



# Annual Report for EA

## 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:

|                                   | September 2009 (baseline)<br>% Often or Always | 2010 | 2011 | 2012 | 2013 |
|-----------------------------------|--|------|------|------|------|
| <b>I feel welcome at school</b>   | <b>72.5</b>                                    |      |      |      |      |
| <b>I feel cared for at school</b> | <b>66.6</b>                                    |      |      |      |      |
| <b>I feel respected at school</b> | <b>70.3</b>                                    |      |      |      |      |
| <b>I feel valued at school</b>    | <b>67.6</b>                                    |      |      |      |      |
| <b>I feel safe at school</b>      | <b>75.8</b>                                    |      |      |      |      |

### Structures:

-Sub-Committee on Creating Connectedness

### Strategies

- Inservice with Erik Wong (FNESC) examining prejudices (staff training), education on the EA process generally and specifically the goals for all schools' staff (make it a part of new staff orientation?)
- Investigate ways for schools to celebrate National Aboriginal Day on a day other than June 21<sup>st</sup> if June 21<sup>st</sup> doesn't work with exams etc.
- Student survey created and implemented online in September 2009.

## Goal 2

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

### Survey Results:

|   | September 2009<br>(baseline)<br>% Often or Always | 2010 | 2011 | 2012 | 2013 |
|---|---|------|------|------|------|
| I participated in Aboriginal activities at school last year                 | 27.2  |      |      |      |      |
| I participated in Aboriginal activities in my community last year           | 26.3  |      |      |      |      |
| Learning about Aboriginal culture is important to me                        | 51.2  |      |      |      |      |
| Aboriginal ceremonies and traditions should be part of the school           | 44.9  |      |      |      |      |
| What I learned about Aboriginal culture will change my attitude or behavior | 35.7  |      |      |      |      |
| I see my culture reflected in the school                                    | 33.1  |      |      |      |      |
| My culture is respected at school   | 65.0  |      |      |      |      |

### Recording Sheet Results:

|   | 2009/10<br>(baseline) | 2010/11 | 2011/12 | 2012/13 |
|---|-----------------------|---------|---------|---------|
| Number of Aboriginal activities                           |                       |         |         |         |
| Number of Aboriginal community members leading activities |                       |         |         |         |
| Number of students involved                               |                       |         |         |         |

### Structures:

-Nuu-Chah-Nulth Education Workers (NEW)

### 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
- Investigate the possibility of an annual student potlatch held in a different community each 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:

|  | September 2009<br>(baseline)<br>% Often or Always | 2010 | 2011 | 2012 | 2013 |
|--|---|------|------|------|------|
| I learned about residential schools last year      | 44.4  |      |      |      |      |
| It is important to learn about residential schools | 49.9  |      |      |      |      |

#### Structures:

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

#### Strategies

- Ray Watkins Elementary booklet of resources on Residential Schools to help in the planning of age appropriate presentations for students.
- Finish organizing Residential School resource kits for each school
- Residential School training for staff



## 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<br>(baseline)<br>% successfully completing | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
|---|--|-----------|-----------|-----------|-----------|
| Grade 4   | 66.7   |           |           |           |           |
| Grade 7   | 100  |           |           |           |           |
| Grade 10  | 66.7   |           |           |           |           |
| Grade 12  | 33.3   |           |           |           |           |

Structures:

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

Strategies

- Developing a teacher ready, multi-graded resource kit on the theme of potlatch.
- Piloting English 12 First Peoples at ZESS 2009/2010. Other pilots as the Grade 10 and 11 curricula become available.
- Creating a 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.**

|                            | September 2009 (baseline)<br>% enrolled | September 2010 | September 2011 | September 2012 | September 2013 |
|----------------------------|---|----------------|----------------|----------------|----------------|
| <b>Nuu-chah-nulth K-8</b>  | <b>76.2</b>                             |                |                |                |                |
| <b>Nuu-chah-nulth 9-12</b> | <b>63.0</b>                             |                |                |                |                |

Structures:

-Created a Language Sub-Committee

Strategies

- Approval of Nuu-Chah-Nulth IRP, Grades 5-12
- Correction of IRP font issues completed August 2009
- Purchase “Card Master” machines
- Purchase Tsesaht DVD’s for each school
- Seek permission from Ha houpuk School to copy and distribute their K-6 curriculum teaching plan
- Develop a website specifically for Nuu-Chah-Nulth language resources
- Give graduation credits for students working to preserve the Nuu-Chah-Nulth language
- Purchase Eaglecrest books for each school
- Inservice for staff, students, community in using FirstVoices
- 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<br>(baseline)<br>% successfully<br>completing | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
|-----------------------|---|-----------|-----------|-----------|-----------|
| Grade 4               | 66.7  |           |           |           |           |
| Grade 7               | 100   |           |           |           |           |
| Grade 10              | 66.7  |           |           |           |           |
| Grade 12              | 33.3  |           |           |           |           |

| Mathematics | 2008/2009<br>(baseline)<br>% successfully<br>completing | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
|-------------|---|-----------|-----------|-----------|-----------|
| Grade 4     | 66.7  |           |           |           |           |
| Grade 7     | 100   |           |           |           |           |
| Grade 10    | 50.0  |           |           |           |           |

|                                | 2008/2009<br>(baseline)<br>% successfully<br>completing | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
|--------------------------------|---|-----------|-----------|-----------|-----------|
| Six Year Dogwood<br>Completion |   |           |           |           |           |

#### Structures:

-Form a District Primary Aboriginal Literacy Team

#### 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 |
|----------------------------------|--|-----------|-----------|-----------|-----------|
| Principals of Math 12            | 100  |           |           |           |           |
| Biology 12                       | 100  |           |           |           |           |
| History 12                       | N/A  |           |           |           |           |
| Chemistry 12                     | N/A  |           |           |           |           |
| Physics 12                       | 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                               |           |           |           |           |
| Strong Start (Zeballos) | 10                               |           |           |           |           |
| Kyuquot preschool       | 11                               |           |           |           |           |

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

-Apply to the Ministry for full day kindergarten in each community

