



Halfmoon Bay Elementary

GROWTH PLAN



Principal Bernadette Marie

2024-2025 School Year

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Halfmoon Bay Elementary School Growth Plan

School Year: 2024-2025

School Demographics

Halfmoon Bay Elementary-Community School (HMBECS) is home to 177 students and 24 staff members. We currently have 43 students with Individualized Education Plans (I.E.P.'s), and 36 students with Indigenous ancestry.

Our school is fortunate to have a large field with two new adventure playgrounds. Our grounds also house the HMB Day Care and Strong Start/Just B4 program. We have beautiful surroundings. Our classes utilize the local SCR D trails, Connor Park and Sargent Bay Provincial Park on a regular basis for their nature walks and explorative lessons. Students are exposed to a wide variety of learning opportunities and extra-curricular options within the school and community at large.

We implement a child-centered approach to learning that values the individual strengths and talents of each student while honouring their cultural heritage and family journeys. Our collective work is based on the new district strategic plan.

Community Context

- We acknowledge with respect the unceded and traditional lands and waters of the shíshálh Nation, where we gather, learn, and collaborate with one another.
- Parent and family involvement will be supported to build new connections with our families and enhance a sense of belonging to our community. Invite parents to school events and celebrations whenever possible (ie. Kindergarten orientation, Halloween parade, X-mas Fair & Concert, Talent Show, Spring Carnival, Field Trips). This is in conjunction with our community school. Our Community School Coordinator is an active liaison between home and school. Ongoing communication occurs with parents through newsletters, My Ed, HMBECS, email, phone calls, student planners, SPACES & PAC.

Trends



- As home values rise, we continue to welcome families who are deeply invested in our community and schools.
- We are strengthening our resources to better support families in need, ensuring every student has the opportunity to thrive.
- With an increase in behavioral needs, we are enhancing strategies and programs to support young children in developing essential social and emotional skills.
- We are focusing on improving student engagement and attendance, especially in the younger grades, by enhancing support systems and creating a welcoming, inclusive learning environment
- We will be replacing over 60 laptops over the next few years, we are looking at Chromebooks as an option.
- Our PAC is actively fundraising to enhance our playgrounds. This year we hope to have a new Gagaball pit installed by March Break.

Strengths

- Our grade 7's are on track or above the provincial average in literacy.
- From our satisfaction surveys, we asked the grade 4 students if they feel like they belong at school, over 90% of students responded that they feel like they belong. Another area where we are proud of is our students with designations and with Indigenous ancestry responded over 85% feel welcomed at school.
- We use our Literacy and Numeracy support teacher to meet the extra needs of some students.
- We offer a hot breakfast 5 days a week as well as a lunch program that supports those students who need a top every day.
- Buddy classes created at the beginning of the school year have fostered authentic relationships, shared class projects, school outings and social skill-building through learning activities.
- Kindergarten and Grade 7 transitions with support from our Early team.
- Garden is thriving with the dedication of our Admin Assistant, classes and community school coordinator
- Sports: Cross-Country, Volleyball, Basketball, Ultimate, Track and Field and disc golf.
- Staff have created school-wide activities IE: School Beautification project, Passion Blocks, and outdoor learning spaces.

Stretches (Areas for Growth)

- We have looked at a number of resources and data collected from the 2022/2023 satisfaction surveys, and an area where the school will explore is why 35% our grade 7's indicated that they don't feel like they belong either sometimes or never.



- Based on the Fall 2024 FSA data, 40% of our Grade 7 students are emerging in Numeracy. This presents an opportunity to explore targeted interventions, enhance instructional strategies, and provide additional support to ensure student success in this critical area.
- We recognize that fostering trusting relationships is a core competency that we can explore and develop better connections with our students.

Vision for Growth

- Our vision is to cultivate a dynamic and inclusive learning community where each student's unique potential is recognized and nurtured. We are dedicated to fostering critical thinkers, compassionate citizens, and lifelong learners who are prepared to thrive in a rapidly evolving world. By embracing diversity, promoting equity, and encouraging innovation, we aim to empower students to lead with integrity, empathy, and resilience. Together, we strive to create a supportive environment that inspires personal growth, academic excellence, and a commitment to social responsibility.
- This year, due to lower enrollment, we have two open classrooms. We have decided to convert these spaces into areas for students to work in small groups, gather for larger projects, and take breaks throughout the day. We are also located in a lush, forested area with a few outdoor learning spaces that will enrich our Nature-Based learning strand.

Mission

Our school is committed to fostering a learning environment where the Core Competencies—communication, thinking, and personal and social responsibility—flourish. Through authentic relationships built on trust, respect, and collaboration, we create meaningful learning experiences that support the holistic development of each student. Grounded in land-based learning, we honour the connections between education, community, and the natural world, encouraging a deep sense of place, responsibility, and stewardship.



Core Values

Our school's values reflect our commitment to a thriving, inclusive, and dynamic learning community. These values guide our Growth Plan and align with the district's vision for student success and well-being:

Authentic Relationships

We believe that strong, respectful, and supportive relationships are the foundation of a meaningful learning experience. By fostering connections between students, staff, families, and the wider community, we create a sense of belonging and shared responsibility for learning and growth.

Nature-Based Learning

We recognize the land as a teacher and value learning experiences that connect students to nature, Indigenous perspectives, and sustainable practices. By engaging with the land, we foster stewardship, cultural awareness, and a deeper sense of place.

Equity Considerations

1. Supporting and Planning for Priority Learners

Our school is dedicated to fostering an inclusive, supportive, and culturally responsive learning environment for all students, with a focus on ensuring success for priority learners. Below is an overview of how we support and plan for Indigenous students and other priority groups.

Indigenous Students

We recognize the importance of honouring Indigenous ways of knowing, being, and learning. Our approach includes:

- **Nature-Based Learning:** Supports deep student learning through consistent, respectful interactive learning from the land, building curiosity about nature, fostering ecologically responsive behaviours, and developing advocacy for the well-being of ourselves, others and nature.
- **Authentic Relationships:** Support deep student learning through honouring personal experiences, developing trust, and building meaningful connections.
- **Cultural Awareness & Reconciliation:** Embedding Indigenous history, perspectives, and the Calls to Action from the Truth and Reconciliation Commission into our curriculum.
- **Targeted Support & Advocacy:** Working closely with our Inclusion support teacher, Education Support Workers and families to ensure students have access to academic, social, and emotional supports.



Students with Diverse Learning Needs

To support students with diverse learning needs, we:

- Implement Universal Design for Learning (UDL) and differentiated instruction to ensure accessibility for all.
- Provide **Individualized Education Plans (IEPs)** and targeted interventions based on student needs.
- Collaborate with specialists, such as learning resource teachers, counsellors, and speech-language pathologists.
- Foster a strengths-based approach that celebrates each student's unique abilities and potential.

Students from Vulnerable Backgrounds

- Ensure access to school meal programs, counselling services, and financial assistance for extracurricular activities.
- Build community partnerships to provide additional resources and support.
- Promote a trauma-informed approach to teaching and learning, ensuring a safe and supportive environment.

Our planning is rooted in equity, inclusion, and a deep commitment to ensuring that every learner receives the support they need to thrive academically, socially, and emotionally.

Strategic Goals and Objectives

Outlining the broad goals the school aims to achieve in alignment with the Strategic Plan and specific objectives that will guide actions based on evidence.

1. **Personal and Social: Self-Advocating**
2. **Communication: Connecting and Engaging with Others.**
3. **Emerging Numeracy Goal- Based on BC Curriculum: Thinking**



Selected Strands for Core Competency Development



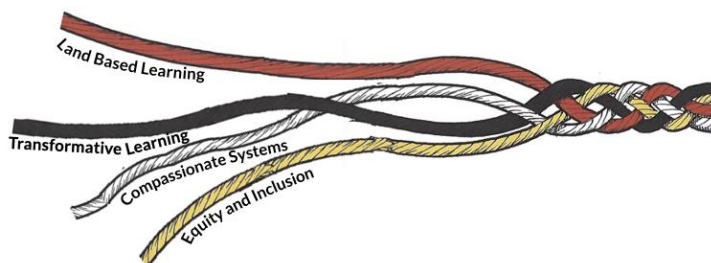
SCHOOL DISTRICT 46
SUNSHINE COAST

ENSOULING OUR SCHOOLS

"In This We Journey Together"

Strands:

- Authentic Relationships
- Personalized Learning
- Nature-Based Learning
- Experiential Hands-On Learning
- Inclusion
- Authentic, Real-World Learning
- First Peoples Principles of Learning
- Transformative Assessment
- Flexible Learning Environments



If we are attuned educators who build connections with joy, passion, and respect, we can design an irresistible future for all learners through weaving the following strands...

1. Authentic Relationships:

Our staff is committed to the new strategic plan and we have embarked on a journey by focusing on two selected strands for this year. Our first strand will be exploring "Authentic relationships". By supporting deep student learning through honouring personal experiences, developing trust, and building meaningful connections.

2. Nature Based Learning

Nature Based Learning is a strand that supports deep student learning through consistent interactive learning with and from the land. By building a sense of curiosity about nature and fostering ecologically responsive behaviours, students will develop care and advocacy for the well-being of themselves, others and nature.

...Then we believe students will authentically connect to and develop their core competencies; thus, nurturing their personal deep engagement, joy, and learning over time.

Core Competency Goal: Personal and Social- Self-Advocating:

Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

4. Evidence Analysis and Interpretation: See Appendix A for Data and Evidence (derived from the provided data package and your own chosen evidence). Include satellite, map and street data.

- Direct Evidence: From the 2023/2024 satisfaction survey's 25% of the grade 7 students indicated that they sometimes or never feel welcomed at school.
- We have seen a decline in enrollment, which resulted in one less classroom for the 24-25 school year.
- From the SLS of 2024: Indigenous Students: K-3+ 46% are proficient or extending; 4-7 =36% are Prof or Extending.
- K-3: 70% are proficient or extending in their Social Responsibility
- Gr. 4-7: 60 % are Proficient or Extending with their Social Responsibility
- From our street data collect in the fall of 2024, 42% our grade 6/7's indicated that they wanted more choice in what and how they learn.
- From our office referrals for behaviour, the common issue is students having difficulty regulating and indicating what they need to be able to learn best. Creating connections with individual staff and creating safe spaces for students to be able to advocate for their needs.

5. Rationale

- Effective self-advocacy requires strong communication skills. This strand focuses on the abilities needed to exchange information, experiences, and ideas clearly and confidently. Students develop skills to express their needs and perspectives, listen actively, and engage in respectful dialogue. These competencies enable them to navigate complex social interactions and advocate for themselves in diverse contexts.

6. Implementation Plan

- Primary-Intermediate team meetings, buddy classes, moving towards school-wide.
- Creating of Passion Blocks. Ideas generated by students for students. Fall session and April/ May session.
- Student data revisited in the Spring, compare data results. Have there been any changes?
- Parent/ PAC feedback on-going basis.



- Student council creating pathways for student voice.

7. Resources Required

- On-going support from staff, volunteers and parents.
- Financial needs to purchase resources to create spaces for students and staff within the school.
- Release time for learning leads to review the data that we are collecting and respond to changing trends.
- Community school on-going collaboration and relationship.

8. Success Indicators – consider staff, students and families

- Street Data collection from student surveys.
- Increase in student advocacy and confidence in our students.
- Parent feedback on student achievement with this goal.
- Staff feedback and review of Passion Blocks.
- Increase sense of connection between staff-students- families.

9. Reflection and Evaluation of the Plan: Seasonal Round

- On-going evaluation of goal is done throughout the year.
- Learning leads use staff meetings for review-update- adjust the strategies and plan.
- Review of Provincial Satisfaction Survey as well as street data collected via student surveys.
- Late Spring focus group planned for review and collection of data.

Second Goal

1. Communication: Connecting and Engaging with Others.

Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.

1. Evidence Analysis and Interpretation: See Appendix A for Data and Evidence (derived from the provided data package and your own chosen evidence). Include satellite, map and street data.

- From the Satisfaction Survey's from Spring 2024- it is noted that around 20-30% of our grade 7 students don't feel like they belong at school.



- We will be reviewing the satisfaction surveys done in 2025, to analyse the trend/results.
- From our street Data student survey in the fall 2024- 88% of our grade 7's feel like they belong at school.
- 90 % of our grade 4's responded that they feel like they belong at school.
- Student and staff feedback from Passion Blocks.
- Staff acknowledge the growth and commitment to outdoor learning as an avenue to enhance student engagement.
- Via parent-teacher conferences and PAC meetings, many parents feel welcomed and appreciate the connections between staff and students at Halfmoon Bay School.

2. Rationale

- Communication is essential for fostering students' ability to effectively exchange information, ideas, and perspectives. This competency not only enhances academic success but also prepares students for meaningful interactions in their personal and professional lives. By focusing on communication, we aim to develop students' skills in articulating thoughts clearly, listening actively, and collaborating with others, thereby equipping them to navigate diverse social and professional contexts with confidence and empathy.
- While technology offers diverse communication platforms, it's important to guide students in using these tools responsibly. Discussions around digital etiquette and the impact of online interactions can promote thoughtful and respectful communication in digital spaces.
- Utilizing technology to support struggling learners (especially in numeracy)

3. Implementation Plan

- Our school is excited to introduce a refreshed logo that reflects our evolving identity and shared values. This new design not only honors our history but also strengthens our sense of community, fostering connection and pride among students, staff and families. A strong visual identity brings us together and inspires engagement, creating a symbol that unites us as we move forward.
- Create platforms such as public speaking events, IE: assemblies to provide students with structured environments to practice and refine their oral communication skills. This fosters confidence and the ability to engage in civil discourse.
- Embed communication objectives into lesson plans across all subjects. Encourage students to articulate their understanding through presentations, group discussions, and collaborative projects, thereby enhancing their ability to convey ideas effectively.



- Conversion of a classroom to the “Raven Room”. A space for collaboration and projects.
- Through our newly created spaces, we want to have safe and welcoming spaces so students can feel welcomed and cared for at school.
- The creation of friendship clubs and student council provides opportunities for students to communicate their needs and allows for practical practice for students.
- Parent/ PAC feedback on an ongoing basis.
- Small groups were created to work with our two counsellors around voice and student(s) social/emotional development

4. Resources Required

- On-going support from staff, volunteers and parents.
- Allocation set aside for teacher resources for school projects and outdoor education materials.
- Release time for learning leads to review the data that we are collecting and respond to changing trends.
- Support of “Shift Education” presentation around self-advocacy and personal awareness and responsibility.
- Purchasing warm clothing for outdoor education.

5. Success Indicators – consider staff, students and families

- Street Data collection from student surveys to be redone in March/April.
- Monthly student-led assemblies, with rotating speakers.
- Staff and student feedback and review of Passion Blocks.

6. Reflection and Evaluation of the Plan: Seasonal Round

- On-going evaluation of our goals are done throughout the year.
- Check in's monthly with learning leads.
- Staff meetings provide opportunities for sharing, success and challenges reviewed.
- Review of Provincial Satisfaction Survey as well as street data collected via student surveys.
- Late Spring focus group planned for review and collection of data.

Third Goal

Emerging Goal - Numeracy

Students will develop their *Critical Thinking* skills by analyzing and applying mathematical reasoning to improve their understanding of numeracy concepts.

"Analyze and critique" – Students will assess their own numeracy understanding, identify challenges, and apply problem-solving strategies to improve mathematical thinking.



Rationale:

- **Grade 7 Numeracy Trends:**
 - 2023: 48% of Grade 7 students were emerging in Math.
 - 2024: 40% of Grade 7 students were emerging in Math (improvement, but still a concern).
- **Grade 4 Numeracy Trends:**
 - 2023: 16% of Grade 4 students were emerging, 72% were on track.
 - 2024: 20% of Grade 4 students were emerging, 65% were on track (slight decline).
- While Grade 7 results show improvement, Grade 4 results indicate a concerning downward trend, suggesting the need for targeted interventions and student reflection on mathematical strategies.

Implementation:

- **Student-Led Math Reflections:** Students will analyze their numeracy progress through self-assessment and peer discussions, identifying areas of challenge and success.
- **Inquiry-Based Math Challenges:** Students will explore real-world problems and reflect on different problem-solving approaches to strengthen reasoning skills.
- **Math Journals & Conferencing:** Students will document their thought processes, analyze errors, and critique different strategies to build a growth mindset in numeracy.
- **Collaborative Learning:** Opportunities for peer-to-peer math coaching, using questioning techniques to deepen understanding and reflection.
- **Teacher Support:** Educators will facilitate discussions where students analyze trends in their own performance, set personalized math goals, and explore strategies for improvement.

This goal empowers students to take an active role in their numeracy learning by fostering critical thinking, self-reflection, and problem-solving skills.

Engagement and Communication Plan

Communication is sent out through staff meetings, PAC meetings, and weekly news letters send to parents.

Parent feedback is on-going throughout the year.

Growth plan will be presented to staff and PAC.



Professional Learning

Outreach to SD 46 Inclusion support team for collaboration with implementation of safe/creative spaces for students.

Professional learning activities planned to support staff in implementing the Growth Plan and fostering the Core Competencies.

Utilizing trained teachers on call with Nature Based Learning certification.

Budget Considerations

Purchasing outdoor education resources such as books, clothing/boots for students.

Collaborating with teachers that are certified in Nature Based learning.

Utilizing “shift Education” as a resource for our parents, students and staff with a focus on healthy relationships.

Conclusion

At our school, we are dedicated to nurturing each student's growth in Personal and Social development and Communication. We strive to create a supportive and challenging learning environment that fosters mutual respect, cooperation, and social responsibility. With our new district strategic plan we will explore our chosen strands this year of Authentic relationships and Land-Based Learning.

By embracing these core competencies, we prepare our students to become active, thoughtful, and compassionate members of society.

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