



Bamfield Community School

Kindergarten to Grade 12

2025/2026



Principal: Dave Maher

Vice Principal: Robin Schmitt

Land Statement

Bamfield Community School is situated on the ḥaḥuuli of the huuṣiiṭaḥ First Nations and acknowledges that we work alongside all nuučaanuḥ Nations.

The district strives to increase awareness, understanding and integration of nuučaanuḥ culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.





Our School Story

What are the unique, positive characteristics that we celebrate in our school/community?

At Bamfield Community School, we continue to grow a nurturing and inclusive learning environment that supports the unique academic, physical, social-emotional, and cultural needs of our K-12 students. Rooted in strong community values, we are a small but mighty school family dedicated to caring for every child with both professionalism and heart.

Our committed staff work closely together to create meaningful, engaging, and responsive learning experiences. With student wellness at the centre of everything we do, we believe that learners thrive when they feel safe, supported, and valued, setting them up for success in school and in life.

Every student at Bamfield Community School is on a personalized learning journey. Using classroom observations, district tools, and provincial assessments, we help students grow from where they are toward where they want to be. Our goal is to equip each learner with the skills, confidence, and sense of purpose they need to graduate with pride and step into their future with possibility.

What are the important demographics of our school and community?

Bamfield Community School offers a full K-12 education in a unique, close-knit setting. We currently have around 45 students, with most coming from the Huu-ay-aht community of Anacla and the village of Bamfield. This blend of communities creates a rich and diverse school culture where relationships are strong, and learning is deeply rooted in place.

Our school is made up of three multi-grade classrooms, allowing students to learn in flexible groupings that support both academic growth and social development. Students benefit from close connections with their peers and teachers, and from learning experiences that are adapted to meet a wide range of needs.

We expect our student population to grow as new housing and road improvements bring more families to the area. Our success is supported by collaboration with SD70, the Provincial School Outreach Program, and Huu-ay-aht First Nations. These partnerships, rooted in the First Peoples Principles of Learning, are essential to the inclusive, culturally grounded education we offer.

Our School Goals

At Bamfield Community School, we're all about building strong relationships and making sure everyone feels welcome and supported. We work closely with students, families, and the community to create a respectful and inclusive space.

Goal 1: Strengthen Student Mental Health, Well-Being, and Connectedness

Connection to SD70 Strategic Education Plan:

- **Mental Health and Social-Emotional Well-Being**
- **Indigenous Learner Success and Relationships with First Nations**
- **Safe, Welcoming, and Modern Learning Environments.**

Goal 2: Foster Literacy Growth Through Competency-Based, Responsive Instruction

Connection to SD70 Strategic Education Plan:

- **Student Achievement**
- **Indigenous Learner Success**
- **Equity and Inclusion**

Goal 3: Enhance Numeracy Growth Through Competency-Based, Purposeful Learning

Connection to SD70 Strategic Education Plan:

- **Student Achievement**
- **Indigenous Learner Success**
- **Equity and Inclusion**
- **Environmental Stewardship and Global Citizenship**

Links numeracy to hands-on, land-based learning that fosters applied thinking, problem-solving, and responsible citizenship.

Strategies for Enhancing Student Learning

Goal 1: Strengthen Student Mental Health, Well-Being, and Connectedness

Ongoing Initiatives

- Deepen restorative practices to build positive relationships and community.
- Continue to build student connections to boost resilience and self-regulation.
- Embed personal and social competencies into school culture.
- Support well-being and cultural connection through land-based, competency-centered learning as well as weekly culture activities with HFN culture team
- Coordinate with SD70 and Provincial School Outreach for targeted mental health support.

New Initiatives

- Focus on improving attendance and reducing absences through raising awareness, incentives, close communication supports as needed
- Build school spirit through themes, creative contests, and joyful celebrations.
- Increase family and community engagement through cultural events and regular connection.
- Collaborate with other schools during Pro-D to strengthen inclusive, trauma-informed practice

Strategies for Enhancing Student Learning

Goal 2: Foster Literacy Growth Through Competency-Based, Responsive Instruction

Ongoing Initiatives

- Use a competency-based approach to foster growth, transfer, and agency.
- Provide targeted, evidence-based literacy instruction.
- Use assessment data and teacher input to plan responsive interventions.
- Monitor progress and adjust instruction as needed.
- Reinforce literacy skills across subjects through integrated instruction.
- Use play-based, hands-on learning to build engagement and skills.
- Embed Indigenous perspectives and language in literacy learning.

New Initiatives

- Apply UDL to provide multiple pathways for engagement, representation, and expression.
- Promote teacher collaboration through common planning time
- Partner with other schools for shared Pro-D and literacy learning progressions.

Goal 3: Enhance Numeracy Growth Through Competency-Based, Purposeful Learning

Ongoing Initiatives

- Deepen our competency-based lens to support deeper understanding and application.
- Deliver targeted instruction that builds conceptual and foundational skills.
- Use assessments and observations to guide instruction.
- Integrate numeracy skills across subject areas to reinforce connections and transfer.
- Integrate Indigenous knowledge and perspectives into numeracy learning.

New Initiatives

- Implement school-wide interventions to boost numeracy fluency.
- Apply UDL and differentiated strategies to support diverse learners.
- Use hands-on, inquiry-based activities to foster exploration and conceptual understanding.
- Connect numeracy to stewardship and global citizenship.
- Promote collaboration among staff to address numeracy challenges.
- Collaborate with other schools for shared Pro-D and innovative math practice.

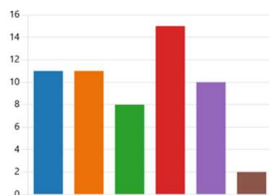
Data/Evidence

Stakeholder Survey (Staff, Students, Families, HFN Education Liaisons: June 2025)

2. What do you think our school is doing well?

Choose all that apply

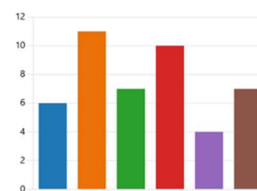
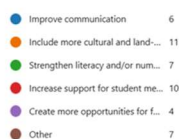
More Details



3. What are some ways we could make the school even better for students and families?

Choose all that apply

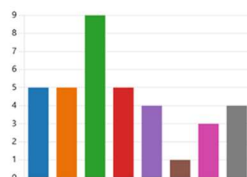
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4. What do you think should be our top 1-2 school goals for next year?

Choose up to 2

More Details



5. What do you hope your child or children (or you!) will experience at school next year?

Choose all that apply

More Details



Stakeholder Priorities: Evidence from Our Data

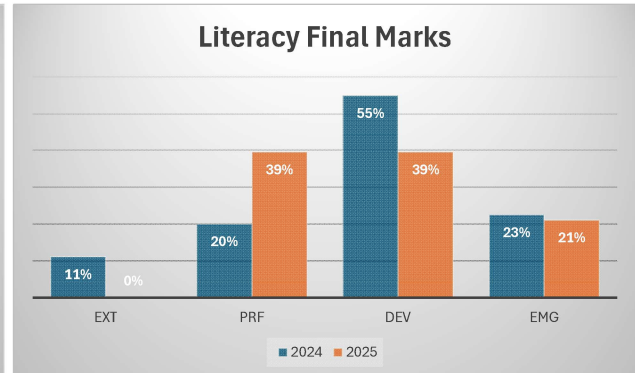
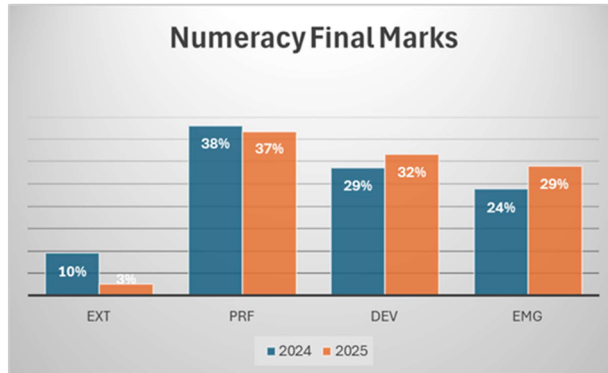
Our recent survey data strongly reinforces what we've been hearing throughout the year: student mental health and well-being is a top priority for our school community. In Question 4, the green bar clearly shows that families, staff, and students alike rated this area as most important for the upcoming school year.

Stakeholders also placed a high value on cultural and land-based learning, which aligns beautifully with our continued efforts to integrate Huu-ay-aht and Nuu-chah-nulth ways of knowing and being throughout the school day. We were especially proud to see that families and students feel we are doing an excellent job helping learners feel safe, welcomed, and connected as a direct reflection of our focus from last year.

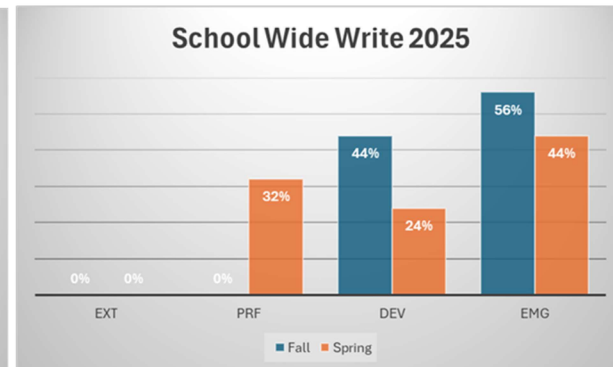
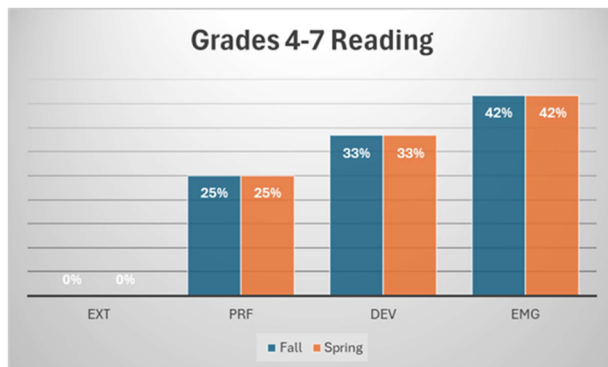
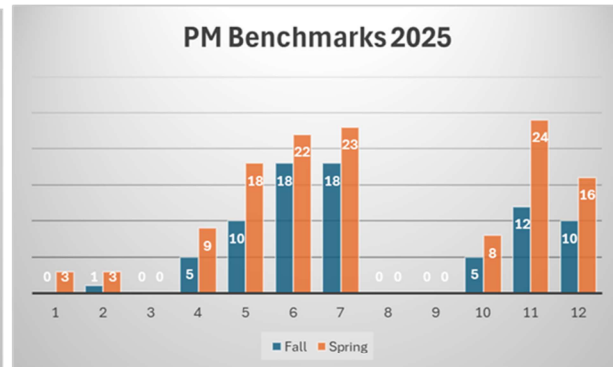
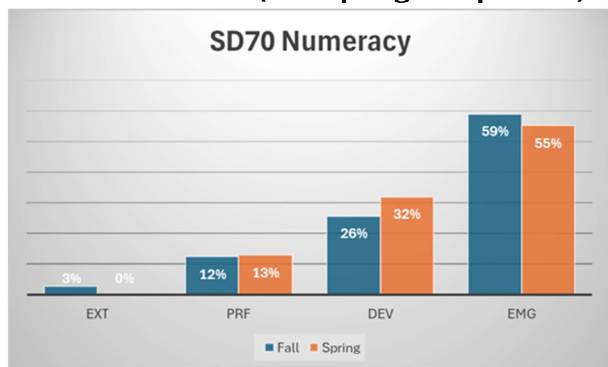
The strength of the relationships we've built and the cultural grounding of our environment have been central to our approach, so it's incredibly affirming to see this recognized so clearly by our community. These results guide and inspire us as we move forward into the next phase of our work.

Data/Evidence

Learning Updates (2-year comparison)

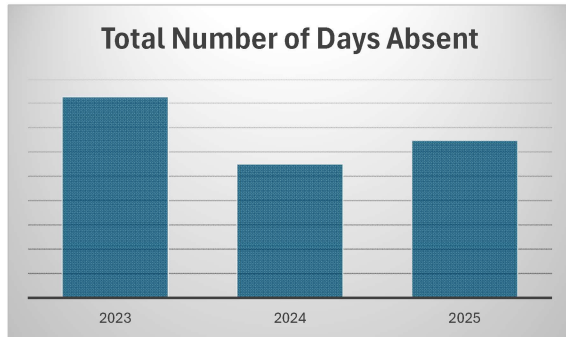


SD70 Assessments (Fall/Spring Comparison)



Data/Evidence

Attendance (3-year comparison)



What the Evidence Tells Us: Reflections and Next Steps

At Bamfield Community School, we strive to support every student in reaching proficiency, not just as a benchmark, but as a meaningful indicator that they are truly understanding and applying their learning. Our goal each year is to help as many students as possible move into this category across all subject areas.

Over the past two years, our school community has experienced significant loss and trauma. Many students have been struggling with emotional and social regulation, and as a result, have not always been able to access the learning parts of their brain. This reality helps explain why our numeracy scores didn't reflect the growth we had hoped for. While we know our learners are capable, many simply weren't ready to engage deeply with math this year.

Our attendance data also showed a disappointing trend: absence totals rose again this year. While understandable given the challenges many families are facing, this underscores the need for renewed focus on building strong relationships, safe routines, and meaningful connections that help students feel motivated to come to school regularly.

That said, this data doesn't discourage us - it motivates us. We now have a clear direction for the coming year: to implement targeted, competency-based and responsive numeracy interventions to better support our learners.

In contrast, our literacy data showed much stronger gains. With a focused, school-wide approach to building foundational reading and writing skills, we saw a significant jump in the number of students achieving proficiency. This progress is encouraging and affirms that our intentional work in literacy is paying off.

Our students are showing us where they need support, and we're listening. These results will help guide our priorities as we move forward with care and purpose.

Our School Celebration Story

This year, our school embraced the Spirals of Inquiry to create a more trauma-sensitive and engaging learning environment for all students. Our team took the time to explore and plan together, developing a shared understanding of the challenges our students face, especially those related to past and current trauma, and how these affect their ability to feel safe, regulated, and ready to learn.

Guided by key questions about safety and connection, staff engaged in professional learning about trauma-sensitive practices, restorative approaches, play-based learning, Universal Design for Learning (UDL), and effective early reading and writing strategies.

Our actions reflected this learning: we introduced trauma-sensitive classroom environments with flexible seating, softer lighting, predictable routines, and daily outdoor activities like gardening, outdoor recess, and Forest Fridays. Instructionally, we adopted restorative practices school-wide, encouraged play-based learning opportunities for all grades, enhanced writing instruction, created many skill-based hands-on modules, and explored new learning partnerships in Virtual Reality with North Island College. A collaborative Indigenous Medicine Garden project also brought hands-on learning rooted in culture.

Relationships were a major focus throughout. We prioritized co-regulation, emotional safety, and strong student-teacher connections through restorative circles, student-led check-ins, and consistent language for repairing harm. Staff worked together to ensure a unified, caring approach.

Early results are promising. Students seem more engaged and are using regulation strategies with greater consistency. Students are showing increased confidence in writing and reading, as well as in cultural singing, drumming, dancing, and language. While this work is ongoing, the positive momentum is clear.

Looking ahead, we plan to deepen our trauma-informed and UDL practices, continue strengthening restorative approaches, broaden our instructional strategies, and increase family and community involvement.

