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Acknowledgement

As District Principal of Aboriginal Education it is my privilege to report on Aboriginal students' progress in achieving the performance targets of the Campbell River Aboriginal Education 2004-2009 Enhancement Agreement (AEEA), "Building Success for Aboriginal Students". This report will also highlight the work the district and its schools have done to assist Aboriginal students in achieving the goals of the agreement.

The Aboriginal Education Advisory Council must be acknowledged for their continued dedication to the success of Aboriginal students in School District 72 and the wisdom and leadership they provide as they work together with School District 72 to ensure that Aboriginal students achieve greater success in school.

Members of the Aboriginal Education Advisory Council for 2006/07:

- Sonia Roberts – Campbell River First Nation
- Denise Harry – Homalco First Nation
- Lisa Wilson-Wells – Kwakiutl District Council
- Eileen Haggard – Nuuchah-Nulth Tribal Council
- Pam Lewis – Cape Mudge First Nation
- Julie Hanuse – Klahoose First Nation
- Michael Dumont – North Island Metis Nation
- Audrey Wilson – Laichwiltach Family Life Society

Aboriginal Education Advisory Council goals for 2006/07 were:

- Continue to develop and enhance open and positive communication among all partners in Aboriginal Education.
- Develop and use Aboriginal resources in schools and school curriculum and promote the instruction of Liqwala/Kwakwala and Coast Salish languages, and develop awareness of the Métis culture and Michif language.
- Monitor the district's progress in building success for Aboriginal student performance on local and provincial assessments.

I respectfully submit this report to:

- The Wei wai kum First Nation (Campbell River)
- The We wai kai First Nation (Cape Mudge)
- The Xwemalkwau First Nation (Homalco)
- Nuuchah-nulth First Nation
- North Island Métis Nation
- Kwakiutl District Council
- Kwiakah First Nation
- Klahoose First Nation

- Aboriginal Education Advisory Council
- Aboriginal education department
- Aboriginal students and families
- The Board of School Trustees, administrators, teachers and support staff of School District 72.

Greg Johnson
district principal of Aboriginal Education



Building Aboriginal Student Success 2005-2009

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

The 2004/05 - 2009/10 Aboriginal Enhancement Agreement “*Building Success for Aboriginal Students*” is based on four student performance goals which reflect the critical need to improve Aboriginal student performance in Grades 4-12. At the same time School District 72 remains committed to:

1. Provision of sustained and relevant early literacy and numeracy support for Aboriginal learners.
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learners needs in the primary grades.
3. Reading and language intervention in the primary grades.
4. Academic and social support for primary students at-risk.
5. Language and culture programs in both Liqwala/Kwakwala and Coast Salish (Georgia Park).

The goals of the Enhancement Agreement will be measured and reported on annually. District and provincial measures will be used to track Aboriginal student progress, which is monitored by the Aboriginal Education Advisory Council.

The Campbell River School District works in partnership with Aboriginal communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- district *Achievement Contract*
- Student Success Plans
- Aboriginal education assistants
- Aboriginal education support teachers
- Aboriginal Education Advisory Council
- Aboriginal support workers
- First Nations language and culture program



Monitoring Early Success Rates

Objective: To improve the reading skills of Aboriginal Grade 1 students.

Grade 1 Aboriginal students who *Meet and Fully Meet* Expectations.

- 53 percent
 - 100 percent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

The three year drop in achievement is a serious concern. The primary intervention program was changed in 2007/08 to target specific groups of students who were not meeting expectations.

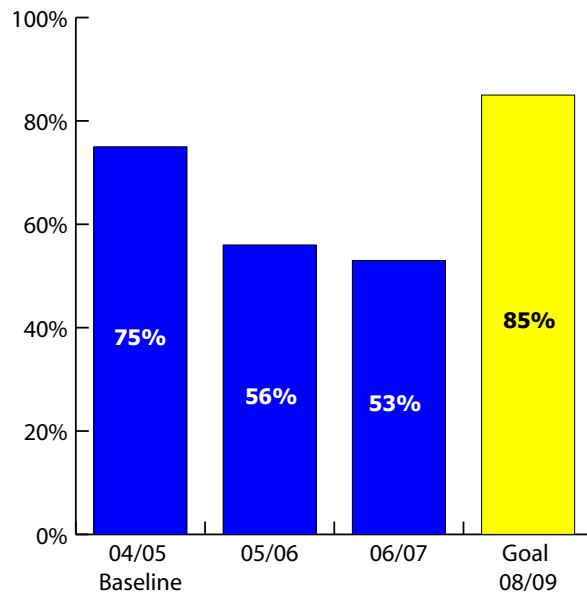
Grade 1 District Reading Assessment: 2006/07 ** includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
49%	18%	33%

Grade 1 Aboriginal Student Results: 2006/07

Fully Meets	Meets	Not Yet Within
41%	12%	47%

Grade 1 Aboriginal Student Results: *Meets and Fully Meets Expectations*



Monitoring Early Success Rates

Objective: *To improve the reading skills of Aboriginal Grade 2 students.*

Grade 2 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 67 percent
- 96 percent participation rate
- Participation depends on:*
 - absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

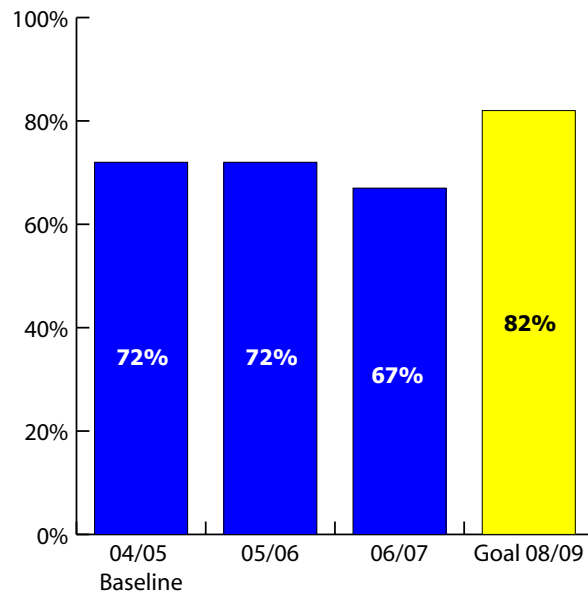
Grade 2 District Reading Assessment: 2006/07
* includes Aboriginal students

Fully Meets	Meets	Not Yet Within
53%	26%	20%

Grade 2 Aboriginal Student Results: 2006/07

Fully Meets	Meets	Not Yet Within
40%	27%	33%

Grade 2 Aboriginal Student Results:
Meets and Fully Meets Expectations



Monitoring Early Success Rates

Objective: To improve the reading skills of Aboriginal Grade 3 students.

Grade 3 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 52 percent
 - 81 percent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 3 District Reading Assessment: 2006/07

** includes Aboriginal students*

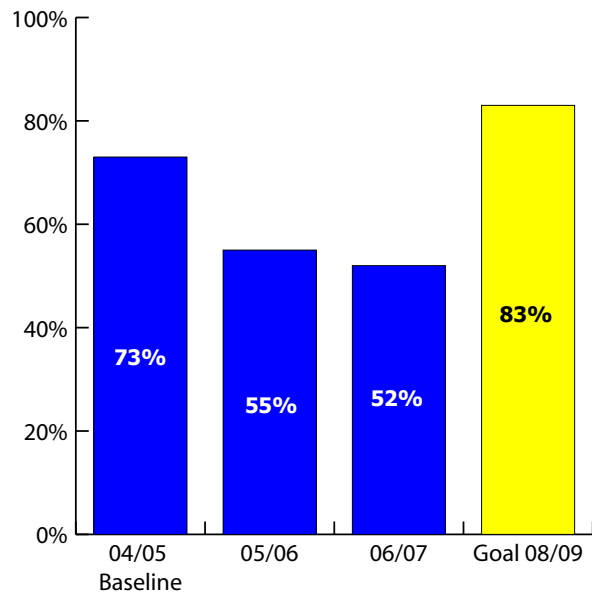
Exceeds	Fully Meets	Meets	Not Yet Within
19%	51%	27%	3%

Grade 3 Aboriginal Student Results: 2006/07

Exceeds	Fully Meets	Meets	Not Yet Within
9%	43%	39%	9%

Grade 3 Aboriginal Student Results:

Fully Meets and Exceeds Expectations



1. Year-by-year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels (Grades 4 to 9)

Rationale for Goal:

The need to improve the performance levels of our Aboriginal students at the intermediate and middle school levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systemic strategies that promote successful learning at this challenging stage of development.

Without continued academic and social progress in the intermediate and middle school grades, a graduation program can become out of reach, thus closing many doors to future opportunities.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2009/10 Target
<i>Grade 4: Meeting or Exceeding</i>				
FSA - Reading	57%	61%	45%	67%
FSA - Writing	80%	66%	74%	90%
FSA - Numeracy	71%	81%	60%	81%
<i>Grade 6: Fully Meets</i>				
District Reading Assessment	79%	50%	55%	89%
<i>Grade 7: Meeting or Exceeding</i>				
FSA - Reading	44%	57%	53%	54%
FSA - Writing	68%	81%	72%	78%
FSA - Numeracy	55%	76%	77%	65%
<i>Grade 9: Fully Meets</i>				
District Reading Assessment	26%	57%	47%	50%

Progress in Improving Aboriginal Student Achievement Results:

The above table shows Aboriginal student achievement results in literacy and numeracy at the intermediate (4-6) and middle school levels (7-9).

Objective: *To improve the reading skills of Aboriginal Grade 4 students.*

Grade 4 Aboriginal students who *Meets and Exceeds Expectations*.

- 45 percent
 - 81 percent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 4 Aboriginal student achievement declined in reading. School District 72 Aboriginal student results are lower than provincial averages in this area.

Grade 4 FSA Reading Results: 2006/07

** includes Aboriginal students*

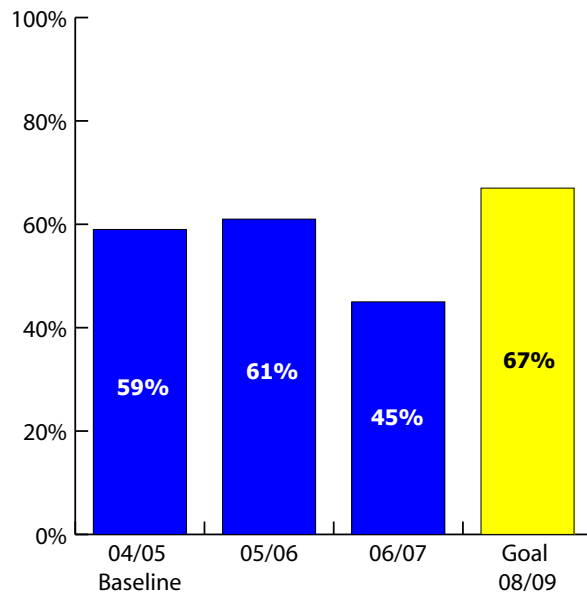
Meets and Exceeds	Not Yet Within
74%	26%

Grade 4 Aboriginal Student Results: 2006/07

Meets and Exceeds	Not Yet Within
45%	55%

Grade 4 Aboriginal FSA Reading Results:

Meets and Exceeds Expectations



Objective: *To improve the writing skills of Aboriginal Grade 4 students.*

Grade 4 Aboriginal students who *Meets and Exceeds Expectations*.

- 74 percent
 - 77 percent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 4 Aboriginal student achievement in writing improved, however School District 72 Aboriginal student results are still lower than the provincial average.

Grade 4 FSA Writing Results: 2006/07

** includes Aboriginal students*

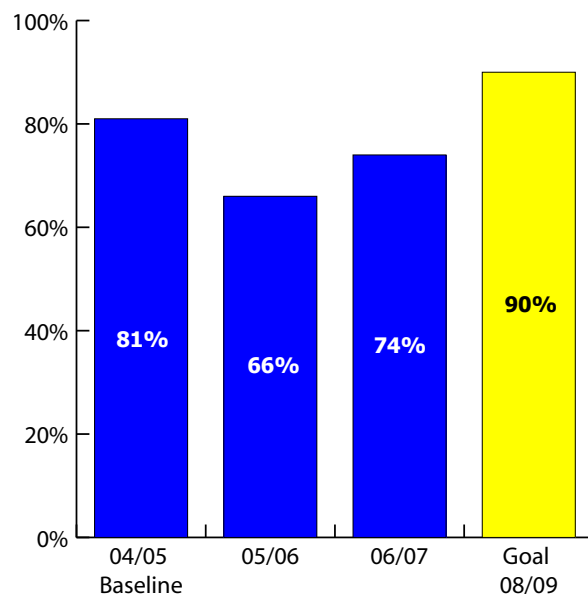
Meets and Exceeds	Not Yet Within
84%	16%

Grade 4 Aboriginal Student Results: 2006/07

Meets and Exceeds	Not Yet Within
74%	26%

Grade 4 Aboriginal FSA Writing Results:

Meets and Exceeds Expectations



Objective: *To improve the numeracy skills of Aboriginal Grade 4 students.*

Grade 4 Aboriginal students who *Meets and Exceeds Expectations*.

- 60 percent
 - 82 percent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 4 Aboriginal student achievement declined in numeracy. School District 72 Aboriginal student results are lower than provincial averages in this area.

Grade 4 FSA Numeracy Results: 2006/07

** includes Aboriginal students*

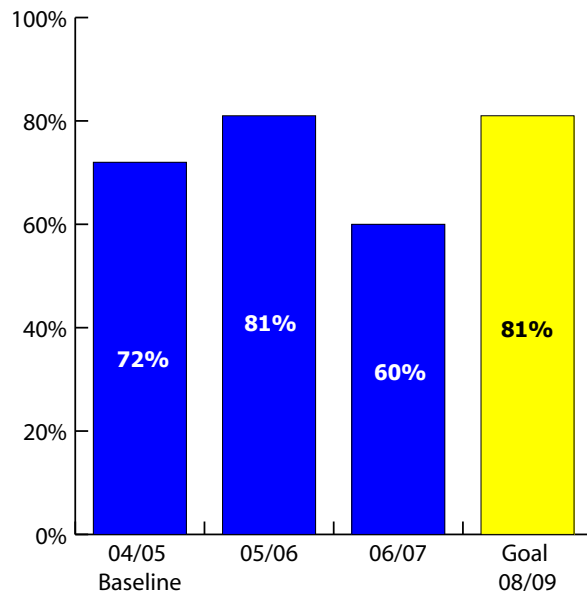
Meets and Exceeds	Not Yet Within
83%	17%

Grade 4 Aboriginal Student Results: 2006/07

Meets and Exceeds	Not Yet Within
60%	40%

Grade 4 Aboriginal FSA Numeracy Results:

Meets and Exceeds Expectations



Objective: *To improve the reading skills of Aboriginal Grade 6 students.*

Grade 6 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 55 percent
- 88 percent participation rate
- Participation depends on:*
 - absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 6 Aboriginal students meeting or exceeding expectations on the district reading assessment improved this year.

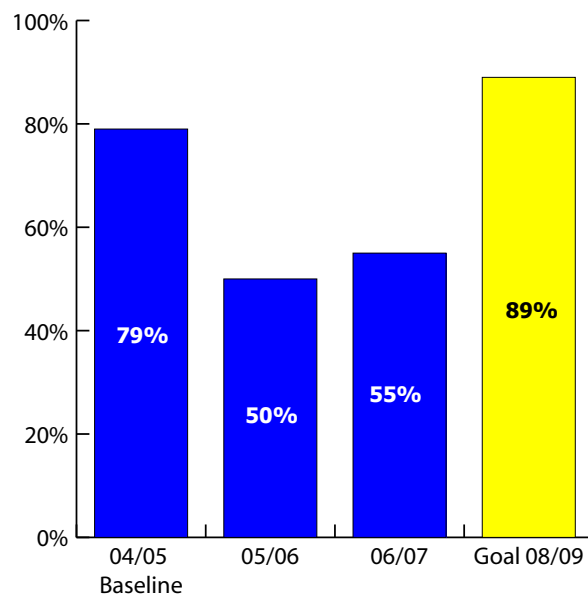
Grade 6 District Reading Assessment: 2006/07
** includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
21%	55%	24%	1%

Grade 6 Aboriginal Student Results: 2006/07

Exceeds	Fully Meets	Meets	Not Yet Within
11%	44%	41%	5%

Grade 6 Aboriginal Student Results:
Fully Meets and Exceeds Expectations



Objective: *To improve the reading skills of Aboriginal Grade 7 students.*

Grade 7 Aboriginal students who *Meets and Exceeds Expectations*.

- 53 percent
- 80 percent participation rate
- Participation depends on:*
 - absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 7 FSA Reading Results: 2006/07

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
68%	32%

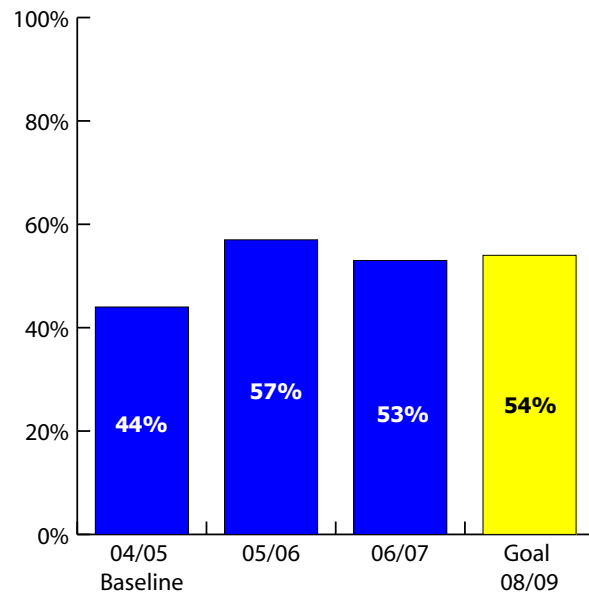
Grade 7 Aboriginal Student Results: 2006/07

Meets and Exceeds	Not Yet Within
53%	47%

Grade 7 Aboriginal FSA Reading Results:

Meets and Exceeds Expectations

Aboriginal student achievement on the Grade 7 Foundation Skills Assessment (FSA) declined in reading. School District 72 Grade 7 Aboriginal student results are higher than the provincial average in reading.



Objective: *To improve the writing skills of Aboriginal Grade 7 students.*

Grade 7 Aboriginal students who *Meets and Exceeds Expectations*.

- 72 percent
 - 81 percent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 7 FSA Writing Results: 2006/07

** includes Aboriginal students*

Meets and Exceeds	Not Yet Within
84%	16%

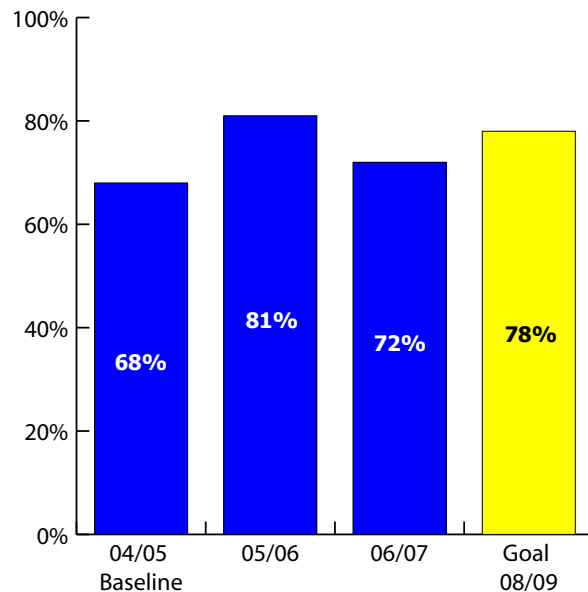
Grade 7 Aboriginal Student Results: 2006/07

Meets and Exceeds	Not Yet Within
72%	28%

Grade 7 Aboriginal FSA Writing Results:

Meets and Exceeds Expectations

Aboriginal student achievement on the Grade 7 Foundation Skills Assessment (FSA) declined in writing. School District 72 Grade 7 Aboriginal student results are the same as the provincial average in writing.



Objective: *To improve the numeracy skills of Aboriginal Grade 7 students.*

Grade 7 Aboriginal students who *Meets and Exceeds Expectations*.

- 77 percent
 - 80 percent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 7 FSA Numeracy Results: 2006/07

** includes Aboriginal students*

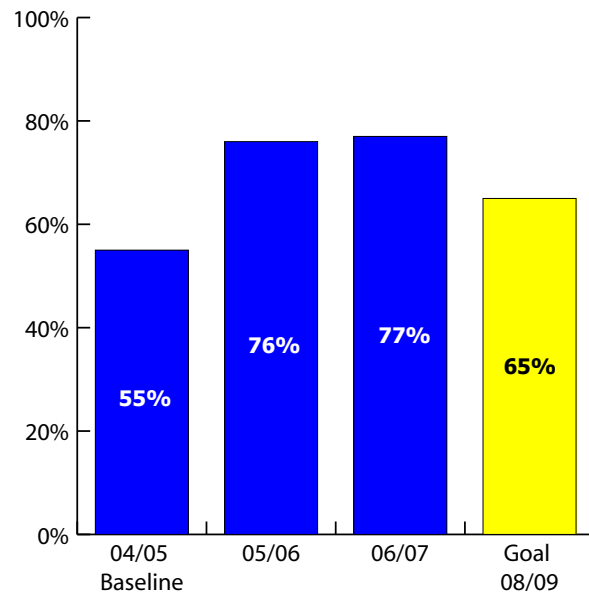
Meets and Exceeds	Not Yet Within
82%	18%

Grade 7 Aboriginal Student Results: 2006/07

Meets and Exceeds	Not Yet Within
77%	23%

Grade 7 Aboriginal FSA Numeracy Results: *Meets and Exceeds Expectations*

Aboriginal student achievement on the Grade 7 Foundation Skills Assessment (FSA) improved in numeracy. School District 72 Grade 7 Aboriginal student results are higher than the provincial average in numeracy.



Objective: *To improve the reading skills of Aboriginal Grade 9 students.*

Grade 9 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 47 percent
- 76 percent participation rate
- Participation depends on:*
 - absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 9 Aboriginal students meeting or exceeding expectations on the district reading assessment declined to less than 50 percent, although 47 percent meeting or exceeding expectations is at a level higher than the baseline of 26 percent established in 2004/05. A new goal of 50 percent of students meeting expectations was set by the Aboriginal Education Advisory Council in 2007/08.

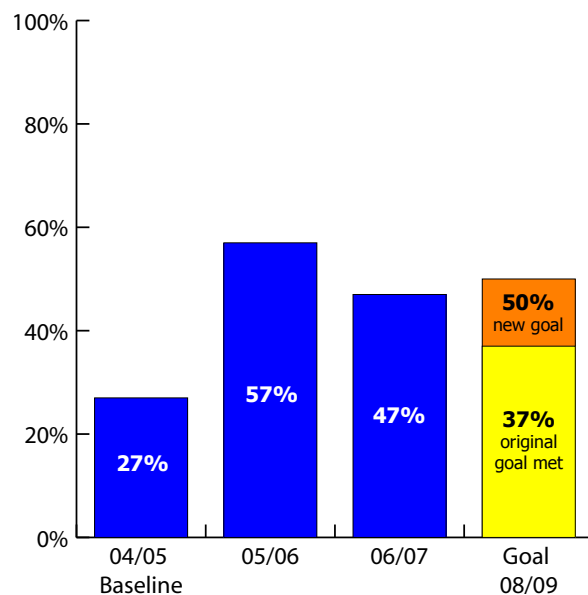
Grade 9 District Reading Assessment: 2006/07
* includes Aboriginal students

Exceeds	Fully Meets	Meets	Not Yet Within
17%	49%	31%	4%

Grade 9 Aboriginal Student Results: 2006/07

Exceeds	Fully Meets	Meets	Not Yet Within
15%	32%	46%	7%

Grade 9 Aboriginal Student Results:
Fully Meets and Exceeds Expectations



Areas of Academic Need:

Reading

Aboriginal students results in reading are concerning. Student results on the Grade 4 FSA in reading are now below the baseline measure set in 2004-05. The percentage of Aboriginal students meeting or exceeding expectations in reading on this year's FSA is 13 percent below the provincial average. Although the percentage of students meeting and exceeding expectations in reading on the Grade 6 district assessment has improved, the number of students meeting expectations is still below the baseline measure of 79 percent established in 2004-05. The decreasing number of Grade 9 students meeting expectations, although higher than the baseline measure, is also concerning.

Numeracy

The advent of a new curriculum and its implementation may explain the lower percentage of students meeting numeracy expectations on the FSA. The district needs to employ other assessment measures in addition to the FSA to get a better picture of student success.

Strategies to Improve Student Success:

Reading

When the AEAC reviewed Aboriginal student results for this year they made recommendations to the district regarding the tracking of student progress. The AEAC recommended the separating of Aboriginal and non-Aboriginal student data in district results; displaying Aboriginal student participation as numbers as opposed to percentages; separating data by gender; and tracking Aboriginal student progress by cohorts over time as opposed to year-to-year grade comparisons, in order to get a clearer picture of student progress and allow the district to support individual students or groups of students. These recommendations have been put in place and the District Education Leadership Team has developed a new intervention model based on meeting identified individual students needs in this area. Schools apply for intervention support and the district provides this in the form of teaching and resource allocations. As well, three elementary schools with a high vulnerability index based on the latest Early Development Inventory (EDI) results have been provided additional teaching staff. This year the district has opened two StrongStart Centres in schools which serve a substantial percentage of students of Aboriginal ancestry. Literacy and numeracy support is also provided to Aboriginal students in the district's "Learning in the Summer Program".

Numeracy

The district is now using the Diagnostic Math Assessment instrument as means of planning for instruction and receiving support from the District's Educational Leadership and instructional support team. A team of elementary school math mentors has been started with support from the district numeracy support teacher to provide math support to teachers in their schools. Students needing numeracy support at schools are being identified and being provided support in the same manner as students are provided literacy support.

Other District Initiatives to Support this Goal:

- Elementary and middle school student success goals and district Achievement Contract reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Student and parent surveys to determine needs and levels of satisfaction of Aboriginal middle school students and their families.
- AVID program in the middle and secondary program.
- Aboriginal educational assistants to support academic achievement.
- English skills development teachers.
- Development of Aboriginal curriculum.
- District Aboriginal Enhancement Agreement support teacher.
- Aboriginal support teacher at École Phoenix Middle School.
- Liq'wala/Kwakwala language instruction at École Phoenix Middle School.
- Cultural events and displays.
- Communication and collaboration with community support agencies.

2. Year-by-year improvement in the rates of Aboriginal students who graduate with a Dogwood certificate

Rationale for Goal:

Graduation rates improved somewhat throughout the first *Local Education Improvement Agreement*, but results were inconsistent and so the goal must be maintained. Ministry data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade-to-grade. The greatest rate of drop off in transition rates for Aboriginal students happens at the secondary level, although patterns of attendance and connection to school are formed much earlier. Data, collected locally, shows that there is a significant pattern of relocation for Aboriginal students, often due to economic, family, and/or cultural reasons. The Enhancement Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students. Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district, or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2009/10 Target
Successful transitions Grade 9 to 10	92%	93%	95%	93%
Successful transitions Grade 10 to 11	73%	90%	87%	92%
Successful transitions Grade 11 to 12	64%	70%	64%	86%
Ministry data for six-year Dogwood completion	46%	50%	55%	56%
Grade 12 cohort graduation rates	58%	84%	83%	68%

Progress in Improving Aboriginal Student Achievement Results:

The above table shows results and targets established for demonstrating improvement in the rates of Aboriginal students who graduate with a Dogwood Certificate. Transition rates for the 2006/07 year were consistent with the rates from the previous two years. Student completion rates within six years continue

to increase. Secondary students who leave the system or do not return are called and other educational options are outlined to them.

Initiatives to Support this Goal:

- Secondary school student success goals and district Achievement Contract reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers with emphasis on transitions.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Development of database tracking reasons why Aboriginal students move in and out of the district based on the Ministry's second count in February.
- AVID program at Carihi Secondary.
- Aboriginal education assistants.
- First Nations 12 leadership program.
- First Nations Studies 12.
- Carihi off-campus program in partnership with Laichwiltach Family Life for early school leavers and disengaged students.



3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals

Rationale for Goal:

Aboriginal students all too often graduate without a suitable range of post-secondary entrance requirements, and must then return to school to 'upgrade' in order to meet these requirements. Course selection and relevant skill development need to go hand-in-hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals. All too often a graduation program for an Aboriginal student includes Communications and Essentials Math in combination with a limited science and social studies background. Aboriginal students are often unaware of the wide range of post-secondary and career options available to them. The new graduation program in combination with the renewed Enhancement Agreement, presents an opportunity to ensure that Aboriginal students are being targeted, supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2009/10 Target
Gr. 10 English participation	50%	60%	60%	60%
Gr. 10 English performance	61%	80%	86%	71%
Gr. 10 Science participation	51%	65%	54%	61%
Gr. 10 Science performance	65%	45%	84%	75%
Gr. 10 Principles of Math participation	21%	26%	26%	31%
Gr. 10 Principles of Math performance	90%	77%	85%	90%
Gr. 11 Principles of Math participation	26%	37%	22%	36%
Gr. 11 Principles of Math performance	71%	74%	71%	81%
Gr. 12 English participation	28%	32%	33%	38%
Gr. 12 English performance	88%	100%	100%	90%
Success rates in Planning 10	51%	57%	73%	61%
Participation rates in career programs	31%	18%	8%	41%
Participation rates in AVID program	26%	23%	20%	36%

Progress in Improving Aboriginal Student Achievement Results:

The above table shows the results and targets established for increasing the number of Aboriginal students who graduate with post-secondary requirements. Aboriginal student participation rates increased or remained the same in Grade 10 English, Principles of Math 10, English 10 & 12. Participation rates decreased in Science 10 and Principles of Math 11. Pass rates for Aboriginal students improved or remained the same in Grade 10 and 12 English, Principles of Math 10, Planning 10 and Science 10. Pass rates for Aboriginal students decreased slightly in Principles of Math 11. A discussion with the career program coordinators to determine ways to increase the student enrolment in the career related courses has occurred and increasing the number of students enrolled in these programs is a target at both secondary schools for 2008/09.

Initiatives to Support this Goal:

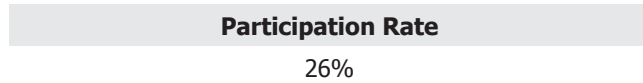
- Secondary school student success goals and the district Achievement Contract reflect needs of Aboriginal students.
- Literacy project at Timberline.
- AVID program at Carihi with subject area teachers trained in AVID strategies.
- Educational assistant to support academic development at Carihi.
- Development of Aboriginal curriculum – novel studies.
- Encouragement of Aboriginal students to participate in career-related programs in order to increase their knowledge of workplace-based expectations and post-secondary options.
- Promotion of scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.
- Piloting for First Peoples English 12.
- Aboriginal student study/support rooms exist to provide students with a home-base in the school.
- Carihi off-campus program in partnership with Laichwiltach Family Life for early school leavers and disengaged students.
- Aboriginal parent nights to local reserves and Laichwiltach Family Life Society by middle and high school principals.

Objective: *To improve the participation rate of Aboriginal students in Principles of Math 10.*

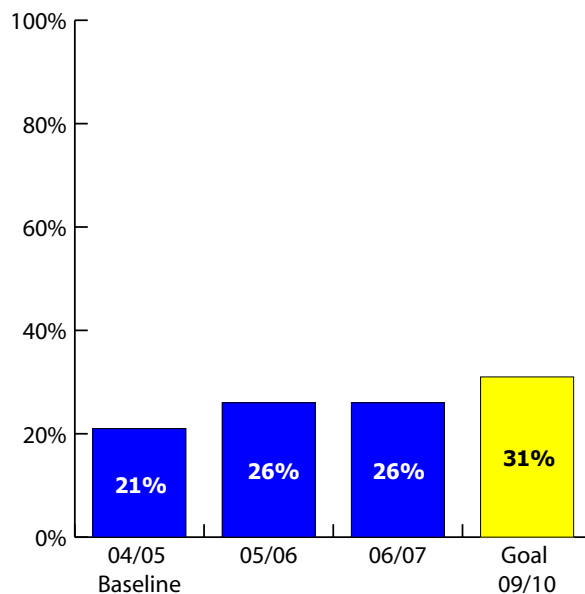
Grade 10 Principles of Math Participation: 2006/07
** includes Aboriginal students*



Grade 10 P. of Math Aboriginal Participation: 2006/07



Grade 10 Principles of Math Aboriginal Participation:



Objective: *To improve the participation rate of Aboriginal students in Principles of Math 11.*

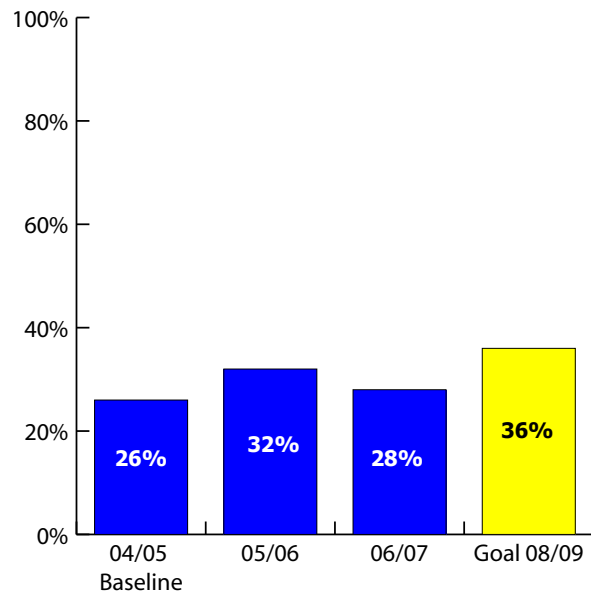
Grade 11 Principles of Math Participation: 2006/07
** includes Aboriginal students*

Participation Rate
68%

Grade 11 P. of Math Aboriginal Participation: 2006/07

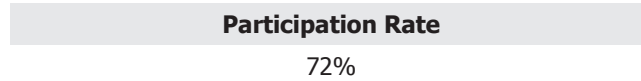
Participation Rate
28%

Grade 11 Principles of Math Aboriginal Participation:

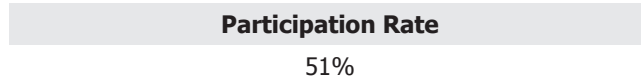


Objective: *To improve the participation rate of Aboriginal students in English 12.*

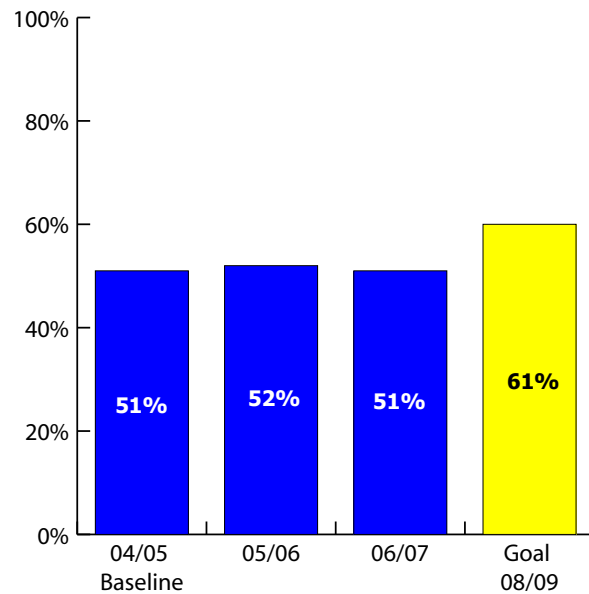
Grade 12 English Participation: 2006/07
** includes Aboriginal students*



Grade 12 English Participation Aboriginal: 2006/07

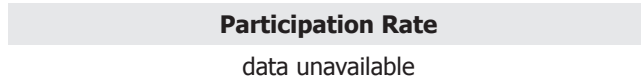


Grade 12 English Aboriginal Participation:

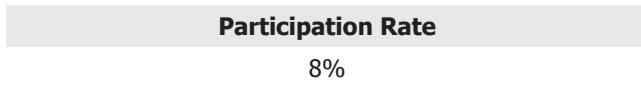


Objective: *To improve the participation and success rate of Aboriginal students in Grade 12 career programs.*

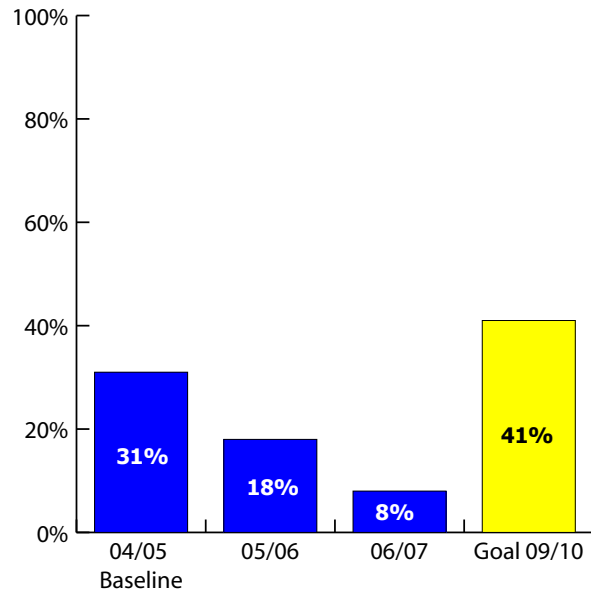
Grade 12 Career Programs Participation: 2005/06
** includes Aboriginal students*



Grade 12 Career Programs Participation: 2005/06



Grade 12 Career Programs Participation:



4. To increase a positive sense of identity and self-acknowledgement for Aboriginal students

Rationale for Goal:

A positive sense of self-identity and self-acknowledgement are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible and which support them in developing positive attitudes, regular attendance and academic achievement.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2009/10 Target
Participation rates in:				
École Phoenix & Carihi Liq'wala / Kwakwala	32%	37%	38%	42%
BC First Nations Studies 12	49%	28%	25%	59%
Parent satisfaction survey (31 respondents)		<i>all the time</i>		
Aboriginal parents aware of school goals?	67%	73%	60%	77%
Are you satisfied with your child's learning?	76%	81%	72%	86%
Do teachers care about your child?	86%	86%	87%	90%
Do you feel welcome at your child's school?	81%	95%	85%	90%

Progress in Improving Aboriginal Student Achievement Results:

The above table shows results and targets established for increasing a positive sense of identity and self-acknowledgement for Aboriginal students. The number of students taking Liqw'ala / Kwakwala instruction continues to increase.

District initiatives to support this goal:

- Liq'wala / Kwakwala instruction for over 20 years.
- Knowledgeable and skilled speakers as teachers and local language authorities.

- Locally developed language curriculum and teaching materials (new catalog and new titles in Grade 1 leveled readers).
- First Nations languages offered at Ripple Rock, Quadra, Cedar, Discovery Passage, and Georgia Park elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Language authorities established through the College of Teachers for Klahoose and Homalco Bands.
- Partnered with the University of Victoria to have Campbell River based teacher training program for Developmental Standard Certification in Coast Salish and Liq'wala / Kwakwala.
- Liq'wala / Kwakwala 11 & 12 recognized by University of Victoria as fulfilling the entrance requirement for a second language.
- Early Liq'wala / Kwakwala programs at Kwinwaci and Cape Mudge Pre-Schools and Cape Mudge Headstart
- Early Coast Salish program at Homalco Kindergarten.
- Web page development for Liq'wala / Kwakwala dictionary.
- Aboriginal student recognition dinner.
- Development of Aboriginal Education department web page on district website.
- Aboriginal graduation celebration.
- Aboriginal celebration days.
- Kwakwala / Liq'wala early learning program at pre-schools.

Cedar Elementary School

Katrina Puglas
Eleanor Baker
Vanessa Wilson

Discovery Passage Elementary School

Todd French
Eugene Mark

École des Deux Mondes Elementary School

Madison Hadfield
Remington Idiens
Shayla Sopracolle-Tate

École Willow Point Elementary School

Blayne Olney
Catherine John

Georgia Park Elementary School

Conrad Robinson
Marselis Carmichael
Kaylee Wilson
Kayla Blaney

Ocean Grove Elementary School

Dakota Murphy
Mariah Billows
Amber Ferguson

Oyster River Elementary School

Joey John
Caitlin Patenaude
Maclaren Inglis

Penfield Elementary School

Dakota Parenteau
Alyssa Christensen

Pinecrest Elementary School

Toni Francis
Rebecca Banek
Tory Denis

Quadra Elementary School

Shanyaa Assu

Alysha Gaudreault
Kelton Idiens

Ripple Rock Elementary School

Jane Walkus
Christine Walkus
Jessie Stirling

Sandowne Elementary School

Ryan Chickite
Jaimie David
Michelle David

École Phoenix Middle School

Monica White
Brandy Alexander
Sophona Grey

Southgate Middle School

Brechan Campbell
Michael Andrew
Eddy Lawson

Carihi Secondary School

Brittley James
Eileen Ewen
Wylie Roberts

Timberline Secondary School

Zach Hanuse
Merissa Harry
Karleen Parish

Continuing Education

Joanne Connall
Gerald Joseph
Justin Pallen

Cortes Elementary / Junior

Brandon Harry
Kristen Harry
Louise Harry

Sayward Elementary / Junior

Dana Seeley
Alisha Murray
Chance Strickland



Cedar Elementary

- Cultural program
- Multicultural Day & National Aboriginal Day celebration
- Culture & history projects (button blankets and paddles)
- Breakfast and lunch programs
- Afternoon Kindergarten
- Aboriginal support worker & educational assistants
- Calendar launch and virtues celebration
- Homework club
- ESD program
- Liq'wala / Kwakwala language program
- Peer tutoring
- School-wide luncheon
- Ready, Set, Learn
- Drumming sessions
- Christmas concert
- Monthly recognition assemblies
- Cedar pulling

Discovery Passage Elementary

- Liq'wala / Kwakwala language program
- Paper mask making
- Models of button blankets
- Aboriginal support worker
- Homework club
- Family math night
- Museum visits
- D.A.R.E. program
- Aboriginal culture and art projects
- Aboriginal Day celebration
- Traditional salmon barbeque
- Visit by master carver, Bill Henderson

École des Deux Mondes Elementary

- Aboriginal culture studies
- Art projects
- Aboriginal parents' presentations (e.g. button blankets)
- Visits to the museum

École Georgia Park Elementary

- ESD program
- Aboriginal support worker & educational assistant
- Coast Salish language instruction
- Aboriginal musical appreciation program
- Museum visits
- Aboriginal Day celebration

Ocean Grove Elementary

- Aboriginal art projects
- Museum visits to view the First Nations program
- Guest speakers about Aboriginal culture
- Aboriginal Day

Penfield Elementary

- Grade 1 First Nations study unit
- Aboriginal support worker
- Cedar bracelets; bark weaving
- Button blanket kit and button blanket math kit
- Museum trip
- Art study
- Summer camp banner making art
- Grade 4 longhouse construction and local First

Nations studies

- Story time each day at summer camp

Pinecrest Elementary

- Cultural field trips
- ESD program
- Aboriginal support worker
- Peer tutors
- Lunch and breakfast program
- Monthly recognition / Principal's tea
- Aboriginal Day celebration
- Aboriginal study
- Aboriginal masks / totem poles study
- Multicultural dinner
- Liq'wala / Kwakwala language program

Quadra Elementary

- Aboriginal support worker & educational assistant
- Aboriginal support teacher
- Liq'wala / Kwakwala program
- Power Speak program
- Cape Mudge daycare support
- Language development lessons
- Reading groups
- Aboriginal cultural awareness units of instruction

Ripple Rock Elementary

- Liq'wala / Kwakwala program
- Afternoon Kindergarten
- Student recognition assemblies
- Aboriginal support workers & educational assistant
- Ready, Set, Learn
- Visits between teachers from Ripple Rock's Kindergarten and Head Start program

- Classroom teaching of First Nations cultural awareness
- ESD program
- First Nations singing, drumming and dancing performance at the school review meeting
- First Nations Day celebrations and activities at the school
- PowerSpeak program

Sandowne Elementary School

- ESD program
- Aboriginal support worker
- Ready, Set, Learn
- Reading intervention
- Museum visit
- Crafts: dreamweavers, designing totem poles
- Rose Pincott in as a guest to teach all ESD / ESL students how to make First Nation's Christmas stockings
- Native dancers
- Field trip (Hudson's farm, Rebecca Spit, library, fire hall)
- Writing and illustrating legends
- Resource kit, studying the importance of cedar in the First Nation's culture, studying First Nation's stories, whole language activities to accompany story, students sharing dancing and potlatch experiences with other students

École Phoenix Middle School

- Liq'wala / Kwakwala program
- English Skills Development program

- First Nations learning assistance support
 - First Nations support worker
 - First Nations educational assistant
 - Aboriginal education department meetings
 - Explorer program support
 - Advancement via Individual Determination (AVID)
 - Smart Start
 - Attendance recognition programs
 - Celebration for honour roll students
 - Aboriginal recognition dinner
 - First Nations cultural activities
 - Kwakwaka'wakw spoken at respect assemblies
 - First Nations language and drumming performance
 - Alert Bay school students visit
 - Guest speaker - Simon James, director and producer of Raven Tales
 - Field trip - Malaspina Aboriginal College for a day
 - Field trip - Carihi Aboriginal Day - Carihi leadership class
 - Field trip - District 72 trades fair for Aboriginal students
 - Field trip to Carihi Aboriginal Career Fair
 - Field trips - CR Museum, Maritime Heritage Centre, Carving Shed
 - Aboriginal week - Aboriginal food, salmon cooked on sticks, fish soup, traditional face painting, Aboriginal artifact display, cedar weaving (Wayne Bell), guest speakers on Aboriginal topics, Carihi leadership class visit, Bannock made by Laichwiltach
 - Elders, Aboriginal assembly showcasing Cedar student dancers
 - Kick the Nic
 - Justice Theatre workshop on bullying
 - Roots program - genealogy search project
 - Transition to Carihi - field trips
 - Student success survey
 - Breakfast club and lunch program
 - First Nations girls group - weekly lunch meetings and year-end field trip to Alert Bay
 - Cultural celebration
 - Parent club at the band office
 - Band visitations
- Southgate Middle School**
- Breakfast/homework club
 - Lunch program with parent volunteer supervisor and shopper
 - Parent visits to school
 - ESD program
 - Aboriginal youth support worker & educational assistant
 - First Nations Social Studies 8
 - Two First Nations students honoured at district Aboriginal student recognition dinner
 - ESD and First Nations Social Studies field trips, including museum
 - Kathi Camilleri visit to Grade 9 social studies class and facilitated youth group sessions
 - Astronomy kit integrating Aboriginal content with science curriculum purchased
 - ESD students visit to Georgia Park Elementary

- Girls' group - weekly sessions, facilitated through Delta Resources
- Transitioning of students to secondary school
- Survey of Aboriginal students about their transitioning experience from elementary to middle school
- Students attended visioning sessions hosted by Kathi Camilleri
- Students work weekly with elementary students in craft circle at Georgia Park
- Timberline / Homalco Aboriginal education meetings

Timberline Secondary

- Food Safe & first aid course
- Visit to Malaspina University
- Honour roll incentives
- Carving projects
- ESD program
- Aboriginal youth support worker
- Drug/alcohol exercise program
- First Nations Studies 12 class
- Pizza gatherings
- First Nations celebrations
- First Nations display case
- Elder/youth meetings
- Timberline breakfast / lunch program
- UVic/NVIT visits
- Dare to Dream / giant dreamcatcher
- Drum making class
- Outdoor club
- Y4D field trips
- Aboriginal literacy group
- Raven - Canadian Armed Forces visit
- Traditional medicine class
- Lunch hour cultural crafts
- Community support worker

Aboriginal Youth Support Workers

- Roberta Henderson
- Freda McLean
- Melanie Roberts
- Nicole Ross
- Gena Sanderson
- Jackie Toombs
- Julie Hanuse
- Ken Savard
- Jodi Guy

Afternoon Kindergarten Teachers

- Laura Sewid
Homalco Kindergarten
- Brenda Neufield
Quinsam Headstart
- Linda Spooner
Laichwiltach Kindergarten
- Bridgit Walshe
Cape Mudge Headstart

ESD Teachers

- Tom Kennedy
Cedar Elementary
- Shellen Hadfield
École Georgia Park
- Selma Kennedy
Pinecrest Elementary
- Don Pennell
Ripple Rock Elementary
- Anne Howarth
Sandowne Elementary
- Jane Monchak
École Phoenix Middle School
- Lisa Johnson
Southgate Middle School

Aboriginal Language Teachers

- Pam Holloway
- Sheryl Thompson
- Patti James (Lamothe)
- Marian Harry
- Diana Matilpi

Aboriginal Educational Assistants

- Edwina Henderson
Ripple Rock Elementary
- Charity Wadhams
Cedar Elementary
- Michelle Billy
Cedar Elementary
- Elizabeth Petahtagoose
École Georgia Park
- Brenda Assu
Quadra Elementary
- Angela Thompson
Pinecrest Elementary
- Jean McIver
École Phoenix Middle School
- Darlene Guenther
Southgate Middle School
- Cindy Boyle
Southgate Middle School
- Jackie Alexander
Carihi Secondary

Aboriginal Support/Program Teachers

- Tom Kennedy
Cedar Elementary
- Shellen Hadfield
École Georgia Park
- Lisa Johnson
Southgate Middle School
- Jane Monchak
École Phoenix Middle School
- Bridget Walshe
Quadra Elementary
- Ray Wilson
Carihi Secondary
- Trevor McMonagle
Carihi Secondary
- Bruce Stewart
Carihi / LFL program
- Natalie Handy
Timberline Secondary
- Steve Joyce
Timberline Secondary