



Maquinna Elementary School Growth Plan 2025/2026



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Land Statement

Maquinna Elementary School is situated on the ḥaḥuuli of the cīšaaḡaṭh, huupačāsḡaṭh First Nations and acknowledges that we work alongside all nuučaanuḷ 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 nuučaanuḷ 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

Maquinna Elementary school continues to foster the feeling of community between our staff, students, parents and community partners. We are committed to supporting our students and have their well-being at the forefront of all our school goals and commitments. We pride ourselves in being a very kind and empathetic school community.

At the heart of our school are two core values: kindness and academic progress. We promote a culture of inclusivity and respect by practicing kindness throughout our school. 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. There is a strong sense of community in the area, with many families utilizing the school playgrounds in the evenings and on the weekends. Maquinna Elementary is in close proximity to forested trails providing easy access to nature. A newly constructed daycare is on site, as well as a before and after school daycare. There is an active lunch program.

Our school has 290 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 98 (34%) 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.

Our goal is to create a safe and supportive learning environment that helps guide students to become life-long learners.

Maquinna School Goals for 2025/2026

Goal 1 – Student Achievement

Maintain numeracy as a top priority within the school in accordance with the strategic plan by supporting teachers and students through implementing current best practices

Our Strategies

- Expand collaboration time for educator sharing, co-planning, co-teaching, co-assessment, instructional modelling, and observation while continuing to track schoolwide numeracy data using a variety of sources including FSA, report card marks, and Indicators of Success to target specific interventions
- Continue to focus on play based numeracy opportunities, utilization of math buddies, math rotation stations, and math games at the grade 3, 4, and 5 levels
- Explore means of incorporating the curriculum progressions into high yield math activities

Goal 2 – Student Achievement

Maintain literacy as a top priority within the school in accordance with the strategic plan by implementing evidence based instructional practices, continuously assessing student progress, and providing targeted support

Our Strategies

- Targeted primary reading intervention program focused on Grade 1, 2, and 3 students while continuing to track schoolwide literacy data using a variety of sources including FSA, report card marks, and Indicators of Success to target specific interventions
- Explore use of technology programs for intermediate students requiring literacy intervention

Goal 3 – Indigenous Learner Success and Relationships with First Nations

Continue to deepen the relationship with Indigenous people by ensuring culturally relevant and welcoming environments for Indigenous learners and increasing educational outcomes. Through meaningful collaboration with First Nations and Métis, we will work towards achieving equitable educational outcomes for all Indigenous students

Our Strategies

- Targeted intervention program focused on Indigenous student literacy and numeracy while continuing to use our schoolwide data using a variety of sources including FSA, report card marks, and Indicators of Success
- Provide Nuu-chah-nulth visual representations and language throughout the school
- Host a second annual event in collaboration with Nuu-chah-nulth partners, to create and host a feast for National Indigenous Day focused culture – language, singing, drumming, art, and lahal
- Incorporate Indigenous culture into each schoolwide assembly

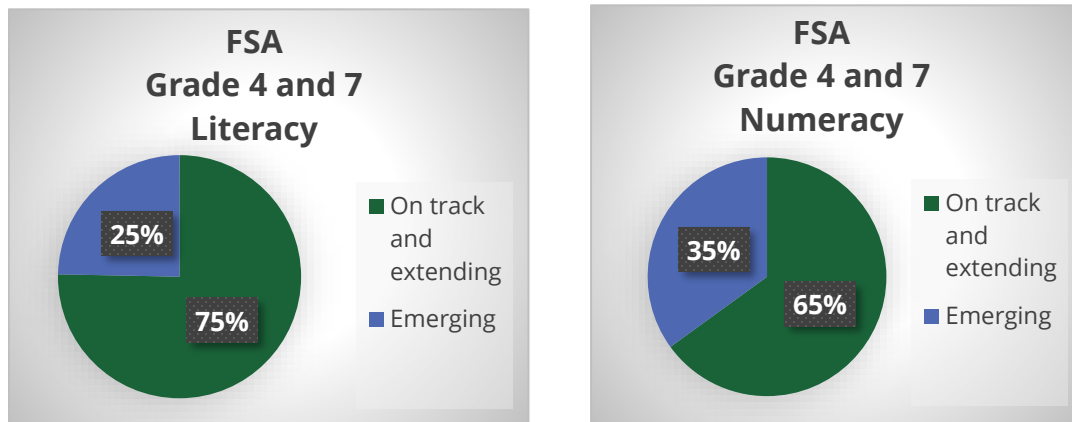
Data/Evidence

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

Numeracy FSA 2024/2025 – 65% of Grade 4 and 7 students were on track 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

Literacy FSA 2024/2025 – 75% 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 1 Reading/Benchmark Data 2024/2025 – 46% of students were reading at Grade level

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

Grade 2 Reading/Benchmark Data 2024/2025 – 55% of students were reading at Grade level

We are using this data to focus on Grade 1,2 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

Indicators of Success 2024/2025 – 40% of students achieved a green level (on track and extending) in terms of Academics

Literacy FSA 2024/2025 – 70% of Indigenous Grade 4 and 7 students were on track and extending

Numeracy FSA 2024/2025 – 61% of Indigenous Grade 4 and 7 students were on track and extending

Our data suggests an upward trend in numeracy results over the last three years; however, our literacy results have plateaued during that same time period. Our reading benchmarks in Grades 1 and 2 indicate that around half of the students are not reading at grade level and we will continue to focus on early literacy and reading interventions this year.

Our School Celebration Story

Over the last five 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.

This year we were excited to host our first ever National Indigenous Day feast. Students and staff prepared for this celebration by learning songs, drumming, lahal, and weaving. We invited families to join us for a salmon lunch with bannock, salads, and desserts. Students and families were able to participate in drumming, lahal, stealing sticks, basketball, dot art, weaving, storytelling and much more. Stealing sticks was a great opportunity for older students to teach and mentor younger students. Over forty students volunteered to be leaders during the day. Staff and community members worked together to create a wonderful day. This feast was part of a project undertaken through the Networks of Inquiry and Indigenous Education (NOIE). We hope to expand upon this celebration in the upcoming year. We were also pleased to incorporate Nuuchah-nulth language on a schoolwide basis this year. Over 125 students from all grades actively participated in the word of the week.

Our school is a busy and vibrant place where students are encouraged to be their best. We are proud of everyone in our school community who makes this school such a wonderful place to learn and grow.