



Wickaninnish Community School 2023/2024



Dani Stone – Principal

Chris Michaud – Vice-Principal

Land Statement

Wickaninnish Community School is situated on the ha-houlthee of the $\lambda a\lambda uuk^w i\lambda a\theta$ (tla-o-qui-aht) First Nation, and we acknowledge that we work alongside all Nuu-chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The school strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.





Our School Story



What are the unique, positive characteristics that we celebrate in our school/community?

Wickaninnish Community School is located on the West Coast of Vancouver Island and serves the communities of Tofino, Opitsaht, Esowista, and Ty-histanis. We believe an asset of being a rural school is that our student body is drawn from a diverse range of ethnic and social-economic populations. This diversity, joined with our holistic Community of Learners philosophy, truly creates a family atmosphere within our building among students, staff, and families.

As a Community School, we work closely with our community partners to offer enriching experiences both within and outside of our building. Our Community School Coordinator and school staff have made great strides in engaging children and youth through offering new and varied programs and eliminating barriers such as transportation. In turn, enrolment in after school programming post Covid has steadily increased with the largest jump in numbers being our Indigenous learners. We are also fortunate to have many amazing partnerships in our community. Many provide our school with funds, volunteers, grants, and support to make these learning opportunities possible. These are just a few of the amazing examples of how our community supports our students and staff in our learning community.

What are the important demographics of our school and community?

- At Wickaninnish Community School we have 248 students attending Kindergarten to Grade seven. Our school is located on the ha-houlthee of the ʔaʔuukʷiʔath First Nation, and we are grateful to work, learn, and play in this amazing biosphere. We currently have 12 divisions in our school including many combined classes. Early learning and intervention are very important to our school community, and we take great pride in having Strong Start, available to children birth to 5 years old with their families. We also have a Early Years team that is provincially recognized for their work with strengthening early years to Kindergarten transitions (SEY2K). Our school is eagerly awaiting the new daycare which will be located on our school grounds to further connect our families participating in our early year's programs and extend access to our school. Wickaninnish Community School students commute into school each day in many ways. Some come by school boat from Opitsaht, some by bus from town, Esowista and Ty-histanis, and some children bike or walk to school. Our school represents the diverse family structures, socio-economic backgrounds, ethnic and cultural groups that are in Tofino and the surrounding areas. We have approximately 80 (32%) students of Indigenous ancestry attending our school. We believe in embedding local culture and language teachings and integrating Indigenous understandings into all aspects of our school and our learning.

Our School Goals

Socio-emotional learning

- Increase percentage of students who feel a sense of belonging at school.
- Support diversity, equity, inclusion, and accessibility in our school community.
- Increase opportunities for student’s voice to be heard throughout their school experience and learning.

Academic

- Increase Percentage of Students Meeting or Exceeding (Applying and Extending) Grade Level Reading, Writing, Numeracy Expectations for Students K – 7

Indigenous Community Relations

- Maintain and enhance meaningful relationships with Nuu-Chah-Nulth First Nations and the Metis Society.

Early Years:

- Connect with early years providers to support children’s transitions into school.

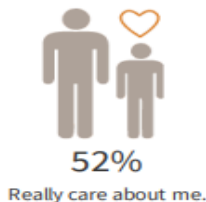
Data/Evidence

Socio-emotional learning

We know there are direct correlations between students who feel connected at school and academic achievement for this reason we continue to explore ways to help students feel engaged in their learning and ensure a sense of belonging to the school. In the infographic below you can see what Grade 4 students self-reported during the middle year’s development index. As a school community we would like to see an increase in these numbers and incorporate more ways to gather student voice and data over the next year. We have seen an increase in all areas since we began working on this goal but we will continue to try to raise these numbers.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")

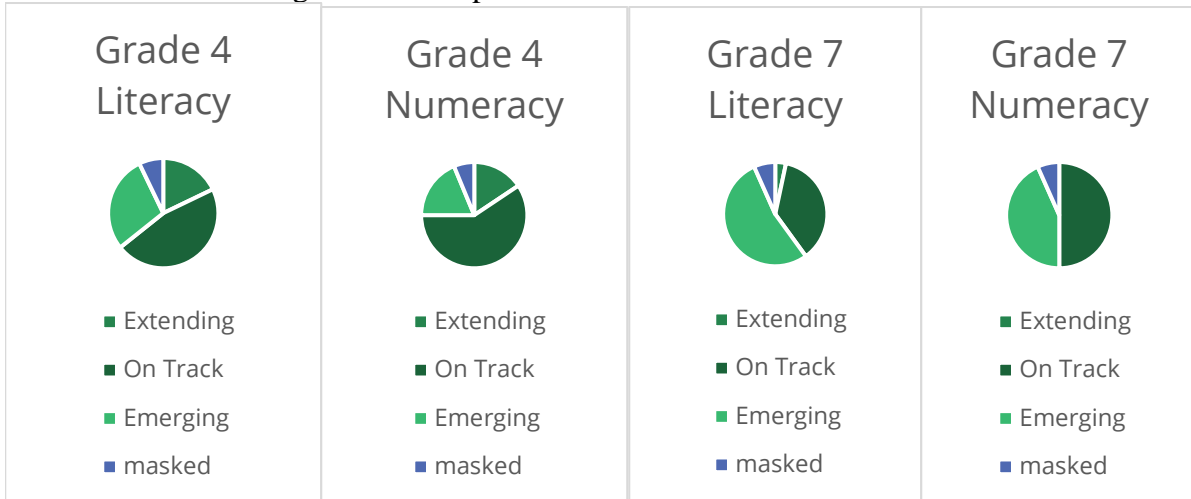




Data/Evidence continued

Academic Achievement As a learning community we continue to work towards all students meeting or exceeding grade level numeracy and literacy expectations. As a school we have been collecting student work samples of their Grade wide writes. We have students participate in doing a write twice a year and educators work together in collaborative groups to mark the writes and see where we can grow in our teaching of writing. Our staff has been working through Adrienne Gear’s work and is keeping a file folder full for each student to help show students / families and staff their growth. We continue to work with our Benchmark data for K-7 and our district reading assessment to help track the progress students are making in reading. We continue to provide small group instruction with guided reading three times weekly. This year we continue our inquiry work in seeing if using math bags in classrooms and having numeracy time with big buddies will help students to increase their problem solving and creative thinking skills in numeracy. Our staff continue to have numeracy as a focus for professional learning and have been excited to connect with the district numeracy leads and to take part in the Carole Fullerton professional development.

Below are our FSA results for grade 4 and 7 students in our school. These are just one of the measures we collect to ensure we are always growing in our academic achievement. We track our interventions for literacy and numeracy with OneNote so we can see which interventions are yielding the greatest results for students increasing their academic abilities. We also track attendance daily with safe arrival; we know that for students who miss a lot of school any help we can provide families in getting their children to school makes a difference in their ability to meet and exceed their grade level expectations.



Indigenous Community Relations

As a school we continue to look for meaningful ways to engage with our Indigenous students, families, and communities. Maintaining and enhancing meaningful relationships with Nuuchah-Nulth First Nations and the Metis Society are important for our school community to thrive. Being situated on the λaʔuukʷiʔath ha-houlthee we have much to learn from our knowledge keepers and local elders. We strive as a school community to engage in this meaningful work and learning both inside and outside of our building. Nuuchah-nulth language learning is worked on by all members of our school community as we are takaasʔaaqʔin huuhtakšiih (always learning).



Our School Celebration Story

There is much to celebrate about our school community, here are a few examples of the amazing work taking place here. naaʔuuqsta (Nuu-Chah-Nulth translation is participating, joining a group) for all our intermediate students who need extra support in Literacy and Numeracy. We have partnered with ʔaʔuukʷiʔath to ensure we have small group support and a nutritious snack for all students. This learning period is weekly with students being able to catch the late bus and boat home. These kinds of partnerships with our community really help us in fulfilling our goals to maintain and enhance meaningful relationships and to increase academic success for all learners.

Our staff is committed to our continued work on the Truth and Reconciliation commission of Canada Calls to Action and have made it a priority to go to our Indigenous communities to meet and gather with families. We are also working with our WEPAC to hold meetings in communities so we can have better representation from our Indigenous families in our WEPAC. We feel very fortunate to have a whole school set of regalia and a curtain to be able to use when performing and learning our cultural dances and songs. We are also fortunate to have elders in residence and to be working with the ʔaʔuukʷiʔath language department, our SD#70 staff and NEW to provide language learning across our school community. All members of our school community can introduce themselves in Nuu chah nulth this is a point of pride for us all.

As a school community we diligently work on ways we continue to help build a sense of belonging to our school community and foster relationships between staff and students and students of different ages and grades through community circles and authentic inclusive spaces. Just Move it Fridays, are a time each Friday rain or shine where we gather outside as a full school community. We give lots of choice for students to find a way to self-regulate and get themselves in the green just-right zone for learning. We also have intermediate lunch monitors and big buddy classes to strengthen relationships among students and staff.

Staff and students are consistently looking for ways to get outside and enjoy our local biosphere and take their learning onto the land. Partnerships with the Raincoast Education Society fieldtrips into the biosphere a regular occurrence.

It is great to return to a more holistic school approach that we have been used to in the past, we are fortunate to offer different programming to further engage all learners. Throughout the school year we offer programs such as surf club, athletic programs, art programs, safe club, beach day, fun fair, back to school BBQ, running club, Culture group, Sports Day, Concerts, and Assemblies to share our learning with our school and larger community. We are excited to announce that student council is up and running this year under Ms. Morris' leadership. This is a great vehicle for students to learn how to voice concerns, and share their ideas, and lend their voices to decisions made in the school, as well as help plan activities for our student population.

In partnership with WEPAC we are fortunate to have Chef Ron as a member of our school community. Chef ensures students can access to healthy foods for breakfast snacks, recess snacks, and lunch each and every day. Students love to harvest food from our food forest and school garden and have chef prepare this food for snacks.

