



Maquinna Elementary School Growth Plan 2023/2024



Sean Petersen, Principal
Julie Dawson, Vice-Principal

Land Statement

Maquinna Elementary School is situated on the ha-houlthees of the c̓išaaʔat̓h and hupačasath First Nations and acknowledge that we work alongside all Nuu-chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history, and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.





Our School Story

Maquinna Elementary Characteristics

At the heart of our school are two core values: kindness and academic progress. Kindness resonates through our hallways, classrooms and outside areas. Kindness is the value we want to nurture in our school community. It is the foundation for our school and is at the forefront of all interactions in our Maquinna Community. We intentionally recognize kind acts on a daily basis during class and outside times. Academic student progress is at the centre of our decision-making for student supports, school spending, and professional development.

Part of our mission statement at Maquinna is that we work hard to create a safe, calm and stimulating community of learners for our students. Teamwork and communication between staff, students and parents has been vital to the continued progress we see in these two focus areas.

Furthermore, we purposefully engage all members of our school community in how we can improve a sense of belonging, celebrate diversity, and promote inclusivity. This school year, we are continuing to focus on the core competencies and are engaged in ensuring that we continue to support our Indigenous learners.

Maquinna Elementary Demographics

Maquinna Elementary school is located in the southern neighborhoods of Port Alberni. The school has 310 students from Kindergarten through Grade 7 and is composed of 13 divisions. We have 33 staff members, both enrolling and non-enrolling. There are 115 (37%) self-identified Indigenous students. Most of our families are not transient and student attendance is, for the most part, consistent. We have a lunch program and a before and after school daycare on site.



Our School Goals

1. Maintain numeracy as a top priority by ensuring that students will show growth in their numeracy skills.

Strategies:

- Collaboration time for teachers to observe, co-plan and co-teach with the district resource teachers
- Curriculum Implementation Planning Day dedicated to collaborating with another district school and Carole Fullerton on Best Practices for Numeracy.
- Support time dedicated to numeracy assistance within classrooms.
- Encouragement of professional development opportunities for staff
- Storytelling connected to numeracy lessons.
- Increase fiction numeracy books in the library
- Numeracy as a focus within each staff meeting.
- Class Profile Meetings to determine the students that require extra numeracy supports.
- Use data from district assessments, FSA and report card progress marks to examine patterns and to guide upcoming decisions. Examine the data throughout the school year and share with staff.

2. Maintain literacy as a top priority by ensuring that students will show growth in their literacy skills.

Strategies:

- Professional Collaboration using Adrienne Gear's work on Literacy
- Use of year-to-year writing folders that includes grade wide writes from K-7.
- Collaboration time for teachers to discuss scope and sequence, observe, co-plan and co-teach with the district resource teachers
- Use data from district assessments, FSA and report card progress marks to examine patterns and to guide upcoming decisions.
- Buddy classes that promote literacy activities
- Literacy learning and storytelling using Indigenous language and authors
- Literacy as a focus within each staff meeting
- Class profile meetings to determine the students that require extra literacy supports
- Purchase of fiction and non-fiction library resources to engage all learners

3. Provide environments where students experience connections and feel connected to the school.

Strategies:

- Foster a whole school community by focusing in on clubs, extra-curricular sports, run for fun daily physical activity, open house and fun fair, full school assemblies, full school art projects, full school play at the end of the year, gifted Indigenous celebration song at the beginning of events, Indigenous focused music units, sharing of local Indigenous knowledge with an Elder, student of the month, self-regulation room for a quieter space, all staff pictures posted on front bulletin board by the office, peer leadership, buddy classes, using student voice to guide decisions, promoting kindness in assemblies, classrooms and during outside time.



Data/Evidence

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

Foundation Skills Assessment (FSA)

Literacy 2022/2023 **80%** of Grade 4 and 7 students On-Track and Extending

Numeracy 2022/2023 **58%** of Grade 4 and 7 students On-Track and Extending

Middle Years Development Instrument (MDI)

Grade 7

Connectedness with adults at school: **58%** reported that they have high quality relationships with adults they interact with at school.

Connectedness with other students at school (Peer Belonging): **47%** reported that they have high quality relationships with their peers.

Grade 4

Connectedness with adults at school: **63%** of Grade 4 students stated it was at a high level.

Connectedness with other students at school (Peer Belonging): **54%** reported that they have high quality relationships with their peers.

Report Card Progress Marks 2022/2023

Report Card Progress Marks for Literacy (All Students)

69% Applying and Extending

Report Card Progress Marks for Numeracy (All Students)

65% Applying and Extending



Our School Celebration Story

This year we are committed to moving our Indigenous Culture, support and activities forward. The past school year we built a relationship with a local Indigenous Elder and our Elder has committed to being part of our school for the foreseeable future. Our Elder has worked in our classrooms and supported our teachers with the sharing and teaching of Traditional knowledge. This is consistent with the First Peoples Principles of Learning: “Learning recognizes the role of Indigenous knowledge” and “Learning is embedded in memory, history and story.” We are proud to be moving down a path of making our Indigenous learning more authentic and connected to our community.

This year we are further adjusting our music program to include Indigenous music and drumming. Our program will extend the learning of traditional songs with a local drummer and our Elder. We will continue to dance at assemblies and year-end performances.

Furthermore, we are changing the structure of our Indigenous Support Team meetings to include all staff and to discuss all initiatives and ideas in staff meetings. Maquinna intends to broaden the scope and effectiveness of Indigenous Support by including support information (ie Indicators of Success) at staff meetings and to PAC.

We want all parents and students to feel part of a broader learning community. All staff feel it is important to greet parents and students warmly and build important relationships. Many parents have let staff know that Maquinna, “feels like family.” Regular emails, newsletters, PAC Facebook, updated website and pictures, and calendar updates to our App provide parents with current information so they can celebrate along with us.

We are proud of all the events and student opportunities that we offer at Maquinna. All of these were well attended and it increased students'/families' connections to teammates, coaches and the school. This had a positive and palpable impact on our community. Our celebration story is based around maintaining and nurturing a kind, focused, supportive learning environment where all students and parents feel connected to the school community.

