

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Qwam Qwum Stuwixwulh Elementary

Principal: Sara Tyson

Our Story/Our Learners

At QQS, we strive to lead each day with uy'sqwalawun—a good heart and a good mind. As Colleen Manson reminds us, “We are here to help each other and to make each other's lives easier.” By working together with kindness and understanding, we can prevent conflicts before they grow, fostering a strong and supportive community where we are qwam qwum (strong) together.

A key priority at QQS is establishing a Hul'q'umi'num' immersion program rooted in language, culture, and a deep love for the land. Language revitalization is essential to the Snuneymuxw Nation and our school district, as it strengthens identity, fosters healing, and continues the important work of our Elders.

We are committed to ensuring every K-3 student reads at or beyond grade level through targeted instruction and interventions. Literacy is a foundational life skill, and fostering a love for reading empowers our students, strengthens our community, and sets them up for lifelong success.

- Qwam Qwum Stuwixwulh remains a close knit, culturally rich learning community grounded in strong partnerships between staff, families, and the Snuneymuxw First Nation.
- We provide daily Hul'q'umi'num' instruction and land based learning continue to anchor our school identity, helping learners build deep connections to culture, language, and place.
- Students thrive in a supportive environment where their strengths, interests, and identities are recognized, celebrated, and woven into learning.
- Staff, Elders, Knowledge Keepers, and community members work together to nurture the whole child—academically, socially, emotionally, and culturally.

- Community events, cultural performances, and celebrations of student growth foster a strong sense of belonging and pride among learners.
- Beginning in 2026–27, QQS is strengthening its outreach and attendance work. Consistent attendance is essential for literacy growth, cultural learning, and student well being. The school will partner closely with families, CYSFWs, and Snuneymuxw community supports to reduce chronic absenteeism and ensure every learner has regular access to high quality instruction and cultural programming.

Using the 2025/2026 report card data and literacy screeners, it was noted that primary reading proficiency, is primarily in the Emerging and Developing range. Specifically the students with chronic absences are in the Emerging range for the most part. Although significant growth in reading has taken place at QQS in the primary grades we still have a lot of work to do to get students up to grade level. The programming is strong for teachers, and the students are learning, the biggest barrier seems to be attendance.

Using qualitative data from speaking to language and classroom teachers, it was noted that hul'q'umi'num' oral fluency and language use K-7 was used primarily during scheduled lessons.

Although students are engaging more in the use of the language, daily use of hul'q'umi'num' across all classrooms for greetings, songs, routines, and common expressions, with 100% staff participation is the target.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By March 2027, there will be growth in reading proficiency according to the NLPS reading screeners for the students who attend regularly and that due to an increase in attendance, it will also be for a higher percentage of students than in 2026. This will support the district goal of improving literacy.

Implementation Plan:

School-based Action	Strategy Type
K to 3 teachers will implement science-based literacy programming consistently regardless of attendance rates a minimum of 3 times per week.	Universal
The principal, the IST, the ICSSW's and the CYFSW, the EA's, the secretary and the teachers will develop a simple and consistent outreach plan to help remove attendance barriers.	Targeted
Our Inclusion Support Teacher (Joanne Hobday) oversees student reading levels and organizes leveled reading groups. She gathers data from assessment tools such as PARS and uses a variety of intervention strategies such as UFLI to target reading goals.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
District reading screener	October and February
Report Cards	Each Term
Attendance Records	Monthly

Ongoing Engagement:

SFN, KL, TL

Reaching out for support as needed

Discovering the story of each kid to help remove barriers to achieving the listed goals

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 March 2026, a culturally sensitive screener for staff and students will be created that can be used to show future growth of hul'q'umi'num' language at QQS. This supports the district goal of reconciliation.

Implementation Plan:

School-based Action	Strategy Type
Language teachers will work together to create a language screener.	Universal
Staff will learn and use a minimum of 15 hul'q'umi'num' words and practice them with students daily.	Universal
A team will work together to create visuals for language around the school.	Universal
Our singing and dancing groups will continue to practice and perform culture.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
New Screener	Yearly
Observations	Monthly
Conversations with staff.	Daily

Ongoing Engagement:

SFN

Inviting in community members who are engaged in supporting language development.

Building language requires time and patience. Rushing will make it more difficult, relationships are essential.