



# Maquinna Elementary – School Growth Plan 2022/2023

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## Land Statement

Maquinna Elementary School is situated on the ha-houlthees of the c̓išaaʔat̓h and hupačasath First Nations and 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.



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

At the heart of our school is kindness. It resonates through our hallways, classrooms and outside areas. Maquinna staff met during our Curriculum Implementation Planning day in 2019 to discuss what we valued for ourselves, for our students and for our school. We acknowledged in that meeting that kindness was the value we wanted to nurture in our school community. It is the foundation for our school and is at the forefront of all interactions in our Maquinna Community. We intentionally recognize kind acts on a daily basis during class time and outside time.

Part of our mission statement at Maquinna is we work hard to create a safe, calm and stimulating community of learners for our students. Teamwork between staff, students and parents has been vital to the achievement of this goal.

Furthermore, we purposefully engage all members of the school community in how we can improve a sense of belonging, celebrate diversity, and promote inclusivity. This school year, we are focusing on the core competencies by promoting a different competency school-wide each month. A poster is displayed in each classroom, and related videos and books are being used.

**What are the important demographics of our school and community?**

Maquinna Elementary school is located in the southern neighborhoods of Port Alberni. The school has 285 students from Kindergarten to Grade 7 and is composed of 13 divisions. We have 33 staff members, both enrolling and non-enrolling. There are 91 (32%) self-identified Indigenous students. Most of our families are not transient and student attendance is, for the most part, consistent. We have a lunch program and a before and after school daycare on site.

## Our School Goals

1. Students will show growth in their numeracy skills.

### Strategies:

- Collaboration and release time for teachers to observe, co-plan and co-teach
- Support time dedicated to numeracy assistance within each class.
- Encouragement of professional development opportunities for staff
- Admin and numeracy lead teacher attend district numeracy meetings and bring information back to staff.
- Increase numeracy resources (Carole Fullerton books and other resources)
- Numeracy as a focus within each staff meeting.
- Class Profile Meetings to determine the students that require extra numeracy supports
- Use data from district assessments, FSA and report card progress marks to examine patterns and to guide upcoming decisions

2. Students will show growth in their literacy skills.

### Strategies:

- Professional Collaboration using Adrienne Gear's work on Literacy
- Use of year-to-year writing folders that includes grade wide writes from K-7.
- Collaboration time for teachers to discuss scope and sequence, observe, co-plan and co-teach
- Use data from district assessments, FSA and report card progress marks to examine patterns and to guide upcoming decisions.
- Buddy classes that promote literacy activities
- Literacy learning using Indigenous language and authors
- Literacy as a focus within each staff meeting
- Class profile meetings to determine the students that require extra literacy supports
- Use data from district assessments, FSA and report card progress marks to examine patterns and to guide upcoming decisions

3. Students will feel connected to the school.

### Strategies:

- Re-establish whole school community by bringing back clubs, extra-curricular sports, continuing our run for fun daily physical activity, open house, full school assemblies, art projects (ie: Orange Heart Project), Gifted Indigenous celebration song at the beginning of events, self-regulation room for a quieter space.
- Promoting kindness and building relationships with experienced educators, supportive Educational Assistants and a welcoming secretary and office.

## Data/Evidence

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

### Foundation Skills Assessment (FSA)

Grade 4 Literacy 2021/22 **69.2%** On-Track and Extending  
Grade 7 Literacy 2021/22 **69.4%** On-Track and Extending  
Grade 4 Numeracy 2021/22 **76.9%** On-Track and Extending  
Grade 7 Numeracy 2021/22 **55.6%** On-Track and Extending

### Middle Years Development Instrument (MDI)

#### Grade 7

Connectedness with adults at school: **62%** reported that they have high quality relationships with adults they interact with at school.

Connectedness with other students at school (Peer Belonging): **42%** reported that they have high quality relationships with their peers.

#### Grade 4

Connectedness with adults at school: **75%** of Grade 4 students stated it was at a high level.

Connectedness with other students at school (Peer Belonging): **68%** reported that they have high quality relationships with their peers.

### Report Card Progress Marks 2021/22

Report Card Progress Marks for Literacy (All Students)

**67%** Applying and Extending

Report Card Progress Marks for Numeracy (All Students)

**69%** Applying and Extending

## Our School Celebration Story

The last two years our students have missed out on a lot of learning opportunities. Our whole school sense of community has been affected as students interacted primarily with students from their class or grade. Extra-curricular sports, clubs and field trips did not occur. Our staff last year decided that when the protocols eased up, our school focus would be to restore a whole school sense of community back to Maquinna.

Encompassing this idea of community, we wanted to extend learning and inclusion opportunities that were not able to exist during the last two years. We have brought back student interest clubs (library, gardening, numeracy, drama and safe), sports teams, intramurals, and daily fitness. Each club and team promotes responsibility, collaboration, kindness and connectedness. We will actively be getting back to whole school themed activities and events with multi-age groups and mentoring. This year, we are excited to bring back our winter concert for students in Kindergarten through grade 4.

We celebrate each other through slide shows during assemblies. These slides, along with a fun music montage, show students learning in classes and at special school events. We enjoyed our first successful open house since COVID, welcoming our larger school community. In February, we will be hosting a chili night to coincide with Family Day, inviting our families into the school to sit together for a meal made by staff members.

Our school has a strong focus on Truth and Reconciliation and many staff members are choosing to keep it as a focus for the school year. We recently celebrated making two wooden orange hearts painted by the students. They hold pride of place on our front fence. The District Indigenous team has been helping provide lessons, teachers are using lessons that reflect First Nations Principles of Learning, and our library highlights Indigenous language and authors. Our Nuu-chah-nulth Education Worker is teaching language to several of our classes, and our Aboriginal Education Team meets monthly to discuss strategies to promote Indigenous culture.

We want all parents and students to feel part of a broader learning community. All staff feel it is important to greet parents and students warmly and build important relationships. Many parents have let staff know that Maquinna, “feels like family.” Regular emails, newsletters, PAC Facebook, updated website and pictures, and calendar updates to our App provide parents with up-to-date information so they can celebrate along with us.