



# Wickaninnish Community School

## 2025/2026



Dani Stone Principal & Christine Michaud Vice-Principal

### Land Statement

*Pacific Rim School District is situated on the ḥaḥuuli of the cīšaaḡaḥ, huupačasḡ'āḥ, λaḡuukwiḡaḥ, huuḡiiḡaḥ First Nations and yuuluḡiḡaḥ Government, and acknowledges that we work alongside all nuučaanuḥ Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.*

*The district strives to increase awareness, understanding and integration of nuučaanuḥ culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.*

*Wickaninnish Community School is situated on the ḥaḥuuli of the λaḡuukwiḡaḥ First Nation.*



### 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, combined 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 232 students attending Kindergarten to Grade Seven. Our school is located on the ḥaḥuuli of the ḥaḥuukʷiḥaḥ 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 StrongStart available to our community members who are not old enough to attend school yet with their families. We look forward to hiring a new coordinator. Our school has a new daycare which is located on our school grounds to further connect our families participating in our early years' programs and will extend access to our school. We look forward to working with childcare providers in the future. 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 88 (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 and are grateful to our partnerships with the ḥaḥuukʷiḥaḥ language team for their support in our language learning.

## Our School Goals

### **Goal #1 Socio-Emotional Learning -Increase opportunities for students' voice to be heard throughout their school experience and learning.**

This aligns with the district's goal of environmental stewardship and global citizenship.

- Using the strategies of supporting students to be engaged actively in their community.
- Ensuring learning and working environments that celebrate cultural heritage and that are free from racism.
- Providing environments where students experience connections and have fun.
- Ensuring we provide effective supports for children and youth in care.
- Ensuring our school has culturally relevant and welcoming environments for students and staff of Indigenous ancestry.
- Focusing on student engagement and commitment to their own learning.

#### **Strategies:**

- Collect data 4 times a year with Indicators of Success on school questions regarding students friendships and connectedness to the adults in the building and follow up to support after reviewing the data.
- MDI/ Student Learning Survey shared with staff to support knowing where students are reporting their own wellbeing and connectedness and school satisfaction.
- Just Move It Friday is an opportunity to connect all staff and students while engaging in movement outside. A soft start approach to support students to have increased attendance on Friday and to give students opportunities to connect with multiple staff members.
- Leadership opportunities around the school such as lunch monitors and recycling programs and student council

### **Goal #2 Academic Goals - Increase Percentage of Students proficient or extending in Grade Level Reading, Writing, Numeracy Expectations for Students K – 7 using a UDL approach.**

This aligns with the district's goal of student achievement.

- Using the strategies of maintaining literacy and numeracy as top priorities K-7.
- Focusing on student engagement and commitment to their own learning.
- Closing learning gaps between Indigenous and non-Indigenous learners.

#### **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 for push in intervention literacy support in small groups
- Push-in support for Indigenous students as identified from the Indicators of Success / FSA/ School data
- Participating in district professional development with Carole Fullerton, Jen Kelly, UDL Leyton Schnellert, PSO workshops Jennie Rankin
- naa?uuqsta collaborative work with Tla-o-qui-aht First Nation education team to support students with academic areas of concern and socio-emotional wellbeing



## Our School Goals Continued.

### **Goal #3 Indigenous Community Relations- Maintain and enhance meaningful relationships with Nuuchah-Nulth First Nations and the Metis Society.**

This aligns with the district strategic goal of Indigenous Learner Success and Relationships with First Nations.

- Remaining committed to the Calls to Action of the Truth and Reconciliation Commission and BC's Declaration on the Rights of Indigenous Peoples Act as ongoing priorities.
- Promoting Indigenous ways of knowing and being and the BC First Peoples' Principles of Learning across all curriculum areas.
- Ensuring culturally relevant and welcoming environments for students and staff of Indigenous ancestry.
- Ensuring we are building and enhancing language and culture programs in our school and taking part in land-based learning programs.

#### **Strategies:**

- Support WEPAC meetings in community OCT 15<sup>th</sup> to Opitsaht and Tyhistanis date TBD
- Opportunities for staff to go to community learn on the land with Tribal Parks and local knowledge keepers for April School based professional development day.
- TFN language classes for all classes once a week for 30 minutes
- Multiple opportunities for families to come to the school and engage with staff for example Truth and reconciliation assembly / Remembrance Day / Talent Show / Sing along in December
- TFN Parent Club meetings in communities' dates TBD
- 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.**

This aligns with the district's strategic goal of focusing on transitions into school, from elementary to secondary and to graduation with dignity, purpose, and options.

- Using the strategies of supporting involvement of parents and caregivers in their children's education.
- Providing environments where students experience connections and have fun.
- Ensuring strong outreach to parents, caregivers, and community resources.
- Support everyone situating "who we are, where we are, where we come from, our connections and our interconnections."

#### **Strategies:**

- Early years classes 1:30-2:00 on Tuesdays Where children too young for school can come to experience music/ literacy and meet school staff held in our Kindergarten rooms with kindergarten buddies. Parents are also welcome to come.
- K Days in May 1:30-2:30 all Tuesdays in May an opportunity for incoming K students to take part in play-based programming in May prior to coming in September.
- Continued practice of staff going into community and visiting daycare centres
- Ready, Set, Learn a free event held in our gym aimed to connect with our early years families
- Collaboration with other Early Years teams from UES and BCS



## Data/Evidence

### Goal #1 Socio-emotional learning

As a school we continue to seek ways to help students feel engaged in their learning and 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. Below is school data taken during our School Satisfaction Survey 2024/2025 top infographic Data is Grade 4's followed by Grade 7's below. Our averages are currently below district averages and we are working to increase these numbers to be more in line with our school districts data.

#### NUMBER OF IMPORTANT ADULTS AT SCHOOL

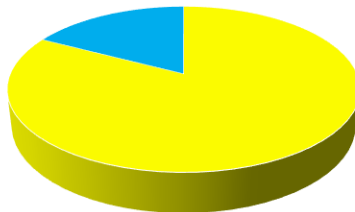


#### NUMBER OF IMPORTANT ADULTS AT SCHOOL



Below chart is school data taken during our Indicators for Success Fall 2024 Data We would like to see our data show that all students are connected to at least 2 adults within the building.

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. We also have these work samples available to all staff to be able to see next steps for their incoming students and to share with students and families how far students have come in their writing learning journey.

*Below shows our results for our Spring District Writing Assessments Spring 2025. While we have seen some improvement in data we are still not seeing as many students proficient or extending as we would hope.*

EMG		DEV		prf		EXT	
Count	%	Count	%	Count	%	Count	%
65	29.7%	97	44.3%	54	24.7%	2	0.9%

#### 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. We have Primary Literacy Meetings to help facilitate resource sharing and to look at trends we are seeing in groups of students and strategies for us to explore to help support them in their growth.

*Below shows our results for our Spring 2025 District Reading Assessments Grades 4-7 While we have seen some improvement in data we are still not seeing as many students proficient as we would hope.*

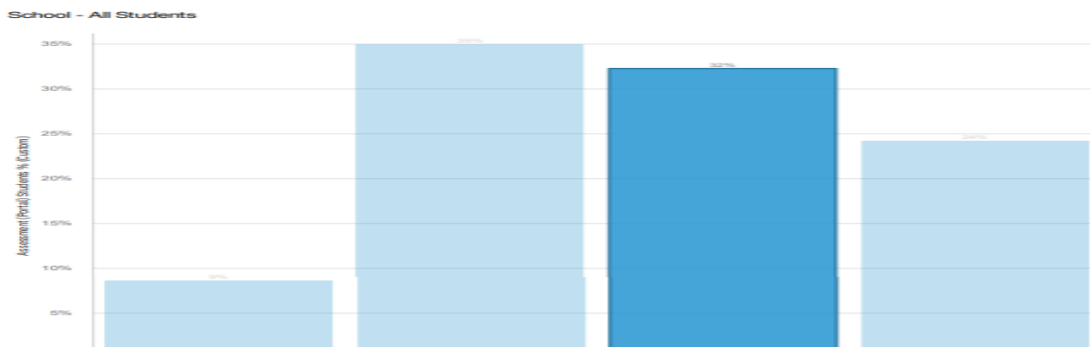
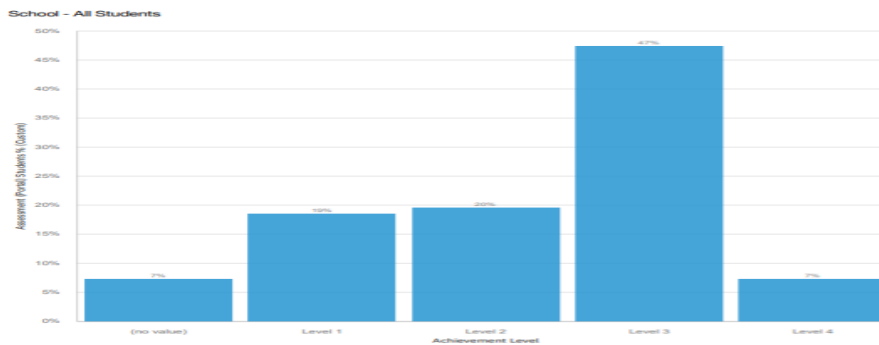
EMG		DEV		prf		Total Count	Total %
Count	%	Count	%	Count	%		
31	25.8%	31	25.8%	58	48.3%	120	100.0%

## Data/Evidence continued

### 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 Wipeboards 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 have also made our focus for Naa?uuqsta afterschool learning support a numeracy focus looking specifically at grade 5-7 students.

*Below are the Early Numeracy results for students K-3 followed by Island Numeracy Assessments 4-7 Spring 2025 While we have seen some improvement in data we are still not seeing as many students proficient or extending as we would hope.*

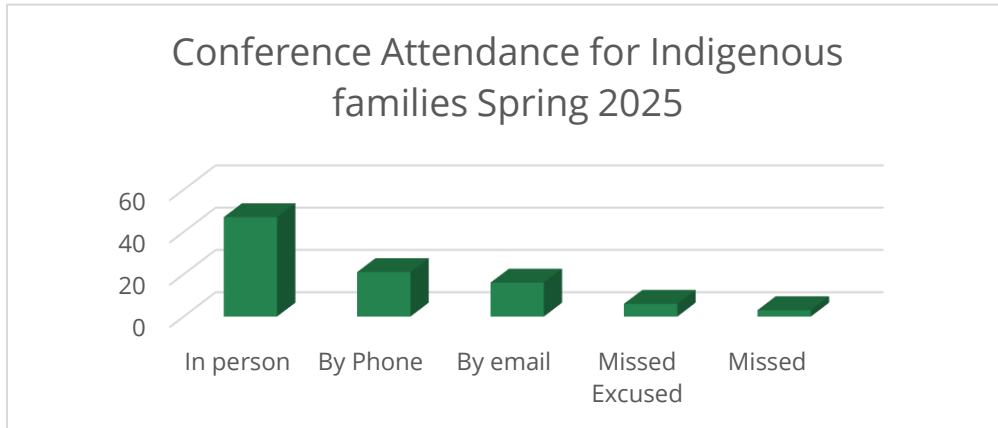


## Data/Evidence continued

### **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 ḥaḥuuli of the ḥaḥuukʷiʔaḥ, 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 takaasʔaaqʷin huuhtakšiiḥ (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.

*While we have seen increases in our attendance of conferences, we would like to see no missed or missed excuse and would hope that all students/families would be able to meet we continue to experiment with new ways to engage families and prevent barriers from participation.*

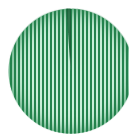


### **Goal #4 Early Years**

Many of our Early Years initiatives were attended 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. *We are hoping that we will be able to have all students participate in our Early years programming and that while we are close to this goal, we continue to look for new innovative ways to reduce barriers and anxiety in getting families and students into the school before School start in September.*

#### **PRE-KINDERGARTEN ENGAGEMENT IN EARLY YEARS PROGRAMMING SPRING 2025**

■ Attended ■ Did Not Attend





## Our School Celebration Story



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 on our WEPAC. We also had school representatives take part in meetings in community with our TFN parent club to share ways we could work together to support students and families in building better attendance for their children. Out of those meetings some clear strategies, such as providing support for families and reaching out in an easy way to re-establish contact, were developed and then supported by the school and from donations from the community.

We have heard from families how much their children love to practice and share their culture at school, and 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. As a school team we look for opportunities to bring in knowledge keepers such as our Elder-in-residence, Grace Gero. Language is also an important aspect for our Indigenous students and families in feeling seen in our school community and giving them space to share their teachings which is very important to us. We work closely with our TFN language team to provide language lessons Tuesdays and Thursdays. As a staff we are also committed to continuing our own language journeys.



## Our School Celebration Story

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 often hear from families and students that Friday is their favourite day of the week because they look forward to Just Move It.

Many extracurricular activities are being offered after school through the community school programs as well as through the school. These include athletic programs, art history classes, running club, and culture groups to name a few. 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.

We offer Early Years programs for our preschool students and their families to take part in and start them transitioning to the school. We know this is a big step for students and their families so having many small opportunities to come and be in the school to experience what it feels like here is a priority, and we make sure to invite our local daycares and families to all large events.

