



School: Fairview Elementary  
Principal: Laura Bruce  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Goal 1: We would like to strengthen our knowledge of Indigenous Ways of Knowing and Being by expanding on our mural project that was completed in spring of 2023.

## B. Rationale

We worked with Simon Fraser University (SFU) and Katzie First Nation Elder and elected councillor Rick Bailey over the last two years on a mural project that provided opportunities to connect to the land, people and story of the Katzie Slough. We want to continue this work as a school by connecting to the mural, story, land and Indigenous ways of knowing and learning in authentic ways.

## C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff want to use the mural as an anchor for this work. We will bring in 3 Crows Productions to share Indigenous storytelling with us. Teachers will explore topics with their students using a variety of authentic Indigenous texts, supported by our school librarian and district librarian resources. Staff created an Every Child Matters art installment in the hallway as part of Truth and Reconciliation Week. Teachers will explore the salmon cycle in several classes and release fish into our local waterways. Staff will do local cleanups on the Katzie Slough as a continuation of the last two years. Elder Rick Bailey will share the story of the mural on November 10th and an SFU instructor will facilitate discussion about next steps. Staff will be invited to work on a postcard project to share this work with our community as part of the digitizing of the mural and its stories.

## D. Evidence / Data (how will you measure success?)

Staff will engage in Indigenous Ways of Knowing and the primary teachings in the mural that are about our ability to make positive change and to take care of all things that we call ours with increased confidence. Students will be able to share their own connections to this work.



School: Fairview Elementary/Odyssey  
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## A. Goal (one goal per page)

Goal 2: Enhance student connection and sense of belonging at Fairview to increase student success.

## B. Rationale

Our Middle Years Development Instrument (MDI) data shows a low number of students who are thriving in Grade 7 (17%) compared to the whole district (29%) and a significant decline compared to the Grade 4 data (38%). Additionally, it shows that students are not well connected to the adults in our building over time and report not feeling a sense of belonging to the school community. Occasionally, we are challenged by student behaviour and its impact on our school and culture and we are seeking ways to better support and care for all students through authentic relationships and trauma-informed practices. We know that our students will be more successful in all areas of school when they become more positively connected.

## C. Action Plan (list specific actions, school level and district level resources or structures used)

Staff are learning more about trauma-informed practices through professional development and a book study that will help them connect with and support these complex learners. This also includes discussion at most staff meetings using videos from well-known researchers in children's mental health. We are connecting as a staff to do community events like Identity Day, Terry Fox Run, Club Red and monthly assemblies. The school is offering a variety of school-based and community-based extracurricular activities including choir, running club, athletics, coding, and soccer. We are working hard to invite the community into the school through family reading, Family Day celebrations, Identity Day and assemblies. Staff will be highlighting the diversity in our community and providing ways to share and elevate student experiences and culture.

## D. Evidence / Data (how will you measure success?)

Students will report increased connectedness in our MDI data, especially those in Grade 7. We will see increased student connection to their classrooms and staff through the use of trauma-informed practices that will, in turn, reduce office referrals and challenging behaviours. Students and families will report positive connections to the school and staff.