

Huband Park Elementary School

Comox Valley Schools





Huband Park School Growth Plan

Huband Park Elementary School is committed to creating inclusive and engaging learning environments to enhance each student's development of the core and curricular competencies over time. We recognize that Indigenous ways of knowing and being enrich how we learn, teach, build relationships, and care for one another. From this perspective, learning happens in relationship, with ourselves, with one another, with the land, and with our community. It informs the culture we are intentionally creating and the ways we support every learner to thrive.

Decolonizing and Indigenous Commitment

As part of our ongoing commitment to the National Truth and Reconciliation Calls to Action, our Local Education Agreement, and the Indigenous Education Enhancement Agreement, we are dedicated to learning from, valuing, and embedding Indigenous ways of knowing and being throughout all aspects of school life. Guided by Calls to Action 62 and 63, we demonstrate this commitment by:

- Providing opportunities for place-based and outdoor learning that honour and celebrate Indigenous knowledge and connections to the land.
- Encouraging meaningful land acknowledgements, drumming, singing our Indigenous song, storytelling, inquiry, and shared learning experiences that recognize history, memory, and diverse perspectives as integral to our daily practice rather than as add-ons.
- Using curriculum experiences and field trips to deepen students' understanding of relationships, history, land, story, and identity within our school community and the surrounding environment.
- Coming together as a school community to recognize Indigenous Peoples Excellence Day and the National Day for Truth and Reconciliation.
- Engaging in ongoing staff learning and reflection, including participation in Indigenous Brilliance Day.

In keeping with the Local Education Agreement, we continue to create opportunities for community voice, connection, and learning alongside local Indigenous knowledge keepers and community members. We are grateful for the involvement of our Indigenous Elder, Kookum Sheila, whose presence enriches our school community.

We recognize that every learner brings unique strengths, experiences, and perspectives. By fostering relationships grounded in respect, reciprocity, and belonging, we provide responsive supports and meaningful learning opportunities that help every student flourish within a caring, inclusive community.

Huband Park Has Heart

Context and Portrait of the School

Huband Park Elementary School is located on the traditional, unceded territory of the K'ómoks First Nation. We acknowledge and are grateful for the opportunity to learn and grow on this land.

Our school serves nearly 400 students from kindergarten to Grade 7, including approximately 75 Indigenous students. Located in a predominantly rural area with some suburban neighbourhoods, the school draws students from Dove Creek, Black Creek, and Courtenay, with most travelling to school by bus. Enrolment has remained consistently strong, exceeding district trends. Surrounded by forests and trails, the school enjoys close access to the rich natural environment of Seal Bay Park, providing an exceptional setting for learning and outdoor exploration.

Community Characteristics

Grounded in our district values of learning, equity, relationships, safety, integrity, and truth and reconciliation, we strive to ensure every learner feels welcomed, valued, and engaged in meaningful learning. The staff at Huband Park are collaborative, experienced, and deeply committed to student success. Many have served the school community for years, fostering strong relationships with students and families and contributing to a caring and connected school culture. As the school continues to evolve, staff are balancing long-standing strengths with emerging needs by working together to strengthen inclusive practices, deepen their understanding of equality and equity, and respond to the increasingly diverse and complex needs of learners while maintaining a welcoming, student-centered environment.

New Programs, Initiatives, Community and School Partnerships

Here are a few of our initiatives and approaches that are emerging as important to our school:

i) **Response To Instruction:**

- Over several years the Grade 6/7 team has engaged in a Response to Instruction model across three, and more recently four, classrooms, focusing on addressing diverse learning needs in both literacy and numeracy. This collaborative approach has allowed teachers to work closely together to respond to student learning data, share instructional practices, and provide more targeted supports within and across classrooms. Through ongoing planning, assessment, and reflection, the team has been able to adjust instruction in real time and strengthen consistency in student learning experiences. This model has also supported professional growth, as teachers deepen their practice through shared inquiry and collective problem-solving. The Grade 6/7 team continues to demonstrate a strong and effective example of collaborative practice that supports both student learning and teacher development. We are exploring ways to expand this model in the other grades.

ii) **Huband Park Play Lab:**

- The Play Lab pilot supported the school's goals of strengthening students' communication, social awareness and responsibility, and valuing diversity through experiential, play-based

learning in flexible, multi-age environments. This play initiative was influenced by two early primary teachers who embed meaningful play in their practice. A Grade 3 and Grade 5 group co-constructed routines, expectations, and learning partnerships, with explicit teaching of active listening, turn-taking, expressing thinking and feelings, and non-verbal communication. Students were also taught strategies for peaceful problem solving and repairing harm, alongside intentional focus on valuing diversity and considering others' perspectives. Pre- and post-assessments in play and valuing diversity informed instruction and helped identify student growth over time.

- Overall, students showed emerging growth in communication, collaboration, and relationship-building, particularly in cross-grade interactions. Many students demonstrated a broader understanding of diversity and more inclusive attitudes, with reflections showing increased appreciation for differences and expanded ideas about play beyond technology and sports. Challenges included uneven engagement among some Grade 5 students, and developmental differences between age groups, which affected consistency and participation. These findings highlight the value of continued play-based learning with greater differentiation, clearer structures, and increased student choice to better support engagement and inclusion. **See appendix 1** for a summary of findings.

iii) **Building Thinking Classrooms**

- A group of teachers have been exploring the Building Thinking Classrooms approach in math to strengthen student engagement, reasoning, and collaboration. This model emphasizes rich, open-ended tasks, vertical non-permanent surfaces, and purposeful groupings to encourage students to think deeply and persist in problem solving as a team. A key focus has been the intentional embedding of the Communication core competency, with students regularly sharing their thinking, explaining strategies, and building on the ideas of others through mathematical discourse. This approach has helped create more visible thinking in math learning and increased opportunities for students to communicate their reasoning with more confidence.

These initiatives will continue as part of our ongoing instructional practice across the school. Staff will further refine and deepen their use of these models to strengthen consistency, responsiveness, and student engagement in literacy, numeracy, and play-based learning.

Our Learners: What the Evidence Tells Us

A review of a range of evidence sources, including student achievement data, survey results, staff feedback, observations, office referrals, and attendance patterns, provides insight into several important trends and areas for continued growth.

District Context:

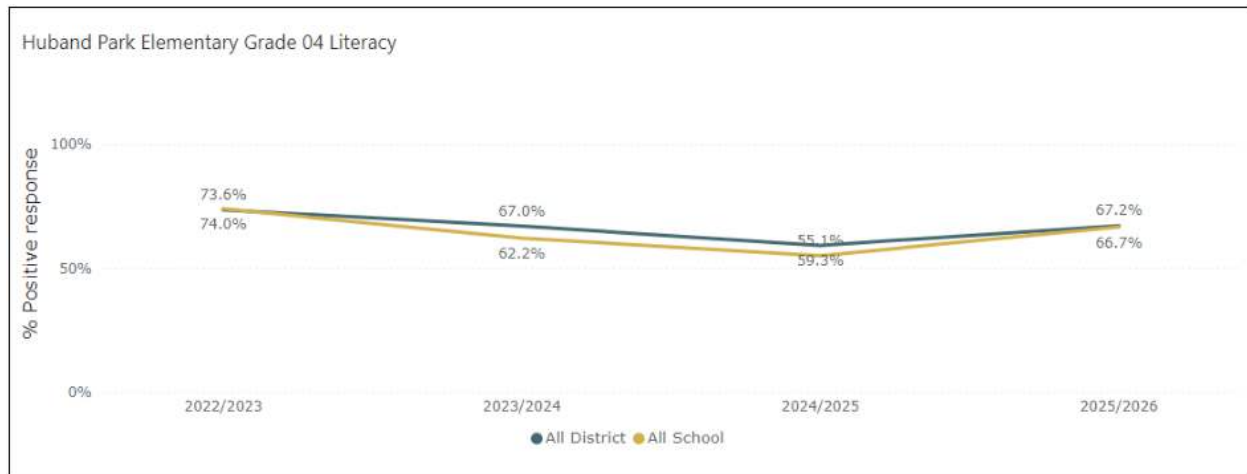
Every school will uphold and support literacy and numeracy development.

Literacy

Literacy results indicate that Huband Park students are performing at or near district levels across Grades 4 and 7. Grade 7 literacy has shown significant growth over the past four years, while Grade

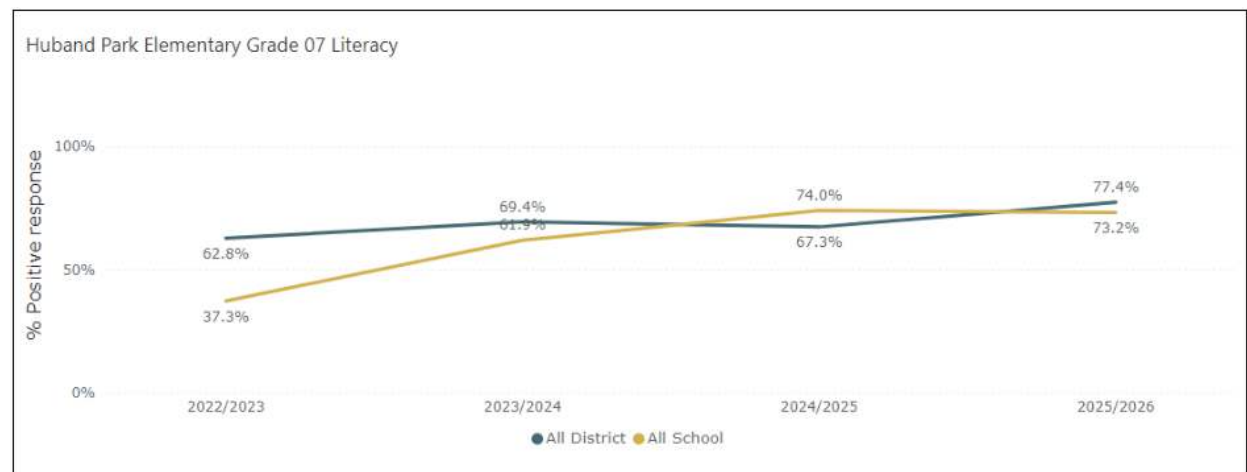
4 literacy has remained relatively stable and closely aligned with district trends. These results suggest that school-wide efforts to support literacy learning are having a positive impact and provide a strong foundation for continued growth.

Figure 1: Grade 4 FSA Literacy Trends from 2022/2023 to 2025/2026



Grade 4 literacy results have remained largely consistent with district trends over the past four years. Following a decline from 74.0% in 2022/23 to 59.3% in 2024/25, results improved to 66.7% in 2025/26. While there is continued opportunity for growth, the recent increase suggests positive momentum and highlights the importance of sustaining a strong focus on literacy instruction, student engagement, and early intervention to support all learners.

Figure 2: Grade 7 FSA Literacy Trends from 2022/2023 to 2025/2026



Grade 7 literacy results have shown significant improvement over the past four years, increasing from 37.3% in 2022/23 to 73.2% in 2025/26. While results remain slightly below the district average in the most recent year, the school has substantially narrowed the gap and exceeded district results in 2024/25. These trends suggest that focused efforts to support literacy instruction and student

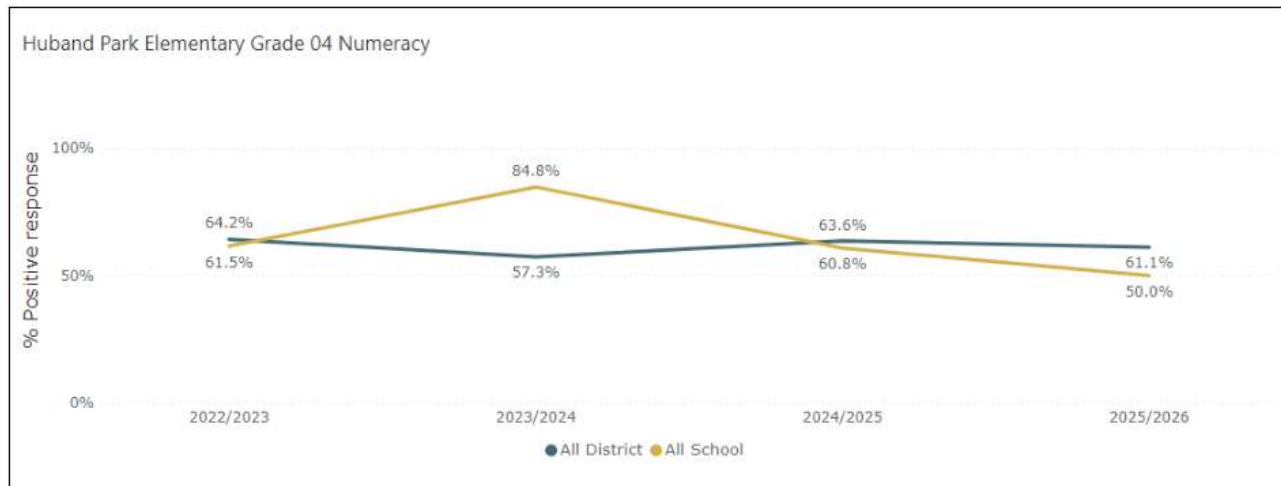
engagement have contributed to meaningful gains, while also highlighting opportunities to sustain and build upon this progress.

It is noteworthy to mention that the last four years there has been an effort to implement common literacy instructional practices that has influenced reading results for Tier 2 students. Through collaboration funds from the district, resources and teaching strategies were outlined for primary and intermediate classes, namely, “phonics boxes” and “word work binders.” We invite and encourage all teachers who are new to the school to become familiar with these teaching strategies as they are having a significant impact.

Numeracy trends

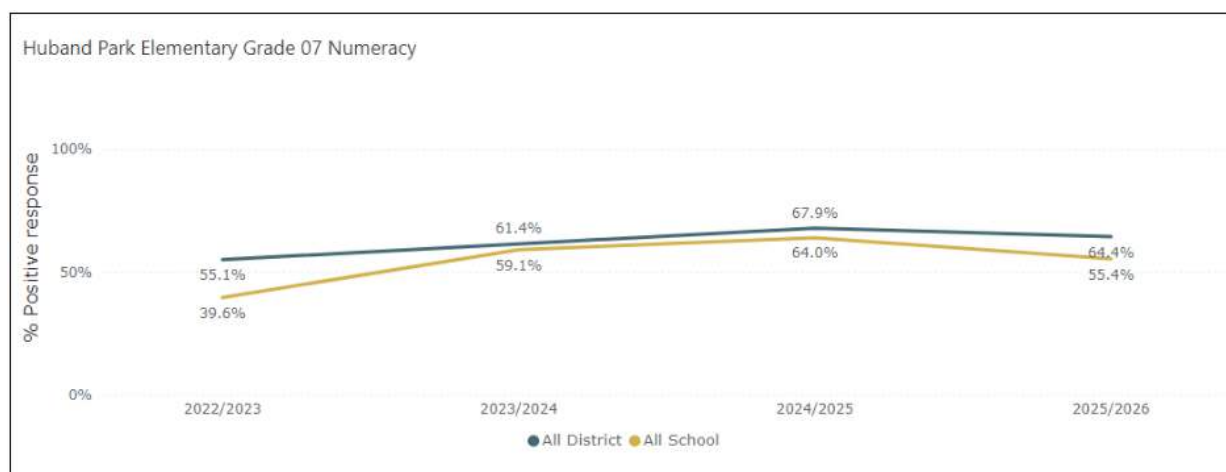
Numeracy results present a more varied picture. While Grade 7 numeracy has improved considerably over the past four years and the gap with district performance has narrowed, Grade 4 numeracy results have fluctuated and declined in the most recent year. These trends suggest an opportunity to strengthen a coherent, school-wide approach to numeracy that supports student confidence, engagement, and mathematical thinking across grade levels.

Figure 3: Grade 4 FSA Numeracy Trends from 2022/2023 to 2025/2026



Grade 4 numeracy results have shown considerable fluctuation over the past four years. Following a significant increase to 84.8% in 2023/24, results declined to 50.0% in 2025/26, falling below the district average of 61.1%. These trends highlight numeracy as an area for continued inquiry and growth. Moving forward, staff will continue to work collaboratively to strengthen instructional practices, build student confidence and engagement in mathematics, and identify effective supports that contribute to improved outcomes for all learners.

Figure 4: Grade 7 FSA Numeracy Trends from 2022/2023 to 2025/2026

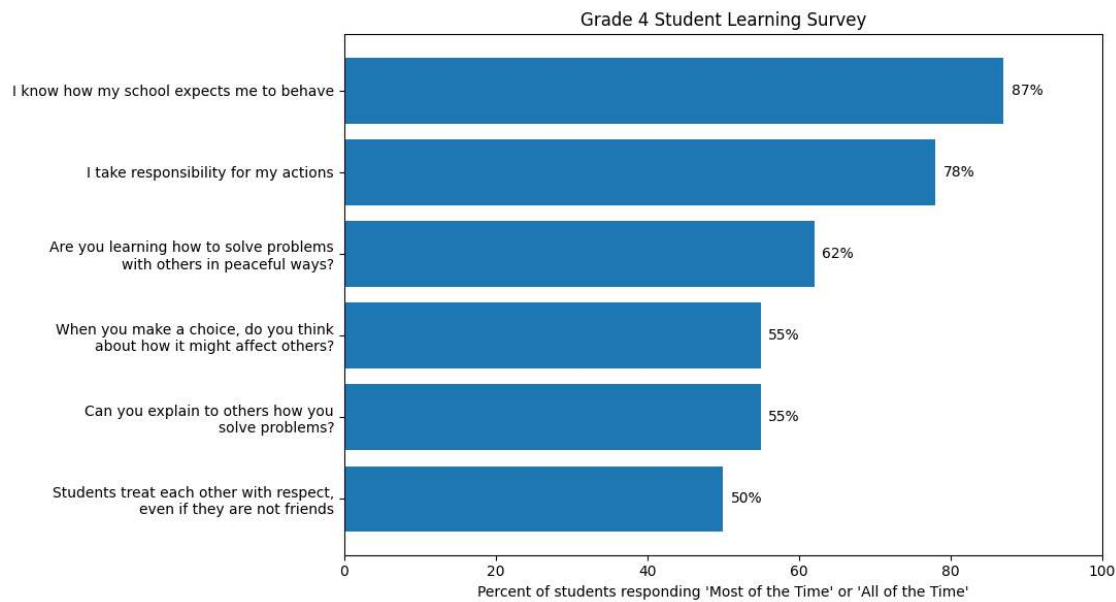
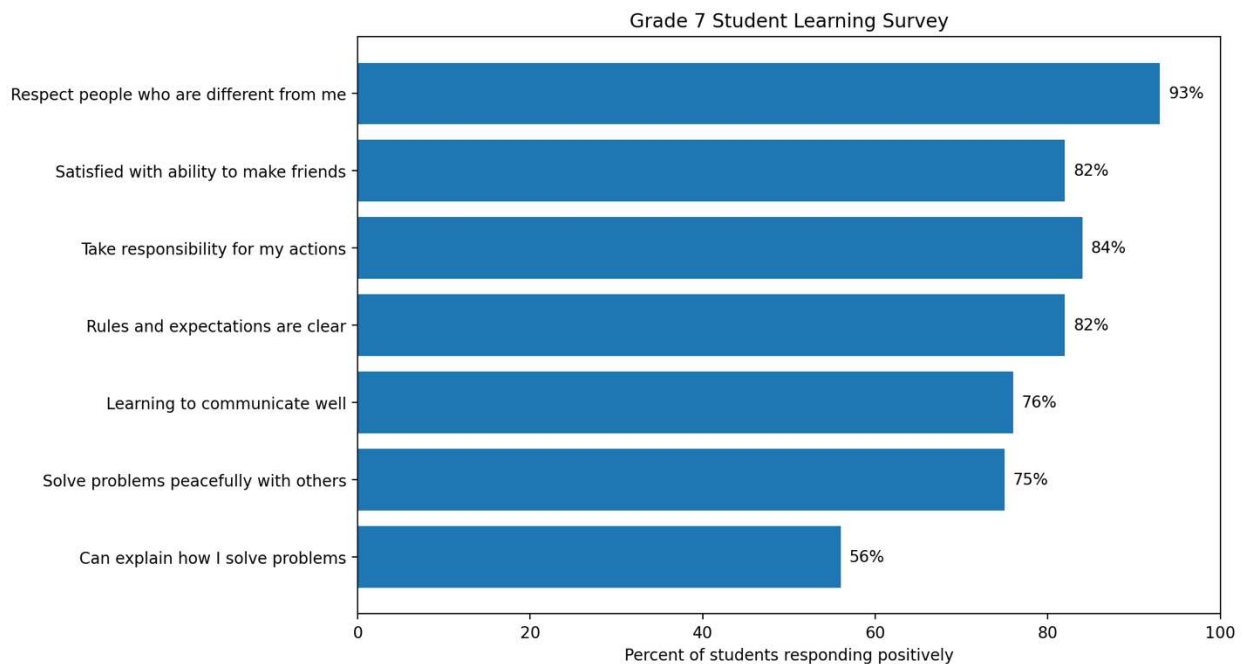


Grade 7 numeracy results have improved significantly over the past four years, increasing from 39.6% in 2022/23 to a high of 64.0% in 2024/25 before declining to 55.4% in 2025/26. While results remain below district averages, the gap has narrowed considerably from where it was four years ago. These trends suggest that progress has been made in supporting student numeracy learning while also highlighting the importance of continuing to strengthen instructional practices and student engagement in mathematics.

Our School's Core Competency Focus Areas This Year:

Student Learning Survey results in Grades 4 and 7 provide insight into students' perceptions of their Communication, Social Awareness and Responsibility skills. Overall, students report strong understanding of behavioural expectations, personal responsibility, and respect for others. The results also highlight opportunities to continue strengthening students' ability to communicate their thinking, solve problems collaboratively, and build inclusive, respectful learning communities.

Grade 4 Student Learning Survey results indicate that students have a strong understanding of behavioural expectations and personal responsibility. Students also report positive experiences in learning to solve problems peacefully and consider the impact of their actions on others. However, fewer students report that peers consistently treat one another with respect, and many students are not yet confident explaining their thinking and problem-solving processes. These findings suggest opportunities to strengthen strategies that support student problem solving and reflection.

Figure 5: Grade 4 Student Learning Survey Responses 2025/26**Figure 6: Grade 7 Student Learning Survey Responses 2025/26**

Grade 7 Student Learning Survey results reflect a positive and inclusive school culture. Students report strong levels of belonging, personal responsibility, respect for diversity, and understanding of school expectations. Results suggest that Huband Park's focus on relationships, inclusion, and social responsibility is having a positive impact on student experiences. Opportunities for continued growth include strengthening students' confidence in communicating their thinking and problem-solving processes.

In addition, staff observations and school-based evidence identified incidents of racist and homophobic language among students. These incidences highlighted the need for continued learning about diversity, inclusion, and belonging. Our participation in the district Equity Scan this past fall further reinforced opportunities for us to deepen our understanding of racism, bias, and the systemic barriers some of our priority learners experience. Together, these findings strengthened our commitment to explicitly teach empathy, perspective-taking, and valuing diversity as part of our Social Awareness & Responsibility focus.

Further data across the school indicate that students' capacity to be successful at solving problems peacefully needs further attention and focus. This particular year, 2025-2026, there were at a minimum 358 office referrals, most after recess times. Of these,

- 178 were incidences of interpersonal conflict
- 71 were incidences of being unkind to others with words and gestures
- 46 were incidences involving students not following class routines
- 27 were incidences involving students being disrespectful to staff (teachers or support staff).

At Huband Park we promote the use of the **WITS** program to highlight the use of the strategies ***“Walk away, Ignore it, Talk It out, and Seek help,”*** as a model for navigating social emotional challenges and peer conflict. This will continue to be a goal for us. We also have a clear process in the office for taking responsibility, repairing harm and reaching out to families to ensure they are part of the response support plan. **Please see Appendix 2.**

In addition, we have identified clear learning targets for our two priority competencies, drawing directly from their BC Ministry curriculum facets. Classroom posters have been created to embed these targets in daily learning and ensure they remain a consistent focus across the school. Please refer to **Appendix 3**. Our focus on these competencies reflects our belief that learning is inherently relational. Communication, empathy, perspective-taking, and responsibility for one another are central to strong learning communities and are deeply aligned with Indigenous ways of knowing, which emphasize relationships with self, others, community, and the natural world.

Table 1: Huband Park's Core Competency Learning Targets

Communication Core Competency Learning Targets	Social Awareness & Responsibility Learning Targets
• I am an active listener. ○ I use whole body listening. ○ I take turns to talk and listen without interrupting. • I can share my feelings. ○ I name and recognize my feelings. • I can share my thinking. ○ I take risks to express myself.	• I am kind. ○ I can think of others (demonstrate inclusive behaviours). ○ I can consider others' body language, ideas, feelings, and points of view. ○ I value diversity. • I can solve problems peacefully. ○ I use strategies to solve problems ○ I take responsibility for my actions. ○ I repair harm.

These learning targets represent more than skills to be mastered. They reflect the kind of community we are striving to build, one where students learn to listen deeply, value diverse perspectives, communicate with confidence, and care for themselves, one another, and the world around them.

Design Principles connected to our Comox Valley Strategic Plan:

Social-Emotional Learning

Social-emotional learning is foundational to our School Growth Plan. By explicitly teaching Communication and Social Awareness & Responsibility through classroom circles, WITS, restorative practices, and the Zones of Regulation, we are helping students build self-awareness, empathy, emotional regulation, and positive relationships. These skills foster a strong sense of belonging and create the conditions for students to engage confidently in their learning.

Experiential Learning

Experiential learning allows students to develop core competencies through authentic, hands-on experiences. Initiatives such as the Huband Park Play Lab, outdoor and place-based learning, and Building Thinking Classrooms provide meaningful opportunities for students to learn through play, inquiry, collaboration, and reflection while strengthening connections to one another, the land, and their learning.

Flexible Learning Environments

Flexible learning environments enable us to respond to the diverse strengths and needs of our learners. Through Response to Instruction, flexible groupings, collaborative teaching, and varied learning spaces, we provide equitable opportunities for students to engage, communicate, and succeed. These responsive environments support inclusion, student voice, and meaningful participation for all learners.

Attendance and Engagement Patterns

Attendance data indicate a significant reduction in chronic absenteeism at Huband Park over the past three years. The percentage of chronically absent students decreased from 62.7% in 2022/23 to 44.4% in 2024/25, moving from above both district and provincial averages to below them. This positive trend suggests increased student engagement and highlights the importance of continuing to foster strong relationships, a sense of belonging, and responsive supports that encourage regular attendance. We will continue to monitor and respond to trends that emerge.

Equity Considerations and Priority Learners

Over the past two years, Huband Park has experienced a significant increase in the number of students with diverse learning needs, resulting in greater complexity within our classrooms. This reinforces the importance of responsive instructional practices, collaborative problem-solving, and targeted supports to ensure all students have equitable access to learning and opportunities for success.

Figure 7: Huband Park Attendance Trends 2022 to 2025

Attendance data provides important insight into the experiences of our priority learner groups and highlights both areas of growth and areas requiring continued attention. Attendance for Indigenous learners has improved over the past three years, with average absenteeism decreasing from **14.9% in 2022/23** to **12.3% in 2024/25**. This positive trend suggests that our ongoing efforts to create inclusive learning environments and implement culturally responsive practices are supporting greater student engagement.

In contrast, attendance for students with diverse learning needs has become an increasing area of focus. Average absenteeism has risen from **13.7% in 2022/23** to **15.5% in 2024/25**, with late arrivals also increasing. These patterns suggest that some students continue to experience barriers to consistent participation and will benefit from increasingly individualized and collaborative supports.

As we move forward, we will continue to strengthen equitable learning opportunities by honouring the diverse identities, strengths, experiences, and ways of knowing that every learner brings while explicitly teaching our school-wide Communication and Social Awareness & Responsibility learning targets. To highlight:

- Continue to strengthen equitable access to learning through inclusive and culturally responsive practices.
- Build on the positive attendance trends for Indigenous learners while providing responsive, individualized supports for students experiencing attendance challenges.
- Strengthen collaborative partnerships with families, Indigenous Education staff, district teams, and community agencies to identify and reduce barriers to learning and participation.

Figure 8: Huband Park Indigenous Attendance Trends 2022 to 2025

Figure 9: Huband Park Indigenous Attendance Trends 2022 to 2025

Implementation, Capacity Building & Resource Alignment

The following implementation framework outlines the student outcomes we hope to achieve, the instructional practices adults will intentionally embed, the evidence we will monitor throughout the year, and the indicators that will help us evaluate our impact.

Our Commitments to Working Together

The successful implementation of our School Growth Plan depends not only on what we do, but on how we work together. Through an intentional process, staff identified three commitments that will guide our professional learning and collaboration. These commitments reflect the culture we seek to cultivate as adults and model the dispositions and competencies we hope to develop in our students. They also reflect our belief that meaningful learning occurs through respectful relationships, shared responsibility, and openness to multiple ways of knowing for adults and children alike.

- **Compassion** – We extend grace when mistakes occur, assuming positive intent and responding with understanding.
- **Curiosity** – We are "*we thinkers*" who consider multiple perspectives with curiosity, empathy, and respect.
- **Collective Efficacy** – We acknowledge challenges and resource needs while maintaining a solutions-focused approach to improving outcomes for all students.

By intentionally modelling compassion, curiosity, and collective efficacy in our interactions with one another, we create the conditions for students to experience and practice communication, empathy, perspective-taking, and collaborative problem-solving in their daily learning.

Professional Learning Required and Collaboration Structures

To support the goals of our School Growth Plan, we will continue to build staff capacity through collaborative inquiry, explicit instruction, and consistent school-wide practices. Professional learning will focus on strengthening Communication and Social Awareness & Responsibility while ensuring students experience equitable opportunities to develop these competencies throughout the school day.

Our implementation focus will include:

- Explicit teaching of our school-wide Communication and Social Awareness & Responsibility learning targets using the classroom posters as common instructional tools.
- Regular opportunities for students to practise communication, emotional awareness, active listening, problem solving, and repair through classroom circles, partner work, and authentic learning experiences.
- Explicit instruction in the Zones of Regulation to build students' understanding of emotions and self-regulation strategies.

- Use of the Body Break Room, when appropriate, to support students in developing self-regulation skills and successfully returning to learning.
- Continued implementation of WITS and restorative conversations to develop students' capacity to solve problems peacefully and repair harm.
- Monthly collaborative inquiry during staff meetings where teams reflect on evidence from their classrooms, share successful practices, and identify next instructional steps.
- Consistent use of Adaptive Schools strategies and protocols to strengthen professional dialogue, collaboration, and collective efficacy.
- Ongoing collaboration among classroom teachers, learning support teachers, Indigenous Education staff, educational assistants, and families to respond to the diverse needs of learners.
- Regular review of attendance, behaviour, and classroom evidence to identify students requiring additional support and to inform responsive interventions.
- Continue to create opportunities for place-based learning, outdoor learning, storytelling, and inquiry that honour Indigenous perspectives while strengthening students' connections to the land, community, and one another.

How We'll Know We're Making a Difference: We will monitor our progress by looking at:

- Student growth in our Communication and Social Awareness & Responsibility learning targets.
- Student Learning Survey results.
- Office referrals and “Social Awareness & Responsibility Reflection Sheets”
- Classroom observations and examples of student learning.
- Attendance and engagement patterns.
- Students' increasing ability to solve problems peacefully and repair harm.
- Literacy and numeracy assessment results.

School Community Communication: Please see Appendix 5.

Appendix 1: PlayLab Pilot

This pilot initiative (Play Lab) supported the school's goals of developing students' communication and social responsibility through experiential, play-based learning in flexible environments, while also building teacher capacity.

We began with a multi-aged grouping- a grade 3 and a grade 5 class. We co-constructed expectations, built routines, identified learning intentions and learning partners, and intentionally and strategically wove in the Core Competencies throughout. For example, because a school goal is communication (I am an active listener, I can share my thinking, I can share my feelings), we explicitly taught conversation turn-taking and body language associated with both verbal and non-verbal communication using conversation prompts (ie. When someone is turned away from you, are they ready to communicate? How might you get their attention? When someone is speaking to you, how might you show you are listening (nodding, paraphrasing, etc.)? We also had a targeted focus on the development of social awareness and responsibility, teaching strategies to solve problems peacefully (such as using WITs, using "I" statements), and ways to repair harm. Additionally, we targeted the development of an understanding of the importance of valuing diversity and considering the thoughts, feelings and perspectives of others. We observed and facilitated as/where needed, asking open-ended questions and teaching the skills as we did.

Students completed pre and post assessments about both Valuing Diversity and Play, which we identified as a staff as areas needing development and growth. These informed both our direction, and our final reflections. We focused on how students show valuing diversity, communication, and social awareness and responsibility during play- what they say and do- while noting challenges, needed skills, and emerging group behaviours.

Impact on Student Learning and Core Competency Development:

Strengths observed included emerging communication and problem-solving skills, positive relationship-building, and effective cross-grade interactions. Many students, especially in Grade 3, showed high levels of engagement and enjoyment in working with older buddies, with opportunities for creativity, collaboration, and sharing ideas. By June, many students' post-assessments reflected growth- a broader understanding of the value of diversity and a wider variety of engagement with varied play. For example, answers in the post-assessments demonstrated growth in the depth of answers to questions regarding noticing and appreciating differences, such as, having classmates who are different from me... "gives me an opportunity to learn", "is important because everyone matters", "makes classes different and not everyone is the same and that is in a good way", "we don't all think the same, I learn from people who are different from me", "it's good to learn about different cultures and backgrounds", and "it's good to hear the ideas of other people and the way they think". Post-assessment reflections also demonstrated that many students have broadened their ideas and experiences surrounding play beyond technology and sports (as indicated by the pre-assessments).

Key challenges included inconsistent engagement and negative attitudes among some Grade 5 students, resulting in uneven participation and less support for younger peers. These attitudes seemed to be related to the perception they were losing “gym time”, and their attitude towards play, which was geared primarily to tech and sports, not what we were doing or trying to do. Logistical issues- such as setup time, lost materials, and limited space—also reduced effectiveness. Developmental differences created imbalance at times, with younger students more engaged and older students less interested. Play styles and stamina varied, with some students disengaging quickly- particularly the boys, who didn’t seem to want to spend sustained time doing only one thing, unless it was sports related, while others, often girls, sustained imaginative play far longer. This dynamic was also reflected in the pre and post assessments. Greater differentiation in resources, choice, and smaller groups was needed, as many students struggled with unstructured play due to highly structured routines and differing views of play.

The Play Lab initiative supported school goals around communication, personal and social responsibility, and valuing diversity through experiential, play-based learning in flexible, multi-age environments. By bringing together Grade 3 and Grade 5 students, we co-constructed routines, explicitly taught communication skills and social responsibility awareness- intentionally embedding the Core Competencies into play. Pre- and post-assessments showed growth in students’ understanding of diversity, collaboration, and broader definitions of play, with many students demonstrating stronger communication, problem-solving, and relationship-building skills. While challenges such as uneven engagement, developmental differences, and logistical barriers impacted consistency, the initiative highlighted the value of intentional play-based learning and identified opportunities for greater differentiation, student choice, and smaller group structures moving forward.

Appendix 2: Social Awareness & Responsibility Reflection Sheets



Social Awareness & Responsibility Reflection Sheet

Date: _____

Name: _____ Teacher : _____

What happened before?

How did I react?

I can name and recognize my feelings and the feelings of others:



Angry



Sad



Scared



Hurt



Worried



Frustrated



Embarrassed

Goal

- ☐ I am kind
- ☐ I am inclusive
- ☐ I value diversity
- ☐ I repair harm

Goal

- ☐ I use strategies to solve problems
- ☐ I use strategies to self regulate
- ☐ I take responsibility
- ☐ I take turns to talk and listen

How can I repair harm?

Next time I will:

Please reflect with your child and talk about this incident and the goals identified.
Please sign and return this form to the office tomorrow.

Principal / Teacher Signature

Parent/ Guardian Signature

Appendix 3: Core Competency Posters with Learning Targets



Appendix 4: Table 2: Core Competency focus areas and plan for implementation.

Core Comp Focus Areas	Student Outcome Shift	Adult Practice Shift	Monitoring & Evidence Cycle	Impact Indicators
Communication: I am an active listener. (whole body listening/take turns to talk and listen without interrupting)	Students looking towards the speaker – caring what classmates are saying	-Consistently provide opportunities for talking/active listening -use of common lang throughout the school	-Turn taking in class circles (increasingly uninterrupted)	Fewer interruptions/taking over -student gaze vs distracted -Shift in the common interrupters
Communication: I can share my feelings (name and recognize feelings)	Students actively noticing, naming, nurturing feelings; Identifying Zones of Regulation and responding to regulation needs	-Adults using language -Adults naming feelings Including dysregulation -adult talk to model feelings/strategy use Adults taking care of their own self-regulation to support co-regulation	-Zones inventory pre and post -Depth of sharing feelings during class circles – beyond basics	-Increase in regulation in children and adults -Increase in use of tools/strategies to regulate -Increase in language during debrief of incidents
Communication: I can share my thinking. (take risks to express self)	Students share during circle -Students sharing thinking in class conversations/partner or group work	-Actively teach communication skills -Provide time/space for opportunities to share thinking (partner/group/class)	-Who is sharing? -How do we increase? -What do students need to share?	-increase in sharing thinking by those who wouldn't ordinarily
Social Awareness & Resp: I am kind. (think of others, consider others, value diversity)	Active caring – see it, name it, in every space of the school -Happier students -calmer students – feeling of safety	Create safety in all school spaces so that students are free to be themselves and share their feelings, problem solve	-Office referrals – reflection sheets -Huband Heart Slips Adult- conversations/ sharing what we notice	Severity and frequency of incidents/behaviors
Social Awareness & Resp: I can solve problems peacefully. (Strategies self-regulate and to solve problems, take responsibility for my actions, repair harm)	-Active use of WITS -Supported opportunities to have problem solving conversations and repair harm (normalize the process)	-Support active problem solving – conversations – repair of harm -common language	-Who on staff is already doing this? -Who can start? -What supports are needed? -Student engagement – are they buying in? -Is this helping? -Parent feedback	-Should hear students using problem solving language with increasing independence -students should feel safe approaching trusted adults to support as needed -students will say how they are feeling

Appendix 5: School Community Communication

Huband Park Has Heart: Growing Kind, Curious, and Effective Problem-Solvers

At Huband Park, we recognize learning is about more than academics. While literacy and numeracy remain important priorities, we are intentionally helping students develop the communication and social skills they need to thrive in school, relationships, and life.

School-Wide Focus

This year, our school is continuing our focus on two of BC's Core Competencies in all learning:

Communication	Social Awareness & Responsibility
Students will learn to: • Be active listeners. • Share their feelings. • Share their thinking with confidence.	Students will learn to: • Be kind and value diversity. • Solve problems peacefully. • Take responsibility for their actions and repair harm.

What This Looks Like at Huband Park

Students will have many opportunities to learn and practise these skills. Some of the ways we will support this learning include:

- Explicit teaching of our **Communication and Social Awareness & Responsibility learning targets** across all classrooms.
- **Classroom circles** that encourage listening, sharing, empathy, and respectful dialogue.
- **Zones of Regulation** lessons to help students recognize their emotions and develop strategies for self-regulation. Consistent use of shared language and practices by staff to support students' emotional awareness and self-regulation.
- Access to our **Body Break Room and reset spaces**, when appropriate, to help students regulate and successfully return to learning.
- Continued use of **WITS and restorative conversations** to help students solve problems peacefully, take responsibility, and repair harm.
- Learning and weaving in experiences that **honour Indigenous perspectives** through storytelling, inquiry, local history, and relationships with community members and knowledge keepers.
- Our **Play Lab Pilot**, where students build collaboration, creativity, communication, and problem-solving through purposeful play.
- Learning in our **Outdoor Loose Parts Space**, providing opportunities for creativity, teamwork, risk-taking, and social development through outdoor play.
- **Building Thinking Classrooms** strategies that encourage students to communicate their thinking, collaborate with peers, and develop confidence as learners.
- **Response to Instruction (RTI)** practices that help us collaborate to identify students' academic strengths and needs so we can provide timely, responsive supports for students.

How Families Can Support Learning

Families are our partners in helping children develop these lifelong skills. You can support your child by:

- Asking them to share their thinking and explain their ideas.
- Encouraging active listening and respectful conversations at home.
- Helping them identify their emotions and use the language of the Zones of Regulation.
- Talking through problems together and encouraging children to repair harm when mistakes happen.
- Encourage curiosity, empathy, and respect for others by talking about different perspectives and helping your child value diversity and include everyone.
- Supporting regular school attendance and healthy daily routines.
- Celebrating effort, kindness, curiosity, and perseverance.

Our Commitment

At Huband Park, we believe students learn these competencies best when they see them modelled by the adults around them and they are explicitly named and taught. As a staff, we are committed to working with **curiosity, compassion, and collective efficacy** as we partner with students and families to create an inclusive learning community where every child can grow, contribute, and succeed, to live our motto, **“Huband Park Has Heart.”**