

# 2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

**School:** Wellington Secondary

**Principal:** Michelle Smith

## Our Story/Our Learners

aw si:em nu s'ulxwé:n, si:em nu siyé'yu (syé'yu), si:em nu shqwalaqwa

Wellington Secondary School is located on the traditional, ancestral, and unceded territory of the Snuneymuxw people. Snuneymuxw people have cared for these lands and waters since time immemorial and continue to hold deep cultural, spiritual, and historical connections to this place.

Our relationship with Snuneymuxw is grounded in respect, learning, and partnership. We are committed to listening to, and learning from, Snuneymuxw knowledge, teachings, language, and culture, and to Truth and Reconciliation through our actions. We have a shared responsibility to build, and maintain, strong, respectful relationships that honour the past, present, and future of the Snuneymuxw people. Huy tseep q'u.

Wellington Secondary School is a vibrant learning community serving approximately 1162 students in Grades 8-12. Each day, our dedicated team of nearly 90 staff members is committed to creating positive, engaging learning experiences where every student is supported to belong, grow, and thrive. Our diverse school community includes 142 Indigenous learners and 91 international students. We are a welcoming, diverse, and inclusive community.

Student success is deeply connected to belonging. At our school, we believe every student deserves to feel seen and supported. We recognize that each learner has unique strengths, interests, and goals, and so we offer a wide variety of programs and opportunities that allow students to pursue their passions while meeting their individual learning needs. Wellington offers support through the Indigenous Learning (tía 'téwtxw – comfort room), HUB, and Junior Outreach and Senior Outreach programs. We have three school counsellors and a Child and Youth Family Support Worker who provide educational planning, career guidance, community

support connections, and social-emotional support. Student voice is an important part of our school culture, with opportunities for leadership both within our school and at the broader district level. Students can involve themselves in a variety of opportunities: Athletics, Arts, Applied Skills, Drama, Jazz Academy, Dual Credit and Apprenticeship programs in partnership with post-secondary institutions, Indigenous Culture and Language, GSA, Leadership class, Dungeons and Dragons club, and our weight room to list just a few.

Wellington is a community that deeply values Coast Salish culture and language. Having elders regularly in our school spaces has created a beautiful multi-generational bond between students and elders- giving students guidance and teachings and elders a chance to walk alongside our youth. Indigenous learners at Wellington have Inuit, Metis and First Nations ancestry. Our community hosted the Indigenous Games in 2026, an event that brought a great deal of pride, culture and language to our school. Students, both Indigenous and non-Indigenous, also participate in traditional food preparation, learning hul'q'umi'num language, and learning from the land.

Student and staff wellness is very important to us, as a community, at Wellington Secondary and our work aligns with School District 68's Board goal of fostering healthy and connected learning communities. Through partnerships with Island Health, the Foundry, Discovery, and other community agencies, we support students' social, emotional, and physical well-being.

Information gathered for this Framework for Enhanced Student Learning was collected through a sampling of classrooms, staff feedback during dedicated Professional Learning Community (PLC) time, targeted grade-level surveys, such as the Ministry of Education Student Learning Survey, Provincial assessment data, incoming Grade 8 student FSA data, district data sets, and red-yellow-green data where each Indigenous student's holistic needs are identified and supported.

### **Goal One - Data & Evidence - Student Success**

Provincial Graduation Assessment data from the January and April 2026 Numeracy 10 assessment sessions showed that Wellington students are experiencing challenges in demonstrating proficiency in numeracy. Of the 146 assessment results reviewed, 41% of students achieved Proficient or Extending, while 59% achieved Emerging or Developing. Nearly half of all students (49%) were achieving at the Developing level.

Data Source:

- British Columbia Graduation Numeracy Assessment 10 (January 2026 and April 2026 assessment sessions)

#### Student Focus:

- Students currently achieving at the Developing level on the Numeracy 10 Graduation Assessment
- Indigenous learners

#### These learners are affected in this way:

Numeracy achievement is an area for student growth, with a large number of students demonstrating partial understanding but not yet reaching proficiency. District data also identifies a significant achievement gap for Indigenous learners in Numeracy 10. Staff discussions highlighted numeracy as an area of concern and noted that many students remain in the Developing category rather than progressing to Proficient.

#### Evidence-Informed Rationale:

Numeracy proficiency is an important foundation for graduation, post-secondary pathways, employment, and informed participation in community life. The Graduation Numeracy Assessment provides evidence that many Wellington students are close to proficiency but require additional support to demonstrate deeper mathematical reasoning and application skills. Increasing the number of students moving from Developing to Proficient will improve overall achievement outcomes while supporting greater success for Indigenous learners and other priority populations.

#### School-Based Actions That May Positively Affect This Trend

##### Instructional Actions:

Develop a shared understanding of Numeracy 10 proficiency standards through collaborative analysis of student work.

Embed explicit teaching of mathematical reasoning, problem-solving strategies, and communication of mathematical thinking.

Use common numeracy learning tasks and success criteria across Math 8–10 courses.

##### Assessment Actions:

Implement common formative numeracy assessments throughout the year.

Use assessment evidence to identify students requiring additional intervention and support.

### Collaborative Actions:

Use PLC time to examine student work and instructional strategies.

Engage Indigenous Learning staff, counsellors, Inclusion Support Teachers, and classroom teachers in reviewing progress of priority learners.

### Equity and Inclusion Actions:

Monitor Numeracy 10 outcomes for Indigenous learners and other identified priority learners.

Strengthen relationships and adult connections for students experiencing barriers to success.

## Goal Two - Data & Evidence - Truth and Reconciliation

Student Learning Survey data shows that many Wellington students report limited engagement with Indigenous-focused learning opportunities and activities. Approximately 68% of Grade 11 students reported that they never, or almost never, participate in Indigenous activities, and only approximately 35% felt that they are learning about local First Nations. Similar patterns were observed in Grade 10 survey data, demonstrating a need to further develop student engagement with Indigenous learning experiences and local Indigenous perspectives.

State the data source used (be specific)

### Data Source:

- Grade 10 Student Learning Survey
- Grade 11 Student Learning Survey
- Grade 12 Student Learning Survey

### Student Focus:

- All Wellington students, both Indigenous and non-Indigenous.

### These learners are affected in this way:

Many students report limited participation in Indigenous activities and limited understanding of local First Nations. This may reduce opportunities for students to build meaningful knowledge, relationships, and understanding of Indigenous histories, cultures, perspectives, and contemporary realities. District and school data also indicate ongoing achievement and engagement disparities for Indigenous learners, suggesting the importance of strengthening Indigenous-focused learning experiences across the school community.

### Evidence-Informed Rationale:

Truth and Reconciliation is a shared responsibility that supports both Indigenous learner success and the learning of all students. Increasing opportunities for authentic Indigenous learning helps students build knowledge of local First Nations, deepen cultural understanding, and strengthen relationships within the school community. When Indigenous perspectives are embedded meaningfully throughout school experiences, students are more likely to engage in learning that promotes respect, inclusion, understanding, and belonging.

### School-Based Actions That May Positively Affect This Trend

#### Instructional Actions:

- Teachers will provide rich opportunities for students to learn about local First Nations, through classroom and out-of-classroom instruction, across subject areas.
- Support teachers in the collective responsibility, and opportunity, of embedding Indigenous perspectives, histories, and ways of knowing throughout the curriculum.
- Utilize local Indigenous resources, voices, and place-based learning opportunities to strengthen student understanding.

#### Assessment Actions:

- Gather student feedback on Indigenous learning throughout the year.
- Monitor Student Learning Survey results related to Indigenous learning.
- Track all student participation in Indigenous-focused learning opportunities and events.

#### Collaborative Actions:

- Collaborate with Learning Leaders, Community Members, Indigenous Learning Staff and Students and others to ensure all Wellington learning community members know that it is their collective responsibility to support planning and implementation of Indigenous Learning.
- Provide opportunities for staff collaboration focused on Indigenous learning and Reconciliation.

#### Equity and Inclusion Actions:

- Center Indigenous student voices when planning learning opportunities and school events.
- Strengthen connections between Indigenous learners, families, Indigenous Education staff, and the school.

- Ensure Indigenous perspectives and experiences are represented authentically throughout the school environment and learning experiences.

### Goal Three - Data & Evidence - Wellness

Student Learning Survey data indicates that not all students experience a strong sense of belonging at Wellington Secondary and nor do they feel connected to caring adults within our school. For example, approximately 53% of Grade 10 students reported that school is a place where they feel they belong, while approximately 65% reported having positive connections with adults who care about them at school. Student wellness data and school-based Red-Yellow-Green profiles further suggest that some students experience challenges related to attendance, engagement, self-regulation, mental health, and connection to school. These factors may impact students' ability to thrive academically, socially, and emotionally.

Data Source:

Grade 10 Student Learning Survey

Student Focus:

- All Wellington Secondary students
- Students reporting a limited sense of belonging
- Students with few connections to caring adults in the school
- Students experiencing attendance, engagement, wellness, or self-regulation challenges

These learners are affected in this way:

Student Learning Survey data indicates opportunities to strengthen students' sense of belonging and connection to caring adults. School-based wellness data also identifies recurring concerns related to attendance, engagement, mental health, self-regulation, and limited adult connections. Students who experience these challenges may be less able to engage fully in learning and school life, impacting both their sense of belonging and overall well-being.

Evidence-Informed Rationale:

A strong sense of belonging and positive relationships with caring adults are foundational to student well-being, engagement, and success. When students feel connected to their school community, they are more likely to participate in learning, seek support when needed, and

strengthen resilience. The data suggests that Wellington has a strong foundation to build upon, but opportunities remain to strengthen school connectedness and ensure every student feels known, valued, and supported. By intentionally fostering belonging and meaningful relationships, Wellington can support both student wellness and improved learning outcomes.

#### School-Based Actions That May Positively Affect This Trend:

- Strengthen school-wide systems that connect students with caring adults through advisory, mentorship, clubs, teams, and extracurricular opportunities.
- Embed opportunities for student voice, choice, and collaboration within classroom learning experiences to promote engagement and belonging.
- Use student voice, attendance, and wellness data to identify students who may be at risk of disconnection and provide timely support.
- Collaborate with counsellors, support staff, and community partners to respond to student wellness needs and strengthen students' sense of connection to school.

## School Goal #1

### Board Goal:

Student Success

### Board Objective:

Increase numeracy success rates for all.

### Focused Improvement Goal:

By June 2027, Wellington Secondary will increase the percentage of students achieving Proficient or Extending on the Numeracy 10 Graduation Assessment from 41% to 50%, with particular attention to Indigenous learners, Children and Youth in Care, and learners with disabilities or diverse abilities.

### Implementation Plan:

| School-based Action                                                                                                                                                                                                                                                                                                                                                                                                                  | Strategy Type |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Explicitly Teach Numeracy Reasoning Model problem-solving strategies. Teach students how to explain mathematical thinking in written and verbal forms. Provide exemplars of Developing, Proficient, and Extending responses.                                                                                                                                                                                                         | Universal     |
| Improve Priority Population Success Through Relationship and Case Management One Inclusion Support Teacher (IST) provided with linear numeracy intervention support time in both semesters Hiring of Wellington Secondary's Indigenous Support Teacher qualification included mathematics. Focus on numeracy building for Indigenous students. Children and Youth in Care to be a standing item on Triad and School Based Team (SBT) | Targeted      |
| Increase Early Intervention in Grades 8 and 9. Monitor whether students are closing gaps before reaching Grade 10 assessment writing.                                                                                                                                                                                                                                                                                                | Universal     |

## Goal Tracking:

| Metric                         | Monitoring Checkpoints                             |
|--------------------------------|----------------------------------------------------|
| Provincial Numeracy Assessment | Following the November, January, and April sitting |

## Ongoing Engagement:

Our partners:

- Students and Families
- School Staff
- District Staff

## School Goal #2

### Board Goal:

Truth and Reconciliation

### Board Objective:

Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care.

### Focused Improvement Goal:

By focusing on Indigenous student sense of belonging at school, Wellington Secondary will work to increase the percentage of students who report participating in Indigenous learning activities and experiences, at least sometimes, from approximately 29% to 50%, and increase the percentage of students who agree that they are learning about local First Nations from approximately 35% to 50%, with particular attention to the experiences and engagement of Indigenous learners.

### Implementation Plan:

| School-based Action                                                                                                                                                                                                                                          | Strategy Type |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Expand and sustain school-wide Indigenous learning opportunities to increase student participation in meaningful acts of learning, reflection, and reconciliation.                                                                                           | Universal     |
| Administration will strengthen connections to Indigenous students, families, and communities by building relationships with students' home Nations, and collaborating with students to honour their histories, identities, and increase places of belonging. | Targeted      |

### Goal Tracking:

| Metric                       | Monitoring Checkpoints                     |
|------------------------------|--------------------------------------------|
| Student Learning Survey Data | Annually following the release of results. |

## Ongoing Engagement:

Our Partners:

- Indigenous partners
- Students and Families
- School Staff

## School Goal #3

### Board Goal:

Student and Employee Wellness

### Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

### Focused Improvement Goal:

By June 2027, Wellington Secondary will increase the percentage of students Grade 10-12 who report that school is a place where they feel they belong from approximately 63% to 75%.

### Implementation Plan:

| School-based Action                                                                                                                                                                                                                                                                          | Strategy Type |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Collaborate with community partners to provide students with wellness resources.                                                                                                                                                                                                             | Universal     |
| Expand opportunities for students to participate in inclusive school-wide events, activities, and celebrations that foster connection and a sense of belonging.                                                                                                                              | Universal     |
| Identify and provide targeted supports for students who may be at risk and disconnected from school, including priority learners identified through attendance, engagement, wellness, and student voice data, to strengthen their sense of belonging and connection to the school community. | Targeted      |

### Goal Tracking:

| Metric                       | Monitoring Checkpoints                     |
|------------------------------|--------------------------------------------|
| Student Learning Survey Data | Annually following the release of results. |

## Ongoing Engagement:

Partners we will engage with to gain information to help develop and reflect on the plan:

- Students and Families
- School Staff
- Community Partners