



USS School Plan 2026-2027

Land Acknowledgment

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



ċiiñuŋ 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 supporting our students' social-emotional and academic growth, our connections with community partners, and ongoing work towards indigenizing the curriculum.

One of the biggest elements in our success are our students. 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, Extra-curricular opportunities.
- Offering more grade 10-12 course options and learning partnerships.
- Targeted IDS programming e.g., language and culture, active living: surfing, sailing.
- Focusing on key aspects of the Science 10 curriculum to support learners and educators.
- Land Based Learning Program.
- Creation of an Indigenous focused social-emotional and academic space.

ᑕac'ikuwīł

(the space where good things happen)

- Professional development centered on universal design for learning (UDL).

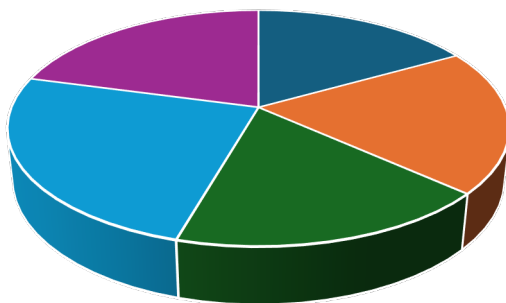
What are the important demographics of our school and community?

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 245 students of which 35% are Indigenous Learners. Our communities of yuulʷiʔath, 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 nuučaanʷ 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.

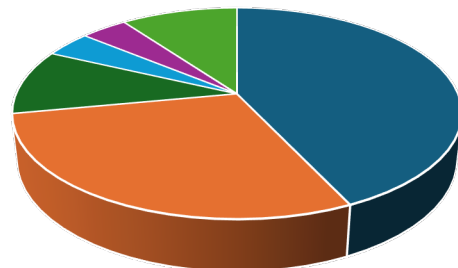
Staff: 18 teachers, 8 support staff, and 2 administrators

Student Population



■ Grade 12 = 17% ■ Grade 11 = 20%
■ Grade 10 = 18% ■ Grade 9 = 25%
■ Grade 8 = 21%

Indigenous Student Population



■ TFN = 43% ■ UFN = 29%
■ Other NCN = 10% ■ Metis = 4%
■ Out of Prov. = 4% ■ Non-status = 10%

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:

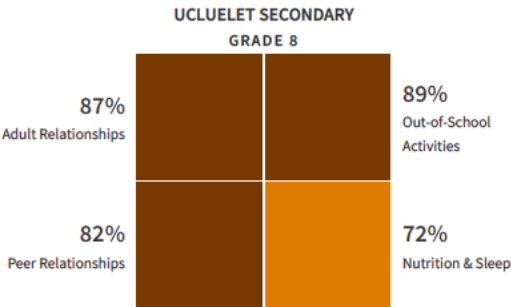
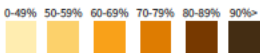
- Intentionally working with and acquiring UDL evidence-based strategies to promote student engagement, student artifacts of learning, and evaluation.
- Focused conversations in Indigenous Education Team meetings, Inclusion Support meetings, and department head meetings around supports for Indigenous learners and action plans e.g., creation of ʕačikuwīł, continue running Land Based Learning.
- Revitalizing school survey to provide a consistent avenue for student voice.
- 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' cultural 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

Middle Years Development Instrument_2025-2026

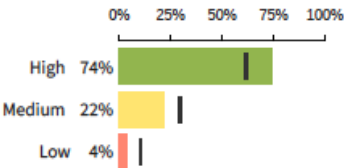
Percentage of children reporting the presence of an asset



CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

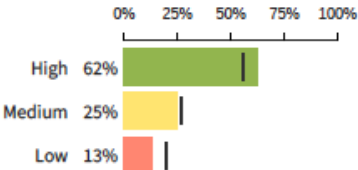
Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



CONNECTEDNESS WITH PEERS

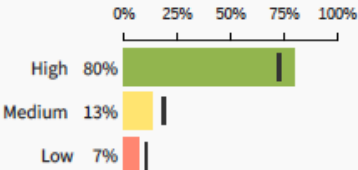
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



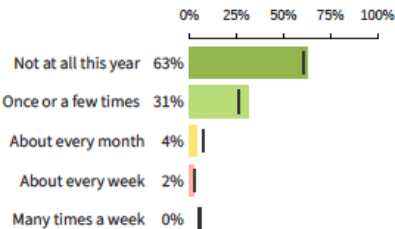
FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



FAIR TREATMENT

Children were asked: "This school year, how often have you been treated unfairly by others because of your ethnic, racial or cultural background?"



Youth Development Instrument_2024-2025

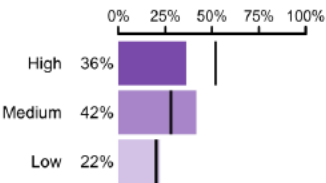


PEERS

PEER BELONGING†

Youth’s level of agreement with statements about their sense of belonging to a social group.

e.g., “I feel part of a group of friends that do things together.”



2025-2026

Indigenous Grad Rate

18 out of 18

100%

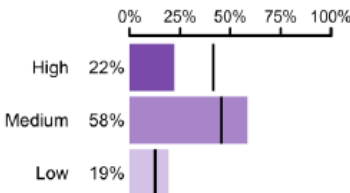
POSITIVE SOCIAL EXPERIENCES

Our *Positive Social Experiences Index* identifies positive social experiences that are strongly linked to well-being in YDI data and in the research literature. It builds on research that shows Positive Childhood Experiences (PCEs) lead to increased resilience to adversity (Bethell et al., 2019). Using YDI data, we have found that having six or more of these experiences during adolescence also promotes mental well-being and protects against depression and anxiety (Samji et al., 2024). These experiences include:

- the ability to discuss feelings with family;
- having family support during difficult times;
- participating in community traditions;
- having a sense of belonging in school;
- feeling supported by friends;
- having two invested non-parental adults; and
- feeling safe at home.

Results are based on the number of these reported experiences: High (6-7), Medium (3-5), and Low (0-2).

Positive Social Experiences

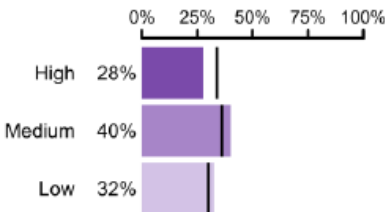


SCHOOL ENVIRONMENT†

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.”

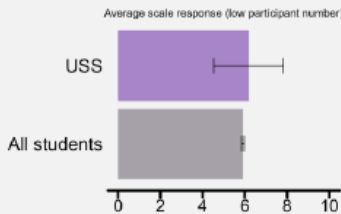
†called School Climate on the MDI



STUDENT VOICE

Youth’s level of agreement with statements about how much their school includes student voice in decision-making.

e.g., “Students are often asked what they think the school is doing well and what the school could do better.”



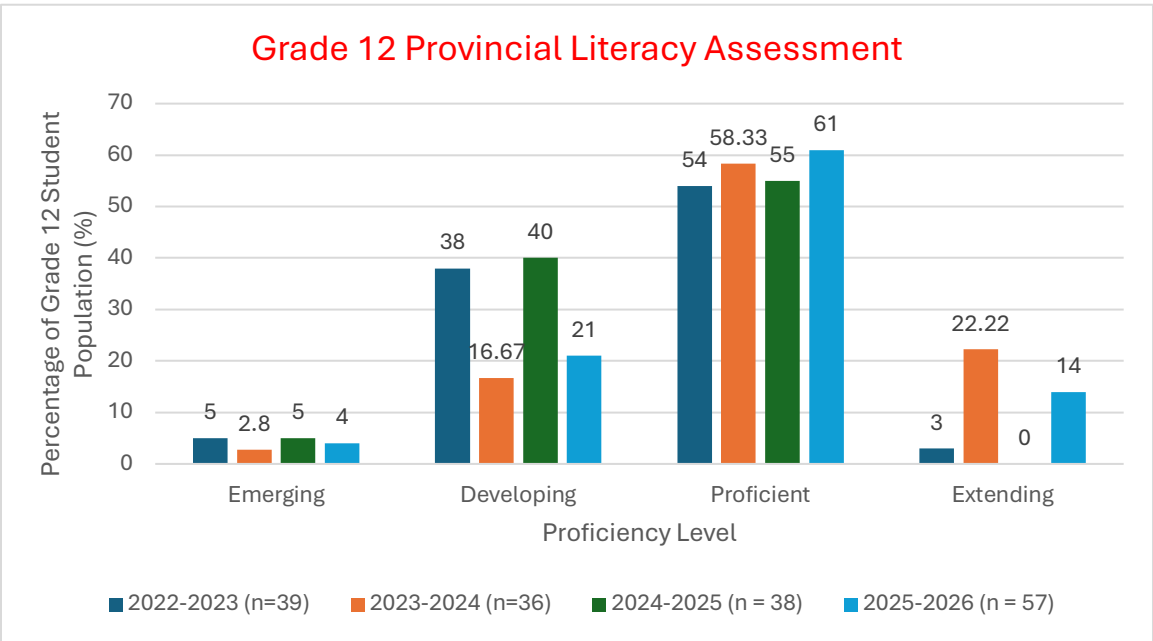
Goal 2: In alignment with Sd 70 Pacific Rim’s Strategic Plan on student achievement USS is dedicated to increase the percentage of students who are developing, proficient, and extending on the provincial grade 10 numeracy and literacy assessments as well as the grade 12 literacy assessment.

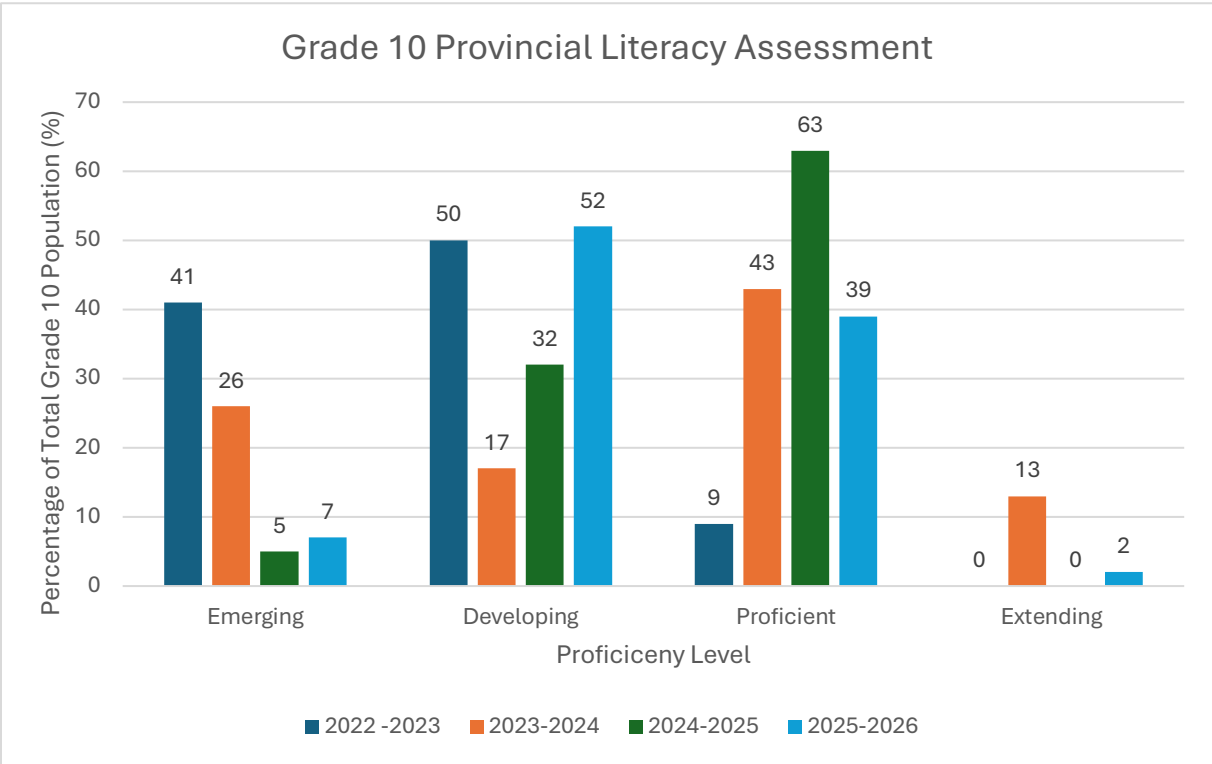
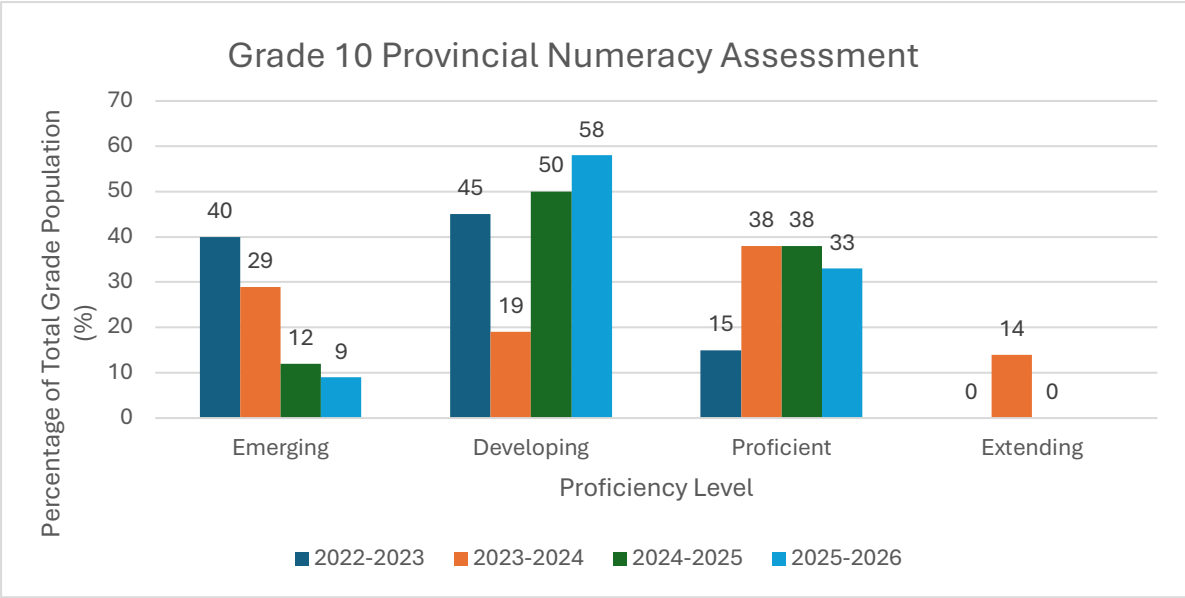
- ◇ Our objective is to use our school, district, and Ministry assessments to focus on areas of strength and stretch in creating supportive academic environments enabling students to experience greater academic success.

Key Strategies:

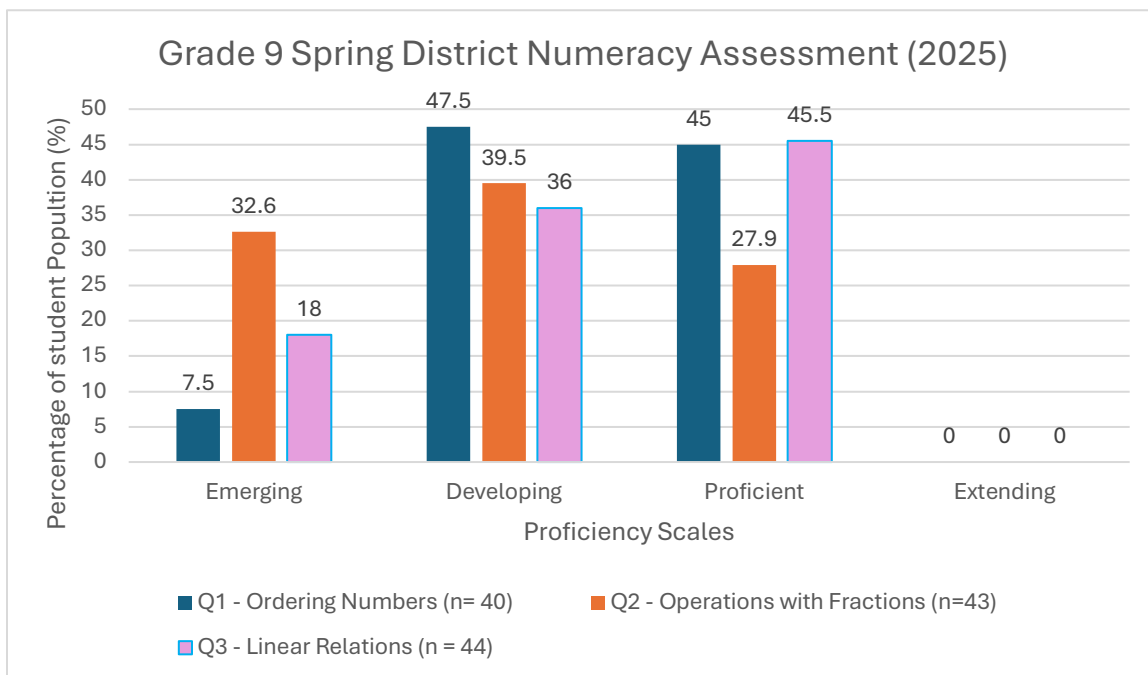
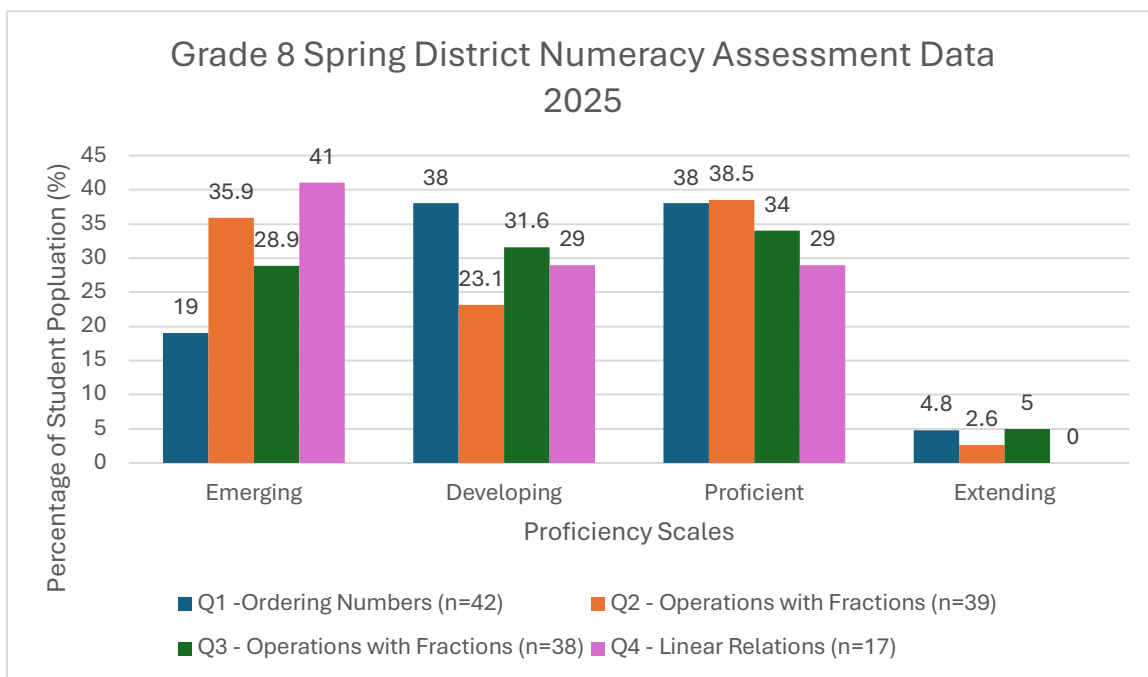
- Strategically set up our grade 8s and 9s for success with appropriate staffing and timetabling to meet their needs (in response to the unique challenges of each grade) e.g., linear Math 8.
- Develop numeracy core skills list.
- Support the professional development (through district numeracy and literacy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

Student Achievement:
Provincial Literacy 12, Numeracy, & Literacy 10 Snapshot 2022-26

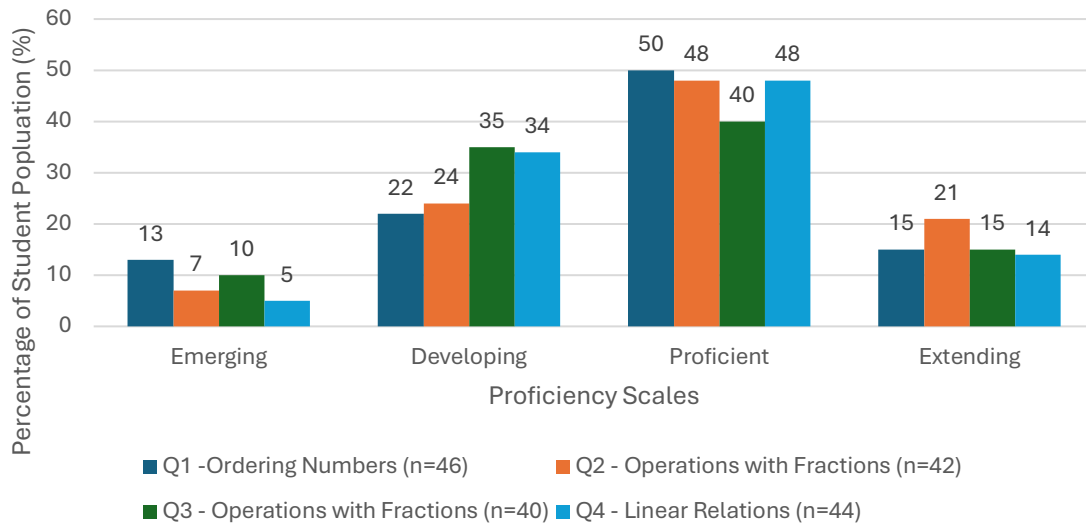




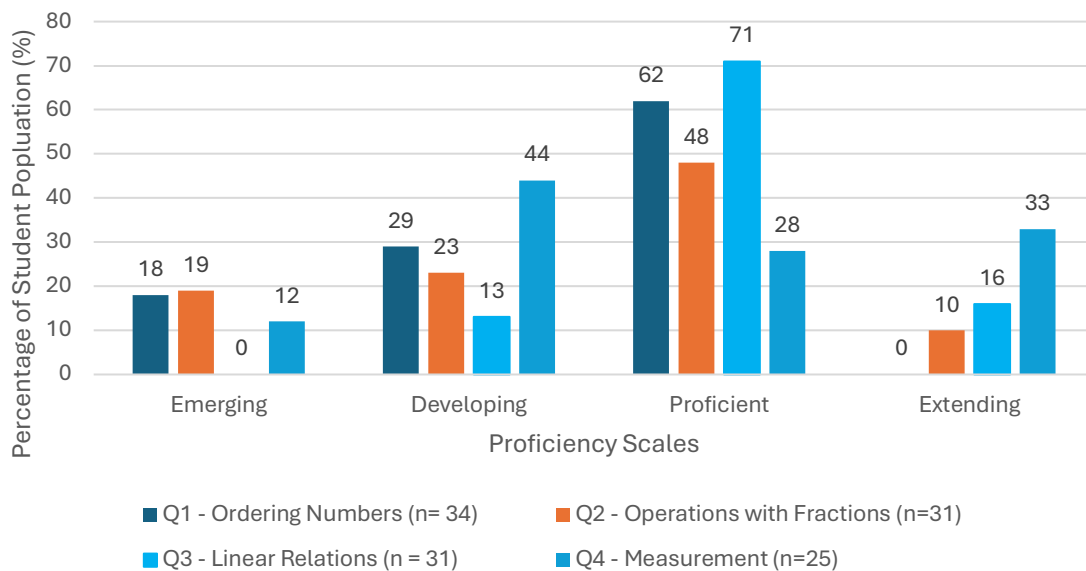
Student Achievement: District Numeracy Grade 8 & 9 Cohort 2024-2025 & 2025-2026



Grade 8 Spring District Numeracy Assessment Data 2026



Grade 9 Spring District Numeracy Assessment (2026)



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 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.

