

# Hammond Bay Elementary

Year: 2022-2023

Principal: Shannon Apland



## Our School Story

### **What are the unique, positive characteristics that we celebrate in our school/community?**

We are a single track French Immersion school with 367 students currently enrolled in grades k-7. Our school celebrates inclusionary practices, safe and caring ways of learning and is committed to Truth and Reconciliation.

We are located on the Traditional Territory of the Snuneymuxw people. Our school is situated on a land that is traditionally referred to as Xwtal'uw'nuc, which means the creek that comes from behind. The school is surrounded by forest, a creek and the ocean. It is an ideal setting for land based learning.

We are very grateful to be able to learn, work and play on this beautiful land.

### **What are the important demographics of our school and community?**

Ecole Hammond Bay is not a catchment school. Students are selected through a lottery system to ensure equity and inclusion of all families wishing to enroll their children in French Immersion. Families come from all parts of Nanaimo by car, bus or on foot to attend Ecole Hammond Bay. It is easily accessible by cars and public transit (as well as by kayak or canoe).

### **School Goals:**

**Continuous improvement of instruction and assessment.**

**Truth and Reconciliation.**

# **Our School Goals**

## **1. Continuous improvement of instruction and assessment.**

**Assessment:**

**This year staff are asking. Do our current French Language assessments at our school and at the District level measure what we set out to measure in order to best understand how to support our French Language learners?**

**Our goals are to have:**

- 1. Consistent assessment tools and standards of proficiency for French Language Acquisition within the school and across the district.**
- 2. Common understanding amongst staff on how to use the assessment tools and how to measure proficiency through exemplars.**

**Instruction:**

**Staff are working within the school and across the district to compile a standard set of research based interventions and instructional strategies that can be used universally to target student needs in French Language acquisition and Mastery.**

**Our goal is to have:**

- 1. Consistency in knowledge and access to research based interventions for all teachers and support staff.**

**This is year one of a three year inquiry cycle.**

**Truth and Reconciliation and Inclusion:**

**We continue to work with Elders and the Seyetsus framework to learn how to walk and learn on the beautiful territory on which we work, play and learn.**

**This year we are focusing on land based learning and Inclusion.**

**Our inquiry question is:**

**How do we encourage and welcome all students and staff to leave the school building and learn on and from the land while also ensuring students are safe and that we are inclusive all learners and their safety needs.**

## Our School Celebration Story

This year at Ecole Hammond Bay we strived to be a safe, caring and healthy learning/working environment that is inclusive of the diversity of our entire community. At the start of the school year staff members, students and parent/guardians were asked what special customs they celebrate at home to ensure we recognized and acknowledged what is important to all of our community members throughout the school year. We made celebrating kindness, giving back to the community, and learning about special cultural celebrations our priority over the Winter months. Our inclusion club "GLOW" (Gender Loving Openminded Warriors-named by the students) hosted one of this year's highlights—a school wide "outdoor dance party" that involved face painting, giant bubbles and a conga line. The year ended with a Fun Fair put on by our PAC with the support of Admin. This Fun Fair was a wonderful gathering of our community and a celebration of a successful school year that was full of diversity, fun, kindness and learning.



**Truth and Reconciliation:** We worked with Syeyutsus Knowledge Keeper Ted Cadwallader to develop a deeper understanding of the traditional territory we are so privileged to work, play and learn on. We learned how to be better stewards of the land. A major highlight was learning that the land (shown below where teacher is teaching and Ted is standing) was traditionally known as "Xwta'uw'nuc" by the Coast Salish people. Bringing this name back to life and incorporating it into our daily announcements had an emotional impact of connection to this area and land that is hard to describe in words but I felt it and was told by many, staff and students (and parents) they felt it too. A truly amazing gift..

