

Who We Are (Current Reality):

Fulford Community Elementary School

131 Students Kindergarten to Grade 7

13% Indigenous Ancestry

20% Disabilities/Diverse Needs

20 Employees (principal, admin assistant, teachers, and EAs)

Fulford Community Elementary School is a child-centred community that values all members and encourages everyone to be their best self. The adults in the building strive to model wellness of heart, body, mind and spirit. They work collaboratively for the children and welcome community connections and support. The warmth and joy are palpable when you come into the building. The adults maintain high expectations for students' academic success and the well-being of their hearts, bodies, minds, and spirits. We are a team.

The school is situated on a nature-rich property that allows students to play in the forest at recess/lunch play and affords the students/teachers to use the land as their teacher.

Nature connection is an important value that is integral to the culture of Fulford. Within walking distance students and staff have access to the ocean, farms, forests, creeks, and a bog.

Our Goal: To Nurture Good Humans:

To improve and support the development of students' social and emotional skills (to increase students' ability to be available for learning) and achieve proficiency in Numeracy and Literacy.

Aspirations:**Know****Truths, Reparation, and Restoration**

1. Teach and learn the truth of Indigenous history, identify settler/colonial bias, decolonize systems
2. Culture of high expectations for all students
3. Continue to cultivate respectful relationships with rights holders

4. Embed Indigenous worldviews and ways of knowing and being, language and culture in our school and our learning

Be

Relationships and Belonging

1. Cultivate wellness of heart, mind, body, and spirit and social justice for all Fulford community members
2. Strengthen and maintain relationships with staff, students, and community members
3. Continue to cultivate a culture conducive to identity, mastery, and belonging

Understand

An Ethic of Learning

1. Empower student agency, engagement, and voice
2. Nurture curious, critical, and creative learners
3. Solidify all learners' foundational skills in Reading, Writing, and Numeracy
4. Foster deep learning experiences

Do

Integrity and Responsibility

1. Respect yourself, others, and this place
2. Be honest and kind
3. Implement sustainable practices
4. Commit to environmental stewardship and sustainability

The How (Cultures and Structures/Capacity Building/Community Building):

1. Strong SBT and practices
2. Culture of welcoming district early learning, literacy and numeracy support
3. Engage in Compassionate Systems Tools with Staff and Students (grounding, check-ins, ladder of inference, iceberg, etc.)
4. Shared professional development

5. Staff meetings (professional discussions and learning portion)
6. Parent education nights, strong PAC commitment and support
7. Direct explicit instruction in Numeracy, Reading, Writing, and Social Emotional Regulation, Problem Solving, and Strategies for regulation
8. Shared language in SEL, Numeracy, and Literacy (UFLI, Six Traits)
9. Whole School Meetings (shared learning portion)
10. Consistent and clear communication to school community about what we are doing and what is next

How do we know (Assessment):

1. School based team referrals/discussions
2. 3 times per year each teacher has class reviews/iPass review with Principal and LIST (October/January/April)
3. Self-reflection at staff meeting (where are we, what is next, how do we know)
4. IPass Data
5. FSAs, student/parent survey, EDI/MDI, Principal feedback survey
6. Street Data (Authentic stories and narratives)
7. Job satisfaction

Communication:

We will document our process, successes and failures with video to be shared with staff, students and our school community.

Examples from 2024/2025:

Creativity

1. Spring Showcase
2. Biz Kids Market

Identity

1. All About Me posters and presentations
2. Studying family tree and the things that make me “me”

Mastery

1. Commitment to school wide literacy (UFLI/Six Traits), numeracy, and SEL shared language and direct instruction
2. School garden
3. Intervention model (RTI)
4. Common Language across all grades (UFLI/Six Traits/MathUp)
5. Opportunity for sharing gifts (sports, Battle of the books, Science Fair, Spring Showcase, students teaching, etc.)

Connection

1. PAC BBQ
2. WSM
3. Traditions (science fair, battle of the books, harvest lunch, fun day, picnic, spring showcase, whole school play, etc.)