



Maquinna Elementary School Growth Plan 2024/2025



Sean Petersen – Principal
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Land Statement

Maquinna Elementary School is situated on the ḥaḥuuli of the c̓išaaḡath, huupačāsḡath First Nations and acknowledges that we work alongside all nuučaanuł 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 nuučaanuł culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.



Maquinna Elementary School – Characteristics

At the heart of our school are two core values: kindness and academic progress.

At Maquinna, we understand that students, staff, families, and community partners work best when they feel safe, welcomed, and part of a caring community.

We promote a culture of inclusivity and respect by practicing kindness throughout our school, this includes recognizing acts of kindness daily. Kindness resonates through our hallways, classrooms and outside areas. Being kind has been and continues to be the foundation of our school community. Our focus on kindness ensures that we are providing a supportive and nurturing environment that allows our students to build resilience, show empathy, and develop a positive sense of self. Through promoting this culture of kindness, we are building a sense of belonging.

Feeling safe and supported allows students to work toward their academic goals. Academic achievement is celebrated in our school, and we work hard to create a community of engaged learners. To this end, we have put a heavy focus on collaboration between staff, students and caregivers. Furthermore, we continue to purposefully engage all members of our school community in how we can improve a sense of belonging, celebrate diversity, and promote inclusivity.

Maquinna Elementary School – Demographics

Maquinna Elementary school is located in the southern neighborhood of Port Alberni. Port Alberni still has one of the highest child poverty rates in the province (by Census Metropolitan Area and Census Agglomeration Area). Furthermore, the latest Early Development Instrument (EDI) data shows that the vulnerability rate in the region has increased, from 32% in 2013-2016 to 38% in 2016-2019. An examination of a child's first five years across five domains (physical health and well-being, social competence, emotional maturity, language and cognition, and communication) demonstrates that, without additional support, 38% of our youngest children may experience further challenges in both education and society.¹ We use data such as this to inform our decision making.

Our school has 301 students from Kindergarten through Grade 7 and is composed of 13 divisions. We have 33 staff members, both enrolling and non-enrolling, including an Indigenous Support Worker. There are 108 (36%) self-identified Indigenous students. Many of the students are from the various Nuu-chah-nulth communities, though some are from Metis communities or other indigenous communities. Most of our families are not transient and student attendance is generally consistent. We have an active lunch program and a before and after school daycare on site.

Maquinna School Goals for 2024/2025

Goal 1 – Student Achievement

Maintain numeracy as a top priority within the school by supporting teachers and students through implementing current best practices

Our Strategies

- Provide collaboration time for co-planning, co-teaching, co-assessment, and observation
- Create and use a continual (ongoing) process for tracking schoolwide numeracy data using a variety of sources including FSA, report card marks, district assessments and Indicators of Success to target specific interventions
- Focus on play based numeracy opportunities, utilization of math buddies, and math games

Goal 2 – Student Achievement

Maintain literacy as a top priority within the school by supporting teachers and students through implementing current best practices

Our Strategies

- Targeted primary reading intervention program focused on Grade 2 and 3 students
- Create and use a continual (ongoing) process for tracking schoolwide literacy data using a variety of sources including FSA, report card marks, district assessments and Indicators of Success to target specific interventions

Goal 3 – Indigenous Learner Success and Relationships with First Nations

Ensure culturally relevant and welcoming environments for Indigenous learners and increase educational outcomes

Our Strategies

- Create and use a continual (ongoing) process for tracking schoolwide literacy data using a variety of sources including FSA, report card marks, district assessments and Indicators of Success to target specific interventions
- Provide Nuu-chah-nulth visual representations throughout the school
- In collaboration with Nuu-chah-nulth partners, create and host a feast for the spring festival with each class focused on one aspect of culture – language, singing, drumming, art, and lahal

Data/Evidence

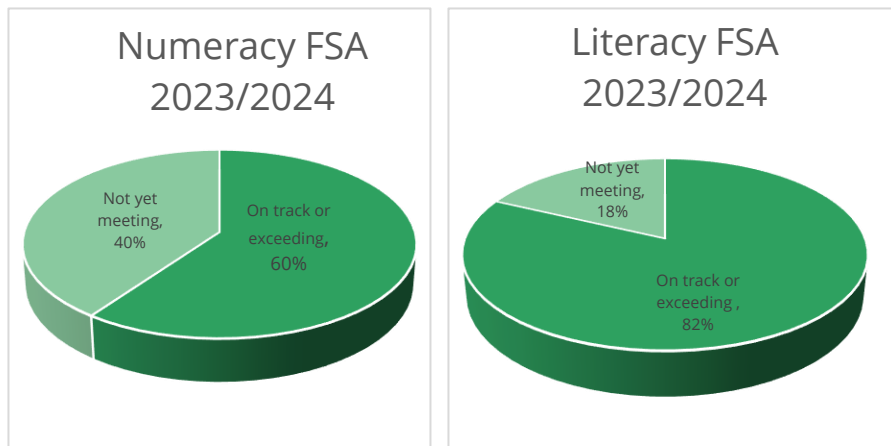
Goal 1: Numeracy

Numeracy FSA 2022/2023 - 58% of Grade 4 and 7 students were on track or extending

Numeracy FSA 2023/2024 - 60% of Grade 4 and 7 students were on track or extending

Final Report card marks for numeracy 2022/2023 - 65% of students were proficient or extending

Final Report card marks for numeracy 2023/2024 - 58% of students were proficient or extending



Goal 2: Literacy

Literacy FSA 2022/2023 - 80% of Grade 4 and 7 students were on track and extending

Literacy FSA 2023/2024 - 82% of Grade 4 and 7 students were on track and extending

Grade 1 Reading/Benchmark Data 2023/24 - 52% of students were reading at Grade level

Grade 2 Reading/Benchmark Data 2023/24 - 47% of students were reading at Grade level

We are using this data to focus on Grade 2 and 3 reading interventions

Goal 3: Indigenous Learning

Indicators of Success 2023/2024 - 44% of students achieved a green level (on track and extending) in terms of Academics

Our School Celebration Story

Over the last four years we have focused on creating a kind school with a strong commitment to academic achievement. The learning environment has been carefully crafted by educators at the school to create an engaging environment that allows students to blossom. We believe that creating this welcoming learning environment has allowed our school to successfully pursue academic goals in literacy and numeracy.

It was a very momentous occasion this year when we did the flag raising on Truth and Reconciliation Day. It had a great impact within our community as we worked with elders and community members to undertake this important event. Elders came into our classrooms throughout the year to share their knowledge and understanding with students.

It was also really important to our staff to see our clubs and events flourish over this last year. Many students participated in clubs such as chess, gardening, library, dungeon and dragons, drama, and art. Not only that, but our Chili Day was a great hit with the community as we all enjoyed a meal together. We are proud of everyone in our school community who makes this school such a wonderful place to learn and grow.

Our school celebration story last year was very much about building and nurturing a kind and supportive school community ripe with student learning opportunities and activities. This year our focus will be on maintaining all those values in our school community but also enhancing our data management systems and using the data to inform our decisions in an effort to improve our school wide academic achievement.