



E.J. Dunn Elementary ḥaaḥuupaquwiḥ Growth Plan - 2024/2025



Principal
Vice Principal

Darrin Olson
Jeannette Badovinac

Land Acknowledge:

E.J. Dunn Elementary School ḥaaḥuupaquwiḥ is situated on the ḥaḥuuti of the čišaaḥath and huupačasath First Nations. We acknowledge that we work alongside all nuucāaḥuḥ nations as well as the Métis Nation of British Columbia to serve the children and youth of our school community.

E. J. Dunn Elementary School ḥaaḥuupaquwiḥ strives to increase awareness, understanding and integration of nuucāaḥuḥ history and language in our school. It is part of our ongoing commitment to Truth and Reconciliation.

Our School Story

E.J. Dunn Elementary School ḥaaḥuupaquwiḥ Characteristics

At E.J. Dunn Elementary School ḥaaḥuupaquwiḥ social emotional learning is woven into our entire school culture. It is not only explicitly taught in our classrooms, but also an agreed upon priority that is consistently modeled by our staff. We start our week by welcoming everyone at our Monday Morning Meeting. We have a drum circle to celebrate our school district song (našukḥaḥin 'We are strong'), and warm messages for the week by the Principal and Vice-principal.

Our school support team has worked to help staff identify student needs expeditiously and connect with students and families to make the best use of our supports. We understand that our school serves a vulnerable population, and we take care to serve our families, not just our students. We aspire to use a trauma-informed lens when approaching and hosting parents at our school.

Isaaks naas, 'Walking with respect', and našukḥaḥin 'We are strong', are mantras we reiterate at every school gathering, providing language for our children to speak about and understand their own resiliency.

At E.J. Dunn Elementary School ḥaaḥuupaquwiḥ we use the nearby forest for many learning opportunities, such as mindfulness and calming practices as well as traditional indigenous ways of being. We encourage outdoor learning, connecting with nature regularly, and taking the time to slow down and build authentic relationships with each other.

E.J. Dunn Elementary School ḥaaḥuupaquwiḥ Demographics

E.J. Dunn Elementary School ḥaaḥuupaquwiḥ is committed to the unique learning needs of its diverse student population. Enrolment for the 2024-2025 school year is approximately 250 students from kindergarten to grade 7 in 12 divisions.

Our small school size enables us to get to know our students and their families well. Currently, 40% of our students self-identify as having indigenous ancestry. We are currently staffed at 16.39 FTE teachers, 12 educational assistants and a full time Indigenous Support Worker.

Our school community encompasses a variety of early years programs including a Strong Start and the Family Hub. Students in our school also have access to before and after school care through Saplings. Many students in the early years' programs are future E.J. Dunn Elementary School students building their connections to our school community from an early age.



Our School Goals

E.J. Dunn Elementary School ɥaah̄uupaquwił goals for the 2024-2025 school year are in alignment with School District #70 – Pacific Rim Strategic Plan.

Goal #1

Continue to increase the awareness, understanding, integration and presence of nuucăańuł and Métis culture in our school to build knowledge and awareness of Indigenous peoples. In addition, to instill a sense of pride in our Indigenous students

Focused Strategies:

- Continue to embed nuucăańuł and Métis culture and the First Peoples Principles of Learning into all instruction
- Continue to offer culturally-based activities and learning in our school – [EJ Dunn Cultural Plan](#)
- Continue to collaborate with the Pacific Rim Indigenous Team related to academic and cultural instruction
- Continue to track Indigenous academic success with District Indicators of Success
- Monitor Indigenous student responses related to well-being and Indigenous learning from a school-wide and Ministry Learning Surveys

Goal #2 - To improve students' socio-emotional well-being and maintain students' positive relationships with adults at school.

Focused Strategies:

- Continue to build and re-establish positive school culture activities (Monday Morning Meetings, After School Sports and Arts Initiatives, fun days, Lunch Club with Indigenous Support Worker and Learning Commons Teacher)
- Continue to utilize student voice/surveys, Student Satisfaction Surveys, Middle Years Development Indicator to monitor how we are doing related to student well-being and connectedness to school adults
- Utilize student voice in planning school theme days

Goal #3 - To increase the number of students on-track with their reading skills.

Focused Strategies:

- Develop an inquiry question related to primary literacy development
 - o **How do focused literacy games assist with emergent literacy development with our Gr.2 and 3 learners?**
- Continue to utilize school-based learning resource budget to expand our collection of learning materials and to support literacy inquiry
- Explore evidence based instructional practices including Readers' Workshop and Literature Circles models utilizing the Library Learning Commons and Faye Brownlie's "Grand Conversations" resource
- Engage professional development around creating a balanced literacy program encompassing both phonics skills and comprehension strategies
- Continue to collaboration with district resource teachers around best practices in literacy instruction
- Examination of district reading assessments and identification of specific students to target for interventions

Goal #4 - To increase the number of students on-track with their numeracy development.

Focused Strategies:

- Continue to offer culturally based activities and learning in our school related to numeracy (see cultural plan)
- Develop an inquiry question related to intermediate numeracy development
 - o **How do numeracy games assist with emergent literacy development with our Gr.4-7 learners?**
- Continue to utilize school-based learning resource budget to expand our collection of learning materials and manipulatives to support student learning in numeracy
- Provide support time dedicated to numeracy skill building
- Use of fall district math assessments as a formative tool to guide numeracy instruction
- Professional development with the work of our District Resources Teachers and Carole Fullerton related to best practices in numeracy instruction.





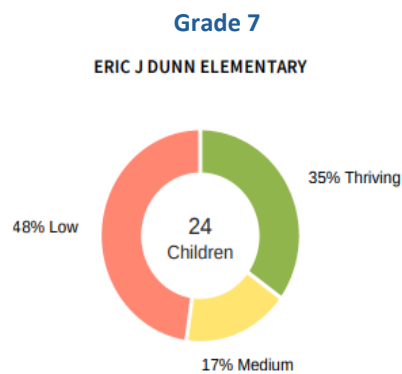
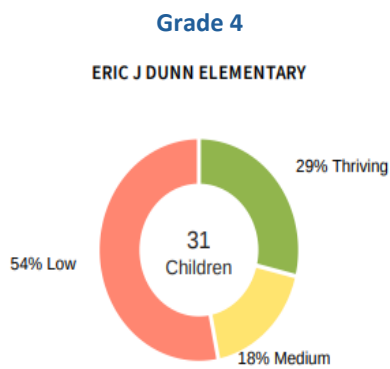
Data/Evidence

1. **Indigenous Education** – Qualitatively, our staff feels embedding nuuccăańuł content and utilizing The First Peoples Principles of Learning is a strength at EJ Dunn. Despite improvements over previous years, Indigenous FSA Literacy data indicates 55% of our Gr. 4s students and 64% of our Gr.7 students are on-track related to their literacy skills. Despite a significant improvement with our Gr.4 cohort from the years two years, Indigenous FSA Numeracy Data indicates 46% of our Gr. 4 students and 23% of our Gr.7 students are on-track related to their numeracy skills.

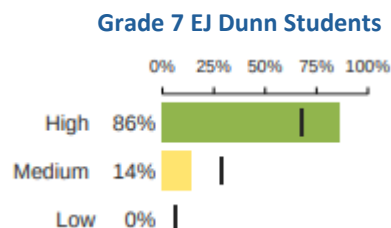
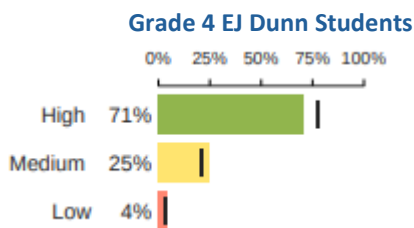
FSA Literacy Results	ON-TRACK	ON-TRACK	ON-TRACK
Gr. 4	2023 - 65%	2022 - 26%	2021-33%
Gr. 4 Indigenous Students	2023- 55%	2022-17%	2021-29%
Gr. 7	2023-58%	2022-46%	2021-35%
Gr. 7 Indigenous Students	2023-64%	2022-32%	2021-21%

FSA Numeracy Results	ON-TRACK	ON-TRACK	ON-TRACK
Gr. 4	2023 - 46%	2022 - 7%	2021 - 12%
Gr. 4 Indigenous Students	2023 - 40%	2022 - 8%	2021 - 6%
Gr. 7	2023 - 21%	2022 - 37%	2021 - 35%
Gr. 7 Indigenous Students	2023 - 23%	2022 - 29%	2021 - 14%

2. **Well-Being** – over 54% of Gr.4 students and 48% of Gr.7 students are on the low end of the well-being index related to the Middle Years Development Index Survey. We need to be mindful of the social emotional needs of our student population to address their academic growth.



Connectness with Adults at School - 71% of our Gr.4 students and 86% of our Gr.7 students have a sense of connectness to adults in our school. We view this as a strength for our school, but this is an area that we must maintain as the positive relationships with adults, especially teachers, has a direct impact on students learning.

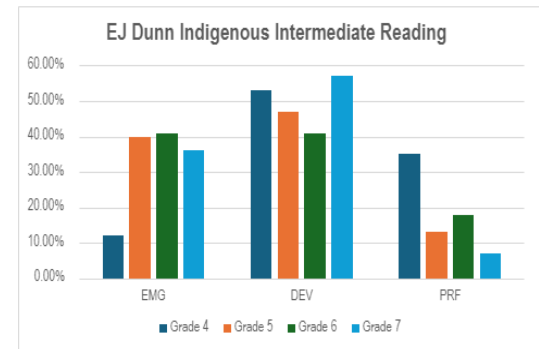
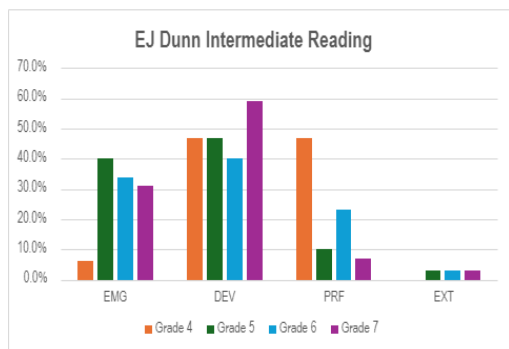
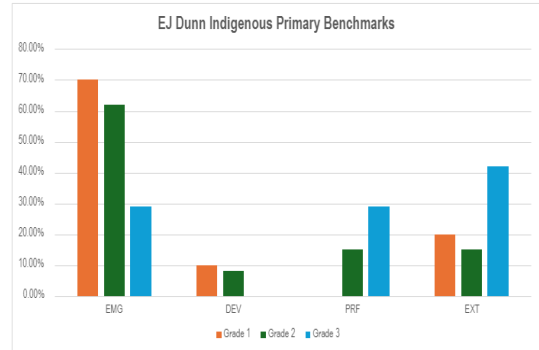
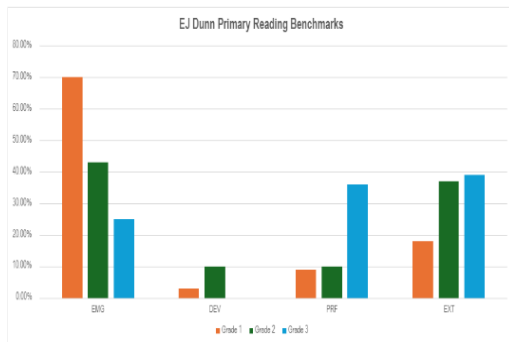




Data/Evidence

3. Literacy

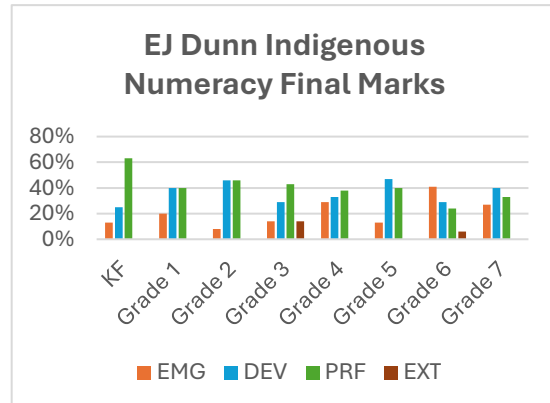
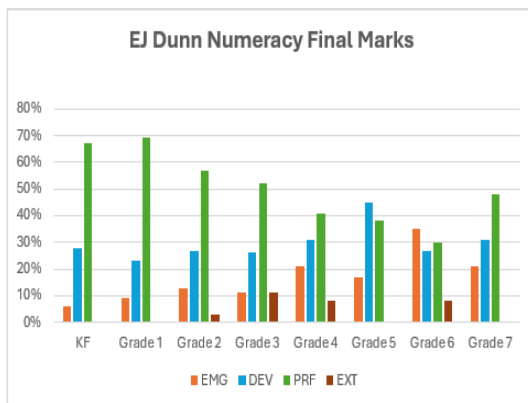
Despite an increase of 17% from Fall to Spring 34% of intermediate students are emergent readers. 49% of our Gr.1-3 are emerging readers. Of note our Gr.1 cohort are 71% emergent readers related to benchmark indicators. Our Gr.1 and Gr.2 benchmarks show 60-70% Indigenous students are at emergent reading levels.



We noted a significant increase in student Foundation Skills Assessment literacy rates with 60% of students on-track compared to 35% in 2022 and 33% in 2021. An additional improvement is noted with our Indigenous results with 64% on-track compared to 32% in 2022. Despite a significant improvement, 40% of our grade 4 and 7 students are at the emerging stage of their literacy skills related to the Foundation Skills Assessment and 27% emergent readers related to the District Literacy Assessments.

4. Numeracy

54% of our grade 4 and 60% of 7 students are at the emerging stage of their numeracy skills related to the Foundation Skills Assessment
 38% of all students are at the emerging stages of their numeracy skills based on District Numeracy Assessments. Our Gr. 6 (now Gr.7) Indigenous and non-Indigenous students are concerning with approximately 40% at emergent levels.





Our School Celebration Story

Staff reflections continue to highlight the value of our Monday Morning Meetings, where the entire school gathers for a land acknowledgement and sings *našukʔaʔin* ("We Are Strong"). During these meetings, we discuss upcoming events, review behavioral expectations, and celebrate student birthdays. This time together fosters a sense of grounding and unity among both students and staff, setting a positive tone for the week.

The development and implementation of the Indigenous Cultural Plan was a document worth noting. In collaboration with our Indigenous Support Worker there were many culturally rich teachings/learning implemented in our school. [EJ Dunn Indigenous Cultural Plan](#)



We are also celebrating the inclusion of student voice in highlighting the positive aspects of our school. This year, we aim to formalize student input and involve them in decision-making processes. We remain committed to increasing student engagement and enhancing their social-emotional well-being.

It is our belief that staff retention is a strength and worthy of celebration. Staff have shared their stories with us outlining how they feel about being at EJ Dunn. Consistent staff allows for relationships to be easily established for students and maintains a positive school culture and in turn a positive impact on student learning.

“When I was a TOC in the Valley I noticed almost right away that the staff at EJ Dunn were collaborative, trauma informed, and really operating as a team. There was an understanding that children can't be asked to learn when their other needs weren't being met. My first year at Dunn our goal was to provide each student with at least one safe person at the school. It's never "my student" it's "our students." I think that's really special. Collectively the staff here have created a community and supported their students. I was really drawn to that atmosphere and is why I applied to work here and why I have stayed.”

“Dunn was the first place I ever wanted to stay. It is a place where everyone fits in, and you don't feel the need to change. More importantly, all staff love the students and respect their colleagues.”

“When you asked why we stay at EJ Dunn – one word comes to mind “CONNECTION” (children, staff, EVERYTHING!”

