



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 nuučaahnul nations including the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

Our school and district strive to increase awareness, understanding, and integration of nuučaahnul culture, history, and language. It is part of our ongoing commitment to Truth and Reconciliation and the 94 Calls To Action.



čii7nu7 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.”

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

From the moment you walk into our Learning Commons you know there is something special about Ucluelet Secondary School (USS). Whether it is the smell of freshly made pancakes to students, staff, and community partners visiting with one another or the squeak of basketball shoes from the school gym a sense of hominess pervades USS.

Our staff takes great pride in the culture we are continuing to build upon in supporting our learners’ social-emotional and academic growth including our connections with community partners and ongoing work towards indigenizing the curriculum.

One of the biggest players in our success are our students. Therefore, we strive to ensure student voice is an embedded element in all our practices. Through school and community partner surveys (McCreary report, MDI, YDI, CBT Vital Statistics) we have created many action points e.g.,

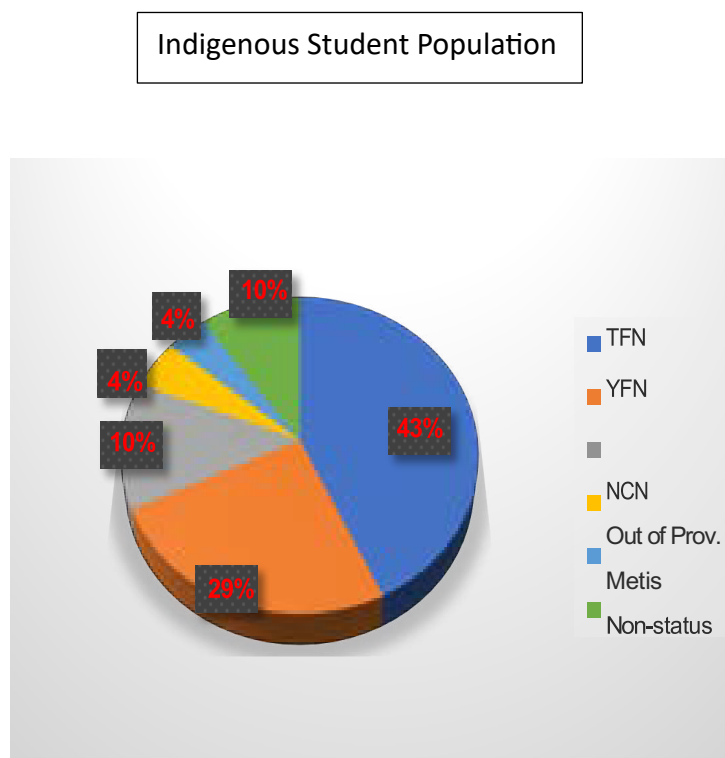
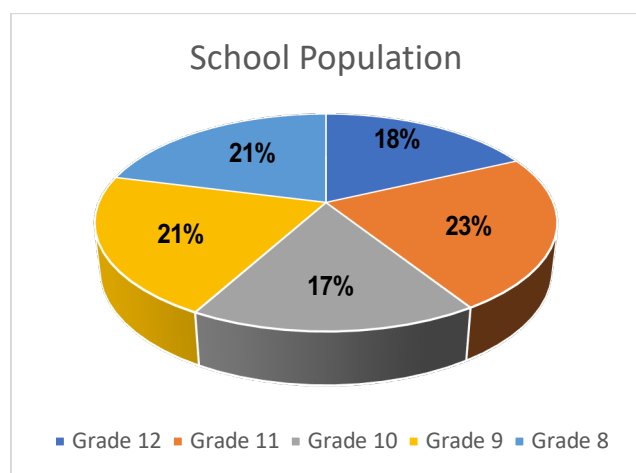
- Breakfast for Learning every morning
- Access to more extra-curricular opportunities
- Focusing on key aspects of the Science 10 curriculum to support learners and educators
- Offering more grade 10-12 course options and learning partnerships

What are the important demographics of our school and community?

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 population of 252 students of which 39% are Indigenous Learners. Our communities of yuułııʔıʔaṭṭ, 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 nuučaanuł culture (Barkley and Central dialects), living in isolation (self and community reliance).

As a rural school many of our students rely upon boat and bus transportation to get to and from school: 141 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: 19 teachers, 9 support staff, and 2 administrators



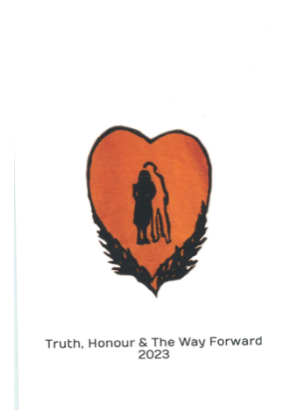
Our School Goals

Goal 1: In alignment with Sd70 Pacific Rim's Strategic Plan USS is actively working towards increased Indigenous Learners Success and Relationships with First Nations.

- ◇ Our objective for USS is to align with 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 school.

Key Strategies:

- Connect our data sets with classroom, department, and school planning.
- Use street data practices to support course reflections and changes in design.
- Creation of Learning on the Land program to support students' academic and cultural aspirations.
- Focused conversations in Indigenous Education Team meetings and department head meetings around supports for Indigenous learners and action plans.
- communicate academic and social-emotional wellbeing data through our Indicators of Success to our Indigenous partners.
- Work with Nations' Education Workers to have wrap around supports both within school and outside for Indigenous students.
- Work with District Resource Teachers to help support best practice through modeling within the classroom and during professional development days.
- Continue to embed cultural, social-emotional, and academic supports through our Indigenous Support Teachers, Indigenous Support Workers, and knowledge holders.
- Continue to partner with the Cayoquot Biosphere Trust and Legacy of Hope Foundation on teachings and learning around Truth & Reconciliation and the 94 Calls To Action.

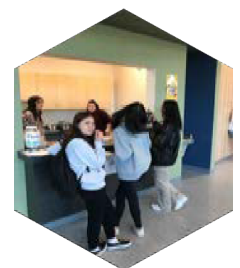


Goal 2: In alignment with Sd70 Pacific Rim's Strategic Plan USS is committed to providing a compassionate and nurturing environment that empowers students' resiliency, empathy, and self-worth.

- ◇ 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).

Key Strategies:

- Continue to place an emphasis on student voice in supporting both curricular and extra-curricular changes e.g., Breakfast For Learning, Wellness Wednesdays, Elective options.
- Continue to have an open-door policy with community partners to ensure wrap around (holistic) practices are in place to support students' overall wellbeing e.g., TFN & YFN workers, CYMH, WCCFR, NTC, VIHA
- Connect our social-emotional data sets with classroom, department, and school planning e.g., McCreary Report, MDI, YDI, CBT Vital Statistics.
- Focused conversations through our Inclusive Education meetings around social-emotional supports for students and actionable items through our school's social-emotional calendar of events.
- communicate academic and social-emotional wellbeing data through our Indicators of Success to our Indigenous partners.
- Work with Nations' Education Workers to have wrap around supports both within school and outside for Indigenous students.
- Continue to embed cultural, social-emotional, and academic supports through our Indigenous Support Teachers, Indigenous Support Workers, and knowledge holders.



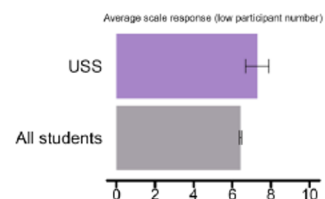
Youth Development Instrument (YDI) 2022-2023

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



Goal 3: In alignment with Sd 70 Pacific Rim's Strategic Plan on student achievement USS is dedicated to increase the percentage of students who are developing, proficient, and extending on the provincial grade 10 numeracy and literacy assessments as well as the grade 12 literacy assessment.

- ◇ Our objective is to use our school, district, and Ministry assessments to focus on areas of strength and stretch in creating supportive academic environments enabling students to experience greater academic success.

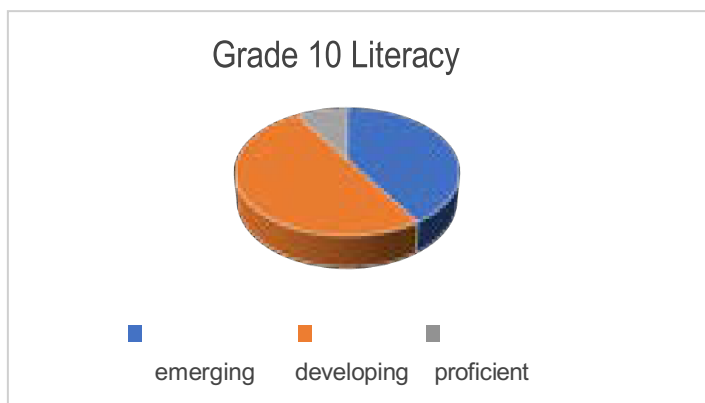
Key Strategies:

- strategically set up our grade 8s and 9s 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 & 9.
- 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, department meetings, and professional development days).
- embedding cross-curricular content to support numeracy and literacy skills.
- Look at other delivery modes for students previously unsuccessful in math 8/9 to ensure readiness in Math 10.
- continue to use relevant learning resources and embed indigenous principles of learning.

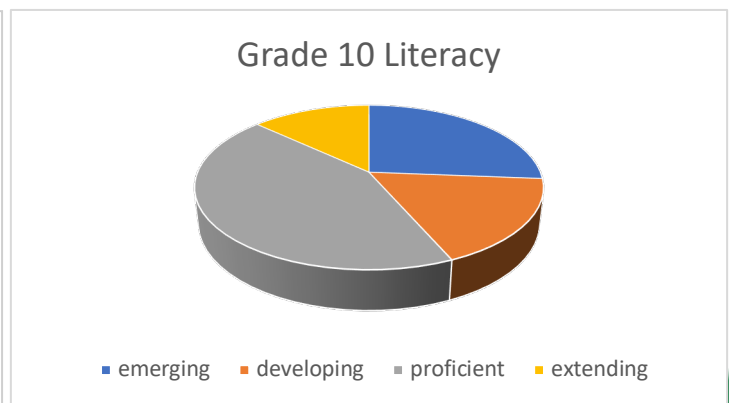
Student Achievement: Numeracy & Literacy

Literacy 10 Fall

2022-2023 Provincial Assessment

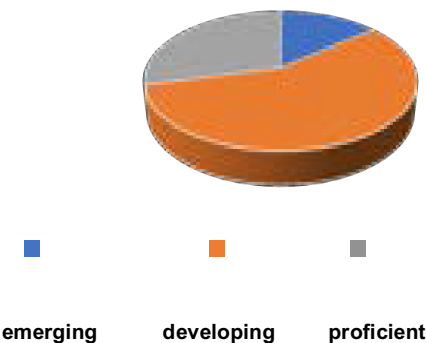


2023-2024 Provincial Assessment

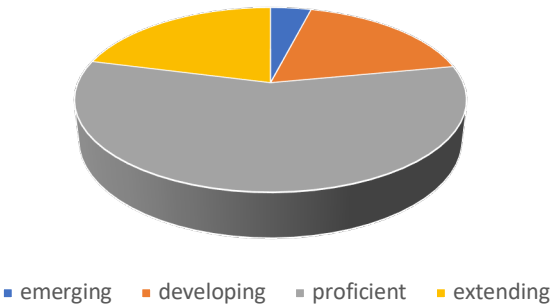


Literacy 12 Fall

2022-2023 Provincial Assessment

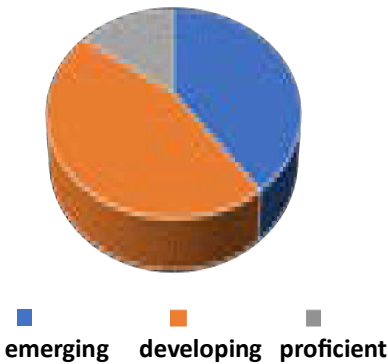


2023-2024 Provincial Assessment

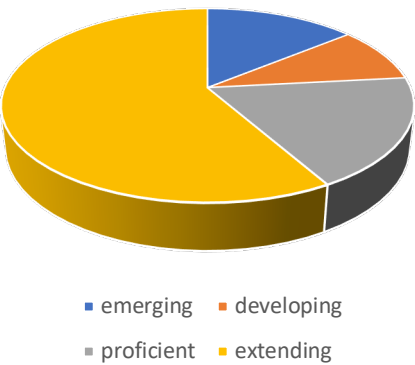


Numeracy 10 Fall

2022-2023 Provincial Assessment



2023-2024 Provincial Assessment



Reflections



Indigenous Learners Success & Relationships with First Nations:

Our Indigenous students have achieved greater social-emotional and academic success over the last few years noted through school, district, and provincial surveys and exams as well as increased graduation rates. However, the gap between Indigenous and non-Indigenous learners remains consistent. USS' goal is to use the Street Data process to dig deeper into existing strategies where we have had the most impact with Indigenous learner success and emulate these in all areas of the curriculum and culture.

Compassionate & Nurturing Environments:

As described above, USS has taken great strides in developing practices and systems to support and grow students' social-emotional wellbeing and overall resiliency. We will continue to have student voice as the keystone to guide our current direction as well as build out new areas of support for students, families, and staff.

Using student voice as the pillar for social-emotional transformations alongside School District 70 and community partners will enable USS to build out an ever more fulsome support network for our school community.

Literacy and Numeracy:

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
- creating linear Math 8 and 9 classes
- providing opportunities for targeted small group supports for students prior to going into Math 10
- working with district literacy and numeracy teachers on best practice and bringing these ways of teaching and learning into the high school classroom

We will continue to utilize the above practices and are looking at ways to build deeper understanding of CORE and Curricular competencies through cross-curricular connections and collaborative planning between departments.



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 and opportunities for direct impact within the school e.g., Indigenizing the curriculum, Breakfast for Learning, raising of the čiiñuł, elective options, etc.
- 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.
- Using data to reflect upon practices and refine programs, strategies, and overall pedagogy to better support our learners academically and social-emotionally. (YDI, Safe Online, Reclaiming Youth At Risk, Street Data).

