

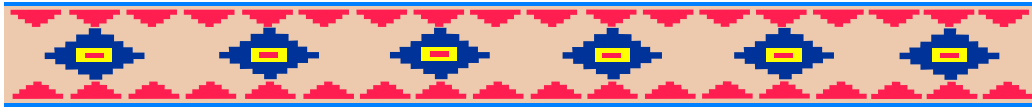
Aboriginal Education Enhancement Agreement Annual Report

2008-2009

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



*Greater Victoria
School District No.61*



*We wish to recognize and acknowledge
the Songhees & Esquimalt Nations
on whose traditional territory we do our work.*



Foreword

The purpose of the **2008-09 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 (ANED) operates within the Educational Services Department to address the needs of Aboriginal students within the District. ANED 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 Aboriginal Nations Education Council:

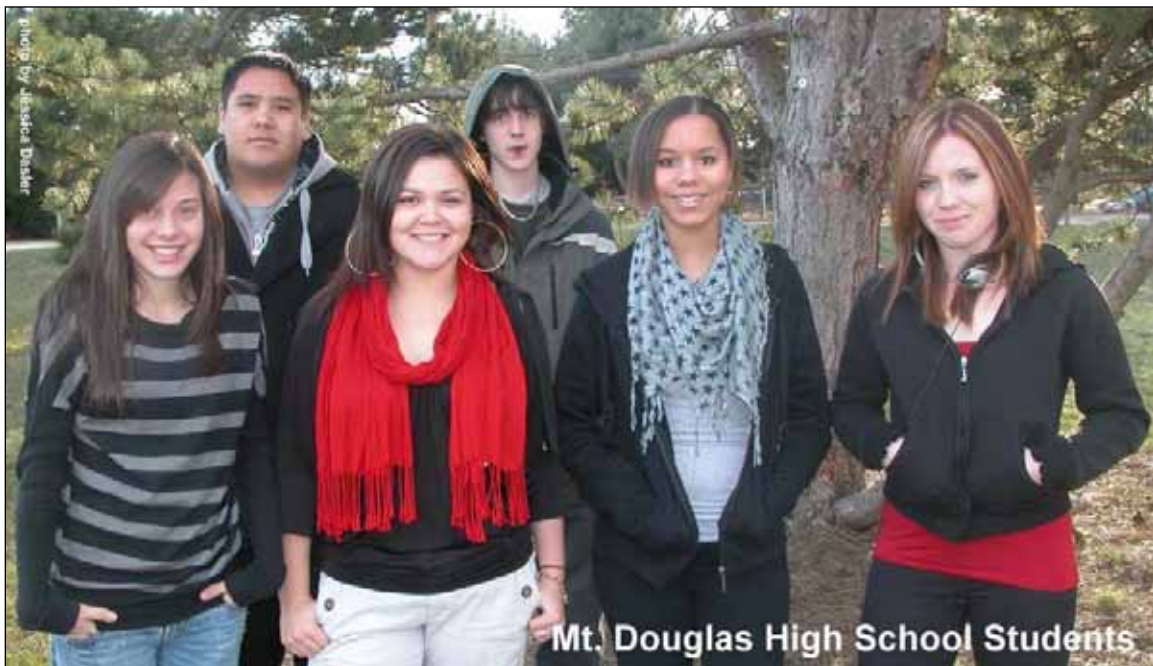
Our Enhancement Agreement represents a commitment between the School District of Greater Victoria and the Aboriginal community to communicate and collaborate with the shared goal of improving the quality of education achieved by all Aboriginal students. The Aboriginal voice is further encouraged through the strong relationships that exist between the Aboriginal community and the School District which is represented through the Aboriginal Nations Education Council (ANEC). In 2008-2009 a process to revitalize and enhance the role of ANEC was initiated.

Committee Person	Connection
John Bird	VCPAC
Charlotte Charlie	Parent
Gary Crocker	SD61 Teacher; Enhancement Agreement Facilitator
Butch Dick	Songhees Nation
Pat Duncan	SD#61 Associate Superintendent
Romy Pritchard	Métis Nation of Greater Victoria
Shelley Johnson	Surrounded by Cedar Child & Family Services
Janet Langston	SD#61 Human Resources
Ruth Lyall	Parent
Darcy Morgan Julie Clifton	Journeys of the Heart/Hulitan Social Services
Alana Muir	Parent
Nella Nelson	Aboriginal Nations Education Division (ANED) Coordinator
Janice Simcoe	Camosun College
Paul Stevenson	SD61 Middle School Vice-Principal
James Young	Victoria Native Friendship Centre



We respectfully submit this report to:

- The Esquimalt First Nation
- The Songhees First Nation
- The Aboriginal Nations Education Council
- First Nations InterAgency Team
- Indigenous Education & Services, Camosun College (new title)
- The Board of School Trustees, Administrators, Teachers and Support Staff of the Greater Victoria School District
- Hulitan Social Services
- Surrounded By Cedar Child & Family Services
- 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/Hulitan Social Services



Characteristics of our District in 2008-2009

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 Child & Family Services
- ◆ Journeys of the Heart/Hulitan Social Services

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 22 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 2008 Enrolment Report as reported on September 30, 2008 are as follows:

CATEGORY	September 30, 2008
Aboriginal Ancestry Total:	1409
Continuing Education:	28
Program Code Verification:	1368*
Status on Reserve: Esquimalt	57 FTE
Songhees	108 FTE

*1701 Verification as at October 27, 2008

Aboriginal Student Enrolment Numbers 2003 to 2009

ELEMENTARY SCHOOLS	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	2008/09 Sept. 30	2008/09 Feb. 30
Braefoot	6	4	6	2	2	2	2	3	6	7	7
Burnside	24	14	18	12	12	-	-	-	-	-	-
Campus View	9	10	10	5	6	7	8	10	8	11	11
Cloverdale	20	10	13	15	15	15	14	20	22	26	24
Craigflower	71	62	68	78	78	83	83	97	103	105	101
Doncaster	7	7	7	10	11	6	6	10	11	16	16
Eagle View	9	8	8	9	9	8	8	10	10	8	8
Frank Hobbs	16	16	16	16	17	15	14	11	10	6	6
George Jay	48	58	62	67	62	79	77	77	82	81	77
Hampton	15	0	0	0	0	0	0	0	0	0	0
Hillcrest	1	5	4	4	4	4	4	4	5	8	8
James Bay	23	18	21	13	13	22	22	15	16	20	14
Lake Hill	10	8	8	10	10	8	8	3	3	6	7
Lampson	32	37	35	32	31	27	28	-	-	-	-
Macaulay	41	41	39	39	45	34	31	46	44	30	30
Margaret Jenkins	6	2	3	7	7	8	7	6	6	7	8
Marigold	15	17	17	17	16	11	12	6	6	5	5
McKenzie	13	12	11	10	10	7	7	8	8	9	8
Monterey	3	1	1	0	0	0	0	9	8	10	10
Northridge	6	6	6	6	7	8	9	4	4	7	7
Oaklands	27	25	27	28	28	28	28	29	26	24	25
Quadra	43	38	36	35	35	35	32	21	23	23	25
Richmond	4	0	0	0	0	0	0	0	0	0	0
Rogers	11	8	8	9	10	10	8	5	8	9	10
Sir James Doug	19	18	16	11	13	13	11	17	16	17	17
South Park	16	16	16	17	17	12	13	9	9	8	8
Strawberry Vale	10	8	9	6	6	4	5	5	6	5	5
Sundance	12	12	10	9	6	4	4	4	6	5	5
Tillicum	34	31	30	27	29	36	39	42	43	50	47
Torquay	4	2	2	2	2	3	3	3	3	4	4
Vic West	24	32	33	34	35	37	39	49	49	39	34
Victor	2	4	6	4	6	4	5	0	0	0	0
View Royal	18	22	23	27	27	20	21	27	32	26	27
Willows	12	13	12	11	11	6	6	4	4	7	7
TOTAL ELEMENTARY	611	565	581	572	580	556	554	554	577	579	561

Aboriginal Student Enrolment Numbers 2003 to 2009

MIDDLE SCHOOLS	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	2008/09 Sept. 30	2008/09 Feb. 30
Arbutus	13	11	10	12	10	15	7	10	10	9	8
Cedar Hill	7	21	19	16	15	21	21	19	19	19	18
Central	49	52	53	56	56	55	56	55	54	58	56
Colquitz	48	47	51	54	54	48	47	60	57	45	44
Glanford	10	9	9	7	7	7	7	18	18	16	16
Gordon Head	8	14	12	8	8	6	7	7	7	4	5
Lansdowne	40	42	44	44	44	38	33	26	26	37	37
Monterey	-	-	-	-	-	-	-	-	-	-	-
Rockheights	44	61	62	64	61	55	52	56	58	53	53
Shoreline	47	52	50	49	44	59	59	57	60	66	65
TOTAL MIDDLE	266	309	310	310	299	304	289	308	309	307	302

SECONDARY SCHOOLS	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	2008/09 Sept.30	2008/09 Feb. 30
Esquimalt	117	127	123	120	126	118	103	127	123	139	128
Gap/Opt	11	6	6	7	7	11	7	5	1	8	6
HLL	0	0	0	0	0	0	0	0	0	0	0
Lambrick Park	15	14	16	17	17	9	10	10	10	13	12
Mt. Douglas	21	21	23	22	22	22	22	30	30	25	25
Oak Bay	27	29	26	32	33	34	32	33	31	27	29
Reynolds	38	29	28	36	34	23	23	34	36	39	38
S.J. Willis Alt. Ed.	30	36	48	38	38	38	35	44	41	52	54
Spectrum	32	61	60	71	72	89	76	87	90	79	81
Vic High	91	100	81	90	93	93	91	100	100	103	98
Stars	12	-	-	-	-	-	-	-	-	-	-
Continuing Ed.	31	50	73	35	40	39	56	30	17	28	35
TOTAL SECONDARY	425	473	484	468	482	476	455	500	479	513	506

Aboriginal Student Enrolment 2003 to 2009 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. 16	2007/08 Sept. 30	2007/08 Feb. 25	2008/09 Sept.30	2008/09 Feb. 30
TOTAL ELEMENTARY	611	565	581	572	580	556	554	554	577	579	561
TOTAL MIDDLE	266	309	310	310	299	304	289	308	309	307	302
TOTAL SECONDARY	425	473	484	468	482	476	455	500	479	513	506
TOTAL STUDENTS	1302	1347	1375	1350	1361	1336	1298	1362	1365	1399	1369
<i>Funded FTEs</i>	<i>1229.5</i>	<i>1264.5</i>		<i>1284</i>		<i>1258.5</i>				<i>1337</i>	

ANED Staff Budget Allocations 2008-09

Final 2008/09 Ministry of Education Targeted Funding: \$1,365,858
 Plus the funding to implement the costs of the *Collective Agreements*: \$201,490
 Funding available : \$1,567,348

		\$\$
ANED Elementary/Middle & Secondary		
Academic Support/Cultural Awareness Teachers		
8.45 FTE = 45.53% of total budget		713,687
Does not include two Full Day Kindergarten teachers funded by the District.		
ANED District Counselors: Elementary/Middle and Secondary Schools		
4 FTE = 16.81% of total budget		263,440
ANED Art/Culture Teacher:		
Elementary/Middle & Secondary Classes		
1 FTE = 3.44% of total budget		53,900
ANED Teacher Assistants: Elementary/Middle And Secondary Classrooms		
Does not include two FDK Teacher Assistants at 30 hrs/wk each funded by the District		
6.09FTE = 13.53% of total budget		212,113
TOC and Relief Costs: 3.05% of total budget		47,831
Sub Totals:	Total FTE = 21.04	\$1,290,971
<ul style="list-style-type: none"> ◆ Admin. staff salaries and benefits (1.5 FTE) ◆ Cultural awareness honorariums ◆ Office, school-based & Learning Initiative resources ◆ Supplies and mileage for itinerant staff ◆ Literacy In-service & Resources Purchases 		
		276,377
Total Budget Allocation:		\$1,567,348

Progress Report: Implementation of the Enhancement Agreement in 2008-2009

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

CONSIDERATIONS FOR 2008-2009 AS DEVELOPED THROUGH THE 2007-2008 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.

DISTRICT INITIATIVES:

<p>The Connectedness Team is a group of educators who started working together in September 2005 and continued in 2008-2009, 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.</p>	
<p>One workshop (Spring) was held to in-service school Champions.</p>	<p>Songhees Joint Committee supports the work of the Local Education Agreement.</p>
<p>At the 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.</p>	<p>Aboriginal Nations Education Council (ANEC) representatives of the Aboriginal Community met monthly to monitor achievement of the Enhancement Agreement.</p>
<p>College/University Advisory to provide input to the teacher training program to support the establishment of Aboriginal programs and <i>Ways of Knowing & Learning</i> at the post secondary level.</p>	<p>Provide in-service to UVIC pre-service teachers on Aboriginal Education.</p>

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2008-2009 all but two schools responded. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken to support Goal 1 of the EA include:

ACTIONS & PROGRESS

ANED provides additional support to schools for feasts, recognition ceremonies, guest speakers, workshops, traditional environmental tours and other school based initiatives.	Three schools have participated in the Backpack and Homework clubs designed to take small groups of students for weekly sessions into nature while providing counseling support.
An Aboriginal Enhancement Agreement Sub-Committee developed the Circle Of Connectedness program to connect Aboriginal student with a champion in each school.	ANED works closely with the District Learning Connections team by purchasing Aboriginal resources for teacher support and professional development in district schools.
Over 100 traditional environmental tours and hikes were conducted for 1,800 students and staff.	A number of schools have Aboriginal Nations rooms for students and staff.
Rockheights School has launched the Seven Teachings program for all students as requested by a parent.	Schools host salmon barbeques, potlatches, feasts and dinners and recognition gatherings.
Schools host lunch gatherings with Aboriginal students to increase connections and provide community and post-secondary updates.	Frank Hobbs created 10 travelling Aboriginal bulletin board displays for schools to support the Circle of Connection project.
There is an increase in number of schools acknowledging National Aboriginal Day and Aboriginal Veterans in Remembrance Day ceremonies.	

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 and with the Learning Connections Team.*
- 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 2008-2009 AS DEVELOPED THROUGH THE 07-08 ANNUAL REPORT:

1. Continue to actively engage the Aboriginal community through the Aboriginal Nations Education Council.
2. Strengthen and clarify the role of the Aboriginal Nations Education Council.
3. Continue to strengthen the relationship with the Songhees Nation.
4. Continue to develop a stronger relationship with the Esquimalt Nation.
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.
7. Identify and focus on the academic achievements of Aboriginal children in care.

DISTRICT INITIATIVES:

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.	ANED Staff presentations on English 12 First Peoples and Environmental Tours at the Provincial Aboriginal Education Conference.
Conduct teacher in-service on 5 novel studies with specific Aboriginal content.	CUPE & GVTA in-service training to increase cultural awareness. This included cultural hikes, and working with Aboriginal students.
ANED staff participated in the 2008-2009 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.	Songhees and Esquimalt Nations Student Facilitators work to support students at three schools.

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 two 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 Child & Family Services 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 2008-2009 all but two schools responded. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken to support Goal 2 of the EA include:

ACTIONS & PROGRESS

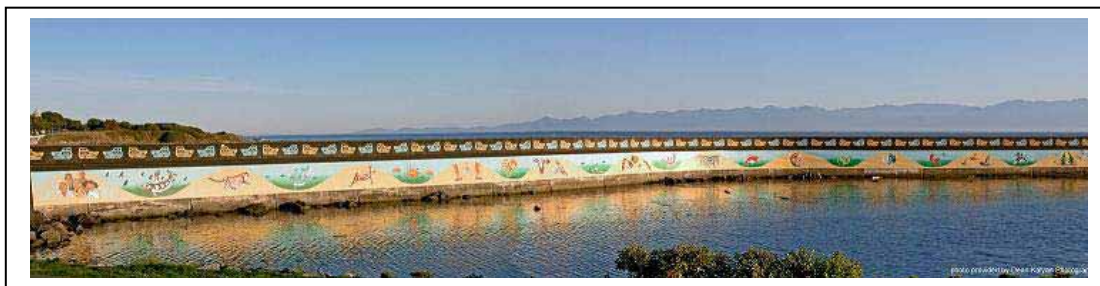
Schools host Aboriginal parent functions.	There is parental involvement with the school and district PAC's.
SD #61 in partnership with the Victoria Native Friendship Centre, Esquimalt and Songhees First Nations have established Education Liaison positions to support students.	Parents have been involved in sharing their traditional knowledge in areas of art, traditional food preparation, residential schools, and traditional teachings with students.
As part of the Local Education Agreement, Songhees Nation has a tutoring program.	The ANED Coordinator is a guest lecturer at UVIC, Camosun College and in district classrooms.
ANED in partnership with UVIC, Camosun College, Saanich Indian School Board and the Victoria Native Friendship Centre hosted 2 Career Fairs.	Camosun College students from the Indigenous Community Studies Program have organized the Fluff Your Feathers Variety Show to fundraise \$2,600 for the graduation feast.

The Aboriginal Nations Education Council meets on a monthly basis with community representatives.	ANED is an active member of the Vancouver Island Aboriginal Education Regional Circle.
ANED participates on the Aboriginal Advisory Councils at the University of Victoria, Camosun College, Surrounded by Cedar and Hulitan Social Services.	Surrounded by Cedar & Family Services hosts an annual Back to School Picnic. In 2009, more than 700 back packs filled with school supplies were distributed to our students.
Journeys of the Heart, Victoria Native Friendship Centre, Métis Community Services and ANED work together to connect parents with community services and the school system to host the FAB FOUR gathering for 3 and 4 year olds preparing to enter the school system.	Surrounded by Cedar Child & Family Services provides cultural workshops for students on Pro-D days, spring and summer break.
	VNFC & ANED meets monthly to oversee Community Link staff.
The District Circle of Connectedness program created a partnership with the Royal Bank Foundation and the Peace Mural Society to create the Traditional Coast Salish Peace Mural.	The school district meets monthly with the Songhees Nation Local Education Committee.

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 Aboriginal Nations Education Council.*
- 2. Strengthen the role and function of the Aboriginal Nations Education Council.*
- 3. Continue to strengthen and clarify the relationship with The Songhees Nation.*
- 4. Continue 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 2008-2009 AS DEVELOPED THROUGH THE 07-08 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. Move into phase two 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.

DISTRICT INITIATIVES:

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 2008-2009 three teachers were hired under these provisions.	3 ANED staff members are certified in the Reconnecting Youth Training Program.
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 " <i>Putting It All Together</i> " into French.
Introduction to the Healing Arts 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.
Surrounded by Cedar Child & Family Services 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.	The ANED district program provides Aboriginal Curriculum and Cultural Integration Programs to district schools. 44 out of the 47 district schools have participated in the Aboriginal curriculum integration sessions in the 2008-09 school year.
ANED collated the Ministry of Education Aboriginal Learning Outcomes K to 7 and distributed to schools.	ANED distributed the K-7 Science IRP, Inuit, French and Métis Resource Lists to schools and District Resource Centre for teachers.

Marketing of ANED Aboriginal curriculum resources are made to local schools, Canada and parts of the United States. 1,694 resources were sold in 2008-09 and a total of 25,550 over the past 15 years.	In the 2008/09 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.
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At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2008-2009 all but two schools. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken to support Goal 3 of the EA include:

ACTIONS & PROGRESS

There is an increase in classroom lessons that focus on history, science, language arts, by weaving traditional knowledge, storytelling, songs and dancing into the lessons.	The district offers a unique course titled "Introduction to the Healing Arts". It is a Ministry approved Board Authority Approved (BAA) course.
Increase in school based purchases of Aboriginal themed books for school libraries, classrooms and district resource centre.	5 Healing Rooms at schools have been established to support the district Healing Arts course.
ANED and the Languages and Multiculturalism Department have worked together to translate 7 books into French.	The ANED office has an extensive in-house resource library of over 4,500 catalogued Aboriginal resources for staff, student and community use. In 2008-2009, 1160 resources were checked out, an increase of 347 over 2007-2008.
Increase in school staff participating in the traditional tours of the Coast Salish territory.	Métis Cultural Awareness sessions in the schools.
ANED staff provide cultural in-service training to teachers, CUPE, UVIC pre-service teachers, Camosun College and the community.	Increased acknowledgement of the traditional territory of the Songhees and Esquimalt Nations at assemblies and in the classrooms.
ANED, in partnership with the VNFC, provides cultural awareness in the classrooms and at the Royal BC Museum.	

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 Phase Three 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.*
- 3. Work with the University of Victoria (Community Education) to provide a series of Aboriginal workshops for teachers in the Greater Victoria area.*



GOAL 4: To increase success of all Aboriginal students.

CONSIDERATIONS FOR 2008-2009 AS DEVELOPED THROUGH THE 07-08 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.

DISTRICT INITIATIVES:

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 and Craigflower Elementary Schools.
Stay Connected Program at Esquimalt High School to assist students to remain in school.	Aboriginal Student Leadership program in numerous schools to encourage student engagement.
In-service training to support students with behavioural concerns.	Encourage Aboriginal students to attend the UVic Summer Camp by offering five bursaries.
Involvement with the Aboriginal Child and Youth Family Best Practices Framework Advisory (Ministry of Child and Family Development and School Districts).	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 Fast Track self-paced at secondary schools.
Align and connect work of District Student Support Team with District Principal of Special Education.	Alternative Education/Continuing Education programs/Summer School provide District level options.
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 with the Greater Victoria Aboriginal Infant Development Team.	

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2008-2009 all but two schools. Every respondent school has made efforts specifically intended to support the goals of the Enhancement Agreement. Some of the efforts undertaken to support Goal 4 of the EA include:

ACTIONS & PROGRESS

The Greater Victoria School District was successful in securing a Human Rights Special Program Exemption to assist in employing more Aboriginal teachers in the school system in 2007-08. Seven new teachers have been hired with 2 additional teachers on the on call list since 2007.	ANED and Camosun College students fundraised \$8,000 to host the annual Recognition Dinner through the 2010 Role Model Calendar and the Fluff Your Feathers Aboriginal Variety Show. In 2009, \$2,600 was raised by two Camosun College students.
There are 36 Aboriginal teachers in the Greater Victoria School District.	The Dogwood Completion rate for 2008-09 is 37%.
Esquimalt, Vic High, and Spectrum Secondary Schools teach BC First Nations Studies 12.	The transition rate of students moving from Grade 11 to Grade 12 increased from 58% to 73% in 2007-08.
Seven scholarships are awarded to students at the Grades 8, 10 and 12 levels. A total of \$8,700 is presented to students for their post secondary education.	Facilitate student entries into the First Nations Math and Science Awards sponsored by the BC Chiefs' Health Committee. 15 students received awards.
The District English as a Second Dialect (ESD) team has developed a primary assessment tool that is culturally fair. ESD is offered at 5 schools.	Secondary Schools facilitate UVIC and Camosun College Aboriginal Advisors visits to students for post secondary and career planning.
ANED facilitates the production of student writings through Duck Soup for the Aboriginal Soul, an island wide publication for students. 40 students' art and written works were published in 2009.	4 Aboriginal students participated in the painting of the Ogden Point Murals through the Victoria Harbour Authority.
ANED provided support for the Positive Behaviour Support Program (Special Education).	School credit is given for community based cultural activities.
Esquimalt High School offers First Nations Outdoor Education.	Of the 15 Aboriginal students who wrote BC First Nations Studies 12 final exam, 87% passed.
Of the 13 Aboriginal students who wrote English 12 First People's final exam, 100% passed.	Of the 13 Aboriginal students who wrote Communications 12 final exam, 85% passed.
Of the 52 Aboriginal students who wrote English 12 final exam, 88% passed.	In 2007-2008, 30% of graduating Aboriginal students transitioned into post-secondary.

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	08/09
*% Dogwood Completion	28	30	33	35	35	37	38	37	33	37
☉% Grade Transition 11-12	38	43	38	44	52	40	65	58	73	72
% of Withdrawals 9-12	n/a	n/a	n/a	n/a	n/a	n/a	6	6	4	4
* Graduation Rate	38	41	82	50	42	53	51	46	56	n/a
*% 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										

Aboriginal Grade to Grade Transitions

	Grade 6 Students (%)	Grade 7 Students (%)	Grade 8 Students (%)	Grade 9 Students (%)	Grade 10 Students (%)	Grade 11 Students (%)
2004/05	99	95	93	86	75	40
2005/06	98	97	92	88	78	65
2006/07	96	95	94	86	77	58
2007/08	98	93	90	85	80	73
2008/09	98	98	100	90	79	65

Student Transitions to BC Public Post-Secondary Institutions

Grade 12 Graduates by Transition Type

School Year	Student #	Immediate Transition		Delayed Transition		No Transition	
		#	%	#	%	#	%
2004/05	54	12	22	3	6	39	72
2005/06	51	14	27	4	8	33	65
2006/07	48	16	33	2	4	30	63
2007/08	44	13	30	-	-	31	70
2008/09	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Required Examination Results – Aboriginal Students

Blended Final Marks

School Year	Total Grade 10 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
ENGLISH 10	#	#	#	%	#	%
2004/2005	134	69	59	86	24	35
2005/2006	137	82	76	93	43	52
2006/2007	163	105	98	93	59	56
2007/2008	148	95	86	91	42	44
2008/2009	173	109	92	84	43	39

School Year	Total Grade 10 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
SCIENCE 10	#	#	#	%	#	%
2004/2005	134	66	57	86	25	38
2005/2006	137	68	56	82	31	46
2006/2007	163	95	79	83	31	33
2007/2008	148	97	87	90	35	36
2008/2009	173	90	78	87	34	38

Required Examination Results – Aboriginal Students

Blended Final Marks

School Year	Total Grade 10 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
APPLICATIONS OF MATH 10	#	#	#	%	#	%
2004/2005	134	Msk	Msk	Msk	Msk	Msk
2005/2006	137	14	12	86	3	21
2006/2007	163	15	14	93	6	40
2007/2008	148	19	17	89	7	37
2008/2009	173	15	13	87	3	20

ESSENTIALS OF MATH 10	#	#	#	%	#	%
2004/2005	134	17	15	88	5	29
2005/2006	137	25	21	84	16	64
2006/2007	163	28	27	96	11	39
2007/2008	148	30	27	90	15	50
2008/2009	173	41	34	83	23	56

PRINCIPALS OF MATH 10	#	#	#	%	#	%
2004/2005	134	30	25	83	16	53
2005/2006	137	36	29	81	16	44
2006/2007	163	41	30	73	15	37
2007/2008	148	52	43	83	16	31
2008/2009	173	42	28	67	17	40

Required Examination Results – Aboriginal Students

Blended Final Marks

School Year	Total Grade 12 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
ENGLISH 12	#	#	#	%	#	%
2004/2005	95	42	41	98	23	55
2005/2006	95	45	44	98	26	58
2006/2007	100	41	41	100	25	61
2007/2008	93	39	39	100	26	67
2008/2009	127	52	46	88	25	48

ENGLISH 12: FIRST PEOPLES	#	#	#	%	#	%
2005/2006	95	-	-	-	-	-
2006/2007	100	-	-	-	-	-
2007/2008	93	-	-	-	-	-
2008/2009	127	13	13	100	7	54

COMM. 12	#	#	#	%	#	%
2005/2006	95	20	19	95	7	35
2006/2007	100	11	10	91	4	36
2007/2008	93	17	16	94	8	47
2008/2009	127	13	11	85	5	38

Foundations Skills Assessment (FSA) Results
Grade 4 - Students Meeting or Exceeding Expectations
 New Baseline was established for 2008 FSA

	GVSD													
Reading	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	44	52	61	64	54	59	73	66	53	77	66	72	53	55
Writing	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	67	83	66	72	69	73	88	79	60	90	45	49	46	48
Numeracy	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	61	74	65	70	62	68	83	81	60	85	49	53	53	55

Grade 7 - Students Meeting or Exceeding Expectations

	GVSD													
Reading	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	37	56	62	56	52	60	54	55	42	53	58	48	57	43
Writing	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	32	57	70	69	60	74	73	80	60	72	59	49	42	32
Numeracy	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	35	56	49	51	49	60	68	68	42	54	57	48	39	30

**Foundations Skills Assessment (FSA) Results
Grade 4 - # of Participants and Participation Rates**

		GVSD													
Reading	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	90	85	97	82	97	80	112	88	71	78	92	95	n/a	n/a	
Writing	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	89	84	95	81	96	79	112	88	70	77	92	93	n/a	n/a	
Numeracy	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	87	82	98	83	99	82	107	84	71	78	92	95	n/a	n/a	

Grade 7 - # of Participants and Participation Rates

		GVSD													
Reading	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	70	75	113	89	88	77	100	79	84	81	120	85	n/a	n/a	
Writing	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	64	78	107	84	88	77	99	79	83	80	120	82	n/a	n/a	
Numeracy	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	66	80	106	83	87	76	102	81	83	80	120	82	n/a	n/a	

SATISFACTION SURVEY RESULTS, GRADE 4

The Satisfaction Survey is a census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys, but overall the response rates are very high (around 90% for elementary grades and around 60% to 75% for secondary grades).

The survey responses are kept completely confidential, and the survey is not linked with any other student records. For this reason, the only demographic information available about respondents is taken from survey questions (e.g. grade level, gender, Aboriginal ancestry). The Aboriginal ancestry question is skipped by less than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Satisfaction Survey. These questions were selected because they help to provide students' perspectives in regards to their sense of belonging. For more information on the provincial Satisfaction Survey, visit www.bced.gov.bc.ca/sat_survey/

	<u>Aboriginal</u>			<u>Non-Aboriginal</u>				
Do you like school?	Gr 4		All of the time or many times		Gr 4		All of the time or many times	
	Respondents		#	%	Respondents		#	%
School Year	#		#	%	#		#	%
04/05	154		90	58	1071		658	61
05/06	161		100	62	1084		671	62
06/07	154		92	60	1125		696	62
07/08	129		70	54	1136		676	60
08/09	143		72	50	1072		628	59

Do adults in the school treat all students fairly?	Gr 4		All of the time or many times		Gr 4		All of the time or many times	
	Respondents		#	%	Respondents		#	%
School Year	#		#	%	#		#	%
04/05	151		114	75	1069		822	77
05/06	161		118	73	1082		762	70
06/07	155		104	67	1128		820	73
07/08	127		74	58	1133		777	69
08/09	141		90	64	1071		701	65

Do your teachers help you with your schoolwork when you need it?	Gr 4		All of the time or many times		Gr 4		All of the time or many times	
	Respondents		#	%	Respondents		#	%
School Year	#		#	%	#		#	%
04/05	152		114	75	1066		879	82
05/06	161		130	81	1084		883	81
06/07	154		115	75	1124		908	81
07/08	128		98	77	1129		907	80
08/09	142		103	73	1072		865	81

At school, do you respect people who are different from you (for example, think, act, or look different)?	Gr 4		All of the time or many times		Gr 4		All of the time or many times	
	Respondents		#	%	Respondents		#	%
School Year	#		#	%	#		#	%
04/05	150		136	91	1064		971	91
05/06	158		138	87	1078		967	90
06/07	154		137	89	1121		1009	90
07/08	126		105	83	1128		994	88
08/09	140		122	87	1066		963	90

SATISFACTION SURVEY RESULTS, GRADE 4 continued

Aboriginal

Non-Aboriginal

Do you feel safe at school?

School Year	Gr 4			Gr 4 Respondent s	All of the time or many times		
	Respondents #	All of the time or many times			#	All of the time or many times	
		#	%			#	%
04/05	154	136	88	1068	917	86	
05/06	157	127	81	1082	915	85	
06/07	154	117	76	1123	934	83	
07/08	128	95	74	1132	925	82	
08/09	142	113	80	1069	892	83	

**At school, are you bullied, teased,
or picked on?**

School Year	Gr 4			Gr 4 Respondent s	All of the time or many times		
	Respondents #	All of the time or many times			#	All of the time or many times	
		#	%			#	%
04/05	151	26	17	1068	126	12	
05/06	158	19	12	1082	93	9	
06/07	153	19	12	1118	111	10	
07/08	128	18	14	1127	109	10	
08/09	141	24	17	1066	115	11	

**Do your teachers care about
you?**

School Year	Gr 4			Gr 4 Respondent s	All of the time or many times		
	Respondents #	All of the time or many times			#	All of the time or many times	
		#	%			#	%
04/05	152	133	88	1052	940	89	
05/06	145	123	85	1016	874	86	
06/07	141	117	83	1056	923	87	
07/08	121	96	79	1059	901	85	
08/09	134	116	87	1012	883	87	

**I would like to go to a different
school.**

School Year	Gr 4			Gr 4 Respondent s	All of the time or many times		
	Respondents #	All of the time or many times			#	All of the time or many times	
		#	%			#	%
05/06	160	16	10	1066	69	6	
06/07	153	16	10	1118	73	7	
07/08	129	15	12	1128	86	8	
08/09	140	16	11	1055	96	9	

SATISFACTION SURVEY RESULTS, GRADE 7

Do you like school?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	School Year	Gr 7	All of the time or many times	Gr 7	All of the time or many times	
		Respondents	#	%	Respondents	#
		#	%		#	%
04/05	96	28	29	1110	498	45
05/06	125	41	33	1139	496	44
06/07	127	50	39	1220	532	44
07/08	133	45	34	1190	618	52
08/09	128	40	31	1074	523	49

Do adults in the school treat all students fairly?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	School Year	Gr 7	All of the time or many times	Gr 7	All of the time or many times	
		Respondents	#	%	Respondents	#
		#	%		#	%
04/05	95	41	43	1105	608	55
05/06	125	59	47	1139	584	51
06/07	125	56	45	1219	655	54
07/08	133	61	46	1190	653	55
08/09	128	59	46	1074	575	54

Do your teachers help you with your schoolwork when you need it?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	School Year	Gr 7	All of the time or many times	Gr 7	All of the time or many times	
		Respondents	#	%	Respondents	#
		#	%		#	%
04/05	81	59	73	916	736	80
05/06	125	82	66	1136	890	78
06/07	125	90	72	1218	942	77
07/08	133	91	68	1190	944	79
08/09	128	94	73	1076	833	77

At school, do you respect people who are different from you (for example, think, act, or look different)?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	School Year	Gr 7	All of the time or many times	Gr 7	All of the time or many times	
		Respondents	#	%	Respondents	#
		#	%		#	%
04/05	96	74	77	1105	989	90
05/06	125	103	82	1133	1014	89
06/07	127	90	71	1219	1054	86
07/08	132	108	82	1187	1059	89
08/09	128	100	78	1073	957	89

Do you feel safe at school?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	School Year	Gr 7	All of the time or many times	Gr 7	All of the time or many times	
		Respondents	#	%	Respondents	#
		#	%		#	%
04/05	95	61	64	1108	831	75
05/06	125	90	72	1136	828	73
06/07	127	85	67	1217	846	70
07/08	133	78	59	1184	890	75
08/09	126	77	61	1068	788	74

SATISFACTION SURVEY RESULTS, GRADE 7 continued

At school, are you bullied, teased, or picked on?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	Gr 7	All of the time or many times		Gr 7	All of the time or many times	
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	95	14	15	1107	116	10
05/06	125	14	11	1133	95	8
06/07	127	19	15	1216	120	10
07/08	133	27	20	1184	110	9
08/09	128	17	13	1066	96	9

Do your teachers care about you?	Gr 7	All of the time or many times		Gr 7	All of the time or many times	
	Respondents			Respondents		
	School Year	#	# %	#	# %	
	04/05	95	60	63	1103	787
05/06	111	64	58	1059	729	69
06/07	126	73	58	1216	769	63
07/08	133	79	59	1188	801	67
08/09	128	79	62	1073	699	65

I would like to go to a different school.	Gr 7	All of the time or many times		Gr 7	All of the time or many times	
	Respondents			Respondents		
	School Year	#	# %	#	# %	
	05/06	123	25	20	1131	186
06/07	125	29	23	1216	168	14
07/08	133	34	26	1187	148	12
08/09	127	23	18	1069	143	13

SATISFACTION SURVEY RESULTS, GRADE 10

Do you like school?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	Gr 10	All of the time or many times		Gr 10	All of the time or many times	
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	78	26	33	999	361	36
05/06	78	38	49	1126	522	46
06/07	113	38	34	1195	580	49
07/08	111	48	43	1271	605	48
08/09	92	37	40	1308	621	47

SATISFACTION SURVEY RESULTS, GRADE 10 continued

	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
School Year	#	# %	#	# %		
04/05	76	22 29	997	480 48		
05/06	78	37 47	1126	559 50		
06/07	112	44 39	1191	586 49		
07/08	111	56 50	1271	678 53		
08/09	91	36 40	1307	688 53		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	78	44 56	998	683 68		
05/06	78	52 67	1123	809 72		
06/07	112	72 64	1187	832 70		
07/08	111	76 68	1270	934 74		
08/09	91	58 64	1308	949 73		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	78	57 73	995	849 85		
05/06	77	61 79	1126	965 86		
06/07	113	83 73	1192	995 83		
07/08	111	91 82	1266	1077 85		
08/09	92	72 78	1306	1123 86		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	78	43 55	993	740 75		
05/06	78	52 67	1126	885 79		
06/07	112	69 62	1191	876 74		
07/08	111	87 78	1267	959 76		
08/09	92	65 71	1305	980 75		

SATISFACTION SURVEY RESULTS, GRADE 10 continued

	Aboriginal			Non-Aboriginal		
	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
School Year	#	# %	#	# %		
04/05	76	13 17	992	82 8		
05/06	78	13 17	1126	47 4		
06/07	112	13 12	1193	67 6		
07/08	111	7 6	1267	72 6		
08/09	92	18 20	1304	101 8		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	78	22 28	992	446 45		
05/06	77	37 48	1121	527 47		
06/07	112	42 38	1192	545 46		
07/08	111	55 50	1265	648 51		
08/09	92	45 49	1303	670 51		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	78	30 38	992	528 53		
05/06	77	38 49	1124	582 52		
06/07	113	50 44	1189	634 53		
07/08	110	50 45	1271	648 51		
08/09	91	44 48	1307	656 50		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
04/05	74	27 36	984	625 64		
05/06	77	44 57	1124	670 60		
06/07	113	58 51	1193	736 62		
07/08	109	60 55	1269	769 61		
08/09	91	52 57	1307	783 60		

	Gr 10		All of the time or many times	Gr 10		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	
05/06	77	14 18	1123	107 10		
06/07	112	18 16	1194	136 11		
07/08	111	10 9	1270	134 11		
08/09	93	20 22	1304	154 12		

SATISFACTION SURVEY RESULTS, GRADE 12

Aboriginal

Non-Aboriginal

Do you like school?

School Year	Gr 12			Gr 12		
	Respondents		All of the time or many times	Respondents		All of the time or many times
	#	# %		#	# %	
04/05	62	26 42	843	372 44		
05/06	56	23 41	900	482 54		
06/07	48	21 44	835	411 49		
07/08	75	34 45	974	535 55		
08/09	80	33 41	1027	541 53		

Does staff treat all students fairly at school?

School Year	Gr 12			Gr 12		
	Respondents		All of the time or many times	Respondents		All of the time or many times
	#	# %		#	# %	
04/05	62	21 34	839	461 55		
05/06	56	24 43	900	514 57		
06/07	48	26 54	834	462 55		
07/08	74	37 50	973	544 56		
08/09	80	35 44	1027	584 57		

Do your teachers help you with your schoolwork when you need it?

School Year	Gr 12			Gr 12		
	Respondents		All of the time or many times	Respondents		All of the time or many times
	#	# %		#	# %	
04/05	60	34 57	841	634 75		
05/06	56	30 54	899	683 76		
06/07	48	31 65	833	622 75		
07/08	75	51 68	973	738 76		
08/09	80	50 63	1026	793 77		

At school, do you respect people who are different from you (for example, think, act, or look different)?

School Year	Gr 12			Gr 12		
	Respondents		All of the time or many times	Respondents		All of the time or many times
	#	# %		#	# %	
04/05	62	38 61	841	737 88		
05/06	56	33 59	899	770 86		
06/07	48	34 71	831	713 86		
07/08	75	53 71	972	836 86		
08/09	80	63 79	1024	886 87		

SATISFACTION SURVEY RESULTS, GRADE 12 continued

	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	Gr 12		All of the time or many times	Gr 12		All of the time or many times
	Respondents			Respondents		
School Year	#	# %	#	# %	# %	
04/05	61	36 59	840	682 81	81	
05/06	56	35 63	896	763 85	85	
06/07	48	35 73	836	685 82	82	
07/08	75	49 65	974	824 85	85	
08/09	79	51 65	1026	857 84	84	

	Gr 12		All of the time or many times	Gr 12		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	# %
04/05	62	16 26	841	53 6	6	
05/06	56	8 14	897	33 4	4	
06/07	48	3 6	834	42 5	5	
07/08	75	11 15	973	45 5	5	
08/09	80	15 19	1027	62 6	6	

	Gr 12		All of the time or many times	Gr 12		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	# %
04/05	62	24 39	841	458 54	54	
05/06	56	23 41	899	508 57	57	
06/07	48	22 46	836	470 56	56	
07/08	75	33 44	968	550 57	57	
08/09	79	42 53	1024	584 57	57	

	Gr 12		All of the time or many times	Gr 12		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	# %
04/05	62	18 29	837	321 38	38	
05/06	56	24 43	897	349 39	39	
06/07	47	18 38	836	302 36	36	
07/08	75	31 41	972	396 41	41	
08/09	80	30 38	1026	419 41	41	

	Gr 12		All of the time or many times	Gr 12		All of the time or many times
	Respondents			Respondents		
	School Year	#	# %	#	# %	# %
04/05	61	24 39	832	462 56	56	
05/06	56	21 38	896	494 55	55	
06/07	46	23 50	834	440 53	53	
07/08	75	31 41	972	542 56	56	
08/09	80	36 45	1026	575 56	56	

SATISFACTION SURVEY RESULTS, GRADE 12 continued

	<u>Aboriginal</u>				<u>Non-Aboriginal</u>		
	Gr 12		All of the time or many times		Gr 12		All of the time or many times
	School Year	Respondents #	#	%	Respondents #	#	%
05/06	56	10	18	900	72	8	
06/07	48	8	17	835	91	11	
07/08	75	11	15	973	74	8	
08/09	80	13	16	1021	72	7	

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 *2008-09 Aboriginal Enhancement Annual Report* is intended to provide an overview of the implementation of our Enhancement Agreement during the 2008-2009 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.

