



Wickaninnish Community School 2024/2025



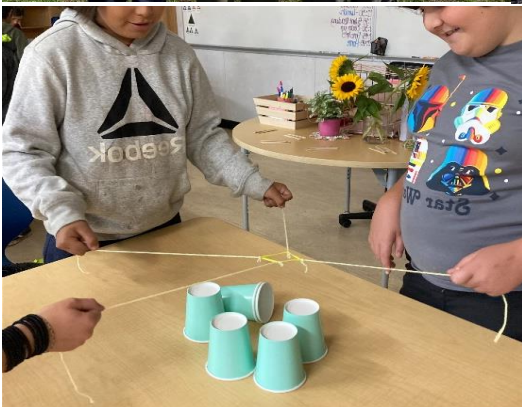
Dani Stone – Principal

Chris Michaud – Vice-Principal

Land Statement

Wickaninnish Community School is situated on the ha-houlthee of the 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 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 238 students attending Kindergarten to Grade Seven. Our school is located on the ha-houlthee of the tla-o-qui-aht First Nation, and we are grateful to work, learn, and play in this amazing biosphere. We currently have 11 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 StrongStart available to our community members who are not old enough to attend school yet with their families. Our school is looking forward to our new daycare which is located on our school grounds to further connect our families participating in our early year's programs and will 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 (38%) students of Indigenous and Metis 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 in our new language and culture classroom.



Our School Goals

Goal #1 Socio-Emotional Learning

Increase opportunities for students' voice to be heard throughout their school experience and learning.

Strategies:

- Collect data 4 times a year with Indicators of success on school questions
- MDI/ Student Learning Survey
- Youth Survey for Recreation on the West Coast
- Just Move it Friday is an opportunity to connect all staff and students
- Leadership opportunities around the school such as Lunch monitors and Recycling programs

Goal #2 Academic Goals

Increase Percentage of Students proficient or extending in Grade Level Reading, Writing, Numeracy Expectations for Students K – 7

Strategies:

- School Wide Writes keeping the samples year to year in student files for staff to review and look for trends
- Guided reading for all primary classes
- Push in support for Indigenous student in the red
- Participating in district professional development Carole Fullerton Jen Kelly and UDL workshops
- Naa?uuqsta collaborative work with Tla-o-qui-aht First Nation education team to support students with academic areas of concern and socio-emotional well being.

Goal #3 Indigenous Community Relations

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

Strategies:

- Support WEPAC meetings in community
- Opportunities for staff to go to community
- Professional development opportunities with and in community
- TFN language classes
- Assemblies and multiple opportunities for families to come to the school and engage with staff
- West Coast Early years meetings in community
- TFN Parent Club meetings in communities
- Back to School BBQ/ Fun Fair which are free activities with meals for families

Goal #4 Early Years

Connect with early years providers to support children's transitions into school

Strategies:

- 4-year-old classes 1:30-2:00 on Tuesdays
- K Days in May 1:30-2:30 all Tuesdays in May
- Continue staff going into community and visiting daycare centers
- Ready Set Learn
- SEY2K provincial participation / West Coast team
- West Coast Early years meetings in community in the Fall and Spring
- Collaboration with other Early years teams on the West Coast and in the valley



Data/Evidence

Goal #1 Socio-emotional learning

As a school we continue to seek ways to help students feel engaged to their learning and that have a sense of belonging to the school as we know there are direct correlations between students who feel connected at school and academic achievement. Below in the infographic you can see what Grade 4 and 7 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 track the data for student voice and data over the next year. We have seen an increase in all areas since we began working on this goal and we will continue to try to raise these numbers.

NUMBER OF IMPORTANT ADULTS AT SCHOOL

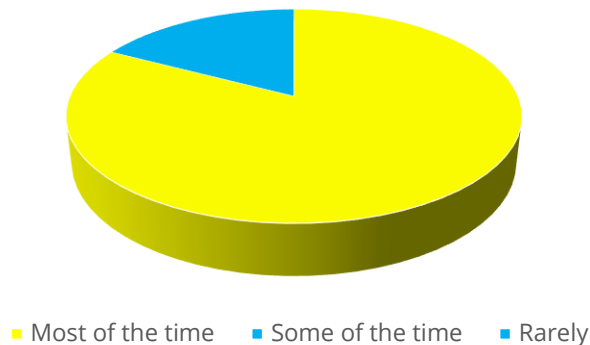


NUMBER OF IMPORTANT ADULTS AT SCHOOL



Below that is school data taken during our Indicators for Success Fall Data

Student Responses
Do you believe there are 2 or more adults in the school who believe you will be a success?





Data/Evidence continued

Goal #2 Academic Achievement

As a learning community we continue to work towards all students Meeting or Exceeding Grade Level Numeracy and Literacy expectations.

Writing:

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.

Reading:

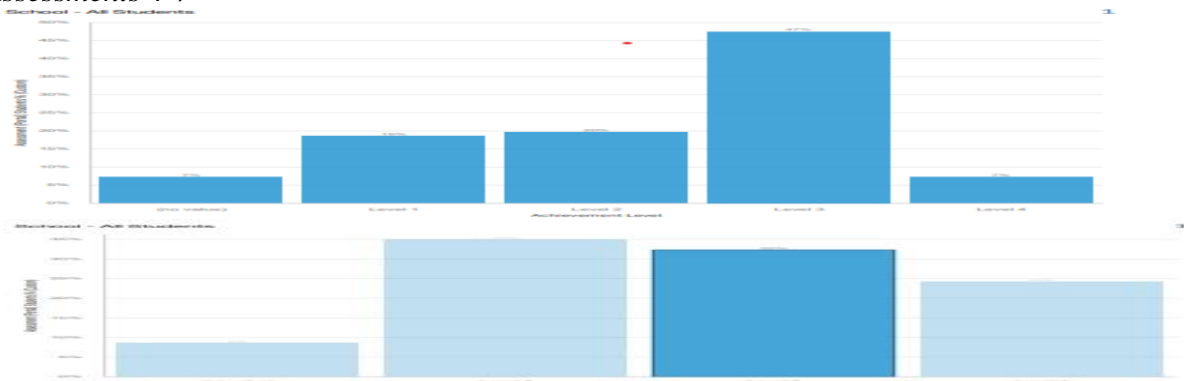
We continue to work with our Benchmark data for K-7 and our district reading assessments to help track the progress students are making in reading. We continue to provide small group instruction with guided reading three times weekly. We provide a strong foundation in Literacy skills with our Primary programs using common language and practices and having Primary Meetings to help facilitate resource sharing and to look at trends we are seeing in groups of students.

Numeracy:

This year we continue our Inquiry work in Numeracy looking at students' engagement and efficacy in numeracy and finding creative solutions for ways to support students. 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. We have also invested in Carole Fullerton and Peter Liljedahl teaching resources, vertical Wipe boards for all classes, magnetic ten frames for all classes, and Cuisenaire rods. This helps staff to further their skills and have the resources to follow some of these guiding principles in teaching numeracy and engaging students.

Below are our district assessment results for numeracy for 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.

Below are the Early Numeracy results for students K-3 followed by Island Numeracy Assessments 4-7

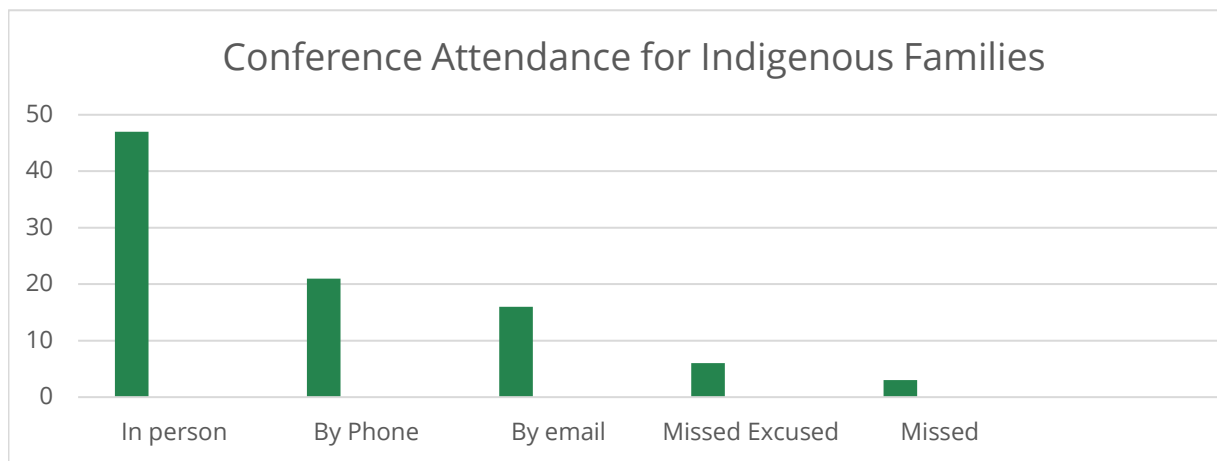




Data/Evidence continued

Goal #3 Indigenous Community Relations

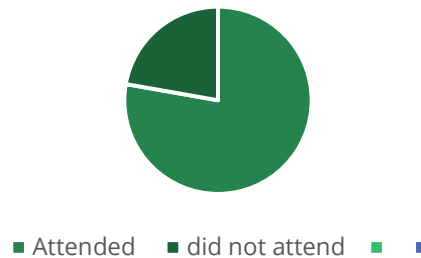
As a school we continue to look for meaningful ways to engage with our Indigenous students, families, and communities. Maintaining and enhancing meaningful relationships with Nuuchah-Nulth First Nations and the Metis Society are important for our school community to thrive. Being situated on the tla-o-qui-aht 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 takaas?aaqłin huuhtakšiih (always learning). Learning conference data is something we also would like to focus on so we can see some qualitative as well as quantitative data.



Goal #4 Early Years

Many of our Early Years initiatives were visited by our Pre-K students and families below shows a culmination of all of our data to show how many students we made contact with prior to them entering Kindergarten. Many had multiple different opportunities to visit with staff and students both in the school and in Daycare centers.

Pre-Kindergarten Engagement in Early Years Programming



Our School Celebration Story

We have identified the students who need support using our Indicators for Success data (formally known as Red Yellow Green data) and have organized a club called naa?uuqsta (Nuu-Chah-Nulth translation is participating, joining a group). This used to be called Homework club for all our intermediate students who need extra support in Literacy and Numeracy. We have partnered with Tla-o-qui-aht First Nation (TFN) to ensure we have small group support for all students. From the school we have our INST teachers and have used the data to target these resources with students who are currently in the red in numeracy or literacy or socio-emotional well-being. We also are fortunate to have two Indigenous Support Workers who help provide direct support to students in classrooms as well as language and culture lessons alongside our Elder in Residence. We work with our TFN home school coordinator and TFN youth leaders to support families in community and communicate on a regular basis about attendance and ways to support families in community. These kinds of partnerships with TFN really help us in fulfilling our goal to help all students reach their full academic and socio-emotional well-being potential. We look forward to working with TFN Language Team again this year. We have seen students and staff make great strides in their language and cultural understanding with the support of the team.

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 continue to have Just Move it Fridays, 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. This is also one of the 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. We also have intermediate lunch monitors and big buddy classes to strengthen these relationships among students.

Many extracurricular activities are being offered after school through the community school programs as well as through the school from athletic programs, art history classes, running club, and culture groups. These opportunities help students and families to feel more connected to school and form a stronger sense of belonging which we know correlates to their academic success.