

2023-2024 School Learning Plan

SCHOOL STORY

Henry Hudson Elementary was first established in 1911 and is located in the Kitsilano area of Vancouver. The school is located on the traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh) Nation. Henry Hudson is home to 360 learners from a wide range of socio-economic backgrounds. The diversity as a school community is evident in the 84 home languages spoken among our learners. We are a dual track school with an English and French program. The French program is slowly being phased out to accommodate an increase in enrollment with learners from the school neighbourhood. This year our French Immersion program includes learners from Grade 4 to 7.

The school began construction for a Ministry approved and funded seismic school replacement in September 2022. We are now in the project's construction stage with projected completion of phase one in the fall of 2024.

At Hudson, our dedicated staff offer opportunities to participate in a range of clubs and extra-curricular sports teams. Our sports program includes cross country, volleyball, basketball, track and field, ultimate frisbee, and badminton. We have an Indigenous Enhancement Worker at Hudson that has been a tremendous support for students, staff, and families. We have continued to receive support from the Kitsilano Community Support Team through a variety of after school activities for students, camps during winter, spring and summer break, as well as, with transitioning to high school for the grade 7 students. Finally, we have a PAC Executive that is creating a renewed sense of community amongst parents through monthly in-person PAC meetings, a Winter Fair, and Spring Carnival amongst other events.

Hudson Elementary values building open and respectful relations with the community of parents from the school. Communication between the school and the parent community allows the school to collaborate with parents to support all students in their learning.

The school staff value creating authentic and hands-on learning opportunities through land-based including areas such as Vanier Park, Kits/Jericho Beach, Seaforth Peace Park, and Connaught Park. This encourages students to inquire about the land, to ask questions about the natural processes that they are observing, and to think deeply about the world around them. As a school community we are re-

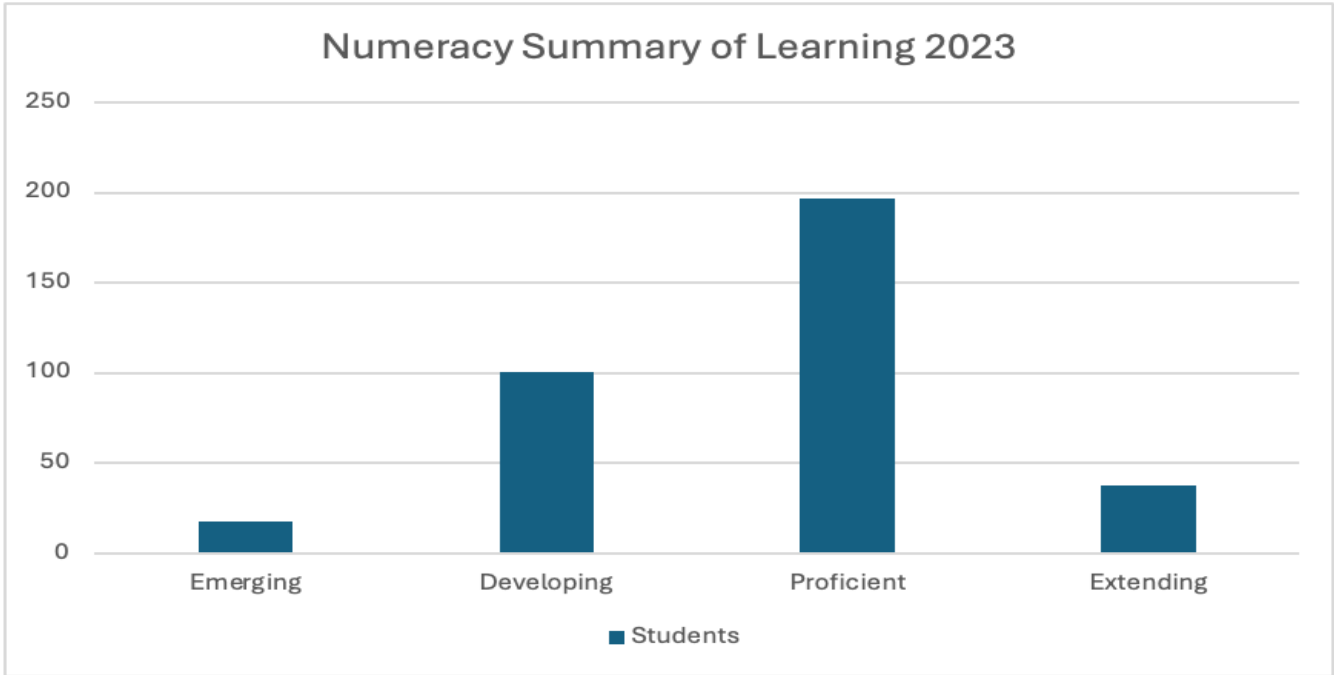
envisioning with rightholders and stakeholders how we can create equitable learning environments that promote collaboration, inquiry, flexible thinking, and independence.

Through a dedication to equity and inclusion, Hudson Elementary plays a vital role in building strong connections within a diverse community of learners which empowers students to thrive academically and socially.

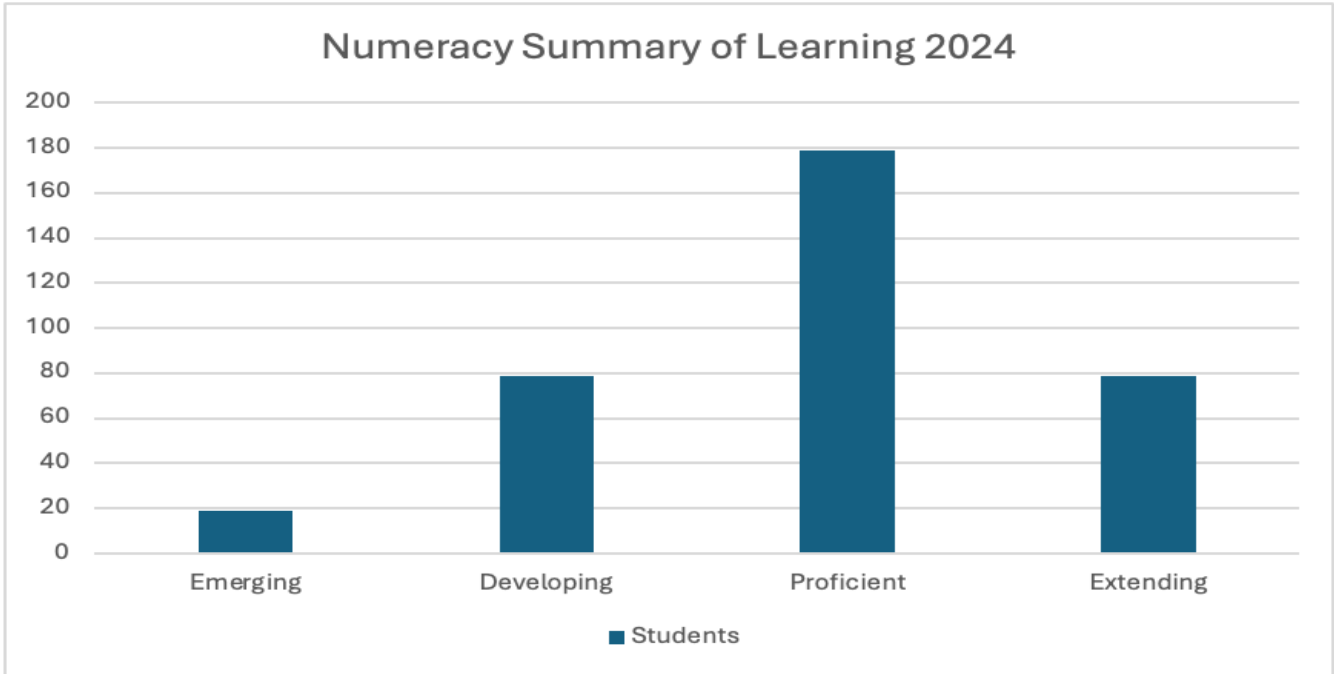
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners that attend Hudson are a vibrant and diverse group. The diversity within the school community means staff use a comprehensive approach that values individual learning styles, cultural backgrounds, and empowers student voice. Students in the community are active learners who enjoy exploring a variety of environments to enhance their learning and allow for land-based education in the Kitsilano area. Land-based learning offers a vibrant environment for experiential and hands-on learning that fosters and deepens connections between students and the natural environment. Students benefit from inclusive learning spaces that acknowledge their diverse lived experiences and stories of all students. We know that actively incorporating culturally relevant practices such as oral storytelling and land-based education allows students to connect with the curriculum to enhance learning opportunities. Furthermore, students benefit from kinesthetic learning opportunities that allow for hand-on exploration and meaningful engagement with the learning. Finally, the students at Hudson benefit greatly from a strong sense of community and belonging to the learning environment. This strong sense of community is best created through open communication, collaboration, and supportive learning environments. This strong sense of community will continue to develop as we transition into the new learning space in the fall next year.

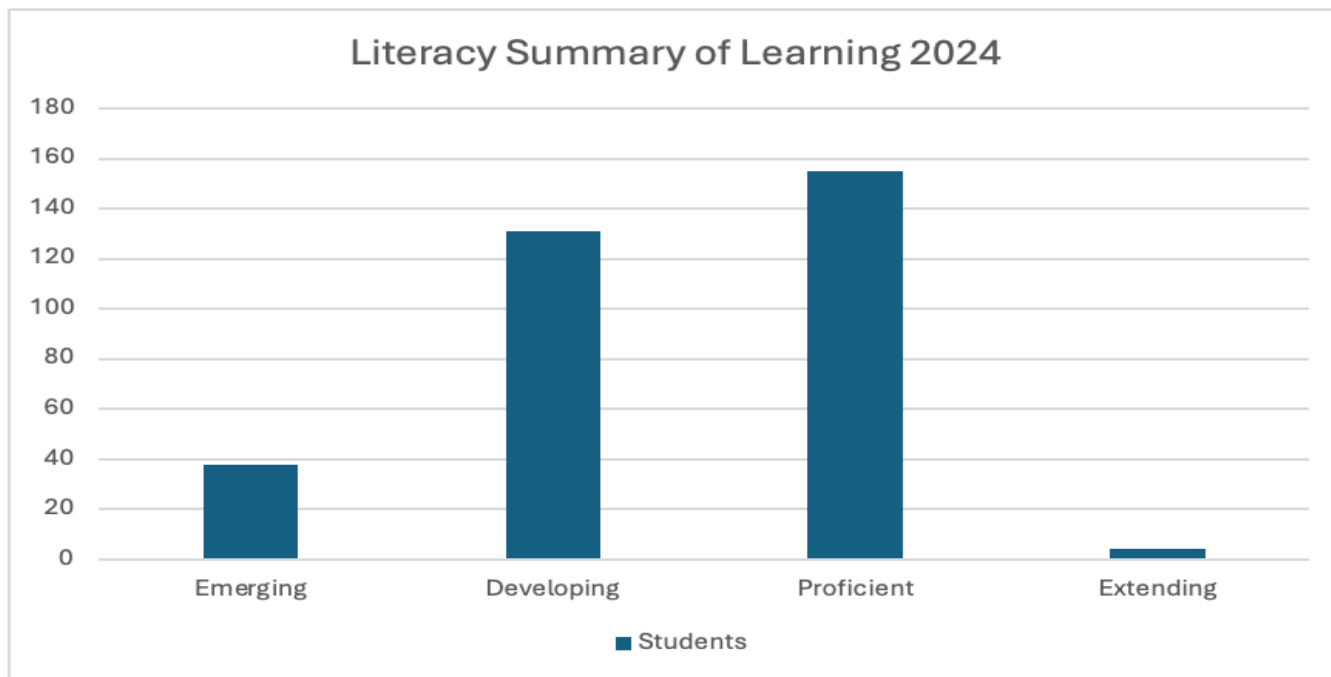
In our baseline assessment from our Communicating Student Learning Final Reports from 2023, we found that the majority of our primary and intermediate students were in the Developing to Proficient range for numeracy (see graph below).



In our updated data from the Communicating Student Learning Summary of Learning Reports, we found that most of the primary and intermediate students were in the Developing to Proficient range for numeracy (see graph below). This continues to show that we are on the right track with our interventions and targeted instruction.



In our baseline assessment from our Communicating Student Learning Final Reports from 2023, we found that most of the primary and intermediate students were in the Developing to Proficient range for literacy (see graph below). We look forward to continuing our learning journey in collaboration with the District to improve literacy at Hudson.



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

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

We are trying to link physical and mental well-being and sense of belonging through land-based learning. This year we continued to focus our energy on activities and initiatives that have: decreased stress and anxiety in students, fostered a sense of belonging, strengthened student engagement, nurtured self-regulation and independence, created a culture of care and connected students to the learning community at Hudson. These include reinforcing calming technique, baskets of fidget toys in most primary and intermediate classes and in the office, classroom circles/meetings to start or end the day, body breaks, creative mindfulness videos played after recess/lunch in classrooms, calming corners with soft furniture and calm down materials, etc.

To improve student achievement in literacy at Hudson this year we had a Literacy in Residence teacher for term one working with all our primary teachers and classes to strengthen the understanding of the District Responsive Literacy Framework. From these mentoring sessions teachers used readers theatre, plays, and poetry slams to engage learners in a variety of ways. For the intermediate classes, they created their own scripts and performed oral pieces with mentoring from actors from Arts Umbrella and Bard on the Beach. For professional development, all staff attended various District-wide literacy

workshops throughout the year to help improve student achievement and engage reluctant and struggling learners. With the help of student leaders in grade 7, we created a buddy reading program every day in term two to help individual students in grade 1 improve their reading fluency with daily practice. To wrap up the year, in term 3 our primary team held before school sessions twice a week for struggling readers in small groups with targeted intervention.

To improve student achievement in numeracy at Hudson this year, staff engaged in a variety of professional development opportunities at Hudson and within the District. To start each staff meeting, we explored Indigenous math games, hands-on learning materials with real life math situations and how to incorporate technology as a tool. To facilitate student and staff learning, we created a “Thinking Classroom” (Peter Liljedah), to ensure practices for thinking that create an ideal setting for deeper mathematics learning to occur. When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

Improve equity

Our focus of continuing to improve equity for all learners has shown improvement over the year. Hudson Elementary is committed to fostering an increasingly equitable environment for all learners. Reconciliation remains a focus throughout the school community reconciliation through our land acknowledgements, learning and unlearning through an indigenous lens, land-based learning field studies, and various presentations throughout the year. Most importantly there is meaningful integration of Indigenous learning into the school day such as visits to Camosun Bog, playing Indigenous math games, and hands-on learning workshops with elders. As a staff, we had three presentations this school year from one of the District Diversity, Equity, and Inclusion (DEI) consultant which aided in building a deeper understanding of many DEI issues and how to better understand incidents of racism and oppression within the school community. Furthermore, our staff have embraced the District inclusive school calendar with diversity of celebrations such as (but not limited to) Diwali, Persian New Year, and Lunar New Year being celebrated in classrooms. Hudson emphasizes creating a more inclusive environment through extracurriculars such as Diversity Club and school-wide celebrations like Rainbow Day.

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

Our focus of continuing to embed the First Peoples Principles of Learning into all areas of teaching has improved numeracy by:

- Maintaining shared ownership and mutual respect;
- Creating learning environments where Indigenous students are safe and respected;
- Honouring the people, traditional territories and teaching of the Musqueam, Squamish and Tsleil Waututh peoples and those students, families and community members who are First Nations, Metis, or Inuit;
- Acknowledging the traditional teachings of the Elders and the intrinsic value of Indigenous cultures and beliefs.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to use the data from communicating student learning written updates (report cards), the MDI survey and the Student Learning Survey so staff can track progress in all areas. This will also help ensure that we are responding and embed the First Peoples' Principles of Learning effectively. We anticipate that change will be gradual and challenging at times, as we are shifting traditional ways of thinking about numeracy to include a greater connection with the curriculum.

We will continue to make use of survey data (Student Learning Surveys, Middle Years Development Instrument, BC Adolescent Health Survey, etc.), student focus groups and anecdotal reports to monitor our progress. We have established baselines for improving student achievement in literacy and numeracy with our various assessment tools and can gauge progress from there over the next 2 years to look at the learner through a holistic lens.