

Annual Report

2011-2012



Mamu Tshishkutamashutau
School Board

Greetings from the Community Director of Education - Natuashish



First I would like to thank the staff, students and community for a successful year at the Mushuau Innu Natuashish School. The school year had its challenges, however, many positive strides were made in the right direction for continuing success. This was my first school year in the Director of Education role. I have done my best to welcome the challenges that it presents and look forward to continuing the work and positive direction that has been my goal since my commencement.

Our school year began with introductions and presentations from our Innu staff. The focus was to bring attention to Innu culture to the new staff members from outside the community. The year began very positively. Innu Staff shared their experiences with the Education System and schooling in the past which provided great insight and background to these new members of our community.

The school graduated six students from High School in 2011-2012 School Year. Congratulations to all the Graduates and on behalf of your community and school staff we wish you nothing but success.

Our schools Innu Program has shown improvements over the course of the School Year. The Crafts Teacher and Classroom Assistants have worked to ensure Innu-Aimun and Innu-Aitun remain strong in our education system. Innu Classroom Assistants have developed their own materials and teaching techniques for instructing the Kindergarten to Grade 9 students.

There were challenges with maintaining staff throughout the school year which caused programs to suffer. The School Board staff worked with myself on a regular basis to ensure that positions were filled and staff issues were dealt with. Myself and School

staff worked overall towards maintaining programming for students.

Often, programming for students suffered because of high staff turnover, classroom space issues and parental involvement. I cannot stress how important parental involvement is in a child's education. After working in this role for the past year, I now realize that it is imperative that parents and guardians take an active role in their child's education.

One last area of improvement going forward for our school is the training of Innu Classroom Assistants in the areas of teaching techniques, professional learning communities and team work. These positions are vital to the successful operation of our schools. The Certified Teaching Staff from outside our community value the efforts and background that the Innu Classroom Assistants bring to the classroom.

Thank you!

Ruby Tshakapesh

Greetings from the Community Director of Education - Sheshatshiu



As your Director of Education for your Sheshatshiu Innu School and community I am grateful for all your support and knowledge you have given me through all these years of working with you and children. I believe by working together we can all make this school a better place for our children. When we bring positive atmosphere and role models to our school and community we will achieve great things.

Well, another successful 2011/2012 school year has gone by and another group of Innu

students have gone and graduated from high school. Congratulations to all our graduates!

It gives me great pleasure to see many of our children attend school and take pride in their culture and education. It has been a successful year for our students and staff.

I would like to thank our admin staff, Principal Clarence Davis, Vice-principal Allan McDonald, Innu Vice-principal Eugene Hart, Community-School Liaison Worker Kenny Rich, Guidance Counselor Roche Collins, FNSSP Coordinator Kathleen Gilhooly for all their work and dedication.

Our SIS teachers continue to work hard to help your children with the best education possible. They work over and beyond their call of duty as teachers and we have seen proof of this in our children's love of school. Thank you all for the wonderful work and success.

I am grateful to have such a wonderful staff, teachers, classroom assistants, bus drivers and custodians at our Sheshatshiu Innu School. Our Innu language teachers and CA's have so much to offer and bring great knowledge to our school. I would like to thank them all for their hard work. Your work and dedication has not gone unnoticed.

Our school was able to bring photography club, Innu crafts and language, elder visits, Kamataukatshiu festival workshops, family literacy, and sports events.

This year we saw 28 kindergarten graduates move on to Grade 1 and I hope to see them continue on all the way to high school. We are currently seeing 7 - 8 Innu students graduate from high school but I am very hopeful we will eventually see 20 - 30 SIS students graduate from high school. As a teacher and Director there is nothing more rewarding than seeing your children & grandchildren walk down the aisle in their graduation gown. It gives me great hope when I see our young Innu with great big smiles on their faces. I am sure every parent feels the same way.

Again our school was able to send a group of students from Grade 7 -12 to a fantastic school trip to Ottawa and Toronto in June 2012. The SIS teachers selected these students because they were good attenders, had good marks and were on their best behavior all year. They were in Ottawa to meet and visit our Innu Minister of Intergovernmental Affairs, Peter Penashue and toured the parliament buildings and museums. The students went on to Toronto to finish their trip in the famous Canada's Wonderland and Niagara Falls.

Thank you!

Kanani Penashue-Davis

MUSHUAU INNU NATUASHISH SCHOOL

Administrative Staff

- Natalie Toba, Principal
- Adam Berube, VP
- Evelyn Rich, Receptionist
- Innu VP, Vacant
- Admin Assistant, Vacant

Staff/Employees:

- 28 Certified Teachers
- 14 Classroom Assistants
- 1 Facilities Manager
- 1 Bus Driver

Student Services

- Resource
- Guidance
- Breakfast Program
- Special Needs Bussing

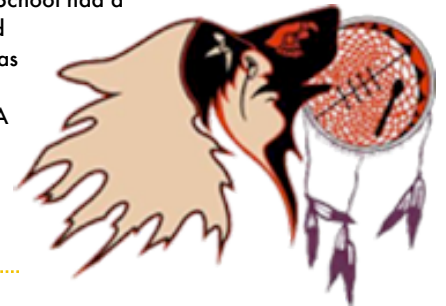
Extra Curricular

- Floor Hockey
- Theater Arts
- Guitar Lessons
- Reading Club
- Broomball



Overview

In 2011-2012 the Mushuau Innu Natuashish School had a school population of 263 students; 126 males and 137 females. In Kindergarten to Grade 9 there was a pass/promotion rate of 99.03%, while High School (Grades 10-12) had only a 32.14% rate. A pass/promotion rate is the rate at which students move onto the next grade level, whether being deemed as a pass or promotion.



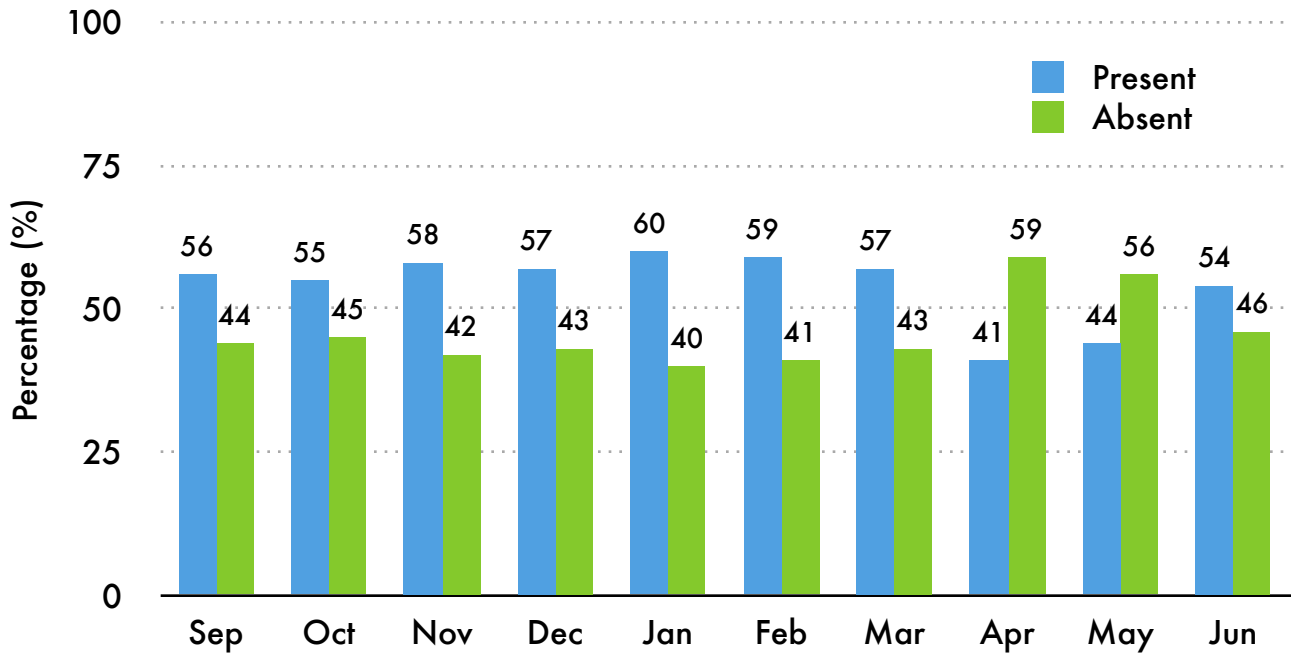
Significant Achievements

- Attended the Winter March 2012 Sports Meet hosted in Rigolet.
- Attended the Labrador Creative Arts Festival November 2011 in Goose Bay.
- The school was successful in creating a continuous after school programs in the gymnasium, at the arena and in the music room.
- Students in Grades 7 and 8 went on a trip to Border Beacon with the Chief, where they participated in cultural activities and shared their knowledge with the their teachers.
- The Kindergarten to Grade 6 students participated in the WOW National Reading Challenge and won 50 books for the school.
- There were six high school graduates in total.

Challenges

- While primary and high school attendance figures have improved slightly, attendance continues to be a major challenge. The school will continue to work with the community and leadership in order to improve attendance.
- Drop out rates in Grade 10 are high and considerable effort is needed going forward to address issues of alternative programming, attendance and achievement in Grades K-9.
- Infrastructure issues including storage space and facilities management areas, bussing storage and internet bandwidth.

Mushuau Innu Natuashish School Average Attendance 2011-2012



TIMELINE: GHOST OF THE FUTURE by Candace Toma

Candace was recognized for her story titled *Timeline: Ghost of the Future*. Below is an excerpt from her story.

...*The Past: I make my first journey to the past. My mind travels back to my grandfather's time. Although we had traded with Europeans for centuries, during World War II the outside world began to intrude more and more into the lives of the Innu of Labrador.*

As far back as I can remember, everyone called my grandfather, William Katshinak, "master," including my father. However, in my vision, he is only nine or ten years old. He is with his family by the lake. They are living in a tent. There are other families close by. The men have all gone hunting, but William is too young to go. His mother is telling him to fetch some water. He is dressed in traditional clothes made from caribou hide and he wears moccasins. He is fighting with his sister and his mother is losing patience. All of a sudden, they hear a strange noise. They have never heard anything like it. The noise is getting louder.

There! Out over the water! A large flying... thing! It's coming directly for the tent. William begins to run; his mother and sister are close behind. I feel their fright... their panic! They are soon running out of breath and their hearts are beating like drums! I know it's an airplane, but feeling what they feel, the story doesn't seem as funny now...



Mushuau Innu Natuashish High School Graduates 2011-2012

- Brian Rich
- Desiree Pokue
- Jamie Nui
- Kathy Pasteen
- Mathias Katshinak
- Richard Rich

SHESHATSHIU INNU SCHOOL

Administrative Staff

- Clarence Davis, Principal
- Alan MacDonald, VP
- Eugene Hart, Innu VP
- Cassandra Rich, Receptionist
- Paula Jack, Admin Assistant

Staff/Employees:

- 34 Certified Teachers
- 12 Classroom Assistants
- 1 Facilities Manager
- 3 Custodians
- 3 Bus Drivers

Student Services

- Resource
- Guidance
- Breakfast Program
- Student Bussing

Extra Curricular

- Floor Hockey
- Cross Country Running
- Table Tennis
- Volleyball
- Swimming
- Photography Club



Overview

In 2011-2012 the Sheshatshiu Innu School had a school population of 459 students; 227 males and 232 females. In Kindergarten to Grade 9 there was a pass/promotion rate of 99.62%, while High School (Grades 10 - 12) had only a 23.58% rate.

Sheshatshiu Innu School piloted a six-week, six semester block system in high school in 2011-2012. The trial method showed a significant increase in student achievement and improved individual student attendance.



Significant Achievements

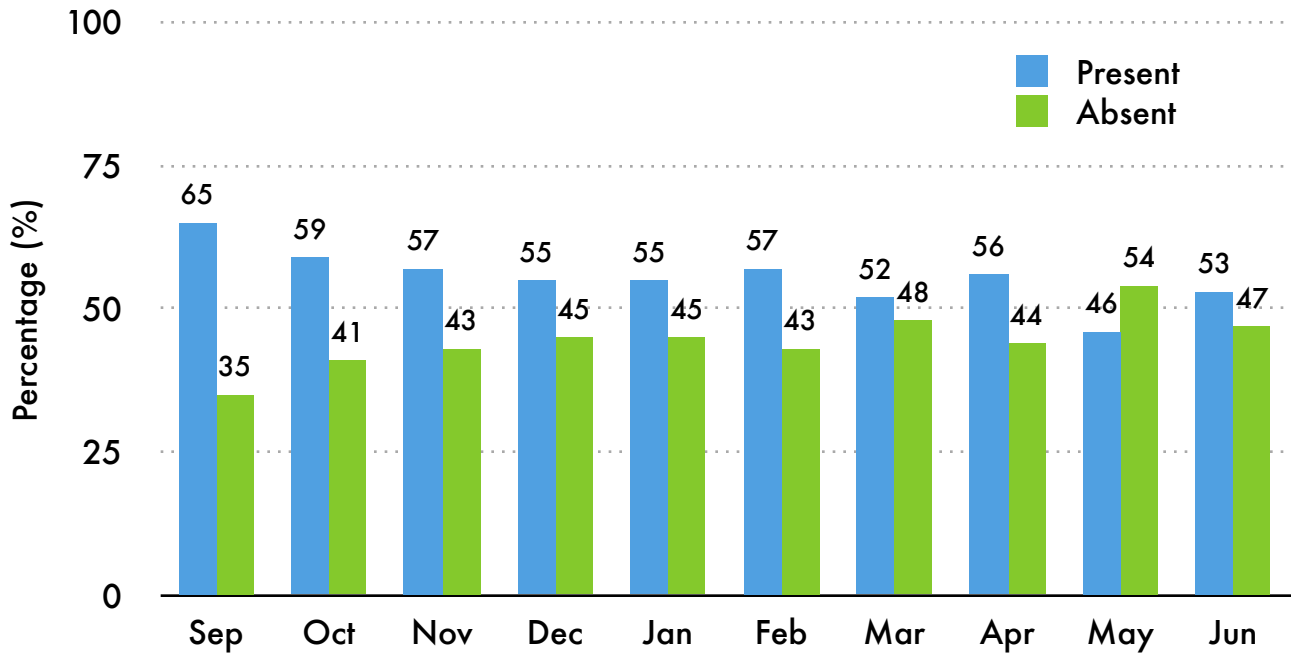
- Attended the Fall Sept 2011 Sports Meet hosted in Makkovik, where the team won Most Sportsmanlike Team and medaled in the native games.
- Hosted Skipping Seminar by World Class Skipping group called "Jump Energy".
- Hosted a community mixed ball hockey tournament for Grades 4-9.
- Winter March 2012 Sports Meet hosted in Rigolet - school team place 3rd in the Labrathon, 2nd in hockey, 2nd in soccer, 4th in skiing, and medals in Native Games.
- Hosted Table Tennis Regionals - school team placed 2nd.
- Boys Volleyball Regionals were hosted in Churchill Falls - school team placed 3rd.
- There were seven high school graduates in total

Challenges

- While primary and high school attendance figures have improved slightly, attendance continues to be a major challenge for the Sheshatshiu Innu School. The school will continue to work with the community in order to improve attendance.
- Infrastructure issues including storage space and facilities management areas, bussing storage and internet bandwidth.



Sheshatshiu Innu School Average Attendance 2011-2012



Sheshatshiu Innu High School Graduates 2011-2012

- Jeremy Nuna
- Tshetshekuss Benuen
- Pishum Penashue
- Stephen Penashue
- Munik Piwas
- Ryan Rich
- Andrew Gregoire

PROGRAMS

- Innu Aimun and Innu Aitun - New Paths for Education
- Elders in Our Schools - Parental and Community Engagement Strategy (PCES)
- Special Education Program (SEP)
- Post Secondary Education Supports - Sheshatshiu



Natuashish Innu Aimun and Innu Aitun

- Every Kindergarten to Grade 5 Classroom were allocated a Innu Classroom Assistant who taught students Innu Aimun, translated for classroom teachers and students concerning everyday language barriers and helped to communicate with parents visiting the classroom.
- Innu Language Teacher, Joyce Rich, conducted Innu Aimun language study classes with all student in Kindergarten to Grade 9.
- Traditional Crafts Teacher, Caroline Penashue, taught students to make moccasins, tents, dream catchers, dolls and do bead work.
- Extensive effort was placed on Innu Aimun materials; word cards were developed for use by Innu Classroom Assistants and the Innu Language Teacher that show a visual with the English and Innu word on the card.
- In February 2012, the staff and students invited Elders into the school for a Valentines Day Dinner, where traditional and other foods were served to Elders.
- Each morning, Elder Mary Georgette Mistenapeo comes to the school to say the Morning Prayer over the intercom.

Sheshatshiu Innu Aimun and Innu Aitun

- Classroom Assistants were assigned to classes based on needed extra supports as Innu Language Teachers, Francesca Snow, Ann Hurley, Julianna Michel and Helen Hart taught regularly scheduled Innu Aimun Classes to students in Kindergarten to Grade 9.
- In Sheshatshiu, extensive work was placed on development of Innu Aimun materials; the Innu Teachers had scheduled time to work on the development of materials and structuring the frameworks for their Innu Aimun classes.
- Elders and community members helped to set up tents and prepare traditional meals for students and staff; classes signed up to visit tents where they ate traditional foods, listened to elders tell stories and shared their culture with their Teachers.
- Innu Curriculum Worker, Anne Rich, began the Innu Aimun Assessments developed in conjunction with Marguerite MacKenzie; work is still on-going with results expected some time in the Fall of 2012.
- In December 2011, the high school students invited Elders into the school for an Elder Christmas Dinner, where traditional and other foods were served to Elders, gifts were presented and students and staff had the opportunity to sit and learn from Elders.



Special Education Program (SEP) Needs

In 2011-2012 Mamu Tshishkutamashutau received \$120,000 in Special Education Program Funding from Aboriginal Affairs (AANDC). This funding is to provide in-direct services to the students of Sheshatshiu and Natuashish that require Special Services. In-direct services are typical of a salary or wage for individuals who are working with students in need; this may be Certified Special Education Teachers or Student Assistant Workers. In 2011-2012 there was no funding provided for Direct Services under the SEP. Direct Services would be funding to provide Professional Assessments, Educational Psychologists, Speech Language Specialists and Occupational Therapists to the students who are in need of these services. Direct Service funding would also provide the services to students who have vision or hearing impairment.

There is a considerable back-log of assessment work that needs completion, program development that needs revisions and professional services that students need. In MTIEs Special Education Program Report provided to AANDC, there were identified 89 students in Sheshatshiu and 42 students in Natuashish referred for specialized services.

MTIE Investment in SEP

Even without the appropriate funding level from AANDC in SEP, Mamu Tshishkutamashutau has invested a considerable amount of resources into Special Education. In Sheshatshiu we staffed a full-time Guidance Counsellor, Roche Collins, along with three (3) full time Resource Teachers who work with students in small groups, one-on-one and on an intervention basis; Kim Hipkins, Michelle Baikie and Saralynn Cheeseman. In Natuashish we staffed a full-time Guidance Counsellor, Dave Andrews, along with two (2) full time Resource teachers; Nora Sargent and Tony Collens.

Further to the above, considerable resources have been put in place for students with vision and hearing impairment to receive the services needed given their disability. Professional assessment work and programming has been put in place for these students.

Post Secondary Education Supports - Sheshatshiu Post Secondary Students



Mary Janet Hill - Trent University, Peterborough, Ontario

Mary Janet Hill graduated High School in 2006 from Peenamim MacKenzie School in Sheshatshiu. She then attended Trent University in Peterborough, Ontario in 2009 where she began Indigenous Studies as a degree.

Mary Janet Hill is set to finish her degree in December of 2012. For the 2011-2012 Academic Year at Trent, Mary Janet received special recognition from the Department of Indigenous Studies in the Indigenous Studies Academic Achievement Award.

In the 2011-2012 Academic Year she also received the recognition of making the Dean's List; achieving exceptional marks in all her work.



Atshapi Andrew - Acadia University, Wolfville, Nova Scotia

Atshapi Andrew graduated High School in 2009 from Athol Murray College of Notre Dame in Wilcox, Saskatchewan after leaving Sheshatshiu to attend school while also participating in varsity Junior Hockey, Soccer and Rugby.

Atshapi completed his first year of University studies at the University of Manitoba. He then transferred to Acadia University in Wolfville where he is double majoring in Community Development and Environmental Sustainability Studies. He's set to graduate in the 2013-2014 university year and plans to come home to Sheshatshiu working in the field of community development.

LITERACY
NUMERACY
STUDENT
RETENTION



Over the course of the next few years, Post Secondary will become a growing program. One, because other sources of funding secondary programs are becoming more difficult to obtain; two, because there will be an increased number of persons wishing to apply for funding; and three, the demand for individuals with post secondary training is increasing in the community and surrounding area.

PROGRAMS

- First Nation Student Success Program (FNSSP)
- Education Partnerships Program (EPP)



Education Partnerships Program (EPP)

In April 2011-2012, Administrative Staff of Mamu Tshishkutamashutau started discussion of a Memorandum of Understanding with the Newfoundland and Labrador Department of Education (NLDOE) and the Federal Department of Aboriginal Affairs and Northern Development Canada (AANDC).

Initial talks centered around services that could be provided and would of all parties including:

- the sharing of expertise, curriculum and professional development;
- provision of services;
- guidelines for the sharing of school board and student information;
- professional staff requirements.

The end result from the approval of this Memorandum would be an agreement between the Parties to set up an Action Plan that would help guide the direction of Innu Education projects. Upon sanctioning of the MOU as the provincial, federal and board level, MTIE can begin accessing funds for projects and curriculum initiatives that will help enhance Innu Aimun and Innu Aitun instruction and programs in our schools.

First Nation Student Success Program (FNSSP)

The FNSSP initiative is in the third year of operation and has been in place in the schools under the direction of Louis Byrne, Assistant Director of Education - Programs. In each school a Program Coordinator provides support for FNSSP activities; Jessie Slade in Natuashish and Kathleen Gilhooly in Sheshatshiu.

The main goals for the program are to increase the literacy and numeracy comprehension levels of all students along with encouraging students to stay in school and complete their secondary education.

Projects such as The Reading Caterpillar and The Numeracy Challenge were initiated to encourage students to be more successful with Reading and Math.

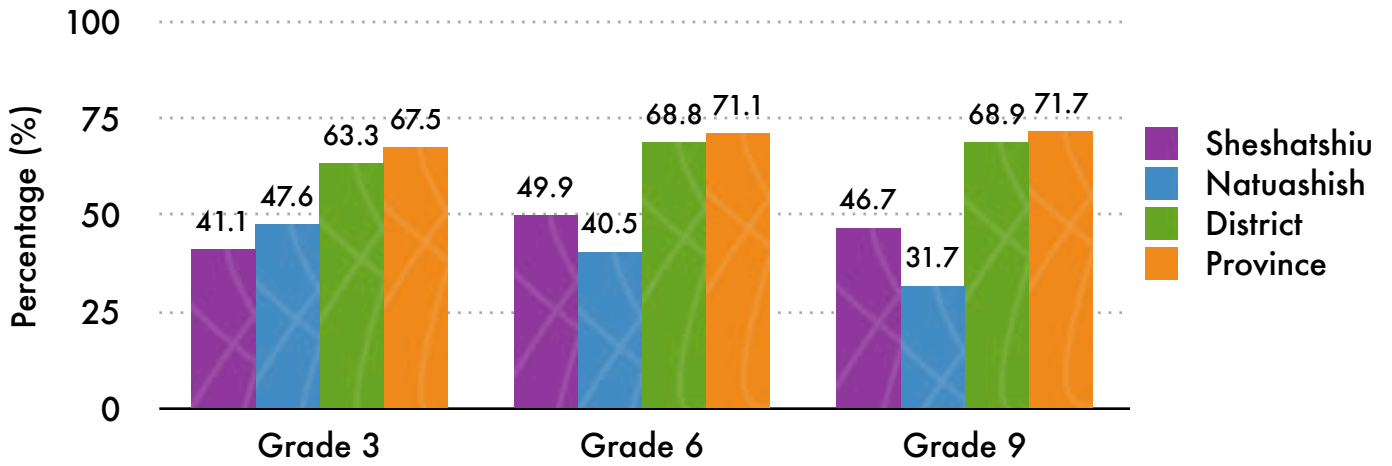
The English-Language Arts Grades 3, 6 and 9 Provincial Assessments was conducted in our schools in June 2012 to determine how our students have been progressing in the provincial curriculum and our literacy programs. Data is being collected form the assessments that help us identify learning outcomes that need interventions and which outcomes need enrichment.

The FNSSP initiative does continue into the 2012-2013 school year with the aim of continuing to support the educational needs of students in Sheshatshiu and Natuashish.

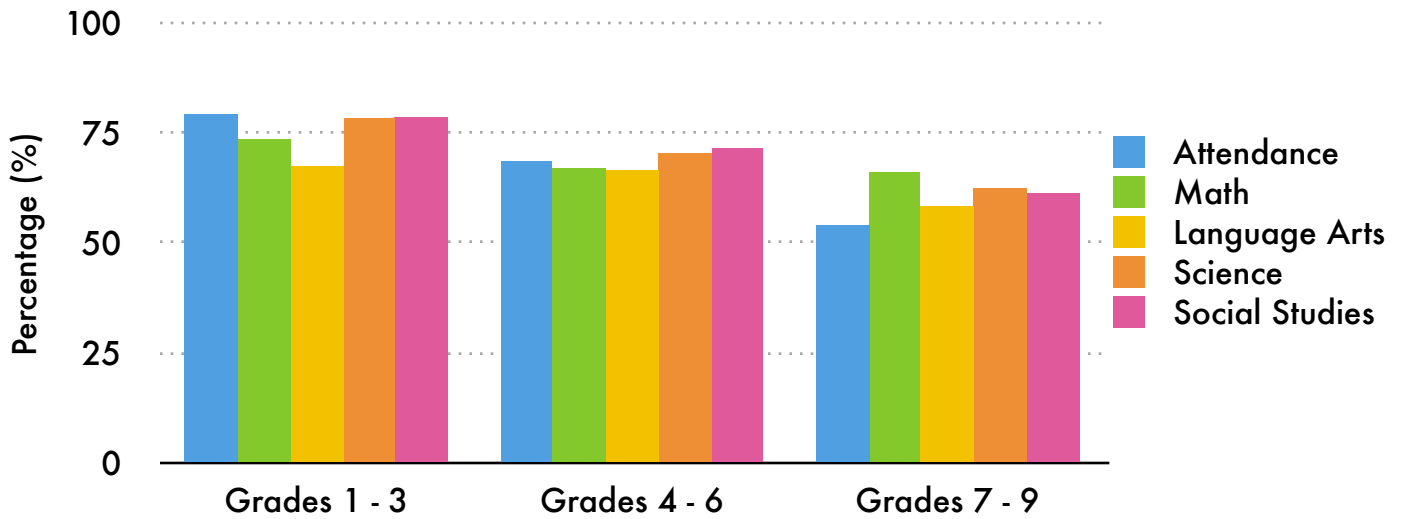


The First Nation Student Success Program has provided to MTIE over \$1.8 million over three years. These funds have drastically impacted the level of support and resources in our schools allowing professional and para-professional staff to be trained, increased resources in classrooms and increased usage of assessment tools.

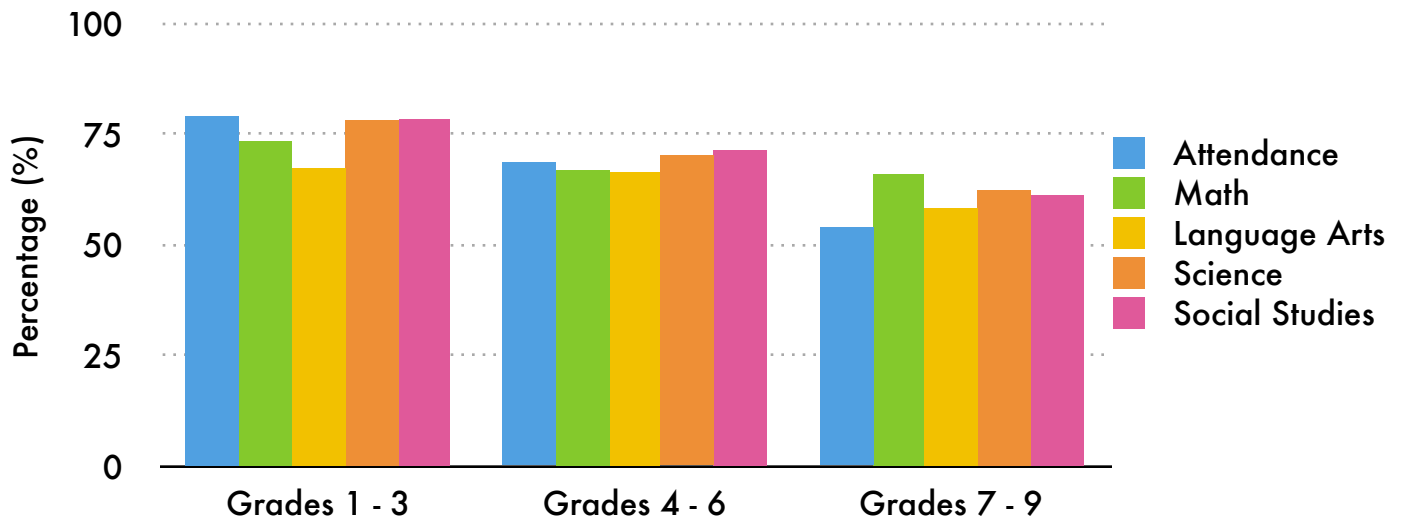
2012 ELA READING Provincial Assessment Averages



2011-2012 Sheshatshiu Innu School Average Attendance VS. Report Card Final Grade



2011-2012 Mushuau Innu School Average Attendance VS. Report Card Final Grade



Audited Statement of Current Revenues, Expenditures For Year Ended March 31, 2012

	Revenues	Expenses	Surplus / (Deficit)
● K-12 Instructional services	6,421,139	5,686,364	734,775
● Board and administration		1,149,287	-1,149,287
● Student transportation	204,143	267,451	-63,308
● Operation and maintenance	1,294,894	1,421,605	-126,711
● Post secondary education	46,900	96,538	-49,638
● Special education	120,000	188,779	-68,779
● First Nation Student Success	978,727	942,111	36,616
● New Paths for Education	63,151	67,721	-4,570
● Parental and Community	20,461	21,213	-752
● Other	306,148	76,685	229,463
Totals	9,455,563	9,917,754	-462,191

Finance and Administration

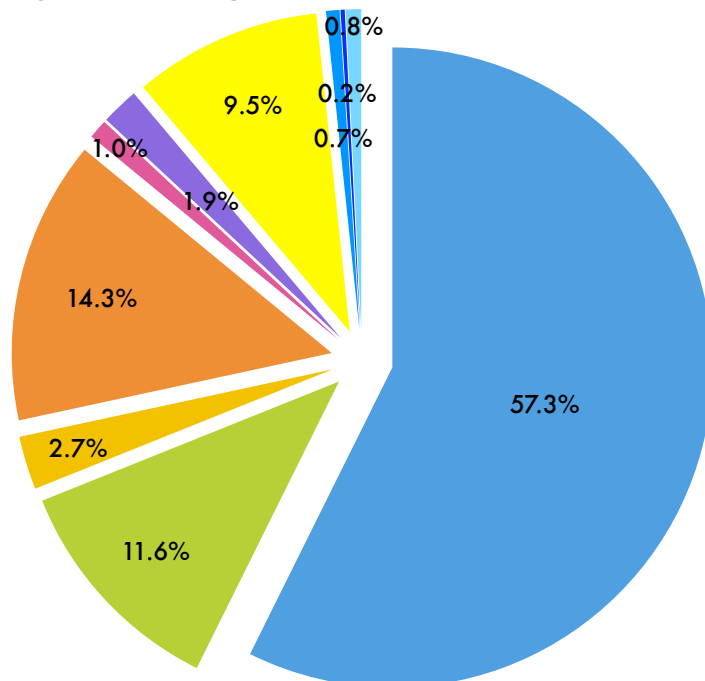
In an effort to simplify our reporting relationship with Innu organizations and Aboriginal Affairs, the Board of Trustees have altered MTIEs financial year to end March 31 rather than the previous June 30. The above statement is for the Year Ended March 31, 2012.

After three years of operations the School Board has accumulated a financial deficit of \$905,964. Operations and maintenance of our buildings and busses, special education needs and board governance and administration are identified as areas where attention is needed.

In the short financial year of 2011-2012, nearly 99% of revenue was from Aboriginal Affairs and Northern Development Canada (AANDC).

As AANDC is the major funding source for MTIE, cash flow management and capital structure is of major importance going forward, while also attempting to decrease the accumulated deficit.

Expenditures by % of total





**MAMU TSHISHKUTAMASHUTAU
INNU EDUCATION**

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