



Bamfield Community School

Kindergarten to Grade 12

2026/2027



Principal: Dave Maher

Vice Principal: Robin Schmitt

Land Statement

Bamfield Community School is situated on the ḥaḥuuli of the huuḥiiʔaṭh First Nations and acknowledges that we work alongside all nuučaanuḥ Nations.

The district strives to increase awareness, understanding and integration of nuučaanuḥ culture, history, and language in all Pacific Rim School District schools. It is 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?

Bamfield Community School is a small K-12 community where relationships truly matter. We are closely connected to the Huu-ay-aht First Nations, our local community and the surrounding coastal land, and that connection shapes much of what learning looks like here.

We value a school culture where students are known well, supported, and experience a strong sense of belonging. Our size allows staff to respond quickly to student needs, adjust learning in real time, and maintain close relationships with families and community partners.

Our work is grounded in the First Peoples Principles of Learning, where learning is relational, experiential, and connected to place, identity, and community. These principles are reflected in everyday classroom practice and in the ways students engage with learning in our school.

At the heart of our school is a commitment to students feeling they belong, seeing themselves reflected in their learning, and being supported as they grow in confidence and competence as learners.



What are the important demographics of our school and community?

Bamfield Community School is a small K–12 school with approximately 45 students. Most students come from the Huu-ay-aht community of Anacla and the village of Bamfield, reflecting the close connection between the school and the surrounding communities.

The school is organized into three multi-grade cohorts where students learn in flexible groupings that shift based on learning needs, grade levels, and classroom context. This structure supports strong relationships between students and staff and allows for responsive teaching within mixed-age learning environments.

Because of our size and rural location, students often remain connected to the school over many years, which creates continuity in relationships and learning. We also anticipate gradual enrolment growth as housing development and improved road access continue to bring new families to the area.

Bamfield Community School works in partnership with SD70, Huu-ay-aht First Nations, the Provincial School Outreach Program, and a wide range of community partners in Bamfield and Anacla who support student learning, well-being, and connection to place.



Our School Growth Goals for Learning

These goals reflect our ongoing focus on learning grounded in the First Peoples Principles of Learning, curricular competencies, and the lived realities of our small, place-connected school community. They emphasize how learning happens here at Bamfield Community School.

Attendance, literacy, and numeracy data show that while students are developing foundational skills, inconsistent attendance and gaps in proficiency highlight the need to strengthen engagement, as well as opportunities for deeper application, reflection, and connection to learning.

Our goals for the 2026–27 school year are:

Goal 1: Strengthen learning through relationships, belonging, and well-being

Learning happens when students feel safe, known, and connected.

Strategies:

- Build consistent classroom and school-wide relational practices grounded in restorative approaches (e.g., regular check-ins, circles, shared expectations)
- Strengthen daily structures that support emotional regulation, consistent attendance, and engagement (predictable routines, flexible supports, and coordinated responses)
- Integrate land-based, cultural, and community-connected learning experiences into regular programming
- Work closely with Huu-ay-aht First Nations, families, SD70 supports, and community partners to support student well-being

Evidence of growth:

- We will see increased student attendance and engagement in learning (tracked through attendance patterns and classroom participation)
- Students will be able to remain in learning environments with increasing independence, regulation and support
- Student voice will indicate stronger connections with trusted adults within the school community.

Goal 2: Deepen competency-based learning through place, identity, and real-world contexts

Students are supported to develop curricular competencies through meaningful, connected learning experiences.

Strategies:

- Design learning that begins with curricular competencies and provides clear opportunities for students to demonstrate their learning through meaningful and connected experiences
- Integrate place-based and community-connected learning across subject areas
- Provide regular opportunities for inquiry, hands-on learning, and the application of skills in real-world contexts
- Embed Huu-ay-aht perspectives, stories, and land-based learning as part of regular practice

Evidence of growth:

- Students will be increasingly able to demonstrate their learning in multiple ways (oral, visual, written, applied)
- We will see growth in students' ability to apply thinking and skills in real-world contexts
- Teacher documentation, student work samples, and competency-based assessments will show increasing evidence of skill development and application over time



Goal 3: Strengthen reflection, feedback, and student ownership of learning
Students are supported to understand their learning through reflection, feedback, and clear next steps.

Strategies:

- Embed regular, structured opportunities for student reflection into classroom practice
- Strengthen ongoing feedback cycles between teacher and student during learning
- Develop and use shared language for learning progress and next steps across classrooms
- Increase student involvement in setting goals and identifying evidence of their learning

Evidence of growth:

- Students will be increasingly able to describe what they are learning, how they are doing, and what comes next
- We will see growth in the quality of student reflection and self-assessment over time
- Learning will be increasingly documented through reflections, conferences, and ongoing student-teacher check-ins



How evidence is informing our school goals

At Bamfield Community School, we use a combination of student voice, attendance patterns, classroom-based evidence, district assessments, and provincial measures to understand student learning. In a small school context, we focus on identifying patterns over time rather than relying solely on large-scale comparisons. The following evidence informed the selection of our school goals for 2026–27.

Goal 1: Belonging, relationships, and well-being

What we are seeing:

- Attendance data shows significant variability, with many students falling into at-risk or chronic absence categories
- In 2025/26, 30 of 39 students were chronically absent, with an average of over 50 days missed per student
- Chronic absenteeism has remained consistently high over time (75.0% in 2023/24 to 76.9% in 2025/26)
- Student voice and classroom observations show differences in connection to school, regulation, and readiness for learning

What this tells us:

These patterns suggest that consistent attendance, strong relationships, and emotional readiness are critical to improving both engagement and learning. When students are not consistently present or are not regulated and ready to learn, it impacts their ability to build foundational skills and demonstrate progress over time.

Why this became a goal:

Because learning is most successful when students feel safe, connected, and present, we are prioritizing relational practices, attendance engagement, and coordinated support with families and community partners. This direction is informed by local attendance data, student voice, and classroom observations, and is consistent with broader research and provincial wellbeing data (including FNECS and BC youth development findings), which highlight the importance of belonging, safety, and relationships in student engagement and success.

How evidence is informing our school goals

Goal 2: Competency-based, place-connected learning

What we are seeing:

- Literacy and numeracy data show that while students are developing foundational skills, fewer are consistently demonstrating proficiency across grade levels
- Student work shows varying opportunities to demonstrate learning in multiple ways across classrooms and subject areas
- Classroom practice reflects different entry points and approaches to using curricular competencies to guide learning design
- Students show increased engagement when learning is hands-on, place-based, and connected to real-world contexts

What this tells us:

These patterns suggest a need to strengthen consistency in competency-based, place-connected learning so that students have more regular opportunities to demonstrate understanding, apply skills, and move toward proficiency in meaningful contexts.

Why this became a goal:

Because students learn best when they can apply skills and understanding in authentic contexts, we are prioritizing more intentional design of learning through curricular competencies, place-based experiences, and community connections. This direction is informed by classroom-based evidence, student work samples, and teacher documentation, and aligns with BC's Core Competency and competency-based learning frameworks, which emphasize application, transfer, and authentic learning contexts.

How evidence is informing our school goals

Goal 3: Reflection, feedback, and ownership of learning

What we are seeing:

- Student reflection practices are present across classrooms in a variety of forms
- Feedback cycles are occurring, with opportunities to make them more visible and explicit for students
- Students demonstrate a range of ability in describing their learning, progress, and next steps

What this tells us:

These patterns suggest an opportunity to strengthen consistency in reflection and feedback practices so that students develop greater awareness of their learning and increased ability to identify next steps.

Why this became a goal:

Because reflection and feedback are essential to student understanding and ownership of learning, we are prioritizing more consistent and intentional practices across classrooms that support students in describing their learning, understanding progress, and identifying next steps. This direction is informed by classroom-based evidence and student learning artifacts and aligns with research on formative assessment and feedback (including work by Black & Wiliam and Hattie), which

Our School Celebration Story

This year at Bamfield Community School was marked by growth in hands-on, place-connected, and culturally grounded learning experiences for students across all grades.

A major strength this year was the continued development of our cultural programming. Our partnership with the Huu-ay-aht culture team expanded in both frequency and depth, and students are increasingly confident participating in singing, drumming, and cultural learning activities that strengthen identity, connection, and school community.

We also saw strong growth in learning through practical, real-world experiences. Students and staff worked together to build and use a greenhouse, supporting ongoing learning in science, sustainability, and food systems. The installation of a kiln has further expanded opportunities for creative expression and hands-on learning across grades. The ongoing redesign of our learning commons has also created a more welcoming and flexible space for students to learn, gather, and collaborate.

Student well-being continued to be supported through a robust breakfast and lunch program, with secondary students taking on meaningful roles in the kitchen to support their peers and contribute to the daily life of the school community.

Literacy growth was another clear area of strength this year, with students developing as readers and writers across grade levels. Many young authors demonstrated strong engagement with writing, with some already eager to continue creating and developing their own “books” over the summer.

Numeracy learning was also a highlight this year, with the continued success of the Math on Fire fact fluency program, which supported students in building confidence, fluency, and engagement with foundational number skills. This will continue as part of our ongoing instructional approach.

Across the year, students also benefited from a wide range of community-connected learning opportunities through partnerships with local organizations and community members. These field-based experiences helped students connect their learning to the land, the community, and real-world contexts.

Looking ahead, continued investment in school facilities and learning spaces, including a new generator and playground, reflects the ongoing commitment of the school and community to creating safe, engaging, and supportive environments for students.