

Aboriginal Education Enhancement Agreement Annual Report

2007-2008

"Committed to each student's success in learning within a responsive and safe environment"



Greater Victoria
School District No.61

We acknowledge that the School District of Greater Victoria operates within the traditional territories of the Esquimalt and Songhees people.

We would like to thank them for sharing their lands.

Foreword

The purpose of the **2007-08 Aboriginal Education Enhancement Agreement Annual Report** is to review and assess the implementation of the Aboriginal Education Enhancement Agreement and the resultant success of Aboriginal students in our schools and in the District. By acknowledging and evaluating where we are in the process, we can continue to work and make improvements to the programs we are offering throughout the District, with the goal of improving the achievement levels and success of Aboriginal students. Through collaboration and open communication which is focused upon student outcomes, we will continue to share responsibility for Aboriginal learners and hold ourselves accountable to the commitment we made when signing the first Enhancement Agreement in the Greater Victoria School District on June 21, 2005.

Our Report focuses on the engagement of learners and the interactions and relationships between the students, school, parents and community, and the District. All of these aspects will lead to a greater success rate for students, which in turn leads to higher graduation rates for Aboriginal students in our District.

Background of our Enhancement Agreement

- **History of Aboriginal Education in the School District of Greater Victoria:**

Through the establishment of the Native Indian Education Division in 1979 the School District of Greater Victoria has implemented programs to foster cultural awareness and Aboriginal pride. The goal has been, and remains, to improve the academic success of our Aboriginal students. This division has evolved over time. Renamed in 2006, the Aboriginal Nations Education Division operates within the Educational Services Department to address the needs of Aboriginal students within the District. The Aboriginal Nations Education Division is guided by the Enhancement Agreement.

- **Enhancement Agreements:**

An Enhancement Agreement is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education. Enhancement Agreements (EAs) are designed to provide a framework to ensure that the needs of Aboriginal Communities are reflected within the schools. Enhancement Agreements enhance the educational achievement of Aboriginal students. The Enhancement Agreements establish a collaborative partnership between Aboriginal communities and school districts that involves shared decision-making and specific goal setting to meet the educational needs of Aboriginal students.

Enhancement Agreements highlight the importance of academic performance and more importantly, stress the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Fundamental to the Enhancement Agreement is the requirement that school districts provide strong programs on the culture of local Aboriginal peoples on whose traditional territories the districts are located.

▪ **History of our Enhancement Agreement -- *Voices of the People*:**

Through a process of communication and the building of collaborative relationships our Enhancement Agreement was developed. The Enhancement Agreement partners engaged in an extensive consultation that resulted in the establishment of the four goals of the Enhancement Agreement, the identification of performance indicators and actions to obtain the desired goals. On June 21, 2005, the Songhees Nation hosted the Ministry of Education, the School District of Greater Victoria and the Aboriginal Community for the historic signing of the Enhancement Agreement.

Goals of Our Enhancement Agreement

GOAL 1: To increase Aboriginal students' sense of place, of caring, and of belonging in the public school system.

GOAL 2: To honour and improve relationships between the School District of Greater Victoria, and the Aboriginal community and parents.

GOAL 3: To increase awareness and understanding of Aboriginal history, traditions and culture.

GOAL 4: To increase success of all Aboriginal students.

The Enhancement Agreement Advisory Committee:

Our Enhancement Agreement represents a commitment between the School District of Greater Victoria and the Aboriginal community to communicate and collaborate with the shared goal of improving the quality of education achieved by all Aboriginal students. The Aboriginal voice is further encouraged through the strong relationships that exist between the Aboriginal community and the School District which is represented through the Enhancement Agreement Advisory Committee (EAAC). In 2007-2008 a process to revitalize and enhance the role of the Enhancement Agreement Advisory committee was initiated.

Committee Person	Connection
Anderson, Starla	Community
Bird, John	VCPAC
Charlie, Charlotte	Parent
Coughlin, Cammy	SD61 Elementary Principal
Crocker, Gary	SD61 Teacher; Enhancement Agreement Facilitator
Dick, Butch	Songhees Nation
Duncan, Pat	SD#61 Associate Superintendent
Ives, Irene	SD#61 Middle School Vice Principal
Johnson, Shelley	Surrounded by Cedar
Langston, Janet	SD#61 Human Resources
Lyall, Ruth	Parent
Morgan, Darcy	Journeys of the Heart/ Hulitan
Muir, Alana	Parent
Nelson, Nella	Aboriginal Nations Education Division (ANED) Coordinator
Simcoe, Janice	Camosun College
Stevenson, Paul	SD61 Middle School Vice-Principal
Young, James	Victoria Native Friendship Centre

*“I don’t want to leave my people in the dark any longer;
the light of day must be shone on our culture and
traditions.”*

- R. Larkin, Grade 10, Mt. Douglas Secondary

We respectfully submit this report to:

- The Esquimalt First Nation
- The Songhees First Nation
- The Enhancement Agreement Advisory Committee
- First Nations InterAgency Team
- First Nations Education & Services, Camosun College
- The Board of School Trustees, Administrators, Teachers and Support Staff of the Greater Victoria School District
- Hulitan Social Services
- Surrounded By Cedar
- Métis Community Services
- Métis Nation of Greater Victoria
- Victoria Native Friendship Centre
- Aboriginal students and families
- Aboriginal Nations Education Division
- Minister of Education
- Journeys of the Heart



Characteristics of our District in 2007-2008

The School District of Greater Victoria (School District # 61) does not have a rural population. It serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations:

- ◆ Esquimalt Nation
- ◆ Songhees Nation
- ◆ Métis Nation of Greater Victoria
- ◆ Métis Community Services
- ◆ Victoria Native Friendship Centre
- ◆ First Nations Interagency Team
- ◆ Hulitan Social Services
- ◆ Surrounded by Cedar
- ◆ Journeys of the Heart

In the areas served by the Greater Victoria School District 2.5% of the homes are Aboriginal and 7% of the school-aged students identify with Aboriginal ancestry. Students come from diverse socio-economic levels with 25 schools qualifying for CommunityLINK (Learning Includes Nutrition and Knowledge) funding. Of the families living in the Greater Victoria School District, 11% are considered low-income.

Aboriginal Student Enrolment

In British Columbia an Aboriginal student is anyone who self-identifies (or is identified by parents or guardians) as being of Aboriginal ancestry. The term *Aboriginal* consists of people of First Nations, Métis, Inuit, Non-status and Status off-reserve.

The statistics for 2007 Enrolment Report as reported on September 30, 2007 are as follows:

CATEGORY	September 30, 2007
Aboriginal Ancestry Total:	1362
Continuing Education:	30
Program Code Verification:	1343*
Status on Reserve: Esquimalt	54 FTE
Songhees	109 FTE

*1701 Verification as at October 1, 2007

Aboriginal Student Enrolment

Aboriginal Student Enrolment 2003-2008 Elementary Schools									
ELEMENTARY SCHOOL	2003/ 04 Sept. 30	2004/ 05 Sept. 30	2004/ 05 Feb. 17	2005/ 06 Sept. 30	2005/ 06 Feb. 17	2006/ 07 Sept. 30	2006/ 07 Feb. 16	2007/ 08 Sept. 30	2007/ 08 Feb. 25
Braefoot	6	4	6	2	2	2	2	3	6
Burnside	24	14	18	12	12	-	-	-	-
Campus View	9	10	10	5	6	7	8	10	8
Cloverdale	20	10	13	15	15	15	14	20	22
Craigflower	71	62	68	78	78	83	83	97	103
Doncaster	7	7	7	10	11	6	6	10	11
Eagleview	9	8	8	9	9	8	8	10	10
Frank Hobbs	16	16	16	16	17	15	14	11	10
George Jay	48	58	62	67	62	79	77	77	82
Hampton	15	-	-	-	-	-	-	-	-
Hillcrest	1	5	4	4	4	4	4	4	5
James Bay	23	18	21	13	13	22	22	15	16
Lake Hill	10	8	8	10	10	8	8	3	3
Lampson	32	37	35	32	31	27	28	-	-
Macaulay	41	41	39	39	45	34	31	46	44
Margaret Jenkins	6	2	3	7	7	8	7	6	6
Marigold	15	17	17	17	16	11	12	6	6
McKenzie	13	12	11	10	10	7	7	8	8
Monterey	3	1	1	0	0	0	0	-	-
Northridge	6	6	6	6	7	8	9	4	4
Oaklands	27	25	27	28	28	28	28	29	26
Quadra	43	38	36	35	35	35	32	21	23
Richmond	4	-	-	-	-	-	-	-	-
Rogers	11	8	8	9	10	10	8	5	8
Sir James Douglas	19	18	16	11	13	13	11	17	16
South Park	16	16	16	17	17	12	13	9	9
Strawberry Vale	10	8	9	6	6	4	5	5	6
Sundance	12	12	10	9	6	4	4	4	6
Tillicum	34	31	30	27	29	36	39	42	43
Torquay	4	2	2	2	2	3	3	3	3
Vic West	24	32	33	34	35	37	39	49	49
Victor	2	4	6	4	6	4	5	0	0
View Royal	18	22	23	27	27	20	21	27	32
Willows	12	13	12	11	11	6	6	4	4
Total Elementary	611	565	581	572	580	556	554	545	569

Aboriginal Student Enrolment 2003-2008 Middle Schools									
Middle School	2003/ 04 Sept. 30	2004/ 05 Sept. 30	2004/ 05 Feb. 17	2005/ 06 Sept. 30	2005/ 06 Feb. 17	2006/ 07 Sept. 30	2006/ 07 Feb. 16	2007/ 08 Sept. 30	207/ 08 Feb. 25
Arbutus	13	11	10	12	10	15	7	10	10
Cedar Hill	7	21	19	16	15	21	21	19	19
Central	49	52	53	56	56	55	56	55	54
Colquitz	48	47	51	54	54	48	47	60	57
Glanford	10	9	9	7	7	7	7	18	18
Gordon Head	8	14	12	8	8	6	6	7	7
Landsdowne	40	42	44	44	44	38	33	26	26
Monterey	-	-	-	-	-	-	-	9	8
Rockheights	44	61	62	64	61	55	52	56	58
Shoreline	47	52	50	49	44	59	59	57	60
Total Middle	266	309	310	310	291	304	288	317	317

Aboriginal Student Enrolment 2003-2008 Secondary Schools									
Secondary School	2003/ 04 Sept. 30	2004/ 05 Sept. 30	2004/ 05 Feb. 17	2005/ 06 Sept. 30	2005/ 06 Feb. 17	2006/ 07 Sept. 30	2006/ 07 Feb. 16	2007/ 08 Sept. 30	2007/ 08 Feb. 25
Esquimalt	117	127	123	120	126	118	103	127	123
Gap/Opt	11	6	6	7	7	11	7	5	1
Lambrick Park	15	14	16	17	17	9	10	10	10
Mt. Douglas	21	21	23	22	22	22	22	30	30
Oak Bay	27	29	26	32	33	34	32	33	31
Reynolds	38	29	28	36	34	23	23	34	36
S.J. Willis Alt. Ed.	30	36	48	38	38	38	35	44	41
Spectrum	32	61	60	71	72	89	76	87	90
Vic High	91	138	81	90	93	93	91	100	100
Stars	12	0	0	0	0	0	0	0	0
Continuing Ed.	31	50	73	35	40	39	56	30	17
Total Secondary	425	473	484	468	482	476	455	500	479

Aboriginal Student Enrolment 2003-2008 Summary									
	2003/ 04 Sept. 30	2004/ 05 Sept. 30	2004/ 05 Feb. 17	2005/ 06 Sept. 30	2005/ 06 Feb. 17	2006/ 07 Sept. 30	2006/ 07 Feb. 17	2007/ 08 Sept. 30	2007/ 08 Feb. 17
Total Elementary	611	565	581	572	580	556	554	545	569
Total Middle	258	295	298	302	291	304	288	317	317
Total Secondary	425	473	484	468	482	476	455	500	479
Total Students	1294	1333	1363	1342	1353	1336	1297	1362	1365
Funded FTEs	1229.5	1264.5		1284		1258.5		1333.5	

ANED Staff Budget Allocations 2007-08

Final 2007/08 Ministry of Education Targeted Funding: \$1,350,141
 Plus the funding to implement the costs of the Collective Agreements: \$164,8281
 Funding available : \$1,514,969

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ANED Elementary/Middle & Secondary Academic Support/Cultural Awareness Teachers 8.46 FTE = 42.13% of total budget	638,195
Does not include two Full Day Kindergarten teachers funded by the District. Does not include one VP - FDK at Craigflower (0.060 = \$5,767)	
ANED District Counselors: Elementary/Middle and Secondary Schools 4 FTE = 17.48% of total budget	264,868
ANED Art/Culture Teacher: Elementary/Middle & Secondary Classes 1 FTE = 3.56% of total budget	53,900
ANED Teacher Assistants: Elementary/Middle And Secondary Classrooms Does not include two FDK Teacher Assistants at 18 hrs/wk each funded by the District 5.48 FTE = 12.27% of total budget	185,852
TOC and Relief Costs: 3.02% of total budget	45,792

Sub Totals:	Total FTE = 20.44	\$1,188,607
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- ◆ Admin. staff salaries and benefits (1.5 FTE)
- ◆ Cultural awareness honorariums
- ◆ Office and school-based resources
- ◆ Supplies and mileage for itinerant staff
- ◆ Literacy In-service & Resources Purchases 326,362

Total Budget Allocation:	\$1,514,969
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Progress Report: Implementation of the Enhancement Agreement in 2007-2008

GOAL 1: To increase Aboriginal students' sense of place, of caring, and of belonging in the public school system.

CONSIDERATIONS FOR 2007-2008 AS DEVELOPED THROUGH THE 2006-2007 ANNUAL REPORT

1. Continue to implement the Aboriginal Education Student Connectedness Project through the provision of in-service.
2. Continue to promote plans and initiatives for success of Aboriginal students at School Leader and Principal meetings.

ACTIONS & PROGRESS:

- The Connectedness Team is a group of educators who started working together in September 2005 and continued in 2007-2008, with the common goal of finding ways to have Aboriginal students feel more connected to school. Using sound research on the importance of a student being connected to schools, the Team developed a tool kit for schools to use to evaluate how they were doing to help a child feel connected to the school. Within the process of implementing the Connectedness Project, "Champions" volunteered to gather and use information to inform staff and schools as to the success of their practices. That information enlightened a staff as to what further actions the school needed to take to ensure that they were fulfilling their role in achieving this first goal of the Enhancement Agreement.

In 2007-2008:

- Two workshops (Fall and Spring) were held to in-service school Champions.
- At three monthly Principals' meeting a topic of presentation or discussion was part of the agenda to continue work on this goal, such as presentations regarding how schools were implementing the Connectedness Project and student achievement information.

- Enhancement Agreement Advisory Committee (EAAC) representatives of the Aboriginal Community met monthly to monitor achievement of the Enhancement Agreement.
- Songhees Joint Committee supports the work of the Local Education Agreement.
- College/University Advisory to provide input to the teacher training program to support the establishment of Aboriginal programs and *Ways of Knowing & Learning* at the post secondary level.
- Surrounded by Cedar Child & Family Services hosted cultural activities for children on pro-d days, and during spring and summer breaks.

Other Activities in the District that support our goal:

Opening of an Aboriginal Gathering Room	Aboriginal Nations Student Role Model Calendar
Aboriginal Nations Homework Club	Aboriginal Nations Kindergarten Classes
Role Model Posters showing students	Home visitations by Aboriginal Nations Counsellors
Classroom Potlatches	Aboriginal Nations Feasts and Dinners
Entries for Duck Soup for the Aboriginal Soul	Aboriginal Nations Student Luncheons
School visits by Métis Community Services	Student Luncheon Information Meetings
Boys and Girls Club Big Brother and Big Sister Program	Aboriginal Nations Cultural Presenters
Stay Connected Program at Esquimalt H/S	Aboriginal Nations Outdoor Course
Environmental Hikes and Cultural Tours	VIHA/VNFC Peer Tutor Program

“Give and you shall receive. For if you do there will be a day when you shall receive, not from luck or chance but because you did the right thing”.

- F. Vey, Grade 10, Victoria High School

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2007-2008 all but one school responded in a timely manner. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken by individual schools to support goal one of the EA include:

The Aboriginal Education Enhancement Agreement is prominently displayed in the school	Aboriginal artwork and symbolism is highly visible in the school
A meeting place for Aboriginal peoples has been established	Aboriginal resources (instructional and library) are a goal of acquisitions
Regular meetings with students	Aboriginal personnel available to students
Specific Aboriginal Nations Ed. Class or program	Cultural events
Circle of Connectedness Champions active in school	Specific one-on-one or small group efforts
Protocol statement acknowledging traditional lands is made on a regular basis	Aboriginal Nations Education Bulletin Board
In-school connections to outside agencies, individuals	Staff development focussed on Aboriginal Nations Education
Student mentoring within "Family of Schools"	Integrated approach to Aboriginal Nations Education student participation in school
Transition support grade-to-grade and school-to-school	

RECOMMENDATIONS TO SUPPORT GOAL ONE:

The following recommendations were made to support the Enhancement Agreement:

- 1. Continue to implement the Aboriginal Education Student Connectedness Project.*
- 2. Continue to promote plans and initiatives for success of Aboriginal students at School Leader and Principal meetings.*
- 3. Identify and promote promising practices from school reports.*

GOAL 2: To honour and improve the relationship between the School District of Greater Victoria and the Aboriginal community and parents.

CONSIDERATIONS FOR 2007-2008 AS DEVELOPED THROUGH THE 06-07 ANNUAL REPORT:

1. Continue to actively engage the Aboriginal community through the Enhancement Agreement Advisory Committee.
2. Strengthen the role of the Aboriginal Enhancement Advisory Committee.
3. Continue to strengthen the relationship with the Songhees Nation.
4. Strive to develop a stronger relationship with the Esquimalt Nation including negotiations to achieve a Local Education Agreement.
5. Continue to work with the Victoria Native Friendship Centre Early Childhood Development, Aboriginal Infant Development Team, the Songhees Nation's pre-school, and Journeys of the Heart to support parents and children with early literacy development.
6. Continue to participate on identified committees with UVic, Camosun College and Interagency Teams.

ACTIONS & PROGRESS:

- Continued work with the Victoria Native Friendship Centre (VNFC) to seek to support and bridge the voice of parents and the community as well as consider strategies to increase the success of secondary students.
- Aboriginal Big Brothers and Big Sisters mentorship project.
- Vancouver Island Health Authority and Victoria Native Friendship Centre Mentorship and Peer Tutoring Project.
- VNFC and Songhees Homework and Tutoring Clubs to provide guided supervision for students.
- Link with Journeys of the Heart to support transition of Aboriginal students into Kindergarten.
- Link with Métis Nation of Victoria to provide Métis Cultural Awareness.
- Conduct teacher in-service on 5 novel studies with specific Aboriginal content.
- CUPE in-service training to increase cultural awareness. This included cultural hikes, and working with Aboriginal students.
- ANED staff participated in the 2007-2008 Tapestry Conference sponsored by the GVTA.
- VNFC CommunityLINK Advisory meets monthly to oversee the VNFC Liaison and Youth & Family Counsellor service delivery for the school district and the urban community.

- College/University Advisory to provide input to the teacher training program and to participate in the development of an Aboriginal Masters Degree in Counselling Program.
- Through the Songhees LEA and the proposed Esquimalt LEA, provide Student Facilitators to support students and their families.
- At the Songhees LEA meetings individual schools made regular student achievement reports in harmony with the expectations of the Local Education Agreement.
- A district ANED Finance Committee begin implementing phase one of the ANED financial model to create a centralized funding network to support student learning.
- Participate in the University Of Victoria Advisory Committees: Faculty of Education, School of Nursing, Human and Social Development, LE, Nonet Project and Community Participation Research Advisory Council.
- Participate in the Camosun College First Nations Advisory Committee to support Aboriginal student transition to college.
- Participate in the Aboriginal Service Plan Advisory for the University of Victoria and Camosun College.
- Surrounded by Cedar and the Greater Victoria School District developed strategies to fulfill the protocol agreement to support Aboriginal students in care.
- Camosun College/University of Victoria provides practicum students to organize “Fluff Your Feathers” Aboriginal Variety Show in support of the grade 12 graduation feast and recognition ceremony.
- VanCity Credit Union, Thrifty Foods and M.A.D.D. provide financial donations to support the Grad Recognition Ceremony.

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2007-2008 all but one school responded in a timely manner. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken by individual schools to support goal two of the EA include:

The Aboriginal Education Enhancement Agreement is prominently displayed in the school	Protocol statement is made at start of school activities
A meeting place for Aboriginal peoples has been established	Efforts made to connect with parents
Special Events planned to include parents/ communities	School Potlatch ceremony
Introduction letters to Families of Aboriginal Students	Information centre for Community organizations flyers, posters
Aboriginal guests invited to share with students	Meetings with outside Aboriginal Service organizations
In-school connections to outside agencies, individuals	

RECOMMENDATIONS TO SUPPORT GOAL TWO:

The following recommendations were made to support the Enhancement Agreement:

- 1. Continue to actively engage the Aboriginal Community through the Enhancement Agreement Advisory Committee.*
- 2. Strengthen the role of the Enhancement Agreement Advisory Committee.*
- 3. Continue to strengthen the relationship with The Songhees Nation.*
- 4. Strive to strengthen the relationship with the Esquimalt Nation.*
- 5. Continue to strengthen the relationship with the Métis Nation of Victoria.*
- 6. Continue to actively engage both students and their parents in the enhancement of Aboriginal Education.*
- 7. Continue to work with the Victoria Native Friendship Centre Early Childhood Development Department, aboriginal Infant Development Team and Journeys of the Heart Program.*



GOAL 3: To increase awareness and understanding of Aboriginal history, traditions and culture.

CONSIDERATIONS FOR 2007-2008 AS DEVELOPED THROUGH THE 06-07 ANNUAL REPORT:

1. Continue the discussions with the District Learning Initiatives team to ensure the integration of Aboriginal history, tradition and culture into student learning and instructional practices.
2. Begin implementation of the financial model to restructure the Aboriginal Nations Education Department in order to enable school-based decision making in the development of strategies and structures to support Aboriginal student learning.

ACTIONS & PROGRESS:

- Expand the English as Second Dialect Programs to 5 schools. Discussions continued with the Ministry of Education about expansion of these programs to other district schools and the development of an assessment tool to identify prospective learners.
- District Aboriginal Enhancement Agreement Facilitator facilitated the Enhancement Agreement Advisory Committee meetings.
- Human Rights exemption to facilitate the hiring of teachers with Aboriginal Ancestry: In 2007-2008 three teachers were hired under these provisions.
- ANED staff member certified in the Reconnecting Youth Training Programme.
- Aboriginal Education Support Teachers directly support Aboriginal students and provide lessons in cultural integration of Aboriginal content to all students.
- Aboriginal Nations Education and the Languages & Multiculturalism Departments published all of the student lessons for First Nations Awareness "*Putting It All Together*" into French.
- Aboriginal Studies 12 [BAA] offered at the SJ Willis Educational Centre, Continuing Education.
- Traditional Coast Salish cultural and environmental tours for schools to increase knowledge of the local territory.
- Aboriginal curriculum integration programs available to all schools.
- Resource library of Aboriginal literature, teacher guides, videos, etc. available through the Aboriginal Nations Education Department. In the 2007/08 school year, 813 resources were checked out of the ANED district library. The collection expanded through an ongoing purchasing program to over 4000 resource items.

- Marketing of ANED Aboriginal curriculum resources are made to local schools, Canada and parts of the United States.
- In the 2007/08 school year, 484 hours of additional Aboriginal Awareness sessions were provided to schools along with an additional 95 hours that were provided through the Victoria Native Friendship Centre.
- Surrounded By Cedar continues to conduct cultural workshops for Aboriginal children in care and youth in the District on every Pro D Day and throughout spring break and the summer.

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2007-2008 all but one school responded in a timely manner. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken by individual schools to support goal three the EA include:

The Aboriginal Education Enhancement Agreement is prominently displayed in the school	Protocol statement is made at start of school activities
Cultural events	FN Art and cultural activities
Effort to address curriculum to reflects FN	School Potlatch ceremony
Presentations by outside FN performers/presenters	Aboriginal guests invited to share with students
Ab N Ed focussed Pro-D for staff	Acquisition of Ab N Ed resources
Ab N Ed staff accessed	Friendship Centre accessed
Family and student cultural sharing encouraged	Cultural field trips
Use of Ab N Ed District resources/ library	Role model posters
National Aboriginal Day recognized	

RECOMMENDATIONS TO SUPPORT GOAL THREE:

The following recommendations were made to support the Enhancement Agreement:

1. *Continue the discussions with the District Learning Initiatives team to ensure the integration of Aboriginal history, tradition and culture into student learning and instructional practices.*
2. *Implementation of the financial model to restructure the Aboriginal Nations Education Department in order to enable school-based decision making in the development of strategies and structures to support Aboriginal student learning.*

GOAL 4: To increase success of all Aboriginal students.

CONSIDERATIONS FOR 2007-2008 AS DEVELOPED THROUGH THE 06-07 ANNUAL REPORT:

1. Continue the active dialog with schools to seek and discover strategies that will result in an increase in student success.
2. Through dialog at all levels examine the results that are being achieved by students to determine the level of satisfaction from all parties in relation to achievement of the goals of the Enhancement Agreement.

ACTIONS & PROGRESS:

- At the Annual Aboriginal Recognition Ceremony, that was attended by 300 parents, relatives and community members, 50 Aboriginal students were acknowledged for their accomplishments.
- Participation in the Learning Connections Project with the particular emphasis on the inclusion of Aboriginal content.
- Songhees Pre-school Transition Program to Kindergarten at Craigflower Elementary School.
- Full day Kindergarten at George Jay Elementary School and Craigflower Elementary School.
- Stay Connected Program at Esquimalt High School to assist students to remain in school.
- Student Leadership program in numerous schools to encourage student engagement.
- Scholarship/Bursary Program for Grades 8 - 12 to recognize successful achievement of students.
- Encourage Aboriginal students to attend the UVic Summer Camp by offering five bursaries.
- VNFC Homework Clubs to provide academic support and one on one tutoring.
- Maintenance of an electronic data-base for tracking and monitoring Aboriginal student withdrawals and the provision of an at risk service to attempt to keep students actively enrolled in school.
- Literacy/Numeracy Skill Development blocks added in secondary schools for vulnerable learners.
- In-school alternative such as self-paced at secondary schools.
- Transition Document/Regulations are reviewed annually and processes followed.

- Team Leaders are trained and take on a leadership role in middle schools.
- South Island District Career Technical Partnership involving four secondary schools and Camosun College.
- Alternative Education/Continuing Education programs/Summer School provide District level options.
- Increased training of School-Based Teams to develop District-wide capacity to increase success of students with challenges.
- In-service training to support students with behavioural concerns.
- Align and connect work of District Student Support Team with District Principal of Special Education.
- K-12 Program document describes pillars for Grades K-5, 6-8 and 9-12 as a foundation for practice.
- In-service training available on a variety of topics throughout the year including assessment in literacy.
- Families of Schools structure supports for students through transition from K to 5, to middle school and on to secondary school.
- Involvement in regional Fetal Alcohol Syndrome (FAS) community circle to support the Key Workers.
- A number of schools participate in the Aboriginal Performance Network.
- Involvement with the Aboriginal Infant Development Team.
- Involvement with the Aboriginal Child and Youth Family Best Practices Framework Advisory (Ministry of Child and Family Development and School Districts).

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2007-2008 all but one school responded in a timely manner. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken by individual schools to support goal four of the EA include:

Connectedness folders to track student progress	Academic support teachers to support students
Ab N Ed counsellor support	Literacy support
Student transition tracking (school-to-school and grade-to-grade).	Attendance monitoring
Social/emotional well being monitored	Effort to incorporate Aboriginal "way of learning"
Full-day Kindergarten	School-based team
Youth and Family counsellor	

The tables of data that follow are supporting evidence for Goal 4

Aboriginal Students School Completion Rates									
PERFORMANCE INDICATORS	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
*% Dogwood Completion	28	30	33	35	35	38	37	38	33
⊕% Grade Transition 11-12	38	43	38	44	52	40	65	58	73
% of Withdrawals 9-12	n/a	n/a	n/a	n/a	n/a	n/a	6	2	4
*Graduation Rate	38	41	82	50	42	53	51	46	56
*% Dogwood Completion – the % of Grade 8 students who obtain a Dogwood within 6 years ⊕% of Grade 11 students who transition to Grade 12 * of Grade 12 students as of September 30 who graduated									



**PROVINCIAL EXAM RESULTS: REQUIRED EXAMINATIONS SUMMARY
ABORIGINAL**

DATA SYMBOLS

- "0" (Zero) There are no students in this category or the number as a percentage is less than 0.5%
- "-" (Dash) There are no data for this category
- "Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

SUBJECT	SCHOOL YEAR	STUDENTS ASSIGNED		C- (Pass) or Better						C+ (Good) or Better					
		BLENDED FINAL MARK		DISTRICT			PROVINCE			DISTRICT			PROVINCE		
		#	#	Ab	Ab	N-Ab	N-Ab	Ab	N-Ab	Ab	Ab	N-Ab	N-Ab	Ab	N-Ab
		%	%	%	%	%	%	%	%	%	%	%	%	%	
English 10	05/06	81	1553	75	93	1484	96	90	96	42	52	1073	69	39	67
	06/07	104	1643	95	91	1551	94	89	96	58	56	1088	66	40	67
	07/08	88	1589	79	90	1499	94	88	96	39	44	1094	69	41	67
Français Langue Première 10	05/06	-	-	-	-	-	-	93	97	-	-	-	-	64	65
	06/07	-	-	-	-	-	-	86	94	-	-	-	-	43	65
	07/08	-	-	-	-	-	-	93	93	-	-	-	-	43	61
Applications of Mathematics 10	05/06	14	164	12	86	155	95	88	93	3	21	78	48	25	40
	06/07	14	176	13	93	154	88	88	93	6	43	51	29	35	38
	07/08	18	233	17	94	211	91	87	93	7	39	86	37	33	38
Essentials of Mathematics 10	05/06	25	186	21	84	170	91	90	93	16	64	89	48	38	43
	06/07	28	203	26	93	180	89	90	94	11	39	94	46	38	44
	07/08	29	215	26	90	196	91	89	93	14	48	101	47	38	46
Principles of Mathematics 10	05/06	35	1179	28	80	1061	90	86	93	15	43	664	56	35	59
	06/07	41	1305	28	68	1182	91	85	93	15	37	732	56	34	59
	07/08	50	1231	41	82	1117	91	84	93	16	32	734	60	37	60
Science 10	05/06	67	1566	55	82	1463	93	86	95	30	45	976	62	31	60
	06/07	94	1644	76	81	1547	94	85	95	31	33	986	60	32	59
	07/08	89	1579	78	88	1478	94	87	95	32	36	979	62	34	62
Civic Studies 11	05/06	Msk	117	Msk	Msk	109	93	88	97	Msk	Msk	83	71	48	65
	06/07	Msk	39	Msk	Msk	37	95	97	97	Msk	Msk	27	69	42	64
	07/08	Msk	72	Msk	Msk	65	90	91	97	Msk	Msk	42	58	39	67
Social Studies 11	05/06	36	1217	34	94	1160	95	92	97	16	44	855	70	47	69
	06/07	53	1427	45	85	1373	96	92	97	26	49	999	70	44	67
	07/08	67	1551	60	90	1476	95	93	97	23	34	1049	68	44	67
BC First Nations Studies 12	05/06	Msk	7	Msk	Msk	7	100	93	98	Msk	Msk	5	71	48	59
	06/07	10	20	8	80	19	95	92	96	4	40	17	85	49	60
	07/08	20	21	19	95	21	100	92	97	7	35	12	57	48	62
English 12	05/06	49	1562	48	98	1526	98	96	98	29	59	1129	72	50	69
	06/07	44	1364	44	100	1325	97	96	98	28	64	940	69	49	69
	07/08	39	1375	39	100	1341	98	96	98	26	67	1002	73	49	70
Communications 12	05/06	20	178	19	95	168	94	96	97	7	35	92	52	40	47
	06/07	11	155	10	91	149	96	96	97	4	36	76	49	40	50
	07/08	16	174	15	94	168	97	96	98	7	44	96	55	47	54
Français Langue Première 12	05/06	-	-	-	-	-	-	Msk	100	-	-	-	-	Msk	73
	06/07	-	-	-	-	-	-	Msk	99	-	-	-	-	Msk	72
	07/08	-	-	-	-	-	-	100	99	-	-	-	-	67	75
Technical Professional Communications 12	05/06	Msk	19	Msk	Msk	19	100	100	97	Msk	Msk	10	53	43	53
	06/07	Msk	12	Msk	Msk	12	100	80	98	Msk	Msk	7	58	60	56
	07/08	-	Msk	-	-	Msk	Msk	-	88	-	-	Msk	Msk	-	50

**PROVINCIAL EXAM RESULTS: OPTIONAL EXAMINATIONS SUMMARY
ABORIGINAL**

DATA SYMBOLS

- "0" (Zero) There are no students in this category or the number as a percentage is less than 0.5%
- "-" (Dash) There are no data for this category
- "Msk" (Mask) Fewer than five students fall within the category and cannot be identified to protect their privacy

SUBJECT	SCHOOL YEAR	STUDENTS ASSIGNED BLENDED FINAL MARK		C- (Pass) or Better				C+ (Good) or Better							
		Ab #	N-Ab #	Ab #	Ab %	N-Ab #	N-Ab %	Ab #	Ab %	N-Ab #	N-Ab %	Ab #	N-Ab %		
Biology 12	06/07	12	628	11	92	598	95	89	96	6	50	428	68	4	67
	07/08	19	728	16	84	666	91	91	95	6	32	476	65	4	67
Chemistry 12	06/07	Msk	373	Msk	Msk	363	97	94	96	Msk	Msk	289	77	5	75
	07/08	5	394	5	100	382	97	91	96	4	80	309	78	5	74
English Literature 12	06/07	Msk	136	Msk	Msk	133	98	94	99	Msk	Msk	107	79	6	83
	07/08	Msk	124	Msk	Msk	123	99	96	98	Msk	Msk	104	84	6	84
Français Langue Seconde-Immersion 12	06/07	Msk	6	Msk	Msk	66	100	100	98	Msk	Msk	55	83	6	77
	07/08	Msk	6	Msk	Msk	60	98	92	99	Msk	Msk	50	82	6	74
French 12	06/07	Msk	147	Msk	Msk	144	98	99	99	Msk	Msk	133	90	7	87
	07/08	Msk	106	Msk	Msk	105	99	98	99	Msk	Msk	102	96	8	88
Geography 12	06/07	6	287	6	100	275	96	94	97	3	50	197	69	5	72
	07/08	Msk	265	Msk	Msk	256	97	96	97	Msk	Msk	195	74	5	75
Geology 12	06/07	-	-	-	-	-	-	95	96	-	-	-	-	5	62
	07/08	-	Msk	-	-	Msk	Msk	86	95	-	-	Msk	Msk	4	57
German 12	06/07	-	Msk	-	-	Msk	Msk	Msk	99	-	-	Msk	Msk	Msk	94
	07/08	-	Msk	-	-	Msk	Msk	Msk	100	-	-	Msk	Msk	Msk	92
History 12	06/07	12	404	12	100	391	97	93	97	6	50	291	72	5	71
	07/08	12	457	9	75	443	97	90	97	6	50	342	75	5	71
Japanese 12	06/07	-	4	-	-	46	94	80	99	-	-	40	82	7	89
	07/08	Msk	3	Msk	Msk	33	100	100	99	Msk	Msk	32	97	7	90
Mandarin Chinese 12	06/07	-	5	-	-	59	100	Msk	100	-	-	57	97	Msk	96
	07/08	-	4	-	-	48	100	Msk	99	-	-	47	98	Msk	95
Applications of Mathematics 12	06/07	Msk	2	Msk	Msk	19	90	87	92	Msk	Msk	3	14	3	44
	07/08	Msk	6	Msk	Msk	61	95	83	95	Msk	Msk	24	38	4	46
Principles of Mathematics 12	06/07	12	668	12	100	639	96	91	95	4	33	506	76	4	70
	07/08	7	669	7	100	637	95	89	95	4	57	492	74	5	71
Physics 12	06/07	Msk	234	Msk	Msk	229	98	96	97	Msk	Msk	193	82	6	79
	07/08	Msk	271	Msk	Msk	262	97	95	96	Msk	Msk	226	83	6	78
Punjabi 12	06/07	-	Msk	-	-	Msk	Msk	-	99	-	-	Msk	Msk	-	86
	07/08	-	6	-	-	6	100	-	100	-	-	5	83	-	88
Spanish 12	06/07	-	3	-	-	36	95	94	98	-	-	31	82	6	84
	07/08	Msk	4	Msk	Msk	40	100	96	99	Msk	Msk	35	88	7	85

RECOMMENDATIONS TO SUPPORT GOAL FOUR:

The following recommendations were made to support the Enhancement Agreement:

- 1. Continue the active dialog with schools to seek and discover strategies that will result in an increase in student success.*
- 2. Through dialog at all levels examine the results that are being achieved by students to determine the level of satisfaction from all parties in relation to achievement of the goals of the Enhancement Agreement.*

Summary

The *2007-08 Aboriginal Enhancement Annual Report* is intended to provide an overview of the implementation of our Enhancement Agreement during the 2007-2008 school year. It includes a summary of progress and actions in response to the recommendations of our Enhancement Agreement. This report has been prepared to communicate these actions and progress and to identify areas of growth that need to be addressed. The report provides recommendations for action in the upcoming school year. Furthermore this report provides an opportunity to renew our commitment to Aboriginal students and to improving their experiences and achievement. We will continue to monitor and communicate progress, identify areas of growth to be addressed, commit to actions and strategies to meet the needs of our students so that when success is claimed it can be with confidence. The evidence of our success can only truly be seen in the success of our Aboriginal Students.

“I hope to stand as a role model for future generations to break out of stereotypes and give the message that through change, growth and persistence we can heal ourselves, achieve our goals, and overcome any adversity set before us”.

- K. Lukenbill-Williams, Victoria High School Grad 2009