



E.J. Dunn Elementary ḥaaḥuupaquwił Growth Plan - 2026/2027



Principal – Jeannette Badovinac
Vice-Principal – Heidi Homan

Land Acknowledge:

E.J. Dunn Elementary School ḥaaḥuupaquwił is situated on the ḥaḥuuli of the čišaaʔaṭḥ and huupačasath First Nations. We acknowledge that we work alongside all nuucăaṇuł 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 ḥaaḥuupaquwił strives to increase awareness, understanding and integration of nuucăaṇuł history and language in our school. It is part of our ongoing commitment to Truth and Reconciliation.

Our School Story

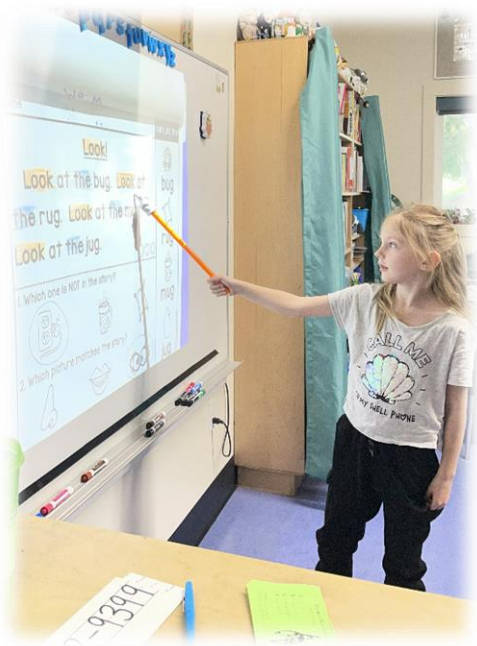
E.J. Dunn Elementary School ḥaaḥuupaquwił Characteristics

E.J. Dunn Elementary School ḥaaḥuupaquwił, is a connected and inclusive learning community where relationships, culture, and place are central to student success. Rooted in the First Peoples Principles of Learning, we understand that learning is holistic, relational, and grounded in identity, land, and community.

Our school culture reflects a strong commitment to social-emotional learning, belonging, and student voice. Weekly Monday Morning Meetings, land-based learning experiences, and cultural teachings create a shared language of respect, resilience, and connection. Students consistently identify trusted adults, spaces of belonging, and engaging opportunities as defining elements of their school experience.

Student voice highlights that learners feel safe, supported, and engaged in many aspects of school life, particularly in music, physical activity, land-based learning, and collaborative classroom practices. Students also provide clear insight into areas for improvement, including the need for more engaging learning opportunities, improved school facilities, and expanded extracurricular options.

With approximately 270 students (43% identifying as Indigenous), our community reflects diverse strengths and lived experiences. We are committed to ensuring equity and success for all learners, particularly through culturally responsive teaching and strong partnerships with families and community.



E.J. Dunn Elementary School ᐱᐱᐱᐱᐱᐱᐱᐱᐱ Demographics

E.J. Dunn Elementary School ᐱᐱᐱᐱᐱᐱᐱᐱᐱ is a vibrant and inclusive learning community that honours the diverse strengths and stories of its learners. With an enrolment of approximately 270 students from Kindergarten to Grade 7 across 15 divisions, our school places a strong emphasis on relationships and a sense of belonging. Our smaller school size allows us to build meaningful connections with students and families, creating a strong foundation for collaborative learning. Currently, 43% of our students self-identify as having Indigenous ancestry, and we are committed to focusing Indigenous perspectives and the First Peoples Principles of Learning in our daily practice. Our dedicated staff includes 19.9 FTE teachers, 11 educational assistants, and a full-time Indigenous Support Worker, all working together to support the whole child—intellectually, emotionally, and physically. We are deeply connected to the land and make regular use of the nearby forest to support learning through place-based experiences. The forest provides opportunities for outdoor exploration, storytelling, inquiry, and cultural learning, aligning closely with Indigenous ways of knowing and doing. Our school is further enriched by early years programming such as Strong Start and the Family Hub, helping to weave community from the earliest stages of a child’s educational journey. Many children in these programs are future E.J. Dunn learners, already forming relationships within our school community. Saplings before and after school care also supports families and extends opportunities for connection and growth beyond the school day.

A Message to Our Families:

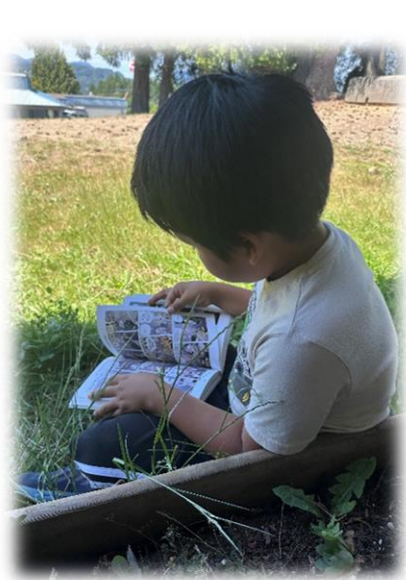
At EJ Dunn, we are deeply committed to creating a school where every student feels a strong sense of belonging, is supported to reach their full potential, and learns in ways that are meaningful, inclusive, and connected to community and land.

You’ll see these values in action through:

- **Culturally responsive math and literacy lessons**
- **Stories, language, and teachings shared by Indigenous Elders and Knowledge Keepers**
- **A strong commitment to building relationships with families and nations to improve attendance and overall student engagement**
- **Land-based learning experiences and seasonal activities**
- **A focus on student voice, leadership, and community building**

We believe this approach strengthens our whole school community and supports all learners in meaningful, lasting ways. As always, we look forward to partnering with you throughout the year.

Warmly,
The EJ Dunn Team



Our School Goals

E.J. Dunn Elementary School haahuupaquwił goals for the 2026-2027 school year are in alignment with School District #70 – Pacific Rim Strategic Plan of maintaining literacy and numeracy achievement as top priorities as well as a focus on student engagement/connectiveness to community.

Goal #1
To nurture confident, engaged readers and writers by strengthening comprehension, voice, and connection to identity, community, and culture.

Strategies for Inclusive, Community-Based Literacy Growth:

- 1. Improve attendance rates for students**
 - Track attendance bi-weekly (Support Team)
 - Ensure initial contacts are made by teachers, followed up by administration.
 - Continue to build relationships with families and nations.
 - Implement strategies/resources to support priority learners including District and Community resources.
- 2. Target Support and Intervention**
 - Provide targeted, small-group literacy interventions, particularly in Grades 4–7
 - Explicitly teach comprehension strategies (inferencing, summarizing, critical thinking)
 - Increase access to high-interest, diverse, and culturally responsive texts
 - Expand cross-grade reading groups and collaborative learning structures
 - Integrate Indigenous stories, language, and land-based learning experiences
 - Incorporate student voice through choice, discussion, and reflection
- 3. Create Literacy-Rich, Identity-Affirming Spaces**
 - Expand classroom and library collections to include diverse voices—especially Indigenous stories.
 - Use graphic novels, audiobooks, and high-interest texts to meet diverse reading needs and preferences.
 - Encourage book talks, peer recommendations, and student-led displays to build a culture of reading.
- 4. Strengthen Comprehension and Connection**
 - Use Book Clubs and Literature Circles (Grades 5–7) with texts that reflect student experiences and deepen critical thinking.
 - Integrate local Indigenous stories and language into literacy lessons.
 - Use journals, discussions, and art to help students reflect on and express what they read.



Goal #2:
To grow confident, capable math learners by connecting numeracy to real life, community, and culture—ensuring every student feels supported, challenged, and confident in their numeracy abilities.

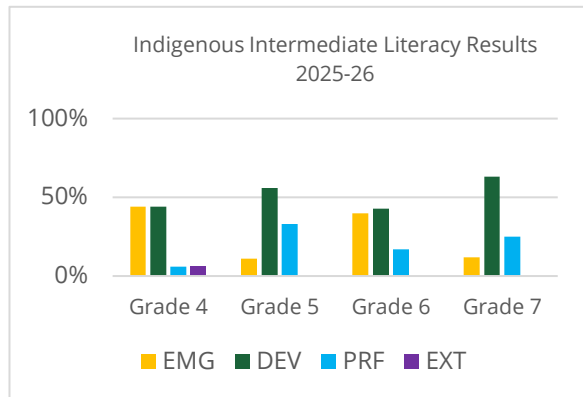
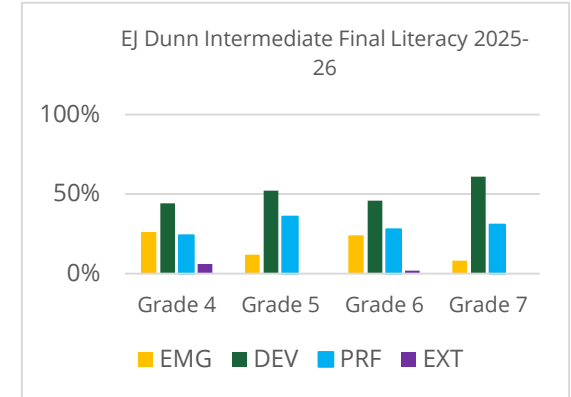
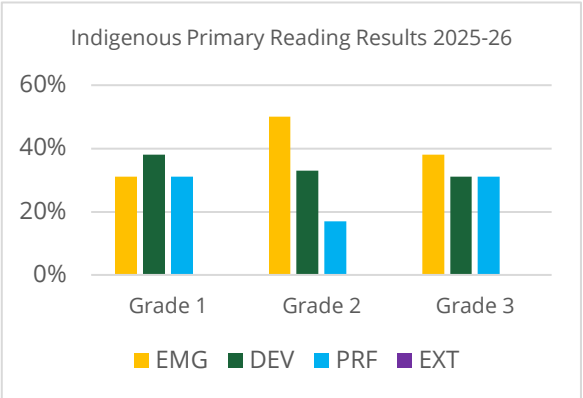
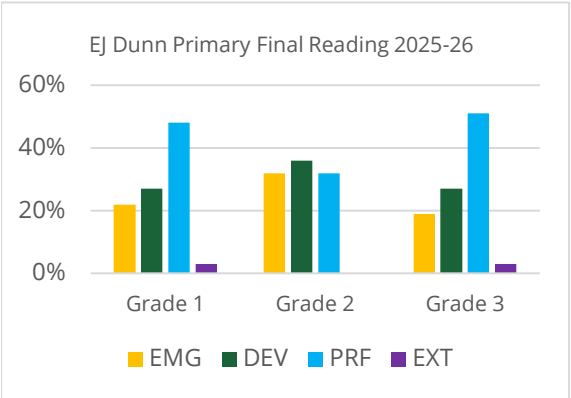
Strategies for Inclusive, Community-Centered Numeracy Growth:

- 1. Improve attendance rates for students**
 - Track attendance bi-weekly (Support Team)
 - Ensure initial contacts are made by teachers, followed up by administration.
 - Implement strategies/resources to support priority learners including District and Community resources.
- 2. Provide challenge and inquiry for all**
 - Expand use of inquiry-based and problem-solving approaches
 - Use hands-on materials, visual models, and real-world applications
 - Strengthen math discourse through routines such as Number Talks
- 3. Provide targeted intervention in intermediate grades (4–7)**
- 4. Connect Math to Land, Culture and Story**
 - Embed Indigenous ways of knowing (patterns, measurement, estimation)
 - Invite Elders and knowledge Keepers to share numeracy learning in place and story.
- 5. Build a Culture of Belonging in Math**
 - Normalize mistakes as part of learning— “Mistakes help our brains grow.”
 - Celebrate growth and effort alongside achievement.
 - Create classroom spaces where every student feels seen, respected, and capable.
 - Utilize math games to build skills and improve student growth mindset related to numeracy.
- 6. Mathematizing the School**
 - School-wide Interactive monthly numeracy problems
 - Recognizing mathematician of the month
 - Increase math games

Rationales for Goals Enhancing Student Learning:

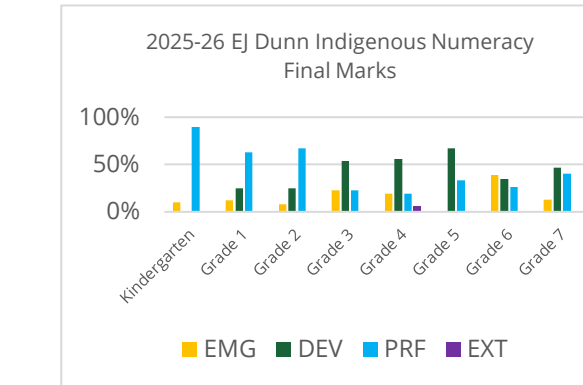
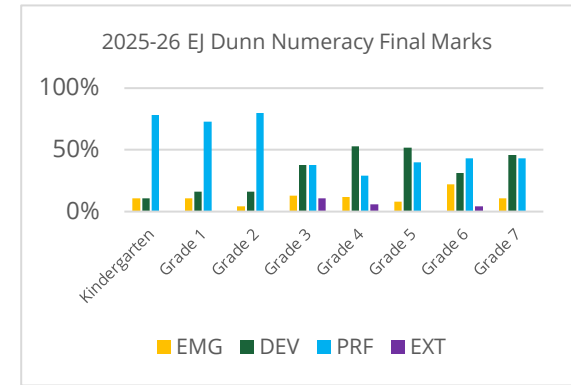
Literacy:

E.J. Dunn demonstrates strong foundational literacy outcomes in the primary grades, with over 50% of students achieving proficiency in Grades 1 and 3. However, data indicates a decline in proficiency in the intermediate years, with approximately 30–36% of students meeting expectations in Grades 4–7, and the majority remaining in the developing stage. FSA trends show encouraging long-term growth, including an 18% increase in overall literacy achievement and a 9% increase for Indigenous learners. Despite this growth, a significant proportion of intermediate students remain in the emerging range, indicating continued need for targeted support. Student voice reinforces the importance of engagement, with learners requesting more choice, relevant texts (e.g., sports, high-interest topics), and opportunities to collaborate and discuss reading.



Numeracy:

2025-2026, numeracy data reflects strong early outcomes, with up to 80% of students in Kindergarten to Grade 2 achieving proficiency. However, there is a notable decline in intermediate grades, where proficiency drops to approximately 35–43%, and many students remain at the developing level. FSA data shows positive long-term growth, including a 31% increase for non-Indigenous students and a 19% increase for Indigenous students. Students report enjoying hands-on learning and collaborative math experiences and express a desire for more engaging, real-world applications of math.



Our School Celebration Story

E.J. Dunn Elementary School *haahuupaquwił* stands as a model of holistic, culturally grounded education, where academic achievement and emotional wellness are nurtured in tandem. Our clear commitment to community, land-based learning, and Indigenous perspectives creates a rich and supportive environment for learners of all backgrounds.

Celebration Summary:

- Deepened cultural integration and SEL practices.
- Strong literacy growth in key grades.
- Emerging student leadership and voice.
- A unified community culture centered around belonging and shared purpose.

Attendance and Well-Being

- Attendance data shows improvement, with an increase in students attending regularly (0–10% absence rising from 49% to 54%) and a decrease in higher absenteeism levels. Staff note that consistent communication and outreach have contributed to this improvement.
- School climate data and student voice indicate strong relationships and a sense of safety and belonging. Students identify trusted adults and spaces where they feel supported.
- CASDS survey results show low rates of substance use, indicating strong protective factors within the school community.

Strong Cultural and Community Foundations

- Deep integration of First Peoples Principles of Learning, especially the concepts of relational, land-based, and holistic education.
- Weekly Monday Morning Meetings reinforce community, cultural pride, and consistent routines, featuring land acknowledgements, drumming, and singing.
- The intentional weaving of Indigenous knowledge and language into daily routines and academic goals shows deep respect and commitment.
- Cultural expressions like *isaaks naas* (walking with respect) and *našukʔaλin* (we are strong) provide shared language for values and behaviour.

Academic Growth

- Strong early literacy and numeracy foundation
- Improving attendance
- Strong student engagement in primary years

Embedding Indigenous Perspectives Across the Curriculum

- Indigenous culture is not siloed but integrated into all academic goals.
- Learning includes culturally responsive teaching in literacy and numeracy, not just cultural events.
- Presence of Elders, Knowledge Keepers, and local stories makes learning authentic and connected.
- Outdoor, land-based experiences make the forest an extension of the classroom.
- Supports place-conscious learning that is rooted in Indigenous ways of knowing and fosters a deep connection to the land.

Student Voice and Leadership

- Increased focus on student agency and inclusive decision-making.
- Student insights are shaping school experiences.
- Growth in student engagement and leadership reflects an evolving, responsive school culture.
- Student voice highlights both strong engagement and clear opportunities to improve relevance, inclusion, and school environment.

Early Years and Family Engagement

- Programs like Strong Start, Family Hub, and Saplings care provide seamless support from early childhood onward.
- These initiatives promote continuity, early connection, and wraparound support.
- Reinforces the belief that learning starts well before formal schooling and continues beyond the classroom.

