

Aboriginal Education Enhancement Agreement Annual Report

2009-2010

"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 territories we do our work.*



Voice of a Parent

The Heart of Aboriginal Education

As an Aboriginal parent, I often find myself wondering how the formal education of my children resonates with their heart, ancestry and culture. Most times, I do not come up with an answer that I am happy with, or even content with. I know things are changing and that the Aboriginal Enhancement Agreement and the Aboriginal Nations Education Division are powerfully contributing to this positive change. But I feel as a parent, I have a role and responsibility in being an advocate for the cultural relevance of my children's education. I want them to have a different educational experience than I did! I want them to feel honoured and respected as Aboriginal children and learners. It was this desire that we created the Aboriginal Awareness Group at Margaret Jenkins Elementary. Our Aboriginal Awareness Group started in November and we have been very blessed to have such guests as Art Napoleon, Nella Nelson, Augie Thomas, and Hamdzas (Donna Duncan). The group runs once a month as an after school program and while this is relatively a short amount of time, there has been an incredibly positive interest in the group with both Aboriginal and non-Aboriginal children and parents. It is not uncommon at our groups to have as many parents participating as students.

The photograph below is of my daughter, Sadie and Elder Hamdzas (Donna) who had come to share the teachings around button blankets with the students and each student began to create their own blanket. It is apparent in this photo the adoration and love that Sadie has as Hamdzas shares and sews with her... teaching through a loving relationship. These are the moments that strengthen the heart of education for our Aboriginal students. It is in the weaving of culture and language into all aspects of the school community, not just the formal curriculum. It is ensuring our children feel valued, respected, and honoured and that they see their unique culture and heritage being held up with dignity. How this is done for each student, family, class and school community will be different, but it must be done. For myself and many Aboriginal parents, aunts/uncles and grandparents, the school system triggers many emotions. But I think it is in the courage and resiliency we have to be an active participant in the education of our children that healing and true change will emerge! We all have a role to play in the education of our children. Sometimes that is in embarking on our own healing journey, or volunteering in the classroom to share our culture, or asking the Principal to ensure they acknowledge traditional territory the school is a guest upon, or ensuring the School Superintendent and Board of Trustees are mindful of implementing the Enhancement Agreement.

This group at Margaret Jenkins is only one small pebble being dropped into this huge pond we know as Aboriginal Education: it is a starting place and hopefully fosters pride in the Aboriginal children and respect in the non-Aboriginal children.

*Submitted by Monique Gray Smith
Parent, Margaret Jenkins Elementary*

Voices of Students

"The purification and smudging ceremony was my highlight of the day - no, wait. It was the highlight of the week!"

"When I first heard of the smudging ceremony I had no idea what to expect. Being there with the sweet smell of smoke and the drum beat coursing through my viens was probably the most alive I have felt in a while."

"I think that it was a very interesting thing to learn about and I really enjoyed it. I loved learning about what the different colours meant. I think that I can look at life in a new way now and will be more wary about what I say and do. I will try to figure out how I can be a helper."

"I liked the smudging ceremony because it was a really relaxing experience. It felt like it was helping me get rid of negative thoughts, and I felt a strange peaceful sensation. I could almost see the things she was talking about. I left with knowledge of how to live a real, good life."

"I think that the presentation was extremely beneficial for our generation to learn about our history, and to become more aware, and to learn to differentiate between a stereotypical view and reality. I think that presentations like this are important for us to learn in order for us to grow as a nation, and to become more aware and expecting of others."

Student Comment, SS11

"I loved it! There was a lot of stuff that I wasn't aware of and it really changed my perspective on the issues the First Nation peoples have to deal with. It really helped me get a better understanding of what went on."

Student Comment, BCFNS12

"I really enjoyed your presentation. I learned many things. I didn't know about the mistreatment of the First Nations people, such as the complete segregation between First Nations and whites with curfews, gates etc. and the fact that residential schools existed for seven generations. I think you should do this presentation at all the schools as well. Thank you for teaching us about this sensitive topic."

Student Comment, SS11

"I appreciate that we can be a part of your healing."

Student Comment, BCFNS12 (residential schools)

"To right the wrong the peace begins with me."

Vic High Student, BCFNS 12

"You spoke with your heart...which opened mine."

Civics 11 Student

"I am very glad Ms. Tenning isn't having us simply write a journal. I am really happy to have the opportunity to let you know personally how much you are appreciated."

FN Studies 12 Student

Residential School Presentation

"The more I hear you tell your story the more I want to make a difference and have more understanding".

FN Studies 12 Student

"That you think of us to be your medicine, your healers, that we're able to open up our hearts to you and to your history".

FN Studies 12 Student

Residential School Presentation

"I'm proud of the strong First Nations such as yourself and my mom. It makes me feel like I don't have to be ashamed to be an Indian".

Student Comment

"I never heard of anything quite like your presentation. I was sucked into your stories and the way you spoke".

Student Comment

Indian Act

"I appreciate you reminding us that we all have roots too, however I'm still a strong believer your culture is much stronger and has more meaning to it than European descent a lot of us come from. Once again thank you for your time and sharing your story and outlook of the world."

Student Comment

Challenge Program, Esquimalt High School

"I think the presentation was extremely beneficial for our generation to learn about our history and to become more aware and to learn to differentiate between a stereotypical view and reality. I think that presentations like this are important for us to learn in order for us to grow as a nation and to become more aware and accepting of others."

Student Comment

Challenge Program, Esquimalt High School

Voices of Teachers

"From the enclosed feedback sheets, you will see that your visit to my class helped open many students' perspective on a new awareness."

Teacher Comment, SS11

"I can say that we are thrilled any time we have anyone visit and help support Aboriginal education at our school."

Teacher comment

"I really loved the experience! It is so important to get our students out in nature. This walk and talk was a meaningful way to integrate Indigenous values, oral history and the great outdoors with curriculum".

Teacher Comment, Cultural Hike

"I'll be making connections to and feeding off the experience for a long time to come - we're looking forward to more field trips. To me these kinds of fieldtrips are one of the most important aspects of my "classroom".

Teacher Comment, Cultural Hike

Foreword

The purpose of the **2009-10 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 2009-2010 a process to revitalize and enhance the role of ANEC was initiated.

Committee Person	Connection
Seneca Ambers	VNFC CEER Program
Jennifer Wickham	Parent
Alana Hopkins	Parent/VCPAC
John Bird	VCPAC
Margy Ransford	GVTA
Freda Shaughnessy	Elder
Butch Dick	Songhees Nation
Romy Pritchard	Métis Nation of Greater Victoria
Rebecca Mabee	Métis Community Services
Barb Cowan	Surrounded by Cedar Child & Family Services
Darcy Morgan	Hulitan Family & Community Services Society
Julie Clifton	Journeys of the Heart/Hulitan
Janice Simcoe	Camosun College
Nella Nelson	Aboriginal Nations Education Division (ANED) Coordinator
Janet Langston	SD#61 Human Resources
Pat Duncan	SD#61 Associate Superintendent
Paul Stevenson	SD#61 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
- The Board of School Trustees, Administrators, Teachers and Support Staff of the Greater Victoria School District
- Hulitan Family & Community Services Society
- 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 Family & Community Services Society



Executive Summary

The Aboriginal Enhancement Agreement was signed in 2005 with the Aboriginal community and the Greater Victoria School District. The purpose of the Enhancement Agreement was to enhance the quality of education for all Aboriginal students and to align district activities on behalf of Aboriginal students with the District Achievement Contract Goal Number Two.

The intent of the Enhancement Agreement is to hold all School District employees and the Aboriginal families and communities accountable in their support for Aboriginal students and their success in the public school system. In addition to ensuring that our students receive a quality education and graduate with the qualifications to pursue future training in a variety of career fields.

The impetus for change is a systemic movement that requires everyone to participate in the change process and to contribute in new and creative ways. As we move toward renewing the next Enhancement Agreement it will be important to focus on strategies that expand this perspective, Aboriginal Education involves everyone.

The first 5 years of the Aboriginal Enhancement Agreement has been a period of increasing knowledge and awareness in relation to Aboriginal Education for both Aboriginal and non-Aboriginal students and staff in the school district. At the district Aboriginal Nations Education level we have worked on providing increased opportunities for Aboriginal curriculum content to be woven into core curriculum for all students. Aboriginal curriculum resources and in-class cultural presentations continue to support the goals of the Enhancement Agreement. ANED has recorded a steady increase in the check out of these resources and an increase in teachers accessing district Aboriginal cultural awareness programs for the classroom. As we move forward, it will be critical to continue to provide increased professional development for all district and school based staff to expand the base of knowledge. The goal is to have Aboriginal Education a part of every school, every class and every student's educational experience.

The renewal of the Enhancement Agreement will see the district building on the past five years, expanding the cultural and historical awareness and understanding, and moving into a time of teaching and learning through increased action in the classrooms and in the schools. All Aboriginal and non-Aboriginals need to continue the healing journey and understand the effects of history on all of us in the educational context.

One of the major initiatives of this Aboriginal Enhancement Agreement is the Circle of Connectedness Project, a project to support Goal One: To increase Aboriginal students' sense of place and belonging in the public school system. The development of the project was based on research related to attachment and belonging. The Connectedness Project's basic premise is that at least one person who we call the "Champion" will make a connection with each Aboriginal student in the school. This connection increases the sense of place and belonging for Aboriginal students in the

school. The school through the project reviews their knowledge of the student family and community, to promote conversation in the school as to how the school is doing in making connections with the Aboriginal students and their families.

The Circle of Connectedness project was initiated by a district working committee and a facilitator who helped to launch a series of workshops with school based Champions. They were provided information on the research that supported the project and the role of the Champions at the school level. Funding was provided to schools to support implementation of the project, and for the first three years there was action by many schools to organize their champions. The goal was to have the Circle of Connectedness be an integral part of school culture and to provide Aboriginal students with a link and a bridge to their school.

There were a number of schools who implemented the Connectedness project and were creative in their strategies to support Aboriginal students at the school level. It became evident throughout the five years that the project was very difficult to implement at the secondary level, and was most effective at the elementary and the middle school level.

The other key factor with the Connectedness Project is that the district facilitator will continue to maintain the profile of the project at the school level. In schools where the Connectedness project has been implemented, students have benefited from the focused contact and school staff have been creative in their connection strategies. With the development of the second Enhancement Agreement energy and resources will need to be focused at the elementary and middle school level, discussions need to happen with secondary schools to discuss how connections are made with older students and the need to profile the value of the project with school based staff. A district facilitator will be working with the schools to maintain a presence at the district level in the 2011-2012 school year.

In addition, there have been some very interesting trends evident at the secondary level. There has been a steady increase in student numbers at the secondary level. The introduction of BC First Nations Studies 12 and English 12 First Peoples, have seen Aboriginal students succeed in completing the course and being successful in the writing of the government exams. There has been a decline in Aboriginal students writing Communications 12 provincial exams. In 2010, 72 Aboriginal students wrote the English 12 First Peoples and English 12 exams and 14 students wrote the Communications 12 exam. The introduction of Aboriginal content courses has resulted in a higher passing rate for these courses; this high rate indicates a strong connection to cultural relevancy in the curriculum.

We are continuing to work with our secondary schools to offer BC First Nations Studies 12 and/or English 12 First Peoples. Three out of our seven secondary schools offer these courses. The challenge has been to get the courses identified in all secondary school calendars and have the course built into the time table. It often takes a couple of years for the course to gain its credibility and to recruit enough students to run the

course in the timetable. To begin these courses we have often had to run them with a smaller cohort and then build from there, many schools are not in a position to run a course with smaller numbers. Additional work needs to be done to relay the message that these courses have been developed for all students and are not for Aboriginal students only.

The goal of creating a space for Aboriginal Students remains a challenge in a number of our schools, space is at a premium and high student enrolments result in a lack of extra space. In schools where we have Aboriginal classrooms and office space our students gravitate to the staff and room for connection to enhance their sense of place and belonging. We will continue to work with schools to create space for the work of Aboriginal Education.

Characteristics of our District in 2009-2010

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 Family & Community Services Society
- ◆ Surrounded by Cedar Child & Family Services
- ◆ Journeys of the Heart/Hulitan Family & Community Services Society

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 2009 Enrolment Report as reported on September 30, 2009 are as follows:

CATEGORY	September 30, 2009
Aboriginal Ancestry Total:	1414
Continuing Education:	34
Program Code Verification:	1393*
Status on Reserve: Esquimalt	60 FTE
Songhees	118 FTE

*1701 Verification as at October 6, 2009

Aboriginal Student Enrolment Numbers 2005 to 2010

ELEMENTARY SCHOOLS	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	2009/10 Sept. 30	2009/10 Feb. 9
Braefoot	2	2	2	2	3	6	7	7	12	12
Burnside	12	12	School Closed		-	-	-	-	-	-
Campus View	5	6	7	8	10	8	11	11	8	7
Cloverdale	15	15	15	14	20	22	26	24	26	28
Craigflower	78	78	83	83	97	103	105	101	113	111
Doncaster	10	11	6	6	10	11	16	16	9	10
Eagle View	9	9	8	8	10	10	8	8	7	8
Frank Hobbs	16	17	15	14	11	10	6	6	14	14
George Jay	67	62	79	77	77	82	81	77	85	82
Hillcrest	4	4	4	4	4	5	8	8	12	10
James Bay	13	13	22	22	15	16	20	14	19	16
Lake Hill	10	10	8	8	3	3	6	7	9	8
Lampson	32	31	27	28	School Closed		-	-	-	-
Macaulay	39	45	34	31	46	44	30	30	31	33
Margaret Jenkins	7	7	8	7	6	6	7	8	7	7
Marigold	17	16	11	12	6	6	5	5	16	16
McKenzie	10	10	7	7	8	8	9	8	4	5
Monterey	0	0	0	0	9	8	10	10	-	-
Northridge	6	7	8	9	4	4	7	7	9	7
Oaklands	28	28	28	28	29	26	24	25	22	22
Quadra	35	35	35	32	21	23	23	25	35	35
Rogers	9	10	10	8	5	8	9	10	9	11
Sir James Douglas	11	13	13	11	17	16	17	17	22	24
South Park	17	17	12	13	9	9	8	8	9	9
Strawberry Vale	6	6	4	5	5	6	5	5	8	7
Sundance	9	6	4	4	4	6	5	5	3	3
Tillicum	27	29	36	39	42	43	50	47	38	41
Torquay	2	2	3	3	3	3	4	4	3	3
Vic West	34	35	37	39	49	49	39	34	31	29
Victor	4	6	4	5	0	0	0	0	3	0
View Royal	27	27	20	21	27	32	26	27	27	27
Willows	11	11	6	6	4	4	7	7	3	3
TOTAL	572	580	556	554	554	577	579	561	594	588

Aboriginal Student Enrolment Numbers 2005 to 2010

MIDDLE SCHOOLS	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	2009/10 Sept. 30	2009/10 Feb. 9
Arbutus	12	10	15	7	10	10	9	8	9	9
Cedar Hill	16	15	21	21	19	19	19	18	19	16
Central	56	56	55	56	55	54	58	56	53	54
Colquitz	54	54	48	47	60	57	45	44	40	38
Glanford	7	7	7	7	18	18	16	16	16	16
Gordon Head	8	8	6	7	7	7	4	5	10	10
Lansdowne	44	44	38	33	26	26	37	37	41	40
Monterey	-	-	-	-	-	-	-	-	4	4
Rockheights	64	61	55	52	56	58	53	53	44	46
Shoreline	49	44	59	59	57	60	66	65	68	69
TOTAL	310	299	304	289	308	309	307	302	304	302

SECONDARY SCHOOLS	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	2009/10 Sept. 30	2009/10 Feb. 30
Esquimalt	120	126	118	103	127	123	139	128	142	154
Gap/Opt	7	7	11	7	5	1	8	6	4	5
HLL	0	0	0	0	0	0	0	0	12	16
Lambrick Park	17	17	9	10	10	10	13	12	14	12
Mt. Douglas	22	22	22	22	30	30	25	25	23	24
Oak Bay	32	33	34	32	33	31	27	29	31	30
Reynolds	36	34	23	23	34	36	39	38	45	45
S.J. Willis Alt. Ed.	38	38	38	35	44	41	52	54	70	67
Spectrum	71	72	89	76	87	90	79	81	83	84
Vic High	90	93	93	91	100	100	103	98	92	92
Continuing Ed.	35	40	39	56	30	17	28	35	34	44
TOTAL	468	482	476	455	500	479	513	506	550	573

Aboriginal Student Enrolment 2005 to 2010 Summary

	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	2009/10 Sept. 30	2009/10 Feb. 30
TOTAL ELEMENTARY	572	580	556	554	554	577	579	561	594	588
TOTAL MIDDLE	310	299	304	289	308	309	307	302	304	302
TOTAL SECONDARY	468	482	476	455	500	479	513	506	550	573
TOTAL STUDENTS	1350	1361	1336	1298	1362	1365	1399	1369	1448	1463
<i>Funded FTEs</i>	<i>1284</i>		<i>1258.5</i>				<i>1337</i>		<i>1393</i>	

ANED Staff Budget Allocations 2009-10

Final 2009-2010 Ministry of Education Targeted Funding: \$1,399,320
Plus the funding to implement the costs of the Collective Agreements: \$294,466
Funding available : \$1,693,786

		\$ \$
ANED Elementary/Middle & Secondary Academic Support/Cultural Awareness Teachers 8.63 FTE = 44.20% of total budget Does not include two Full Day Kindergarten teachers funded by the District.		748,612
ANED District Counselors: Elementary/Middle and Secondary Schools 4 FTE = 16.31% of total budget		276,332
ANED Art/Culture Teacher: Elementary/Middle & Secondary Classes 1 FTE = 4.08% of total budget		69,083
ANED Teacher Assistants: Elementary/Middle and Secondary Classrooms 6.05 FTE = 12.58% of total budget		213,112
TOC and Relief Costs: 3.22% of total budget		54,465
Sub Totals:	Total FTE = 19.68	\$1,361,604
Other Expenditure Budgets:		
◆ 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		<u>332,182</u>
Total 2009/10 Budget Allocation:		\$1,693,786

Progress Report: Implementation of the Enhancement Agreement in 2009-2010

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

CONSIDERATIONS FOR 2009-2010 AS DEVELOPED THROUGH THE 2008-2009 ANNUAL REPORT

1. Continue to implement the Aboriginal Education Student Connectedness Project. District Principal of Learning Initiatives will meet with every principal to review action.
2. Continue to promote plans and initiatives for success of Aboriginal students at School Leader and Principal meetings.

DISTRICT INITIATIVES:

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.	
District Principal of Learning Initiatives conducts school based visits to review action on Circle of Connectedness Project.	Songhees Joint Committee supports the work of the Local Education Agreement.
Provide in-service to UVIC pre-service teachers on Aboriginal Education at the university and the District ANED centre.	Aboriginal Nations Education Council (ANEC) representatives of the Aboriginal Community met monthly to monitor achievement of the Enhancement Agreement.
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.	

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2009-2010 all but three 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.
One school created a monthly "Aboriginal Learning Series".	The use of Aboriginal traditions to problem solve.
Schools celebrate Aboriginal Honour Roll students and grads.	Pilot of an integrated boys intervention group for at-risk male students with a traditional "coming of age" focus on following the 7 Teachings.
There is an increase in number of schools acknowledging National Aboriginal Day and Aboriginal Veterans in Remembrance Day ceremonies.	Feather Awards to acknowledge students at assemblies.

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 2009-2010 AS DEVELOPED THROUGH THE 2008-2009 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 strengthen the 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 to support transition to post-secondary.
7. Identify and focus on the academic achievements of Aboriginal children in care and work in partnership with Surrounded by Cedar Child & Family Services.

DISTRICT INITIATIVES:

Continue working 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 Panel at Provincial Aboriginal Education Conference and workshops on Traditional Environmental Tours.
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 facilitated workshops in the 2009-2010 Tapestry Conference sponsored by the GVTA and the CUPE Pro-D.	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 monitoring of the 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. Renewal of the LEA begins.	A district ANED Finance Committee began implementing phase three 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 to support bridging with public school system.	Participate in the Camosun College First Nations Advisory Committee to support Aboriginal student transition to college and class visitations by college staff.
Vancity Credit Union, Victoria Foundation and Thrifty Foods provide financial donations to support the Aboriginal Grad Recognition Ceremony.	Surrounded by Cedar Child & Family Services and the Greater Victoria School District developed strategies to fulfill the protocol agreement to support 40 Aboriginal students in care.

Some of the efforts undertaken to support Goal 2 of the EA include:

ACTIONS & PROGRESS

Schools host Aboriginal parent evenings, functions and parent participation.	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.
Craigflower implemented 1 st year of StrongStart Program.	Bi-weekly Journey's of the Heart Program at George Jay Elementary.
2 nd year of formal transition program between Songhees Preschool and school for upcoming kindergarten students.	Aboriginal parents on School Planning Council and PAC.
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.	The school district meets monthly with the Songhees Nation Local Education Committee.
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, a forum that focuses on sharing successful strategies for Aboriginal Students.

ANED participates on the Aboriginal Advisory Councils at the University of Victoria, Camosun College, Surrounded by Cedar and Hultian Family & Community Social Services Society.	Surrounded by Cedar hosts an annual Back to School Picnic. In 2010, more than 700 back packs filled with school supplies were distributed to our students.
BC First Nations Health Council Book: Two Spectrum Aboriginal student stories were published.	Strawberry Vale Elementary: implementation of 4 beliefs of the Circle of Courage into the calendar and virtues; play/potlatch to acknowledge Butch Dick and the creation of traditional cougar logo for the school.
Online voice thread about Aboriginal plants produced by a kindergarten and grade one student.	VNFC & ANED meets monthly to oversee Community Link staff.
School provided monthly meeting space to MCFD Child Protection and Mental Health Teams in order to better share resources and further the working relationship.	Outside community involvement with Saanich Nations and Aboriginal Elders historical and cultural videos, recordings and listening to stories.
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.

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 work in partnership with The Songhees Nation.*
- 4. Continue to work in partnership with the Esquimalt Nation.*
- 5. Continue to find opportunities to work in 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 and Songhees Pre-school.*

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

CONSIDERATIONS FOR 2009-2010 AS DEVELOPED THROUGH THE 2008-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 with a strong focus on French resources.
2. Move into phase three 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.
3. Work with Learning Connections, UVIC and Continuing Education to provide a series of workshops for teachers.

DISTRICT INITIATIVES:

Expand the English as Second Dialect Programs. An assessment tool to identify prospective learners has been developed and is being used to assess Aboriginal students for ESD.	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.
Human Rights exemption to facilitate the hiring of teachers with Aboriginal Ancestry: In 2009-2010 four teachers were hired under these provisions for a total of 12 since 2007.	Traditional Coast Salish cultural and environmental tours for schools to increase knowledge of the local territory.
Aboriginal Education Support Teachers directly support Aboriginal students and provide lessons in cultural integration of Aboriginal content to all students.	The ANED district program provides Aboriginal Curriculum and Cultural Integration Programs to district schools. 100% of district schools have participated in the Aboriginal curriculum integration sessions in the 2009-10 school year.
Introduction to the Healing Arts 12 [BAA] offered at the SJ Willis Educational Centre, Continuing Education.	ANED distributed the K-7 Science IRP, Inuit, French and Métis Resource Lists to schools and District Resource Centre for teachers, librarians and staff.
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.	ANED collated the Ministry of Education Aboriginal Learning Outcomes K to 9 and distributed to schools.

Marketing of ANED Aboriginal curriculum resources are made to local schools, Canada and parts of the United States. 1,899 resources were sold in 2009-2010 and a total of 27,336 over the past 16 years.	In the 2009-2010 school year, approx. 400 hours of additional Aboriginal Awareness sessions were provided to schools along with an additional 129 hours that were provided through the Victoria Native Friendship Centre.
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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, oral tradition storytelling, songs and dancing into the lessons.	The district has offered a unique course titled "Introduction to the Healing Arts" three times. It is a Ministry approved Board Authority Approved (BAA) course that also invites the community to participate.
Continue to expand 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 6 storybooks into French.	The ANED office has an extensive in-house resource library of over 4,662 catalogued Aboriginal resources for staff, student and community use. In 2009-2010, 1188 resources were checked out.
Increase in school staff participating in the traditional hikes/walks of the Coast Salish territory 30 of our 48 schools participated.	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.
Inspirational Canadians Whole School theme project the week of April 12-16 was focused on Aboriginal themes.	BC First Nations Studies 12 students went to Tahsis, B.C. to experience a potlatch first hand, along with other traditions such as dancing, drumming and oral history. This included a boat trip to Friendly Cove and tour of the area with a First Nations guide.
Aboriginal Nations female drumming group was facilitated.	Weekly participation in talking circles in grades 2 to 5 and music units dedicated to Aboriginal drumming.
Schools disaggregate achievement data for Aboriginal students for staff review and interpretation.	Aboriginal students performed traditional dances at the Greater Victoria Performing Arts Festival and school assemblies.
Grade 4 and Grade 5 Prescribed Learning Outcomes for Social Studies and Science were studied.	The month of February 2010 was dedicated to preparing for the first Aboriginal Science Fair attended by 9 district elementary schools and one Sooke district school.

Transition potlatch was held to honour all Grade 5 students who are moving on to middle school.	Assistance provided for teachers implementing Aboriginal learning outcomes throughout the curriculum.
ANED, in partnership with the VNFC, provided 129 cultural awareness lessons in the classrooms and at the Royal BC Museum.	Increase in curriculum units on Aboriginal culture and special projects (e.g. release of salmon in Mt. Doug creek with a focus on Aboriginal heritage of the area and the experience of eco-rowing, which brings connection to and respect for First Nations culture.)

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 2009-2010 AS DEVELOPED THROUGH THE 2008-2009 ANNUAL REPORT:

1. Continue the active dialogue 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, 53 Aboriginal students were acknowledged for their accomplishments.	Participation in the Learning Connections Project with the particular emphasis on the inclusion of Aboriginal content. ANED purchases Aboriginal resources for District Implementation.
Songhees Pre-school Transition Program to Kindergarten at Craigflower Elementary School.	Full day Kindergarten at George Jay and Craigflower Elementary Schools.
Families of Schools structure supports for students through transition from K to 5, to middle school and on to secondary 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 and UBC Summer Science Camp by offering 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.
Involvement with the Greater Victoria Aboriginal Infant Development Team.	In-service training available on a variety of topics throughout the year including assessment in literacy.
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.

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 2009-10. Four new teachers have been hired for a total of 11 since 2007.	ANED fundraised \$6,000 to host the annual Recognition Dinner through the 2010 Role Model Calendar
There are 38 Aboriginal teachers in the Greater Victoria School District.	The Dogwood Completion rate for 2009-10 is 41%.
Esquimalt, Vic High, and Spectrum Secondary Schools teach BC First Nations Studies 12.	72% of Grade 11 students transitioned into Grade 12 in 2008-09.
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. 12 students received awards.
The District English as a Second Dialect (ESD) team has developed a primary assessment tool that is culturally fair. They provide in-service to district teachers.	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. 24 students' art and written works were published in 2010.	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.
Learning Connections team focused on the SMART framework and best teaching practise.	"Learning Through Lunch", a supervised tutorial session for those students (both Aboriginal and non-Aboriginal) who need extra help and focus on their academics.
School based team developed an attendance tracking and intervention plan for each student missing more than 10% of school.	Camosun College First Nations Liaison: several group and individual student meetings took place between FN Counselor/Liaison and Aboriginal students who were interested in attending post-secondary institutions.
Weekly meetings of Aboriginal staff with school administration.	First Nations Earth Science 11 and First Nations English 10 offered as linear courses to increase completion rates.
Craigflower Elementary: Weekly Coast Salish curriculum presented to all K to 5 students and 1 st year of being a Positive Behaviour Support School and establishing an Eagles Nest for students.	Of the 15 Aboriginal students who wrote BC First Nations Studies 12 final exam, 87% passed.

Of the 16 Aboriginal students who wrote English 12 First People's final exam, 94% passed.	Of the 14 Aboriginal students who wrote Communications 12 final exam, 100% passed.
Of the 56 Aboriginal students who wrote English 12 final exam, 100% passed.	

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

Aboriginal Students School Completion Rates										
PERFORMANCE INDICATORS	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
*% Dogwood Completion	30	33	35	35	37	38	37	33	37	41
☛% Grade Transition 11-12	43	38	44	52	40	65	58	73	72	n/a
% of Withdrawals 9-12	n/a	n/a	n/a	n/a	n/a	6	6	4	4	4
*Graduation Rate	41	82	50	42	53	51	46	56	n/a	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
2009/10	n/a	n/a	n/a	n/a	n/a	n/a

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



Aboriginal Graduation Class of 2010

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	#	#	#	%	#	%
2005/2006	137	82	76	93	44	54
2006/2007	165	107	100	93	61	57
2007/2008	152	98	91	93	44	45
2008/2009	183	114	97	85	45	39
2009-2010	169	98	90	92	50	51

School Year	Total Grade 10 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
SCIENCE 10	#	#	#	%	#	%
2005/2006	137	68	56	82	31	46
2006/2007	165	99	83	84	32	32
2007/2008	152	101	91	90	36	36
2008/2009	183	95	84	88	37	39
2009-2010	169	87	76	87	37	43

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	#	#	#	%	#	%
2005/2006	137	14	12	86	3	21
2006/2007	165	15	14	93	6	40
2007/2008	152	20	18	80	7	35
2008/2009	183	16	14	88	3	19
2009-2010	169	16	14	88	6	38

School Year	Total Grade 10 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
ESSENTIALS OF MATH 10	#	#	#	%	#	%
2005/2006	137	23	19	83	15	65
2006/2007	165	28	27	96	11	39
2007/2008	152	30	27	90	15	50
2008/2009	183	42	36	86	25	60
2009-2010	169	36	34	94	18	50

School Year	Total Grade 10 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
PRINCIPALS OF MATH 10	#	#	#	%	#	%
2005/2006	137	37	30	81	16	46
2006/2007	165	43	32	74	16	37
2007/2008	152	53	44	83	16	30
2008/2009	183	43	31	72	17	40
2009-2010	169	52	46	88	24	46

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	#	#	#	%	#	%
2005/2006	95	45	44	98	26	58
2006/2007	101	41	41	100	25	61
2007/2008	94	39	39	100	26	67
2008/2009	129	52	46	88	25	48
2009-2010	132	56	56	100	43	77

ENGLISH 12: FIRST PEOPLES	#	#	#	%	#	%
2005/2006	95	-	-	-	-	-
2006/2007	101	-	-	-	-	-
2007/2008	94	-	-	-	-	-
2008/2009	129	13	13	100	7	54
2009-2010	132	16	15	94	5	31

COMM. 12	#	#	#	%	#	%
2005/2006	95	20	19	95	7	35
2006/2007	101	11	10	91	4	36
2007/2008	94	15	14	93	7	47
2008/2009	129	13	11	85	5	38
2009-2010	132	14	14	100	6	43

Foundations Skills Assessment (FSA) Results
Grade 4 - Students Meeting or Exceeding Expectations

New Baseline was established for 2008 FSA

	GVSD													
Reading	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	61	64	54	59	73	66	53	77	66	72	53	55	48	42
Writing	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	66	72	69	73	88	79	60	90	45	49	46	48	40	36
Numeracy	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	65	70	62	68	83	81	60	85	49	53	53	55	38	34

Grade 7 - Students Meeting or Exceeding Expectations

	GVSD													
Reading	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	62	56	52	60	54	55	42	53	58	48	57	43	46	41
Writing	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	70	69	60	74	73	80	60	72	59	49	42	32	40	35
Numeracy	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	49	51	49	60	68	68	42	54	57	48	39	30	36	32

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		2009/10		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	90	85	97	82	97	80	112	88	71	78	92	95	99	79	112	66	
Writing	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	89	84	95	81	96	79	112	88	70	77	92	93	99	77	112	62	
Numeracy	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	87	82	98	83	99	82	107	84	71	78	92	95	99	76	112	61	

Grade 7 - # of Participants and Participation Rates

		GVSD															
Reading	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	70	75	113	89	88	77	100	79	84	81	120	85	136	72	113	58	
Writing	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	64	78	107	84	88	77	99	79	83	80	120	82	136	65	113	54	
Numeracy	2002/03		2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Aboriginal	66	80	106	83	87	76	102	81	83	80	120	82	136	68	113	57	

Performance Standards Results for Craigflower First Nations Kindergarten

	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Numeracy				
2005/2006				
Headcount RP 1	2	4	8	
Headcount RP Final		3	13	
Percentage RP 1	14.29%	28.57%	57.14%	0.00%
Percentage RP Final	0.00%	18.75%	81.25%	0.00%
2006/2007				
Headcount RP 1		12	4	2
Headcount RP Final		7	10	
Percentage RP 1	0.00%	66.67%	22.22%	11.11%
Percentage RP Final	0.00%	41.18%	58.82%	0.00%
2007/2008				
Headcount RP 1		13	9	
Headcount RP Final		6	16	
Percentage RP 1	0.00%	59.09%	40.91%	0.00%
Percentage RP Final	0.00%	27.27%	72.73%	0.00%
2008/2009				
Headcount RP 1		10	9	
Headcount RP Final		6	14	
Percentage RP 1	0.00%	52.63%	47.37%	0.00%
Percentage RP Final	0.00%	30.00%	70.00%	0.00%
2009/2010				
Headcount RP 1		8	10	
Headcount RP Final		3	16	
Percentage RP 1	0.00%	44.44%	55.56%	0.00%
Percentage RP Final	0.00%	15.79%	84.21%	0.00%
	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Reading				
2005/2006				
Headcount RP 1		2	15	
Headcount RP Final	3	6	7	
Percentage RP 1	0.00%	11.76%	88.24%	0.00%
Percentage RP Final	18.75%	37.50%	43.75%	0.00%
2006/2007				
Headcount RP 1		8	10	
Headcount RP Final		7	10	
Percentage RP 1	0.00%	44.44%	55.56%	0.00%
Percentage RP Final	0.00%	41.18%	58.82%	0.00%

Performance Standards Results for Craigflower First Nations Kindergarten (continued)				
Reading (continued)				
2007/2008				
Headcount RP 1		1	21	
Headcount RP Final		4	18	
Percentage RP 1	0.00%	4.55%	95.45%	0.00%
Percentage RP Final	0.00%	18.18%	81.82%	0.00%
2008/2009				
Headcount RP 1		8	11	
Headcount RP Final		4	16	
Percentage RP 1	0.00%	42.11%	57.89%	0.00%
Percentage RP Final	0.00%	20.00%	80.00%	0.00%
2009/2010				
Headcount RP 1		9	9	
Headcount RP Final		2	17	
Percentage RP 1	0.00%	50.00%	50.00%	0.00%
Percentage RP Final	0.00%	10.53%	89.47%	0.00%
	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Writing				
2005/2006				
Headcount RP 1			17	
Headcount RP Final		3	13	
Percentage RP 1	0.00%	0.00%	100.00%	0.00%
Percentage RP Final	0.00%	18.75%	81.25%	0.00%
2006/2007				
Headcount RP 1			18	
Headcount RP Final		5	12	
Percentage RP 1	0.00%	0.00%	100.00%	0.00%
Percentage RP Final	0.00%	29.41%	70.59%	0.00%
2007/2008				
Headcount RP 1		2	20	
Headcount RP Final		4	18	
Percentage RP 1	0.00%	9.09%	90.91%	0.00%
Percentage RP Final	0.00%	18.18%	81.82%	0.00%
2008/2009				
Headcount RP 1			19	
Headcount RP Final		11	9	
Percentage RP 1	0.00%	0.00%	100.00%	0.00%
Percentage RP Final	0.00%	55.00%	45.00%	0.00%
2009/2010				
Headcount RP 1		1	17	
Headcount RP Final		2	16	
Percentage RP 1	0.00%	5.56%	94.44%	0.00%
Percentage RP Final	0.00%	11.11%	88.89%	0.00%

Performance Standards Results for George Jay Aboriginal Kindergarten

Note: George Jay data could only be gathered for students currently registered at George Jay.
George Jay was not on the current data collection system.

	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Numeracy				
2005/2006				
7 students	1	2	4	0
2006/2007				
4 Students	0	3	1	0
2007/2008				
4 Students	0	4	0	0
2008/2009				
11 Students	0	2	9	0
2009/2010				
9 Students	0	4	5	0
Reading				
2005/2006				
7 students	1	2	2	2
2006/2007				
4 Students	0	3	1	0
2007/2008				
4 Students	0	3	1	0
2008/2009				
11 Students	0	3	8	0
2009/2010				
9 Students	0	2	5	2
	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Writing				
2005/2006				
7 students	1	2	4	0
2006/2007				
4 Students	0	3	1	0
2007/2008				
4 Students	0	4	0	0
2008/2009				
11 Students	0	3	8	0
2009/2010				
9 Students	0	4	4	1

Absence Rates for Aboriginal Kindergarten

	Craigflower	George Jay
2005	17%	13%
2006	26%	15%
2007	23%	19%
2008	19%	15%
2009	22%	16%



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	#	#	%	#	%	#	%	#	%
05/06	161	100	62	1084	67	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			
09/10	117	67	57	1031	569	55			
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	#	#	%	#	%	#	%	#	%
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			
09/10	116	82	71	1012	770	76			
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	#	#	%	#	%	#	%	#	%
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			
09/10	120	77	64	1052	745	71			
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	#	#	%	#	%	#	%	#	%
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			
09/10	117	93	79	1025	922	90			

SATISFACTION SURVEY RESULTS, GRADE 4 continued

Aboriginal

Non-Aboriginal

Do you feel safe at school?

School Year	Gr 4			Gr 4		
	Respondents	All of the time or many times		Respondents	All of the time or many times	
	#	#	%	#	#	%
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
09/10	117	83	71	1042	844	81

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

School Year	Gr 4			Gr 4		
	Respondents	All of the time or many times		Respondents	All of the time or many times	
	#	#	%	#	#	%
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
09/10	117	11	9	1039	78	8

I would like to go to a different school.

School Year	Gr 4			Gr 4		
	Respondents	All of the time or many times		Respondents	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
09/10	113	14	12	1008	62	6

SATISFACTION SURVEY RESULTS, GRADE 7

		<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
Do you like school?							
	Gr 7	All of the time or many times		Gr 7	All of the time or many times		
School Year	Respondents			Respondents			
	#	#	%	#	#	%	
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	
09/10	109	41	38	1098	492	45	
Do adults in the school treat all students fairly?							
	Gr 7	All of the time or many times		Gr 7	All of the time or many times		
School Year	Respondents			Respondents			
	#	#	%	#	#	%	
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	
09/10	111	55	50	1089	614	56	
Do your teachers help you with your schoolwork when you need it?							
	Gr 7	All of the time or many times		Gr 7	All of the time or many times		
School Year	Respondents			Respondents			
	#	#	%	#	#	%	
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	
09/10	114	68	60	1110	804	72	
At school, do you respect people who are different from you (for example, think, act, or look different)?							
	Gr 7	All of the time or many times		Gr 7	All of the time or many times		
School Year	Respondents			Respondents			
	#	#	%	#	#	%	
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	
09/10	115	89	77	1105	986	89	
Do you feel safe at school?							
	Gr 7	All of the time or many times		Gr 7	All of the time or many times		
School Year	Respondents			Respondents			
	#	#	%	#	#	%	
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	
09/10	112	77	69	1099	862	78	

SATISFACTION SURVEY RESULTS, GRADE 7 continued

		<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
At school, are you bullied, teased, or picked on?		Gr 7			Gr 7		
		All of the time or many times			All of the time or many times		
		Respondents			Respondents		
School Year	#	#	%	#	#	%	
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	
09/10	113	13	12	1097	90	8	

		Gr 7			Gr 7		
I would like to go to a different school.		All of the time or many times			All of the time or many times		
		Respondents			Respondents		
School Year	#	#	%	#	#	%	
05/06	123	25	20	1131	186	16	
06/07	125	29	23	1216	168	14	
07/08	133	34	26	1187	148	12	
08/09	127	23	18	1069	143	13	
09/10	108	20	19	1066	114	11	

SATISFACTION SURVEY RESULTS, GRADE 10

		<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
Do you like school?		Gr 10			Gr 10		
		All of the time or many times			All of the time or many times		
		Respondents			Respondents		
School Year	#	#	%	#	#	%	
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	
09/10	97	27	28	1278	522	41	

		Gr 10			Gr 10		
Does staff treat all students fairly at school?		All of the time or many times			All of the time or many times		
		Respondents			Respondents		
School Year	#	#	%	#	#	%	
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	
09/10	95	41	43	1252	623	50	

SATISFACTION SURVEY RESULTS, GRADE 10 continued

Aboriginal

Non-Aboriginal

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

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	96	57	59	1278	860	67

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

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	93	68	73	1261	1082	86

Do you feel safe at school?

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	94	59	63	1259	979	78

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

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	94	13	14	1257	73	6

Are you satisfied that school is preparing you for a job in the future?

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	93	37	40	1246	555	45

SATISFACTION SURVEY RESULTS, GRADE 10 continued

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	<u>Aboriginal</u>				<u>Non-Aboriginal</u>		
	School Year	Gr 10 Respondents		All of the time or many times	Gr 10 Respondents		All of the time or many times
		#	# %		#	# %	
	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		
	09/10	96	28 29	1245	713 57		

I would like to transfer to a different school.	<u>Aboriginal</u>				<u>Non-Aboriginal</u>		
	School Year	Gr 10 Respondents		All of the time or many times	Gr 10 Respondents		All of the time or many times
		#	# %		#	# %	
	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		
	09/10	89	21 24	1222	166 14		

SATISFACTION SURVEY RESULTS, GRADE 12

Do you like school?	<u>Aboriginal</u>				<u>Non-Aboriginal</u>		
	School Year	Gr 12 Respondents		All of the time or many times	Gr 12 Respondents		All of the time or many times
		#	# %		#	# %	
	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		
	09/10	76	42 55	1004	509 51		

Does staff treat all students fairly at school?	<u>Aboriginal</u>				<u>Non-Aboriginal</u>		
	School Year	Gr 12 Respondents		All of the time or many times	Gr 12 Respondents		All of the time or many times
		#	# %		#	# %	
	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		
	09/10	77	37 48	1000	570 57		

SATISFACTION SURVEY RESULTS, GRADE 12 continued

Aboriginal

Non-Aboriginal

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

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	77	55	71	1010	712	70

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

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
09/10	77	65	84	1008	870	86

Do you feel safe at school?

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
05/06	56	35	63	896	763	85
06/07	48	35	73	836	685	82
07/08	75	49	65	974	824	85
08/09	79	51	68	1026	857	84
09/10	78	51	65	1013	844	83

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

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
05/06	56	8	14	897	33	4
06/07	48	3	6	834	42	5
07/08	75	11	15	973	45	5
08/09	80	15	19	1027	62	6
09/10	78	10	13	999	47	5

Are you satisfied that school is preparing you for a job in the future?

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
05/06	56	24	43	897	349	39
06/07	47	18	38	836	302	36
07/08	75	31	41	972	396	41
08/09	80	30	38	1026	419	41
09/10	777	37	48	1000	370	37

SATISFACTION SURVEY RESULTS, GRADE 12 continued

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	Gr 12			Gr 12		
	Respondents	All of the time or many times		Respondents	All of the time or many times	
School Year	#	#	%	#	#	%
05/06	56	21	38	896	494	55
06/07	46	23	50	834	440	53
07/08	75	31	41	972	542	56
08/09	80	36	45	1026	575	56
09/10	76	45	59	1004	575	57

I would like to transfer to a different school.	Gr 12			Gr 12		
	Respondents	All of the time or many times		Respondents	All of the time or many times	
	School Year	#	#	%	#	%
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
09/10	75	11	15	990	81	8

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 *2009-10 Aboriginal Enhancement Annual Report* is intended to provide an overview of the implementation of our Enhancement Agreement during the 2009-2010 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.

