



Annual Report for EA September 17, 2012



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		Target		Target
I feel welcome at school	73	80	73	80	63	80	71	80
I feel cared for at school	67	80	65	80	60	80	69	80
I feel respected at school	70	80	70	80	61	80	70	80
I feel valued at school	68	80	64	80	57	80	69	80
I feel safe at school	76	80	78	80	74	80	79	80

Structures:

- Committee of the whole on student connectedness
- YCCW
- New school calendar
- School counselor
- NTC counselor

Strategies

- Student lead potlatch
- 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
- Start to review data by school to look for differences, see if one is more successful and possibly why
- Add strategies to address individual students through Youth and Child Care Workers, school counseling, NTC counseling, anti bullying program
- add strategies to target attendance through school/community partnerships

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		Target		Target
I participated in Aboriginal activities at school this year	27	50	39	50	47	50	54	51
I participated in Aboriginal activities in my community this year	26	50	19	50	29	50	27	50
Learning about Aboriginal culture is important to me	51	60	39	60	43	60	49	60
Aboriginal ceremonies and traditions should be part of the school	45	50	45	50	45	50	46	50
What I learned about Aboriginal culture will change my attitude or behavior	36	50	39	50	30	50	40	50
I see my culture reflected in the school	33	50	43	50	37	50	41	50
My culture is respected at school	65	75	66	75	58	75	66	75

Recording Sheet Results:

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

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 – the preparation for this event encompasses all schools and communities in active/engaged learning throughout the year.
- investigate teacher/staff orientations in each community. Start with a welcome dinner.

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		Target		Target
I learned about residential schools this year	44	50	25	50	30	50	32	50
It is important to learn about residential schools	50	50	46	50	44	50	54	51

Structures:

- Committee of the Whole

Strategies

- Support each school and community in educating their students around residential school experiences when they are ready
- Contact other schools and districts to see what they do.



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		Target		Target
Grade 4	67	69	100	71	68	71	75	73
Grade 7	100	100	100	100	78	100	92	100
Grade 10	67	69	74	71	43	71	65	71
Grade 12	33	36	93	38	33	38	83	39

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 used at GRSS and ZESS
- Consider looking at integration in the social studies curriculum esp. at Grade 4

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		Target		Target
Nuu-chah-nulth K-8	76	78	71	80	90	82	87	84
Nuu-chah-nulth 9-12	63	65	32	65	40	65	38	65

Structures:

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

Strategies

- Have developed a website link for Nuu-Chah-Nulth language resources and resources are currently being uploaded.
- 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		Target		Target
Grade 4	67	69	100	71	68	71	75	73
Grade 7	100	100	100	100	78	100	92	100
Grade 10	67	69	74	71	43	71	65	71
Grade 12	33	36	93	38	33	38	83	39

Mathematics	2008/2009 (baseline) % successfully completing	2009/2010		2010/2011		2011/2012		2012/2013
		Target		Target		Target		target
Grade 4	67	69	100	71	88	73	88	75
Grade 7	100	100	71	73	89	75	92	77
Grade 10	50	52	76	78	35	78	94	80

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

Structures:

- Precision Reading at each school
- Ability groupings at ZESS
- NEWs
- YCCW

Strategies

- Develop best practice in primary aboriginal literacy
- Need to address low attendance to stop learning gaps

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		Target		Target
Principals of Math 12	100	100	N/A	100	N/A	100	N/A	100
Biology 12	100	100	100	100	N/A	100	N/A	100
History 12	N/A	100	N/A	100	N/A	100	N/A	100
Chemistry 12	N/A	100	N/A	100	N/A	100	N/A	100
Physics 12	N/A	100	N/A	100	N/A	100	N/A	100

Structures:

- Committee of the Whole

Strategies

- More academic counseling will be provided to students in all schools
- Attendance support

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
- Strong Start Gold River
- Kyuquot preschool
- Full day Kindergarten

Strategies

- Investigate ways to partner with our communities to enhance school readiness
- Full day kindergarten in each community

*note, the committee stopped collecting data on this goal in 2010.



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 2012/2013

2012/2013 is the fifth and final year of the first Aboriginal Enhancement Agreement. While continuing to work with the current structures and supports, the focus for the upcoming year will be on reviewing the lessons learned in implementing the first Agreement in order to create a second Agreement which will continue our work together.