

Framework for Enhancing Student Learning

School Plan 2025-26



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Our Story/Our Learners

Wellington Secondary is located on the traditional and unceded lands of the Snuneymuxw people. Each day, we strive to show our gratitude for the opportunity to learn on this territory.

Wellington Secondary is a Grade 8–12 school with approximately 90 staff members and an enrollment of about 1,100 students for the 2025–2026 school year. Our school is located in Central Nanaimo. Students commute by walking, driving, or taking the city bus each day. Wellington Secondary students come from diverse backgrounds:

- 12% of our student population identify as Indigenous: First Nations, Métis, and Inuit.
- 6% of our students are international learners from many different parts of the world.

At Wellington Secondary, we offer a variety of programs that allow students to focus on their areas of interest. New for this upcoming school year, we have added a Junior In-Reach Program to complement our existing Senior Outreach/In-Reach Program. We also offer a nationally recognized Jazz Academy, and our students participate extensively in district-supported Dual Credit and Apprenticeship Programs in partnership with post-secondary institutions.

Our school provides a wide range of electives and academic courses. Each year, Wellington graduates are well-prepared for further learning in trades, sciences, arts, athletics, languages, computer studies, and more. Students also have opportunities to engage in a variety of extracurricular activities, including athletics, arts, and clubs.



Information gathered for this FESL was collected through a sampling of classrooms and targeted grade-level surveys, such as the Ministry of Education Student Learning Survey, as well as individual and group conversations with students.

Our learners have shared that they believe the primary role of school is to prepare them for their future—both in life and career readiness—to meet people and socialize, and to develop their critical thinking skills. Some of the favourite aspects of school identified by students include the wide range of extracurricular activities, such as teams, clubs, and events, as well as the supportive teachers.

Strengths (identified by students and staff)		Stretches (identified by students and staff)
<ul style="list-style-type: none"> • Working together • Attendance • Athletics & Band • Following directions • Empathy • Kind and accepting 	<ul style="list-style-type: none"> • Energetic • Desire to excel • Many students succeeding in a wide variety of domains 	<ul style="list-style-type: none"> • Hallway wandering • Punctuality • Being self-starters • Appropriate use of the washroom facilities

Goals for 2025 – 2026

Goal 1

Student Success

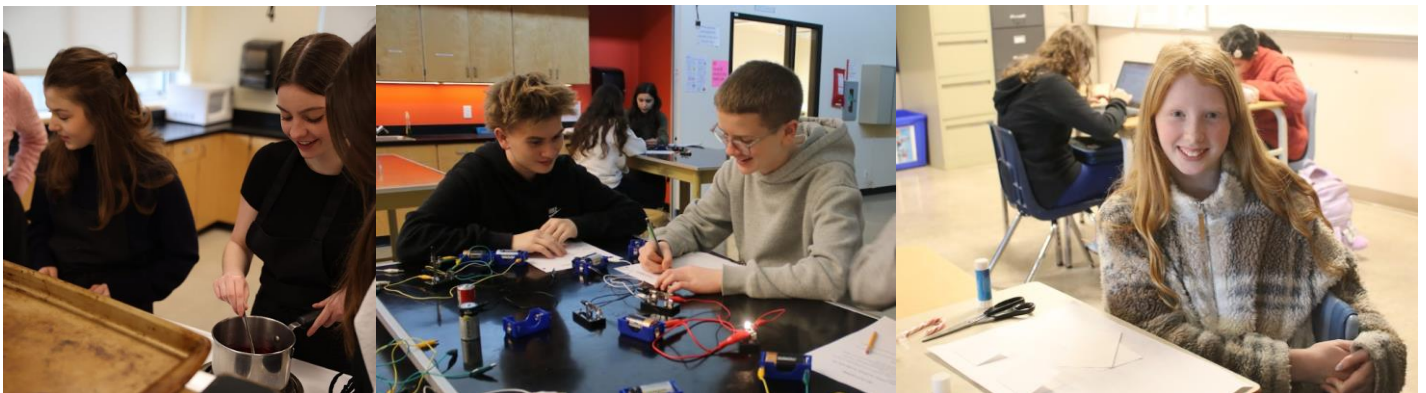
Increase numeracy and literacy success rates for all

School specific goal:

- Using RTI strategies, staff will work toward increasing the number of students achieving a proficient standing on the provincial Numeracy 10 assessment
- Wellington Secondary will implement a district supported literacy screener at the grade 8 level and continue to build capacity in the domain of literacy instruction amongst all staff members

Strategies to meet the goal:

- Implementing the district wide grade 8 literacy screening tool (DIBELS) followed by school wide literacy strategies
- All incoming grade 8's have completed school based numeracy assessments the past three years. A continued focus on numeracy interventions as identified by further assessment of students that require additional targeted supports
- Target staff meeting learning time and Professional Learning Community (PLC) time toward increasing staff capacity regarding tier one (universal classroom level) supports



The B.C. provincial graduation assessments for Grades 10–12 include the Grade 10 Numeracy Assessment, Grade 10 Literacy Assessment, and Grade 12 Literacy Assessment. These mandatory, cross-curricular assessments measure students' ability to apply numeracy and literacy skills in real-world contexts—such as analyzing, reasoning, and communicating—rather than testing specific course content. The following pages display our results from these assessments.

1– emerging, 2 – developing, 3 – proficient, 4 – extending

Literacy Assessment 12 – November 2024

LITERACY ASSESSMENT 12

----- Proficiency Level Distribution (%) -----						
	Number Counted	1	2	3	4	NC
School	93	.00	21.51	66.67	10.75	1.08
School Board	313	1.92	28.12	61.98	7.67	.32
All Public	20,858	2.06	21.57	59.36	16.11	.89
Province	23,020	2.23	21.49	58.65	16.64	.98

Literacy Assessment 12 – April 2025

LITERACY ASSESSMENT 12

----- Proficiency Level Distribution (%) -----						
	Number Counted	1	2	3	4	NC
School	89	2.25	31.46	56.18	8.99	1.12
School Board	530	2.83	30.19	56.42	9.81	.75
All Public	8,581	3.43	24.75	59.12	12.28	.42
Province	10,142	3.57	24.18	58.89	13.00	.36

Literacy Assessment 10 – January 2025

LITERACY ASSESSMENT 10

----- Proficiency Level Distribution (%) -----						
	Number Counted	1	2	3	4	NC
School	101	5.94	21.78	63.37	8.91	.00
School Board	370	5.95	23.51	60.00	9.73	.81
All Public	17,378	5.18	22.92	62.06	9.43	.41
Province	20,555	4.97	22.00	61.72	10.93	.37

Literacy Assessment 10 – June 2025

LITERACY ASSESSMENT 10

----- Proficiency Level Distribution (%) -----						
	Number Counted	1	2	3	4	NC
School	90	7.78	32.22	56.67	3.33	.00
School Board	284	9.15	29.58	56.34	4.23	.70
All Public	7,070	7.31	26.01	58.18	8.18	.33
Province	8,595	6.84	24.82	58.64	9.42	.28

Numeracy Assessment 10 – January 2025

NUMERACY ASSESSMENT 10

----- Proficiency Level Distribution (%) -----						
	Number Counted	1	2	3	4	NC
School	100	19.00	45.00	25.00	9.00	2.00
School Board	327	13.46	43.12	34.86	7.65	.92
All Public	17,214	11.28	34.32	40.40	13.61	.40
Province	20,229	10.53	32.94	41.30	14.88	.35

Numeracy Assessment 10 - June 2025

NUMERACY ASSESSMENT 10

----- Proficiency Level Distribution (%) -----						
	Number Counted	1	2	3	4	NC
School	94	14.89	34.04	42.55	8.51	.00
School Board	338	17.46	37.28	35.80	9.17	.30
All Public	8,846	13.62	38.50	37.45	9.81	.61
Province	10,714	12.29	36.50	39.32	11.35	.53

How will you know:

The information gathered to measure this goal will include data generated through:

- Annual grade 8 literacy screeners with future expansion to further grades
- Enrollment data of math pathways to see if there is any change to course selections, (Workplace, Foundations, Pre-calculus), and analyze what these trends indicate for future course planning and student progression
- Provincial Assessment data in Numeracy 10, Literacy 10, and Literacy 12
- Graduation rates

Goal 2

Truth and Reconciliation

Increase graduation rates for students: who identify as Indigenous

School specific goal:

Increase awareness and access to resources available to support hul'q'umi'num language learning

Strategies to meet the goal:

hul'q'umi'num is the first language of this land. Students from the Coast Salish language groups should hear the first language as a reflection of the importance of honouring resilience and reclamation of culture.

The 2024/25 school year saw an introduction to accessible hul'q'umi'num in classroom spaces, but the staff recognize that there is considerable room for growth in learning the language. Through Careers 8 & 9 courses, students will develop language skills to greet others, express thanks, introduce themselves, and understand protocols related to introductions. In the graduation program, staff in all classes will increase their use of hul'q'umi'num to create culturally inclusive habits that honour the hul'q'umi'num language group.

Strategies include:

- We will create posters that mirror the hul'q'umi'num phrases wall seen at the Nanaimo Ladysmith Public Schools board office
- Using QR codes and technology, proper pronunciations from the knowledge keepers will be readily available
- Adding a hul'q'umi'num class taught by a local knowledge keeper during semester two
- A Professional Learning Community (PLC) dedicated to Indigenous knowledge and the First People's Principles of Learning



How will you know:

The information gathered to measure this goal will include data generated through:

- The course selection process (number of students selecting hul'q'umi'num)
- Student learning survey results
- Observations of use of hul'q'umi'num in the hallways
- Street data (targeted one-on-one interviews with Indigenous students)