

AHP Matthew Elementary

School Goals

2015-2016

At the end of the 2015-2016 school year, there was evidence of:

1. A desire to enrich the school community with Aboriginal Education which was demonstrated through:
 - a. Student engagement in the All Nations drumming group, offered by our LST teacher, Margorie Dumont
 - b. Teacher curiosity of the AbEd curriculum
 - c. A decision to build AbEd cultural presence -- a decision was made to start an AbEd inquiry (see attached).
2. A decline in Student numeracy skills
 - a. Student scores demonstrated a decline from grade 4 through grade 7
 - b. LST suggested a differentiated math program that follows a similar framework to our guided reading program
 - c. All staff came on board to try this initiative
 - d. Island Net scores demonstrated improvement in numeracy skills (see attached).
 - e. Staff decision to continue with the differentiated math program next year
3. Interest in self-regulation
 - a. Two teachers practice self-regulation within the school, and there is growing interest in learning about teaching self-regulation, as there were teachers asking for various teacher resources and tools for the classroom
 - b. One teacher organized an SEL workshop for the teaching staff on a prod day – she demonstrated what she does in the classroom to teach SEL
 - c. Teachers voiced that this would be an area of focus for next year
 - d. This goal was slowly evolving in the school

Potential Goals for 2016-2017:

1. Complete the AbEd inquiry project
2. Continue with year 2 of the Differentiated math program
3. Establish a common SEL language within the school.

Pummy Sekhon
Principal

Kym Bailey-Cook
Vice Principal

AHP Matthew Elementary School's Story Post Project

Introduction

Students at AHP Matthew Elementary are from a culturally diverse community. In the last three years, Marjorie Dumont has established a drumming group that initially started with four students that has grown to over 20 students. They are a reflection of our diverse cultures and is thus named: All Nations. The students are dedicated to Mrs. Dumont and their drumming. They arrive at school by 7:30 am (by student choice) and practice at least two days a week. The group has performed for our school assemblies, teacher conferences and community events. They are well known by many across the lower mainland. We are very proud of their dedication and commitment to their passion.

Along with drumming, dancing and singing, we bring in Aboriginal cultural presenters to present to classes and assemblies. We have also celebrated National Aboriginal day where all students and staff participate in whole school activities.

Learning about Aboriginal history and culture has become a commitment our school has embraced. The new curriculum has enhanced what we have already been practicing at our school.

History

AHP Aboriginal Education Committee was formed in the fall of 2014 with the guidance of Marlene Brajak, the school's Aboriginal CCW. Marlene Brajak (Aboriginal CCW), Kym Bailey (Vice Principal), Shannon Law (teacher), Jolene Elder (teacher) and Marjorie Dumont (teacher) formed the AHP Aboriginal Education Committee (AHP AEC). The committee is in its second year. One of the many things this committee wanted to do was to find ways to increase the awareness of Aboriginal history and culture within the school.

The committee decided to take on the task of becoming involved with the Aboriginal Enhancement Schools Network (AESN) on a voluntary and annual basis. AESN schools link their inquiry specifically to Aboriginal ways of knowing. The Spiral of Inquiry provides school teams with the structure for guiding their improvement and innovation work. Participating schools develop a question to address through their inquiry, collaborate with colleagues through regional meetings, and share case studies in a spirit of generosity and curiosity. This type of inquiry has six key stages: scanning, focusing, developing a hunch, new professional learning, taking action and checking that a big enough difference has been made. At each stage in the spiral, three questions are asked: What is going on for our learners? How do we know? And why does this matter?

The Surrey Aboriginal Department have been instrumental in guiding us through our school's inquiry. And with this support the AHP Aboriginal Education Committee was then able to assist the school in carrying out its goal to increase Aboriginal cultural awareness. It was evident early in the school year (2015-2016) that AHP Matthew staff was enthusiastic about continuing the goal to increase First Nations culture awareness. The AHP Aboriginal Education Committee's guidance and support of this inquiry project has been in the form of creating online survey's, informal conversations with teachers and updates at the staff meetings. An additional component to the 2015-2016 inquiry is the math and science.

AHP Matthew Elementary School's Inquiry Project 2015-2016

The committee's overall goal this year was to honour, promote and sustain Coast Salish culture and ways of being through projects that include four house posts, resources, and educational activities. Our project will bring Coast Salish's rich culture and history alive to the young learners of AHP Matthew Elementary School. Not only will this help our school meet the new curriculum standards but also help build relationships with the First Nations in which the school is located on.

Brandon Gabriel, a contemporary artist of the Kwantlen First Nation, was asked if he would create 4 designs for the four cement posts in the undercover area of our school. Marlene Brajak, Aboriginal CCW and Marjorie Dumont, LST teacher, met Brandon to discuss this possibility. Without hesitation, Brandon agreed to take on this project.

Since then, Brandon has visited the school on three occasions and has discussed with the teachers various ideas and those who participated, are very enthusiastic about the learning and teaching that will occur.

In the next few weeks, we will be getting together to pre-plan the designs of the four story posts and students will create legends that will reflect the paintings of the posts. After the legends are created, a school book will be published.

We also plan to create a website where other schools can access resources that we have created from this project.

The story post project is set to start May 16 and it is anticipated that the project will take three weeks to complete.

It is anticipated that the project will cost \$2000.00 to complete. We have applied to four grants and have yet to hear whether we have been accepted. To date, we have \$500 to pay for the cost of this project and we are feeling anxious about covering the cost of the artist. We greatly appreciate support from the PAC committee to help fund the project.

A break down of the project and estimates of the costs:

Estimated Budget

Honouring Culture Through Art and Science

Artist:	6 hours per day, 3 days a week for 3 weeks \$23.25 per hour	\$1255.50
Painting materials:		\$500.00
Resource collecting/binding, website assistance:		\$200.00
	Total:	\$1,955.50