1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Henry Hudson Elementary is located in the Kitsilano area of Vancouver.

Henry Hudson enrolls approximately 390 students. Henry Hudson is a dual track school that offers a French Immersion program and English Program for students from Kindergarten to grade 7. The school will be enrolling 2 additional English divisions next school year. We strive to maintain a balance in our programs among the intellectual, social, artistic and physical aspects of the students' development.

Henry Hudson services a diverse mix of languages and cultures. English is the first language of approximately 75% of our students. Asian languages (15%) and European languages (10%) comprise our next largest groups.

Henry Hudson parents and staff enjoy a positive and mutually supportive relationship that has been in place for many years.

Our previous goals focused on increasing student success in numeracy through a greater command of basic math facts and achievement in the area of social responsibility. The needs for these goals were derived by analyzing school based data such as report card data, FSA results, office referral data, anecdotal evidence and general observations.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

In the area of numeracy, a comparison of report card data from the 2015 school year and the 2016 school year reveal that there are 6% more students in the primary grades and 8% more intermediate students meeting to exceeding expectations. In social responsibility there was a 16% decrease in office referrals between the previous school year and the present school year.

The success in numeracy can be attributed to focussed teaching efforts and some added resource teacher time targeted at struggling learners. The improvement in social responsibility may be attributed to an increase in positive behavior support programs in classrooms, direct contact with families, use of district behavior support staff, delivery of individual and small group social development activities by school based Counsellor and Youth and Family Worker.

3. WERE WE SUCCESSFUL?

- Outline results

The results as outlined above, indicate success in the areas of numeracy and social responsibility.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Success was shared with staff at staff meetings and through information bulletins. The use of newsletters, Principal Reports at PAC meetings and scheduled term meetings with a group of interested parents were used to share information with our parent community. Students received feedback on a regular basis from their teachers and at the end of year awards assembly. Many classes and students had their successes celebrated through work being posted, sharing with principal and at class meetings.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

The Hudson staff will be continuing to collect student achievement and social responsibility data and observations for sharing and discussion. Review and discussion time is scheduled into monthly staff meetings. The same information is also shared with a group of interested parents each term and as part of the Principal's report at each monthly PAC General Meeting.

Staff discussion and reflection have led to identifying the areas of social responsibility in the area of intermediate technology and structured writing in the primary grades. Intermediate teachers and some parents have reported ongoing challenges in ensuring students are using technology safely and appropriately. There has been a documented increase in negative social interactions and questionable decision making that has negatively affected student relations and student academic achievement.

In Primary writing, report card data, writing samples and grade 4 FSA writing results reveal the need for increased school efforts in that area.

Intermediate social responsibility in technology and primary writing will be the two new goal areas in the upcoming years.

District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Hudson enrolls 8 Aboriginal learners from Kindergarten to grade 7, representing various First Nations. The Aboriginal students and all classes have the opportunity to work with an Aboriginal Enhancement Worker. Report Card data reveal the students meeting to exceeding in all academic areas.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

School wide mask carving project that included an assembly with Elder in Residence and Aboriginal community Aboriginal leaders, National Aboriginal Day provided opportunity for dance and music presentation, a PAC funded pow wow dance instructor provided 2 full days of dance experience, some family members of Aboriginal students were guest presenters in classes sharing cultural stories and histories. Aboriginal Enhancement Worker involved with many classes sharing information on residential schools, cultural stories and protocols. Teachers intentionally included Aboriginal perspectives and knowledge in curricular areas.

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

Use of Aboriginal Cultural Worker as a resource for students and teachers, achievement data will continue to be collected through the AIMS tool. School teacher librarian building collection of French and English Aboriginal content books.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Report card data continue to demonstrate regular student attendance and academic success comparable with non-Aboriginal learners. The Hudson students said they were very pleased to see the school recognized in a VSB newsletter highlighting the Mask Project. Aboriginal parents have commented they feel welcome and valued in the school. Non-Aboriginal students have been keen to be involved in Aboriginal cultural activities. The school PAC recognizes and supports the efforts made in supporting the school's Aboriginal goal.