

2025-26 School Framework for Enhancing Student Learning

School: Ecole Quarterway

Principal: Arlette Begoum-Kake

Our Story/Our Learners

Quarterway Elementary school is situated on the traditional and unceded territory of Snuneymux . Quarterway Elementary serves a diverse population. with a diverse socio-economic population in an urban area with a student population of 391 students in 17 classroom divisions, with 36 staff who believe that 'Every Child Matters.

Quarterway Elementary school is a single-track French Immersion school from kindergarten to Grade 7 including Late French Immersion program for Grades 6 and 7.

As a collective, staff have a shared understanding of the Syeyutsus Reconciliation Framework and strive to find balance between the traditional way of living and the contemporary lifestyle. Our staff connect to create a positive, learning environment for our students. By focussing on learning from the Land. By adopting, using and taking care of Koram Park.

Some highlights of our school include: - Student involvement in learning in all areas, such as academics, fine arts, music, and physical and emotional well being. School community involved in variety of sports (cross country, track and field, volleyball, Basketball, etc.) - A collaborative connected staff - A positive learning community - Active parent involvement in PAC and classroom activities. Many fields trip to enhance teaching and learning. - School wide collaboration to create strong learning opportunities for all students - Multi-age, big buddies that meet during the year for planned activities. Students focus on being safe, responsible, and respectful. - A strong music program.

Leadership opportunities

Many students involved in many leadership opportunities (Grade 7 on charge of running assemblies, Grade 6 in charge of announcement intermediates students in charges of door monitoring, students in charge of supporting Kindergarten student during recess from Sept to Dec

Our goal is to establish a strong foundation in literacy for all students in the early years by implementing effective teaching practices, fostering a love of reading, and providing targeted support. We recognize that early literacy skills are crucial for academic success and personal development, as they build the groundwork for critical thinking, communication, and future learning.

Goals for 2025 – 26

Goal 1

Student Success

Increase literacy success rates for all

School specific goal:

- To increase literacy achievement by providing differentiated instruction and targeted intervention so that all students, specifically our priority populations (Indigenous learners, children in care, and those with diverse learning needs), demonstrate measurable improvement in oral, reading and writing proficiency by June 2026.
- **Example of Map Or Street data**
 - District wide common formative assessment data
 - Red, Yellow, Green data
 - Class reviews
 - Demographics in course enrollment, withdrawals from courses/classes
 - Classroom/school assessments
 - Observations
 - SBT minutes
 - Parent and student conversations

Strategies to meet the goal:

- Reading groups
- Student led assembly
- Student led announcements
- Formative assessments
- Buddy reading groups
- Update EA schedule as needed
- Collaborative time at staff meetings
- Collaborative time with French Coordinator
- Reading with big buddies' class
- Connecting with ICSSW

Students with Disabilities and Diverse Abilities

- French online phonics program *Madame Mot* and *Je lis* to support reading at home and at school.
- French reading lesson plans for intermediate students .
- Audio books Reading group organised with IST, EA, admin and CT
- Phonic assessment -followed by targeted instruction Collaboration during staff meeting with Capucine
- Reading groups
- Co-teaching and collaboration between classroom teachers
- Decodable readers, high interest/low level novels for lower intermediate, grade appropriate novel studies for upper intermediate.

Indigenous Learners:

- Purposeful inclusion of *Indigenous-authored texts and oral storytelling* to create meaningful representation.
- Partnering with the *Indigenous culture and support teacher* to co-plan and co-facilitate reading activities that reflect cultural values and ways of knowing.
- Purchase additional reading resources to support primary literacy programs district wide.

How Will You Know:

- District wide common formative assessment data Historical data analysis (GYR)
- Discussions with classroom teachers
- SBT notes/meetings
- Pre and post-data on assessments
- Checking with priority population (PVP, ICCSSW, CYCSFW)
- Assessment folder for literacy
- Report Cards
- Eassess

Goal 2

Truth and Reconciliation

Create and share district-wide, Syeyutsus Principles of Teaching & Learning

School specific goal:

To deepen students' families' and staff's understanding of Truth and Reconciliation by embedding Indigenous perspectives, histories, and ways of knowing and learning across all curriculum areas, and by engaging in regular, meaningful learning experiences led or guided by district-wide Syeyutsus, Principal of Teaching and Learning

Strategies to meet the goal:

Hul'q'umi"num words of the week
Hul'q'umi'num language lessons
Drumming
Land acknowledgement
Learning from the land (Koram park)
Whole new Indigenous Resources in the library
Use Indigenous-authored stories and discuss themes of resilience, identity, and connection to land.
Learning Hul'q'umi"num and speaking it at all assemblies and in the hall.
Sending resources and links to teachers
Modelling
Practice Sing the equality song in our classes
Posters and visuals around the school
Invite Patrick into the staff meeting

Students with Disabilities and Diverse Abilities and Indigenous Learners:

- Embed Indigenous perspectives in literacy, math, science and social studies (e.g using Indigenous authored texts, local ecology studies and traditional art forms.
- Create a Student Reconciliation Council to lead awareness (grade 7's) campaigns, assemblies or community projects.

How will you know:

Observations of students and staff

On going celebration by maintain a Truth and Reconciliation Learning

Wall to document prog; celebrate learning at year-end assembly