

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Brechin Elementary

Principal: Anna Bedard, Tannis Seredick

Our Story/Our Learners

Brechin Elementary is a small, vibrant inner-city school located on the traditional territory of the Snuneymuxw First Nation. We are deeply grateful to learn, play, and grow on these beautiful lands, surrounded by rich culture, deep history, and strong community connections. At Brechin, we take pride in honouring and learning from the world around us - its stories, its people, and the natural beauty that shapes our learning every day. Our school is a welcoming and inclusive place where every child is known, valued, and supported to thrive. We celebrate diversity as one of our greatest strengths and believe that relationships form the foundation of everything we do. Through collaboration, creativity, and care, Brechin continues to grow as a community of curious learners, compassionate citizens, and proud members of the wider Nanaimo and Snuneymuxw communities.

Some key features of our school include:

- A strong sense of belonging – where students, staff, and families work together to create a caring and inclusive environment.
- Commitment to literacy and learning success – with a focus on helping every student grow in confidence, skill, and identity as a capable learner.
- Meaningful connections to land and culture – through outdoor learning, Indigenous teachings, and place-based experiences that deepen understanding and respect.
- Active community involvement – with families, partners, and local organizations contributing to a vibrant and supportive school culture.

Our school consists of:

- 175 Students (K-7)
- 9 divisions (10 Teachers, 10 EAs)
- Support Staff: ICSSW (4 days), CYFSW, Counsellor (2.5 days), IST (2.0), Literacy Coordinator (2 days)
- 25% of the school community are Indigenous

- 10% ELL (Pashto, Arabic, Ukrainian, Tagalog)

Brechin is rich in data to inform our practice and guide our goals. Our school data shows the need for ongoing targeted literacy and numeracy intervention. Some of the data collected in the first couple of months include:

- FSAs
- CFA
- Whole school write
- Class placement discussions
- Math assessments

RYG Data

Using the 2024-25 report card data it was noted that grade 3-6 writing proficiency is primarily emerging with more than 50% in each grade population emerging or developing. Our designated student population is particularly notable:

- 71.43% in grade 6 are developing in writing
- 100% in grade 5 are developing in writing
- 100% in grade 2 are emerging in writing

This matters because...

Although our students have demonstrated increasing growth in their reading skills, their ability to communicate their thoughts, opinions, and findings proficiently in a written format will be important as they progress in both their schooling and their lives.

List school-based actions that may positively affect this trend (What is your hunch?):

- Use the 6 Traits of Writing as a whole staff to strengthen our direct instructional practices in writing
- Provide opportunities for voice and choice to increase engagement and joy
- Offer a variety of genres and purposes for writing to provide examples
- Include writing goals in IEP's to provide focus and direction moving forwards

Using the 2024-2025 report card data, it was noted that our Indigenous student population writing proficiency in grades 3-6 are affected in this way...

Is primarily developing or emerging. Some notable data includes:

- 62.5% developing in grade 6
- 25% emerging in grade 5
- 44.4% developing in grade 2

This matters because...

While our Indigenous students report high-levels of feeling that they belong at our school, and that many people here care about them, they are not experiencing academic success in the area of writing.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, we will achieve 90% growth in writing practice in grades 3-6 using the BC Performance Standards writing rubric. This aligns with district strategic priorities in the area of student success, and specifically improving student literacy.

Implementation Plan:

School-based Action	Strategy Type
Grade 3-7 teachers will implement the Six Traits of Writing approach in their classrooms three times per week	Universal
Our students in “emerging” category will focus on writing in personal narratives in small group pullout sessions two times per week, for 6-8 week blocks	Targeted
Our designated students will formulate a writing goal to be included in their IEP	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
School Wide Write (Fall and Spring)	October/April 2026-2027
6 Traits of Writing Observations	Ongoing, monthly staff meetings
Report Cards	May/June 2027

Ongoing Engagement:

Teaching Staff Tony, ICSSW Bob, Language Teacher Education Assistant Staff IST

School Goal #2

Board Goal:

Truth and Reconciliation

Board Objective:

Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care.

Focused Improvement Goal:

By this time... May 2027 we will achieve (this objective) ... 90% growth in writing practice in grades 3-6 Indigenous students using the BC Performance Standards writing rubric This aligns with district strategic priorities in this way... This aligns with district strategic priorities in the areas of student success and truth and reconciliation

Implementation Plan:

School-based Action	Strategy Type
nuc'am'at (working together) themed first week of September with cultural-themed learning activities, and school-wide collaborative projects	Universal
Themed Language and Culture Seasons of Learning	Universal
School-wide Cultural ADST "Dreamcatchers"	Universal
6+ Traits of writing use by teaching staff	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
NLPS Student Learning Survey	Fall 2026
School Wide Write (Fall and Spring)	October/April 2026-27
Report Cards	May/June 2027

Ongoing Engagement:

Tony, ICSSW Bob, Language Teacher Greg, Master of Ceremonies and Cultural Leader and Elder (Culture Night) Teaching Staff