



# Annual Report for EA September 24, 2011



## WHAT WOULD ENHANCE OUR DISTRICT'S EDUCATION?

### **The vision of our Aboriginal People:**

*We envision a school setting where our children are knowledgeable of our **Traditional Way of Life** and are supported in the pursuit of this knowledge so that they will have a **Sense of Belonging** within the school setting and within their ethnic communities. This will be achieved by acquiring the **Skills for Learning** made possible through our **Places of Learning: Home, Community and School**. With the gift and skill of reading our children will have doors opened for their futures, they will learn of their ancestors and heritage and they will acquire the skills and knowledge of contemporary teachings.*



## SENSE OF BELONGING AND COMMUNITY

### **Statement of Meaning:**

A Sense of Belonging and Community exists when students, parents, community members and school staff express a sense of ownership and pride for the shared and vibrant Aboriginal culture which is evident in the life of the school and community. All members of the school and the community believe they are welcomed, safe, respected, and valued.

### **Goal 1**

**Caring: All students will feel welcomed, cared for, safe, respected, and valued.**

### **Survey Results:**

% Often or Always	September 2009 (baseline)	June 2010		June 2011		June 2012	June 2013
		Target		Target			
<b>I feel welcome at school</b>	73	80	73	80	63		
<b>I feel cared for at school</b>	67	80	65	80	60		
<b>I feel respected at school</b>	70	80	70	80	61		
<b>I feel valued at school</b>	68	80	64	80	57		
<b>I feel safe at school</b>	76	80	78	80	74		

### Structures:

-Committee of the whole on student connectedness

### Strategies

-Student potlatch, June 10, 2011.

-Student survey in June of each year and reporting in September.

-Student artwork reflecting the Aboriginal roots of each community is displayed in every school

## Goal 2

**Identity: All students will experience Aboriginal traditions lead by Aboriginal people in all aspects of the school.**

### Survey Results:

% Often or Always	September 2009 (baseline)	June 2010		June 2011		June 2012	June 2013
		Target		Target			
I participated in Aboriginal activities at school this year	27	50	39	50	47		
I participated in Aboriginal activities in my community this year	26	50	19	50	29		
Learning about Aboriginal culture is important to me	51	60	39	60	43		
Aboriginal ceremonies and traditions should be part of the school	45	50	45	50	45		
What I learned about Aboriginal culture will change my attitude or behavior	36	50	39	50	30		
I see my culture reflected in the school	33	50	43	50	37		
My culture is respected at school	65	75	66	75	58		

### Recording Sheet Results:

	2009/10 (baseline)	2010/11		2011/12	2012/13
		Target			
<b>Number of Aboriginal activities</b>	<b>49</b>	<b>50</b>	<b>100 plus</b>		
<b>Number of Aboriginal community members leading activities</b>	<b>46</b>	<b>50</b>	<b>100 plus</b>		
<b>Number of students involved</b>	<b>1449</b>	<b>1700</b>	<b>4000 plus</b>		

### Structures:

- Nuu-Chah-Nulth Education Workers (NEW)
- Committee of the whole on student connectedness

### Strategies

- NEW maintain a record of the Aboriginal traditions and teachings included in school ceremonies and programs and the members of the Aboriginal community leading the ceremonies and programs
- Student potlatch, June 10 2011 – the preparation for this event encompassed all schools and communities in active/engaging learning throughout the year.

### Goal 3

**Understanding for the Recent Past: All students will have knowledge of the residential school experience and an understanding of the past and present impact that this experience had on individuals, families and communities.**

#### Survey Results:

% Often or Always	September 2009 (baseline)	June 2010		June 2011		June 2012	June 2013
		Target		Target			
I learned about residential schools this year	44	50	25	50	30		
It is important to learn about residential schools	50	50	46	50	44		

#### Structures:

-Sub-committee to organize resources for Residential School and EA education.

#### Strategies

-Residential School resource kits for each school



## TRADITIONAL WAY OF LIFE

### Statement of Meaning:

Knowing who we are and where we have come from and our vision of where we are going as Aboriginal people will support our academic pursuits: speaking the language, knowledge and practices of the Nuu-chah-nulth and other Aboriginal people is critical to these pursuits. We embrace the need to strengthen our traditional way of life by telling and showing our community and members of other communities the language, traditions and practices of our ancestors.

### Goal 1

**Culture: All students will demonstrate knowledge and understanding of Aboriginal heritage and culture.**

English Language Arts (Aboriginal content incorporated)	2008/2009 (baseline) % successfully completing	2009/2010		2010/2011		2011/2012	2012/2013
		Target		Target			
Grade 4	67	69	100	71	68		
Grade 7	100	100	100	100	78		
Grade 10	67	69	74	71	43		
Grade 12	33	36	93	38	33		

Structures:

-Committee of the whole on incorporating Nuu-Chah-Nulth language and culture within the English Language Arts curriculum.

Strategies

- A teacher ready, multi-graded resource kit on the theme of potlatch.
- English 12 First Peoples resources being piloted at GRSS and ZESS.
- Video from the Kyuquot Elementary Secondary potlatch for use in English Language Arts classes.

## Goal 2

**Language: All Aboriginal students will complete an accredited K–8 Nuu-chah-nulth language program and will be able to enroll in a Grade 9-12 Nuu-chah-nulth language program.**

% enrolled	September 2009 (baseline)	June 2010		June 2011		June 2012	June 2013
		Target		Target			
Nuu-chah-nulth K-8	76	78	71	80	90		
Nuu-chah-nulth 9-12	63	65	32	65	40		

Structures:

-Committee of the whole on incorporating Nuu-Chah-Nulth language and culture

Strategies

- Develop a website link link for Nuu-Chah-Nulth language resources
- Develop Nuu-Chah-Nulth language curriculum from infant storybooks to language textbooks



## SKILLS FOR SUCCESS IN LEARNING

### Statement of Meaning:

Each student will acquire the skills and knowledge to be a successful learner within the school and community setting with a goal of becoming a strong, contributing community member. The student will have the confidence that he or she is able to pursue a personal career (life) plan.

### Goal 1

**Success at Grade Level: The number of Aboriginal students who are successful learners at grade level will increase.**

#### Indicators:

English Language Arts	2008/2009 (baseline) % successfully completing	2009/2010		2010/2011		2011/2012	2012/2013
		Target		Target			
Grade 4	67	69	100	71	68		
Grade 7	100	100	100	100	78		
Grade 10	67	69	74	71	43		
Grade 12	33	36	93	38	33		

Mathematics	2008/2009 (baseline) % successfully completing	2009/2010		2010/2011		2011/2012	2012/2013
		Target		Target			
Grade 4	67	69	100	71	88		
Grade 7	100	100	71	73	89		
Grade 10	50	52	76	78	35		

% successfully completing	2008/2009 (baseline)	2009/2010		2010/11		2011/2012	2012/2013
		Target		Target			
Six Year Dogwood Completion	35	40	13	40	21		

#### Structures:

-Precision Reading at each school

#### Strategies

-Develop best practice in primary aboriginal literacy

## Goal 2

**Entrance Requirements and Options: The number of Aboriginal students who graduate with a program of studies that includes academic courses required for post secondary programs will increase.**

**Indicator:**

Optional Provincial Exam Courses	2008/2009 (baseline) % successfully completing	2009/2010		2010/2011		2011/2012	2012/2013
		Target		Target			
Principals of Math 12	100	100	N/A	100	N/A		
Biology 12	100	100	100	100	N/A		
History 12	N/A	100	N/A	100	N/A		
Chemistry 12	N/A	100	N/A	100	N/A		
Physics 12	N/A	100	N/A	100	N/A		

Structures:

-Sub committee to investigate ways to get more academic counseling into the schools

Strategies

-Investigate ways to get more academic counseling into the schools

## Goal 3

**Readiness for Learning: All students will enter kindergarten with the skills and knowledge needed for a successful start to school.**

**Indicators:**

Preschool Attendance	2008/2009 (baseline) # attending	2009/2010	2010/2011	2011/2012	2012/2013
Agnes George Nursery	14				
Strong Start (Tahsis)	13	9			
Strong Start (Zeballos)	10	15			
Kyuquot preschool	11	12			

Structures:

-Agnew George Nursery

-Strong Start Tahsis

-Strong Start Zeballos

-Kyuquot preschool

-Full day Kindergarten

Strategies

-Investigate ways to partner with our communities to enhance school readiness

-Full day kindergarten in each community



## **PLACES OF LEARNING:** **Home, Community, School**

### **Statement of Meaning:**

There exists a collaborative partnership between the school and the community, which recognizes that there are teachers and valuable learning experiences in the community setting. Places of Learning address the flexibility and opportunity needed for students to:

- participate in the learning experiences offered in both settings, the school and the community, and;
- have their learning from both settings valued and recognized.

It is important that the members of each community, the school and the family, recognize and appreciate the commitment, skills and knowledge that are required to be a successful learner in each of the settings.

### **Goal 1**

**Community Teaching: Aboriginal students will successfully complete courses offered in the community setting.**

#### **Indicators:**

Numbers successfully completing BAA courses (once developed and implemented)

#### Structures:

-Sub committee to investigate community based Board Authority Authorized (BAA) courses

#### Strategies

-Work with each community to develop community based BAA courses

### **Focus for 2011/2012**

In 2011/2012, the Enhancement Agreement Committee will continue to focus its time and resources onto Sense of Belonging and Community and Traditional Way of Life. The key activities which will be supported are:

- the annual student potlatch
- implementation of the Nuu-Chah-Nulth Language IRP