

*"You spoke with your heart...which opened mine."
(Civics 11 student comment)*

Aboriginal Education Enhancement Agreement Annual Report

2010-2011

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





The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.



The GVSD continues on its educational journey as we move into the second five year agreement. Throughout the journey we continued to keep our goals in site, as families, communities and school district staff we focus on our goals to create a strong sense of place and belonging that will provide students with an optimal learning environment. For the past five years we have created a strong foundation of awareness, support and action within the school district.

The community and the school district through our focus groups have given very strong direction through their words and feedback for the next five years. The original EA goals remain the same, however we have been asked to continue on in the journey. The first five years of the EA have focused on our goals and have created a high level of awareness around Aboriginal Education in the school district. We have cut through the waters but we now need to paddle deeper and harder to reach our destination.

The current research tells us that schools can support student success by having classroom environments that honour Aboriginal students culture, language, worldview and knowledge and weaving in teaching practices that reflect Aboriginals ways of knowing and learning. In addition to having schools that have strong partnerships with the local communities and having educators who have high expectations and truly care for the students. (Dr.Toulouse: What works? Research into Practice)

Other perspectives that the research focuses on is school connectedness it is a significant factor in decisions for Aboriginal students to stay in school, retention rates improve when schools promote students sense of place and belonging through a visible Aboriginal presence in the school and curriculum and from a community perspective Partnership efforts should focus on increasing student engagement and achievement and school programming is most effective when it is holistic, and offers a broad range of supports for students and their families, and shares community resources to achieve this goal. (Policy Levers for Improving outcomes for Off -Reserve students by Helen Rahman 2010)

The four EA goals are supported by the school and general community voices as well as the current research. The next five years of the Enhancement Agreement will see the school district and the community strive to ensure that Aboriginal learners continue to be supported, connected and successful in their educational experiences and that we endeavor to build on the partnerships

between parents and schools to support student achievement. Many of our classrooms will provide culturally relevant curriculum and programs that provide for the whole child, with the goal of building and sharing cultural capacity that will see those who have been trained in cultural ways share and teach through peer mentor ship and as future cultural teachers.

The purpose of Aboriginal learning is to contribute to becoming a whole human being doing this means that learning can be acquired only by being a full participant in life. (Dr. Lorna Williams)

Nella Nelson, Coordinator
Aboriginal Nations Education Division

Foreword

The purpose of the **2010-2011 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.

On June 30, 2010 the existing EA expired and an EA Focus Group Committee was formed to implement its renewal. Numerous meetings with community agencies, school administration, ANED staff, students and parents were held to collect input and to explore the impact the EA has had over the past five years.

In 2010-2011 schools made a greater effort in:

- focusing on the Connectedness Project and assigning an individual or group of champions to each student;
- acknowledging the local Songhees and Esquimalt Nations at their assemblies and in school newsletters and announcements;
- purchasing Aboriginal themed books for their school libraries;
- and, all schools accessed the Curriculum and Cultural Integration Program offered through ANED.

On June 2, 2011 ANED acknowledged and celebrated the largest graduating class to date. 90 students were acknowledged and 71 of those attended the Aboriginal Nations Recognition Banquet and Ceremony.

Background of our 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.

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).

2010-2011 ANEC Members

Committee Person	Connection
Jennifer Wickham	Parent
Alana Hopkins	Parent/VCPC
Freda Shaughnessy	Elder
Constance O'Leary	Métis Nation of Greater Victoria
Rebecca Mabee	Métis Community Services
Tara Ehrchke/Benula Giasson	GVTA
Sabrina Williams	Surrounded by Cedar Child & Family Services
Janice Simcoe	Camosun College
Nella Nelson	Coordinator, Aboriginal Nations Education Division
Pat Duncan	SD#61 Associate Superintendent
Paul Stevenson	SD#61 Middle School Vice-Principal
Dave Pitre	School District Trustee
Seneca Ambers	VNFC CEER Program
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
- 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

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.

Aboriginal Student Enrolment
September 30, 2010

CATEGORY	September 30, 2010
Aboriginal Ancestry Total:	1430
Continuing Education:	12
Program Code Verification:	1394*
Status On-reserve: Esquimalt	55 FTE
Songhees	123 FTE
School Aged Funded Students:	
Métis	177
Non-status	361
Status Off-reserve	701
Inuit	13

*1701 Verification as at October 6, 2010

Aboriginal Student Enrolment Numbers 2005-06 to 2010-11

ELEMENTARY SCHOOLS	2005/06 Sept.	2005/06 Feb.	2006/07 Sept.	2006/07 Feb.	2007/08 Sept.	2007/08 Feb.	2008/09 Sept.	2008/09 Feb.	2009/10 Sept.	2009/10 Feb.	2010/11 Sept.	2010/11 Feb.
Braefoot	2	2	2	2	3	6	7	7	12	13	12	11
Burnside	12	12	School Closed		-	-	-	-	-	-		
Campus View	5	6	7	8	10	8	11	11	8	7	6	9
Cloverdale	15	15	15	14	20	22	26	24	26	28	29	33
Craigflower	78	78	83	83	97	103	105	101	113	111	128	125
Doncaster	10	11	6	6	10	11	16	16	9	10	9	9
Eagle View	9	9	8	8	10	10	8	8	7	8	3	4
Frank Hobbs	16	17	15	14	11	10	6	6	14	14	13	12
George Jay	67	62	79	77	77	82	81	77	85	82	75	80
Hillcrest	4	4	4	4	4	5	8	8	12	10	14	14
James Bay	13	13	22	22	15	16	20	14	19	16	15	15
Lake Hill	10	10	8	8	3	3	6	7	9	8	5	5
Lampson	32	31	27	28	School Closed		-	-	-	-		
Macaulay	39	45	34	31	46	44	30	30	31	33	27	32
Margaret Jenkins	7	7	8	7	6	6	7	8	7	7	8	8
Marigold	17	16	11	12	6	6	5	5	16	16	12	11
McKenzie	10	10	7	7	8	8	9	8	4	5	3	4
Monterey	0	0	0	0	9	8	10	10	-	-		
Northridge	6	7	8	9	4	4	7	7	9	7	7	7
Oaklands	28	28	28	28	29	26	24	25	22	22	29	27
Quadra	35	35	35	32	21	23	23	25	35	35	28	36
Rogers	9	10	10	8	5	8	9	10	9	11	9	11
Sir James Douglas	11	13	13	11	17	16	17	17	22	25	27	26
South Park	17	17	12	13	9	9	8	8	9	10	11	13
Strawberry Vale	6	6	4	5	5	6	5	5	8	7	6	5
Sundance	9	6	4	4	4	6	5	5	3	3	3	3
Tillicum	27	29	36	39	42	43	50	47	38	41	46	43
Torquay	2	2	3	3	3	3	4	4	3	3	3	4
Vic West	34	35	37	39	49	49	39	34	31	29	27	27
Victor	4	6	4	5	0	0	0	0	3	0	1	1
View Royal	27	27	20	21	27	32	26	27	27	27	27	28
Willows	11	11	6	6	4	4	7	7	3	5	5	4
TOTAL	572	580	556	554	554	577	579	561	594	591	588	607

Aboriginal Student Enrolment Numbers 2005-06 to 2010-11

MIDDLE SCHOOLS	2005/06 Sept.	2005/06 Feb.	2006/07 Sept.	2006/07 Feb.	2007/08 Sept.	2007/08 Feb.	2008/09 Sept.	2008/09 Feb.	2009/10 Sept.	2009/10 Feb.	2010/11 Sept.	2010/11 Feb.
Arbutus	12	10	15	7	10	10	9	8	9	9	8	9
Cedar Hill	16	15	21	21	19	19	19	18	19	18	22	21
Central	56	56	55	56	55	54	58	56	53	54	42	40
Colquitz	54	54	48	47	60	57	45	44	40	40	30	30
Glanford	7	7	7	7	18	18	16	16	16	18	9	8
Gordon Head	8	8	6	7	7	7	4	5	10	11	13	13
Lansdowne	44	44	38	33	26	26	37	37	41	42	52	51
Monterey	-	-	-	-	-	-	-	-	4	4	4	4
Rockheights	64	61	55	52	56	58	53	53	44	46	36	36
Shoreline	49	44	59	59	57	60	66	65	68	69	74	71
TOTAL	310	299	304	289	308	309	307	302	304	311	290	283

SECONDARY SCHOOLS	2005/06 Sept.	2005/06 Feb.	2006/07 Sept.	2006/07 Feb.	2007/08 Sept.	2007/08 Feb.	2008/09 Sept.	2008/09 Feb.	2009/10 Sept.	2009/10 Feb.	2010/11 Sept.	2010/11 Feb.
Esquimalt	120	126	118	103	127	123	139	128	142	154	156	141
Gap/Opt	7	7	11	7	5	1	8	6	4	5	7	7
HLL	0	0	0	0	0	0	0	0	12	16	9	9
Lambrick Park	17	17	9	10	10	10	13	12	14	13	12	11
Mt. Douglas	22	22	22	22	30	30	25	25	23	25	30	26
Oak Bay	32	33	34	32	33	31	27	29	31	30	23	22
Reynolds	36	34	23	23	34	36	39	38	45	45	56	53
S.J. Willis	38	38	38	35	44	41	52	54	70	68	58	57
Spectrum	71	72	89	76	87	90	79	81	83	84	91	85
Vic High	90	93	93	91	100	100	103	98	92	92	110	104
Continuing Ed.	35	40	39	56	30	17	28	35	34	44	1	19
TOTAL	468	482	476	455	500	479	513	506	550	576	553	534

Aboriginal Student Enrolment 2005-06 to 2010-11 Summary

	2005/06 Sept.	2005/06 Feb.	2006/07 Sept.	2006/07 Feb.	2007/08 Sept.	2007/08 Feb.	2008/09 Sept.	2008/09 Feb.	2009/10 Sept.	2009/10 Feb.	2010/11 Sept.	2010/11 Feb.
TOTAL ELEMENTARY	572	580	556	554	554	577	579	561	594	591	588	607
TOTAL MIDDLE	310	299	304	289	308	309	307	302	304	311	290	283
TOTAL SECONDARY	468	482	476	455	500	479	513	506	550	576	553	534
TOTAL STUDENTS	1350	1361	1336	1298	1362	1365	1399	1369	1448	1478	1431	1424
<i>Funded FTEs</i>	1284		1258.5				1337		1393		1394	

Progress Report:

Implementation of the Enhancement Agreement in 2010-2011

At year end each school is asked to report on their efforts to support the goals of the Enhancement Agreement. In 2010-2011 all of our 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 the four goals of the EA by schools include:

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

Curriculum

- ANED works closely with the District Learning Connections team by purchasing Aboriginal resources for teacher support and professional development in district schools.
- Resources with Aboriginal content/focus used in classrooms to provide positive images and role models for all students.
- Connecting with students by reading/assignment assistance.
- A copy of the ANED library resources and curriculum introduced and available to all staff.
- Aboriginal Education Assistant held a weekly noon hour Craft Club open to all students.
- Aboriginal education classroom for Aboriginal education teachers and students.
- 7 Teachings art work and information posted in hallways and all classrooms.
- Monthly team rotation of sharing, presenting the 7 Teachings through assemblies, language arts, book showcases, student presentation, example Bravery (Remembrance Day Ceremony.)
- There is an increase in number of schools acknowledging National Aboriginal Day and Aboriginal Veterans in Remembrance Day ceremonies.
- Our Ab. students opened both our Spring and Winter concerts with a territorial acknowledgment with drumming and a dance. The winter concert was drummed to The Huron Christmas Carol as the story was projected on the screen.
- Increase of book resources with Aboriginal content.
- Each morning S.J. Willis commences the day with the drumming and singing.
- Aboriginal cultural activities are open to all students and staff.
- Aboriginal guest speakers share at our community meetings.
- "Wolfman" presentation (Gary R. Allan) whole school presentations.
- Aboriginal student fieldtrips to S.J. Willis involved drumming, storytelling and demonstration on smoking salmon.



- Students participated in the Eagle Project and the totem pole raising at the Victoria Native Friendship Centre.
- Graduating students forum.
- There has been a district wide increase in acknowledging the traditional Songhees and Esquimalt territories.
- June 2, 2011: District Aboriginal Nations Graduation Ceremony and Dinner.
- Kiwanis Lunch: Aboriginal graduating students were invited to a luncheon to celebrate their hard work and achievements.
- Students participated in the Cowichan Aboriginal Film Festival.
- Grade 3 'potlatch' honouring the Coast Salish and the Inland nations.
- Story theatre Aboriginal variation of "Hansel and Gretel" presentation to whole school.
- Use of Aboriginal talking circle and traditions to teach conflict resolution skills.
- Students had an opportunity to value and share their cultural traditions with peers.
- Use of appropriate, well researched language and vocabulary when discussing Aboriginal issues.
- By supporting the Aboriginal curriculum within classrooms it allowed for the Aboriginal students to feel connected to their history and culture while still being a part of the class. ANED resources to implement with all students in the school, thus the Aboriginal curriculum was not considered a separate entity within the school but rather a part of everyone's education and therefore helped create an environment of safety and inclusion.
- Teachers include Aboriginal material in their lessons to demonstrate its place in our thinking; include Aboriginal stories as part of their lessons across the curriculum to widen students' view of the world.
- Purchased more books in French that have a First Nations theme or focus.
- Métis Nation of Greater Victoria provided cultural lessons at 5 schools.
- Aboriginal Art Teacher conducted classes in Art and storytelling in various schools at all grade levels.
- 41 traditional environmental tours and hikes were conducted for students and staff.
- Cultural awareness sessions held working with Aboriginal students on drumming, traditional songs and making of medicine pouches and friendship bracelets.
- Victoria Native Friendship Centre provided 150 hours of cultural awareness sessions throughout the "Box of Treasures" curriculum program.



Staffing

- At a number of schools, Aboriginal Connectedness Project Champions connected with students on a regular basis throughout the year and student folders were updated. Some of these champions were individual staff members who partnered with students to form school and family connections.
- Aboriginal Education Assistants, Counsellors and staff contact families to offer support if needed.
- ANED provides additional support to schools for feasts, recognition ceremonies, guest speakers, workshops, traditional environmental tours and other school based initiatives.
- ANED implemented an after school tutoring program that was utilized by schools for Aboriginal students.

- Cloverdale Elementary Traditional Potlatch was held to celebrate the transition of all Grade 5 students going into middle school.
- 33 student submissions to Duck Soup for the Aboriginal Soul 2010-2011 publication.
- The production of the 2011 Aboriginal Student Role Model Calendar.
- Feathers to acknowledge students in assemblies, and communicated in the school newsletter.
- Use of the 7 Teachings as a model for values project for all students at a middle school.
- Use of the Eagle's Nest Project in the elementary resource room for students to self-regulate, work on school work, and have support with a teacher and EA
- Aboriginal students were involved in individual and group projects that helped them understand and share their culture.
- Aboriginal culture and Aboriginal students spotlighted at multicultural assembly.
- Aboriginal EA and staff find ways to celebrate with Aboriginal Students after events (Pow Wow Dancing, Year End, Variety Show Performance, etc.)
- Drums were bought by some schools to be used to increase their drumming and music program and also to use at school assemblies and ceremonies.



Circle of Connection

- Aboriginal staff checking in with students on a weekly basis, volunteering to serve hot lunches to become a more familiar face for students at a number of schools.
- Aboriginal classroom open daily, before school, at lunch, and after school.
- Enhancement Agreement posters displayed in hallways and offices.
- Provided consistent, available adults who checked in with our Aboriginal students and their families throughout the school year and provided support where required.
- Meetings with secondary Aboriginal students at the beginning of the year and throughout the year as a means to provide continual support and encouragement at four high schools.
- Monthly Aboriginal student information meetings (and/or cultural activities) regarding Aboriginal programs, scholarships/bursaries etc.
- Parent connectedness surveys were sent home to each of the families at some schools.
- Individual meet and greet for all newcomers to the school.
- Aboriginal Student Identity Support: FN Counselor and FN Teacher provided support to Aboriginal students regarding their Aboriginal identity and connections to their culture.
- Some school implemented an Aboriginal Student Club to support student connectedness.
- One school held an Aboriginal Cultural Awareness Week and provided sessions in art, storytelling, and shared in cultural ways and history.
- Schools hosted salmon barbeques, potlatches, feast and dinners and recognition gatherings.
- Monthly drumming, dancing and singing sessions were held with Esquimalt and Songhees Band members.



- Local Aboriginal language greeting was included in morning announcements, along with French and English.
- Transition meetings for Aboriginal students entering and leaving to help connect students to their receiving schools.
- Aboriginal parents feel very welcome and honoured to volunteer in the school, come in and visit.
- Aboriginal advisory class at two high schools.

Professional Development

- All staff professional development day focusing on Aboriginal culture.
- All Central staff visited Camosun College's new Aboriginal Gathering Place.
- Professional Development session hosted at Songhees Bighouse.
- ANED staff presented at CUPE Pro-D day and GVTA Tapestry Conference events.

Physical Space

- The creation of Aboriginal themed bulletin and display boards in the hallways at a number of schools.
- Local language greeting displayed in main hallway.
- S.J. Willis continues to have the "healing room" and "All Nations" room for school and district programs.
- More Aboriginal art is being displayed in our schools. Purchase, presentation and mounting of Aboriginal carvings have been purchased from Aboriginal parents.
- Aboriginal Mural Project – purchased and mounted in main hallway.
- Display: FN Art Button Blanket.



***"We had fun learning about our culture. It is fun showing other people our culture and I feel free when I do that".
(Elementary student comment)***

Goal 1 Assessment Tools:

Satisfaction Survey Results

Question: "At school, are you being taught about Aboriginal Peoples in Canada?"

		<u>Aboriginal</u>			<u>Non-Aboriginal</u>			
	School Year	Respondents	All of the time or many times		Respondents		All of the time or many times	
		#	#	%	#	#	%	
Grade 4	2009/2010	116	63	80	1008	544	54	
	2010/2011	138	88	84	1033	593	57	
Grade 7	2009/2010	112	23	21	1071	129	12	
	2010/2011	98	17	17	1051	124	12	
Grade 10	2009/2010	90	40	44	1250	424	34	
	2010/2011	110	38	35	1195	407	34	
Grade 12	2009/2010	78	21	27	995	183	18	
	2010/2011	66	30	45	946	159	17	

SATISFACTION SURVEY RESULTS

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

SATISFACTION SURVEY RESULTS, GRADE 4

		<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	
	School Year	Respondents	#	%	Respondents	#	%
	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
	10/11	140	66	47	1054	560	53
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	
	School Year	Respondents	#	%	Respondents	#	%
	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
	10/11	141	106	75	1046	788	75
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	
	School Year	Respondents	#	%	Respondents	#	%
	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
	10/11	146	83	57	1072	770	72
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	
	School Year	Respondents	#	%	Respondents	#	%
	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
	10/11	141	116	82	1059	967	91
At school, are you being taught about Aboriginal peoples in Canada?							
		Gr 4	All of the time or many times		Gr 4	All of the time or many times	
	School Year	Respondents	#	%	Respondents	#	%
	06/07						
	07/08						
	08/09						
	09/10	116	63	80	1008	544	54
	10/11	138	88	84	1033	593	57
Do you feel safe at school?							
		Gr 4	All of the time or many times		Gr 4	All of the time or many times	
	School Year	Respondents	#	%	Respondents	#	%
	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
	10/11	145	111	77	1062	873	82

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

School Year	Gr 4 Respondents			All of the time or many times			Gr 4 Respondents			All of the time or many times		
	#	#	%	#	#	%	#	#	%	#	#	%
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						
10/11	141	27	19	1050	87	8						

How many adults at your school care about you? (percentage responding 2 adults or more.)

School Year	Gr 4 Respondents			All of the time or many times			Gr 4 Respondents			All of the time or many times		
	#	#	%	#	#	%	#	#	%	#	#	%
06/07												
07/08												
08/09												
09/10	121	114	94	1055	985	93						
10/11	145	135	93	1073	1017	95						

I would like to go to a different school.

School Year	Gr 4 Respondents			All of the time or many times			Gr 4 Respondents			All of the time or many times		
	#	#	%	#	#	%	#	#	%	#	#	%
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						
10/11	142	17	12	1033	69	6						

SATISFACTION SURVEY RESULTS, GRADE 7

Aboriginal

Non-Aboriginal

Do you like school?

School Year	Gr 7 Respondents			All of the time or many times			Gr 7 Respondents			All of the time or many times		
	#	#	%	#	#	%	#	#	%	#	#	%
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						
10/11	104	39	38	1068	508	48						

Do adults in the school treat all students fairly?

School Year	Gr 7 Respondents			All of the time or many times			Gr 7 Respondents			All of the time or many times		
	#	#	%	#	#	%	#	#	%	#	#	%
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						
10/11	100	50	50	1059	610	58						

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

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	#	%	#	#	%
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
10/11	104	70	67	1072	810	76

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

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	#	%	#	#	%
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
10/11	102	90	88	1073	971	90

Do you feel safe at school?

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	#	%	#	#	%
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
10/11	103	73	71	1068	855	80

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

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	#	%	#	#	%
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
10/11	102	14	14	1065	68	6

I would like to go to a different school.

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	#	%	#	#	%
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
10/11	100	15	15	1	114	11

**At school, are you being taught about
Aboriginal peoples in Canada?**

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
06/07						
07/08						
08/09						
09/10	112	23	21	1071	129	12
10/11	98	17	17	1051	124	12

**How many adults at your school care
about you? (Percentage responding 2
adults or more.)**

School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
06/07						
07/08						
08/09						
09/10	116	95	82	1102	912	83
10/11	104	85	92	1068	913	85

SATISFACTION SURVEY RESULTS, GRADE 10

Aboriginal

Non-Aboriginal

Do you like school?

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
10/11	113	39	35	1222	559	46

Does staff treat all students fairly at school?

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
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
10/11	112	40	36	1199	611	5

**At school, are you being taught about
Aboriginal peoples in Canada?**

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
06/07						
07/08						
08/09						
09/10	90	40	44	1250	424	34
10/11	110	38	35	1195	407	34

How many adults at your school care about you? (Percentage responding 2 adults or more.)

School Year	Gr 10 Respondents			Gr 10 Respondents		
	#	All of the time or many times		#	All of the time or many times	
		#	%		#	%
06/07						
07/08						
08/09						
09/10	100	69	69	1291	982	76
10/11	116	83	72	1220	899	74

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	
		#	%		#	%
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
10/11	115	68	59	1224	837	68

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	
		#	%		#	%
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
10/11	111	86	77	1204	1039	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	
		#	%		#	%
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
10/11	116	74	64	1215	976	80

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	
		#	%		#	%
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
10/11	115	13	11	1206	74	6

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

School Year	Gr 10			Gr 10		
	Respondents			Respondents		
	#	#	%	#	#	%
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
10/11	111	49	44	1194	506	42

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

School Year	Gr 10			Gr 10		
	Respondents			Respondents		
	#	#	%	#	#	%
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
10/11	109	56	51	1201	664	55

I would like to transfer to a different school.

School Year	Gr 10			Gr 10		
	Respondents			Respondents		
	#	#	%	#	#	%
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
10/11	108	30	28	1184	156	13

SATISFACTION SURVEY RESULTS, GRADE 12

Aboriginal

Non-Aboriginal

Do you like school?

School Year	Gr 12			Gr 12		
	Respondents			Respondents		
	#	#	%	#	#	%
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
10/11	70	36	51	974	535	55

Does staff treat all students fairly at school?

School Year	Gr 12			Gr 12		
	Respondents			Respondents		
	#	#	%	#	#	%
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
10/11	71	33	46	971	539	56

**At school, are you being taught about
Aboriginal peoples in Canada?**

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	# %	#	%	#	# %	#	%
06/07								
07/08								
08/09								
09/10	78	21 27			995	183 18		
10/11	66	30 45			946	159 17		

**How many adults at your school care
about you? (Percentage responding 2
adults or more.)**

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	# %	#	%	#	# %	#	%
06/07								
07/08								
08/09								
09/10	80	60 75			1015	853 84		
10/11	72	58 81			979	835 85		

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

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	# %	#	%	#	# %	#	%
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		
10/11	71	41 58			977	716 73		

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

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	# %	#	%	#	# %	#	%
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		
10/11	67	53 79			959	845 88		

Do you feel safe at school?

School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	# %	#	%	#	# %	#	%
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		
10/11	72	59 82			973	852 88		

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

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	#	%	#	#	%
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
10/11	72	5	7	971	51	5

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

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	#	%	#	#	%
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	77	37	48	1000	370	37
10/11	71	22	31	974	381	39

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	#	%	#	#	%
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
10/11	72	39	54	972	542	56

I would like to transfer to a different school.

School Year	Gr 12 Respondents			Gr 12 Respondents		
	#	#	%	#	#	%
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
10/11	71	8	11	962	70	7

Satisfaction Survey – 2010/2011
Count of Respondents by Demographic

	Grade 3/4 #	Grade 7 #	Grade 10 #	Grade 12 #	Elementary Parents #	Secondary Parents #	Staff #
Female	632	613	668	555	Not asked	Not asked	Not asked
Male	622	582	693	5611	Not asked	Not asked	Not asked
Aboriginal	148	104	116	72	24	5	Not asked
Non-Aboriginal	1091	1089	1238	986	377	176	Not asked

*Data may not add up to the total number of participants, as some respondents did not state their gender and/or ethnicity.

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

Community Partnerships

- Participation in regular Songhees Local Education Agreement meetings with Songhees School Liaison, Education Liaison and Student Support Worker.
- Direct communication with Esquimalt Nation through Education Liaison and Band Administrator.
- Contact with VIU, UVic and Camosun College including invitation of Camosun representative from the Indigenous Education Department to lunch meetings with students.
- ANED participates on the Aboriginal Advisory Councils at the University of Victoria, Camosun College, Surrounded by Cedar and Hulitan Social Services.
- ANED is an active member of the Vancouver Island Aboriginal Education Regional Circle.
- Weekly Aboriginal staff meetings, open to Songhees and Esquimalt Education Workers.
- Monthly meetings with representatives of Songhees Nation Education Council.
- Circles with Elders from Esquimalt and Songhees Nations.

Community/School District Projects

- Students and staff participation in community programs - Eagle Project, Bladerunners and the pole raising at the Victoria Native Friendship Centre.
- Songhees and Esquimalt Nations Graduation Ceremony to recognize graduates in the Bighouses.
- Regular outside community agency contact and communication.
- Hosted HMCS Dockyard Employment officers at Reynolds to discuss summer employment and career opportunities.
- Journeys of the Heart Preschool at George Jay 2 times a week.
- Involvement with the RBC Museum and the Native Friendship Centre through the “Box of Treasures” program.
- Métis workshop and presentation in 5 schools.
- School’s Aboriginal Connectedness Coordinator participated in cultural events within the Aboriginal community.
- Onsite visits to Esquimalt and Songhees Nations.
- Victoria Native Friendship Centre staff facilitated young men’s group at Vic High.
- Students were involved in the Mural Project at Ogden Point with the City of Victoria.
- SD #61 in partnership with the Victoria Native Friendship Centre and Songhees First Nations have established Education Liaison positions to support students.
- Surrounded by Cedar & Family Services hosts an annual Back to School Picnic. In 2010, more than 750 back packs filled with school supplies were distributed to our students and packages were also given to post-secondary students.
- The school district meets monthly with the Songhees Nation Local Education Committee.
- The Aboriginal Nations Education Council meets on a monthly basis with the community.

- Surrounded by Cedar Child & Family Services provides cultural workshops for students on Pro-D days, spring and summer break.
- 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 in Feb. 2011.
- School Administrators attend Celebration of Learning with the Esquimalt Nation.

Parental Involvement

- Aboriginal parents on School Planning Council and PAC
- Parents have been involved in sharing their traditional knowledge in areas of art, traditional food preparation, residential schools, and traditional teachings with students.
- Parents and families invited to cultural activities like classroom presentations and field trips.
- A parent and son participate in the sharing of preparing traditional foods (smoked salmon).
- Parents were invited to a round table discussion and input session about the Enhancement Agreement.
- Hosted an Aboriginal Family Dinner in May. Over 50 students and parents attended.
- Students and parents attended a potlatch hosted by Cloverdale for all Grade 5 students.
- ANED staff informs parents regarding Aboriginal-specific events in community.
- Year-end barbecue and honouring celebration.
- September family barbecue – emphasis on personal invitations, food sharing and welcoming to the school.
- Parent Tea (open house).
- PAC financial support for holiday dinner at a secondary school.
- PAC sponsors two Aboriginal grads for Grad Dinner Dance.
- More Aboriginal parents participating as volunteers on various school field trips.
- Connections developed between our counsellors and Aboriginal families to further support vulnerable students.
- Aboriginal parent involvement at School: feasts and food donations, FN Feast Speakers/ blessing.
- Parent Advisory Council sponsored a performance focused on Aboriginal traditions and culture.



Culture/Curriculum

- Recognition of tradition during school assemblies/special events.
- Acknowledgement of local territory at assemblies, website and newsletters.



- New Aboriginal counseling office is vented to allow for ceremonial practices that burn medicines.
- 3rd year of formal transition program between Songhees Preschool and our school for upcoming kindergarten students.
- District purchases Aboriginal resources for all Strong Start programs.
- Student-made Aboriginal displays in hallway; write-up of events in school newsletter and district newsletter.
- Esquimalt Nations luncheon to recognize student achievement.
- Cultural community guests in classroom, and in FN leadership class.
- Grade 12 students made aware of and participate in the District Aboriginal Grad Celebration.
- Aboriginal Welcome Ceremony, including Esquimalt Nation Dancers, for incoming grade 6 students (Lansdowne Middle School).
- Aboriginal Champions connected with families inviting them into the school for events, meetings, conferences, etc. at a number of schools.
- Parent established a new after-school Aboriginal Awareness Program to share cultural activities at after school Aboriginal program at an elementary school.
- New Aboriginal resources (books, DVDs, etc.) promoted by Librarian at staff meetings.
- The annual Aboriginal Student Role Model calendar raises further awareness and understanding of Aboriginal students at schools across the Victoria School district.
- Our Career Centre Coordinator is a member of our Aboriginal Education Committee and took an active role in connecting with our Aboriginal students about opportunities such as the scholarships and community events.
- ANED presentations at Administrator meetings.
- School wide adoption of Aboriginal "7 Teachings". Monthly assemblies performed by students, each introducing and celebrating each of the 7 Teachings.
- Advocacy and support for families to access community services by counseling team.
- Historical local walks of Lekwungen territory.
- All of our students are attached to a counsellor and case managers.
- Aboriginal story telling is a feature at whole school, community events.
- Aboriginal information is displayed on our community board and in newsletters.
- Positive relationships and connectedness with the school, community and culture.
- Aboriginal Day celebrations in June.

"Being a part of the Aboriginal community has made me bring out my Native culture."

(Grade 11 student)

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

Curriculum Resources

- ANED has developed and published a variety of curriculum resources. 28,300 curriculum resources have been sold throughout Canada and the United States over the past 17 years.
- The ANED office has an extensive in-house resource library of over 4,600 catalogued Aboriginal resources for staff, student and community use.
- In the 2010-11 school year approximately 640 Aboriginal resources were checked out of the ANED library.
- The ANED district program provides Aboriginal Curriculum and Cultural Integration Programs to district schools. 45 out of the 48 district schools participated in the program in the 2010-11 school year.
- ANED and the Languages and Multiculturalism Department have worked together to translate 7 books into French.
- There has been an increase in the purchase of Aboriginal themed books for school libraries and classrooms and one school created an Aboriginal Nations Library.
- Schools continued to expand literature with Aboriginal content for purchase at all grade levels.



Cultural/Curriculum Resources

- Through the Aboriginal Curriculum and Cultural Integration Program, 35 district wide awareness fieldtrips were conducted in 2010-2011. These outings provided experiences in traditional learning through working together as a family unit, safety, peer support, sharing traditional and cultural knowledge, plant use, animal use, stories and daily physical activities. Twenty five schools and community agencies totalling 825 attendees participated.
- ANED, in partnership with the VNFC, provides cultural awareness through the “Box of Treasures” program in the classrooms and at the Royal BC Museum.
- ANED, working with the Métis Nation of Greater Victoria, provided Métis Cultural Awareness sessions in five Grade 4 classes.
- The district offers a unique course titled “Introduction to The Healing Arts 12”. It is a Ministry approved Board Authority Approved (BAA) course.
- Use of “Shared Learnings” document and “Integrating Aboriginal Culture with Math K-12” document.
- Presentations in the classrooms to increase awareness of Aboriginal history, traditions and culture.
- Leadership group infused traditional ceremonial aspect to year-end grade 8 recognition ceremony and created paddle necklace giveaways for all grade 8’s and the grades 6 and 7 classes with a food giveaway.

- All staff professional development day focusing on local Aboriginal culture.
- Middle school staff participated as focus group for Enhancement Agreement Renewal Process.
- Staff has agreed to form an "Aboriginal Education Staff Committee".
- Awareness program follow protocol of gifting and honorariums for guests.
- T'sawout Aboriginal Symposium – 6 students had the opportunity to attend this symposium.
- Weekly Coast Salish Curriculum presented to all K-5 students.
- Annual Craigflower First Nation's Feast
- All Day Aboriginal Kindergarten program with Aboriginal content.
- Aboriginal drumming, singing, visualization, animal stories, eco-historical tour, making button blankets and art sessions integrated into learning activities.
- First Peoples English 12 & First Nations Studies 12 open to all students, taught at three high schools.
- Sharing of Coast Salish history and culture and resources that can be borrowed from District ANED office.
- At a middle school, every staff meeting has time allotted to discuss Aboriginal opportunities being offered at the school and for champions to provide time to discuss 'stories' and answer cultural questions should the need arise.
- First Nations drummers who have shared not only their drumming but also their singing talents. The highlight of the year was our trip to the First Nations Symposium at Cadboro Bay Spit. Students enjoyed the amazing food, clam pit baking, BBQ salmon, fired bread, canoeing, singing, drumming and face painting.
- Links to the science curriculum with Aboriginal tales of sun, moon and constellations.
- Emily Carr study of forests of BC and totems, visits and art class instruction from Alex Clark.
- Appropriate departments are made aware of resources available through Aboriginal Nations Education Division, Federal and Provincial Governments.
- Planning 10 Classes worked on the Wellness Wheel as part of their program.
- Lansdowne "Backpack Club" – taking Aboriginal and non-Aboriginal students on a series of fieldtrips to sites of First Nations (Coast Salish and Interior Salish) exploring the cultural significance throughout the Greater Victoria area as well as themes of Aboriginal identity and interconnectedness.
- District Aboriginal Education Coordinator, presented on Aboriginal education and resources at monthly Staff Meeting.
- Spiritual teachings, drumming and smudging. Making medicine pouches, dream catchers, drum sticks, drums and rattles, friendship bracelets and provided teachings with our Aboriginal students, exchange students from Ottawa and Japanese students from Saku.
- Development of "Naturescape" vision (incorporating the planting of indigenous species with information on their traditional uses.
- Our Youth and Family Counsellor took Aboriginal students for an Aboriginal Men's and Women's Healing teachings.



- 7 Teachings committee to develop school wide advisory program and help plan monthly assemblies at a middle school.
- More schools are conducting assemblies and whole school celebrations on National Aboriginal Day, June 21st.



- Connectedness program and Aboriginal education are standing agenda items at all staff meetings in a number of schools.
- Students participated in crabbing fieldtrip at James Island Pier (eco-education).
- All students are welcome to participate in circles and traditional ways of healing.
- Guest Speakers and Field Trip for B.C. FN Studies 12 students.
- View Royal purchased drums: Aboriginal students learned songs and drumming techniques.
- A traditional foods program - which included smoking salmon and bannock making taught at a number of schools.
- 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.
- At Arbutus Global Middle School the entire grade six population released salmon into Mt. Doug creek with a focus on the Aboriginal heritage of the area and the significance of the salmon.

Cultural Safety

- 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.
- There has been an increase in school staff participating in the traditional tours of the Coast Salish territory.
- Attendance, attachment and achievement data was disaggregated for Aboriginal students for staff review and interpretation.
- Assistance was provided for teachers implementing Aboriginal learning outcomes throughout the curriculum.

"Hearing stories from her youth and how she was directly involved with gathering resources makes me so frustrated for the youth who got that taken away from them in the residential schools. Food was such an important aspect of the culture and I learned a lot about the abundance of resources and how it affected people's lives."
(First Nations Studies 12 student)

Goal 3 Assessment Tools:

Aboriginal Nations Education Resource Center	
	Number of Resources Checked Out
2007/08	813
2008/09	1160
2009/10	1186
2010/11	617

*ANED continues to purchase Aboriginal content resources and distributes them to the schools at all levels.

Aboriginal Nations Curriculum & Cultural Integration Program Requests for Cultural Awareness		
	# of Requests 2009-2010	# of Requests 2010-2011
Elementary School	94	175
Middle School	16	39
Secondary School	27	52
Total:	137	266

GOAL 4: To increase success of all Aboriginal students.

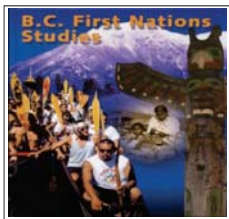
Student

- A District Aboriginal Grade 12 Graduation Recognition Ceremony is hosted annually for 350 family and community members.
- The Dogwood Completion rate for 2010-2011 is 49%, up from 41% in 2009-2010.
- Esquimalt, Vic High, and Spectrum Secondary Schools teach BC First Nations Studies 12.



- Esquimalt and Vic High Secondary Schools launched English 12: First Peoples course in 2009-10.
- Esquimalt High School offered First Nations Earth Science 11 and First Peoples 10 as linear courses to increase completion rates.
- FN Leadership, Studies 12, Art, First People English 12, and Earth Science 11 courses offered.
- ANED fundraised \$9,000 to host the annual Recognition Dinner through the Student Role Model Calendar.

- 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.
- ANED worked with the Languages and Multiculturalism Department to develop and pilot English as a Second Dialect in 5 of our schools.
- The District English as a Second Dialect team has developed a primary assessment tool that is culturally fair and presented at a provincial conference.
- ANED facilitates the production of student writings and art through Duck Soup for the Aboriginal Soul, an island wide publication for students. 50 students' art and written works were published in 2011.
- ANED provided support for the Positive Behaviour Support Program (Special Education).
- Aboriginal specific resources for staff in school library.
- Use of Aboriginal Learning Outcomes - all grades.
- Tracking system for at-risk students.
- Aboriginal support room available.
- Tutorials provided for Communications 12 and First Nations' Studies 12.
- Connectedness checklist monitoring.
- Novels that celebrate Aboriginal culture are used in classrooms.
- Regular attendance monitoring and follow-up.
- After school and "learning over lunch (LOL) homework support.
- Transition meetings for grade 8's moving to secondary schools.
- Support for graduation: grad checks; advocacy; meetings; luncheons; trips to Magic Wand for formal wear.
- Continued implementation of Aboriginal Talking / Writing Tables.
- Aboriginal students were carefully tracked for social, emotional and academic needs. If needed, our Aboriginal students were included in focused early intervention reading groups.
- We invited and encouraged each student to participate in the Aboriginal bursaries and scholarships (Grade 8, 10 and 12) opportunities available this year.
- Individualized transition process for vulnerable learners to secondary schools.
- All Aboriginal student achievement and progress is monitored by our school based team.
- Culturally relevant materials for students in various subject areas.
- Traditional teachings are the guidelines we use to develop an honouring and respectful environment.
- One-on-One Academic Support.
- Support for low income families and students.
- Sylvia Olsen: writing and storytelling sessions (12 lessons).
- Curriculum and Cultural Integration Program: offered sessions on Aboriginal history, culture, arts and crafts.



Staff

- 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. 16 new teachers have been hired since 2007.

- There are 34 Aboriginal teachers in the Greater Victoria School District.
- Monthly meetings are held with Aboriginal staff.
- Weekly ANED staff school meetings held at a number of schools.
- Aboriginal Education Assistants provide academic and cultural support for Aboriginal students.
- Establishment of ESD support model involving Learning Support teachers and Aboriginal Teacher.
- School Based Teams work with Aboriginal students in mind to develop supportive programs to increase success.
- Interagency connections formed between school counselors and other Aboriginal agencies.
- Disaggregating Aboriginal student attendance, attachment and achievement data and presenting/ discussing supports and interventions at staff meetings.
- Champions have connected with students on a daily basis.
- FN counsellors, teachers and school based teams monitored attendance data and provided support for students with high absenteeism.
- Continued support for all Aboriginal Students from the classroom, to the counselors (both school and Youth and Family) through to the Administration.
- Further development of instructional and assessment practices (through a variety of professional learning teams) that support success of vulnerable students.
- We are also working as a staff on systemic changes in both teaching and assessment strategies that will be of value to all students, and possibly particularly for Aboriginal students, and have set Project-Based Learning as our school-wide Professional Development goal for next year.
- Aboriginal Nations Learning Assistance Teacher Support.
- Home Visitations: FN Counselor did home visitations re: contact for the parents for FN students and support.
- Aboriginal Teacher, Counselor and Administration Meetings.
- English teacher ensures that novels written by Aboriginal authors are available for novel studies.
- Close monitoring of all Aboriginal students via Aboriginal student folders and staff champions.
- Track contact with students and completes all appropriate paperwork with Aboriginal families.
- Review Aboriginal student achievement each term at School Based Team meetings.

Community

- Secondary Schools facilitate UVIC and Camosun College Aboriginal Advisors visits to students for post secondary and career planning.
- Aboriginal students participated in the painting of the Ogden Point Murals through the Victoria Harbour Authority.
- School credit given for community based cultural activities.
- ANED sponsors students to attend the UVIC Mini Summer Camp and the UBC Summer Science Camp.
- Two of our Grade 12 students received an 'Amazing Kid' award.



Esquimalt High School students attended the STEM workshop at UVIC

- Worked with Ministry of Child and Family Development Aboriginal Services to provide services for students at school.
- Outside Community Agency meetings were held.
- Camosun College First Nations Liaison active in secondary schools.
- University of Victoria Nursing Presentation at three secondary schools.
- Esquimalt and Songhees Nation Student Facilitators work in three schools.
- Students receive credit for community cultural activities.
- Social, emotional, academic and spiritual support; students are referred to community healers & Elders when requested.
- Ministry of Education Audit: made support program adjustments.

School Activities

- Schools are working on systemic changes in both teaching and assessment strategies that will be of value to students e.g. project-based learning, collaborative learning and assessment for learning.
- We continued to make good use of a resource called 'Learning Through Lunch', a supervised tutorial session for those students (both Aboriginal and non-Aboriginal) who need extra help and focus on their academics.
- Implemented "Moe The Mouse" to focus on our ESD students.
- Tutoring program offered to Aboriginal students who needed extra help, supported by the Victoria Foundation.
- Grade 5's did a special project on the history of Aboriginal Government.
- Regular meetings with and for social groups for boys, social group for girls (Backpack Clubs).

"It validates my pride as a young Aboriginal youth in a mainly white society." (Grade 12 student)

Goal 4 Assessment Tools:

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	10/11
*% Dogwood Completion	30	33	35	35	37	38	37	33	37	41	49
⊕% Grade Transition 11-12	43	38	44	52	40	65	58	73	64	62	53
% of Withdrawals 9-12	n/a	n/a	n/a	n/a	n/a	6	6	4	4	4	2
*% Dogwood Completion – the % of Grade 8 students who obtain a Dogwood within 6 years ⊕% of Grade 11 students who transition to Grade 12											

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	95	95	94	85	77	58
2007/08	99	94	91	86	78	73
2008/09	98	98	100	90	78	64
2009/10	99	96	96	94	78	62
2010/11	94	100	97	92	86	53

Absence Rates for Aboriginal Kindergarten		
	Craigflower	George Jay
2005	17%	13%
2006	26%	15%
2007	23%	19%
2008	19%	15%
2009	22%	16%
2010	12%	17%

Absence Rates for Aboriginal Students		
	Elementary Schools	Middle Schools
2008	12%	15%
2009	12%	16%
2010	12%	15%

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	154	98	91	93	44	45
2008/2009	186	115	99	86	46	40
2009-2010	176	104	96	92	51	49
2010-2011	182	115	98	85	47	41

SCIENCE 10	#	#	#	%	#	%
2005/2006	137	68	56	82	31	46
2006/2007	165	99	83	84	32	32
2007/2008	154	102	92	90	37	36
2008/2009	186	96	86	90	38	40
2009-2010	176	91	85	93	38	42
2010-2011	182	113	104	92	41	36

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	154	20	18	90	7	35
2008/2009	186	18	16	89	5	28
2009-2010	176	16	14	88	6	38

ESSENTIALS OF MATH 10	#	#	#	%	#	%
2006/2007	165	28	27	96	11	39
2007/2008	154	30	27	90	15	50
2008/2009	186	42	38	90	25	60
2009-2010	176	39	38	97	18	46

PRINCIPLES OF MATH 10	#	#	#	%	#	%
2006/2007	165	43	32	74	16	37
2007/2008	154	53	44	83	16	30
2008/2009	186	43	33	77	17	40
2009-2010	176	52	47	90	24	46

Note: In 2010-2011 the Ministry of Education changed the Mathematics Curriculum. Applications of Math 10, Essential of Math 10, and Principles of Math 10 are no longer offered. Starting in the year 2010/2011 the Grade 10 Math choices are Foundations and Pre-Calculus Math 10 and Apprenticeship and Workplace Math 10.

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	
			#	%	#	%
FOUNDATIONS & PRE-CALCULUS MATH 10	#	#	#	%	#	%
2006/2007		-	-	-	-	-
2007/2008		-	-	-	-	-
2008/2009		-	-	-	-	-
2009/2010		-	-	-	-	-
2010/2011	176	51	43	84	17	33

APPRENTICESHIP & WORKPLACE MATH 10	#	#	#	%	#	%
2007/2008		-	-	-	-	-
2008/2009		-	-	-	-	-
2009-2010		-	-	-	-	-
2010/2011	176	55	43	78	24	44

Note: In 2010-2011 the Ministry of Education changed the Mathematics Curriculum. Applications of Math 10, Essential of Math 10, and Principles of Math 10 are no longer offered. Starting in the year 2010/2011 the Grade 10 Math choices are Foundations and Pre-Calculus Math 10 and Apprenticeship and Workplace Math 10.

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	130	52	46	88	25	48
2009-2010	132	56	56	100	43	77
2010-2011	127	47	43	91	24	51

ENGLISH 12: FIRST PEOPLES	#	#	#	%	#	%
2005/2006	-	-	-	-	-	-
2006/2007	-	-	-	-	-	-
2007/2008	-	-	-	-	-	-
2008/2009	130	13	13	100	7	54
2009-2010	132	16	15	94	5	31
2010-2011	127	21	20	95	10	48

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	130	13	11	85	5	38
2009-2010	132	14	14	100	6	43
2010-2011	127	21	21	100	10	48

School Year	Total Grade 12 Students	Students Assigned Blended Final Mark	C- (pass) or Better District		C+ (good) or Better District	
			#	%	#	%
BC FIRST NATIONS STUDIES 12	#	#	#	%	#	%
2006/2007	101	9	7	78	4	44
2007/2008	94	18	18	100	6	33
2008/2009	130	15	13	87	6	40
2009-2010	132	21	20	95	7	33
2010-2011	127	36	33	92	16	44

ENGLISH 12: FIRST PEOPLES	#	#	#	%	#	%
2007/2008	94	-	-	-	-	-
2008/2009	130	13	13	100	7	54
2009-2010	132	16	15	94	5	31
2010-2011	127	21	20	95	10	48

Course Options Leading to Graduation

	<u>Aboriginal</u>						<u>Non-Aboriginal</u>					
	Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better	
	#	%	#	%	#	%	#	%	#	%	#	%
English 10	115	98	85	47	41	1601	1529	96	1136	71		
Foundations of Math 10	51	43	84	17	33	1170	1098	94	819	70		
Apprenticeship Math 10	55	43	78	24	44	280	243	87	108	39		
Science 10	113	104	92	41	36	1572	1496	95	1075	68		
Social Studies 11	70	58	83	35	50	1604	1514	94	1053	66		
Civic Studies 11	-	-	-	-	-	61	56	92	37	61		
BC First Nations Studies 12	36	33	92	16	44	27	27	100	19	70		
English 12: First Peoples	21	20	95	10	48	13	13	100	7	54		
English 12	47	43	91	24	51	1409	1376	98	1007	71		
Communications 12	21	21	100	10	48	169	161	95	66	39		

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

School Year	Special Needs Ab #	Special Needs Non-Ab #	<u>Sensory Disabilities</u>				<u>Learning Disabilities</u>				<u>Behaviour Disabilities</u>				<u>Gifted</u>			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal #	Non-Aboriginal %		
06/07	334	2091	6	2	46	2	106	32	642	31	125	37	481	23	12	4	476	23
07/08	306	1920	5	2	50	3	100	33	645	34	111	36	415	22	7	2	326	17
08/09	336	1967	5	1	49	2	109	32	683	35	117	35	367	19	8	2	365	19
09/10	342	1932	2	1	54	3	109	32	716	37	117	34	310	16	8	2	338	17
10/11	324	1847	2	1	51	3	107	33	718	39	106	33	280	15	8	2	286	15

GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Aboriginal Students

School Year	Total All Special Needs Categories #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
06/07	334	18	5	41	12	50	15	16	5	0	0	Msk	Msk
07/08	306	14	5	42	14	45	15	10	3	0	0	Msk	Msk
08/09	336	22	7	43	13	41	12	10	3	0	0	Msk	Msk
09/10	342	27	8	38	11	37	11	15	4	0	0	Msk	Msk
10/11	324	19	6	31	10	43	13	13	4	0	0	0	0

Non-Aboriginal Students

School Year	Total All Special Needs Categories #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
06/07	2091	83	4	150	7	167	8	80	4	0	0	Msk	Msk
07/08	1920	89	5	153	8	112	6	60	3	0	0	Msk	Msk
08/09	1967	62	3	141	7	121	6	43	2	0	0	Msk	Msk
09/10	1932	74	4	113	6	80	4	41	2	0	0	Msk	Msk
10/11	1847	72	4	112	6	71	4	25	1	0	0	0	0

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

New Baseline was established for 2008 FSA

GVSD						
Reading	2008/09		2009/10		2010/11	
	#	%	#	%	#	%
Aboriginal	54	69	48	65	46	59
Writing	2008/09		2009/10		2010/11	
	#	%	#	%	#	%
Aboriginal	47	62	40	58	45	61
Numeracy	2008/09		2009/10		2010/11	
	#	%	#	%	#	%
Aboriginal	54	72	38	55	36	47

Grade 7 - Students Meeting or Exceeding Expectations

GVSD						
Reading	2008/09		2009/10		2010/11	
	#	%	#	%	#	%
Aboriginal	59	60	46	70	35	58
Writing	2008/09		2009/10		2010/11	
	#	%	#	%	#	%
Aboriginal	43	49	40	66	45	79
Numeracy	2008/09		2009/10		2010/11	
	#	%	#	%	#	%
Aboriginal	40	43	36	57	21	34

Foundations Skills Assessment (FSA) Results
Grade 4 – Participation Rates

GVSD								
Reading	2007/08		2008/09		2009/10		2010/11	
	#	%	#	%	#	%	#	%
Aboriginal	101	93	101	77	118	67	106	74
Writing	2007/08		2008/09		2009/10		2010/11	
	#	%	#	%	#	%	#	%
Aboriginal	101	92	101	75	118	63	106	69
Numeracy	2007/08		2008/09		2009/10		2010/11	
	#	%	#	%	#	%	#	%
Aboriginal	101	93	101	74	118	62	106	72

Grade 7 – Participation Rates

GVSD								
Reading	2007/08		2008/09		2009/10		2010/11	
	#	%	#	%	#	%	#	%
Aboriginal	131	85	143	73	113	58	101	60
Writing	2007/08		2008/09		2009/10		2010/11	
	#	%	#	%	#	%	#	%
Aboriginal	131	82	143	65	113	54	101	56
Numeracy	2007/08		2008/09		2009/10		2010/11	
	#	%	#	%	#	%	#	%
Aboriginal	131	82	143	69	113	57	101	61

Progress of Students Entering Grade 8 in September 2005

School Year	Year	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
		All Students %	Female %	Male %	All Students %	Female %	Male %
05/06	1	100	100	100	100	100	100
	2	97	97	97	99	98	99
	3	97	97	96	98	98	99
	4	87	84	91	95	94	96
	5	69	66	72	86	85	86
10/11	Completion	49	54	44	78	78	78

Six-Year Completion Rate (Aboriginal Status and Gender)

School Year	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2006/07	37	47	24	78	81	74
2007/08	33	31	34	74	73	75
2008/09	37	41	32	73	74	72
2009/10	41	45	37	76	79	73
2010/11	49	54	44	78	78	78

Six, Seven and Eight Year Completion Rate (Aboriginal and Gender)

Student Cohort Start Year	<u>Six-Year Completion Rate</u>			<u>Seven-Year Completion Rate</u>			<u>Eight-Year Completion Rate</u>		
	All Students %	Female %	Male %	All Students %	Female %	Male %	All Students %	Female %	Male %
2003/04	37	41	32	37	42	34	38	42	34
2004/05	41	45	37	45	49	40			
2005/06	49	54	44						

B.C. School Completion Certificate

School Year	<u>Aboriginal</u>			<u>Non-Aboriginal</u>		
	Gr 12 Students #	BC School Completion Certificate *		Gr 12 Students #	BC School Completion Certificate *	
		#	%		#	%
2006/07	97	Msk	Msk	1620	26	2
2007/08	93	Msk	Msk	1800	17	1
2008/09	124	Msk	Msk	1862	29	2
2009/10	126	Msk	Msk	1752	14	1
2010/11	123	Msk	Msk	1763	15	1

B.C. Adult Graduation Diploma (Adult Dogwood Diploma)

School Year	<u>Aboriginal</u>				<u>Non-Aboriginal</u>			
	Gr 12 Students		BC Adult Graduation Diploma *		Gr 12 Students		BC Adult Graduation Diploma *	
	#	%	#	%	#	%	#	%
2006/07	97	Msk	Msk	1620	66	66		
2007/08	93	Msk	Msk	1800	98	98		
2008/09	124	Msk	Msk	1862	83	83		
2009/10	126	Msk	Msk	1752	70	70		
2010/11	123	Msk	Msk	1763	67	67		

Grade 12 Graduates Entering Community Colleges

Demographic Group	Grade 12 Graduates of School Year 2005/06		Year of Transition to a Community College									
			2006/07		2007/08		2008/09		2009/10			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	55	100	11	20.0	1	1.8	8	14.5	3	5.5		
Non-Aboriginal	1,476	100	355	24.1	150	10.2	61	4.1	44	3.0		

12 Graduates Entering Institutes

Demographic Group	Grade 12 Graduates of School Year 2005/06		Year of Transition to an Institute									
			2006/07		2007/08		2008/09		2009/10			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	55	100	1	1.8	-	-	-	-	-	-		
Non-Aboriginal	1,476	100	1	0.1	2	0.1	-	-	3	0.2		

Summary

The 2010-11 *Aboriginal Enhancement Annual Report* is intended to provide an overview of the implementation of our Enhancement Agreement during the 2010-2011 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.