

**North Vancouver School District**  
**SCHOOL PLAN for 2015-2016**

**School:** Queensbury School  
**Address:** 2020 Moody Ave.  
North Vancouver, BC V7L 3V3  
**Phone:** 604-903-3730

**School/Community Context:**

Nestled in the trees at the top of Grand Boulevard in North Vancouver, Queensbury Elementary is a warm, welcoming, and academically engaging school. The staff of Queensbury School work hard to reflect the North Vancouver School District Vision statement “We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share, and grow.”

A focus on quality instruction is highlighted by the varied programs and initiatives in place. Collegial collaboration projects and team teaching opportunities continue to be explored, a systemic primary home reading program is in place, and a continued focus on adaptations and modification of programs for our students with special needs remains a priority. We provide quality instruction and opportunities for students to join various clubs and teams such as basketball, volleyball, cross-country, track and field, and gardening. Initiatives to support the less fortunate at a local and global level have also been undertaken by senior students as a means of giving back to the community. The school offers other opportunities for student leadership at the intermediate level including student council, lunch monitoring, peer counseling, reading with younger students, and mentoring.

In the pursuit of improved instructional practice, a group of teachers is participating in a three part series on the redesigning of the provincial curriculum. The initiative will provide opportunities for the teachers to work together to learn about the most current research and practices, as well gain a better understanding of upcoming changes. The Queensbury technology committee has developed a comprehensive technology plan that provides guidance on the use of technology for teaching and learning purposes.

Queensbury School continues to find ways to promote school connectedness and foster a sense of belonging amongst all of its community members. Family grouping activities have been used as a means of building community.

Queensbury School has a very active and involved parent community. Queensbury parents participate in Parent Advisory Council initiated events, as part of the School Planning Council, and as volunteers in the classroom and throughout the school. Parents successfully fund raise each year to support programs at the school and are active educational partners both in and outside classrooms. Queensbury PAC and School have been partnering with the City of North Vancouver and Translink on several pedestrian and traffic safety initiatives including the walking school bus.

**Demographics** (2014-2015 school year):

Total number of students: 304

Male: 158

Female: 146

<b>Number of students per grade</b>								
Grade	K	1	2	3	4	5	6	7
English	43	42	32	33	47	38	40	29

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>16.27</b>	<b>3.2</b>	<b>8.9</b>	<b>0.7</b>	<b>15.8</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

**Previous School Plan Goal 1: To provide students opportunities to become more engaged with their learning.**

#### Objective 1.1:

To increase opportunities for students to learn through inquiry and project based learning.

#### Trend Data Table:

<b>Key Performance Indicators:</b> Focus group comments and survey results
<ul style="list-style-type: none"><li>- Students enjoy doing projects</li><li>- Students have time to discuss things in class (smaller group discussions were good)</li><li>- There are lots of positive comments about making up their own projects/questions</li><li>- Self-directed learning is valued by the students and teachers</li><li>- Students feel good about answering their own questions, more pride and enjoyment in task completion</li></ul>

#### Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

<ul style="list-style-type: none"><li>- Students taking part in focus group discussions are in general agreement about the value, enjoyment and purpose of inquiry based student driven projects</li><li>- Student survey indicates that many students are not being given or don't believe that they are being given the opportunity to make choices within their learning and what they are studying; grades 2-7 combined, 49% reporting "most of the time" or "all of the time" when asked if they have the opportunity to create assignments or choose topics</li><li>- 2014-15 was the first year of this goal and school-wide survey will generate a new baseline to monitor for 2015-16 school year</li></ul>
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#### Objective 1.2:

To increase opportunities for students to learn through the use of digital technology.

#### Trend Data Table:

<b>Key Performance Indicators:</b> Focus group comments and survey results
<ul style="list-style-type: none"><li>- Students found it faster to find answers on the internet</li><li>- There's instant gratification from using the internet</li><li>- Most students want to use more technology at school</li><li>- 86% of intermediate students report that more (57%) or the same (29%) amount of</li></ul>

technology is being used at school when compared with the previous school year

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

- The 2014-15 school year is the second year of the current tech plan, in addition to the teacher iPads and document cameras last year, this year 14 student iPads have been purchased and projectors installed or provided for all classrooms
- Degree of use in classrooms varies depending on teacher, overall 70% of intermediates report teacher uses technology on a regular basis, but only 48% report that they do as students
- Future planning for staff development will look at link between objective 1.1 and 1.2, 74% of intermediate students report that they are more engaged in their learning when using technology

**Previous School Plan Goal 2: To increase the number of students reporting a positive school climate at Queensbury.**

**Objective 2.1:**

To increase the percentage of students feeling connected to the school.

**Trend Data Table:**

<b>Key Performance Measure: Students Survey on Connectedness</b>	<b>Oct., 2011</b>	<b>Oct. 2012</b>	<b>Oct., 2013</b>	<b>Target</b>	<b>Oct. 2014</b>	<b>April 2015 Update</b>
% of Gr. 3 students feeling positive regarding the statement "I like coming to school"	76%	53%	63%	75%	75%	70%
% of Gr. 4 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	68%	83%	78%	85%	76%	72%
% of Gr. 5 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	75%	71%	73%	85%	74%	81%
% of Gr. 6 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	77%	80%	58%	75%	53%	42%
% of Gr. 7 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	64%	86%	71%		67%	61%
% of Gr. 3 students feeling positive regarding the statement "I am liked at school"	61%	50%	67%	75%	75%	83%
% of Gr. 4 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	71%	77%	77%	85%	89%	85%
% of Gr. 5 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	85%	71%	80%	85%	69%	81%

% of Gr. 6 students stating “most of the time” or “all of the time” regarding the statement “I am liked at school”	73%	80%	80%	85%	78%	72%
% of Gr. 7 students stating “most of the time” or “all of the time” regarding the statement “I am liked at school”	84%	91%	71%		77%	82%

Note: Cohorts by grades are identified by the different colours

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

There needs to be a continued focus on ensuring that children feel positive about school. Doing the survey in October gives us time to try to make a difference for the kids, the April update allowed for us to check-in on progress, the results are pretty similar to October but identify a real need to focus on our current grade 6 students. We will have a focus group of random students to provide feedback and help us identify next steps.

We are concerned by the low number of grade 6 students reporting that they like coming to school. In the fall we will resurvey this group and look for specific areas that we can target interventions for increased connectedness with the school and social-emotional safety within the group.

**Opportunities for Further Development:**

The increase in counselling time being provided by the Learning Improvement Fund for 2015-16 will allow for proactive classroom based interventions delivered in partnership with classroom teachers and targeting whole class groups. A request for funding will be made to the PAC to bring Safeteen presentations in for the grade 7 cohort in 2015-16

## **School Goals for 2015-2016:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queensbury Elementary School Plan for 2015-16 are:

**1. To provide students opportunities to become more engaged with their learning.**

**Objective 1.1:**

To increase opportunities for students to learn through inquiry and project based learning.

**Objective 1.2:**

To increase opportunities for students to learn through the use of digital technology.

**2. To increase the number of students reporting a positive school climate at Queensbury.**

**Objective 2.1:**

To increase the percentage of students feeling connected to the school.

## School Goal #1:

To provide students opportunities to become more engaged with their learning.

### Goal Rationale:

We believe student engagement is directly related to performance. If students are more engaged with their learning, their attitude will improve, and the knowledge, skills, and understanding they can demonstrate will increase. Technology is a way of life today so teachers need to use this resource tool to help inspire and engage children in their learning. Using inquiry based teaching and learning will enable students to apply their learning in new and interesting ways. Honouring students' questions will encourage them to be more invested in their progress.

### Objective 1.1:

To increase opportunities for students to learn through inquiry and project based learning.

#### Strategies/Structures/Resources:

- Plan professional development sessions
- Use collaboration time
- Engage in professional readings
- Individual or small groups of teachers attend the District Designs for Learning series
- Visit other schools to observe
- Curriculum Implementation day focus on new curriculum and inquiry approach
- Provide time for teams, grade group planning
- Using the librarian to team teach with an inquiry approach
- Focus on assessment, specifically student self-assessment, to assist students to become more engaged
- Individual or small groups of teachers participate in collegial conferencing projects
- Fund the purchase of learning resources that are supportive inquiry and project based learning

#### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
% of Gr. 2 students feeling positive regarding the statement "I can choose projects that interest me"	61%	>61%	
% of Gr. 3 students feeling positive regarding the statement "I can choose projects that interest me"	63%	>63%	
% of Gr. 4 students feeling positive regarding the statement "I have the opportunity to create assignments or choose topics"	43%	>43%	
% of Gr. 5 students feeling positive regarding the statement "I have the opportunity to create assignments or choose topics"	46%	>46%	
% of Gr. 6 students feeling positive regarding the statement "I have the opportunity to create assignments or choose topics"	36%	>36%	
% of Gr. 7 students feeling positive regarding the statement "I have the opportunity to create assignments or choose topics"	43%	>43%	

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b> Summary of Student Focus Group</p> <ul style="list-style-type: none"><li>- Students enjoy doing projects</li><li>- Students have time to discuss things in class (smaller group discussions were good)</li><li>- There are lots of positive comments about making up their own projects/ questions</li><li>- Self-directed learning is valued by the students and teachers</li><li>- There were positive comments when students ask their own questions and find their own answers</li><li>- Time is a factor- sometimes the discussion has to end because they need to move on to the next topic or class</li><li>- Students' understanding of open-ended questions is going in the right direction (they understand they might struggle with them)</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Can they articulate the process of moving forward with open-ended questions- how do they answer them?</li><li>- We want students to develop a self-awareness of their thinking</li><li>- We want students to develop critical and creative thinking skills</li><li>- Can they articulate why they're asking questions and how they might find the answers?</li></ul>
<p><b>Qualitative Actual:</b></p>

**Objective 1.2:**

To increase opportunities for students to learn through the use of digital technology.

**Strategies/Structures:**

- Plan professional development sessions focusing on technology
- Use collaboration time to focus on technology
- Tech committee overseeing the school tech plan
- Dedicate some school resources for the purchase of hardware and software as recommended within the tech plan
- Ipads purchased for staff in 2013/14, 14 purchased for student use in 2014/15
- Staff members attended professional development workshops
- Partner with PAC to allocate funds for technology
- Access District resources and personnel for training
- Provide access to technology to the Educational Assistants for working with students with special needs
- May use technology to differentiate instruction
- Standing item on staff meeting agenda for discussion



**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b> Summary of Student Survey/ Focus Group/ Meeting Minutes</p> <ul style="list-style-type: none"><li>-Often the technology at home doesn't match that at school so students can't start something at school and finish it at home</li><li>-Students found it faster to find answers on the internet</li><li>-Students didn't think they were "reading" when they were on the computer</li><li>-There's instant gratification from using the internet</li><li>-Most wanted to use more technology at school</li><li>-There was a narrow sense of the use of technology (most thought it was for finding information, not using technology to communicate, collaborate, etc)</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Use multiple online sources (books, experts, photos, videos)</li><li>- Asking the right (open-ended) questions when researching on the internet</li><li>- Expand the ways that students use and define technology (communicate and collaborate)</li><li>- Increase of digital literacy through accessibility and familiarity of technology in the classroom</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>-</li></ul>

## School Goal #2:

To increase the number of students reporting a positive school climate at Queensbury.

### Goal Rationale:

At a Family of Schools meeting it was noted that students who fail to graduate high school are often those who have little sense of connection to the school. In addition, the Social Responsibility Survey conducted two years ago indicated a significant number of students who did not know the expectations for student behaviour as stated in the school Code of Conduct. To enhance the students' sense of safety and to foster a feeling of connectedness to the school, a focused effort to create a positive school climate must be implemented.

### Objective 2.1:

To increase the percentage of students feeling connected to the school.

### Strategies/Structures/Resources:

- Ensure that students at risk have an adult in the school they can count on.
- Create leadership opportunities for all students such as Student Council, Peer Counsellors, Harvest Project, lunch monitor, ball box monitor, library monitor, gardening club
- Have regular assemblies that include a focus on recognition and spirit
  - The use of buddy classes for various activities and projects
  - Implement Student of the Week program to provide student recognition
  - Promote Spirit day activities such pyjamas day, hat day, etc.
  - Investigate programs to support self-esteem and confidence
  - Encourage students to join school teams and band
  - Provide family grouping activities

### Evidence: (Quantitative)

Key Performance Measure: Students Survey on Connectedness	Oct. 2011	Oct. 2012	Oct. 2013	Oct. 2014	Target	Oct. 2015
% of Gr. 3 students feeling positive regarding the statement "I like coming to school"	76%	53%	63%	75%	85%	
% of Gr. 4 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	68%	83%	78%	76%	85%	
% of Gr. 5 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	75%	71%	73%	74%	85%	
% of Gr. 6 students responding "most of the time" or "all of the time" regarding the statement "I like	77%	80%	58%	53%	75%	

coming to school"						
% of Gr. 7 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	64%	86%	71%	67%	75%	
% of Gr. 3 students feeling positive regarding the statement "I am liked at school"	61%	50%	67%	75%	85%	
% of Gr. 4 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	71%	77%	77%	89%	95%	
% of Gr. 5 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	85%	71%	80%	69%	80%	
% of Gr. 6 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	73%	80%	80%	78%	90%	
% of Gr. 7 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	84%	91%	71%	77%	85%	

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b> Summary of Student Comments and Focus Group Discussion</p> <ul style="list-style-type: none"> <li>- More positive and interesting comments, than negative comments</li> <li>- Positive comments are more school-wide (about their life at school)</li> <li>- Negative comments relate more to interactions with teachers</li> <li>- Fewer comments this year, compared to last</li> <li>- Most comments related to adding activities or clubs</li> <li>- Most comments in the "I am liked at school" section related to having friends and not teachers/ staff liking them</li> <li>- Comments indicated that it wasn't that students didn't like coming to school, but they wanted to stay home to do other activities (video games)</li> <li>- Interesting that students think it would be better to do the survey later in the year when students are more settled and have made friends</li> <li>- Talking to the teacher- many comments were about shyness, or not wanting to stand out</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- More positive comments related to teachers</li> <li>- Continued positive comments on friendships</li> <li>- When possible, add clubs and activities</li> </ul>
<p><b>Qualitative Actual:</b></p> <p>-</p>

## Connections:

### Connections to Family of School's School Plans and/or District Achievement Plan:

While it is important that school plans reflect the unique characteristics of each school site, it is equally important that school plans connect thoughtfully to district directions and align with the initiatives of the Family of Schools (FOS).

- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Administrators of the Sutherland Family of Schools reviewed their plans looking for common goals and strategies that may be applied amongst all the schools.
- The FOS has implemented a common goal related to “students’ sense of belonging”. The goal is designed to encompass the academic, social and emotional well-being of students.
- The FOS will be coming together in June to complete the Sky Art project, a visual design made up of the 2300 FOS members symbolizing balance of mind, body, and spirit in Coast Salish design.
- Grade 7/8 Transition process has been revised to provide a greater focus on the students at risk (academically, behaviourally, socially, and/ or emotionally). The revision includes a more accurate means of tracking students at risk. The FOS is piloting this new form, which is in alignment with the School District’s new document related to “7/8 Transition”.
- The FOS hosted a joint Curriculum Implementation day with a focus and discussion on the new curriculum and core competencies.
- The initiatives of the FOS reflect the objectives stated in the School District’s “2011-2021 Strategic Plan”. The following objectives are highlighted in the actions and activities of the FOS.

*Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.*

*Provide recognition of the value and contributions of our students, our staff, and our community partners.*

*Provide seamless transitions for all students at each stage of growth and development.*

*Strengthen engagement and connection for all learners.*

*Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.*

**Consultation Process of Queensbury School Planning Council:**

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Queensbury School Plan will be posted on the school web site by October 31, 2015.

**School Planning Council Approval of Proposed School Plan:**

Date: May 11, 2015

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Cary Hungle	<i>Original Documents Signed by SPC Members</i>
Teacher	N/A	
Parent	Caroline Davey	
Parent	David Olson	
Parent	Catherine Yong	
Vice Principal	Lise Smith	

**Board Approval of School Plan:**

***Approved by:***

Mark Pearmain, Assistant Superintendent  
June 15, 2015