

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: École Pauline Haarer Elementary

Principal: Arlette Begoum-Kake

Our Story/Our Learners

École Pauline Haarer is more than just a school; it is a vibrant, community-oriented institution that thrives on the principles of support, care, and inclusivity. Within its walls, students, staff, Parents' Advisory Council (PAC) members, families, and the wider community come together to create a nurturing and welcoming environment for learning. Here, the emphasis is on making education not only effective but also enjoyable and safe. School embraces diversity, celebrating the richness it brings to the educational experience. Respect is a cornerstone, and everyone—from the youngest student to the most seasoned teacher—is both respectful and respected. Beyond academics, École Pauline Haarer places a strong emphasis on emotional and physical well-being, fostering a culture of looking out for one another.

Additionally, the school recognizes the importance of environmental stewardship, teaching students to care for the world around them and instilling valuable life lessons that extend far beyond the classroom.

École Pauline Haarer, nestled in the heart of downtown Nanaimo within Nanaimo Ladysmith Public Schools (School District 68), stands as a distinguished single-track French Immersion elementary school. Our school's proximity to the picturesque Swy-a-Lana Lagoon and Bowen Park offers an idyllic backdrop for learning. With an enrolment of approximately 219 students, our community is close-knit and welcoming, despite not being a designated catchment school. Boasting 10 divisions, a robust music and band program, and a bilingual library, we provide a well-rounded and enriching educational experience that extends beyond traditional academics.

At École Pauline Haarer, our demographics reflect a diverse and engaged student body, united by a shared passion for French Immersion and a commitment to academic and cultural excellence.

Although our learners were demonstrating greater proficiency in their reading skills, we have seen growth in this area with current school initiatives. But we still see some emerging to their ability to communicate thinking in writing format. This matter because written format will be important as they progress through their schooling. Based on student learning survey, ERC, SBT data, CFA, GYR – 2024-2025

To increase literacy achievement by providing differentiated instruction and targeted intervention so that all students, specifically our priority populations (Indigenous learners, children in care, and those with diverse learning needs), demonstrate measurable improvement in oral, reading and writing proficiency by June 2027. P.H. Students will be able to communicate fluently (oral reading and writing) according to their grade level throughout the day. Through differentiated strategies, students can put this practice forward to improve their writing abilities and expand their ideas in the world around them and grade level topics.

By June 2027, students of EPH will feel more confident leading the drumming in our school during assemblies. Grade 6/7's will speak the chosen words for each week during the morning announcements and lead our land acknowledgments during our monthly (sometimes bi-weekly) assemblies.

Images to Support School Goals

Image	Description
	Picture 1 and 2 are of our targeted reading groups using technology, IST interventions, and reading with a partner.
	



Manie Musicale Day was a big one for E.P.H. as they chose who had the best French song of the year!

A competition is done worldwide where one song is eliminated at a time depending on student vote. Students sang these songs all year, increasing their French vocabulary.

Toucher la Lune was the overall winner!



Through song and dance, students participated in the Metis dance performance.



In this picture, we have Grade 7 students opening our assemblies with The Equality Song, gifted to us from Patrick Aleck.



In our final picture, we have Kindergarten students participating in our weekly Indigenous drumming.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, our Primary students will demonstrate increased confidence speaking, writing, reading, listening and applying French vocabulary. They will make an effort that can be measured through classroom assessments, student conferences, work samples, and student voice.

Implementation Plan:

School-based Action	Strategy Type
District wide common formative assessment data	Universal
Grade 3 teachers- review phonics/ UFLY	Targeted
Grade 6/7 CFA-W / R - Explicit teachers' modeling skills and strategies. Uses data from formative assessment to inform instruction.	Targeted
Grade 3, 6,7 targeted reading and writing 2x per week for 6–8-week block. Admin intentionally EA scheduling	Targeted
Green, Yellow, Red data	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
E.A. meetings (where to move to next to support groups reading)	Monthly
Formative and summative assessments by teachers	weekly
Green, yellow, red	twice a year with support staff

Ongoing Engagement:

Ongoing conversations, check-ins with staff, students and parent community.

School Goal #2

Board Goal:

Truth and Reconciliation

Board Objective:

Increase awareness of and access to resources available to support hul'q'umi'num language learning.

Focused Improvement Goal:

To increase all K–7 students' understanding and use of the Hul'q'umi'num language through regular instruction and integration of language and cultural teachings across the curriculum.

Implementation Plan:

School-based Action	Strategy Type
Morning announcements with Hul'q'umi'num language lessons/Sing the equality song at assemblies/staff meetings + Speaking it at all assemblies/hallways (creating more participation and recognition of the language)	Universal
Drumming Thursdays (primary) and Fridays (intermediate) with ICSSW	Targeted
Sending resources and links to teachers +Posters and visuals around the school	Universal
Professional Development Days (building teacher capacity to feel confident to teach students)	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Weekly monitoring through check-ins with student involvement during the assemblies, announcements daily greetings, and sense of belonging through representation in the school.	Weekly
Weekly participation of dancing and drumming.	Weekly

Ongoing Engagement:

Indigenous Partners, staff, students and parents community.