



Maquinna Elementary School Growth Plan 2026/2027



Mr. S. Brown – Principal
Mrs. L. Fryer – Vice Principal

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 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 near 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 as well as a breakfast program.

Our school has 270 students from Kindergarten through Grade 7 and is composed of 14 divisions. We have 32 staff members, both enrolling and non-enrolling, including an Indigenous Support Worker and Indigenous Support Teacher. There are 84 self-identified Indigenous students (31% of our student population). 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 2026/2027

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. Continue to see an increase in the percentage of students at an on-track or extending level in numeracy.

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
- Continue to use First Peoples Principles of Learning
- Explore means of incorporating curriculum progressions into high yield math activities
- Continue to expand the math room resources and look for other opportunities to “mathematize the school
- Explore technology programs for math
- Continue to recognize math achievement in the school

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. Continue to see an increase in the percentage of students at an on-track or extending level.

Our Strategies

- Continue the 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
- Continue to use First Peoples Principles of Learning
- Explore increased use of technology programs for students requiring literacy intervention
- Explore development of whole language/oral programs
- Continue the use of recognition awards

Goal 3 – Indigenous Learner Success and Relationships with Indigenous families and partner groups.

Continue to deepen the relationship with Indigenous communities by ensuring culturally relevant and welcoming environments for Indigenous learners, families and partner groups. With the main focus of increasing educational outcomes for students. Through meaningful collaboration with Nuuchahnulth Communities and the Métis Society, we will work towards achieving equitable educational outcomes for all Indigenous students.

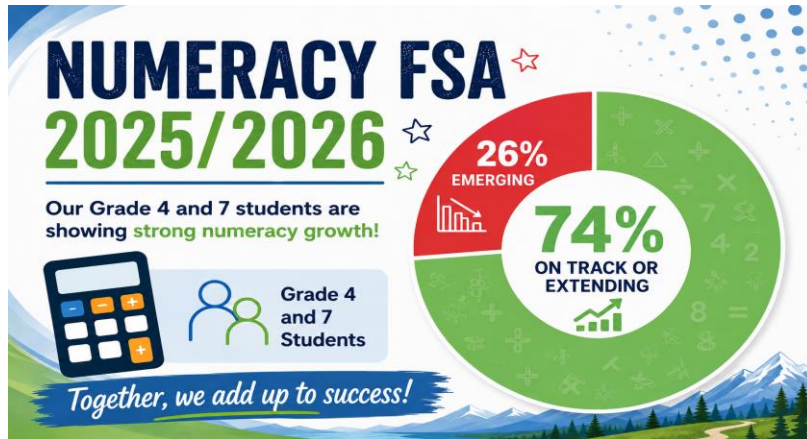
Our Strategies

- 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 Nuuchahnulth and Metis visual representations and language throughout the school
- Host an annual event in collaboration with Nuuchahnulth partners, to create and host a feast for National Indigenous Day focused on culture – language, singing, drumming, art, and Lahal
- Incorporate Indigenous culture into each schoolwide assembly
- Provide classrooms with their own drum
- Provide learning opportunities for staff and students with drums and resources
- Continue to use First Peoples Principles of Learning
- Expand and support the involvement of Elders within the school community

Data/Evidence

Goal 1: Numeracy

- 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
- Numeracy FSA 2025/2026 – 74% of Grade 4 and 7 students were on track or extending



Goal 2: Literacy

- 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
- Literacy FSA 2025/2026 – 83% of Grade 4 and 7 students were on track and extending



- Grade 2 Reading/Benchmark Data 2023/2024 - 47% of students were reading at Grade level
- Grade 2 Reading/Benchmark Data 2024/2025 – 55% of students were reading at Grade level
- Grade 2 Reading/Benchmark Data 2025/2026 – 64% of students were reading at Grade level

We are using this data to focus on primary reading interventions. Our focus has been on Grade 2.

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
- Indicators of Success 2025/2026 – 43% of students achieved a green level (on track and extending) in terms of Academics

Our data suggests an upward trend in numeracy and literacy results over the last three years. Our reading benchmarks in Grade 2 indicates 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. However, there has been improvement in our results since we began our Grade 2 intervention.

Our School Celebration Story

Our main goal has been to focus 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.

Literacy and numeracy are at the forefront of our school culture. We are particularly proud of our new math room and the ongoing use of math buddies. The creation of this exploratory math room has fostered curiosity, engagement and high levels of math interest. Older students frequently engage with younger students. Students and teachers alike have remarked upon how this focus has led to a high enjoyment of math within the school.

To further engage students, we have created recognition boards to support students in their pursuit of reading, writing, math, and kindness. Students are recognized on a regular basis for their efforts and energy.

This year we wanted to honour Indigenous culture through two events. At the beginning of the year, we joined with EJ Dunn Elementary and walked to Eighth Avenue Learning Centre for a meaningful ceremony. At the end of the year, students and staff participated in a National Indigenous Day feast. Students created and told stories at the opening ceremony, as well as introduced themselves in their traditional language. Following the opening ceremony, we had a salmon lunch with desserts. We also participated in a variety of activities such as stealing sticks, basketball, weaving, bracelet making, and dot art. Over thirty students volunteered to be leaders during the day. This feast was part of a project undertaken through an ongoing project with the Networks of Inquiry and Indigenous Education (NOIE).