



# Wickaninnish Community School 2026/2027



Dani Stone Principal & Christine Michaud Vice-Principal

## Land Statement

*Pacific Rim School District is situated on the ʔaḥuuli of the cīšaaʔaḥ, huupačasʔaḥ, ʔaʔuukʔaḥ, huuʔiiʔaḥ First Nations and yuuluʔiʔaḥ Government, and acknowledges that we work alongside all nuučaanuʔ 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 nuučaanuʔ 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 ʔaḥuuli of the ʔaʔuukʔaḥ First Nation.*





## Our School Story

### 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. As a rural school, we value the rich diversity of our student population, which reflects a wide range of cultural, ethnic, and socioeconomic backgrounds. This diversity, combined with our holistic *Community of Learners* philosophy, helps foster a strong sense of belonging and creates a supportive, family-like environment for students, staff, and families alike.

As a Community School, we collaborate closely with local partners to provide enriching learning opportunities both inside and outside the classroom. Through the efforts of our Community School Coordinator and dedicated staff, we have expanded programming for children and youth while reducing barriers to participation, including transportation challenges. As a result, participation in after-school programs has continued to grow, with Indigenous learners representing the most significant increase in enrolment. We are also fortunate to benefit from the support of many outstanding community partners. Through funding, grants, volunteer contributions, and other forms of assistance, these organizations help make valuable educational and extracurricular opportunities possible for our students. Their ongoing commitment is a powerful example of how our community comes together to support student success and strengthen our learning community.

### What are the important demographics of our school and community?

Wickaninnish Community School serves approximately 236 students from Kindergarten to Grade 7.

Located on the ḥaḥuuli of the ḥaḥuukwīḥaḥ First Nation, we are privileged to learn, work, and play within this remarkable coastal biosphere. Our school is organized into 12 divisions, including several multi-grade classrooms that support flexible and collaborative learning opportunities.

Supporting children and families in the early years is a key priority within our school community. We are proud to offer a StrongStart program, providing valuable early learning experiences for young children and their families before they begin school. We are currently looking forward to welcoming a new StrongStart coordinator to continue this important work. In addition, our new on-site daycare strengthens connections between families and our school while expanding access to early learning opportunities. We look forward to building strong relationships with childcare providers as we continue to support children throughout their educational journey.

Our students travel to school in a variety of ways that reflect the unique geography of our region. Some commute by boat from Opitsaht, while others travel by bus from Tofino, Esowista, and Ty-Histanis. Many students also walk or bike to school. This diversity of experiences is mirrored in our student population, which represents a wide range of family structures, socioeconomic backgrounds, cultures, and identities from Tofino and the surrounding communities.

Approximately 92 students, representing 40% of our enrolment, identify as First Nations, Inuit, Métis, or having Indigenous ancestry. We are committed to embedding local culture, language, and Indigenous ways of knowing throughout all aspects of school life. Through our dedicated Language and Culture classroom and our valued partnership with the ḥaḥuukwīḥaḥ Language Team, students have meaningful opportunities to engage with local language and cultural teachings. We are grateful for this collaboration, which enriches learning and strengthens connections to community, culture, and place.

## Our School Goals

### **Goal #1 Social-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:**

- Continue to 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. Also work with our School counsellor to use this data throughout the year to support students.
- Continue to use the Student Learning Survey data with staff to support knowing where students are reporting their own wellbeing and connectedness and school satisfaction.
- Continue Just Move It Friday as 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.
- Continue to use student voice to build leadership opportunities around the school such as lunch monitors and recycling programs and Grade 6/7 leadership opportunities.

### **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:**

- Continue to use School Wide Writes by keeping student samples year to year in student files for staff to review and look for trends to inform teaching practices.
- Continue to support Guided Reading programming for all primary classes for push in intervention literacy support in small groups.
- Continue to have push-in support for Indigenous students as identified from the Indicators of Success / Foundational Skills Assessment data / School data review this each term and redistribute resources as needed.
- Continue to participate in district professional development with district learning bursts, Universal Design for Learning sessions with Leyton Schnellert, Provincial School Outreach workshops with Jennie Rankin a Speech Language Pathologist who excels in using Assistive Augmentation devices to support communication for all learners, and connecting with the district resource teachers to support collaborative learning and marking sessions.
- Continue to support naa?uuqsta with Tla-o-qui-aht First Nation education team to support students with targeted academic areas of concern and socio-emotional wellbeing

## Our School Goals Continued.

### **Goal #3 Indigenous Community Relations- Maintain and enhance meaningful relationships with Nuu-Chah-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:**

- Continue to support WEPAC meetings in the communities of Opitsaht and Tyhistanis date TBD
- Continue to find opportunities for staff to go to community to learn on the land with Tribal Parks, TFN language team, TFN education team, and local knowledge keepers for professional development days.
- Continue TFN language classes for all classes once a week for 30 minutes.
- Continue to provide 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, Free Fun fair, school track and field days.
- Admin to continue to attend TFN Parent Club meetings in communities' dates TBD
- Continue to build school culture and belonging for families by hosting 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."

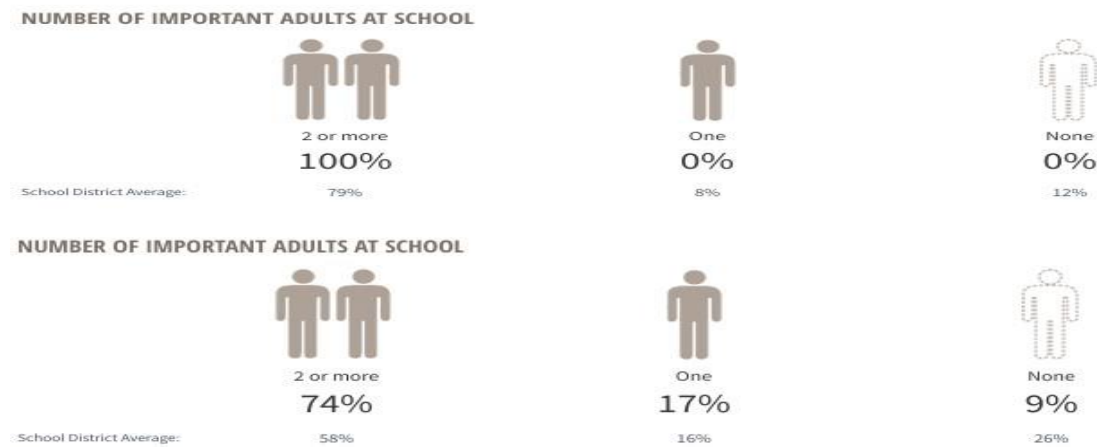
#### **Strategies:**

- Continue to provide Early years classes 1:30-2:00 on Tuesdays in April, where children too young for school can come to experience music/ literacy and meet school staff held in our Kindergarten rooms with kindergarten big buddies. Parents are also welcome to come.
- Continue to host K Days in May 1:30-2:30 all Tuesdays in May as opportunities 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
- Continue to host Ready, Set, Learn a free event held in our gym aimed to connect with our early years families
- Continue collaboration with other Early Years teams from UES and BCS

## Data/Evidence

### Goal #1 Socio-emotional learning

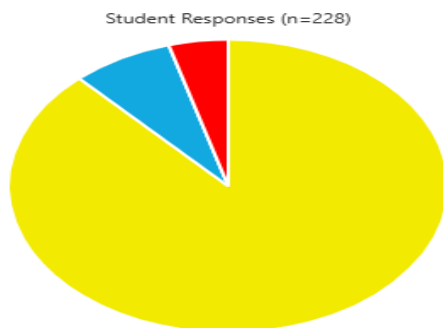
As a school we continue to seek ways to help students feel engaged in their learning and have a sense of belonging to the school as we know there are direct correlations between students who feel connected at school and academic achievement. Below in the infographic you can see what Grade 4 and 7 students 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 MDI Survey 2025/2026 top infographic Data is Grade 4's followed by Grade 7's below. Our Grade 4 averages are currently above district averages but we want to see if this was just this group or if this trend will continue and we are working to increase our grade 7 numbers as we don't find 9% an acceptable amount for students to not have any adults they are connected with.



Below chart is school data taken during our Indicators for Success April 2026 Data We would like to see our data show that **all** students are connected to at least 2 adults within the building and believe that they believe they will be a success.

### Student Responses

Do you believe there are 2 or more adults in the school who believe you will be a success?



### Percentages:

- Most of the Time: 88.2%
- Some of the Time: 7.5%
- Rarely: 4.4%

## Data/Evidence continued

### Goal #2 Academic Achievement

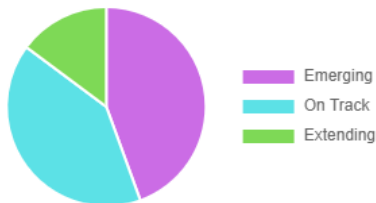
As a learning community we continue to work towards all students Meeting or Exceeding Grade Level Numeracy and Literacy expectations.

### 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 are excited to start using the new SD#70 literacy framework this year to inform next steps in our practice. 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.

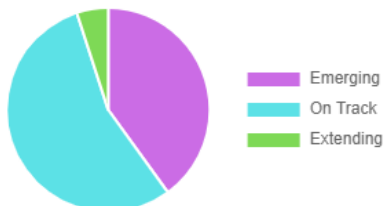
*Below shows our results for our FSA Grade 4 and 7 Literacy Assessment 2025/2026. While we have seen some improvement in data we are still not seeing as many students proficient or extending as we would hope.*

**Grade 4 2025/26**  
Literacy



|                  | Participation Rate – Writers Only |       |
|------------------|-----------------------------------|-------|
|                  | #                                 | %     |
| <b>Emerging</b>  | 12                                | 44.44 |
| <b>On Track</b>  | 11                                | 40.74 |
| <b>Extending</b> | 4                                 | 14.81 |

**Grade 7 2025/26**  
Literacy



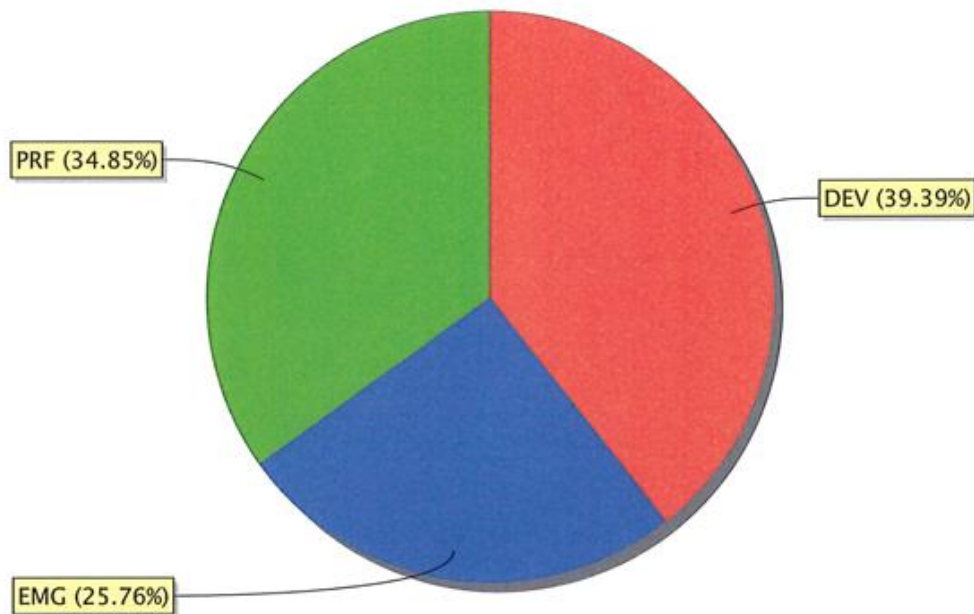
|                  | Participation Rate – Writers Only |       |
|------------------|-----------------------------------|-------|
|                  | #                                 | %     |
| <b>Emerging</b>  | 8                                 | 40.00 |
| <b>On Track</b>  | 11                                | 55.00 |
| <b>Extending</b> | 1                                 | 5.00  |

## Data/Evidence continued

### 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 Fall 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.*



| Chart Summary |           |        |         |
|---------------|-----------|--------|---------|
| Data Set      | Raw Score | Number | Percent |
| DEV           |           | 26     | 39.39%  |
| EMG           |           | 17     | 25.76%  |
| PRF           |           | 23     | 34.85%  |
| Totals        |           | 66     | 100.00% |

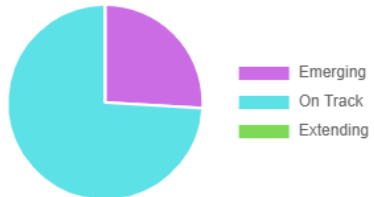
## Data/Evidence continued

### 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. We continue to use 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. We also had this as a targeted intervention for our naa'uqsta after school homework club with TFN education workers and indigenous support teachers for grade 5-7 students. Below are our FSA assessment results for numeracy for students grades 4 and 7 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.

*Below are the FSA results for students grade 4 and 7 2025/2026. While we have seen some improvement in data we are still not seeing as many students proficient or extending as we would hope.*

Grade 4 2025/26  
Numeracy



|           | Participation Rate – Writers Only |       |
|-----------|-----------------------------------|-------|
|           | #                                 | %     |
| Emerging  | 7                                 | 25.93 |
| On Track  | 20                                | 74.07 |
| Extending | 0                                 | 0.00  |

Grade 7 2025/26  
Numeracy



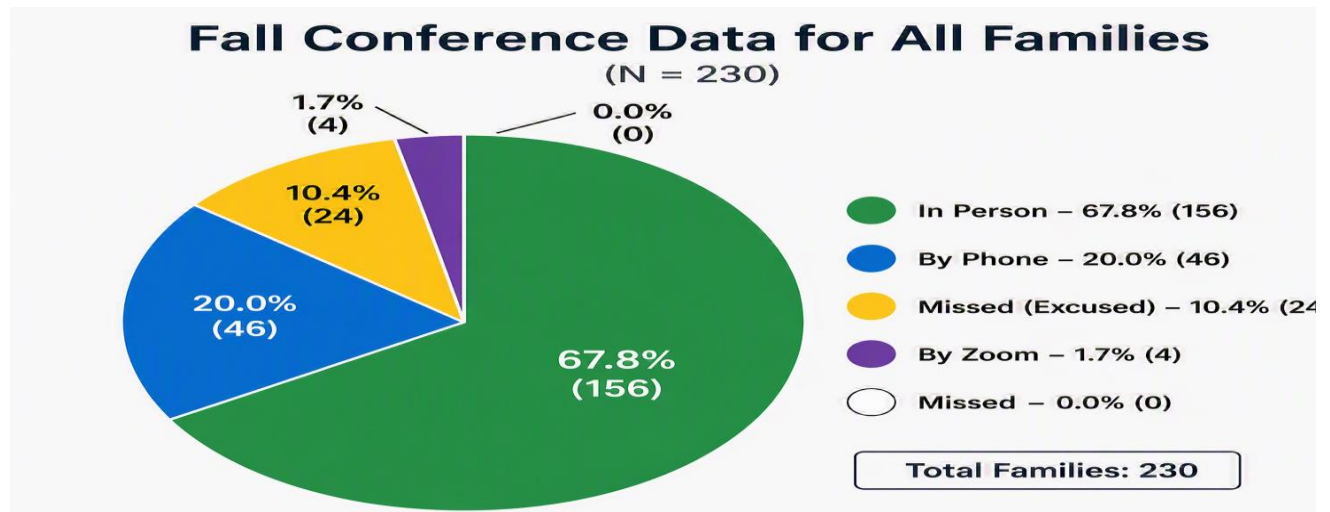
|           | Participation Rate – Writers Only |       |
|-----------|-----------------------------------|-------|
|           | #                                 | %     |
| Emerging  | 10                                | 50.00 |
| On Track  | 10                                | 50.00 |
| Extending | 0                                 | 0.00  |

## Data/Evidence continued

### Goal #3 Indigenous Community Relations

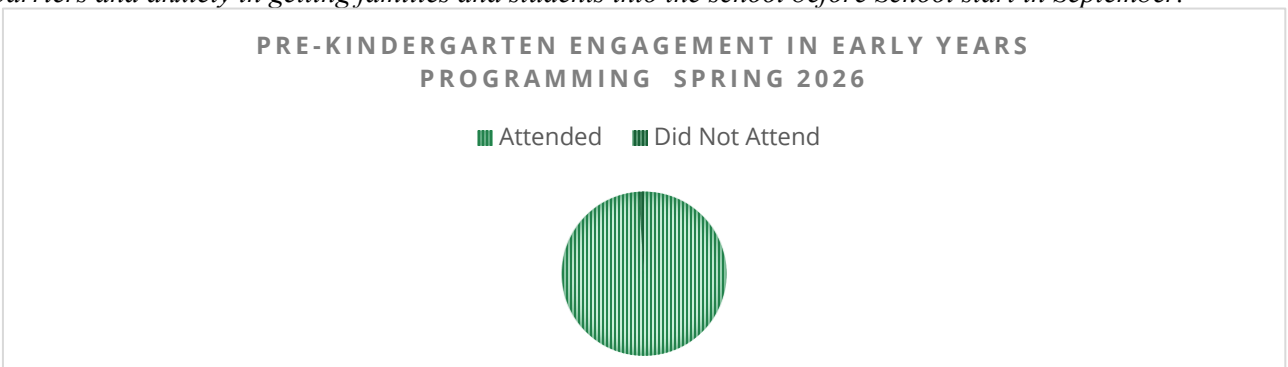
As a school we continue to look for meaningful ways to engage with our Indigenous students, families, and communities. Maintaining and enhancing meaningful relationships with Nuu-Chah-Nulth First Nations and the Metis Society are important for our school community to thrive. Being situated on the ḥaḥuuh of the ḥaḥuukwīḥaḥ, 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. Nuu-chah-nulth language learning is worked on by all members of our school community as we are takaasḥaaqḥin huuḥtakḥiḥ (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 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.*



## Our School Celebration Story

Our staff remains committed to advancing the Truth and Reconciliation Commission of Canada's Calls to Action. A key priority has been strengthening relationships with our Indigenous communities by meeting and gathering with families in their own communities. We have also been working closely with our WEPAC to host meetings within communities, creating opportunities for stronger Indigenous family representation and participation. In addition, school representatives attended meetings with the TFN Parent Club to discuss collaborative ways to support students and families and improve student attendance. These conversations led to the development of several effective strategies, including providing practical family support and creating accessible ways to reconnect with families when communication has been lost. These initiatives have been embraced by the school and supported through community donations. Families have shared how much their children enjoy learning about, practicing, and celebrating their culture at school. We feel privileged to have a complete set of regalia and a cultural curtain that support cultural learning and provide opportunities for students to share traditional songs and dances. As a school team, we actively seek opportunities to bring knowledge keepers into our learning community, including our Elder-in-Residence, Grace George, whose guidance enriches the experiences of students and staff alike.

Language revitalization is another important way we support Indigenous students and families in feeling welcomed, valued, and represented within our school community. We recognize the importance of creating spaces where students and families can share their language, culture, and teachings. To support this work, we partner closely with the TFN Language Team to provide language instruction on Tuesdays and Thursdays. As educators, we are also dedicated to continuing our own language-learning journeys and deepening our understanding of Indigenous languages and cultures.



## Our School Celebration Story

Each Friday, rain or shine, our school community comes together for **Just Move It Fridays**. This dedicated time outdoors provides students with a variety of activities and choices that help them self-regulate and prepare for learning by finding their “just-right” zone. Just Move It also plays an important role in fostering a sense of belonging, strengthening relationships between students and staff, and creating connections among students across different ages and grades. Families and students frequently tell us that Friday is their favourite day of the week because they look forward to participating in this valued school tradition. We also have opened up the gym for basketball practices during this time and our school forest to give students and staff an opportunity to connect with nature as well.

We continue to offer a wide range of extracurricular opportunities through both our Community School programs and school-based initiatives. These include athletic programs, art and history activities, running club, cultural groups, and many other enrichment opportunities. Participation in these programs helps students build positive connections with their peers, staff, and the broader school community. We know that when students feel connected and experience a strong sense of belonging, they are more likely to be engaged and successful in their learning. Supporting successful transitions into school remains a key focus. Through our Early Years programs, preschool-aged children and their families have opportunities to become familiar with the school environment before entering Kindergarten. We recognize that starting school is an important milestone, and we strive to make this transition as comfortable and positive as possible. By providing multiple opportunities for children and families to visit, participate in activities, and experience daily life at school, we help build confidence and a sense of connection. We also extend invitations to local daycare providers and families to attend major school events, helping to strengthen relationships and foster a welcoming school community from the very beginning.

We continue to seek feedback from our community partners, students, and families and as a staff we are committed to always learning and continuing to better life chances for all students.

