



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:

% Often or Always	September 2009 (baseline)	June 2010		June 2011	June 2012	June 2013
		Target				
I feel welcome at school	72.5	80	72.9			
I feel cared for at school	66.6	80	65.4			
I feel respected at school	70.3	80	69.5			
I feel valued at school	67.6	80	64.3			
I feel safe at school	75.8	80	78.4			

Structures:

-Committee of the whole on student connectedness

Strategies

-Student potlatch, June 11, 2010.

-Student survey updated to allow for measurement in June of each year and reporting in September.

-Local Aboriginal artwork was purchased for display in each school

-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				
I participated in Aboriginal activities at school this year	27.2	50	39.3			
I participated in Aboriginal activities in my community this year	26.3	50	18.8			
Learning about Aboriginal culture is important to me	51.2	60	38.9			
Aboriginal ceremonies and traditions should be part of the school	44.9	50	45.1			
What I learned about Aboriginal culture will change my attitude or behavior	35.7	50	39.2			
I see my culture reflected in the school	33.1	50	43.3			
My culture is respected at school	65.0	75	65.7			

Recording Sheet Results:

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

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 11, 2010

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				
I learned about residential schools this year	44.4	50	24.8			
It is important to learn about residential schools	49.9	50	45.7			

Structures:

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

Strategies

- Finish organizing Residential School resource kits for each school
- EA training for staff postponed until September 2010



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				
Grade 4	66.7	69	100			
Grade 7	100	100	100			
Grade 10	66.7	69	73.9			
Grade 12	33.3	36	93.3			

Structures:

-Committee of the whole 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.
-English 12 First Peoples was partially piloted at ZESS 2009/2010.
-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.

% enrolled	September 2009 (baseline)	September 2010		September 2011	September 2012	September 2013
		Target				
Nuu-chah-nulth K-8	76.2	78	70.9			
Nuu-chah-nulth 9-12	63.0	65	32.0			

Structures:

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

Strategies

-Develop a website specifically for Nuu-Chah-Nulth language resources
-Give graduation credits for students working to preserve the Nuu-Chah-Nulth language
-Develop Nuu-Chah-Nulth language curriculum from infant storybooks to language textbooks
-Nuu-Chah-Nulth language camp for students planned for September 2010
-Nuu-Chah-Nulth language instructors camp implemented July 1 – 5, 2010 in Kyuquot



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			
Grade 4	66.7	69	100		
Grade 7	100	100	100		
Grade 10	66.7	69	73.9		
Grade 12	33.3	36	93.3		

Mathematics	2008/2009 (baseline) % successfully completing	2009/2010	2010/2011	2011/2012	2012/2013
		Target			
Grade 4	66.7	69	100		
Grade 7	100	100	71.4		
Grade 10	50.0	52	76.0		

% successfully completing	2008/2009 (baseline)	2009/2010	2010/2011	2011/2012	2012/2013
		Target			
Six Year Dogwood Completion	35.0	40			

Structures:

-Investigate a District Aboriginal primary literacy committee

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



-Apply to the Ministry for 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 2010/2011

In 2010/2011, 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:

- inservice and education around the EA process for staff and students
- the annual student potlatch
- implementation of the Nuu-Chah-Nulth Language IRP
- development of BAA courses
and curriculum focused on local Aboriginal