Nala'atsi School Growth Plan 2026/27

Vision Statement

Nala'atsi is committed to creating a learning community where students experience belonging, connection, and purpose. Through relationships, cultural connection, land-based learning, and personalized pathways, students are supported in recognizing their strengths, building confidence, and developing the core competencies over time.

Decolonizing and Indigenizing Commitment

At Nala'atsi, learning begins with relationship. We recognize that students thrive when they feel seen, valued, connected, and supported within a community that honours who they are and where they come from.

Our work aligns with the Indigenous Education Enhancement Agreement, Local Education Agreement, and the Truth and Reconciliation Commission's Calls to Action by creating learning experiences that reflect Indigenous ways of knowing and being. This commitment is woven into daily practices through relationships, connection to land, cultural learning, community partnerships, student voice, and opportunities for students to strengthen their identity and sense of belonging.

Learning at Nala'atsi is grounded in the understanding that education is more than academic achievement. It includes the emotional, physical, spiritual, cultural, and intellectual growth of each learner. Staff walk alongside students and families to create personalized pathways that recognize strengths, lived experiences, gifts, responsibilities, and future goals.

Land-based learning, storytelling, experiential opportunities, cultural teachings, and community connections support students in developing deeper relationships with themselves, each other, the land, and community. These experiences are approached with care and respect, recognizing that knowledge is relational and connected to place, people, and responsibility.

Wholistic learning at Nala'atsi is reflected through flexible learning environments, restorative practices, student voice, individualized supports, and opportunities for students to demonstrate their learning in diverse ways. We recognize that each learner's path is unique and that meaningful learning happens through trust, belonging, patience, and connection.

Context and Portrait of the School

Nala'atsi operates on the traditional, ancestral, and unceded territories of the peoples who today are represented within the K'ómoks First Nation. We acknowledge that K'ómoks First Nation, as it exists today, brings together the distinct and enduring Nations of the Pentlatch,

E'ikʷsən, Sahtloot, and Sasitla peoples, each with their own unique histories, cultures, governance systems, and relationships to these lands and waters since time immemorial.

Nala'atsi is a small, relationship-based learning community serving Indigenous students in grades 10–12 from across the Comox Valley. Students come to Nala'atsi with diverse strengths, experiences, identities, and goals. Our program provides flexible, personalized approaches that support students in reconnecting with learning, building confidence, and creating meaningful pathways toward graduation and beyond.

Relationships are the foundation of our school community. Staff prioritize creating safe and welcoming spaces where students feel a sense of belonging and where their voices, experiences, and identities are honoured. Learning is shaped through connection, trust, flexibility, and an understanding that students experience success in different ways.

Nala'atsi supports students through individualized learning plans, experiential opportunities, cultural learning, community connections, and opportunities to explore their interests and strengths. Students are encouraged to take ownership of their learning while developing skills connected to communication, personal awareness, responsibility, and positive personal and cultural identity.

Our school community values learning that extends beyond classroom walls. Land-connected learning, cultural experiences, hands-on projects, community involvement, and mentorship opportunities support students in developing relationships with place, community, and self.

Partnerships with Indigenous Education staff, families, Elders, Knowledge Holders, community organizations, and support networks strengthen our ability to provide wraparound care and meaningful learning opportunities for students.

Over the past year, staff have focused on strengthening systems that support belonging, personalized learning, and student success. This included deepening student learning plans, increasing opportunities for student voice and reflection, expanding land-based and experiential learning opportunities, and continuing to strengthen restorative and relationship-centered practices.

This year's focus builds on this foundation by continuing to nurture student confidence, engagement, literacy, numeracy, identity, and self-advocacy through meaningful learning experiences connected to students' lives, cultures, communities, and future pathways.

Our Learners: What the Evidence Tells Us

Evidence gathered through student voice, circle conversations, family connections, classroom observations, attendance patterns, and school-based assessments shows that students at Nala'atsi experience greater engagement when learning is relational, flexible, experiential, and connected to who they are.

Students demonstrate growth when they have opportunities to share their stories, make choices in their learning, connect learning to real-life experiences, and build trusting relationships with adults and peers.

Literacy observations show that students engage more deeply when reading, writing, oral language, and reflection are connected to identity, interests, culture, and lived experiences. Students benefit from multiple ways of demonstrating understanding, including conversation, storytelling, visual representation, written reflection, and hands-on projects.

Numeracy learning is strongest when students see its purpose and connection to everyday life. Students demonstrate increased confidence when exploring numeracy through practical applications such as financial literacy, cooking, measurement, art, trades, land-based learning, and community experiences.

Attendance and engagement continue to reflect the importance of belonging. Students are more likely to participate consistently when they feel connected, respected, and supported within their learning environment.

Student voice reminds us that relationships matter. Students identify trusted adults, flexibility, hands-on learning, cultural connection, and feeling accepted as important parts of their educational experience.

A continued strength at Nala'atsi is the strong sense of community created through relationships. When students feel they belong, they are more willing to take risks, explore their strengths, engage in learning, and imagine possibilities for their future.

District Context:

Every school will uphold and support literacy and numeracy development.

Our School's Core Competency Focus Area(s) for This Year

Nala'atsi's approach to core competency development is grounded in the First Peoples Principles of Learning, recognizing that learning is relational, experiential, reflective, connected to identity and story, and ultimately supports the well-being of self, family, community, land, and Nation.

Design Principles for Focus Area(s)

Learning is relational and rooted in respect, connection, and belonging.

Learning is holistic, experiential, and reflective.

Learning is embedded in story, identity, culture, and land.

Learning requires patience, time, and opportunities for self-discovery.

Learning supports the well-being of self, family, community, and Nation.

Focus Area 1: Strengthening Voice, Identity, and Connection Through Communication

Student Outcome Shift

We will know we are making progress when we see students:

Building confidence in sharing their thoughts, ideas, stories, needs, and learning in ways that feel meaningful and authentic to them. Students will strengthen communication skills through relationships, reflection, creativity, cultural connection, and opportunities to contribute their voices within the school community.

Students will demonstrate growth by:

- Sharing their learning, ideas, and perspectives with increased confidence.
- Exploring connections between identity, culture, personal strengths, and future goals.
- Engaging in storytelling, discussion, writing, reflection, creative expression, and experiential learning opportunities.
- Building positive relationships with peers, staff, family, community, and place.
- Developing self-advocacy skills and confidence in expressing their needs and goals.
- Recognizing that their voice and experiences bring value to the learning community.

Adult Practice Shift

We will know we are making progress when staff:

Create learning environments where student voice, identity, culture, and lived experiences are honoured and reflected. Staff will continue building relationships and learning opportunities that support students in feeling connected, respected, and confident sharing who they are.

Staff will:

- Prioritize relationships, belonging, and culturally safe learning environments as foundations for communication.
- Create opportunities for students to share stories, ideas, questions, and learning in diverse ways.
- Integrate literacy through meaningful experiences connected to identity, culture, land, interests, and future pathways.

- Honour oral storytelling, reflection, creativity, and multiple ways of knowing and demonstrating learning.
- Use restorative and relational approaches that support communication, accountability, and community connection.
- Support students in recognizing their strengths, gifts, responsibilities, and growth over time.

Monitoring & Evidence Cycle

Evidence reviewed monthly through:

- Student reflections and self-assessments
- Circle conversations and student voice
- Literacy samples and creative projects
- Staff observations
- Student learning plans
- Attendance and engagement patterns
- Participation in school, cultural, land-based, and community learning opportunities

Staff will collaboratively review evidence, notice patterns of growth, celebrate student strengths, and adjust learning opportunities and supports where needed.

Impact Indicators

We will see:

- Increased student confidence sharing ideas, questions, and learning.
- Increased student participation in discussions, storytelling, writing, and creative expression.
- Growth in student self-advocacy and communication skills.
- Students making stronger connections between learning, identity, culture, community, and future goals.
- Increased sense of belonging and connection within the school community.
- Students recognizing their voice, experiences, and contributions as important.

Focus Area 2: Personal Awareness & Responsibility Through Applied Numeracy

Student Outcome Shift

We will know we are making progress when we see students:

Developing confidence in applying numeracy skills through meaningful, everyday experiences. Students will recognize that numeracy exists within daily life, culture, creativity, community, and future pathways. Students will engage in applied learning opportunities that strengthen problem-solving, independence, goal-setting, and confidence in themselves as capable learners.

Students will demonstrate growth by:

- Applying numeracy skills in real-world contexts such as financial literacy, cooking, art, design, trades, land-based learning, field experiences, and personal planning.
- Increasing confidence when approaching new learning opportunities and challenges.
- Building independence through decision-making, reflection, and goal-setting.
- Recognizing their strengths and the ways their learning connects to their lives and future goals.
- Participating in collaborative problem-solving and hands-on learning experiences.

Adult Practice Shift

We will know we are making progress when staff:

Create learning experiences that connect numeracy and applied skills to students' interests, identities, communities, and everyday lives. Staff will continue to support students through relational approaches that build confidence, reduce barriers, and create opportunities for success.

Staff will:

- Provide consistent opportunities for hands-on, experiential, and applied learning.
- Embed numeracy naturally within projects, land-based learning, creative practices, field experiences, food preparation, financial literacy, and community connections.
- Create flexible opportunities for students to demonstrate understanding in multiple ways.
- Use reflection and conversation to help students recognize growth, strengths, and next steps.
- Support students in developing independence, responsibility, and confidence as lifelong learners.

Monitoring & Evidence Cycle

Evidence reviewed monthly through:

- Student reflections and goal-setting
- Student voice and circle conversations
- Participation in applied learning opportunities
- Project-based and experiential learning samples
- Staff observations
- Core competency reflections
- Attendance and engagement patterns

Staff will collaboratively review evidence, celebrate student growth, and adjust learning opportunities and supports based on student strengths, needs, and interests.

Impact Indicators

We will see:

- Increased student confidence and willingness to participate in applied learning opportunities.
- Increased ability to connect learning to everyday life, community, culture, and future goals.
- Growth in financial literacy and practical numeracy skills.
- Increased independence and ownership of learning.
- Increased engagement through hands-on, experiential, and land-connected opportunities.
- Students recognizing themselves as capable learners.

Community Communication

At Nala'atsi, our school growth plan reflects our commitment to creating a learning community where students feel a strong sense of belonging, connection, and purpose. We believe that learning happens through relationships and that students thrive when their strengths, identities, cultures, experiences, and voices are valued.

Our focus is on strengthening student confidence, communication, self-awareness, responsibility, and connection through personalized, culturally responsive, land-connected, and experiential learning opportunities. Students will continue developing literacy, numeracy, and core competency skills in ways that connect to their lives, interests, communities, and future pathways.

Families and caregivers are important partners in this learning journey. We will continue strengthening connections by:

- Building relationships between home, school, and community
- Maintaining open and ongoing communication
- Celebrating student strengths, growth, and successes
- Working together to support each student's unique pathway

Our school growth plan will continue to be shared through conversations with students, families, caregivers, staff, community partners, and district teams as we reflect, learn, and grow together.