

Port Renfrew 2026-27 School Growth Plan

School Context: Port Renfrew School is in the rural community of Port Renfrew on the traditional territory of the Pacheedaht Nation. We are a K-9 school with three classes. Our school is surrounded by beaches, forests, and wildlife. Port Renfrew is 70 km from the nearest town.

Student Voice: Our plan will be informed by student voice through classroom meetings, student leadership, informal conversations, and staff observations. Student feedback will guide decisions about school culture, learning experiences, and opportunities for student leadership.

Goal #1: Increase student numeracy proficiency.

Actions/Strategies:

- During our staff meetings share the information on the VLLC from our curriculum department. Share the Coast Metro Math Project for the Year at a Glance Overviews for math instruction sequence by grade.
- Use the assessments and screeners available on the VLLC from our curriculum department. (SNAP, K-3 Interview Assessments, K-1 Assessment Game Boards, Formative Math Assessments 3-9)
- Ask the SD curriculum team to advise on what is missing from our math resources.
- Integrate use of manipulatives and hands-on resources we have in our school. Explore at a staff meeting.
- Use of Numeracy Booklets Program
- Provide small group student support based on formative assessment data.

Data/Evidence of Impact:

- Student proficiency levels generated from classroom formative assessment, term to term and year to year.
- Numeracy assessments in October and May
- Anecdotal reflection on behaviour as numeracy proficiency increases.
- Student reflections through conversations.

Goal #2: Increase student literacy proficiency.

Actions/Strategies:

- During our first staff meeting share the information on the VLLC from our curriculum department. Literacy assessments and professional development available here.

- Increase use of explicit and systematic teaching of reading and writing across all grades.
- Buddy reading between K to Grade 9.
- Participation in Provincial Literacy Assessments in Fall and Spring.
- Invite the SD curriculum team to enhance our literacy practice.
- Provide targeted small group support based on formative assessments.
- On The Land Learning time for reading, writing, and language acquisition.

Data/Evidence of Impact:

- Student proficiency levels generated from classroom formative assessment, term to term and year to year.
- Literacy assessments in September and May.
- Student reflections through conversations.
- Increased involvement and excitement about books.

2025-26 Reflections:

During the 2025–26 school year, Port Renfrew School continued to build a strong culture of collaboration, inquiry, and continuous improvement. The addition of our Grades 6–8 students created new opportunities for mentorship, leadership, and cross-age learning, strengthening relationships and fostering a greater sense of community across the school. With our small class sizes, staff know students well and use ongoing formative assessment to tailor instruction to individual learning needs.

Learning on the land remains central to our school experience, with our unique natural environment providing authentic opportunities to develop literacy, numeracy, inquiry, and connections to the local community and the traditional territory of the Pacheedaht Nation. Throughout the year, staff worked together to reflect on student learning, share instructional practices, and identify areas where additional assessment and resources could strengthen teaching. These reflections have informed our 2026–27 School Growth Plan by prioritizing the continued use of common literacy and numeracy assessments, targeted small-group instruction, collaborative professional learning, and meaningful land-based learning experiences to support the success of every learner.