



Heritage Elementary School Plan 2021-23



Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission:

Through innovation, high standards and culturally responsive care, we nurture and empower students where they are proud, confident, and engaged lifelong learners.

Our Values:

Community

We engage all members of our learning community through open and respectful

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

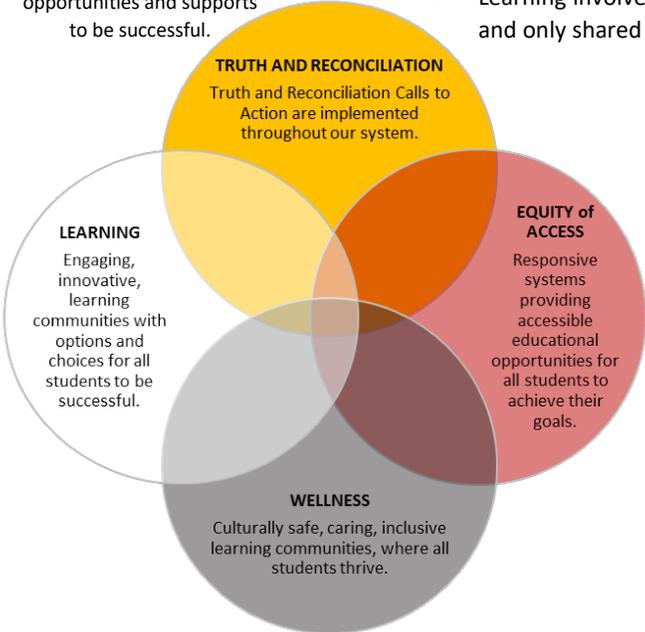
We demonstrate kindness and care for ourselves, others and the environment.

Equity

We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.





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About Heritage

Heritage Elementary staff, students and families respectfully acknowledge that School District 57 resides on the beautiful unceded ancestral lands, culture and people of the Lheidli T'enneh on whose land we live, work and play.

Heritage school officially opened on Thursday, June 9, 1977 and received a six room addition in the fall of 1994. Our school has a gorgeous library that is updated yearly with new books; a full size gym; a music program and a student leadership program. The school design facilitates quiet learning areas with easy access to the outside as well as the resource centre, and gymnasium.

The Heritage neighbourhood is bounded by Foothills Boulevard on the west, 1st Ave. on the north, Tabor Boulevard on the east and 5th Avenue on the south. Currently Heritage has 405 students enrolled in 17 divisions from Kindergarten to grade 7 and 46 staff members. The school shares grounds with D.P. Todd Secondary School which cooperates with Heritage in order to promote a smooth transition from Grade 7 to Grade 8. We are proud of our excellent reputation.

Parents are invited to attend open houses, assemblies, special event days and are welcome to volunteer as helpers. They can join our Parent Advisory Council.

Engagement process

Our engagement process was designed to gather feedback from our community, on what was important for our students to learn while they are at Heritage. Our engagement process gave us input from over 100 anonymous responses. Student input was received from Student Learning Surveys.

Participants of the engagement process expressed the importance of:

- Learning Indigenous history, culture and language
- Having fun while learning
- Land based learning / being outdoors
- Learning through doing, hands on learning
- Importance of acquiring skills for life (numeracy and literacy based)
- The importance of supporting mental health and well-being for all students
- Teach and model resilience for our students
- Helping students interact safely and appropriately with their peers





Truth and Reconciliation

In our school plan we will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report to sustainable action. For the 2021-22 school year, Heritage is committed to realizing call to action 63(1), instruction and learning resources on Indigenous history and the legacy of residential schools.

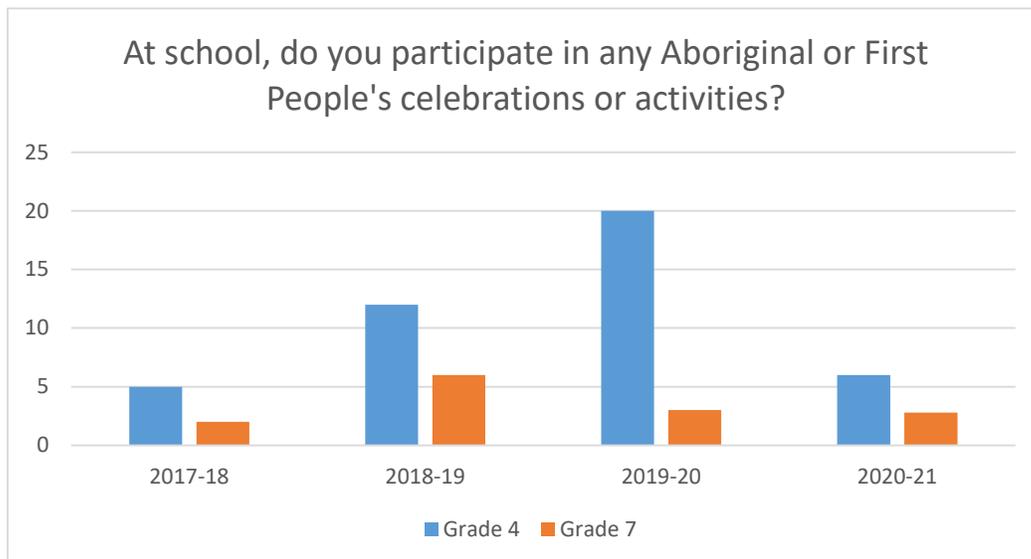
Goal: Increase the number of students who are learning about Indigenous culture, knowledge, history and language

Strategies:

- Acknowledge the land in assemblies, announcements, staff meeting and PAC meetings
- Increase staff understanding of the Truth and Reconciliation Committee's Calls to Action
- Explicit teaching of Lheidli T'enneh history and culture
- Explicit teaching of Indigenous peoples' history and culture in Canada and British Columbia
- Explicit teaching of the Dakelh language
- Increase the number of Elders and knowledge holders in the school
- Increase land-based learning opportunities
- Indigenous Education Worker will continue to support staff and students

Success Measures:

To measure Heritage's progress, we will look to our Student Learning Surveys administered in grades 4 and 7 to measure the percentage of students identifying that they are learning about Indigenous content in schools. We are hoping to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada within the 2021-22 school year.





Equity of Access

At Heritage we acknowledge that not all children learn the same way, and require diverse learning opportunities and supports. We will provide responsive and accessible educational opportunities for all students to achieve their goals.

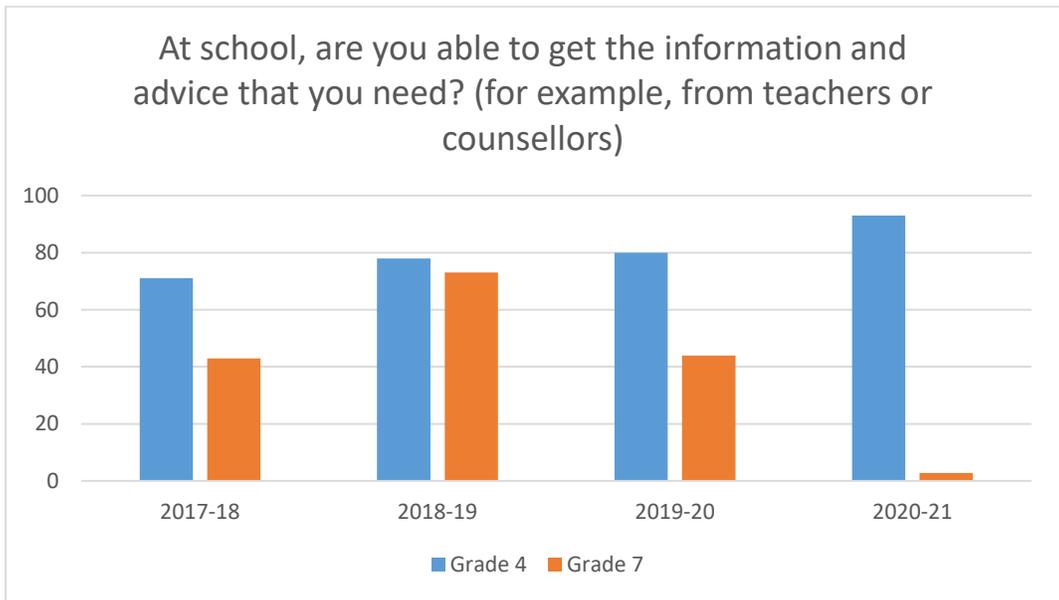
Goal: Create a continuum of support to ensure all students have access to personalized learning

Strategies:

- Follow the Continuums of Support to benefit the learning of all students implementing universal supports for all, targeted supports for some, and collaborating and consulting with district support personnel for the few.
- Increasing staff opportunities to decolonize their practices
- Build a diverse support network for our learners
- Accessing community partners to ensure students are not marginalized
- Increase opportunities for guardians to have regular input on their children’s education
- Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity.

Success Measures:

We will closely monitor the success of our goals by reviewing our results of the Student Learning Survey from the questions listed below. We are looking for an improvement of up to 10% in responses in grades 4 and 7.





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Wellness

At Heritage we believe in order for students to learn, they need culturally safe, caring and inclusive learning communities. Now more than ever we are in need of overall well-being as a focus for our students, staff and families.

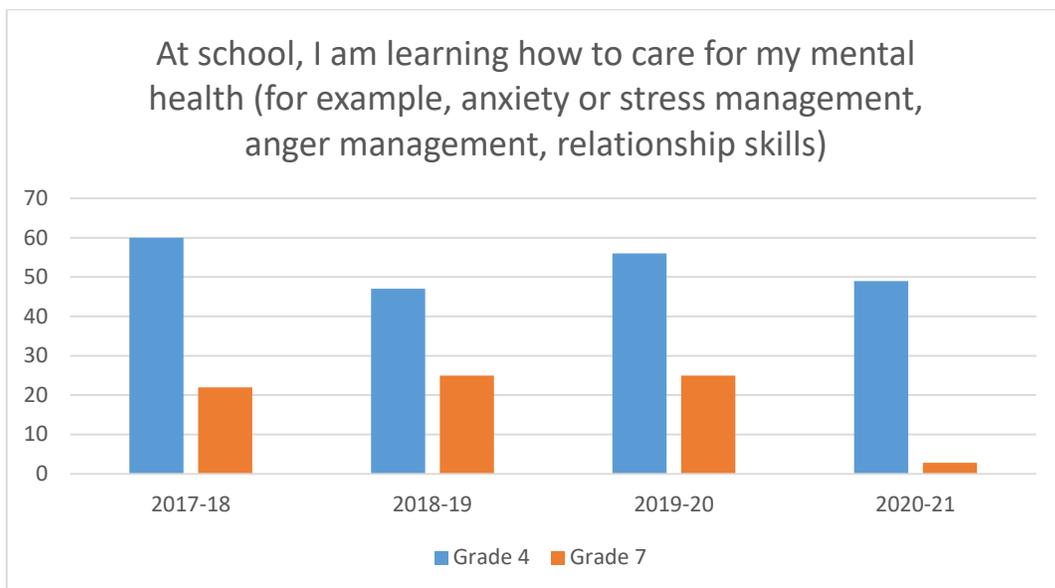
 **Goal:** Enhance mental health literacy with a focus on its implementation

Strategies:

- Increase student understanding of self-regulation, well-being, and mental health skills
- Provide instruction for Mental Health literacies for students and staff
- Continue to work with community partners to provide valuable teaching around Mental Health and strategies

Success Measures:

Our Student Learning Survey in Grades 4 and 7 help us to identify the learning students are acknowledging in terms of their mental health and how to cope with stress and anxiety. We expect to see a 10% increase in students identifying they have the skills to assist with managing and coping with their own life-related stressors and generalized mental health needs.





Learning

At Heritage we will work to achieve innovative and exciting learning opportunities with options and choices for all students to be successful. We plan to focus on numeracy and literacy at all levels to ensure that our learners are accessing the knowledge they need to be successful in life.

Goal: We will increase numeracy and literacy rates for all students and close the gap for Indigenous learners, children and youth in care, and students with diverse abilities.

Strategies:

- Support continued work on looking for evidence of learning in multiple ways
- Review resources and instruction to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- Administer the district numeracy assessment at each grade level to monitor students' progress
- Teacher will utilize the SNAP (Student Numeracy Assessments & Practice, SD 33) and INA (Island Numeracy Assessment) to determine where students are in their numeracy learning and also utilize to guide for further instruction.

Success Measures:

We will look at our Foundational Skills Assessment to monitor our progress towards our goals. We will continue to focus on numeracy instruction and a new assessment will be administered annually at all grades to monitor progress in a timely fashion.

