



1. GENERAL SCHOOL STORY:

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

Hastings is a large inner city school - current enrollment 640 students

- Dual track school (K-7 English Program and K-7 French Immersion Program)
- Hastings hosts a district Remedial class – Gr. 4-7 this year– next year Gr 4&5
- Students in the English and French Immersion Programs attend Full Day Kindergarten
- Wheel chair accessible
- A District based Literacy teacher is based at Hastings.
- 10% of the students are designated ELL according to Ministry criteria
- Approximately 40% of students speak a language other than English at home
- 8% of the students are of Aboriginal heritage
- 7% of the students have a Special Education designation according to Ministry criteria
- Approximately 6% regularly participate in the breakfast program
- Approximately 25% regularly participate in the hot lunch program
- Hastings has a comprehensive Music Program taught by two Music Specialists
- There is a commitment to outdoor education experiences at the grade 7 level
- A Quebec cultural experience for the grade 7 French Immersion students is organized yearly
- Students participate in a variety of before and after school athletic programs and a comprehensive physical education program taught by both PE specialists and classroom teachers
- The YMCA operates a before school and after school daycare in the Hastings Multi-purpose Room
- Hastings is a member of the Templeton and Van Tech Community School Teams. Hastings is one of six schools in the Hub and receives funding to help vulnerable children in the areas of Literacy, Social Responsibility and Community Engagement
- Hastings Elementary has a Youth and Family Worker on site - as well as an area counsellor that is on site 4 days per week.
- A Community School Coordinator organizes programs for students during the lunch period, after school and during the summer
- Hastings has a very active PAC supporting and initiating many school events. The PAC was instrumental in the fundraising and installation of our new primary playground
- Hastings celebrated its 100th birthday in the 2008 school year
- Tillicum School is an annex to Hastings. The Annex has a Kindergarten to Grade 4 English Program and is six blocks from Hastings School
- Our vision of success is that each child is continually supported and allowed to engage in maximum learning and that the students' diverse learning styles and rates are respected

Our Code of Conduct states: Our school is a safe, healthy and productive place in which to learn. At Hastings we: Take care of yourself, Take care of others, Take care of this place.

Our goals for this year continued on from the discussions / findings from last year -- with inquiry questions:

1. How can we best support the literacy learning needs of all students at Hastings – to ensure that all students in English, French and remedial programs increase their literacy skills
2. What can we do to enhance Social Responsibility knowledge and skills – both in an out of the classroom – to ensure that students have a sense of belonging, personal responsibility and self-regulation.
3. How can we continue our Aboriginal focus goal providing with a number of activities within the classroom and the whole school to build knowledge, awareness and appreciation of Aboriginal histories, traditions and cultures among all students—to gain greater knowledge, acceptance and understand of Aboriginal culture, heritage and current issues.

2. WHAT DID WE SEE?

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

Findings from last year's success data from classroom data indicated that:

- 66% of primaries and 80% of intermediate students were meeting/exceeding in writing
- 75% of primaries and 86% of intermediate students were meeting/exceeding in writing
- Teachers rated students relatively high in meeting social responsibility in classrooms – this does not always carry over to less structured situation. 75% of all students are meeting to exceeding in Social Responsibility in all areas of the school (Playground/Lunchroom/Washrooms/Hallways/Gym/Class) and have never had a referral to the office.
- While this data is encouraging for the 75% of students who are meeting expectations in Social Responsibility – it bears mentioning that 25% of 600+ students is 2pprox.. 125 students. With this in mind staff agrees that the overall tone in the school – during recess, between classes and lunch hour – both in classes where students are eating and in the lunchroom needs continued focus. Second Step was implemented school wide this year – and a 'school climate committee' continues to discuss and make plans for implementing proactive strategies that will help 'students helping students'.

Literacy Goal/Support & Activities:

- Encouraged small group instruction from K–7 that reflected the diverse learning needs of students: Our District Literacy Teacher worked closely with our Resource Team and Early Intervention Literacy Teachers to support the struggling readers across the grade levels. Our Teacher Librarian supported our literacy program by providing our diverse learners with engaging and leveled books, and literacy activities and digital resources.
- Continued with Reading Recovery and EPLE to support high needs identified Gr 1 students in English and French
- District Literacy teacher provided additional support to primary students.

- Used collaborative inquiry based learning as a strategy for student learning: Groups of teachers participated in three inquiry learning teams throughout the school year to work collaboratively on points of inquiry in their practice, model inquiry-based learning, and develop inquiry activities to support student learning.
- Continued with the Home reading programs and One to One Readers volunteer program for some students in French Immersion
- Focused on continuing to discover a wider variety of assessment tools to help guide instruction and support learning at both the primary and intermediate levels: Writing and Reading Performance Standards, writing conferences/conversations, student self-assessment, teacher observations, DRA/RAD, Fountas-Pinnell Leveled Literacy/Assessment Kits – Our District Literacy Teacher worked with three primary teachers as part of an inquiry-based learning team to explore the possibility of using the Fountas & Pinnell Leveled Literacy Kits and Assessment Kits as a school wide literacy and assessment system- which will be implemented more fully in 2017-18
- Focused on continuing to teach writing and reading strategies and genres explicitly
- Continued to expand the Literacy Week with a focus on reading and writing
- Students continued with interactive reading/writing through Class Blogs
- Use of technology to promote reading and writing (iBook, document cameras, tablets): Our VP facilitated an inquiry learning team of four teachers to increase their collaborative efforts on implementing digital literacy. The same group participated in after school technology sessions as part of the district pilot equity project.
- Integrated experiential and authentic writing experiences
- Integrated Aboriginal stories and legends as well as resource kits to increase written output
- Paired intermediate and primary students for additional reading and support
- Identified at risk learners in each class and tracked progress: Our Resource Team met on a monthly basis to investigate and discuss the best assessment practices as well as review and revise the identification and referral protocols at the school level. Our Counseling Team met once a week to discuss our at risk learners, and ways they can be supported during and outside of the school hours.

Social Responsibility Goal/Support & Activities:

- Built a sense of community in each classroom emphasizing the code of conduct:
- Take care of yourself, Take care of others, Take care of this place: Our first ProD of the school year was focused on Inclusive Schools. The staff had the opportunity to discuss the school code, and brainstorm the appropriate behaviors that students should demonstrate in the assemblies, hallways, and washrooms and at lunchtime. Color-coded posters previously created and posted in each classroom and different areas of the school were used to promote healthy, safe and positive behavior.
- Developed activities that enhanced the respect and strength of each member of the class: A full day of ProD with a focus on social emotional learning and restorative practices was organized, and specialized guest speakers worked with the staff to promote and reinforce the implementation of strategies and activities that supported the whole child, and helped infuse SEL and personal and social core competency, as highlighted in BC redesigned curriculum, into teaching and learning.
- Second Step kits were purchased and training was provided
- Continued to establish a strong school community by organizing events such as Corn Roast Evening / Meet the Teacher Night, Monthly Parent Coffee, Pancake Breakfasts, Multicultural Potluck, Post-Quebec Celebration
- Encouraged class meetings on a regular basis in classrooms – some are adopting this practice
- Some classes continued with the implementation of the “MindUp” Program
- Taught empathy as part of the Health & Career Education Program
- Continued to provide the Roots of Empathy program at Hastings

- Increased physical activity for students: daily kilometer club, “bounce at the bell”, lunch hour activities, grade 7 buddies teaching primary games at recess and lunch recess, separate playing area on the field for grade 3 soccer
- Continued to encourage English/French connections, activities and fieldtrips to build a strong sense of community within the school
- Continued to use primary and intermediate buddy classes in some classes. This is an area to possibly increase for next year
- Worked with our Aboriginal support worker to make meaningful connections with our families and students
- Continued with our student leadership program to foster positive personal identity and to promote healthy relationships and service to the community
- Continued to receive support from YFW, FNW, Area Counselor, District Psychologist and Speech and Language Pathologist
- Dedicated a Professional Development Day to Social Responsibility: Inclusive Schools, and Integration of SEL and Restorative Practices into teaching/learning – as well as Second Step training for all teachers who still need to complete this

Aboriginal Goal/ Support & Activities:

- A number of activities were incorporated within the classroom and the whole school to build knowledge, awareness and appreciation of Aboriginal histories, traditions and cultures among all students:
- Acknowledging the traditional lands of the Coast Salish throughout the year at assemblies, meetings and announcements
- Aboriginal plays and performances for whole school
- Aboriginal themed resource kits in the Kindergarten rooms (puppets, stories, designs) as well as Classroom Aboriginal Exploration Kit, and Literature/story books with aboriginal themes
- In class, small group and community support from Aboriginal Enhancement worker
- Working with Kiwassa and Long House afterschool programs
- Story Telling in classes by Aboriginal Enhancement Worker
- Aboriginal themed arts and crafts in classes
- Provided students with large selection of Aboriginal books in the school Library
- Hastings’ Literacy Week in May, one of the days had an Aboriginal theme
- Sign up schedule for in class visits by Aboriginal Enhancement Worker
- First Nations classroom art projects hanging in the hallways of the school
- Shared effective practices in Aboriginal education through teacher/staff professional development
- Community outreach by Youth and Family Worker and Aboriginal Enhancement worker for our most vulnerable aboriginal families

3. WERE WE SUCCESSFUL?

- Outline results

This year, teachers continued to collect data through formative and summative assessment practices, using a variety of assessment and evaluation strategies and tools such as classroom observations, in-class reading/writing assignments, writing samples, journal writing, DRA, RAD, Writing Performance Standards, BC Performance Standards for reading/writing/social responsibility, teacher quizzes and tests, GB+, Woodcock, Kaufman, student self-evaluation, conflict resolution based on dialogues and principles of restorative practices

We continue to build on the successes of last year – and know that we will continue to work in these areas:

Noted findings of success from classroom data included:

- 73% of all students are meeting to exceeding in Writing
- 81% of all students are meeting to exceeding in Reading
- 90% of all students are meeting to exceeding in Social Responsibility in the classroom

Noted findings of success from office data for Social Responsibility/Behaviour Referrals included:

- 75% of all students are meeting to exceeding in Social Responsibility in all areas of the school (Playground/Lunchroom/Washrooms/Hallways/Gym/Class) and have never had a referral to the office.

While reviewing our school goals and objectives, we discussed the strategies we used and implemented throughout the school year to support our learners, as described in our school plan, and we focused on new possibilities to personalize student learning and improve performance. This school year, our school goal focused Literacy, both reading and writing. Different grade level groups had comprehensive conversations to identify best assessment tools and more inquiry opportunities to support student learning – particularly as it relates to personal choice and the redesigned curriculum – and student self-assessment.

Also noted was a consistent trend of all students meeting to exceeding in social responsibility in the classrooms. However, we continue to consider the number of students who are not meeting to exceeding in social responsibilities in other areas of school. Based on our investigation and group conversations, we agreed that all students should play a more active role in self-assessment and personal goal setting, and we should continue to infuse social emotional learning into all aspects of teaching and learning. Our teaching staff decided to adopt the Second Step Fourth Edition Program in school year 2016-2017 and will continue this in 2017-18 to integrate SEL into daily teaching, build a common language across grade levels to consistently instil the positive sense of self in students and promote healthy relationships, and equip each child with the necessary skills he/she requires to self-regulate in different circumstances. We are sharing this information and strategies with parents wherever possible. As a staff, we will also continue to discuss and update our code of conduct and behavioural expectations as outlined on our school developed posters. Our Grade 6/7 teachers are planned a day of leadership camp for all of our grade 7 students in October 2016 as well as a Gr 6 leadership day in January 2017. These were both very successful and will be continued in 2017-18

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - Information sharing with the parent population through newsletters and school website
 - Information sharing at staff meetings, grade group meetings, Literacy meetings and Goal Setting meetings
 - Celebration of student success at assemblies, through school announcements and individual meetings with Principal and Vice-Principal
 - Inquiry learning team celebration and digital fair at the district level
 - Parent Teacher and Student-Led Conferences
 - Literacy Week displays and celebrations

- Excellent participation in the district Aboriginal Leaving Ceremony by Gr 7 students, their families and our staff

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?

Based on our assessment data, the staff feel that we still needed to continue with our previous school goals to support our vulnerable learners in the area of literacy and social responsibility. We also will have a continued commitment to supporting the district-wide Aboriginal learning goal.

An area of staff focus will continue to be Social Responsibility. Staff are discussing and will continue to discuss and work through proactive strategies to provide student opportunities for leadership, inclusion and contributing more fully to the school community --- while also being able to express themselves in positive, supportive ways. Hastings is a large school, space is limited – therefore students interact with each other very closely at all times of the day. Bringing greater harmony to this very busy, exciting and energetic learning community – is both a challenge and an opportunity.

Literacy and social responsibility will continue to be our goals for 2017-18.



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.

At Hastings we have 62 students of Aboriginal Heritage registered in the following grades -----
Kindergarten = 5, Grade 1 = 7, Grade 2 = 6, Grade 3 = 8, Grade 4 = 7, Grade 5 = 9, Grade 6 = 8 and
Grade 7 = 12

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.
- A number of activities were incorporated within the classroom and the whole school to build knowledge, awareness and appreciation of Aboriginal histories, traditions and cultures among all students:
- Acknowledging the traditional lands of the Coast Salish throughout the year at assemblies, meetings and announcements
- Aboriginal plays and performances for whole school
- Aboriginal themed resource kits in the Kindergarten rooms (puppets, stories, designs) as well as Classroom Aboriginal Exploration Kit, and Literature/story books with aboriginal themes
- In class, small group and community support from Aboriginal Enhancement worker
- Working with Kiwassa and Long House afterschool programs
- Story Telling in classes by Aboriginal Enhancement Worker
- Aboriginal themed arts and crafts in classes
- Provided students with large selection of Aboriginal books in the school Library
- Hastings' Literacy Week in May, one of the days had an Aboriginal theme
- Sign up schedule for in class visits by Aboriginal Enhancement Worker
- First Nations classroom art projects hanging in the hallways of the school
- Shared effective practices in Aboriginal education through teacher/staff professional development
- Community outreach by Youth and Family Worker and Aboriginal Enhancement worker for our most vulnerable aboriginal families
- Staff attended the December 5th district ProDay which had a focus on Aboriginal learning. New ideas and strategies were implemented.
- Aboriginal students and families were invited to and attended the Aboriginal School leaving ceremony
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8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
- We will continue to incorporate activities within the classroom and the whole school to build knowledge, awareness and appreciation of Aboriginal histories, traditions and cultures among all students:
- We will continue to acknowledge the traditional lands of the Coast Salish throughout the year at assemblies, meetings and announcements
- We will continue to seek and book Aboriginal plays and performances for whole school
- Aboriginal themed resource kits in the Kindergarten rooms (puppets, stories, designs) as well as Classroom Aboriginal Exploration Kit, and Literature/story books with aboriginal themes will continue to be used
- Story Telling in classes by Aboriginal Enhancement Worker will continue
- Aboriginal themed arts and crafts in classes will continue
- Provided students with large selection of Aboriginal books in the school Library will continue
- Sign up schedule for in class visits by Aboriginal Enhancement Worker
- First Nations classroom art projects hanging in the hallways of the school

- Shared effective practices in Aboriginal education through teacher/staff professional development will continue
- Community outreach by Youth and Family Worker and Aboriginal Enhancement worker for our most vulnerable Aboriginal families
- Continued collaboration with AEEW to teach compare/contrast 'Ancient Haida' with another Ancient Civilization – eg Roman, Greek, Chinese
- Staff will continue to see out and attend district ProDay which had a focus on Aboriginal learning
- Staff will continue to support Aboriginal students and families to attend the Aboriginal School leaving ceremony
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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

- Throughout the year Aboriginal student learning results have been entered into the AIMS system – discussed at our weekly counselling meetings and at SBT as needed – in order to be aware of the current situation for all our Aboriginal learners
- Data – the number of students who are meeting expectations has increased in both reading, writing and math with a decrease of 10% in not yet meeting expectations in all 3 areas.
- Attendance management has been implemented in the school with the results that students are attending more regularly and for those that are not we are aware of the circumstances as to why not and working with them to manage these situations. We use this data to support families with attendance – through personal contact and care, breakfast program participation – cultural connect and homework club – for students are concerned about falling behind.
- While students have many opportunities to express themselves / their voice in small groups – with the Aboriginal Support staff, school administration and individual staff – there still is work to be done to allow for broader participation and audience.