

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Hastings Community Elementary School is in the Hastings Sunrise neighborhood on the ancestral and unceded lands of the x̱m̱əθḵʷəy̱əm (Musqueam), Sḵwxwú7mesh (Squamish Nation), and səilwətał (Tseil-Waututh Nation). We are a large dual track inner-city school with K-7 programs in English and French Immersion. We currently have a population of 562 students across 23 classes, with 9 French classes and 14 English classes. Tillicum Annex is the annex to Hastings Elementary School. Tillicum is six blocks from Hastings and is a Kindergarten to Grade 4 English program. Upon completing grade 4, Tillicum students begin at Hastings for grade 5.

Hastings is a community school that supports a diverse student body, including English Language Learners and students with diverse needs as defined by Ministry criteria. Our senior students participate in leadership activities helping to shape our school culture. We also have a mentoring Friendship Club with older students supporting our kindergarten to grade 3 students. Students at Hastings can participate in sports teams like cross-country, volleyball, basketball, and track and field. We also have Community Schools Team programs, PAC (Parent Advisory Committee) sponsored programs, and school clubs that offer various opportunities for our students.

Hastings is part of the Templeton Secondary family of schools, benefiting from the support of the Templeton Community Schools Team. This collaboration focuses on identifying students facing participation barriers, coordinating referrals to out-of-school-time and break programs, and providing summer literacy and recreation programming. A particular emphasis is placed on facilitating smooth transitions between grades, especially from 7 to 8. For students pursuing French Immersion, Van Tech Secondary serves as the catchment secondary school, providing a pathway for continued language study.

Hastings is supported by a wide-ranging team dedicated to meeting the needs of our students. This includes teachers, an administrative team, youth and family workers, an area counsellor, an Indigenous enhancement worker, student and school support workers, office assistants, custodial staff/engineers, a hot lunch worker, and a part-time speech-language pathologist (SLP) and school psychologist. As a Collaborative Early Literacy Intervention (CELI) school, we offer a Reading Recovery Program and have a Literacy Enhancement Teacher to support our literacy initiatives. Hastings offers both a breakfast, lunch, and snack program which some students participate in to get a nutritious meal in the morning and at lunch. The YMCA operates a before school and after school daycare in the Hastings multipurpose room.

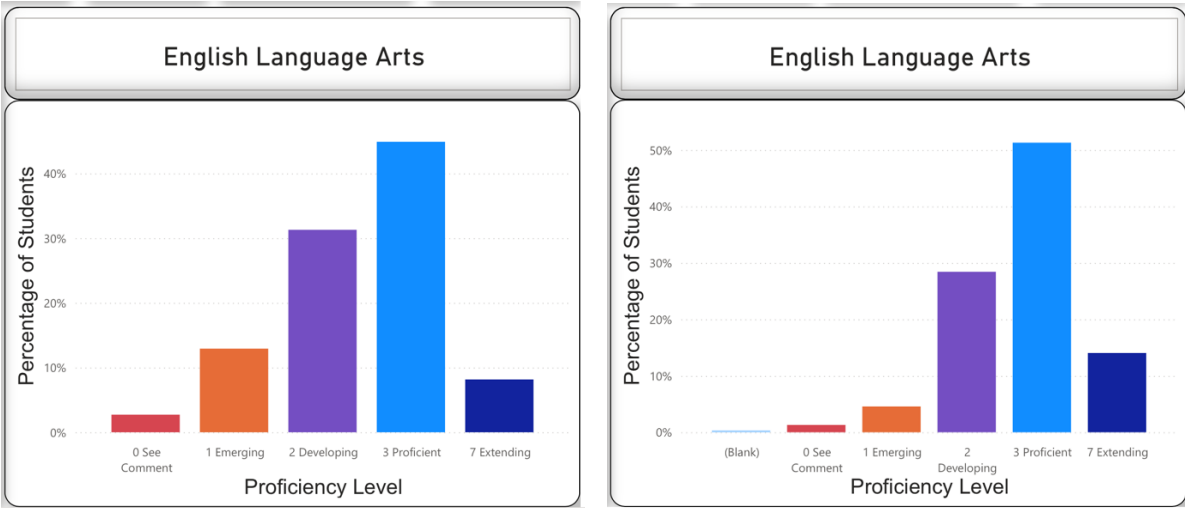
Hastings has a highly active PAC supporting and initiating many school events which bring our families and students together from both French Immersion and English programs. Some PAC highlights from the community calendar include a Harvest Potluck, Hastings Reads, and the Spring Fair.

Hastings Elementary's vision centers on providing continuous support and engagement for every student, respecting their diverse learning styles and rates. The school's Code of Conduct encapsulates this ethos, emphasizing a safe, healthy, and productive learning environment where students are encouraged to take care of themselves, others, and their surroundings.

## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

In literacy, our students have a foundational understanding across all areas of English Language Arts—reading, writing, speaking, and listening. Although there is a foundation, there are areas for growth, in particular engagement and stamina. We are working on increasing student engagement and motivation in reading and writing. Increased engagement and motivation will help move students closer to proficiency of various literacy competencies including reading comprehension and the ability to express ideas. Stamina and engagement in reading and writing longer pieces of text has also been identified as an area of growth. Many Hastings’ students enjoy reading graphic novels and are working toward reading longer novels and non-fiction pieces.

We see a growth in proficiency from primary (kindergarten to grade 3) to intermediate (grade 4 to 7). In the primary grades 53% of our students are proficient in English Language Arts and in the intermediate grades 65% of our students are proficient.



Hastings’ community of learners is developing a strong foundation in social-emotional learning and self-regulation and has expressed the desire to increase capacity in this area. The students, staff, parents (and other community stakeholders) demonstrate empathy, concern for the well-being of others, kindness, and positive engagement with those around us and our physical space. These groups have identified a need however, to increase those attributes so more of the community experience increased senses of safety, connection, functionality, and agency. The community has also noted a need to increase the ability to navigate conflict and manage intense emotions positively, as well as develop staff and student leadership skills. By providing avenues for leadership and opportunities for

constructive conflict resolution and emotional regulation, Hastings’ community will develop more empathetic and regulated learners but also those capable of navigating diverse social situations with resilience make positive contributions to them.

In the Student Learning Survey, grade 7 students share important insights into areas that play an important role in social emotional learning and self-regulation. The information below helps us better understand the community of learners and determine how to best meet their needs.

Are you learning how to solve problems with others in peaceful ways?	Percent
Never	4%
Almost Never	6%
Sometimes	35%
Most of the Time	33%
All of the Time	9%
Don't know	8%
No Answer	2%
<b>Total</b>	100%
At school, do you respect people who are different from you (for example, think, act, or look different)?	Percent
Never	2%
Almost Never	0%
Sometimes	2%
Most of the Time	31%
All of the Time	55%
Don't know	5%
No Answer	2%
<b>Total</b>	100%
Does school make you feel stressed or anxious?	Percent
Never	18%
Almost Never	18%
Sometimes	35%
Most of the Time	6%
All of the Time	14%
Don't know	1%
No Answer	4%
<b>Total</b>	100%
Do you feel good about yourself?	Percent
Never	4%
Almost Never	12%
Sometimes	13%
Most of the Time	50%
All of the Time	14%
Don't know	2%
No Answer	2%
<b>Total</b>	100%

Our community of learner’s commitment to reconciliation is underpinned by a collective desire to expand capacity for understanding and learning. While there is a shared commitment to progress, there exists a sense of uncertainty regarding the next steps and a desire for clear guidance on materials and lesson plans. Our community members have expressed the need to access resources that facilitate meaningful engagement with Indigenous knowledge and culture. Our community recognized the importance of learning from experts, cultural leaders and elders; there is a strong desire to create opportunities for dialogue, mentorship, and knowledge exchange. We acknowledge the wisdom, traditions, and experiences of the Host Nations as invaluable sources of insight and guidance on the path towards reconciliation.



In the Student Learning Survey, grade 7 students indicate that they are learning about Indigenous Peoples and the local Host Nations. However, there are opportunities to enhance the school’s participation in Indigenous celebrations, activities, and the language of the local Host Nations.

<b>Hastings Community Elementary</b>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Total	Population	Response Rate	Significant Difference	Average Score
At school, I am learning to understand and support human rights and diversity.									88%		
Valid Percentages	0%	0%	22%	48%	22%	6%	100%			0	4
District	1%	3%	15%	48%	22%	8%	100%				3.9
At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?											
										Percent	
Never										17%	
Almost Never										18%	
Sometimes										37%	
Most of the Time										12%	
All of the Time										9%	
Don't know										2%	
No Answer										1%	
<b>Total</b>										100%	
At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?											
										Percent	
Never										27%	
Almost Never										25%	
Sometimes										27%	
Most of the Time										9%	
All of the Time										4%	
Don't know										6%	
No Answer										0%	
<b>Total</b>										100%	
At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?											
										Percent	
Never										1%	
Almost Never										4%	
Sometimes										44%	
Most of the Time										20%	
All of the Time										25%	
Don't know										1%	
No Answer										2%	
<b>Total</b>										100%	

At school, are you being taught about local First Nations?	Percent
Never	1%
Almost Never	6%
Sometimes	47%
Most of the Time	21%
All of the Time	16%
Don't know	2%
No Answer	4%
<b>Total</b>	100%
At school, are you being taught the local First Nations' language(s)?	Percent
Never	45%
Almost Never	20%
Sometimes	25%
Most of the Time	0%
All of the Time	0%
Don't know	5%
No Answer	2%
<b>Total</b>	100%
At school, do you respect people who are different from you (for example, think, act, or look different)?	Percent
Never	2%
Almost Never	0%
Sometimes	2%
Most of the Time	31%
All of the Time	55%
Don't know	5%
No Answer	2%
<b>Total</b>	100%

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## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy and social emotional learning.

While there is a foundation of student achievement in reading and writing, increasing student engagement, stamina, and perseverance is a key area for growth. Building reading comprehension, the ability to express ideas writing longer pieces of text will be supported by the following:

- 1. Enhancing Literacy Instruction:** Implementing research-based literacy strategies and interventions tailored to individual student needs.
- 2. Promoting Literacy Across the Curriculum:** Integrating literacy skills into all subjects to reinforce learning and application.
- 3. Providing Professional Development:** Supporting teachers with ongoing training in literacy instruction techniques and best practices.
- 4. Utilizing Data-Driven Approaches:** Analyzing student data to identify areas for improvement and adjust instruction accordingly.
- 5. Community Engagement:** Collaborating with parents and guardians to encourage literacy development at home and strengthen school-home partnership.

**6. Creating a Culture of Reading:** Fostering a love for reading through initiatives such as reading challenges, book clubs, and author visits.

### Improve equity

Increasing achievement in literacy and social-emotional learning is pivotal in promoting equity among our students. Improving literacy skills ensures that all students have equal access to the pursuit of knowledge and overall academic success. Proficient literacy enables students to comprehend and analyze information effectively, participate in classroom discussions, and complete academic tasks with confidence. These foundational skills are crucial for success in all subject areas, leading to higher academic achievement and life opportunities.

Simultaneously, fostering social-emotional skills equips students with the ability to understand and manage their emotions, feel and show empathy for others, establish and maintain supportive relationships, and make responsible decisions. These skills are essential for creating a positive school climate where students feel safe, respected, and valued. Students with strong social-emotional skills are better prepared to handle stress, overcome challenges, and work collaboratively with peers from diverse backgrounds.

### Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our school's journey with Reconciliation is ongoing and something that we are deeply committed to. According to data from our grade 7 students, while we teach and learn about Indigenous Peoples and the local Host Nations, there is a clear need to continue and expand these efforts. We recognize the importance of not only incorporating Indigenous perspectives into the curriculum but also creating more opportunities for students to participate in Indigenous activities, programs, and celebrations. We are looking to expand activities by inviting in community members to share their culture and expertise. Additionally, providing opportunities to learn the language of the Host Nations is essential in fostering a deeper understanding and respect for their heritage. We will continue to learn the VSB Indigenous land acknowledgement using the proper pronunciation of the Three Host Nations. We also look to continue to integrate the Truth and Reconciliation Calls to Action into our practice.

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## HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor reading and writing growth by conducting benchmark tests in the fall and follow-up tests in the spring. The initial assessment will help us identify student needs and set teaching targets. The spring follow-up testing will then be used to measure student growth over the year.

We will continue to use CSL data to track literacy proficiency levels and anecdotal data to track engagement, stamina, and perseverance.

Hastings will track student's social and emotional growth through continuing to use the Middle Years Development Instrument (MDI). The MDI is a self-reported survey tool used to measure SEL health and well-being. The VSB's Student Learning Survey will also continue to be a source of data to measure Hastings' student's self-regulation for students in Grades 4 and 7. We will also continue use of the Early Development Instrument (EDI), completed in the second half of Kindergarten by classroom teachers, to

measure emotional maturity and social competence amongst our early-learners. We also plan to use the Dessa and Mini Dessa surveys which are teacher-completed tools designed to measure social-emotional competence and health for K-7 students.

The Student Learning Survey will continue to provide us data on our Reconciliation work.

We will continue to share data and student growth with students through celebrations and with our school community through PAC meetings and eNews.