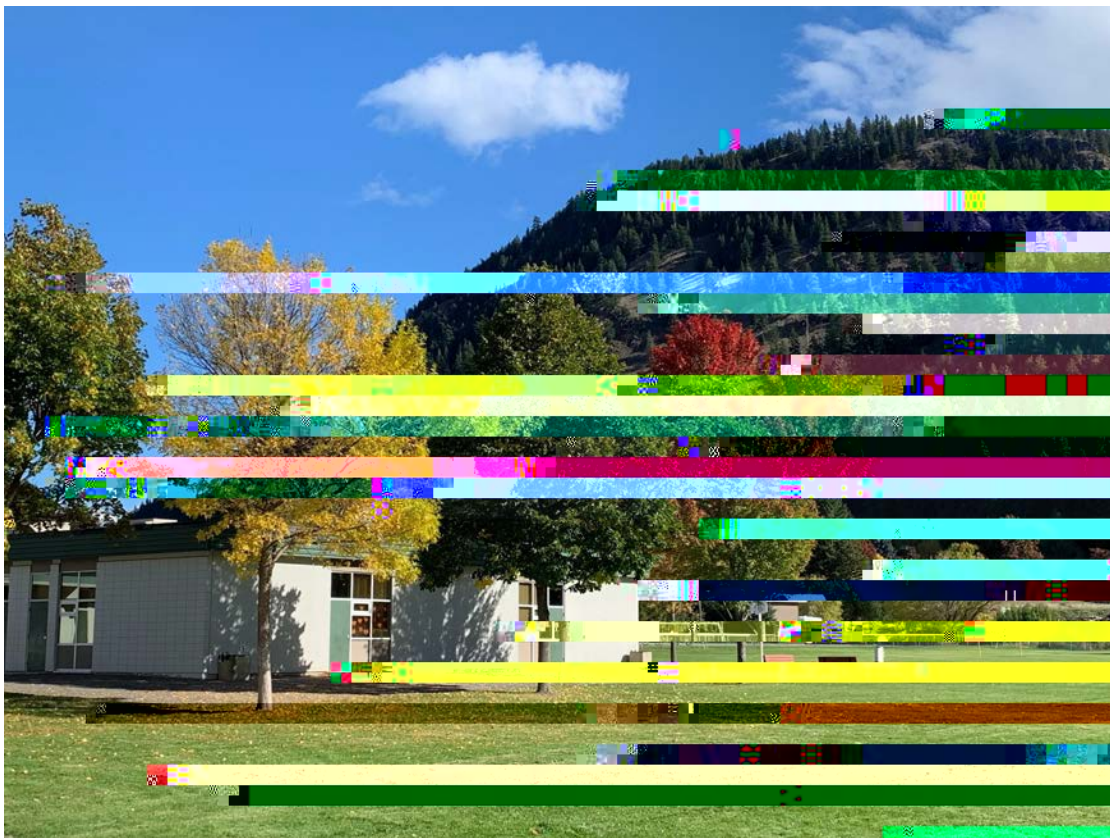




Annual School Learning Plan 2023-2024



Acknowledgement



Certified Educational Assistants supporting students in classrooms and throughout the school. We have a 0.50 Vice-Principal, who teaches PHE, as well as provides check-ins with some of our most vulnerable students, on top of her administrative duties

Learning Goal

INTELLECTUAL DEVELOPMENT

Sub Goal: Aboriginal students and Non-Aboriginal students will meet or exceed literacy expectations.

AREAS TO CELEBRATE:

A look at our literacy results in terms of writing, shows an overall student strength in this area

Offer “push in” learning supports for our upper primary students to increase classroom time and independence, as well as our intensive small group interventions

To improve Aboriginal student learning, we will:

review the strategies in the Local Education Agreements and Aboriginal Enhancement Agreement and include those strategies that staff agree will have the most impact

Focus on traditional ways of knowing and cultural values imbedded in all that we do through resources and the modeling of aboriginal staff

Continue to offer traditional language opportunities

Continue to build connection and a positive self identity

To improve in learning, we are ensuring that our resources meet our students’ needs

Curriculum resources at Haldane vary, depending on staff approach and age of students. In order to align supports in Reading, we have focused on Leveled Literacy interventions for our LART teachers and have these resources in circulation through our primary classrooms as well.

This year our primary staff all attended the Jolly Phonics workshop and have implemented this program through all of the primary grades to have a continuity of focus and growth

Haldane employs many amazing staff! We have teachers with years of experience and teachers who are new to the craft. Our experienced teachers are committed to our community and school and help to guide our new teachers and connect them as well. Support staff and district staff are all truly committed to the needs of our students and model kindness and compassion. Many of our staff members live in our community and are a part of our students’ lives in school and out. Many of our staff also have indigenous heritage and help to guide us in our ways of knowing and cultural connections. Human resources are the heart of a school and are key to making students feel connected enough to learn to their best potential.

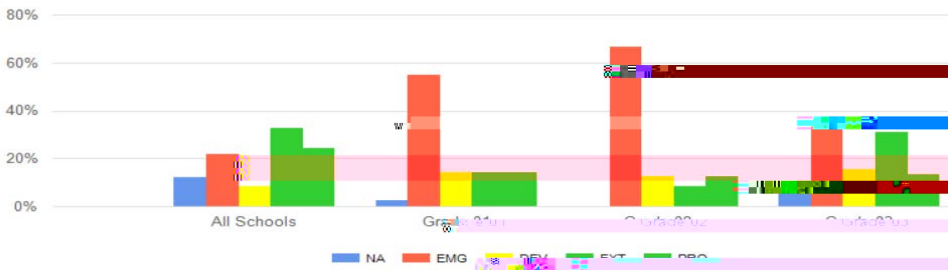
Many extracurricular activities at Haldane engage students in district level sports, and enhanced learning opportunities. Students m

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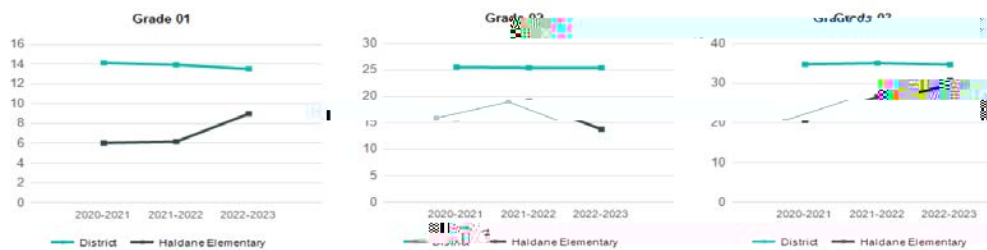
Many Field trips at Haldane focus on the outdoors and providing opportunities for our students that enhance their learning. As a rural community school, we enjoy connecting to the land, moving our bodies and hands on learning. Field trips to our various outdoor learning

regulate their bodies and to integrate successfully back into their classroom environments in a more focused, “ready to learn” way.

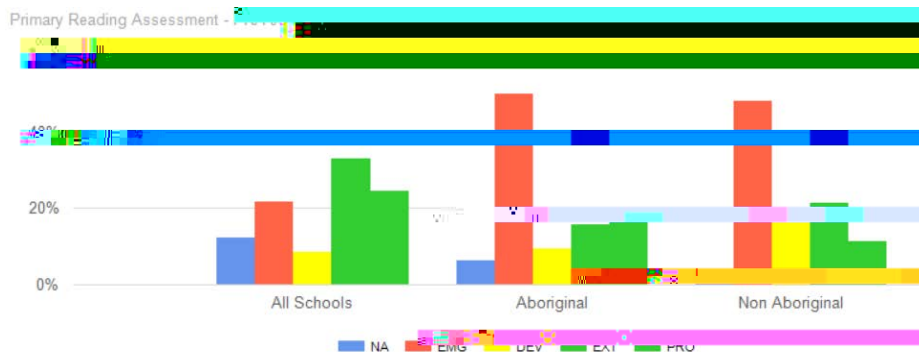
Primary Reading Assessment - PRA June



PRA - PRA June - DRA Level



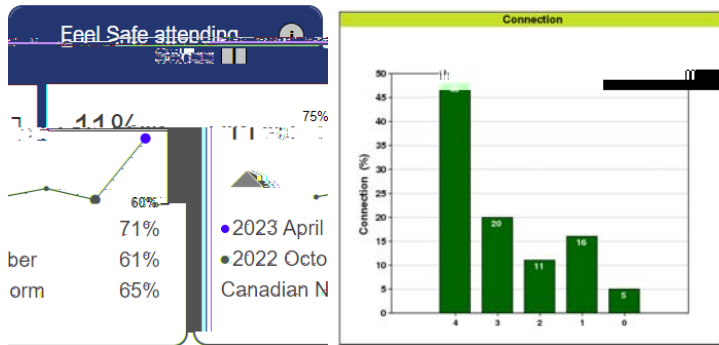
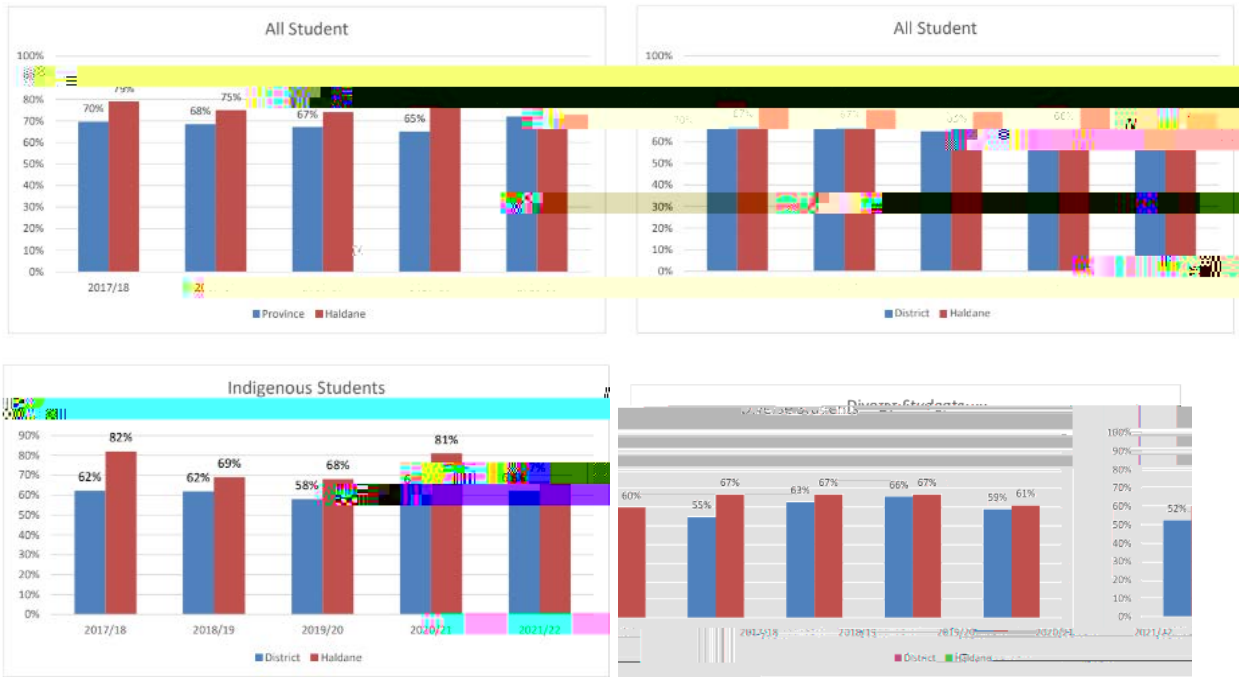
When we looked at our Primary Reading Assessments, we were encouraged to see an upward trend for most of our students. We also noticed, anecdotally, that our students really connected to some of our new programs, like Jolly Phonics. Teachers noted enthusiasm and focus during these lessons. We did, however, also notice a decline within our grade 2 group, so did some digging to determine what was happening. We discovered that the decline was mostly connected to a classroom that had many teacher changes and some inconsistency in programs and approaches. These students have been flagged for extra support next year, to ensure they have a consistent resource and program to support their learning.



We were pleased to see that our primary readers, when disaggregated into Aboriginal/ Non Aboriginal, showed close to parity. Reading results in the “Emerging” category were



Student Learning Survey (SLS) - Feel Welcome



SCHOOL GOAL: Students will improve personal social skills, self regulation and their ability to connect to self and others.

AREAS TO CELEBRATE: Over the last few years, we have actually seen strong results in our students’ overall sense of belonging and connectedness. We are pleased to see these gains, and have set our sights on this improvement to continue. When we look deeper into the data, we see that our indigenous students are actually above the district on the measures of “Feeling Welcome” and “Feeling Safe”. We also notice that almost all learners report feeling connected to an adult at school.

AREAS TO GROW:

Despite strong results in these well being areas, we want to continue to keep our kids safe and connected at Haldane. This will be on-going work.

Most learners report feeling connected to at least one adult here at school, but our focus is on determining the small number of students who don't have an adult connection and to correct this.

SCHOOL STRATEGIES:

To improve students feeling welcome and safe in classrooms we will :

Continue to teach social, emotional, and self regulation strategies within each classroom (Zones of Regulation, TILT, Mind Up)

Direct teaching within the classrooms of acceptance and tolerance of all
School wide activities and cross grade partnerships to promote modeling and connectedness

Continue to offer morning, recess and lunch food programs to support a positive learning environment and help students connect to peers and adults

Continue to use our "Flex Room" for students to learn social skills, self regulation and proactive behaviours - room is offered to all who need it and is used throughout the day to supplement classroom learning

To improve classroom practices through professional development, we will:

Continue to offer school wide professional development that is focused on trauma informed practices

Staff book clubs to help focus our knowledge of mental health and supports for kids - this year's book was "Hold on To Your Kids", by Gordon Neufeld and Gabor Mate

Ongoing reviews and staff discussions around our PBIS practices and goals (standing staff meeting agenda item)

To improve in grade-to-grade transitions, we will:

Continue to model regulation and connection strategies through buddy classes - primary students learning from our intermediates to help with the grade 3-4 transition

Continue to collaborate with our nearby high school to model regulation and connection for the high school transition

Continue with grade 6 tours and transition program so our students know what is expected of them and can feel comfortable before attending high school

Continue with our Kindergarten orientation program to help our preschool students transition to Kindergarten and feel welcome in our school

To improve Aboriginal student learning, we will:

Continue to implement strategies from our Local Education Agreements and the Aboriginal Enhancement Agreement to increase and honour Indigenous ways of knowing to support a culture of inclusion and acceptance

Continue to imbed Indigenous culture within our classrooms

Maintain strong relationships with our community and Indigenous families -

Chase Aboriginal Advisory Council meetings, Aboriginal Year End BBQ, regular meetings with Band Education Liaisons

To improve wellbeing, we are allocating our financial resources towards:

Trauma informed literature and books for our staff book club

PBIS materials, posters, tools for classrooms

Regulation, social emotional and mental health tools/information for our Flex Room for student use throughout the day

Evidence and Next Steps

Review of our various data sets took place in mid May of this year. As an administrative team we first looked at our data sets and noted areas of growth and concern. We then

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CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop in communities cultural safety and humility, and in individuals, a sense of identity.

CULTURAL SAFETY OUTCOME:

Students, parents, and staff will strive to address power imbalances inherent in the education system and shape a district community that is free of racism, discrimination, sexism, harassment, and homophobia.

GOAL: Every learner will thrive personally and culturally.

SCHOOL STRATEGIES: Our school is committed to celebrating diversity and inclusion. We have a strong staff who work hard at identifying biases, barriers and gaps in our own and students' experiences. Our Indigenous team models culturally responsive activities and sensitivities, while working hard to connect our students to each other and themselves. Our school wide behaviour matrix is based on the medicine wheel and was created by staff and our community partners to reflect Indigenous ways of thinking and knowing. Staff leads help to create safe spaces for all students that promote inclusion and acceptance, like lunch clubs with some of our neuro diverse learners and peers, and the Rainbow club. We also focus on professional development to enhance our understanding of inclusion and how our practice, language and assumptions can impact cultural safety. In practice, this looks like using gender neutral language, imbedding diverse families/people examples into curriculum, visual representations of our culturally diverse students (signs in secwepemctsin, posters with diverse ethnicities) and celebrating culturally diverse moments/events.

Evidence and Next Steps

Review of our various data sets took place in mid May of 2023. As an administrative team we first looked at our data sets and noted areas of growth and concern. We then drilled down into the data to ensure we were clear on the needs of our diverse student population. We reviewed this data again at our June 7th staff meeting and received

input from staff to support a continued focus on cultural safety. The plan was shared with our Parent Advisory Council (PAC) on May 31st.

Our next steps are to review the plan again in the fall of 2023 with our staff and PAC, as well as our band education managers to outline our strategies and receive feedback. This will be an ongoing process, as we evolve through the year, so we will have the School Learning Plan as a standing agenda item for PAC, staff and CAAC (Chase Aboriginal Advisory Council) meetings.