

**ABORIGINAL ENHANCEMENT SCHOOLS NETWORK
2011-2012**

**JOHN A. HUTTON ELEMENTARY
#51 Boundary**

Leadership Team

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School Context/Community Involvement

John A. Hutton is a K-7 school in Boundary School District #51. There are 254 students enrolled and we have a teaching staff and support staff of approximately 18. We are a rural school surrounded by beautiful scenic mountains and farming fields. We have an Aboriginal population of 22% which does not include a band or reserve. Our district includes schools from Big White to Christina Lake and beyond, an area of approximately 250 km. Grand Forks enjoys a supportive parent and community base that works together with our schools to ensure the best possible learning environment for our students.

School Inquiry and Action

School Question

Will the active participation of parents in the after school tutoring program increase the relevance of Aboriginal students own learning and reading performance as determined by the spring/fall S.M.A.R.T. reading assessments?

Focus of Inquiry

This year we have continued and extended the work that has been done over the past three years with the tutoring club in our school. We started the after school tutoring club which aimed at helping those students unable to read or complete homework at home. The focus was to allow one to one practice time for students that needed more than they received in their daily schedule.

Links with District Enhancement Agreement

This directly links to our Enhancement Agreement goal of: Ensuring that all students of Aboriginal ancestry achieve social and academic success.

Strategies

This program initially began in an attempt to help students maintain the academic success they had achieved during the school year and transfer it to the next school year. It became evident that some students needed to work on academic skills in the summer as well as after school. The program was extended from summers to after school. This year the school team collaboratively met and discussed what the next step should be in helping our students achieve academic success. Collaboratively staff members agreed that a routine with clear verbal instructions for each session would help students to understand their own learning. It was agreed that parents also needed to be included in the success and achievement of their children.

School Findings

	NY	A	M	E
Fall 2009	4	1	0	0
Spring 2010	0	3	1	0
Fall 2010	7	1	0	0
Spring 2011	3	1	4	0

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Our staff was pleasantly surprised by the parent involvement that took place this year. We have concluded that students and their parents are beginning to take an active role in their own learning. Parents are beginning to realize what an important role they play in their child's education.

AESN Plans for 2011-2012

Our plan for the school year of 2012-2013 will be to invite parents into the tutoring group on a weekly basis. Parents will be invited to sign up to a weekly commitment and participate with the tutoring group by bringing in a snack and reading with students while they are there. Parents will also be encouraged to participate in all activities while they are volunteering.

Reflections, Advice

We have observed that the inclusion of parents on a regular basis strengthens the student's focus and participation in their own learning. We have also observed that parents are happy to participate when they experience the pride and self-worth that their children are accomplishing in the tutoring program.

We had 100% participation by parents, grandparents and siblings for our celebrations. Students took great pride in demonstrating to their families how much they had learned. When it is a stress-free environment both families and students expand their learning. Many parents are now asking questions that further their own learning and are interested in ensuring that the learning is continued for their children.