

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: École Hammond Bay Elementary

Principal: Danielle Ashworth Clarke

Our Story/Our Learners

École Hammond Bay is a French Immersion school of 414 students, located on the beautiful traditional territory of the Snuneymuxw people. We are deeply grateful to spend our days on this land, surrounded by the ocean, old-growth forests, and the life-giving waters of Whalley Creek. We acknowledge that, according to local Knowledge Keepers, the land on which our school stands is traditionally known as Xwtal'uw'nuc, meaning “the creek that comes from behind,” a name that reminds us of the deep and enduring connection between the land, water, and the people who have cared for this place for generations. Students and staff engage in ongoing learning about the history and impacts of colonization, while honouring the resilience, knowledge, and culture of Indigenous peoples. Through place-based learning, collaboration with local Knowledge Keepers, and reflective practices, the school community works to deepen understanding, respect, and shared responsibility for reconciliation.

In a predominantly English-speaking community, our French Immersion elementary school strives to intentionally create rich, authentic opportunities for students to hear, speak, and live the French language every day. Through engaging instruction, meaningful conversation, and culturally relevant experiences, students are encouraged to take risks and build confidence in using French both inside and outside the classroom. Staff model consistent language use, while celebrations, storytelling, and connections to Francophone cultures help make the language vibrant, relevant, and alive within the school community.

Our staff and students share that they especially value:

- Outdoor learning, learning on and from the land such as Neck Point outings, Whalley Creek stewardship, school grounds clean-up, and beach clean-up
- School-wide spirit days such as Rainbow Day during Pride month, Character Day to support literary interest, and Tropical Day in January to boost spirits
- Whole-school events such as Arrête Tout et Lis, Hammond Bay's Got Talent, Manie Musicale, concerts, assemblies, and presentations from community partners, and the Young

Entrepreneur Fair

-Engagement across schools including collaboration and events with other French Immersion schools such as Guerre des Tuques, Carnaval, and Maple Sugar Festival

In planning for the school year ahead, staff of École Hammond Bay will focus on expanding local Indigenous cultural learning opportunities, strengthening student wellness and resiliency, and continuing to build a connected and inclusive school community. A key priority will also be increasing the use of oral French across the school, with particular emphasis on supporting and engaging students across all grades to use French with confidence and authenticity.

Our Student Learning Survey data showed that amongst all of our grades 4 and 7 learners, over a third shared that they are neutral, don't know, or don't feel a sense of belonging at school. The number of students who don't report feeling a sense of belonging is especially high (50-60%) amongst students with Ministry designations for disabilities and diverse abilities. Our students with designations are disproportionately impacted, as compared to other students. This inequity further burdens learners who are likely already experiencing challenges with other aspects of their school learning experiences. A sense of belonging is especially important for learners to feel regulated and ready to take risks with new learning challenges.

Staff will:

-Teach play strategies (including conflict resolution) explicitly to grades 3 & 4 students and students whose disabilities and diverse abilities make social interactions challenging will better prepare them to build friendships and participate together with classmates throughout the intermediate grades.

-Do intentional daily check-ins in every classroom will foster connections between teachers and all students and serve as street data on students' sense of belonging.

-Share strategies for fostering resiliency in all students with parents/caregivers via our weekly memo will help connect families and staff through shared strategies to support students when they encounter challenges.

Our report card data and teacher observations showed that our students (K-7) use a limited vocabulary in French. Therefore, students are resistant to speak in French. This matters because oral language is the foundation of literacy acquisition. As students get older, they struggle more with content-specific vocabulary.

Staff will:

- Build 3 tiers of vocabulary scope and sequence
- Encourage, celebrate, and model vocabulary and spoken French across staff roles
- Explicitly teach structures for interacting (veux-tu jouer avec moi ? A tes souhaits !)

In the Student Learning Survey results from 2025/26, it was noted that grades 4 & 7 students felt as though they 'almost never' or 'sometimes' participated in Indigenous cultural events or activities. Although our students have opportunities to participate in cultural events and activities, hear some hul'q'umi'num spoken, and have some Indigenous knowledge woven into their curricular content, they report that they are not participating in Indigenous cultural events or activities often.

Staff will:

- Increase visibility, audibility, and awareness of Indigenous language, culture, and knowledge
- Increase use of hul'q'umi'num language in daily greetings, announcements, and conversations
- Increase student ownership of hul'q'umi'num use with student-created land acknowledgements
- Be explicit with students in connecting First Peoples' Principles of Learning to curricular content
- Intentional daily check-ins in every classroom will serve as street data on student awareness of cultural activities and knowledge

Images to Support School Goals

Image	Description
	Staff on rainbow day modelling inclusion and belonging
	Staff collaborating to co-create school goals



Staff collaborating to co-create school goals



Staff collaborating to co-create school goals



Staff collaborating to co-create
school goals

School Goal #1

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By June 2027, students in all classes will be able to identify times when they feel like they belong at École Hammond Bay. This will support the district goal of increasing student wellness.

Implementation Plan:

School-based Action	Strategy Type
Classroom teachers, together with school-based team members, will teach play strategies (including conflict resolution using Open Parachute and Social Thinking materials) to grades 3 & 4 and students with designations as relevant, that can be used at recess or in the classroom.	Targeted
Teachers will use an intentional daily check-in strategy with all of their students, regardless of their arrival time.	Universal
Strategies and resources for building resiliency in children will be shared via the weekly parent memo.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Check-ins by principal/VP and case manager with grades 3 & 4 classes, students with designations as relevant, and duty supervisors' observations about recess play.	Fall/Winter/Spring
Street data - daily student check-ins in every classroom.	Class-wide trends from check-ins to be identified by each teacher before selected staff meetings and individual trends for students with designations to be shared with SBT.
Student Learning Survey Data – sense of belonging	May/June

Ongoing Engagement:

- Students - Check-ins, reflection - Improved awareness of emotions

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, students will feel more confident speaking in French with peers and staff. They will speak French on their own without prompting or reminders from an adult. Our district goal for student success aims to increase literacy success rates. Oral language development is the foundation of literacy acquisition.

Implementation Plan:

School-based Action	Strategy Type
Create scope and sequence for vocabulary lists by grade level	Universal
Build a list of explicitly taught French phrases for each grade throughout the year	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Street data – teacher observations and check-ins	Monthly check-ins with explicit questions before each month's staff meeting, to be reviewed in meeting
Report card comments	November, March, June report cards

Ongoing Engagement:

- Students - Check-ins, reflection - Improved awareness of emotions

School Goal #3

Board Goal:

Truth and Reconciliation

Board Objective:

Increase awareness of and access to resources available to support hul'q'umi'num language learning.

Focused Improvement Goal:

By the end of the 2026/27 school year students will feel that they 'often' participate in Indigenous cultural events or activities. They will feel ownership over creating land acknowledgements and using hul'q'umi'num often. This will align with the district goal of increasing access to support for hul'q'umi'num language learning as part of Truth and Reconciliation.

Implementation Plan:

School-based Action	Strategy Type
Hul'q'umi'num word of the day in the announcements	Universal
Student-created land acknowledgements	Universal
Chemin de la Verité et Réconciliation on the central hallway wall, showing evidence of our reconciliation journey as a school to increase visibility for students	Universal
Hul'q'umi'num language learning opportunities for teachers and students	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Teacher to student check-ins	Monthly check-ins with explicit questions before each month's staff meeting, to be reviewed in meeting
Student Learning Survey Data	May

Ongoing Engagement:

District staff, ICSSW, Indigenous community members and knowledge keepers