

# 2025-26 School Framework for Enhancing Student Learning

School: Fairview Community School

Principal: Cindy Haack

## Our Story/Our Learners

Fairview School is a Strong Start- Grade 7 Community School with approximately 420 students who represent a wide range of cultural and socio-economic backgrounds. This diversity strengthens our school community by fostering a deeper understanding and celebration of our differences and provides the opportunity to learn from one another. Our staff embraces a growth mindset, collaborating regularly to improve our teaching practices and support one another in meeting the diverse needs of our students. We believe that a welcoming and safe environment is essential for academic success, striving to ensure that every child feels a sense of belonging.

Fairview is proudly situated on the traditional lands of the Snuneymuxw First Nations. Through the Syeyutsus Framework, we honour and respect our land and draw guidance from the First Peoples Principles of Learning. These principles guide us in creating a community of learners that values inclusion, respect, and a commitment to understanding the rich histories that shape our lives and learning.

From our school data (FSA and June report cards), we see that many of our students are emerging and developing their numeracy skills. We would like to work together as a staff to build proficiency in our students' numeracy understanding.

## Goals for 2025 – 26

### Goal 1

#### Student Success

Increase numeracy success rates for all

##### School specific goal:

- To increase staff understanding and involvement in the district-wide numeracy framework and continuum to enhance numeracy opportunities for all students Kindergarten to Grade 7.

##### Strategies to meet the goal:

- We will be working directly with our district numeracy learning coordinator implementing practices in our Grade 2 and 3 cohort.
- Creating professional learning groups with our primary, intermediate, and support cohorts.
- Professional Development days will focus on numeracy and strategies to teach numeracy in Kindergarten – Grade 7.
- Grade 2 and 3 teachers will be attending the district numeracy workshops and sharing their learning with the rest of the staff during staff meetings.
- Providing teachers opportunities to collaborate throughout the year on numeracy and lesson sharing. This will take place during staff meetings and grade group staff collaboration times.
- Co-teachers will be providing small group instruction to our intermediate students.
- Creating a grade level assessment that aligns with the new grade level numeracy continuum
- We will work together as a staff to ensure that enough manipulatives are available for all students. This will involve making tools as well as ordering what we may need.
- We will provide opportunities for numeracy activities during learning commons time in collaboration with our school teacher-librarian.

**How will you know:**

- By analyzing FSA and report card data, we can determine whether more students are reaching proficient and on-track levels. Having direct conversations with teachers and regular check-ins with students will also be part of our data collection with regards to our numeracy goal.
- Conversations with staff and students

## Goal 2

### Truth and Reconciliation

Create and share district-wide, Syeyutsus Principles of Teaching & Learning

#### School specific goal:

To increase our Kindergarten- Grade 7 classroom participation and engagement in meaningful outdoor education to help improve students' understanding of the land that is helping us learn. Outdoor education can help to support emotional well-being and regulation in our students.

#### Strategies to meet the goal:

- Creating a list of outdoor activities classes can take part in. This will be shared with staff through a Google Drive as well as written list in staff room. A focus can be on cross-curricular activities as well. Work together as a staff to create outdoor kits that make outdoor learning more accessible and easier to plan.
- Opportunities to share ideas and brainstorm at monthly staff meetings and weekly memos.
- Share any outdoor professional development or class field trip opportunities with staff as they become available.
- Having the front garden area accessible to all students and ensuring we have materials necessary to maintain our garden area. As well as looking at ways for all students to taste and harvest the foods we grow in our garden.
- Connect and partner with community groups that provide opportunities for students to take part in outdoor learning opportunities. Some examples are the Harewood community garden and the invasive species pull at Bowen Park. Take part in the district-wide Sustainability Cup, where we can focus on our contributions to outdoor sustainability.
- Working together with our ICSSW to connect to local Indigenous support staff that can help with teaching about outdoor learning, seasonal teachings, and land stewardship practices. Our co-teachers will be working with our ICSSW to create outdoor activities for small groups of students that will be working on self-regulation in the afternoons.
- Learning and reading stories about Indigenous history and ecology. Our teacher-librarian will be able to highlight some excellent resources that we have in our school.

**How will you know:**

- We will be able to collect data on participation of the various activities done outside and survey students on the impact these learning opportunities had on their learning and wellbeing.
- Having direct conversations with staff about their experience with outdoor learning activities.
- Creating an Outdoor Learning bulletin board to share photos and poems of some of the activities we have completed.
- Student survey data
- Focus on our outdoor learning at our annual Celebration of Learning so that parents can hear about the ways we've been learning from the land.