



École Alberni Elementary

4645 Helen Street
Port Alberni, BC, V9Y 6P6
Mr. Craig McAulay, Principal

t: 250.724.0623
f: 250.724.0600
P. Chandler, Vice-Principal

Land Statement

École Alberni Elementary is situated on the ha-houlthee of the c̓išaaʔaṭṭ and hupačasath Nations and acknowledges that we work alongside these Nuu-chah-nulth nations as well as the Huu-ay-aht, Ditidaht, Uchucklesaht, Toquaht, Ahousaht, and Hesquiaht First Nations, the Métis Nation of British Columbia and the Alberni-Clayoquot Métis Society to serve the children and youth of the Alberni-Clayoquot region.

Our school, along with our School District, strives to increase awareness, understanding and integration of Nuu-chah-nulth and Métis culture, history, and language in all SD70 schools as 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?

École Alberni Elementary believes in promoting a culture of inclusivity, respect, and diversity, and we aim to create a sense of belonging for every student, staff member, and family within our school community. Our school is unique in that we are a dual track school, offering K-7 classes in both English and French Immersion. We are also committed towards ensuring culturally relevant and welcoming environments for students and staff of Indigenous ancestry.

As a dual track school, our K-7 programming forms the backbone of a strong French Immersion program. Events like Carnaval, a celebration of Québécois culture intended to distract Québécois from the long, dark winter days, is emulated at École Alberni Elementary during our own winter days!



What are the important demographics of our school and community?

Our school is the largest K-7 school in the Pacific Rim School District. We have 397 students currently enrolled. Approximately 225 (57%) students are enrolled in Early French Immersion, while 172 (43%) are enrolled in English classes.

Another important group within our school population are our Indigenous learners. Of our 397 students, close to 30% identify as Indigenous. While French and English instruction is well represented in our school, we also strive to build and enhance indigenous language and culture programs. A consistent approach to honoring and integrating Indigenous knowledge, culture, language, perspectives, and worldviews into our curriculum, ensures that Indigenous learners feel a strong sense of belonging and connection to their heritage.



Our School Goals

Our overarching priorities are to maintain the focus on literacy and numeracy and to build on our strength as a safe and inclusive school with a variety of opportunities, both inside and outside of the classroom, for all learners. We are also working together to identify gaps within these initiatives and then strategically and collaboratively, addressing them.

Goal #1 Literacy

Improving literacy skills for all learners with a particular focus on early, strategic intervention with reading.

Goal #2 Numeracy

Improve student's ability to communicate their mathematical thinking and processes in a variety of ways using a consistent and common vocabulary.

Goal #3 Social Emotional Learning

To improve upon our current ratio of students who report a healthy sense of well-being and connection to our school.

Alignment

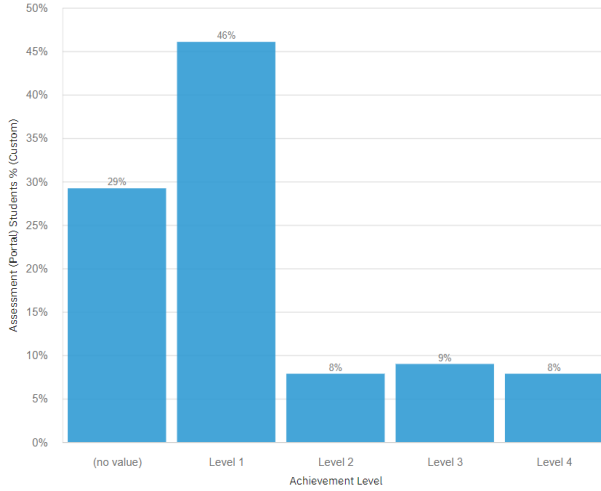
Our goals are aligned with SD 70's Strategic Plan and rely on successful intervention, engaging learning environments and providing the best possible support services for all learners. We hope to provide the necessary tools and strategies and reach our end goal of creating life-long learners. While most of our data reflects scores that are at, or above, district level, we continue to focus on students who struggle and score in the developing range with many of our school and school district assessments.

The success of our academic goals will be contingent on targeted intervention and by supporting all staff in implementing best modern practices. Building, rebuilding, and strengthening our relationships within our school community, including collaboration with our First Nations and Métis communities, ensures open and equitable access for all our learners. Our staff operate within a collaborative culture in terms of accessing resource teachers and supportive colleagues at both the school and district level. Our students' sense of well-being and positive feelings towards our staff and building is a strength that, while we are happy where we are currently at, would like to continue to push forward. As a staff, our focus is to make École Alberni Elementary an engaging and highly regarded school within the Pacific Rim School District and continue to provide environments where students experience connections and have fun.

Data/Evidence (what data/evidence leads you to identify these school goals?)

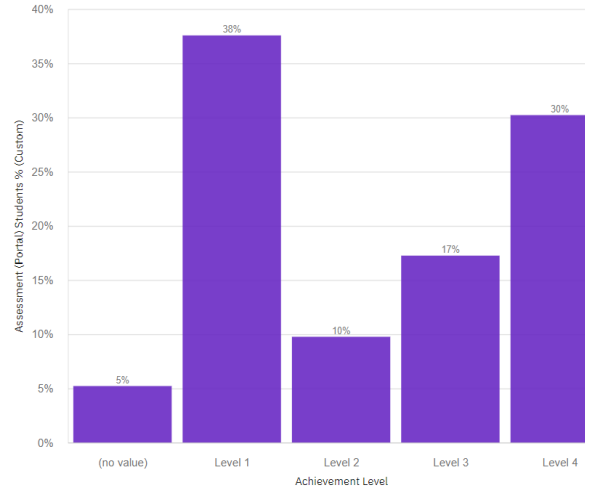
Benchmarks READING – School (Blue) and School District (Purple)

School - All Students



1

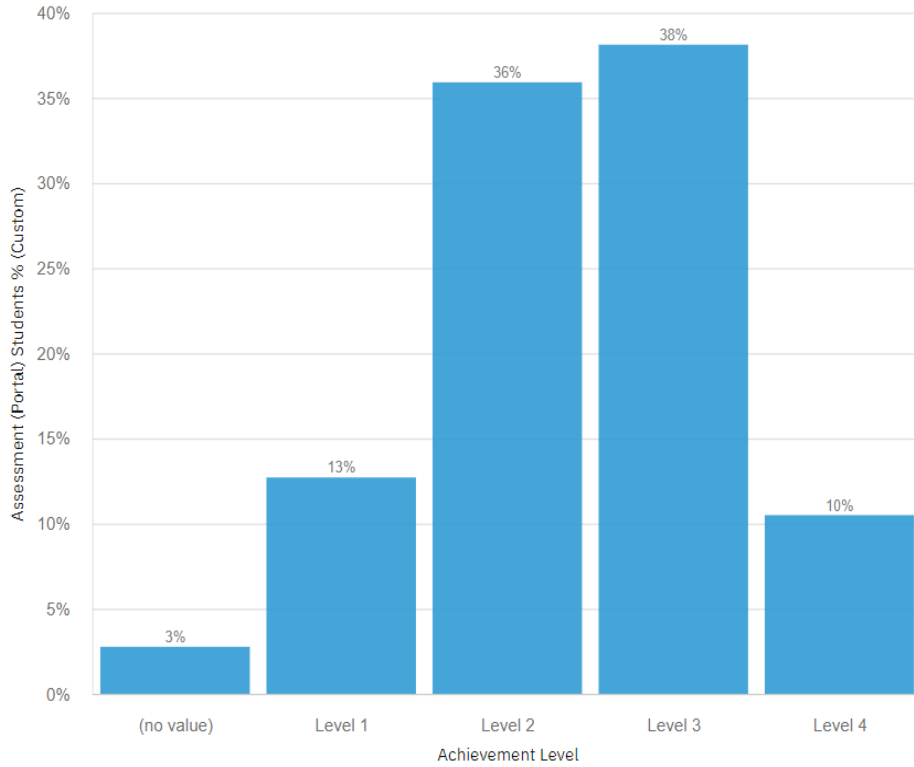
District - All Students



Reading (NLPS Literacy Assessment)

School - All Students

1



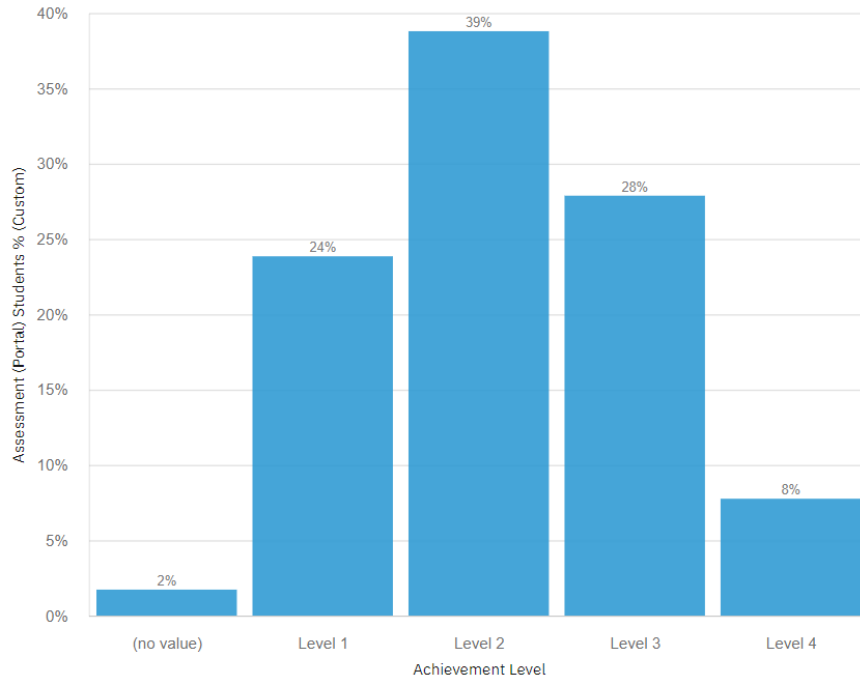
Data/Evidence

(What data/evidence leads you to identify these school goals?)

INA (Island Numeracy Assessment)

School - All Students

1



MDI (SOCIAL EMOTIONAL WELL-BEING)



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

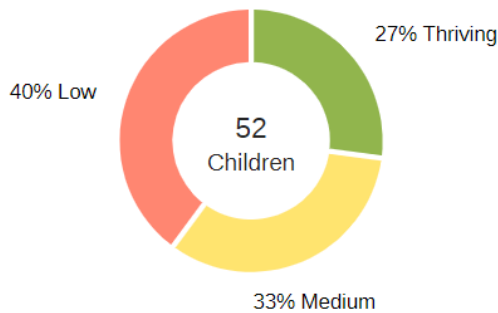


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

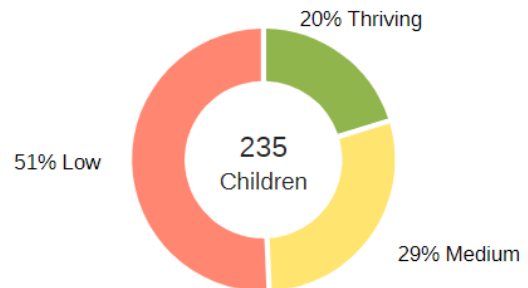


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

ALBERNI ELEMENTARY



PACIFIC RIM



Our School Celebration Story

A particular strength of our school is our presence in the school district and our community. While our physical building may be one of the older sites in the district, that is not always an obstacle. Because we have been in the community for over 90 years, we are a known entity and have an established reputation. We also remain committed to providing the technology and resources that one would expect to find in a modern learning environment.

We have consistently been one of the biggest K-7 schools since our school district reconfigured in 2014, and that big presence is very apparent. We are highly involved in the community, both within and outside our catchment boundaries. Whether it be academically, athletically, or as advocates of social issues, Alberni Elementary is often at the forefront among Valley schools. SOGI initiatives like PRIDE week activities are always well attended. Last year, over 30% of all K-7 athletes in our School District were from École Alberni Elementary and we were even more strongly represented with after school arts and cultural activities. At any SD70 athletic event, you'll not have to look far to see AES students competing. Roam the hallways after school and you'll often find groups of students involved in various art activities or participating in social groups organized and supervised by the adults in our school and school community.

For this to be a strength, it requires a strong student body, but also a willing and able group of adults. As a French Immersion school, we benefit from having a lot of continuity amongst our staff. While we have some inevitable turnover, the general consistency year-to-year allows for strong working relationships that our students benefit from. That familiarity has led to a *culture of doing*. Our staff puts in the time as coaches and volunteers to provide the opportunities for our students to shine in the community. Our parent body, highlighted by our PAC, is often there to fill in any gaps and provide even more occasions for our students to explore. Whether it is dances, cultural events, our vibrant food programs, or chaperones, parent volunteers ensure our school is not left wanting.

