

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Bayview Elementary

Principal: Thea Miscavish

Our Story/Our Learners

Our Vision and Mission

At Bayview, staff, students, and community members “Paddle Together” in a shared vision of safety, belonging, and learning for all. Our mission is to provide a safe, caring, and inclusive learning environment grounded in respect and trust. We are committed to supporting the whole child by offering opportunities for spiritual, emotional, physical, and intellectual development.

Our People and Practice

Our staff is deeply committed to effective instruction that increases student achievement while embedding Indigenous ways of knowing and being. We pride ourselves on creating a culture of care, where staff:

- Embrace and support all students and families
- Collaborate with one another through compassion and shared responsibility
- Walk alongside our learners with intention and understanding

Our School Community

Bayview serves a diverse and complex community in the south Nanaimo community:

- Approximately 200 students across 10 divisions
- A staff of 40 dedicated adults
- 40% of students identify with Indigenous ancestry
- 43 students from countries including Syria, Afghanistan, Vietnam, Jordan, Uganda, Ghana, Korea, Ukraine, Philippines, India, Brazil, and Colombia.

Many of the students in our school are part of priority populations, with some experiencing multiple intersecting challenges. Our staff is committed to walking alongside them through the Syeyutsus Reconciliation Framework, balancing traditional ways of knowing with contemporary

learning. We celebrate the richness of our diversity and take great pride in watching our students grow, thrive, and inspire others.

In response, we:

- Use a trauma-informed approach in all we do
- Monitor student and family needs with care and without judgment
- Strive to make our school a safe, welcoming place for everyone
- Our School-Based Team plays a critical role, working collaboratively with compassion, curiosity, and expertise to support students, families, and staff.

Bayview provides a wide range of programs and opportunities that foster student engagement, belonging, and well-being. A strong sense of community is built through schoolwide activities, student leadership opportunities, and celebrations of student strengths and talents.

Indigenous perspectives are woven throughout the school through language learning, cultural programming, Elder involvement, staff learning, and the integration of Indigenous ways of knowing and being. Students benefit from a variety of clubs, social-emotional supports, wellness initiatives, and structured literacy programs, while meaningful partnerships with families, post-secondary institutions, community agencies, and local organizations enhance learning and support. Regular communication, StrongStart programming, PAC involvement, and celebrations of cultural diversity further strengthen connections between the school, families, and the broader community.

Our attendance data highlighted attendance patterns among Indigenous students that warranted closer attention.

Increased attendance of Indigenous students at Bayview Elementary is deeply important as regular presence at school supports not only academic growth, but also a sense of belonging, connection, and identity. When Indigenous students attend consistently, they have greater opportunities to engage in learning, build trusting relationships with peers and staff, and see their culture, language, and perspectives reflected and valued within the school community.

Improving attendance is also an important step toward addressing historic and systemic barriers experienced by Indigenous families, supporting reconciliation through action. By prioritizing attendance in a respectful and relational way, Bayview strengthens outcomes for Indigenous learners while fostering a more inclusive, connected school community for all.

According to data for the 2025-2026 school year, Indigenous students missed:

- Moderate (20-34 days) = 13 / 72 students
- High (35-59 full days) = 11 / 72 students
- At-risk (56+ full days) = 11 / 72 students

This data indicates that 50% of Indigenous students at Bayview are experiencing concerning levels of absenteeism.

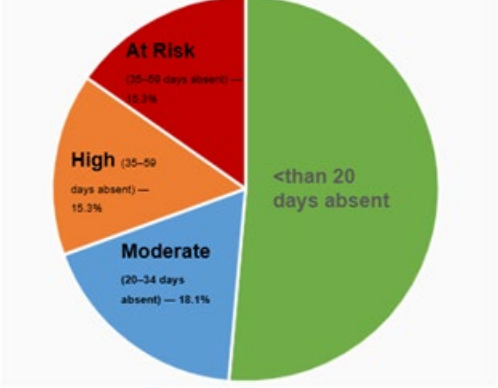
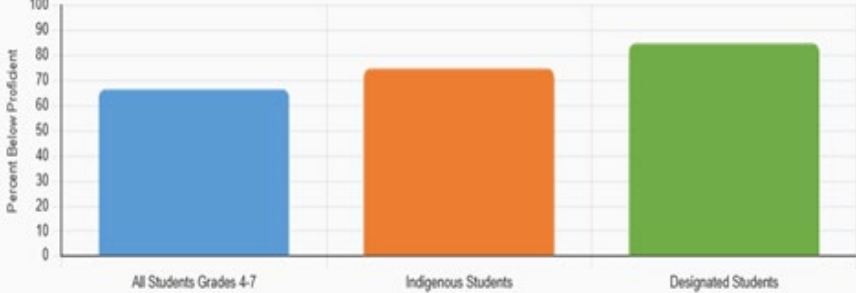
Report card data from 2024-2025 and 2025-2026 school years indicates that most intermediate students demonstrate written proficiency at an emerging or developing level.

Intermediate writing proficiency is essential because strong writing skills are foundational for success in school and in life. Writing enables students to communicate their ideas clearly, support their thinking, and participate fully in academic, social, and future workplace contexts; it is widely recognized as a critical skill for learning, communication, and opportunity beyond school. When students cannot write proficiently, they face barriers in demonstrating their understanding across subjects and in expressing their knowledge effectively. This is particularly urgent given that in our school data:

- one-third of students are meeting writing proficiency
- two-thirds of students in grades 4–7 are below proficient
 - including 75% of Indigenous students and 85% of designated students

Strengthening intermediate writing skills is therefore essential to ensure equitable access to learning, to empower students to express themselves with confidence, and to prepare them for meaningful participation in their communities and future opportunities.

Images to Support School Goals

Image	Description										
Bayview Indigenous Learner Absences 2025-2026 School Year  <table border="1"> <thead> <tr> <th>Absence Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td><than 20 days absent</td> <td>48.1%</td> </tr> <tr> <td>Moderate (20-34 days absent)</td> <td>18.1%</td> </tr> <tr> <td>High (35-59 days absent)</td> <td>15.3%</td> </tr> <tr> <td>At Risk (60-99 days absent)</td> <td>18.5%</td> </tr> </tbody> </table>	Absence Category	Percentage	<than 20 days absent	48.1%	Moderate (20-34 days absent)	18.1%	High (35-59 days absent)	15.3%	At Risk (60-99 days absent)	18.5%	Bayview Indigenous Learner Absences for the 2025-2026 School Year
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School Goal #1

Board Goal:

Student Success

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By May of 2027, we will increase attendance for Indigenous students from the current 51% to 65% in the range of less than 20 full-day absences in the school year. This aligns with the district strategic priority population of Indigenous students and building their sense of belonging and academic success.

Implementation Plan:

School-based Action	Strategy Type
Weekly Gatherings – co-lead by administration and Intermediate students	Universal
Indigenous soft start – 45 minutes/day - first thing in the morning: cultural activities (i.e., drumming, music, brushing, food prep, beading)	Targeted
Increased communication with families to discuss and support barriers for attendance and encourage late arrivals over not attending at all.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Continue attendance monitoring	Each reporting term at SBT meetings
Collecting data on engagement in soft start	Daily
Gathering information from communication with families and reviewing at SBT	Monthly at SBT

Ongoing Engagement:

Ongoing Partners: Indigenous families, students, school staff Method of Engagement: Phone calls, conversations with families, connections with students, emails, and celebrations/evidence with school, student, and family

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, 50% of our intermediate students (grade 4-7) will be at the proficient level of writing. This aligns with the district strategic plan, supporting student success by increasing literacy success rates for all.

Implementation Plan:

School-based Action	Strategy Type
Intermediate common literacy blocks to allow for differentiation for all learners (ELL, designated, Indigenous)	Universal
Targeted writing support for Indigenous students	Targeted
Improved and achievable writing goals for designated students	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
District writing CFW	October & May
School-wide write and report card data	Each reporting term
FSA and student satisfaction survey data	February and May 2027

Ongoing Engagement:

Partners: Students, district literacy coordinator, intermediate teachers, administration
 Method of Engagement: Goal collaboration meetings, staff meeting review of data and resources, collaboration release time for teachers, and professional development.