



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

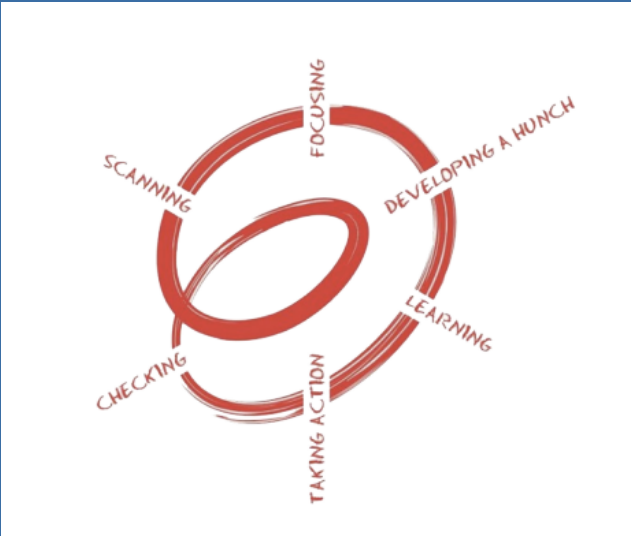
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)
[Spirals of Inquiry Playbook](#)
[Equity in Action Agreement](#)



Equity in Action Agreement
for Truth & Reconciliation
2020 - 2025

Sheldon Louis / KSS Art Students / Timothy Meyer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity

Together We Learn

Central Okanagan
Public Schools
Indigenous Education



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Hudson Road Elementary

School Year

2025-2026

Principal

Marie-Josée Bédard

Vice Principal



Student Population

360



ELL

19



Indigenous

21



Children in Care

8



SPED

14



School Level

Elementary School



Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5



School Based Teachers

23



Family of Schools

Westside Family of Schools



School Type

Dual Track French Immersion



Administrators

1



School Based Support Staff

7

School Learning Story

Background

In addition to our house team program and elective program, our Social Emotional Learning team which includes our Principal, Learning Assistance teacher, two classroom teachers, librarian, Indigenous advocate, inclusion teachers and counsellor, we have been working with each class on learning the strategies of self-regulation and problem solving skills. We have used learning from the district on Peace Circles to help students become more self aware of their actions and how they impact themselves and others. We are helping students recognize their personal triggers and how their responses to others have noticeable impact on their well-being. We have used self-awareness to see their role in a conflict and how to self-navigate through the problem to find a solution for everyone. We are working towards establishing a common language at the school with all staff that can be easily applied year after year.

École Hudson Road Elementary, is a dual track Kindergarten to Grade 5, English and French Immersion school located in the heart of West Kelowna, British Columbia. Our total school student population is 360 students and we have approximately 45 staff members. École Hudson Road has a diverse population of students and staff representing varying socio-economic statuses and over ten countries including Indigenous, Metis, and Inuit nations that all contribute to our rich, cultural learning environment. École Hudson Road Elementary provides a unique cultural experience for all students. Our students participate in authentic, hands-on Indigenous activities aimed at enriching their understanding of the local Okanagan culture while making positive contribution to our community. We all work closely with families, teachers, and other personnel to provide service for students.

We also have a Strong Start Program which is an early learning center for parents and children to learn together. The program provides a drop-in, early learning program for children who are accompanied by their parents or caregivers. The Strong Start center at École Hudson Road Elementary offers creative, interactive play time with children and promotes connections with other parents This program is facilitated by a licensed Early Childhood Educator.

At École Hudson Road Elementary a significant emphasis has been placed on using the Spirals of Inquiry (Kaser and Halbert, 2017) to develop our school learning goals. The Spirals of Inquiry is an action research cycle that includes the whole school community in determining what is important for our learners. As such, our school is focused on:

- LEARNING THROUGH PLAY AND INQUIRY
- COLLABORATION AND EQUITY
- THE OECD 7 PRINCIPLES OF LEARNING
- FIRST PEOPLES PRINCIPLES OF LEARNING, AND
- SOCIAL and EMOTIONAL LEARNING.

Academic progress is supported by caring for the social-emotional aspect of a child's time at the school. Every student must first feel safe and have their basic needs met before engaging in meaningful learning and experience overall success. To that end École Hudson Road has, over the years, developed several strategies and supports to create the foundation for effective learning. We see social-emotional learning and development, along with literacy and numeracy development, as areas of a child's overall educational experience and nurture this through honoring a child's sense of wonder and curiosity.

We strongly believe, that now more than ever, in the power of play and see the need for it to expand well beyond early learning. Children need time to play and explore to understand the world around them. Through our elective program and our play based learning strategies, we provide opportunities for children to explore their passions, interests and curiosity which allows the brain to form new connections needed for the next steps in learning. Elementary school experiences carry forward into adolescence and then into adulthood. It is critical that during these stages of development that children have time to play and learn self-regulation skills. Play allows students to experiment with the complexities of growing up in a safe way. Effective learning, academic achievement, and successful life skills all begin with play.

We also have four house teams at our school that help drive our overarching vision of whole child development with a focus on the characteristics of honour, adaptability, wonder and kindness. The beginning letter of each house creates the acronym of H.A.W.K, which is our school mascot and we are the "Hudson Hawks- Four Houses, One Family." This structure supports the social emotional goal of community and belonging, and also in the successful amalgamation of the French and English learning tracks at our school.

School Scan

How we will gather Evidence

We completed a scan of the school community including students, parents and staff. We inquired about social emotional regulation as well as collected anecdotal evidence (or street data) to better understand how we are doing with literacy and numeracy. We looked at both qualitative and quantitative data.

Type of Student learning	Description	Trends and Patterns
Empathy Interviews	5-6 students per class will be the representative sample to see what students are learning about and what they would like to learn more about at school. Parents, students and educators will be asked a similar set of questions about what they believe is most important to be learning at school and why.	The scan data indicates that foundational skills alongside social-emotional skills are a top priority for our school community. The scan also shows that educators believe a specific reading and writing goal with a continuum is needed to inform practice, teacher learning and strategies going forward.
Student Achievement Data	FSA, WCRA, SWW and ELP data will be used to discern learning areas for the school	Our ELP data indicates that the majority of our student are "on track" for reading, writing and math by Grade 3 and FSA scores show that students continue to show growth through Grade 4 in those areas.
Pedagogical Documentation	teachers will observe and record student actions and responses to prompts regarding their learning.	From teacher observation and assessment for and of learning teachers are seeing growth in the areas of literacy, numeracy and social emotional development. In particular, growth in independence and confidence were noted.

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

From the patterns and trends from the school scan, the current state of student learning is alive and well. From the empathy interviews, we heard students say: they want to enjoy school, want it to be exciting and engaging, want 'nice' teachers, love whole school activities like assemblies, playdays and intramurals, enjoy project based learning and inquiry-based learning, like to engage with students of all ages within their class or in other classes. We heard parents say: want child(ren) to want to go to school everyday, to learn something relevant and meaningful to them, want children to feel like they are learning and being challenged to be better each day. We heard educators say: want children to enjoy school and get along with one another, have a sense of belonging, wonder and to be honest, respectful contributing members of our school.

▲Student Learning Goal 1:

Connects to Strategic Plan in the area of: Equity and Excellence. Priority 1: To create a caring community with strong values of honour, adaptability, wonder and kindness. Our school has house teams named after each value that we strive to uphold. We have the house of honour, the house of adaptability, the house of wonder and the house of kindness. The houses are creating a strong culture of belonging and a driver of our value based vision connected to the core competencies. From our scan, our community wants to infuse students with strong character development alongside a healthy curiosity to inspire learners to pursue their passions. We will use student, parent and staff empathy interviews to further investigate our success areas as well as our stretches.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

▲Foundational Skills



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Student scan from the beginning of the year compared to the year end scan	We are using a small sample group in each class to collect data. We will ensure that the group represents the overall class.
Quantitative	MDI and Learning Surveys	Use the results of these two surveys to examine the students sense of belonging, their social emotional development, their feeling of support and the school climate.
Qualitative	Teacher scan	Use survey questions and interview teachers about what they have seen/heard this year regarding house teams, sense of community, engagement, electives, belonging.
Qualitative	Parent scan	Use survey questions and interview parents about what they have seen/heard this year regarding house teams, sense of community, engagement, electives, belonging.
Quantitative	Student house team points	How many tickets are collected each year for positive behavior and participation in school events



Taking Action and Learning

Leading Professional Learning

Staff is engaging in learning around Peter Block's work with building community as well as building connections as per Linda Kaser and Judy Halbert's research about the importance of connection and relationships. We have also used Jennie Donahoo's work around collective efficacy to build our overall skills, attitudes and dispositions towards teaching and learning. At the core of all this work is relationships and belonging. Also important for our students is their identity, sense of belonging, inquiry and efficacy as outlined in Agency Framework and the work of Shane Safir and her colleagues. We continue to explore this framework and embed it in our practice to further support learner agency.

School Level Strategies Structures

-developing a deep sense of belonging through house teams and electives
-understanding child development, using trauma informed practice
-house teams centered around our school vision- we have the House of Honour, Adaptability, Wonder and Kindness. Each house represents values that we are specifically creating and nurturing in our school community. The house teams meet each month in the gym to play games, learn together and connect students with one another. We also have daily activities where students earn house team tickets for emulating the house values.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Our school counselor works in collaboration with the classroom teacher to design instruction that targets our vision of honour, adaptability, wonder and kindness. Lessons include growth mindset, how to be a friend, social emotional well being such as goal setting and self-regulation. Through consistent reflection on the core competencies, classroom teachers are making student's thinking visible in relation to their progress in developing critical and creative thinking skills, communication skills and personal and social responsibility. Our innovative learning environments embed the First People's Principles of Learning and are responsive to emergent student needs.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Learning Environment (School Culture)	

Resource Type	Resource Description	Estimated Budget
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Checking for Impact

▲Reflection on our collected evidence on our impact for this School Student Learning Priority

From the patterns and trends from the school scan, the current state of student learning is alive and well.

From the empathy interviews, we heard students say: they want to enjoy school, want it to be exciting and engaging, want 'nice' teachers, love whole school activities like assemblies, play days and intra murals, enjoy project based learning and inquiry-based learning, like to engage with students of all ages within their class or in other classes.

We heard parents say: want child(ren) to want to go to school everyday, to learn something relevant and meaningful to them, want children to feel like they are learning and being challenged to be better each day.

We heard educators say: want children to enjoy school and get along with one another, have a sense of belonging, wonder and to be honest, respectful contributing members of our school.

The MDI and Student Learning Surveys show that:

- our students show academic confidence and generally feel engaged and supported at school.
- learning behaviours and classroom participation appear strong.
- social-emotional well-being is an area that can be further developed amongst our learners.
- the school demonstrates ongoing inclusion of Indigenous learning experiences.

▼Recommendations for next steps for this School Student Learning Priority

From our scan, our community wants to infuse students with strong character development alongside a healthy curiosity to inspire learners to pursue their passions.

We will use student, parent and staff empathy interviews to further investigate our success areas as well as our stretches.

From our survey, our community continues to support and see positive benefits of the school wide house team program as well as electives. They see these initiatives strengthening our school connections and student interest in school. We will continue to grow and expand or refresh our house team program for the 2026/27 school year with regular group activities and our electives.

Our elective program allows students to employ agency in their learning, set their own goals and choose their learning priorities.

From our research with the OECD Wellness 2030 initiative, we are working on creating more opportunities for students to choose learning goals. Outside of electives, we have a number of teachers engaging in conversations and inquiries about learner agency. We see this helping with self-regulation as well as creating the landscape for life long learning



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

From reviewing data what we noticed is that we do not have a great entry point to assess current performance in Numeracy except for report card data. We are currently working with staff, students and community to identify specific strengths and stretches.

Student Learning Goal 2

Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational_Skills

Numeracy

School

Hudson Road Elementary

School Community Student Learning Plan



Central Okanagan Public Schools
Together We Learn

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	FSA data	On the 2024/2025 FSA, 79% of our Grade 4 students were on-track or extending in numeracy, these results are significantly above district average. (District level results show that 58% of Grade 4 students are on-track or extending.)
Qualitative	teacher observation and anecdotal documentation	
Quantitative	ELP data	
Quantitative	Report Card Data	



Taking Action and Learning

Leading Professional Learning

Through the Instructional Leadership Team we have developed a numeracy collaborative team that is attending regular sessions to improve our numeracy instruction. Additionally, we have embedded learning in to our day through built in collaboration and a "Lunch and Learn" series. We are exploring a Math instructional tool called "Mathology" and have embarked in an iterative cycle to determine the efficacy of the program.

Our next steps involve identifying specific areas of growth for our students, set goals, identify instructional strategies to best support learning in those areas, and identifying how to track progress.

School Level Strategies Structures

The school leadership team is reviewing and reflecting on progress with our numeracy efforts and responding with various supports including co-teaching, co-planning, teacher observation and modelling, visiting other classrooms to see instructional practices and routines.

Taking Action and Learning (cont)

Classroom level Instructional Strategies

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities	Description
Equity in Action Agreement - Learning Environment (School Culture)	

Resource Type	Resource Description	Estimated Budget
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Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

From reviewing data what we noticed is that we do not have a any additional entry point to assess current performance in Numeracy except for our report card data. We are investigating other assessment strategies and sources of data to consider moving forward. If we continue with this learning priority, we have discussed exploring the new Early Numeracy District Assessment tool to collect further evidence of learning and to identify areas that require further attention.

Recommendations for next steps for this School Student Learning Priority

The instructional leadership team worked in collaboration with classroom teachers offering regular Lunch and Learn sessions as well as co-teaching in the classroom. We continue to explore the work of Jo Boaler (Mathematical Mindsets) and Carole Fullerton (Mind-Full Math).

Principal Reflection

The school team has done tremendous learning and work around the first learning priority (To create a caring community with strong values of honour, adaptability, wonder and kindness.) Many strong structures are part of the routines at HRE. Students and families show enthusiasm and appreciation for the House Teams, the electives and the various activities happening at the school which aim to support community. Next steps with this learning priority will likely be to set more specific targets and goals for the coming year based on trends, and determine how to best track new progress.

For our second learning priority, the school is still in the early steps of the learning journey with developing and applying mathematical understanding through play, inquiry and problem solving. Some staff members have been involved in focused learning, and have in turn shared their learning with other interested staff member in order to encourage the exploration of new strategies to increase learner engagement in the development of their numeracy competencies. Our staff is continuing their learning journey this year exploring resources, learning from each other and experts in our district. Our students enjoy learning through games and most have a positive attitude towards math. We will set measurable goals and check for impact throughout the coming year.

The staff is enthusiastic and motivated to continue to support all learners with both learning priorities. The next steps in the in the learning journey will without any doubt continue to bring increased enthusiasm for learning and engagement within an even stronger and more connected learning community.

The 2025-2026 School Year has been dedicated to developing clarity around the specific goals for both learning priorities. We also engaged in discussions to identify various ways to continue to collect evidence of growth. Furthermore, staff engaged in collective learning around both priorities to better support learning for students. We had conversations at staff meetings, exchanged ideas and strategies, and a number of teachers worked with the Learning Innovation Team to connect our priorities to the Agency Framework. As we conclude the school year, we are checking on our progress by collecting evidence through empathy interviews, teacher observations, and various quantitative data sources.

In the fall of the upcoming school year, we will review the data and make decision on our learning focus moving forward. We recognize that our learning and as well as the structures and practices implemented have had an impact on our community and worth sustaining.

The 2025–2026 school year focused on developing a shared understanding of our two learning priorities and defining clear student outcomes that will help us measure progress over time. Throughout the year, staff engaged in collaborative discussions to identify effective ways to gather evidence of student growth. We also participated in professional learning related to both priorities to strengthen our support for students in numeracy and in developing our school values.

Staff explored ideas and strategies through meetings and collaborative conversations, and some teachers worked closely with the Learning Innovation Team to deepen their understanding of the Agency Framework and integrate it into our work. As the school year concludes, we are assessing our progress by collecting evidence through empathy interviews, teacher observations, and a variety of quantitative data sources.

In the fall, we will review this evidence to determine next steps for further supporting student learning. We recognize that both our professional learning and the structures and practices developed through our current priorities have positively impacted our school community. As a result, many of these approaches will continue to be sustained and refined as we move forward.

Our learning priorities:

1. Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving.
2. To create a caring community with strong values of honour, adaptability, wonder and kindness.

Numeracy: We are at the beginning of our learning journey with developing and applying mathematical understanding through play, inquiry and problem solving. Our staff is continuing their learning journey this year exploring resources, learning from each other and experts in our district. Our students enjoy learning through games and most have a positive attitude towards math. We will continue to check for impact throughout the year.

2023/24 School Year: Staff continued to expand their understanding of teaching math using Jo Boaler's work, Math Talks, Math inquiry and through expanding our collection of math manipulatives and exploring online resources. Out district Instructional Leadership team provided lunch learning sessions where 9 teachers participated in learning math exploratory practices and ways to engage students with multiple entry points for student success. Our math understanding is improving across the board when looking at data(ELP, report cards, FSA's) from last year to this year. Our teachers note an improved feeling of confidence in teaching Math and their understanding of the concepts.

Social Emotional: Building a caring, connected school community through our house teams and teacher collaboration was a great success. From our parent scan, teacher scan and student scan, our house team points and core competency reflections we were able to see success. Our community scan showed patterns indicating our students, teachers and families feel happy and have a strong sense of belonging to our school and classes. The elective program, house team activities, school concerts, participation in the Canadian Playful Schools network and school talent show gave students many opportunities to work with others in different grades and classes. It also allowed them to explore their passions alongside others who shared common interests regardless of age or program. Their enthusiasm and family feedback all point to continuing our efforts.

2023/24: We continue to expand our elective and house team program as well as working with the Canadian Playful Schools network. From student and parent surveys we can discern that their is both enthusiasm and lasting value in our house team and elective program. Students enjoy having choice and participating in learning that they have interest in. From our school qualitative data, we see a reduction in visits to the self-regulation space during elective times as well as visits to the office. In fact, no students accessed these spaces during elective time at any point this year. From this data, we hope to continue to expand the program in meaningful ways in to other areas of the curriculum as it proves to show high student engagement and infuse excitement in to the curriculum. We also plan to continue with our house team program. The house team initiative is a vehicle for our school vision. Our vision is to meaningfully instill the values of honour, adaptability, wonder and kindness in to our students and our overall school community. Our hope is that through a deep understanding of the value in these attributes that students will continue to grown in these areas and be honorable, adaptable, curious and kind learners in their future years as they contribute to our ever-changing world.