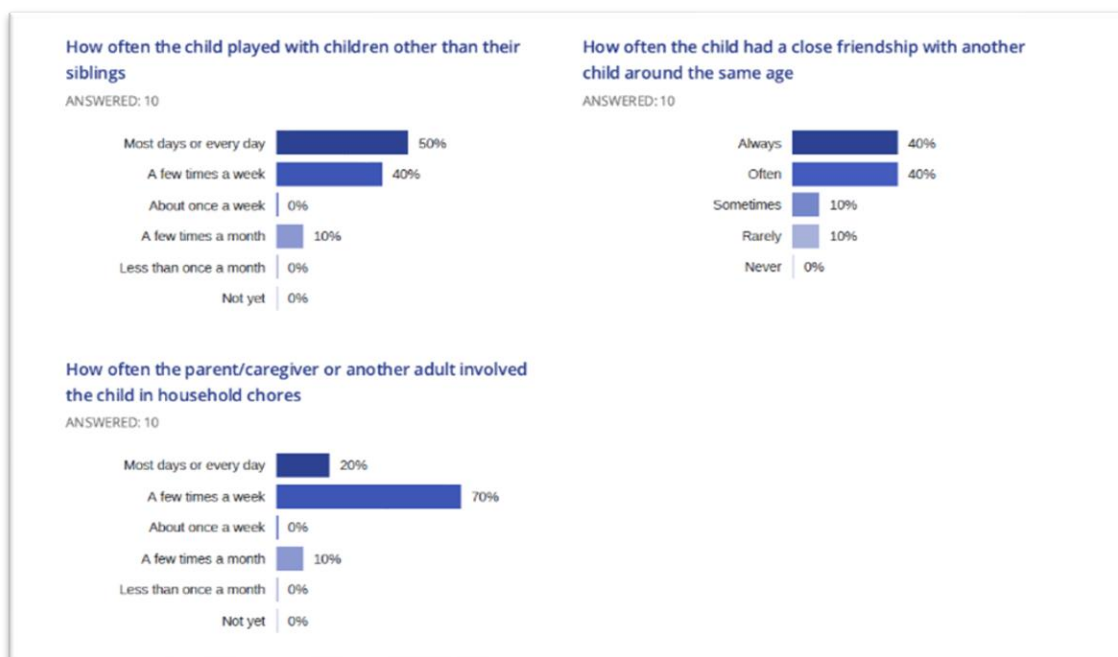
### Data Point 3: Childhood Experiences Questionnaire (CHEQ) for Kindergarten Data

The CHEQ is a research-based tool designed to gather insights into children's early experiences before kindergarten, focusing on key areas of development linked to physical health and well-being, language and cognition, social and emotional experiences, early learning and care, and community and context. Early childhood experiences at home and in the community play a critical role in shaping lifelong development, with nurturing environments providing essential support for growth. Research highlights significant variability in children's development by age five, influenced by both risk and protective factors. Developed by the University of British Columbia's Human Early Learning Partnership in collaboration with educators, caregivers, and community stakeholders, the CHEQ provides valuable, actionable data to help educators, school districts, and communities better support children and their families.

Completion rate at Queensbury was 10 respondents or 33% of kindergarten students. Please interpret these data with care as not all parents/caregivers completed the CHEQ and the data may not be representative of the whole parent/caregiver population. Taking this into consideration is important especially when making decisions based on these reports for there may be certain groups of parents/caregivers whose voices are not included in the data.

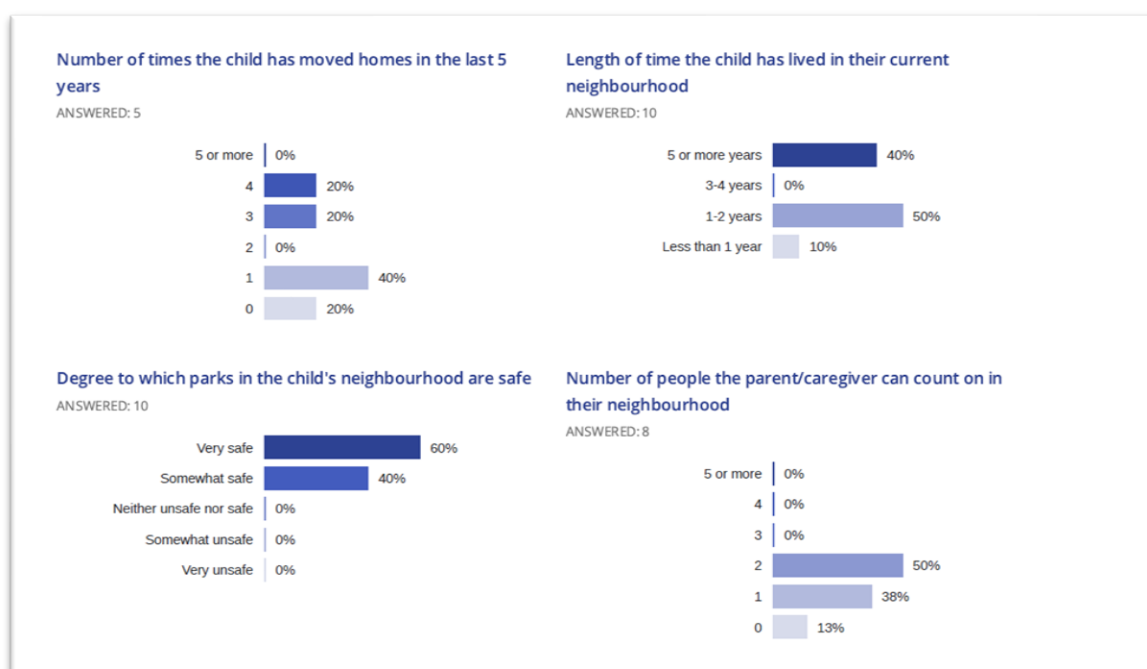
## Social and Emotional Experiences:

For the following questions, the parent/caregiver was asked to think about the last six months.



## Community Connection:

For the following questions, the parent/caregiver was asked to think about neighbourhood experiences.

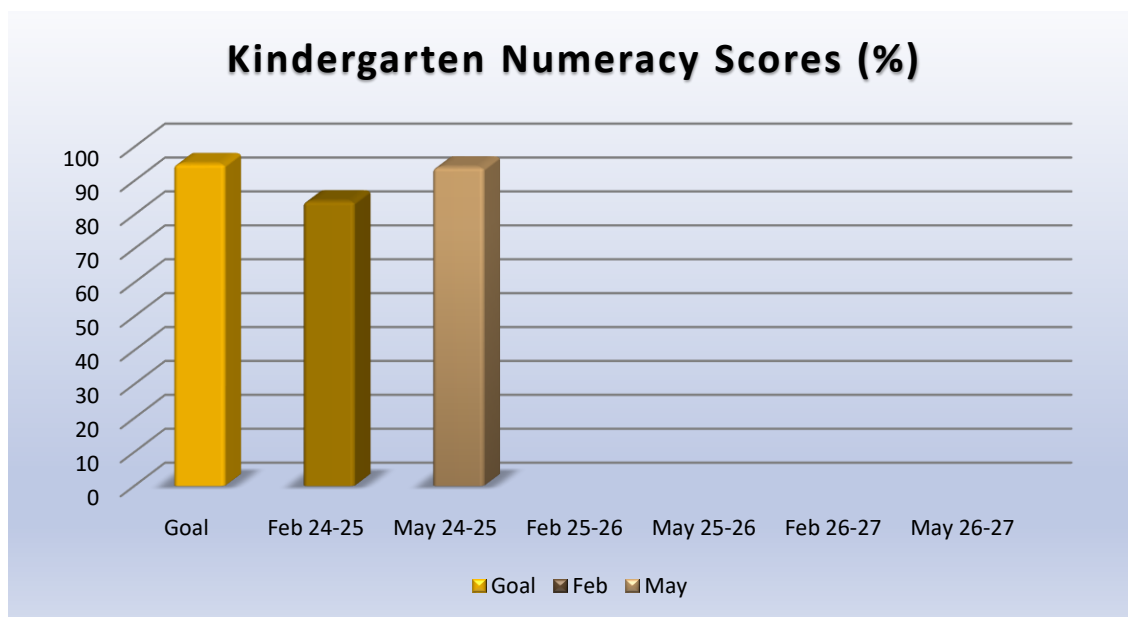


## Data Set 4: Kindergarten Numeracy and Literacy Assessments

Numeracy and literacy assessments in kindergarten provide essential data to identify early learning needs and guide targeted support. These assessments help educators understand each child's strengths and areas for growth, allowing for tailored instruction and interventions. By analyzing this data, Queensbury Elementary staff can implement strategies to build foundational skills, ensuring that all students have a strong start in their learning journey.

The chart is based on the number of kindergarten students receiving a score greater than 15 on the Kindergarten Numeracy Assessment. This assessment evaluates mathematical knowledge and skills.



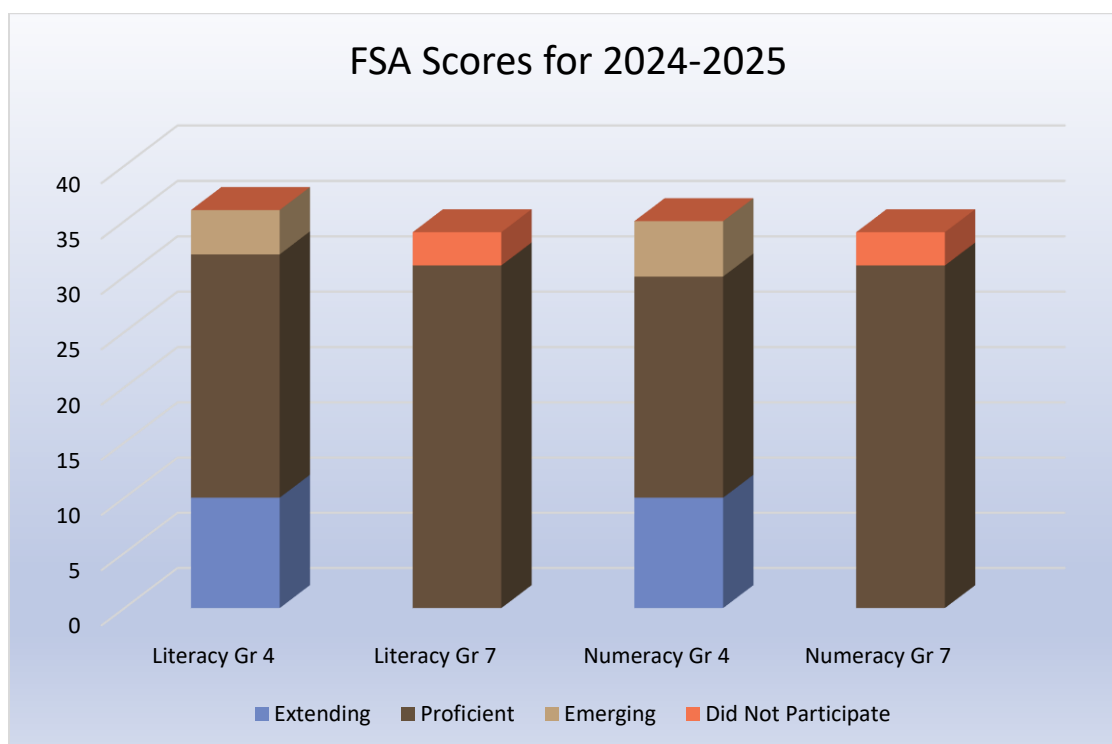


The chart is based on the number of kindergarten students receiving a total score of 26 or higher on the Kindergarten Early Learning Assessment (ELA). This assessment evaluates foundational literacy knowledge and skills.



## Data Set 5: Foundational Skills Assessment (FSA) for Grades Four and Seven Results

The FSA provides important data on literacy and numeracy skills for students in grades four and seven. These assessments help identify learning trends, strengths, and areas needing support, enabling educators to tailor instruction and interventions. By analyzing FSA results alongside classroom assessments, Queensbury Elementary Staff can develop targeted strategies to enhance student achievement and ensure they receive the support needed for continued growth.



*Our goal is to have students score in  $\geq$  proficient scale.*

### Summative Assessment (Analysis of evidence):

As we reflect on the 2024–2025 school year, evidence from surveys, student achievement data, and informal feedback indicates strong progress toward our school goals of enhancing belonging and increasing student engagement. Key strategies that worked well included the implementation of PBIS, increased student voice through goal setting and feedback loops, and strengthened relationships among students and staff. Student survey results and MDI data confirmed that most learners feel safe, supported, and connected at school—with 93% of intermediate students reporting two or more trusted adults at Queensbury. Parents and guardians also emphasized the school’s welcoming culture, strong communication, and focus on student well-being.

Challenges included the need for more consistent collaboration among staff groups, clearer communication around schoolwide decisions, and continued attention to workload balance and role clarity. Students and families requested expanded access to outdoor learning spaces, additional extracurricular and leadership opportunities, and more focus on inclusive practices. Additionally, while

many students demonstrated strong academic confidence and foundational skill development, data from FSAs and learning updates highlighted opportunities to improve in areas such as numeracy and school climate.

Taken together, the evidence suggests that our foundational work in belonging and engagement is having a positive impact, and that sustained, intentional efforts are needed to deepen inclusive practices, instructional coherence, and student voice across all grade levels.

### **Reflection (Interpretation):**

The collective feedback from students, staff, TTOCs and EAOCs, and parents/guardians highlights that Queensbury fosters a strong foundation for student learning through a welcoming, inclusive, and supportive environment. Students feel a strong sense of belonging and value the kindness, relationships, and engaging learning opportunities offered at the school. Staff and parents alike recognize the positive culture and collaborative efforts that support student success, while also identifying areas for growth such as enhanced communication, targeted support for diverse learning needs, and more enriching extracurricular and outdoor learning experiences.

Students are at the heart of our school community. When they feel safe, supported, and valued, they're more likely to feel connected and confident in being themselves. Here are a few student responses to the question, *"What do you like about this school?"*:

- *That I have wonderful friends and teachers. I also get to learn in school.*
- *It is good I love it and I gust want to learn and make friends and I can in this school.*
- *I like that I feel save and loved.*
- *I like how everyone is really funny and can lift you up when you feel upset.*

Additionally, feedback from TTOCs and EAOCs underscores the importance of being included in schoolwide reflections and decision-making contributing to a shared sense of purpose and consistency in student support. Staff emphasize the need for continued collaboration, equitable workload distribution, and updated resources, all of which directly influence the quality of student learning and well-being.

Together, these insights affirm that student learning is positively shaped by the school's caring climate and dedicated team, while also pointing toward key opportunities to further strengthen inclusion, engagement, and holistic student development.

## **Communicating Progress**

### **Engagement – Staff, Students, Families, and Community**

## Staff Engagement

Staff play a central role in setting, monitoring, and reflecting on school goals through a variety of collaborative structures, including staff meetings, Professional Learning Communities (PLCs), and professional development days. Throughout the school year, educators engage in data-informed conversations using student achievement data, classroom assessments, and anecdotal observations to co-develop meaningful and measurable goals aligned with school and district priorities. Our goals focus on areas such as literacy, numeracy, equity, and student well-being.



*School Planning Team at a school planning event.*

Throughout the year, staff participate in ongoing reflection and monitoring through PLC inquiry cycles, collaborative planning, and data reviews. Strategies such as class profile meetings and student work analysis help to assess the impact of instructional approaches and guide responsive adjustments. Staff also use formative assessments and student voice to inform next steps and ensure that learning remains relevant and targeted.

Opportunities to review and revise school goals are built into the school calendar through staff collaboration, in-service days, and team meetings. These sessions promote professional dialogue, collective efficacy, and shared responsibility for student success. Updates on school plan progress are communicated regularly with the broader community through PAC meetings, newsletters, school websites, and informal conversations with families, reinforcing transparency and a culture of continuous improvement.

## Student Voice

Students are at the center of the learning process, and their active involvement in setting goals and reflecting on progress is essential to fostering ownership, engagement, and growth. Our approach intentionally includes both formal and informal methods to elevate student voice in meaningful ways.

Formally, students engage in goal setting during key points in the year, often aligned with reporting periods or learning conversations. For example, during conferences or learning showcases, students articulate their personal learning goals, reflect on their progress, and identify next steps. These reflections are often guided by rubrics, self-assessments, and teacher conferencing, and can be captured through portfolios or learning journals.

Informal methods are just as impactful. Teachers regularly facilitate classroom discussions, check-ins, and reflections that invite students to share how they are feeling about their learning, what supports they need, and how they learn best. Student voice is also embedded through classroom meetings, suggestion boxes, and feedback forms, which help shape instructional approaches, classroom routines, and even school-wide initiatives.

In some settings, student leadership groups or advisory councils provide input on school goals, climate, and activities, serving as a bridge between staff and the broader student body. These insights



contribute to planning and evaluating programs and often lead to initiatives that are more culturally relevant, engaging, and aligned with student needs.

By creating multiple, accessible avenues for students to express themselves – both structured and spontaneous – we empower them to take an active role in their education and help cultivate a school culture rooted in voice, agency, and shared responsibility.

## **Family and Educational Partner Engagement**

Parents/guardians/caretakers and community partners play a vital role in both the planning and evaluation processes within our school community. Their input ensures that our decisions are reflective of the needs, values, and aspirations of the families we serve.

One key example of this engagement is through our FOS (Family of Schools) Dinner and Dialogue events. These gatherings bring together parents/guardians/caretakers, students, educators, and community partners in a welcoming environment to discuss shared priorities, celebrate successes, and co-develop strategies that enhance student learning and well-being. These sessions are designed to be inclusive and relationship-based, fostering open dialogue that directly informs school and district planning, particularly in areas related to our school goals.

In addition, our PAC (Parent Advisory Council) meetings are structured to support ongoing collaboration with parents/guardians/caretakers. Regular agenda items include updates on school goals and initiatives, discussions around budget priorities, and opportunities for feedback on school-based planning documents such as the School Plan. PAC also provides valuable insight into the effectiveness of implemented strategies, helping us to evaluate progress and adjust as needed.

By embedding parent/guardian/caretaker and community voice into both the planning and review cycles, we create a more responsive, accountable, and inclusive school environment.

## **Reflection and Strategic Alignment**

### **Year-End Reflection:**

This year, Queensbury Elementary made meaningful progress toward our two school goals: enhancing a sense of belonging and increasing student engagement. Our focus on inclusive practices, relationship-building, and positive school culture was evident across student, staff, and family feedback. PBIS implementation and intentional use of student voice created an environment where learners feel safe, respected, and connected. Survey data from students showed strong feelings of welcome and support, and our Middle Years Development Instrument (MDI) results indicated that 93% of students reported having two or more caring adults at school – well above the district average. Staff and parents acknowledged the strength of relationships and community spirit, while also identifying areas for growth such as increased collaboration, expanded extracurricular opportunities, and clearer communication.

To support engagement, we reviewed student attendance, learning updates, literacy and numeracy assessments, and FSA data. The data indicated strong foundational skills in many areas, with a focus now shifting toward enhancing school climate and extending enrichment opportunities. Based on these reflections, next steps include improving communication structures, strengthening staff collaboration and conflict resolution processes, increasing the use of anonymous reporting tools, and further embedding outdoor and experiential learning opportunities. Student agency will continue to be a priority through goal setting, feedback loops, and leadership opportunities.

### **Strategic Alignment:**

Queensbury's work this year directly aligns with the North Vancouver School District's Strategic Plan by advancing inclusive, student-centered education and fostering an environment where every learner is known, supported, and inspired to succeed. Our goals reflect the district's priorities in mental health, innovative instruction, and reconciliation. We continue to acknowledge the unceded territory of the Skwxwú7mesh and səilwətał Nations and embed land-based learning into our instructional practice.

Our efforts also align with the Framework for Enhancing Student Learning (FESL) across all three domains. Intellectual development is supported through responsive instruction and foundational skill-building. Human and social development is fostered through belonging-focused strategies, strong relationships, and inclusive classroom environments. Career development is reflected in our emphasis on student agency, leadership, and social-emotional learning. Through ongoing reflection, data-informed planning, and partnership with students, staff, and families, we remain committed to cultivating a thriving, inclusive, and future-ready school community.