

USS School Plan 2025-2026

Land Acknowledgment

Ucluelet Secondary School is situated on the ha-houlthee of yuu7i7ath. We work closely with yuu7i7ath and tla-o-qui-aht alongside all nuučaʼnuł 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 nuučaʼnuł culture, history, and language. It is part of our ongoing commitment to Truth and Reconciliation and the 94 Calls To Action.



ćiiṇuł 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 (USS School Survey, McCreary report, MDI, YDI, and CBT's Vital Statistics Report) we have created many action points, such as:

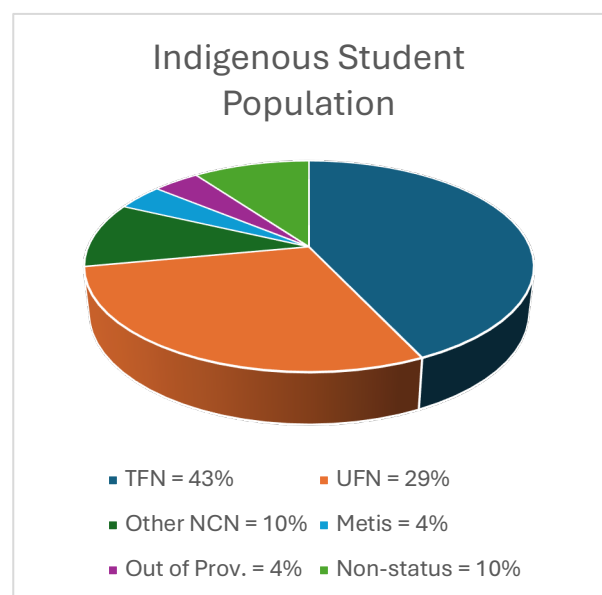
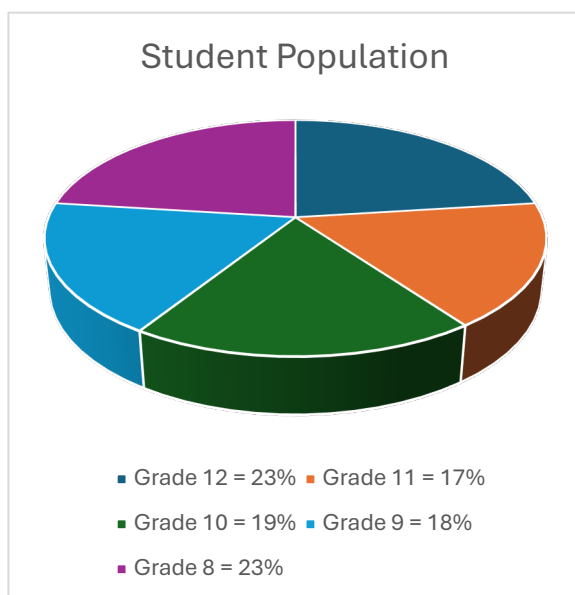
- Student voice: Breakfast for Learning, Wellness Wednesdays, Elective options, and Extra-curricular opportunities.
- Access to more extra-curricular opportunities
- Focusing on key aspects of the Science 10 curriculum to support learners and educators
- Offering more grade 10-12 course options and learning partnerships
- Targeted IDS programming e.g., language and culture, active living: surfing
- Professional development centered on inclusive pedagogy

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 273 students of which 35% are Indigenous Learners. Our communities of yuulʷiŋʷaṭh, 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 nuučaʷnuł 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: 18 teachers, 10 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 is to enhance alignment with our Indigenous communities (e.g., language, culture, and representation within our curriculum). Through this alignment our goal is to increase our Indigenous learners' sense of belonging, social-emotional, and academic wellbeing.

Key Strategies:

- 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.
- Utilizing the Independent Directed Studies course option to validate and credit Indigenous students' learning.
- Continue to partner with the Clayoquot Biosphere Trust and Legacy of Hope Foundation on teachings and learning around Truth & Reconciliation and the 94 Calls To Action.

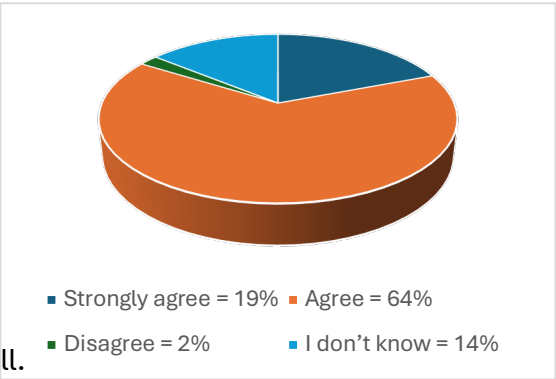


Truth, Honour & The Way Forward
2023

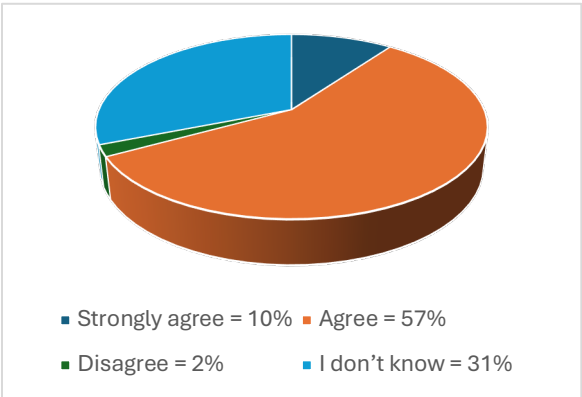


USS’ 2024-25 School Survey: Indigenous students’ responses

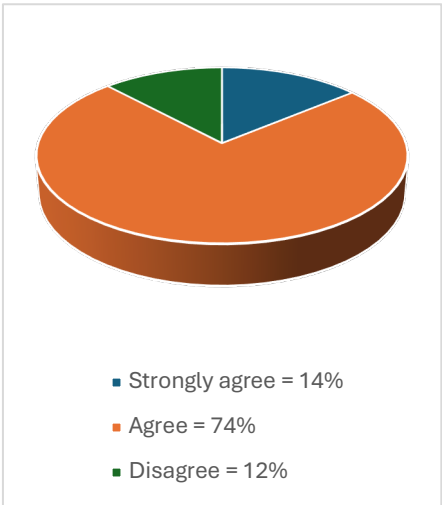
Adults working at USS treat all students with respect.



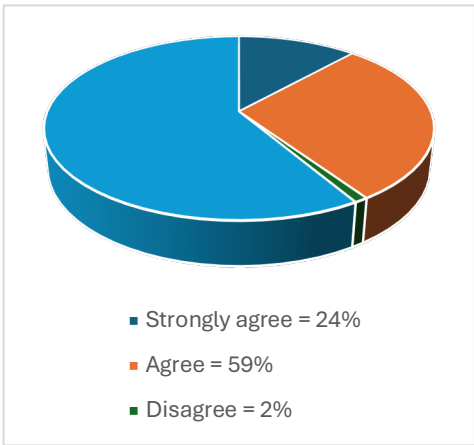
At USS people of different cultural backgrounds get along well.



At USS Students have chances to participate in making decisions that affect the school.



My teachers always expect me to do my best.



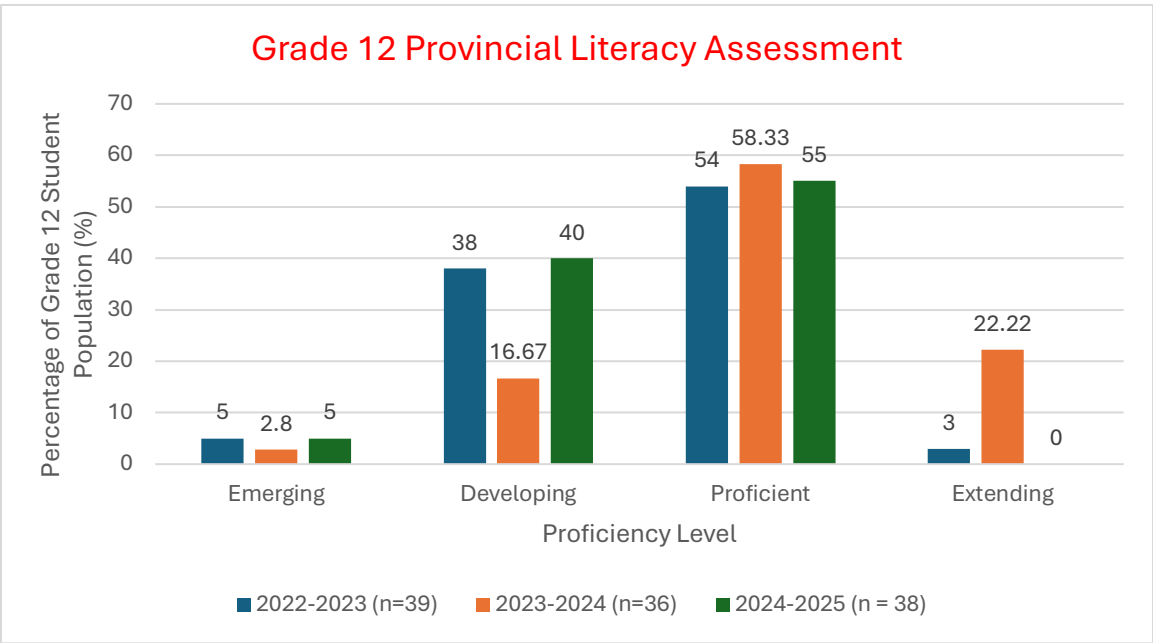
Indigenous Grad Rates
2023 = 16/37 = 43%
2024 = 8/36 = 22%
2025 = 18/46 = 39%

Goal 2: 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.

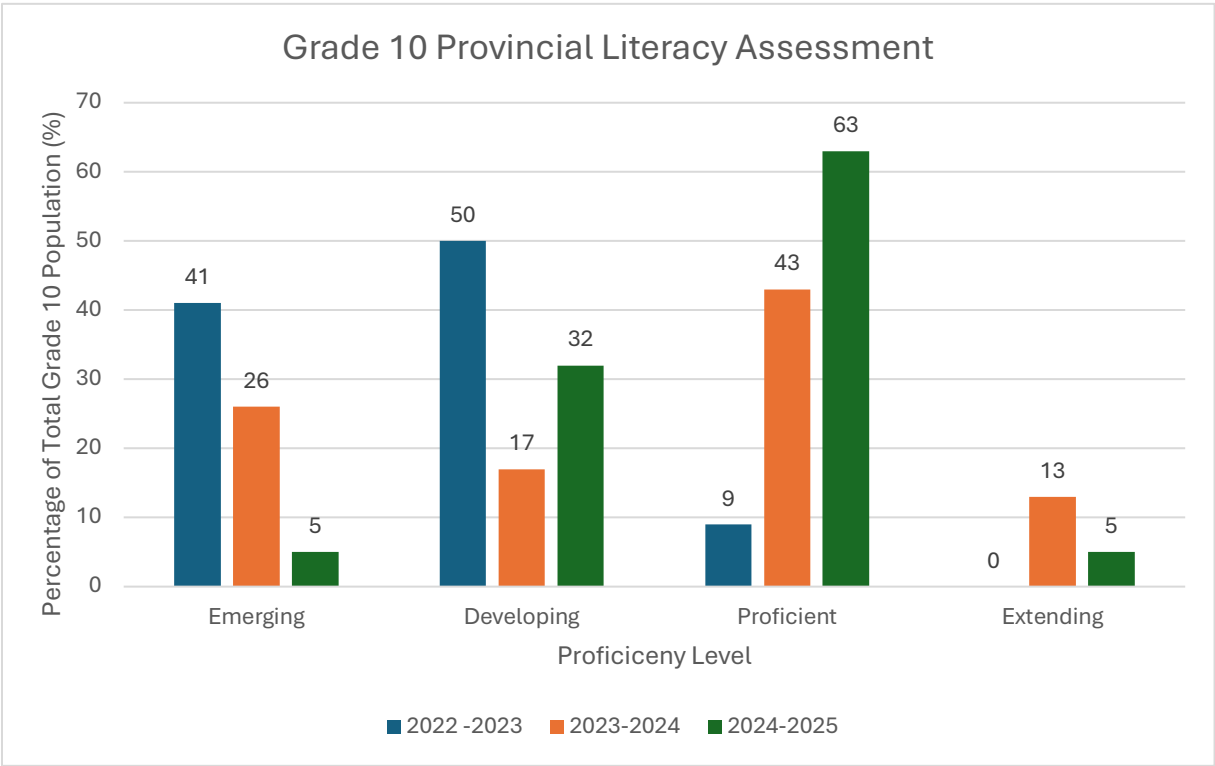
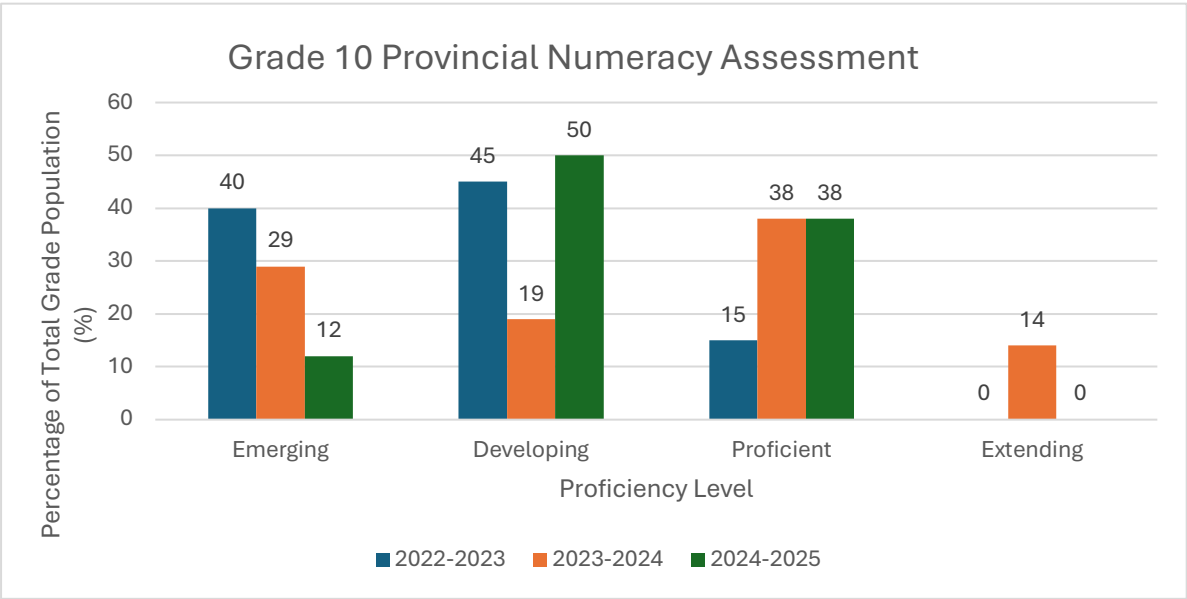
- ◇ Our objective is to use our school, district, and Ministry assessments to focus on areas of strength and stretch in creating supportive academic environments enabling students to experience greater academic success.

Key Strategies:

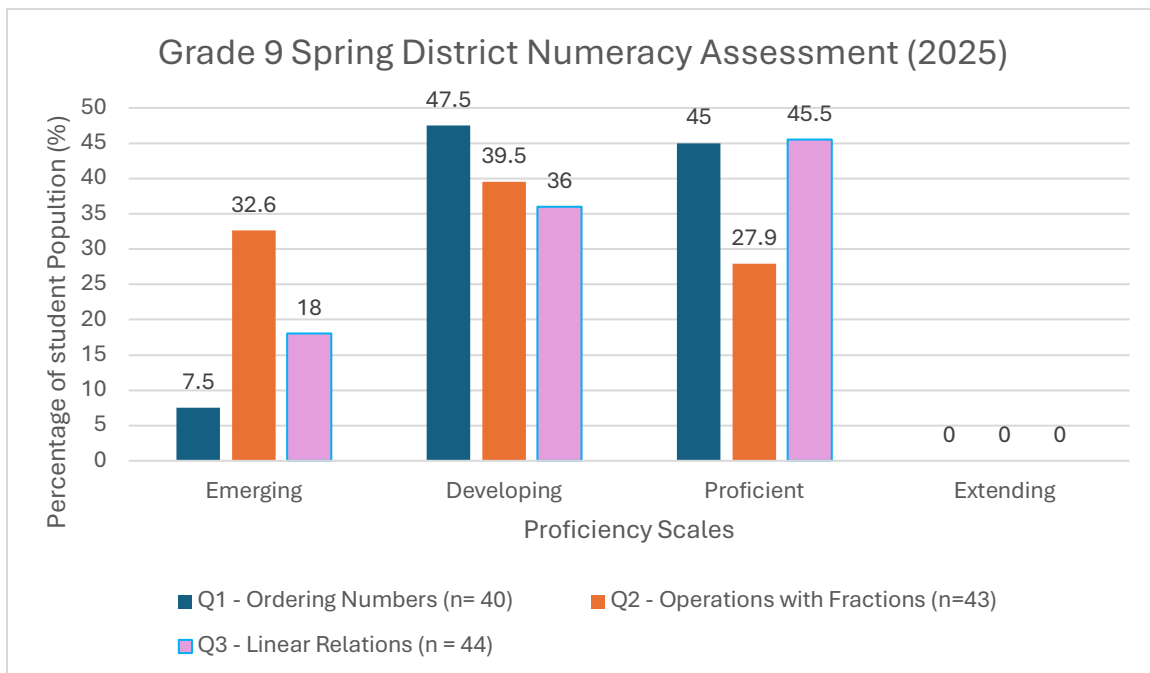
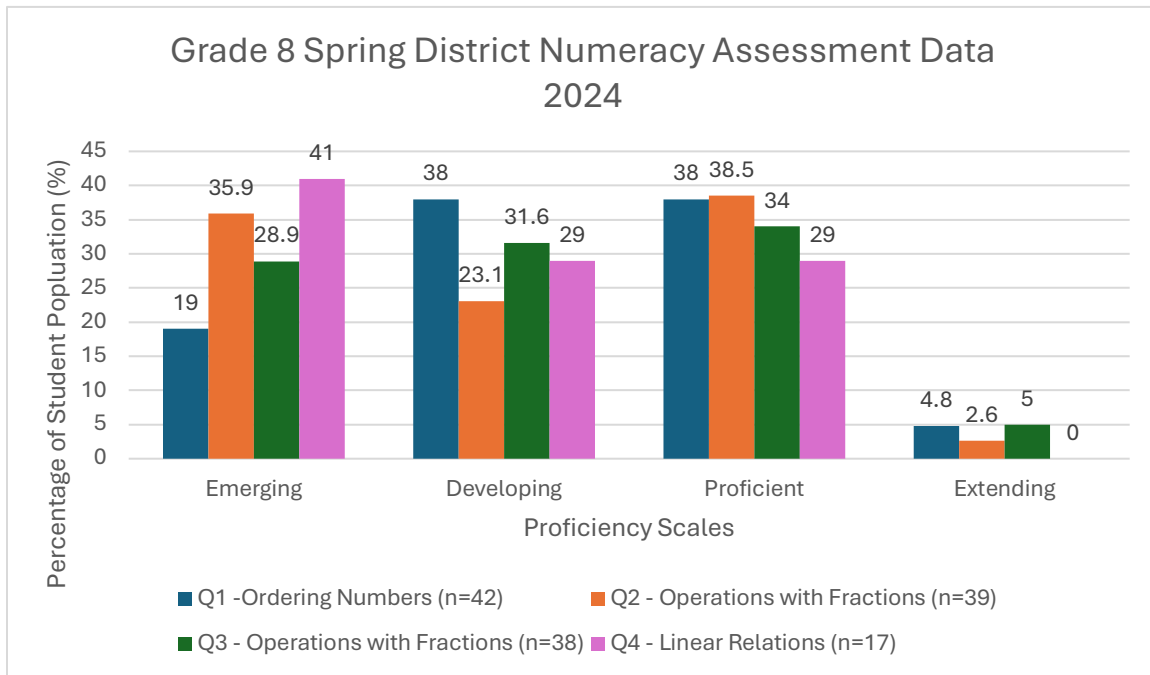
- Strategically set up our grade 8s and 9s for success with appropriate staffing and timetabling to meet their needs (in response to the unique challenges of each grade) e.g., linear Math 8 & 9.
- Develop numeracy core skills list.
- Support the professional development (through district numeracy and literacy leads, Leyton Schnellert professional development, collaboration opportunities at staff meetings and department meetings).
- embedding cross-curricular content to support numeracy and literacy skills.



Student Achievement: Provincial Numeracy & Literacy 10 Snapshot 2022-25



Student Achievement: District Numeracy Grade 8 & 9 Cohort 2024-25



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 school 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 a pillar for social-emotional transformations will enable USS, alongside School District 70 and community partners, to build 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.

