



Harwin Elementary School

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

1193 Harper St., Prince George, B.C. V2M 2X1

Tel: (250) 562-1773 Fax: (250) 562-0524

Lheidli T'enneh hubeh keyoh whuts'odelhti. Nts'ezla hubeh yun ts'uwhut'I, ts'uzt'en ink'ez ts'unuwhulyeh. We respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh, on whose land we love, work and play

Our Vision

All students are equipped with the necessary academic and social-emotional skills to succeed on their learning journey in a safe and caring environment.

Our Mission

Our mission is to identify and eliminate colonial practices that create barriers for our learners and create an innovative and caring school where relationships and student wellness are at the forefront.

Values

Connections

We value the importance of fostering positive connections with students and the community. We believe through connections student wellness is achieved.

Opportunities for all

We value every student for who they are. We believe it is important that every student is supported on their learning journey.

Community

We value community and engaging all rightsholders and stakeholders in the betterment of student success.

First Peoples Principles of Learning

We value the First Peoples Principles of Learning, and we believe it is the integral foundation of everything we do.

About Harwin

Harwin Elementary School resides on the unceded ancestral land of the Lheidli T'enneh. Harwin is bordered to the north by the beautiful Nechako River and our catchment is home to numerous parks, green spaces, and community partners. Currently, Harwin has 237 students enrolled in 11 divisions from Kindergarten to Grade 7, and 37 staff members. Upon completion of Grade 7, students attend Duchess Park Secondary School. Harwin is home to a StrongStart program that allows families of future students to interact, play, and learn in a safe environment.

What we are proud of

Harwin Elementary School prides itself on being a community school that assists students and families in being well-rounded individuals inside and outside of the classroom. We have an extensive after school program that helps students explore and develop their passions. As well, we are proud of the partnerships we have made with community groups to help us provide an excellent schooling experience for our learners. Our StrongStart program is a source of pride, as it affords our community with young learners the opportunity to learn, play, and build relationships in a safe and caring environment.



Harwin Elementary School

SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

1193 Harper St., Prince George, B.C. V2M 2X1

Tel: (250) 562-1773 Fax: (250) 562-0524

Engagement Process

Our engagement process was done to gather feedback from the community, staff members, and students regarding what they wanted from their experience at Harwin. Community and staff member input came through anonymous surveys, and student input was received from the Student Learning Survey. Further student input will be gathered through surveys. Our first engagement cycle had 142 responses.

Participants in the engagement process consistently expressed the importance of:

For students to have a sense of purpose, know they are valued and cared for

Developing students with the necessary life skills

Develop critical thinking skills

Increasing the instruction of local Indigenous language, culture, and history

Committing to Truth and Reconciliation in a meaningful way

Building student self-awareness and confidence

Developing positive relationships

Helping students interact safely and appropriately with peers

Increasing financial awareness

Increasing reading skills

Fostering a safe environment where all students are accepted and are able to socialize and learn

Increasing communication and working as partners in the growth of the students

Cycle of Reflection

Throughout the 2020-21 school year, Harwin will develop and collect school-based data to identify student progress. We are in the process of creating mechanisms to collect input from guardians, and we aim to solicit guardians for their input on a regular basis. The subsequent data will inform our practices and ensure that we are on the path to meet our targets for the 2020-21 school year.



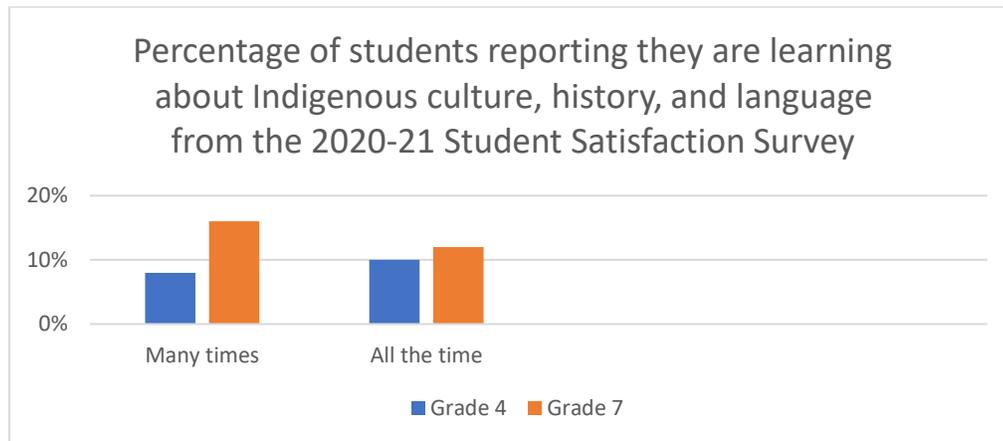
Truth and Reconciliation

Harwin continues to work toward realizing the Truth and Reconciliation Commission of Canada's Calls to Action for Education. For the 2021-22 school year, Harwin 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 reporting that they are learning about Indigenous culture, history and language.

Current Progress



Measures used to determine success

To measure Harwin's progress, we will examine data from the Grade 4 and 7 Student Satisfaction Survey focusing on the percentage of students reporting they are many times or all the time learning about Indigenous culture, history, and language. We expect to have 50% of participants reporting they are many times, or all the time, learning about Indigenous culture, history, and language for the 2021-22 school year. When compared to 2020-21 data, this will be a 32% increase in grade 4 and a 22% increase in Grade 7.

Strategies to achieve success

The strategies Harwin will use to achieve our objective are:

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



Equity of Access

Harwin is aware that not all students learn in the same manner and may require additional supports. As well, we know that equal access to education has not always been available for students with diverse abilities and indigenous learners. Harwin is committed to reducing these barriers for these learners and ensuring every student has equal access to a quality educational experience that meets their individualized needs. For this school year, Harwin will focus on realizing the Truth and Reconciliation Commission of Canada's Calls to Action for Education article 63(2), sharing information of best practices for teaching related to residential schools and Indigenous history.

Goal

- ❖ Create inclusive learning environments where all learners are able to meet their individualized learning goals.

Current Progress

Currently, Harwin does not have any data to inform us on how we are doing. We are in the process of creating methods of gathering input to inform our practices going forward.

Measures used to determine success

We intend to survey parents and guardians for their input on how we are progressing at ensuring students have equal access to meet their personalized needs. As well, we intend to develop questions for the Student Satisfaction Survey to ask students how they feel regarding their access to educational opportunities. As well, we intend to see an increase in staff members participating in decolonizing learning opportunities. Once data is gathered, specific targets will be developed.

Strategies to achieve success

The strategies Harwin will use to achieve our objective are:

Increasing staff understanding of the barriers the Indian Act created and continues to create

Increasing staff understanding of how to decolonize their practices

Increasing opportunities for parents and guardians to provide input on their learners' educational experience

Build a diverse support network for our learners

Accessing community partners to ensure students are not marginalized



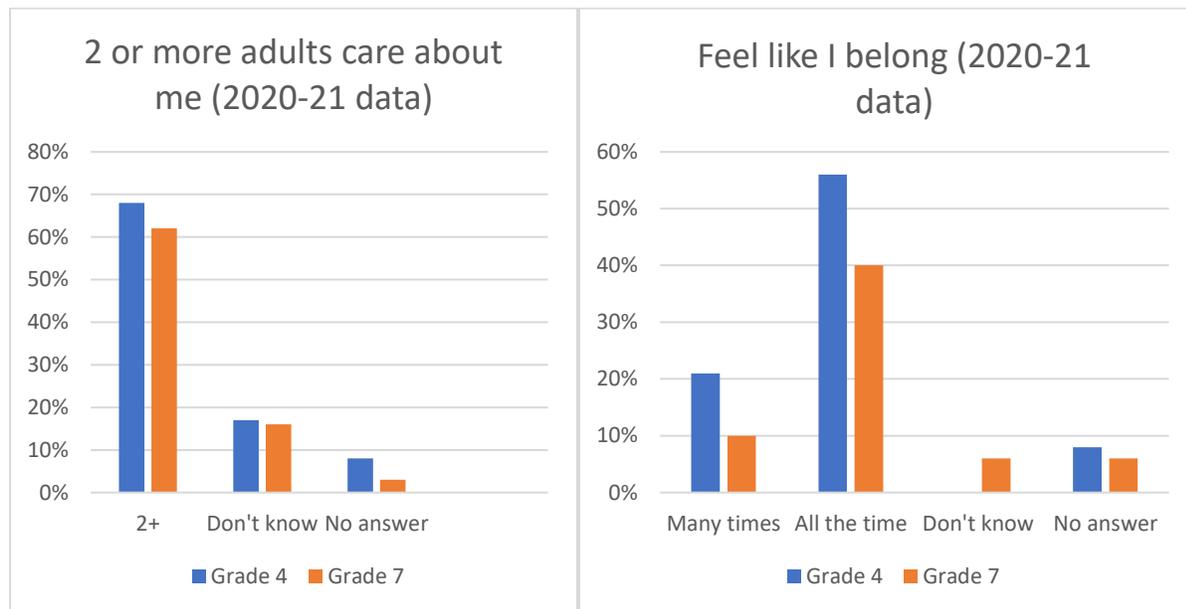
Wellness

At Harwin, we believe that student success can only be achieved if students feel safe, cared for, valued, and listened to. We believe in the importance of creating meaningful relationships and reconnections with the school community.

Goal

- ❖ Enhance the number of students who feel valued, connected, and that they belong at Harwin.

Current Progress



Measures used to determine success

In order to meet our goals, Harwin will use data from the Grade 4 and 7 Student Learning Survey. We expect 75% of students in Grade 4 and 70% of students in Grade 7 to report that there are 2 or more adults that care about them at Harwin. As well, we expect 85% of students in Grade 4 and 65% of students in Grade 7 to report that many times, or all the time, that they feel like they cared about, valued and belong at Harwin.

Strategies to achieve success

The strategies Harwin will use to achieve are objective are:

Increase the number of students participating in afterschool clubs

Enhance leadership and mentorship opportunities for students

Increase student understanding of self-regulation, well-being, and mental health skills

Facilitate opportunities for students to interact with peers and staff across grade levels



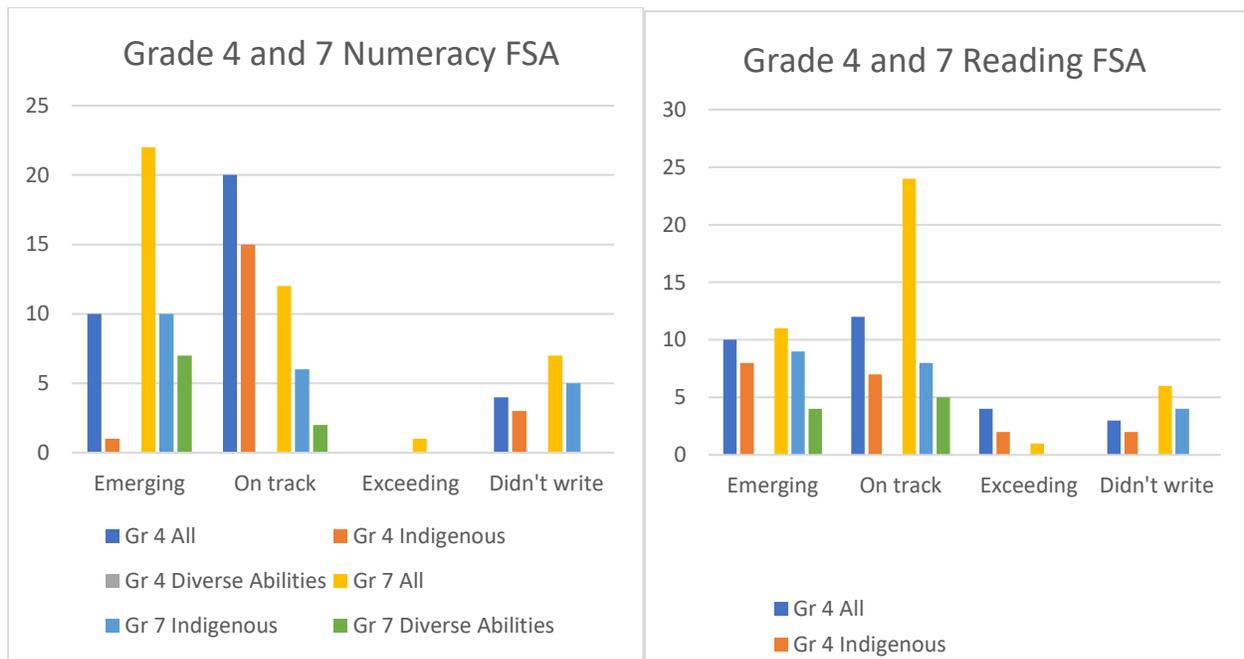
Learning

At Harwin, we will work to build high achieving, high engagement, and creative learning environments where all learners are supported on their path to individualized learning success. We are aware that our success rates for indigenous learners and students with diverse abilities are lower, and we are committed to increasing the success rate for these learners.

Goals

- ❖ Increase numeracy and literacy success for all learners, but a particular emphasis on indigenous learners and students with diverse abilities.

Current Progress



Measures of success

In order to meet our goals, Harwin will use data from the SNAP numeracy assessment, BAS literacy assessment, and the Grade 4 and 7 FSA assessment. We expect that 75% of all learners in Grade 4 will be on track or exceeding expectations on the reading and numeracy portions of the FSA. As well, we expect 80% of all learners in Grade 7 will be on track, or meeting expectations for the reading portion of the FSA. We expect to increase the Grade 7 indigenous learners reading scores on the FSA from 47% to 60% in 2020-21. In numeracy, we expect 50% of all learners in Grade 7 to be on track or exceeding expectations for the FSA.

Strategies to achieve success

The strategies Harwin will use to achieve our objective are:

Developing teacher efficacy in numeracy and literacy

Developing an efficient system to ensure students receive high quality support

Identifying and implementing programs that meet individualized needs