

2024-2025 School Learning Plan

SCHOOL STORY

Hastings Community Elementary School is in the Hastings Sunrise neighborhood on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwatał (Tsleil-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 552 students across 24 classes, with 9 French classes and 15 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 such as 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 Hastings' 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 immersive language study.

Hastings is supported by a wide-ranging team dedicated to meeting the needs of our students. This year, it 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 for 2024-2025, we offered an English Reading Recovery Program and have a Curriculum 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 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.

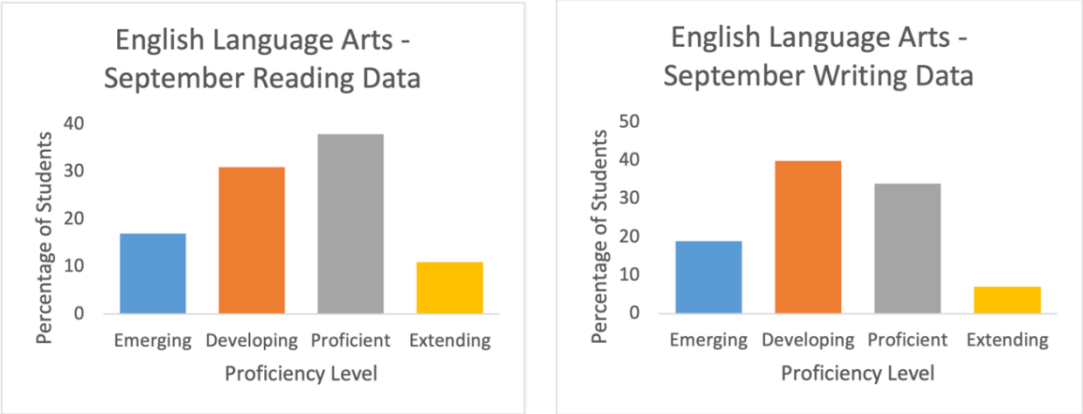
Hastings Elementary's vision centers on providing continuous support and engagement for every student, respecting their diverse learning styles and rates. The school's Code of Conduct encapsulates this ethos, emphasizing a safe, healthy, and productive learning environment where students are encouraged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

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

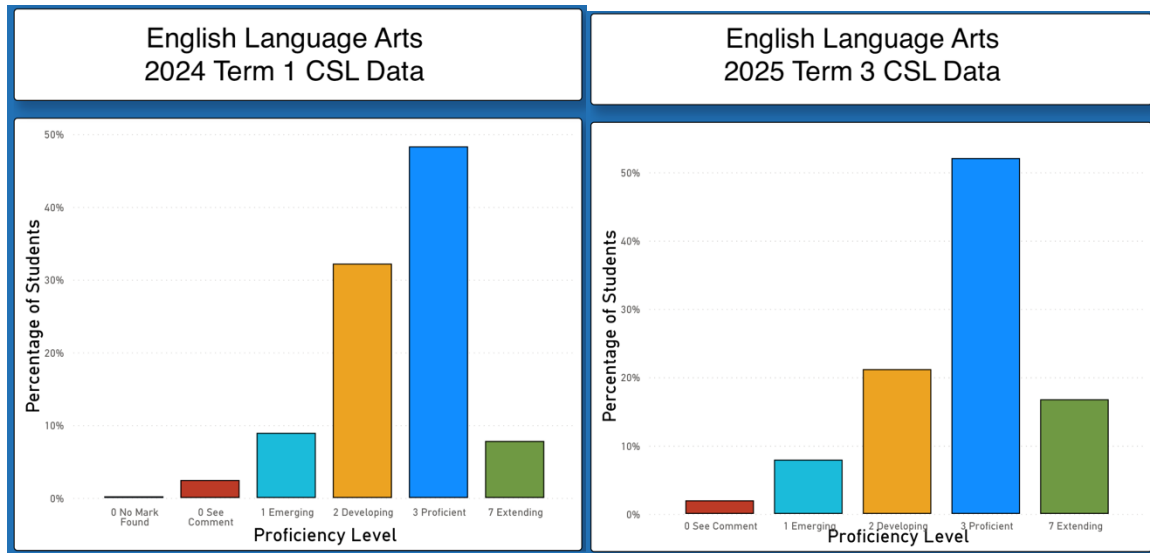
Our students have a solid foundation in all areas of English Language Arts—reading, writing, speaking, and listening. While they demonstrate a strong base, there are areas for growth, particularly in comprehension, engagement, and stamina. We are focused on fostering greater interest and motivation in reading and writing. By increasing student engagement, we aim to enhance key literacy skills, including reading comprehension and the ability to express ideas clearly in writing.

As students improve comprehension and expression, we expect to see progress along the proficiency scale, as reflected in learning updates and school-wide assessments.

In September 2024, students participated in the DRA, RAD or GB Plus reading assessments and a school-wide writing assessment. The results from these specific assessments show that 31% of students were developing in reading comprehension, while 38% achieved proficiency. In writing, 40% of students were developing, and 34% demonstrated proficiency.



We were unable to complete follow-up DRA, RAD, GB Plus and school-wide write assessments in spring. Going forward, we look to have initial assessments in the fall and follow-up assessments in the spring as another data source to help identify areas for growth for our students in reading and writing.



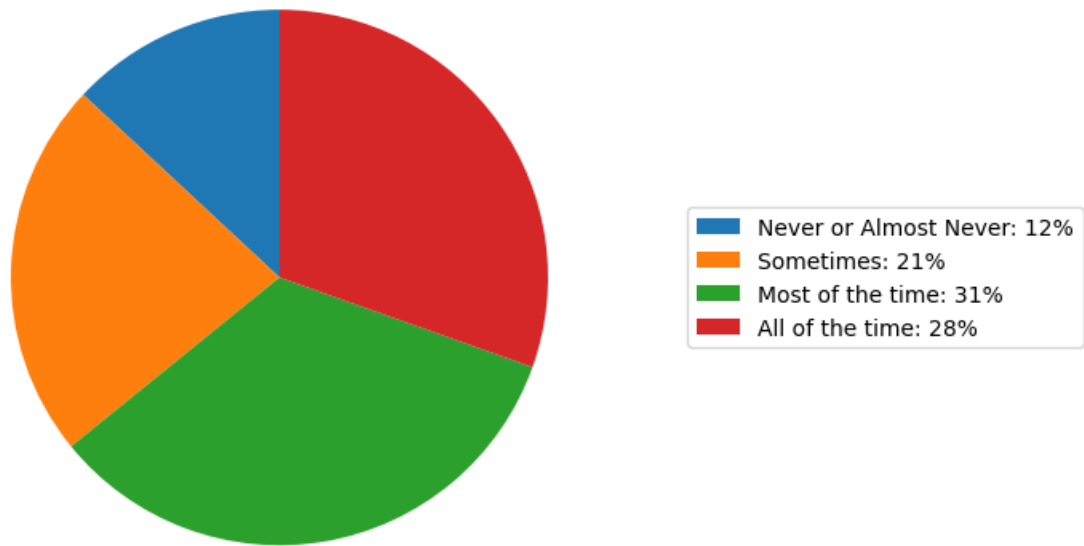
The English Language Arts December 2024 Term 1 Communicating Student Learning (CSL) data reflected overall proficiency in reading, writing, listening, and oral language, with 32.21% of students identified as Developing and 48.32% assessed as Proficient. Combined with 7.83% of students at the Extending level, this indicated that just over half of the students (56.15%) were meeting or exceeding grade-level expectations, which was considered on track for that point in the year.

By Term 3, the percentage of students at the Proficient and Extending levels increased to 52.10% and 16.78% respectively, bringing the total to nearly 69% of students meeting or exceeding expectations. While this represents strong growth, approximately 29% of students remain in the Emerging or Developing stages. To ensure equitable success for all learners, Hastings staff will continue to enhance Universal Design for Learning and differentiation in classrooms. Additionally, the resource team will maintain and expand wraparound supports for students with disabilities or diverse abilities, helping ensure they have full access to the curriculum and opportunities to progress toward proficiency.

Hastings' community is developing a growing sense of belonging for students, and while we've made good progress over the years, we aim for every student to feel truly part of the community. According to the 2024/2025 Student Learning Survey, 59% of Grade 4 students and 70% of Grade 7 students report feeling a sense of belonging most or all of the time at school. We are committed to further developing the skills of both staff and students to ensure that those who are not yet feeling connected are welcomed into the community. Below is data from the Student Learning Survey which shows a positive trend in students' sense of belonging from Grade 4 to Grade 7, with more students in Grade 7 feeling like they belong most or all of the time. It also illustrates a notable improvement from Grade 4 to Grade 7, with no Grade 7s reporting that they never feel like they belong.

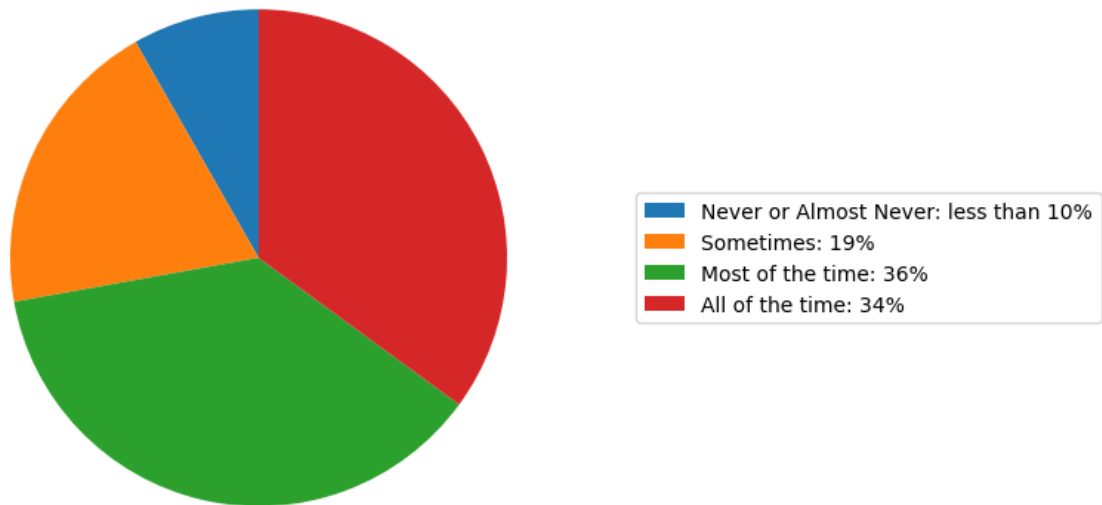
Student Learning Survey Data: Belonging
Grade 4 Survey Data

Is school a place where you feel like you belong?



Grade 7 Survey Data

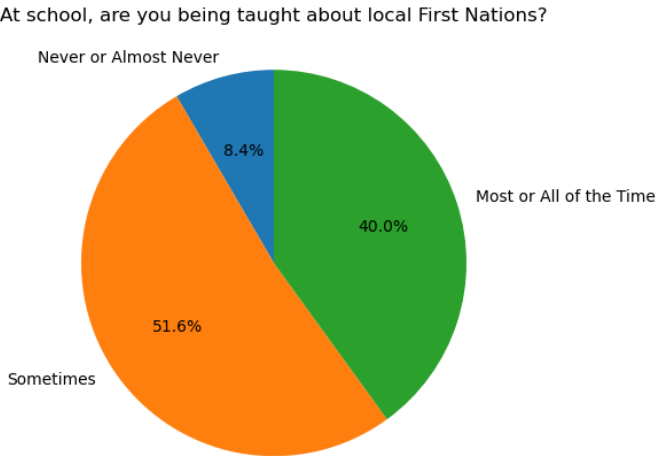
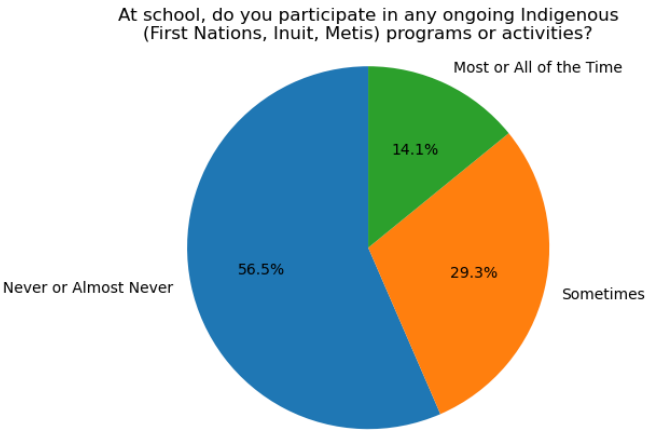
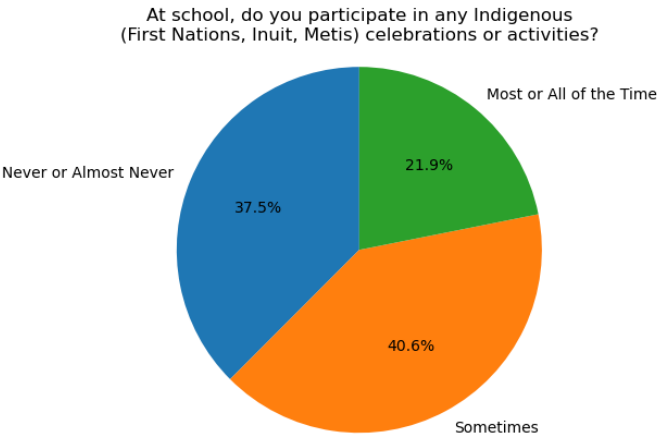
Is school a place where you feel like you belong?



The Hastings community is committed to reconciliation and driven by a shared desire to deepen understanding and expand learning. There is a strong recognition of the importance of learning from Indigenous knowledge keepers, cultural leaders, and elders, and a shared interest in creating opportunities for dialogue, mentorship, and knowledge exchange. We value the wisdom, traditions, and experiences of the Host Nations as crucial sources of insight and direction on our path toward reconciliation.

In the Student Learning Survey, grade 7 students indicate that they are learning about Indigenous Peoples and the local Host Nations. However, the data shows, there are opportunities to work with the TRC's 94 calls to action, and to enhance the school's participation in Indigenous celebrations, activities, and the language of the local Host Nations.

Student Learning Survey Data: Reconciliation



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

Improve student achievement in literacy and student sense of belonging

To improve student achievement in literacy, we are committed to:

- **Strengthening Instruction:** We are implementing research-based literacy strategies and interventions, while exploring the Responsive Literacy Framework. This includes practices that support oral language development, structured literacy components, storytelling, and multiple ways of representing knowledge.
- **Building a School-wide Literacy Culture:** Through initiatives such as School-Wide Writes, Books 4 Me, One-to-One Readers, and Buddy Reading, we are creating a vibrant culture that celebrates reading and writing.
- **Ongoing Professional Development:** Staff will engage in targeted professional learning with a focus on the Universal Design for Learning (UDL) to support diverse learners.
- **Using Data to Inform Practice:** We are committed to analyzing student data to identify trends, address learning gaps, and adapt instruction to meet the needs of all students.

To improve student sense of belonging, we are committed to:

- **Inclusive Practices:** We aim to ensure all students see themselves reflected in the curriculum through diverse texts, differentiated instruction, and equitable access to literacy resources.
- **Student Leadership Opportunities:** Continue to create leadership roles in classrooms and within the school.
- **Check-Ins:** Regular student check-ins by staff.
- **Inclusive Celebrations:** Recognize diverse holidays, traditions, and student achievements in ways that affirm and include all students and identities.
- **Student Belonging Data:** Regularly review student surveys and feedback to identify students or groups needing targeted support.

Improve equity

Improving achievement in both literacy and social-emotional learning is essential to advancing equity among our students. Strong literacy skills provide all students with equal access to knowledge, enabling them to succeed academically across all subject areas. Proficient readers can comprehend and analyze information effectively, engage in meaningful classroom discussions, and complete academic tasks with confidence—skills that are critical for long-term success and opportunity.

Equally important is fostering a strong sense of belonging among students. When students feel connected to their school community, they are more likely to engage in learning, build positive relationships, and thrive both academically and personally. A sense of belonging helps students feel seen, respected, and valued for who they are. It supports emotional well-being, reduces feelings of isolation, and promotes resilience. By creating inclusive environments where every

student feels they belong, we lay the foundation for deeper learning, collaboration, and success for all.

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

Our school's journey with Reconciliation is ongoing, and it remains a deeply held commitment across our community. According to feedback from our Grade 7 students, while we are actively teaching and learning about Indigenous Peoples and the local Host Nations, there is a clear need to deepen and expand these efforts. We recognize the importance of not only embedding Indigenous perspectives into the curriculum but also creating meaningful opportunities for students to engage in Indigenous activities, programs, and celebrations.

This year, we participated in a year-long Button Blanket project. Two Indigenous Knowledge Keepers generously shared their time and teachings with all students while creating Button Blankets for their children's coming-of-age ceremony. Students had the opportunity to observe the blanket-making process, ask questions, and witness the cultural significance of the final product.

Looking ahead, we are committed to expanding these learning experiences by continuing to invite Indigenous community members to share their culture, stories, and expertise. We also recognize the importance of learning some words in the languages of the local host Nations, Henqimenum and Sk̓wx̓wú7mesh sníchim, as a way to foster deeper understanding and respect. As part of this effort, we will continue practicing the VSB Indigenous Land Acknowledgement using the correct pronunciation of the Three Host Nations.

In alignment with the Truth and Reconciliation Commission's Calls to Action, over the past two years, our staff has engaged in reflection and discussion around eight specific Calls and how they can be meaningfully integrated into our teaching practices. We are committed to continuing this work—both with staff and students—as we move forward in building relationships grounded in truth, respect, and Reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

To track reading and writing development, we will administer benchmark assessments in the fall and follow-up assessments in the spring. The initial assessments will help identify student needs and guide instructional planning, while the spring assessments will measure individual and group growth over the year. In addition, we will continue to use CSL (Communicating Student Learning) data to monitor literacy proficiency, and gather anecdotal evidence to assess student engagement in literacy. To support and track student sense of belonging, Hastings will continue using the Middle Years Development Instrument (MDI)—a self-reported survey measuring students' social-emotional well-being and connectedness. We will also rely on the Student Learning Survey to monitor student sense of belonging in Grades 4 and 7. For our early learners, we will continue using the Early Development Instrument (EDI) to assess emotional maturity and social competence. The Student Learning Survey will also continue to inform us about students' perspectives on our ongoing Reconciliation efforts.

We are committed to sharing student growth and data with learners through celebrations and reflections, and with our broader school community through PAC meetings and school communications such as eNews.