



Land Acknowledgment

Ucluelet Secondary School is situated on the ha-houlthee of Yuu7u7i7ath. We work closely with Yuu7u7i7ath and Tla-o-qui-aht alongside all nuu chah nulth nations including 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 nuu chah nulth culture, history, and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation and the 94 Calls To Action.



čiiñu7 raising and official opening of the new school_Indigenous Peoples' Day, June 21st, 2023

Our School Story



Mission Statement:

“USS in partnership with our communities is committed to encouraging students to achieve their maximum potential in academic, social, and cultural endeavours, producing responsible, knowledgeable, and involved citizens.”

USS serves students in grades 8-12 across the social-economic spectrum. Our school enrolment has steadily increased in the last five years with a current student population of 249 of which 38% are Indigenous Learners. Our communities of Yuuʔuʔifʔath, District of Ucluelet, Tla-o-qui-aht (Esowista, Ty-Histanis, Opitsaht) and the District of Tofino are similar yet distinct e.g., embrace learning in and through nature, integration of nuu chah nulth culture (Barkley and Central dialects), living in isolation (self and community reliance).

Moving into our new school made 2022-2023 an exciting year for our school community. While there were some growing pains, the overall positivity, engagement, and community mindedness was unmistakable.

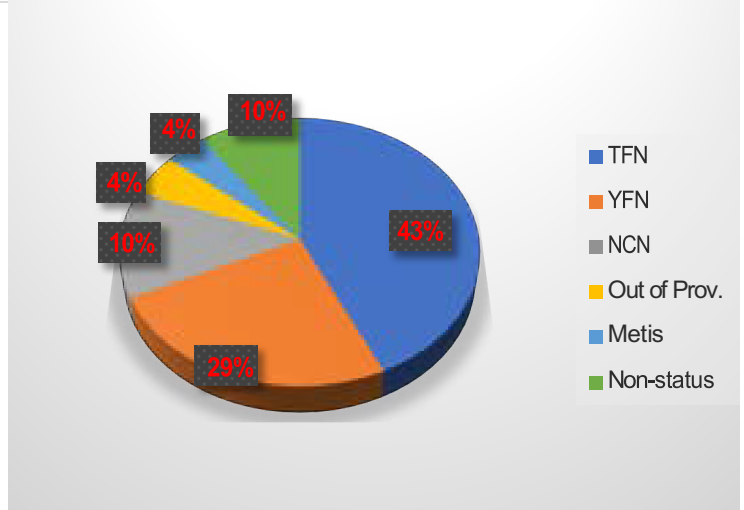
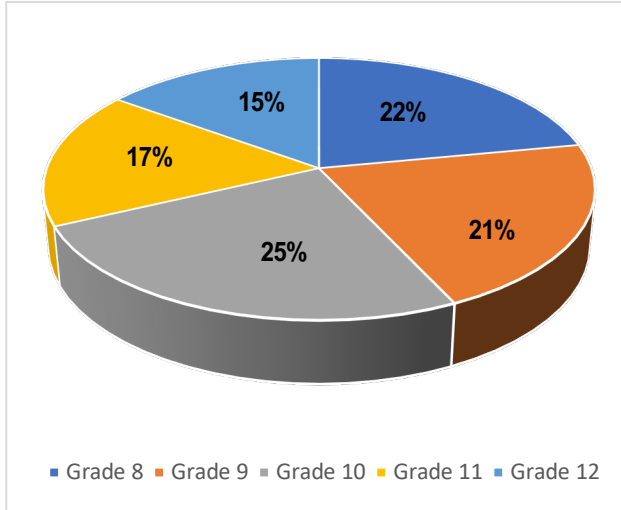
Going into our second year in our new building, we are spring boarding off last year’s successes in creating a solid social-emotional and academic foundation for our learners, connections with our communities, and continued growth of indigenizing the curriculum.

What are the important demographics of our school and community?

Our current school enrolment sits at 249 students. Of these 94 students identify as Indigenous learners. As a rural school many of our students rely upon boat and bus transportation to get to and from school: 141 out of 249 students are bused and/or boated to school five days a week. This is 81 kilometers per day which equates to 15,147 kilometers per year which is equivalent to walking Vancouver Island 33 times from tip to tip.

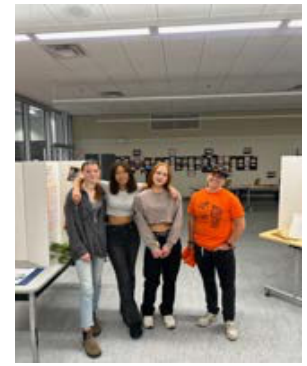
Staff: 17 teachers, 9 support staff, and 2 administrators

School Population	Indigenous School Population
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Our School Goals

Indigenous Learners Success & Relationships with First Nations



As shared in our mission statement, USS reflects our communities and therefore it is of outmost importance to our school community this reflection is truthful and accurate regarding our Indigenous partners e.g., language, culture, and representation within our curriculum and entire school.

- embed cultural and social-emotional supports with our EAs, Indigenous Support Teachers, Indigenous Support Workers, and Nuu-Chah-Nulth Education Worker.
- communicate academic and social-emotional wellbeing data through our Indicators of Success to our Indigenous partners.
- collaborate with Yuułuʔiłʔatḥ and Tla-o-qui-aht on the raising of the čiiñuł at our school grand opening, and all cultural activities.
- For the past five years we have worked with the Clayoquot Biosphere Trust and Legacy of Hope Foundation collaborating on teachings and learnings around Truth and Reconciliation and the 94 Calls To Action:

Students and staff spent the month of September researching Truth and Reconciliation creating artifacts of learning to compliment the Legacy of Hope display e.g., student created orange shirts, publishing poetry books, research projects on the 94 Calls To Action.

- Survivors and local knowledge holders came to share their stories and guidance.
- Hosted events leading up to the National Day for Truth and Reconciliation at the school for local Nations, Ucluelet Elementary School, Wickaninnish Community School, and an open event for the public.

*This year's student artifacts of learning and Legacy of Hope display was showcased at the Tourism Tofino Information Centre.



Truth, Honour & The Way Forward
2023

Our goal is to build upon the above successes with our school community (students, staff, families, and Indigenous partners) creating an even more holistic school environment. Through these inclusive practices we look forward to seeing a continued increase in the academic and social-emotional wellbeing of our Indigenous learners.

At USS we recognize the pivotal foundation of students having a strong social-emotional foundation. This is even more paramount for our Indigenous learners' success, and we are focused on continuing to develop and integrate Indigenous language and culture throughout our classrooms in partnership with local First Nations and Metis communities tied to our school district's strategic plan.

Strategies: professional development around holistic pedagogy e.g., Circle of Courage, student voice (student council), student-centered surveys (MDI, YDI, Learning Survey), Wellness Wednesdays, breakfast for learning (relational and nutritional experiences), homework hall, extracurricular activities, partnerships with outside agencies including Yuuṭuʔiʔath and Tla-o-qui-aht Nations, formatively designed yearly social-emotional calendar of events by USS' Youth Mental Health Team.

Mental Health & Social-emotional Wellbeing

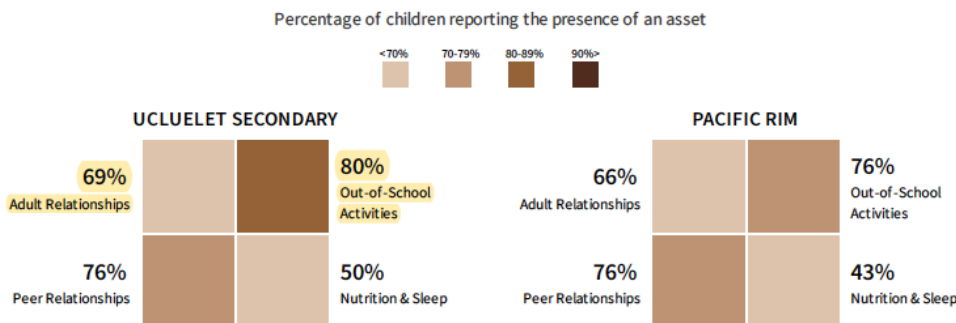
Social-emotional Wellbeing

MDI, YDI, Learning Survey, BC Adolescent Health Survey, Clayoquot Biosphere Trust Vital Statistics Survey. *See below examples of the MDI and YDI survey results which will continue to be anchors in guiding our social-emotional practices through the course of this school year.

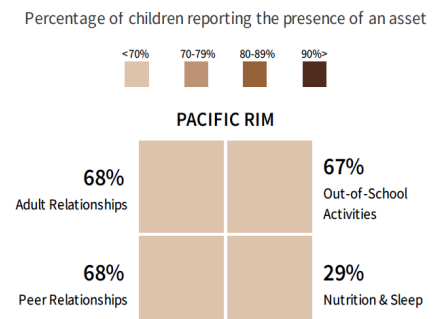
USS' Priority Objective – Increase students' social and emotional wellbeing.

Rationale - Studies show that when students experience developmental relationships (express care, challenge growth, provide support, share power, expand possibilities) with their teachers, key social and emotional competencies, such as motivation and responsible decision-making are strong and risk behaviors become less common, even in the most challenged and unmotivated students (Search Institute).

Middle Years Development Instrument (MDI) 2022-23



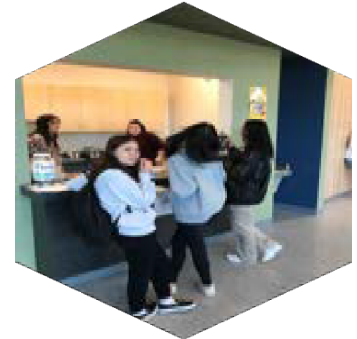
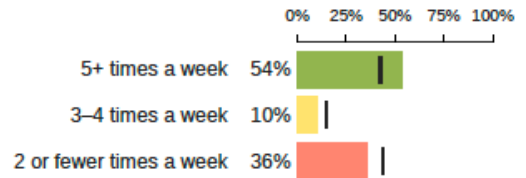
Pacific Rim SD 70 Indigenous data 2022-23



EATING BREAKFAST

Breakfast for Learning Success

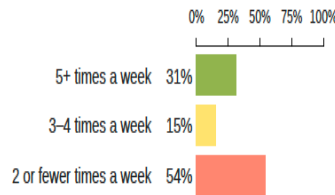
Children are asked, "How often do you eat breakfast?"



Pacific Rim SD70 Indigenous data 2022-23

EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



We continue to see our learners accessing our Breakfast for Learning program including our Indigenous students. This is differing to what the overall district data is showing.

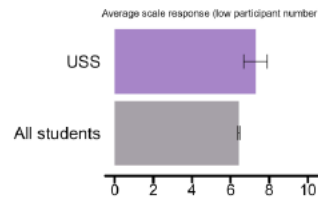
Youth Development Instrument (YDI) 2022-2023

SCHOOL ENVIRONMENT*

Youth's level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

e.g., "Teachers and students treat each other with respect in this school"

*called School Climate on the MDI

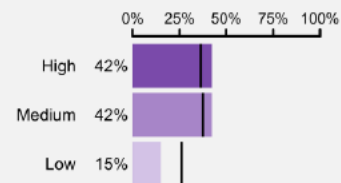


SCHOOL CONNECTION

SCHOOL BELONGING*

Youth's level of agreement with statements about their sense of belonging at school.

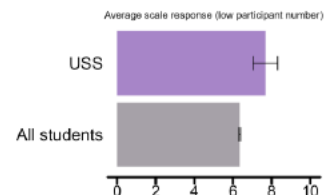
e.g., "I feel like I belong in this school"



SUPPORTIVE ADULTS AT SCHOOL*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"



Student Achievement: Numeracy & Literacy

USS – Increase percentage of students who are developing, proficient, and extending on the Provincial grade 10 Numeracy and Literacy Assessment and Grade 12 Literacy Assessment.

- strategically set up our grade 8s and 9s and 10s for success with appropriate staffing and timetabling to meet their needs (in response to the unique challenges of each grade) e.g., linear Math 8.
- foster an understanding that numeracy skills support their learning in other subjects.
- create opportunities for students to experience real-life math skills.
- support the professional development (through district numeracy and literacy leads, collaboration, staff meetings, and department meetings).
- staff teaching math to consider and implement current instructional and assessment approaches.
- embedding cross-curricular content to support numeracy and literacy skills.
- offer opportunities for students previously unsuccessful in math 8/9 to ensure readiness in math 10.
- collaborate on a district level in learning networks (such as numeracy and literacy leads) and on district assessments.
- continue to use relevant learning resources and embed Indigenous principles of learning.

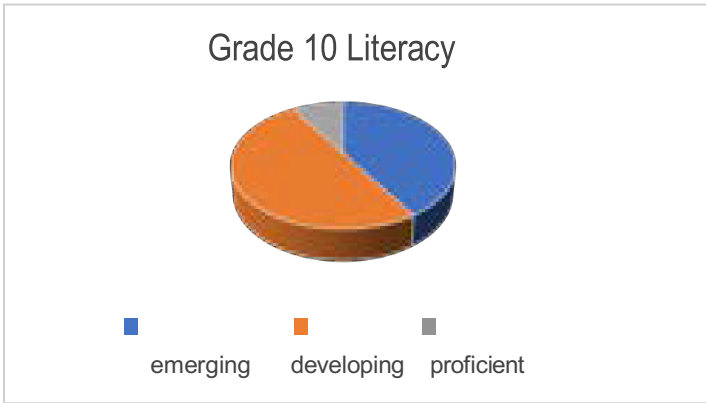
Literacy & Numeracy

USS – Increase percentage of students at the developing to extending range of expectations on the Provincial grade 10 and 12 Literacy and Numeracy Assessments.

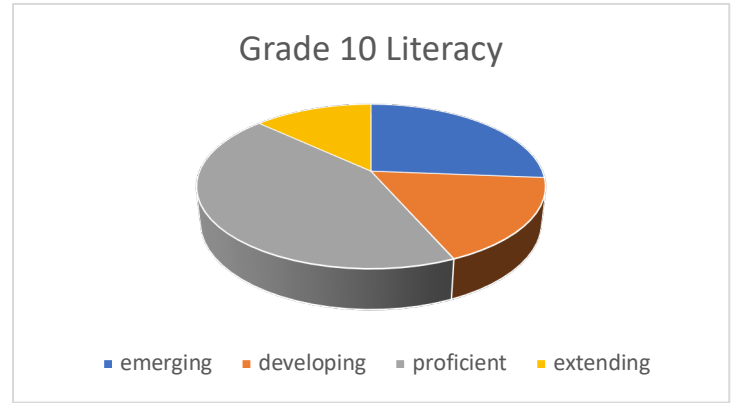
Strategies: continue to utilize school district literacy & numeracy leads, student shared exemplars, Indigenizing our English curriculum through resources and professional development, course offerings, and community connections.

Literacy Fall

2022-2023 Provincial Assessment

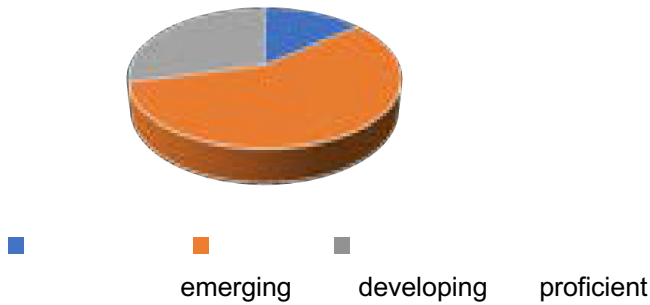


2023-2024 Provincial Assessment

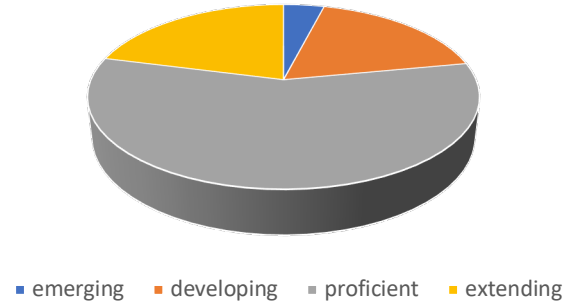


Literacy 12 Fall

2022-2023 Provincial Assessment

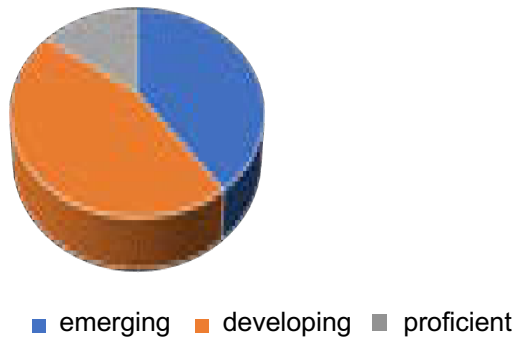


2023-2024 Provincial Assessment

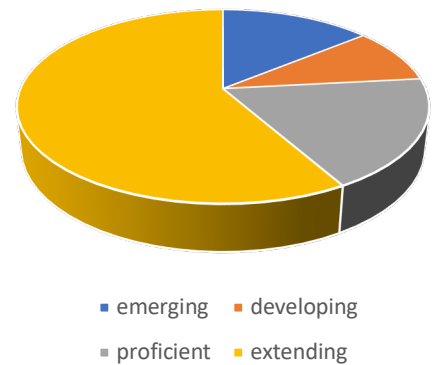


Numeracy 10 Fall

2022-2023 Provincial Assessment



2023-2024 Provincial Assessment



Reflection:

Over the last two years we have seen positive gains on the provincial literacy and numeracy assessments. We believe contributing factors to this success have been the focused work our feeder elementary schools have been placing on these curricular areas as well as creating linear Math 8 and 9 classes which run yearlong in connection with the aforementioned strategies.

Our School Celebration Story

- Embedding Truth and Reconciliation, Calls To Action, and Indigenous Principles of Knowledge consistently across the curriculum.
- Having strong relationships with our community partners.
- Creating and maintaining a sense of belonging for students, staff, and families through communication, opportunities for direct impact with school build e.g., Indigenous artistic elements, Breakfast for Learning, Open House events and raising of the čiiñuł.
- Staff's continued desire to professionally develop in trauma-informed practices and embedding the curricular and core competencies at the high school level.
- Connecting with district Literacy and Numeracy leads.
- Continue to support the initiatives we have in place which has improved our literacy and social-emotional resiliency data points (data examples above).
- Using data to reflect upon practices and refine programs, strategies, and overall pedagogy to better support out leaners academically and social-emotionally. (YDI, Safe Online, Reclaiming Youth At Risk)