



École Alberni Elementary

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Port Alberni, BC, V9Y 6P6
Mr. Craig McAulay, Principal

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Land Statement

Pacific Rim School District is situated on the ha-houlthees of the c̓išaaʔath, and hupačasath First Nations and we 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

What are the unique, positive characteristics that we celebrate in our school/community?

École Alberni Elementary is unique in that we are a dual track school, offering K-7 classes in both English and French Immersion. We are also working towards a stronger understanding of local Indigenous culture and ensuring that the Barkley Dialect is well-represented within our building. While visiting our building, it would not be uncommon to hear all 3 languages being spoken in our classrooms or hallways.

Another unique experience at our school would be a visit during Carnaval. A celebration of Quebecois culture, this winter carnival was intended to distract Quebecers from the long, dark winter days. At École Alberni Elementary, we do our best to emulate this traditional festival here during our own winter days!



What are the important demographics of our school and community?

Our school is the largest K-7 school in the Pacific Rim School District. We have 383 students currently enrolled. Approximately 225 (59%) students are enrolled in Early French Immersion, while 158 (41%) are enrolled in English classes.

Another important group within our school population are our Indigenous students. Of our 383 students, close to 30% identify as Indigenous. Our Indigenous learners include families that live both on, and off-reserve. While many of our Indigenous students identify as belonging to 1 of the 5 Nuuchah-nulth Nations within the Pacific Rim School District, other nations, including Metis, are also well-represented.



Our School Goals

Goal #1 Literacy

Improving literacy skills for all learners with a particular focus on early, strategic intervention with reading.

Goal #2 Numeracy

Improve numeracy skills for all students.

Goal #3 Social Emotional Learning

To continue to improve upon our current ratio of students who report a healthy sense of well-being and connection to our school.

Alignment

Our goals very much align with SD 70's strategic goals and rely on successful intervention with a number of subpopulations including vulnerable learners and Indigenous students.

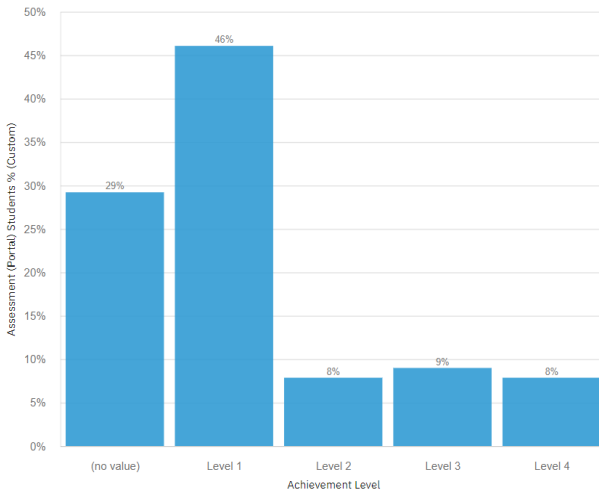
While most of our data reflects scores that are at, or above district level, we are hoping to focus on the students who continue to struggle and score in the developing range with many of our school and school district assessments.

The success of our academic goals will be contingent on targeted intervention, an increasing accessibility to effective resources, and the application of progressive practice. Our staff continues to work towards developing a collaborative culture in terms of accessing resource teachers and team leads at both the school and district level. Our students' sense of well-being and positive feelings towards our staff and building is a strength that, while we are happy where we are currently at, would like to continue to push to make École Alberni Elementary an engaging and highly regarded school within the Pacific Rim School District.

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

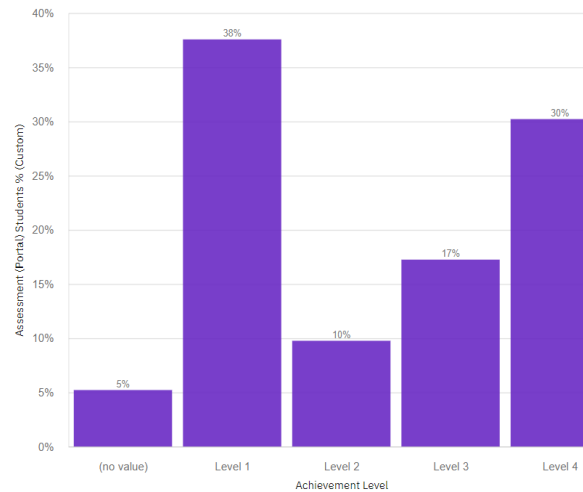
Benchmarks READING – School (Blue) and School District (Purple)

School - All Students



1

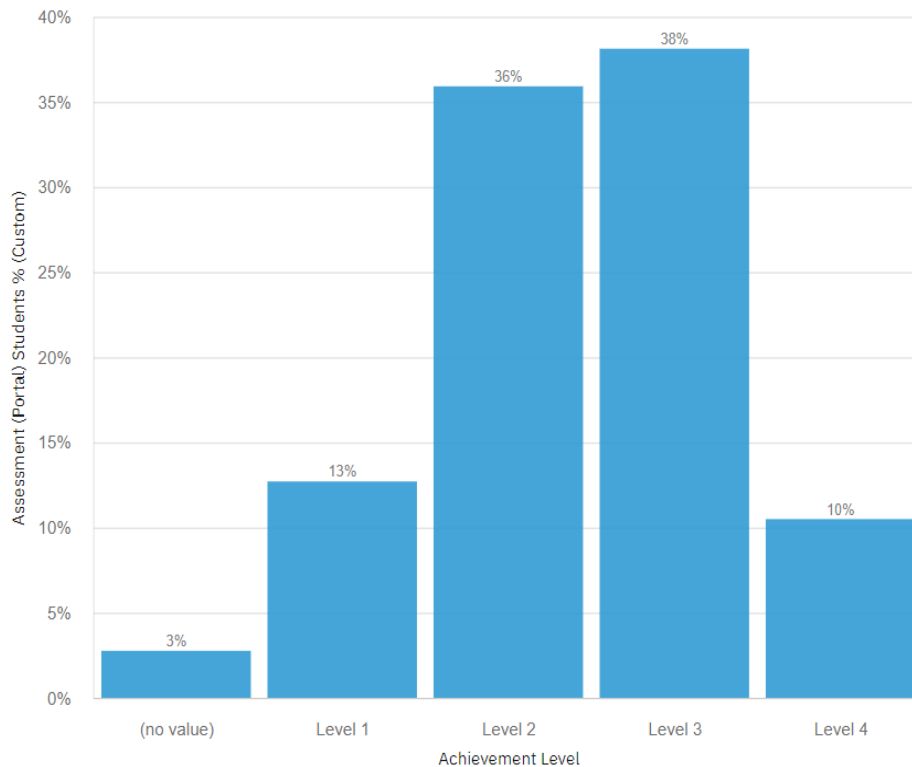
District - All Students



Reading (NLPS – Literacy Assessment))

School - All Students

1



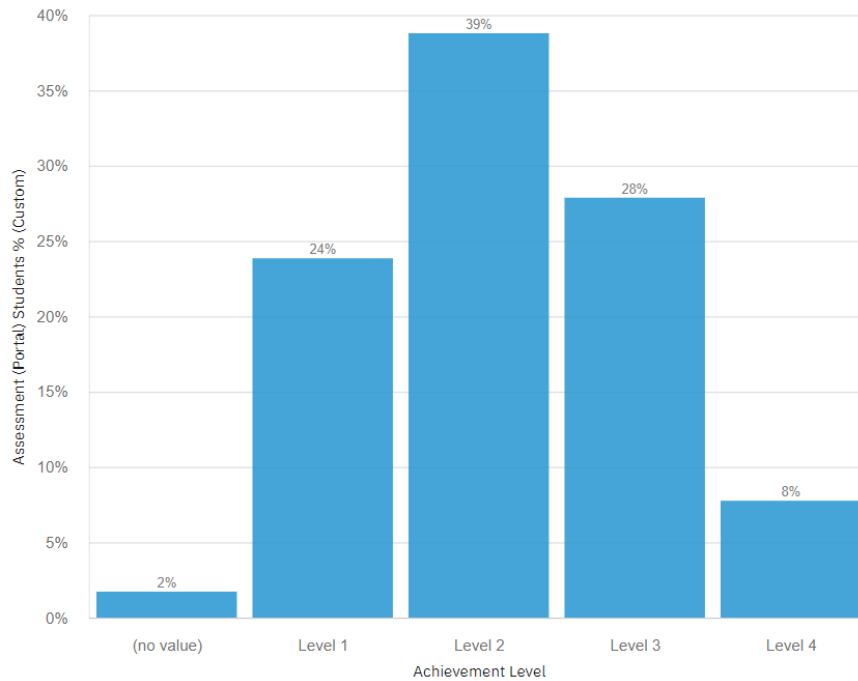
Data/Evidence

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

INA (Island Numeracy Assessment)

School - All Students

1



MDI (SOCIAL EMOTIONAL WELL-BEING)



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

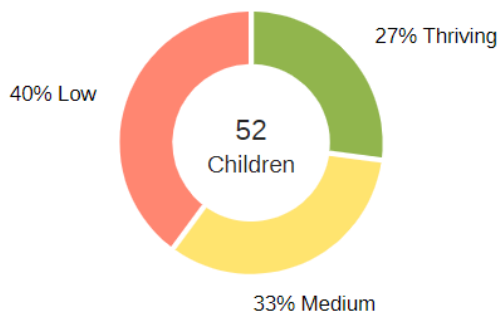
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



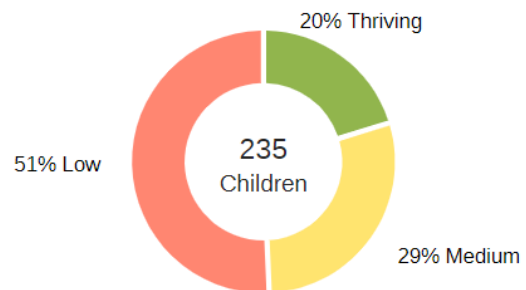
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

ALBERNI ELEMENTARY



PACIFIC RIM



Our School Celebration Story

A particular strength of our school is our presence in the school district and our community. While our physical building may be one of the older sites in the district, that is not always an obstacle. Because we have been in the community for close to 70 years, we are a known entity and have an established reputation.

We have consistently been one of the biggest K-7 schools since our school district reconfigured in 2012, and that big presence is very apparent. We are highly involved in the community, both within and outside our catchment boundaries. Whether it be academically, athletically, or as advocates of social issues, Alberni Elementary is often at the forefront among Valley schools. Last year, over 30% of all K-7 athletes in our School District were from École Alberni Elementary and we were even more strongly represented with after school arts and cultural activities. Come to an athletic event and you'll not have to look far to see AES students competing. Roam the hallways after school and you'll often find groups of students involved in various art activities or participating in social groups organized and supervised by the adults in our school and school community. PRIDE activities are well attended and a growing appreciation and understanding of Nuuchah-nulth language and culture is becoming more and more apparent in our building.

For this to be a strength, it requires a strong student body, but also a willing and able group of adults. As a French Immersion school, we benefit from having a lot of continuity amongst our staff. While we have some inevitable turnover, the general consistency year-to-year allows for strong working relationships that our students benefit from. That familiarity has led to a *culture of doing*. Our staff puts in the time as coaches and volunteers to provide the opportunities for our students to shine in the community. Our parent body, highlighted by our PAC, is often there to fill in any gaps and provide even more occasions for our students to explore. Whether it is dances, cultural events, our vibrant food programs, or parking monitors, parent volunteers ensure our school is not left wanting.

