

North Oyster Elementary

Year: 2022-2023

Principal: Kelly Payne



Our School Story

What are the unique, positive characteristics we celebrate in our school/community?

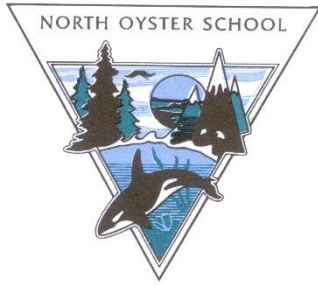
As the district's only dual-track school (French Immersion and English programs), École North Oyster Elementary enjoys a pristine rural setting, situated on the traditional and unceded territory of the Stz'uminus people, near the town of Ladysmith and serving the surrounding communities. We are also a focus school consistently and diligently supporting our primary literacy programming. This also means that there is a specific goal of improving our literacy rates and have additional staff and resources to help us meet that goal. We have a beautiful outdoor area for learning from and on the land and outdoor space to run and play. We recently added another outdoor playground with hard-earned fundraising and grant money. We have a complete outdoor education seating area and multiple gardens around the school. École North Oyster Elementary is an amazing place to learn, play and grow. We have an amazing, caring and supportive staff who volunteer their time to sponsor many groups and athletic programs.

What are the important demographics of our school and community?

North Oyster School dates back to 1891 and has 370 students in 16 divisions. We serve many rural communities in the south Nanaimo and Ladysmith areas, including Cassidy, Cedar, and Stz'uminus reserve. Ecole North Oyster is a kindergarten to grade 7 school. We have a very diverse population that attends Ecole North Oyster and have a variety of socio-economic backgrounds as well as cultures. We welcome students from many geographical areas around the community; therefore, most of our population arrives by bus. We are grateful for our population's heterogeneity, which builds culture and distinctiveness in our school community.

- 1. Our students will continue to demonstrate improvement in their literacy skills as measured by the NLPS/ALPIN assessments.**
- 2. We will use restorative practices to create a safe, caring, orderly and inclusive school community.**
- 3. We value the traditional territory we gather on and will use First Peoples Principals of Learning to deepen our appreciation and foster educational, personal, and social skills.**

Our School Goals



ÉCOLE NORTH OYSTER SCHOOL

ENO SCHOOL GOALS 2022-2024

These goals were written, as a collaborative process with staff, based on the core values of:

Resilience, Environmental Stewardship, Inclusion, Respect, Growth Mindset, & Responsibility.

1. Our students will continue to demonstrate improvement in:

- meaningfully and developmentally appropriate literacy and numeracy skills
- progress in their skill development will be measured and reviewed regularly through a combination of classroom, school, district, and ministry assessments.
- using this information, timely supports and interventions will be used when needed to support the success of all our learners.

2. As a school community we all have a collective responsibility to:

- create a safe, inclusive, respectful, and healthy place to develop our minds and bodies
- work and learn with integrity and respect towards one another
- abide by our code of conduct
- use Social Emotional Learning to help reach this goal.

3. We value the traditional territory that we gather on and will:

- use First Peoples Principles of Learning to deepen our appreciation as well as foster educational, personal, and social skills.
- learn together to become better stewards of the land in this community and beyond.

Our School Celebration Story

At Ecole North Oyster, you will find a resilient and diverse community where all staff have hearts filled with supporting and educating our students. We have been working on improving our literacy through our collaboration with our Literacy coordinator and our French release time to build early literacy in French Immersion students. We also have worked on our numeracy through professional development initiatives and workshops with Carole Fullerton and Nathalie Sinclair.

Our school has very rich indigenous education initiatives and many activities run by staff to build community and support around our students. We have drumming lessons, language lessons, beading clubs, and daily use of the Hul'qumi'num language throughout the school day. We also celebrate through our Cedar assemblies, where we connect with our animal groups, celebrate student success, and take time to clean up and take care of our land. We are honoured to have Nictanat Thorne and Cameron Park to help support our work in reconciliation through education. Thank you/Hay ch q' a//Merci

Our staff here at Ecole North Oyster understand that our students need a holistic approach to their educational experience. In an effort to support this, we have many clubs that are run throughout the school for all our diverse students. These include, but are not limited to, card clubs, athletics, tech crews, cedar leaders, spirit crew, and library helpers. Each day, these and the welcoming environment our staff brings to their classrooms and halls help connect and build safe, caring, and healthy learning environments.

NLPS Board Goals

Choose a goal

NLPS Board Objective(s)

Continuous Improvement of Instruction and Assessment

Collaborative Inquiry Goal



PLAN

Scanning: What's going on for our learners? How do we know? Why does it matter

Focusing: Where will concentrating our efforts make the most difference? How are we contributing to the situation?

As a focus school, our English student's literacy rates are of utmost importance. We have a learning coordinator who comes in twice a week to assess and support our primary teachers with literacy goals and initiatives

Our French program's early literacy is also being supported by the early French immersion literacy sessions and our Kindergarten teacher is a leader in this project.

Many teachers and ISTs participated in the Carol Fullerton numeracy sessions and then we all presented at a staff meeting and broke out in smaller groups. We also had a mathematician from Vancouver come for our professional development day in February.

ACT

New Action: What can we do differently to make "enough" of a difference?

New Learning: How and where will we learn more about what to do?

1. Professional development and release time for collaboration
2. Co-teaching with literacy coordinator
3. Application of new numeracy strategies
4. French Immersion release time to provide targeted support to our FI students

Literacy practice has evolved and changed:

Targeted support for phonic and letters, not pictures. We are using a translingual approach to French immersion early literacy.

Release time to build capacity with the change and resources, such as games

Outdoor education initiatives to enhance science, math, and literacy

Professional development and staff meetings as well as release time will provide the time and

OBSERVE

Checking: Have we made “enough” of a difference?

Evidence: How do we know? What evidence do we have to show our impact?

Pars and Haggerty as well as ALPIN assessments each year will help collect data on student achievement.

We have initiated some leadership opportunities which have in turn built relationships and created a comfortable environment for students to thrive. Most of our leaders are not those who are engaged and academically strong, but those that may struggle with connections and sense of place and belonging.

REFLECT

Lessons Learned: How and when will we share our progress and insights?

Next Steps: What are our next steps for students? What do we need to learn more about?

We will have a sharing circle at our staff meeting in June to reflect on the year, our goals, and the next steps for the coming year.

Open discussion and reflection on the types of assessments we use to guide our practise.

Refraining from supporting purchasing of Math booklets to teach- provide more hands-on materials and professional development opportunities to have teacher leaders support and inspire their colleagues.

NLPS Board Goals

Choose a goal

NLPS Board Objective(s)

Truth and Reconciliation

Collaborative Inquiry Goal



PLAN

Scanning: What's going on for our learners? How do we know? Why does it matter

Focusing: Where will concentrating our efforts make the most difference? How are we contributing to the situation?

At ENO we have a large population of students who are bussed in from the local Stz'uminus reserve. We have attendance issues and academic needs as well as nutritional support for these students.

Many of our staff and cultural support teachers are knowledgeable and implement indigenous learning and land-based learning regularly. Our library has an abundance of books, both in French and English, with a variety of indigenous stories, histories, and principles of learning. We review and encourage the use of the local indigenous language through song, modelling, daily words, and phrases over the announcements, as well as art and vocabulary around the school.

Our whole school was gifted the 'equality song' by Patrick Aleck. We all sang it outside in a circle as a school together.

ACT

New Action: What can we do differently to make "enough" of a difference?

New Learning: How and where will we learn more about what to do?

Our Cedar assemblies promote indigenous ways of being and learning, and students are placed in indigenous animal family groups. We understand and celebrate each other based on those animals' principal characteristics. We then work as a family to clean up the land, connect to the land and sing with the land outside.

Involving Cameron and Nictanat with our cedar assemblies as well as support and help connect students to the cultural groups that are being run. Involving both Nictanat and Cameron in our collaborative discussions and meeting with them regularly to support cultural initiatives and reflect on so in respectful ways. To further our understanding and educate and build capacity in staff to understand the first nation's principles of learning, we need to include them in our assemblies and staff meeting agenda.

OBSERVE

Checking: Have we made “enough” of a difference?

Evidence: How do we know? What evidence do we have to show our impact?

Students who have had difficulties adjusting when moving from the reserve seem more comfortable and connected to the school.

New and upcoming initiatives are indigenizing our school logo, potluck dinner and breakfasts in talking circles, as well as building on our cedar assemblies to have activities that connect students to the land and learn to care for it.

Example. KA, who did not want to be or help ‘white people’. She missed the cultural pieces of her reserve school. We connected her and her family with our drumming and beading clubs at lunch. She taught me how to sing happy birthday in Hul’qumi’num as well as was able to speak her language with two of the adults in the school.

REFLECT

Lessons Learned: How and when will we share our progress and insights?

Next Steps: What are our next steps for students? What do we need to learn more about?

We will share this at staff meetings and through communication with our community.

We will have a sharing circle at our staff meeting in June to reflect on the year, our goals, and the next steps for the coming year.

We want to increase and continue to improve our Cedar assemblies by adding some environmental sustainability and having more of our population educated and using the first principles of learning as well as the language within our school.

School Data

Where and how to find this data coming soon!

Elementary Report Card History:

Student Learning Survey:

Revised: November 2, 2022