

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Ladysmith Primary

Principal: Neil Varner

Our Story/Our Learners

Ladysmith Primary is an inclusive K–3 school of approximately 300 students in a close-knit community with strong connections to Stz’uminus First Nation. About one-sixth of our students have Indigenous ancestry, and we serve learners from a wide range of socioeconomic backgrounds.

The school has a strong collaborative culture. Staff work closely within and across grade teams, and families are engaged and supportive. Education assistants and support staff contribute significantly to student success across all classrooms.

Instructionally, Story Workshop has strengthened engagement and writing output, and UFLI has supported more consistent early reading instruction. Outdoor learning, place-based experiences, and community connections contribute to a strong sense of belonging.

Recent data shows:

- Reading: 68% of students are proficient or extending
- Writing: 53% are proficient or extending
- Indigenous learners are achieving at comparable or higher levels overall
- Writing proficiency in Grade 3 (35.7%) indicates a need for focused support

This data: School report card literacy data (reading and writing proficiency, Grades 1 to 3), showed that Grade 1 to 3 students, are affected in this way: as cohorts progress through the grades, the gap between reading and writing proficiency increases, with fewer students meeting expectations in writing by Grade 3.

This matters because students are leaving primary with weaker writing skills than reading skills, which affects their ability to show their learning across all subject areas.

This data: school observations of classroom practice, school environment, and communication in the Hul'q'umi'num language, showed that these learners: students, staff, and families across the school community, are affected in this way: while some language is used in classrooms and announcements, overall visibility and consistent daily use across the school remains limited.

This matters because consistent exposure to and use of Hul'q'umi'num language supports relationship building, honours the language of the Stz'uminus people, and strengthens students' understanding of truth and reconciliation as part of daily school life.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027 we will achieve increased writing proficiency across Grades 1 to 3, with more students meeting or exceeding expectations, particularly in Grade 3.

We will pay particular attention to priority learners, including students with Indigenous ancestry and students requiring additional support, to ensure equitable progress in writing outcomes.

This aligns with district strategic priorities as it supports improving literacy outcomes for all learners through consistent instruction, targeted support, and the use of evidence to guide teaching and learning.

Implementation Plan:

School-based Action	Strategy Type
Strengthen consistency in writing instruction through shared use of Story Workshop and aligned expectations across classrooms	Universal
Focus professional learning and ongoing data analysis on improving the quality of student writing	Universal
Implement targeted small group writing support for students not yet meeting expectations, based on ongoing assessment data	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Percentage of students meeting or exceeding expectations in writing (Grades 1–3)	March and June Reporting periods
Classroom writing samples using common assessment language	Collected and discussed during collaborative team time each term

Ongoing Engagement:

District literacy coordinator Staff meetings, professional development sessions Shift needed from writing volume to improving quality and precision in student writing

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:

By June 2027 we will achieve increased visibility and consistent use of Hul'q'umi'num language across the school, with students, staff, and families regularly hearing and using common words and phrases. We will pay particular attention to ensuring all learners, including Indigenous students, see their language and culture reflected in meaningful and respectful ways. This aligns with district strategic priorities as it supports equity, inclusion, and truth and reconciliation by embedding local Indigenous language and culture into daily school experiences.

Implementation Plan:

School-based Action	Strategy Type
Increase bilingual signage and include Hul'q'umi'num language in school communications	Universal
Embed Hul'q'umi'num words and phrases into daily routines, announcements, and school events	Universal
Provide ongoing staff learning and collaboration to build confidence and accuracy in language use	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Visibility of Hul'q'umi'num language in signage and displays	Baseline in fall, review in spring
Frequency of language use in announcements, classrooms, and communications	Ongoing informal tracking, reviewed each term
Student ability to recognize and use common words and phrases	Observations and classroom feedback throughout the year

Ongoing Engagement:

Elders, Knowledge Keepers, Indigenous Education staff Consultation, resource sharing, ongoing communication Importance of respectful, accurate use of language and cultural context