



2025-2026 School Learning Plan

SCHOOL STORY

Henry Hudson Elementary is located on the traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh) Nation. Our school is located at the site of the Coast Salish village of Sen'akw on the ancestral and unceded lands of the three host First Nations. The school was first established in 1911 and is in the Kitsilano neighbourhood of Vancouver.

Our new school is a full seismic school replacement project; we moved in September 2024. The playground was installed in September 2025 and enhancements for the grounds such as benches, painted game lines, long jump, garden boxes, picnic tables and gravel field goal posts have been installed throughout the school year.

At Hudson Elementary, our community is built on connections and a shared commitment to helping every student thrive. Our culture is anchored in our R.I.S.E. Code of Conduct- Respect & Resilience, Integrity, Safety, and Empathy- and implemented through PBIS: explicitly teaching expectations by setting (classrooms, washrooms, hallways, playground). By providing practice opportunities, acknowledging positive behaviour, and using data to guide decisions, we create a learning environment where all students feel seen, supported, and valued. Through our Positive Behaviour Interventions and Supports (PBIS) framework, we intentionally teach and model positive behaviour in all school settings, celebrate student successes, and work together to build a strong, inclusive school culture. As Hudson Hawks, we rise to every challenge and lift one another up. We celebrate each other especially during events like Truth & Reconciliation, Concert performances, many Cultural celebrations, Pink Shirt Day, R.I.S.E Day and even student run fundraisers like Pizza Day! We value building open and respectful relations with the community of parents from the school so we can support optimal student learning.

At Hudson, our dedicated staff offer opportunities to participate in a range of extra-curricular clubs and sports teams. Our extra-curricular programs include Art club, Diversity club, Chess club, cross country, volleyball, basketball, badminton and track and field. We work with an Indigenous Enhancement Worker part-time to support students, staff, and families. We also partner with our Kitsilano Community School Team staff through a variety of after school activities for students, grade 8 transition events and camps during winter, spring and summer break. Our PAC group collaborates with school staff in creating our positive community through monthly in-person PAC meetings, parent-staff sports and trivia events a Winter Fair, and Spring Carnival to name a few.

The school staff value creating authentic and hands-on learning opportunities through place-based areas such as Vanier Park, Kits and 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 rightsholders and stakeholders to create equitable learning environments that promote collaboration, inquiry, flexible thinking, and independence.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Henry Hudson is home to approximately 320 learners from a wide range of socio-economic backgrounds. Student population fluctuates frequently in our community as there is much transiency in the area. We are a diverse student population that includes: 24 home languages, 65 English Language learners, approximately 9% of learners have a Ministry of Education designation, and about 2 dozen students are Indigenous Learners. This is our final year with a French Immersion program which includes a class of grade 6 & 7 students.

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. Our community includes Indigenous learners and students representing 24 languages; many students are ELL and/or have Ministry designations. Ensuring belonging and adult connection is a key equity action—especially for intermediate learners.

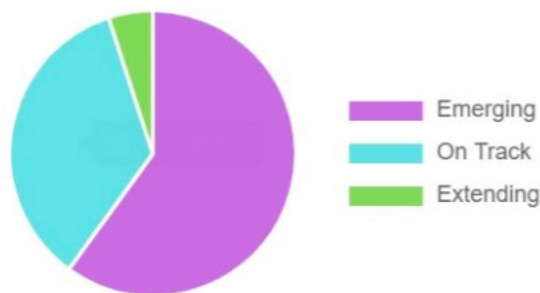
The 2025/26 Student Learning Survey indicates that in Grade 4, 76% of students understand expectations most or all of the time, while 84% report feeling safe and welcome, 60% feel a sense of belonging, and 48% identify four or more caring adults. In Grade 7, 75% report clear expectations, feeling safe, and feeling welcome, while 56% report a sense of belonging, 42% identify four or more caring adults, and 66% feel they can access extra help. MDI results from the current Grade 7 cohort (surveyed last year in Grade 6) show a Well-being Index of 33% high, 21% medium, and 46% low. Asset measures include strong peer relationships (88%) and out-of-school activities (88%), with moderate nutrition and sleep (67%) and adult relationships (55%). Connectedness is high with adults at home (88%) and peers (65%), but lower with adults at school (39%), with 70% reporting no important school adult. Overall, student perceptions of well-being and belonging are improving, and the school will continue to build on this trend.

What do we know about Literacy?

Data from the FSA Literacy assessments in grade 4 and grade 7 show that our grade 4 population has approximately 70% of students on track or stronger. The grade 7 students have only approximately 40% of students on track or stronger in the FSA. This is supported by our in-school benchmark assessments; the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) data from grade 7 also shows that approximately 60% of students require intensive support in Literacy.

Grade 7 2025/26

Literacy



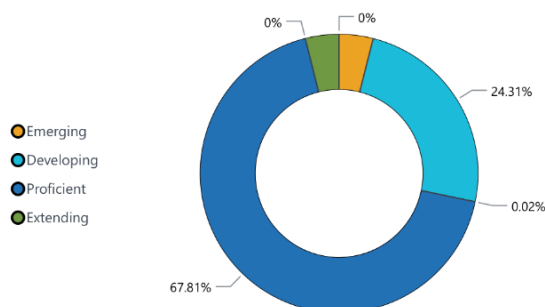
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

The school has made meaningful progress across several areas of student achievement. The final term of 2024-25 school year Literacy achievement had approximately 50% of our students as “Proficient or Extending”. This shaped our goal toward improving Literacy achievement.

The final term of 2025-26 Literacy achievement also has approximately 50% of our students as “Proficient or Extending”.

2025-2026 Final Written Learning Update Results K-7



Both the intermediate resource and Kindergarten team have implemented *Dynamic Indicator of Basic Early Literacy Skills (DIBELS)* benchmark assessments to monitor student growth, track progress, and identify specific areas of need. In the primary grades, the *UFLI* phonics reading program has been adopted as a key component of classroom instruction, strengthening foundational reading skills. Intermediate teachers have also been collaborating with district resource teachers to adopt effective reading programs to support all learners, including those requiring targeted intervention. Across the school, both primary and intermediate resource teachers provide explicit teaching support to identified

students through a combination of pull-out and in-class interventions. This explicit teaching will continue in the 2026-2027 school year.

In mathematics, classroom teachers have been continuing to build their instructional practices to support student understanding and engagement across all grade levels. We partnered with Curriculum Support District teachers to host a *MathFest*. Teachers are enhancing teaching practice by investigating and utilizing *MathUp* curriculum.

In social-emotional learning (SEL), teachers have utilized structured programs such as *A Little Spot*, *Zones of Regulation*, *MindUp*, *Second Step*, *TAPS*, *CONSENT*, to explicitly teach self-awareness and self-management skills. Classroom teachers have also partnered with the Youth and Family Worker (YFW) and school counsellor to deliver universal SEL lessons throughout the year.

By providing consistency and predictability with our RISE code of conduct, we have seen the social and emotional learning strengthened across all environments.

Improve equity

At Hudson, we offer individualized support through access to sensory spaces, flexible seating, and 1:1 assistance for those who need it. Our school also provides access to a counsellor, youth and family worker and Indigenous Enhancement Worker, financial support for field trips, a food program, and various lunch hours and afterschool activities. We celebrate different cultures, have gender neutral washrooms, and ensure equal access to technology, fostering a sense of belonging and community for all students. Our staff strives to celebrate individual differences and cultures, working to ensure every student sees themselves reflected within the school environment. As part of our ongoing commitment to fostering equity within our school community, we are dedicating time to assess and understand the current inequities that may exist. Our school strives to ensure that every student and family has the resources and support they need to thrive. By doing so, we can better address the needs that are most important to the school and community.

Another way to improve equity is to provide important outdoor and place-based learning.. We partner with *EarthBites* a school gardening program, and students participate in outdoor learning at nearby parks, coastline and beaches weekly.

We strive to make a variety of extracurricular programming accessible to our student population. Staff volunteers provide extracurricular sports and art clubs at noon and after school. We partner with the Community School Team through Kitsilano Secondary and offer some extra-curricular activities onsite after school. Community vendors frequently rent Hudson school space for after school programming like choir, band, art and sport.

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

Hudson has a growing number of students who identify as Indigenous. It is our responsibility to enhance our understanding, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. As we continually work toward improved literacy rates for Indigenous students,

increasing equity in ensuring Indigenous students see themselves reflected in our school, we additionally need to ensure families feel valued, seen, and heard. This is critical work to improve home and school relationships, enhance student success, continue to build trust and two-way communication and engagement, and supports student and family social and emotional well-being. 84% of grade 7 students report on the Student Learning Survey that they are being taught about Indigenous Peoples 'some to all of the time'. 66% of these students report that they are learning about the local nations 'some to all of the time'.

We work closely with our Indigenous Education Enhancement worker to provide whole class and small group learning opportunities. Staff also collaborate with an Indigenous Education District teacher to provide genuine learning opportunities. We drum and sing the Coast Salish Anthem at regular school gatherings. Local Indigenous artwork is part of our school design. We analyzed Indigenous Education as a staff from the perspective of: responsibility, relevance, reciprocity and respect.

The school demonstrates a strong foundational awareness and a shared commitment to advancing Indigenous education and equity. There is increasing integration of Indigenous perspectives across curricular areas, supported by the consistent use of relationship-based practices such as circles, social-emotional learning, and connections with the broader community.

At the same time, there are important areas for growth. The school is working to deepen practice by moving beyond surface-level inclusion toward meaningful, embedded integration throughout the year. There is a need to strengthen authentic, reciprocal partnerships with Indigenous families, communities, and knowledge keepers, as well as to expand opportunities for experiential and land-based learning. Additionally, continuing to build staff confidence, knowledge, and capacity through ongoing professional learning remains a priority. Ensuring greater consistency across classrooms and strengthening a cohesive, school-wide approach will further support this work.

We are looking forward to ongoing connection with the Skwxwú7mesh Nation through the nearby housing development of Señákw.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor student growth and progress using a balanced and comprehensive range of school-based and provincial assessment measures. Classroom and resource teachers will regularly track student learning, identify areas of need, and provide targeted instruction and interventions, particularly in literacy where data indicates a need for continued focus. Tools such as DIBELS, classroom assessments, and the Foundational Skills Assessment (FSA) will support a consistent, school-wide understanding of student achievement, while collaboration among staff will strengthen instructional practices and the potential use of common assessment approaches in intermediate grades.

Improving literacy outcomes remains a central priority, supported by evidence-based practices across the school. Primary teachers will continue implementing UFLI and structured literacy approaches to build foundational skills, while intermediate teachers will deepen their work with targeted reading supports and collaborative planning. In mathematics, staff will continue to refine instructional

strategies through resources such as MathUp and district-supported professional learning. Across all areas, staff collaboration and ongoing data analysis will guide responsive instruction and ensure that students receive the support needed to demonstrate growth and success.

We will also continue to prioritize student well-being, belonging, and equity as essential conditions for learning. Survey data (Student Learning Survey, MDI) and school-based frameworks such as R.I.S.E. and PBIS will guide efforts to strengthen students' sense of connection, especially with caring adults in the school. Staff, students, families, and community partners will work together to advance equity, inclusion, and anti-racism, while deepening our commitment to Indigenous education and reconciliation through partnerships, authentic learning experiences, and increased representation. Our goal is to ensure every student feels safe, valued, and able to thrive both socially and academically.