

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Huband Park Elementary

PRINCIPAL: Lucinda Wolters

ASSOCIATE SUPERINTENDENT: Sean Lamoureux

LEARNING GOAL

COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE CORE COMPETENCIES OVER TIME.

DESIGN PRINCIPLE(S): Experiential Learning, Flexible Learning Environments

RATIONALE

Our primary school goal is for every student to be equipped to navigate diverse relationships for a positive impact on academic growth, improved attendance, and reduced behaviour challenges. Data and team reflections confirm the need to build core competencies in Communication, Social Awareness, and Responsibility. We see a growing need for students to develop skills to get along with diverse peers and manage conflict. Our students need to deepen their understanding of kindness to go beyond "being helpful" to include valuing diversity. "Huband Park Has Heart" is at the center of all we do.

ACTION PLAN

(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)

To support student needs, we've aligned our core competencies—Communication, Social Awareness, and Responsibility—with two key district design principles: Flexible Learning Environments and Experiential Learning. Recognizing that teacher agency drives growth, grade group teams selected "learning vehicles" such as RTI, play-based learning, Building Thinking Classrooms, Story Grammar Marker, Restorative Circles, and/or self-regulation skills. Professional learning in staff meetings focuses on collaboration, reflection, and sharing, building collective momentum. Whole-school approaches reinforce positive behavior: WITS, Huband Has Heart slips, monthly assemblies, "Alexis the Bear" videos, and "Reflecting on My Choices." Next year, a pilot project will bring experiential learning to life. Multi-age classes will co-learn communication skills through play-based experiences across shared indoor/outdoor spaces—our garden, forest, and loose parts area—using a co-planning/co-teaching model.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Progress is evident when students consistently show growth in self-regulation, kindness, and problem-solving. Key indicators include fewer behavior incidents and less need for "Reflecting on My Choices." Results include improved attendance, FSA data, and Student Learning Survey feedback. Student reflections will highlight growth in communication, social awareness, and responsibility. Increased collaboration, shared strategies, and reflective dialogue in team meetings and peer observations show that this work is embedded and shaping a collective identity rooted in empathy, learning, and shared responsibility.

LITERACY FOCUS

We are using Science of Reading through common assessments, fluency practice, explicit sound instruction, UFLI scope, Heggerty phonological lessons, decodable books, comprehension strategies and RTI.

NUMERACY FOCUS

We are developing numeracy through common assessments (SNAP, FSiM), Number Sense Routines, levelled math booklets, Building Thinking Classrooms/number talks, and loose parts collections.