



2025-2026 School Learning Plan

SCHOOL STORY

Hastings Community Elementary School is in the Hastings Sunrise neighborhood on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətaʔ (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 560 students across 25 classes, with 9 French classes and 16 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 disabilities or diverse abilities 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, a curriculum enhancement teacher, 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. 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. We are also the recipient of the Indigo *Love of Reading* grant and are currently in year 2 and enhancing our school and class libraries.

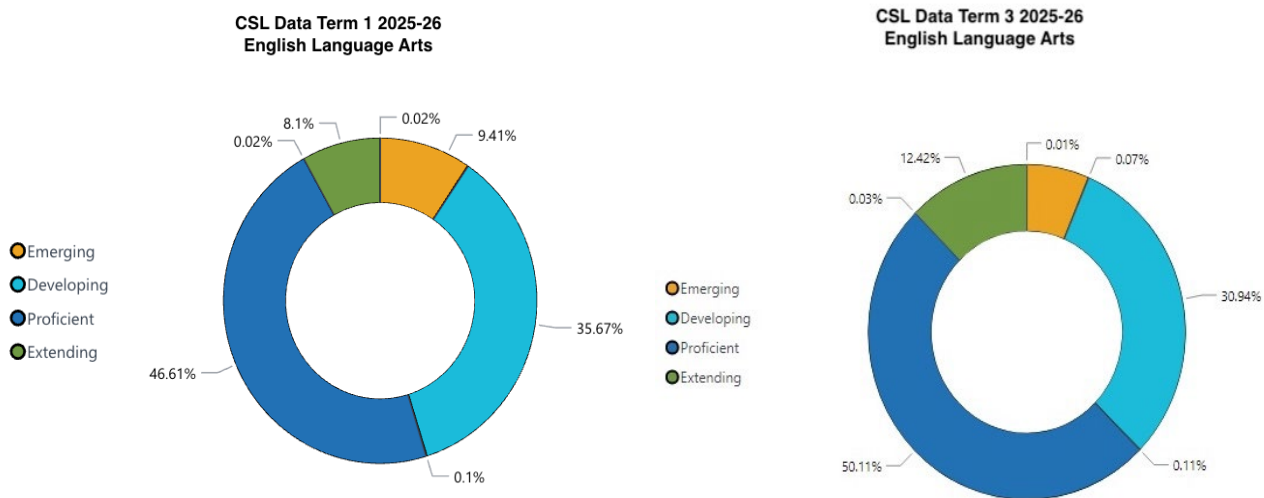
Hastings Elementary's vision centers on providing continuous support and engagement for every student, respecting their diverse learning styles and rates. The school's Code of Conduct encapsulates this ethos, emphasizing a safe, healthy, and productive learning environment where students are encouraged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

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students have a strong foundation across all areas of English Language Arts—reading, writing, speaking, and listening. Although they demonstrate solid skills, we continue to create opportunities for growth in comprehension, engagement, and stamina. We are committed to fostering greater interest and motivation in both reading and writing. By strengthening student engagement, we aim to further enhance essential literacy skills, including reading comprehension and the ability to communicate ideas effectively in writing.

We are using the *Love of Reading* grant to boost engagement with text by updating our libraries with input directly from students. In addition, we are creating meaningful and exciting literacy experiences, such as our Hastings Reads event sponsored by the PAC.

As students improve comprehension and expression, we expect to see progress along the proficiency scale, as reflected in learning updates and school-wide assessments. To support this growth, we are also using literacy screeners to identify specific areas for development and to guide focused instruction and targeted interventions. 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.

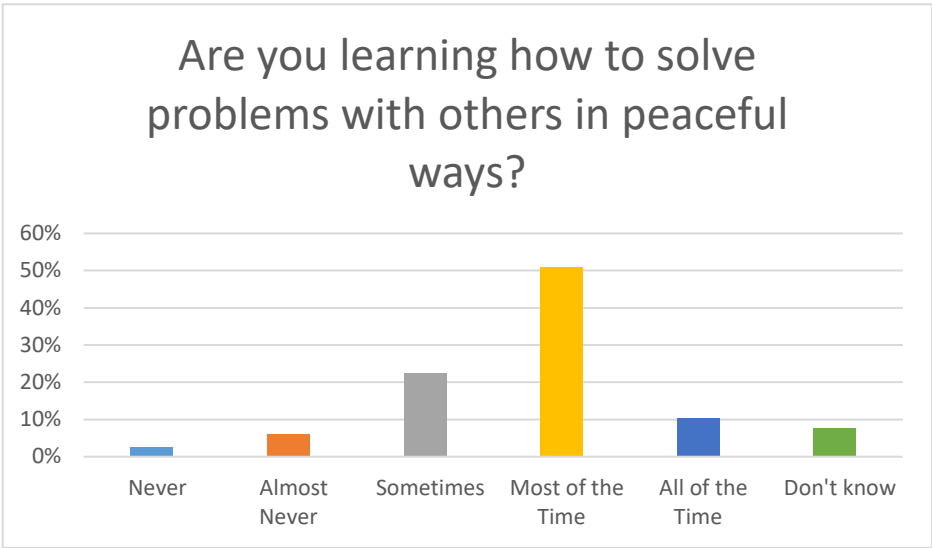


Key Takeaways from the Above Data:

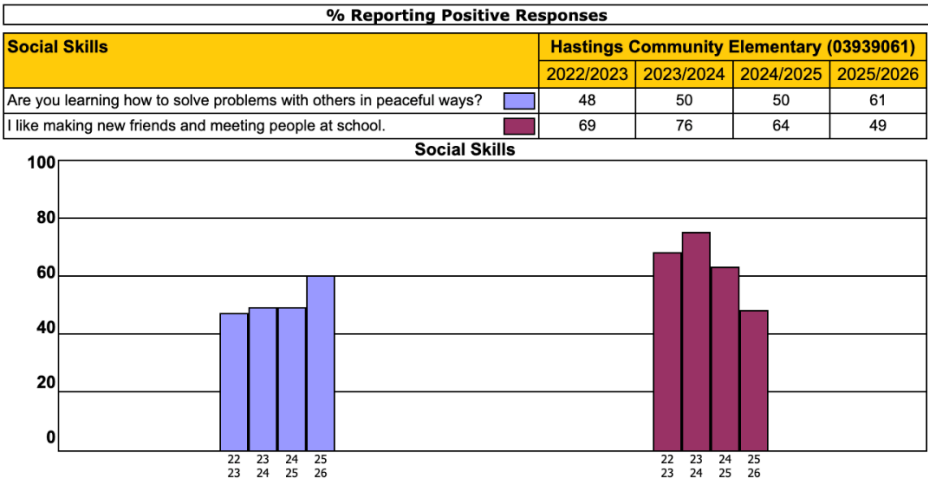
- Emerging decreased from 9.41% to approximately 6%.
- Developing declined from 35.67% to 30.94%, indicating that many students are progressing beyond foundational levels.
- Proficient increased from 46.61% to 50.11%.
- Extending rose from 8.1% to 12.42%.
- Students achieving at the Proficient and Extending levels increased from approximately 54.71% in Term 1 to 62.53% in Term 3.
- Overall, the data reflects meaningful progress across the school and highlights the positive impact of targeted instruction, supports, and increased student engagement in literacy learning.

In addition, our Social-Emotional Learning (SEL) screener has helped us identify an important area for growth across grades. Students are continuing to build skills in taking on challenges and resolving conflicts in positive ways. We see this as an opportunity to intentionally support students both in the classroom and during less structured times, helping them develop resilience, confidence, and strong interpersonal skills. We know that 31% of our learners in grade 4 and 7 report in the Student Learning Survey that they infrequently learn the skills to solve problems in peaceful ways. Though we see an improvement in the 2025-2026 school year compared with previous years, according to our students, this is still an area that more support is needed.

Student Learning Survey 2025-2026



Social Skills Comparison 2022-2026



Our student survey results above show encouraging growth in students’ ability to solve problems with others in peaceful ways, increasing from 48% in 2022/23 to 61% in 2025/26. This suggests that students are developing stronger social-emotional and conflict-resolution skills. At the same time, the percentage of students who reported that they like making new friends and meeting people at school has declined over the past two years, from a high of 76% in 2023/24 to 49% in 2025/26. These results indicate a need to strengthen students’ sense of belonging, connection, and skills to develop and maintain friendships. As a school community, we will continue building students’ relationship skills while creating more opportunities for inclusive play, collaboration, and meaningful peer connections so that all students feel welcomed, valued, and connected at Hastings.

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

Improve student achievement in literacy and student resilience in taking on challenges and resolving conflicts in positive ways

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 resilience in taking on challenges and resolving conflicts in positive ways, we are committed to:

- **Promoting a Growth Mindset:** We will work with students to view mistakes as opportunities for learning and growth. By celebrating effort, perseverance, and progress, we will help students develop the confidence to take on new challenges and persist when tasks become difficult.
- **Building Emotional Awareness and Self-Regulation:** We will support students in recognizing and understanding their emotions and provide them with strategies to manage frustration, disappointment, and stress. Programs such as Second Step and The Zones of Regulation will help develop these skills.
- **Teaching Positive Conflict Resolution:** We will provide students with tools, and practices, such as restorative justice, to resolve disagreements respectfully and constructively.
- **Student Social Skills Data:** Regularly review student surveys and feedback to identify students or groups needing targeted support.

Improve equity

Improving achievement in both literacy and student resilience 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.

Our students are continuing to develop resilience as they take on challenges and learn to resolve conflicts in positive ways. As these skills grow, students become more confident in approaching new learning, persisting through difficulty, and managing setbacks. Developing resilience helps students build positive relationships, navigate social situations effectively, and respond constructively when faced with challenges. By intentionally teaching and reinforcing these skills, we support students in becoming self-regulated, adaptable learners who are equipped to succeed both academically and personally.

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 actively participated in an ongoing project at Burrard View Park where Indigenous carver, John Spence, hand carved a totem pole to honour the memory of young George Leask. John Spence shared traditional knowledge, carving techniques, and stories related to the totem pole's design with the students of Hastings. We also worked with Haida Cedar Weaver Todd Devries (Giihlgiiigaa) where he shared his cultural knowledge and guided students in helping to weave a cedar cape. This meaningful piece will be gifted to the Eagles Inspirit Society and used on the memorial pole during ceremonies at Burrard View Park. We are excited for the completion and erection of the totem pole.

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 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.