



# École Alberni Elementary

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## Land Statement

École Alberni Elementary is situated on the ha-houlthee of the c̓išaaʔath and hupačasath Nations and acknowledges that we work alongside these Nuuchahnulth 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 Nuuchahnulth 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 important demographics of our school and community?

Our school is one of the largest K-7 schools in the Pacific Rim School District. We have 376 students currently enrolled. Approximately 219 (58%) students are enrolled in Early French Immersion, while 157 (42%) are enrolled in English classes.

Another important group within our school population are our Indigenous learners. Of our 376 students, 27% identify as Indigenous. While French and English instruction is well represented in our school, we are also striving 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.



### 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!



## Our School Goals

***Our overarching priorities are to create a school community that aspires to significantly improve student achievement in the area of numeracy, building a hub of excellence in a curricular area that has seen declining achievement numbers across our province and our school district. We also wish to continue building the presence of indigenous language and culture in our school. We want all of our students, staff and community to feel and see the presence of indigenous culture when they walk through our doors.***

### **Goal #1 Numeracy**

To improve students' ability to communicate their mathematical thinking and processes in a variety of ways using a consistent and common vocabulary. At the same time, we need to work to make mathematics and the application of mathematics more engaging for students. This goal is linked to the 'Student Achievement' focus of SD70's strategic plan.

### **Goal #2 Indigenous Participation**

To build upon our work enhancing curricular instruction in indigenous history, stories, language and culture by building/embedding ongoing Indigenous-focused activities, celebrations and programs into our school. Our goal is to have students not only learn about the indigenous peoples of our region but to feel the presence of indigenous culture in all aspects of school life. This goal aligns with the 'Indigenous Learner Success and Relations with First Nations' focus of SD70's Strategic Plan.

## Data/Evidence

Our goals are based on data gathered from district assessments, as well as provincial assessments and surveys. Specifically:

**Numeracy:** Evidence from district numeracy assessments show that, although achievement at AES is within the range of other SD70 schools, the overall results are well below what we would hope for our students. This evidence is similar to the results of the provincial Foundation Skills Assessment. The goal of our educational system is for students to reach a proficient level of achievement. Our data tells us that, on average, more than 65% of students are not reaching that level of achievement in numeracy. These results are consistent between French Immersion and English programs.

**Indigenous Participation:** Results from the 2023/24 Student Learning Survey tells us that our student body agrees that they are learning about Indigenous Peoples in Canada and our local region. It also tells us that students agree that they are learning about indigenous language. However, those same students are telling us that their learning is largely confined to classroom instruction and is not visible in the activities, programs and opportunities outside of the classroom.

## Data/Evidence: Numeracy

### Coast Mountain Numeracy Assessment 2023/24

Grade		EMG	DEV	PRF	EXT
Grade 1	District	27%	32%	45%	2%
	AES English	25%	50%	25%	0%
	AES French	28%	48%	24%	0%
Grade 2	District	35%	36%	24%	4%
	AES English	25%	35%	36%	4%
	AES French	31%	34%	30%	5%
Grade 3	District	30%	34%	31%	5%
	AES English	20%	44%	22%	14%
	AES French	30%	41%	19%	10%
Grade 4	District	35%	38%	22%	5%
	AES English	24%	57%	19%	0%
	AES French	26%	55%	19%	0%
Grade 5	District	38%	36%	21%	5%
	AES English	43%	42%	11%	4%
	AES French	42%	44%	12%	1%
Grade 6	District	44%	33%	18%	5%
	AES English	33%	46%	15%	6%
	AES French	38%	44%	13%	5%
Grade 7	District	31%	37%	29%	3%
	AES English	23%	56%	13%	8%
	AES French	23%	58%	11%	8%

## Data/Evidence: Indigenous Participation

### Student Learning Survey 2023-24

*Indigenous Participation* is the lowest scoring area of response on the Student Learning survey for both participating cohorts (Grades 4 and 7)

Question: At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?

Percentage of students responding 'agree' or 'strongly agree'.

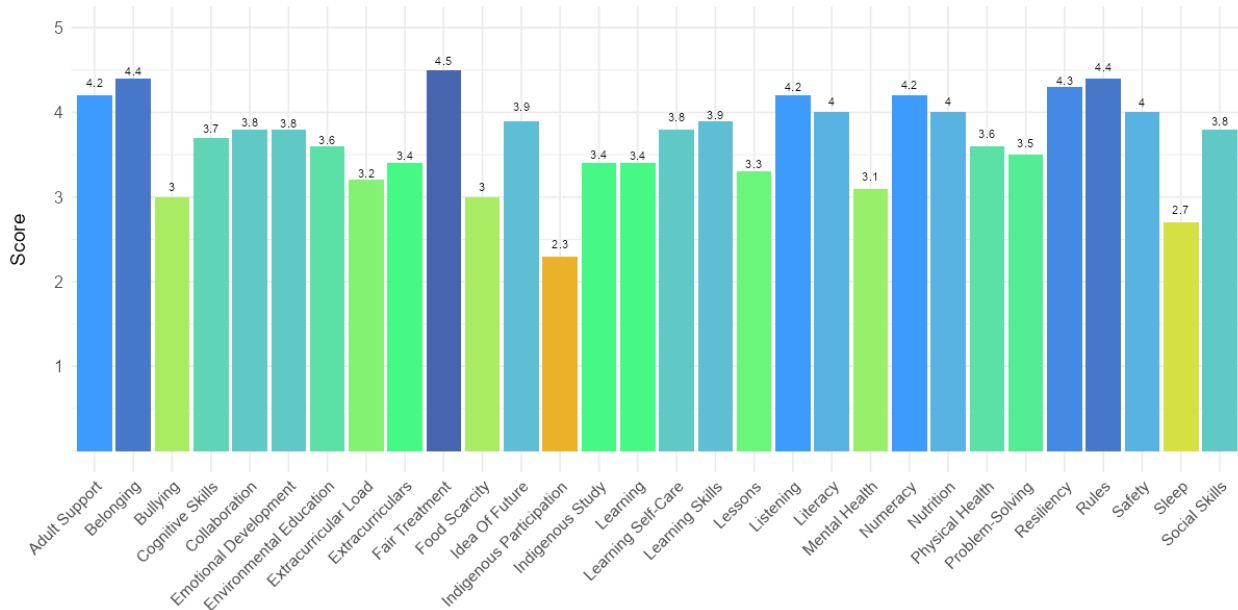
- Grade 4 9.3%
- Grade 7 2.3%

Question: At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) celebrations or activities?

Percentage of students responding 'agree' or 'strongly agree'.

- Grade 4 20.5%
- Grade 7 20.5%

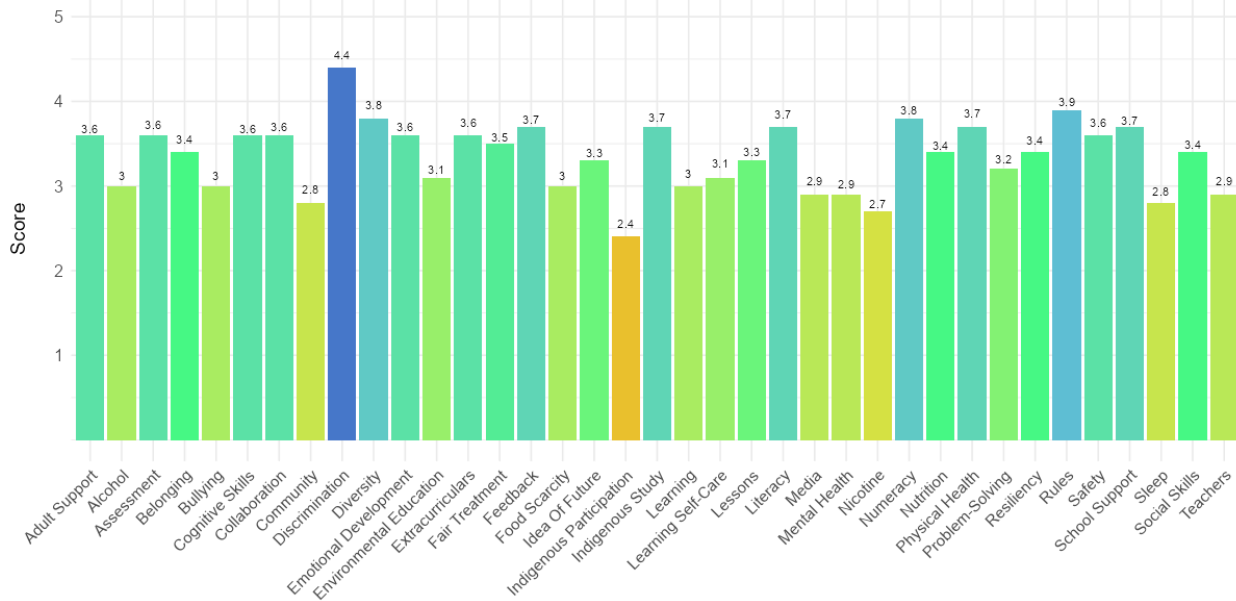
2023/2024 Grade 4 Construct Scores  
Where scores range from 1 (Low) to 5 (High)



## Data/Evidence: Indigenous Participation

### 2023/2024 Grade 7 Construct Scores

Where scores range from 1 (Low) to 5 (High)



## 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.

