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This third Aboriginal Education Enhancement Agreement affirms a deep commitment to honouring a partnership and pathway for continued improvement in the achievement of all Aboriginal students.

This Aboriginal Education Enhancement Agreement proudly acknowledges a formal relationship of trust and shared responsibility focused on attaining success for all Aboriginal students.

Aboriginal Education Enhancement Agreements are founded on the principles that have been developed by the Ministry of Education recognizing that Enhancement Agreements...

- Are intended to continually improve the quality of education achieved by all Aboriginal students;
- Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
- Provide Aboriginal communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools and the communities; and
- Require a high level of respect and trust to function.

Preamble



The Aboriginal Education Advisory Council (AEAC) is a partnership between the We Wai Kai First Nation, Wei Wai Kum First Nation, Kwiakah First Nation, Xwémalhkwu First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Laichwiltach Family Life Society, Nuu-Chah-Nulth Tribal Council and School District 72.

This Aboriginal Education Enhancement Agreement has been developed and will be implemented with the guidance and approval of the Aboriginal Education Advisory Council with the vision and spirit of improving the educational performance of all Aboriginal learners within the school district's jurisdiction.

The Aboriginal Education Advisory Council and School District 72 acknowledge and honour the ongoing relationship that exists with the First Nations within whose traditional territories they operate. They also respectfully recognize and honour the historical and critical importance indigenous peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This Aboriginal Education Enhancement Agreement is inclusive of all people of Aboriginal ancestry and supports their commitment to the preservation of their language and culture. This Aboriginal Education Enhancement Agreement wishes to acknowledge and honour Liq'wala as the principal language of this territory and School District 72, and will continue to support the development of its programs and curriculum. The Aboriginal Education Advisory Council and School District 72 are committed to supporting the development of Aboriginal language programs and honours the school district's special relationship with the:

- Klahoose people
- Member Nations of the Kwakiutl District Council
- Laichwiltach people
- Métis people
- Member Nations of the Nuu-Chah-Nulth Tribal Council
- Xwémalhkwu people
- All other Aboriginal peoples who reside within SD72

Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District 72. In respect and honour of all Aboriginal people we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

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.

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal communities developed one of the first Local Education Improvement Agreements in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and non-aboriginal students. A second Aboriginal Education Enhancement Agreement (2004 – 2009) reaffirmed the commitment to continued Aboriginal student success by focusing on the importance of ensuring Aboriginal students remain connected to their identity through language and culture. Emphasis was also given to maintaining and improving levels of literacy and numeracy achievement during the intermediate and middle school years and to increasing the number of Aboriginal graduates from high school.

The third Aboriginal Education Enhancement Agreement will continue to build on the successes of the previous Aboriginal Education Enhancement Agreements by increasing the number of Aboriginal students who are achieving at or above expected levels.

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

- District Achievement Contracts
- School Success Goals
- School Support Conversations
- Targeted Interventions
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- Aboriginal Education Advisory Council
- Aboriginal Support Workers
- Aboriginal Language and Culture Teachers

Since the first Campbell River Aboriginal Education Improvement Agreement and during the second Enhancement Agreement gains have been made in literacy and numeracy for many students at all grade levels resulting in higher graduation rates for Aboriginal students. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal communities and school district to:

- Increase Aboriginal family involvement in the schools.
- Research and implement programs and learning strategies that better meet the needs of Aboriginal students.
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community.

The Aboriginal Advisory Council and School District 72 recognize the paramount role that parents play in the achievement and life successes of their children. School District 72 is committed to working in partnership with the Advisory Council to explore opportunities to

strengthen and extend the partnership between parents and the school community. By fostering welcoming schools, encouraging active parental input and participation, and providing parents with knowledge and information that will assist them in identifying ways to support their children, the valuable role parents play in furthering the success of their children will be enriched. School District 72 and the Aboriginal Advisory Council will continue to formally acknowledge successes through school and district celebrations such as the district student success dinner and the Aboriginal graduation ceremony. The active participation of parents and community at these events provides clear evidence that parental involvement fosters and supports student success.



1. Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle & secondary school levels (K-12).

Rationale for Goal:

The need to improve the performance levels for our Aboriginal students at all levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at all stages of development. Without continued progress in literacy and numeracy at the elementary, middle and secondary school levels, a graduation program can become out of reach, thus closing many doors to future opportunities.

Schools and the District Education Leadership Team have developed means for tracking student progress over time. This has enabled School District 72 to provide information about individual students and groups of students so that student success can be monitored.

Data Sources & Results:

District Literacy Results

Cohort K Entry	Gr. 1 Benchmarks Fully Meets/ Meets	Gr. 2 Benchmarks Fully Meets/ Meets	Gr. 2 Dist. Writing Fully Meets/ Meets	Gr. 3 Dist. Reading Fully Meets/ Meets	Gr. 5 Dist. Writing Fully Meets/ Meets	Gr. 6 Dist. Reading Fully Meets/ Meets	Gr. 8 Dist. Writing Fully Meets/ Meets	Gr. 9 Dist. Reading Fully Meets/ Meets
2001-02				53/73=72%	Not done in District at this time	31/55=56%	23/74=31%	31/69=45%
2002-03				26/47=55%	14/42=33%	17/44=39%	15/45=33%	20/50=40%
2003-04	75%	72%	Not done in District at this time	37/62=60%	20/53=38%	20/69=29%	27/62=44%	21/64=32%
2004-05	56%	60%	Not done in District at this time	24/57=42%	19/66=29%	30/77=39%	21/76=28%	
2005-06	53%	28/82=34%	26/72=36%	21/69=30%	30/73=41%	17/59=19%		
2006-07	24/59=41%	24/56=52%	30/58=52%	26/63=41%	21/69=30%	20/73=27%		
2007-08	23/62=37%	55/69=80%	45/70=64%	38/68=56%	11/54=20%			
2008-09	38/72=53%	57/77=74%	32/70=46%	24/75=32%				
2009-10	33/71=46%	40/68=59%	34/62=55%	16/63=25%				
2010-11	26/67=39%	15/58=26%	16/70=20%					
2011-12	23/58=40%							
2012-13								

Aboriginal Education Enhancement Agreement 2009-2014

District Numeracy Results

Performance Indicators	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 4 FSA - Numeracy	36% <i>*This percentage includes those Aboriginal students whose performance level is unknown (36/101).</i> Of the 58 students who did not write 36/58 met or exceeded (62%).	42% <i>*This percentage includes those Aboriginal students whose performance level is unknown (26/75).</i> Of the 49 students who did write 32/49 met or exceeded (65%).	51% <i>*This percentage includes those Aboriginal students whose performance level is unknown (18/80).</i> Of the 62 students who did write 41/62 met or exceeded (67%).	42% <i>*This percentage includes those Aboriginal students whose performance level is unknown (27/82).</i> Of the 55 students who did write 34/55 met or exceeded (62%).	
Grade 7 FSA - Numeracy	18% <i>*This percentage includes those Aboriginal students whose performance level is unknown (39/68).</i> Of the 29 students who did write 12/29 met or exceeded (41%).	27% <i>*This percentage includes those Aboriginal students whose performance level is unknown (39/91).</i> Of the 52 students who did write 27/52 met or exceeded (52%).	31% <i>*This percentage includes those Aboriginal students whose performance level is unknown (38/92).</i> Of the 54 students who did write 31/54 met or exceeded (57%).	20% <i>*This percentage includes those Aboriginal students whose performance level is unknown (52/104).</i> Of the 52 students who did write 20/52 met or exceeded (40%).	
Grade 9 District Math Assessment Participation	Not Available	(35/48)=73%	Not Available	(33/42)=80%	
Grade 9 District Math Assessment Performance	Not Available	(16/35)=46% 31% C+ or better	Not Available	(19/33)=58%	

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 4	Many or All the Time				
Are you getting better at math?	56/70=80%	49/65=77%	Results unavailable	59/81=73%	
Are you getting better at reading?	53/69=77%	54/65=86%	Results unavailable	68/81=83%	

Aboriginal Education Enhancement Agreement 2009-2014

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Are you getting better at writing sentences or stories?	49/67=73%	45/65=69%	Results unavailable	64/81=79%	
Grade 7	Many or All the Time				
Are you getting better at math?	41/61=67%	41/64=64%	Results unavailable	40/78=51%	
Are you getting better at reading?	37/57=65%	34/64=56%	Results unavailable	48/78=62%	
Are you getting better at writing?	45/61=74%	43/64=68%	Results unavailable	35/78=45%	
Grade 10	Many or All the Time				
Are you getting better at mathematics?	35/73=48%	31/64=35%	Results unavailable	18/39=45%	
Are you getting better at reading?	41/70=59%	29/64=54%	Results unavailable	24/39=60%	
Are you getting better at writing?	39/75=52%	37/64=62%	Results unavailable	26/39=65%	
Grade 12	Many or All the Time				
Are you getting better at mathematics?	21/32=66%	18/39=49%	Results unavailable	11/30=37%	
Are you getting better at reading?	25/40=63%	21/39=57%	Results unavailable	13/30=43%	
Are you getting better at writing?	17/40=43%	24/39=63%	Results unavailable	17/30=57%	

Parent Responses to District Survey

Parent Responses (Grade 3, 6, 9 and 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Very Well and Well					
How is your child doing in math?	40/62=65%	38/50=76%	72/91=79%	55/84=65%	
How is your child doing in reading?	44/62=71%	39/50=78%	78/91=86%	73/84=87%	
How is your child doing in writing?	40/62=65%	41/50=82%	72/91=79%	60/84=71%	

2011-2012 & 2012-2013 Analysis of Progress and Future Actions:

Literacy

Over the course of this Enhancement Agreement student literacy success continues to be an area of concern in our district for Aboriginal and non-Aboriginal students. Trends indicate that after initial increases in the number of students fully meeting or exceeding expectations in reading achievement in grades 1 and 2 – the number of students fully meeting or exceeding expectations typically decreases in grade 3 and subsequent years. However, through intervention grants at the elementary level, and other district instructional structures and strategies, Aboriginal students are making continual progress and continue to approach fully meeting expectations as outlined in the second goal of the district’s Achievement Contract.

(SD72 Achievement Contract Goal 2: <http://www.sd72.bc.ca/Publications/2013-2014%20SD72%20Achievement%20Contract.pdf>)

Aboriginal student progress in writing, as evidenced by the district writing results follows the same trend. Student responses to the Ministry Satisfaction Survey at grades 4, 7 and 10 indicate students feel they are improving in the reading and writing areas. Grade 12 students’ perceptions of improvement in these areas has decreased. Parent responses to these questions – 85 parents surveyed at grades 3, 6, 8, 9 and 12 – indicate that they perceive their children as being slightly less successful in reading and writing from previous years.

Numeracy

Numeracy progress for Aboriginal students is also an area of concern based on FSA results in grades 4 and 7. A number of elementary and middle school staffs have trained in and are using First Steps in Math for assessment and instruction. This focused approach is determining student conceptual numeracy needs and addressing them at an earlier juncture in a student’s education. At that time, intervention is provided. Improvements in numeracy should become evident in the future as these practices become more ingrained in the system. The grade 9 math assessment at the one school which provided evidence shows an improvement in student understanding of numeracy concepts. Student responses to the Ministry Satisfaction Survey indicate that students’ perceptions of improvement in mathematics has decreased at all grades surveyed. Parent responses to these questions – 85 parents surveyed at grades 3, 6, 8, 9 and 12 – indicate that they perceive their children as being less successful in math from previous years.

2. Year-by-year improvement in the transition rates of all Aboriginal students at every grade level.

Rationale for Goal:

Although graduation rates have improved during the second Enhancement Agreement, increasing the number of Aboriginal students graduating continues to be a focus.

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 happens at the secondary level. Data collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons.

The renewed Aboriginal Education Enhancement Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students.

Transitions present challenges for 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. The Aboriginal Education Enhancement Agreement recognizes that it is important to support students in moving from grade-to-grade.

Data Sources & Results:

Performance Indicator Provincial Data	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014
Successful transitions from Gr. 8 to 9	94%	97%	93%	97%	
Successful transitions from Gr. 9 to 10	98%	96%	93%	95%	
Successful transitions from Gr. 10 to 11	89%	89%	87%	88%	
Successful transitions from Gr. 11 to 12	89%	81%	86%	80%	
Ministry data for six-year Dogwood Completion	56% First Time Grads (56%)	50% First Time Grads (67%)	72% First Time Grads (65%)	62% First Time Grads (64%)	
Grade 12 cohort graduation rates	90% Honours Graduates (13%)	93% Honours Graduates (26%)	97% Honours Graduates (13%)	97% Honours Graduates (17%)	

Aboriginal Education Enhancement Agreement 2009-2014

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 4	Many or All the Time				
Do you feel safe at school?	58/72=81%	48/65=76%	Results unavailable	65/81=80%	
Do you feel welcome at school?	53/69=77%	54/65=86%	Results unavailable	71/81=88%	
Grade 7	Many or All the Time				
Do you feel safe at school?	46/65=71%	41/64=68%	Results unavailable	48/78=62%	
Do you feel welcome at school?	42/65=71%	38/65=60%	Results unavailable	44/78=56%	
Grade 10	Many or All the Time				
Do you feel safe at school?	51/75=68%	37/62=37%	Results unavailable	23/39=59%	
Do you feel welcome at school?	46/74=62%	37/62=37%	Results unavailable	20/39=51%	
Grade 12	Many or All the Time				
Do you feel safe at school?	29/40=73%	28/39=72%	Results unavailable	20/30=67%	
Do you feel welcome at school?	27/40=68%	28/39=72%	Results unavailable	21/30=70%	

Parent Responses to District Survey

Parent Responses (Grade 3, 6, 9 and 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Yes					
Is your child successful at school?	46/60=76%	42/50=84%	69/91=76%	71/84=85%	
Does your child believe they will finish school?	54/62=87%	45/50=90%	80/91=88%	68/84=81%	
Do you believe your child will finish school?	57/61=91%	40/50=80%	86/91=95%	80/84=95%	
Does your child see the value in school?	52/61=85%	40/50=80%	72/91=79%	61/80=73%	
If your child needs help at school are there people they can go to for help?	57/62=92%	42/50=84%	87/91=96%	80/84=95%	
Was your child's transition to their new school successful?			86%	Not asked	
Does your child feel safe and welcome at their new school?			96%	72/84=86%	
Very Well and Well					
How does your child do in other subjects?	54/61=88%	46/50=92%	85/91=93%	71/84=85%	

2011-2012 & 2012-2013 Analysis of Progress and Future Actions:

Successful transitions from grade-to-grade for Aboriginal students have improved over the course of the Enhancement Agreement, except the transition from grade 11 to 12. This discrepancy can be explained by the re-grading of students in grade 12 to grade 11 if they are not going to graduate that year. The six year completion rate has also improved over the course of the Enhancement Agreement. In 2011-2012 it was 72 percent and in 2012-2013 it was 62 percent. The six year completion rate in 2009-2010 was 56 percent. The first time grad rate, the cohort grad rate, and the number of students achieving honours standing have increased over the course of the Enhancement Agreement. The Advisory Council and district are using the honours standing as evidence as we feel that it is a good indicator of the number of students who have greater post-secondary opportunities and career options after graduation.

Students' perceptions of feeling safe at their schools on the 2012-2013 Ministry Satisfaction Survey has remained consistent at the grade 4 level. The number of grade 10 students feeling safe has increased since 2010-2011 (37 percent to 59 percent in 2012-2013). However, students feeling safe at all grades remains an area of focus at the district level. Students feeling welcome at their schools is a focus of the Advisory Council and the district. Responses on the Aboriginal Parent Survey support these trends. Eighty-five percent of the 84 parents surveyed in 2012-2013 describe their child as being successful at school. Ninety-five percent of the parents believed their child will finish school and 86 percent report their child feels safe and welcome at their school. Over the course of the Enhancement Agreement, there is much greater evidence of Aboriginal culture and peoples in all schools and a significant increase in the number of Aboriginal and non-Aboriginal students receiving language and culture instruction. Seventy-four percent of the parents surveyed in 2012-2013 reported that they were aware that their child had received language and culture classes.

The district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to ensure students experience success, feelings of belonging and safety as they transition.

(SD72 Achievement Contract Goal 1: <http://www.sd72.bc.ca/Publications/2013-2014%20SD72%20Achievement%20Contract.pdf>)

3. To increase the number of Aboriginal students who graduate with a Dogwood Certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.

Rationale for Goal:

This goal will ensure that Aboriginal students have an education program that will lead to a Dogwood Certificate and result in achievement of career and life goals. Aboriginal students need to be supported in the development of their life and career goals and be given multiple opportunities to explore career options. Some parents have expressed a need for the district to increase student and parent involvement in decisions which affect the attainment of career and life goals. Students need to have a clear understanding of the relationship between course and program choices and the opportunities that exist following high school.

Data Sources and Results:

Performance Indicator	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014
Grade 10 English Participation	93% District 76% Province	68% District 72% Province	93% District 66% Province	69% District 66% Province	
Grade 10 English Performance	78% District 88% Province 40% C+ or better	82% District 86% Province 40% C+ or better	73% District 82% Province 30% C+ or better	56% District 72% Province 39% C+ or better	
Grade 10 Science Participation	84% District 77% Province	66% District 78% Province	91% District 72% Province	53% District 57% Province	
Grade 10 Science Performance	74% District 87% Province 36% C+ or better	84% District 86% Province 40% C+ or better	86% District 87% Province 29% C+ or better	74% District 80% Province 49% C+ or better	
Grade 10 Foundations of Math Participation		43% District 39% Province	32% District 38% Province	38% District 47% Province	

Aboriginal Education Enhancement Agreement 2009-2014

Performance Indicator	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014
Grade 10 Foundations of Math Performance		71% District 72% Province 35% C+ or better Province	74% District 70% Province 29% C+ or better District 30% C+ or better Province	85% District 85% Province 57% C+ or better District 45% C+ or better Province	
Grade 10 Apprenticeship and Workplace Math Participation		23% District 24% Province	33% District 33% Province	37% District 40% Province	
Grade 10 Apprenticeship and Workplace Math Performance		77% District 77% Province 23% C+ or better Province	81% District 90% Province 30% C+ or better District 28% C+ or better Province	70% District 79% Province 26% C+ or better	
Grade 11 Foundations and Pre-Calculus 11 Participation	27%	41% District	30% District	21% District	
Grade 11 Foundations and Pre-Calculus 11 Performance	89%	51%	83% District	78% District	
Grade 12 English Participation	41% District 28% Province	54% District 34% Province	34% Province	62% District 30% Province	
Grade 12 English Performance	79% District 82% Province 32% C+ or better	96% District 100% Province 51% C+ or better	98% Province 71% C+ or better	85% District 91% Province 47% C+ or better	
Success Rates in Planning 10	74%	57%	91%	83%	
Participation Rates in Career Programs	22%	Not Available	Not Available	10%	

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 10	Many or All the Time				
Are you satisfied the school is preparing you for a job in the future?	43/76=57%	30/62=49%	Results unavailable	16/39=41%	
Are you satisfied the school is preparing you for post-secondary education?	39/76=51%	29/62=49%	Results unavailable	17/39=44%	
Grade 12	Many or All the Time				
Are you satisfied the school is preparing you for a job in the future?	17/40=43%	14/39=37%	Results unavailable	9/30=30%	
Are you satisfied the school is preparing you for post-secondary education?	17/39=44%	15/39=39%	Results unavailable	16/30=53%	

Parent Responses to District Survey

Parent Responses (Grade 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Yes					
Does your child know what they want to do when they graduate?	69%	70%	58%	69%	
Does your child have the courses and letter grades they will need to go on in their schooling?	56%	62%	51%	69%	

2011-2012 & 2012-2013 Analysis of Progress and Future Actions:

Over the course of the Enhancement Agreement grade 10 Aboriginal participation rates in the courses used as indicators for further success in post-secondary and career opportunities have decreased. Further investigation as to the decrease in grade 10 students taking English 10 and Science 10 – mandatory courses – during their grade 10 school year is necessary. There is a discrepancy between district data and provincial data in this area. A portion of the less than 100 percent participation in these courses can be explained by those students with special needs designations that are enrolled in modified programs.

- District data indicates that an equal number of Aboriginal students are enrolled in Foundations of Math 10 and Apprenticeship and Workplace Math 10 (37 percent and 38 percent respectively). Eighty-five percent of the students taking Foundations of Math 10 in 2012/2013 passed it and 57 percent of those students achieved a C+ or better.
- Seventy percent of the Aboriginal students enrolled in Apprenticeship and Workplace Math 10 passed it (26 percent achieved a C+ or better).
- Twenty-one percent of grade 11 Aboriginal students enrolled in Foundations and Pre-Calculus Math in 2012/2013 and 78 percent successfully passed it.
- Over the course of the Enhancement Agreement the number of Aboriginal students enrolled

in English 12 has increased, as have the success rates – 85 percent of the students enrolled in English 12 passed it – 47 percent of those students achieved a C+ or better.

- Satisfaction survey data indicates that students in grades 10 and 12 would like our schools to do a better job of preparing them for a job and post-secondary education.

In response to these trends, the district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to improve student success. These are reported in the school district Achievement Contract under Goal 2: All students will experience success and demonstrate continuous improvement in their educational program and Goal 3: All learners will be actively engaged.

(SD72 Achievement Contract Goal 2 & 3: <http://www.sd72.bc.ca/Publications/2013-2014%20SD72%20Achievement%20Contract.pdf>)

4. To increase all Aboriginal students' sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture.

Rationale for Goal:

This goal is in many ways a foundation for all other Aboriginal Education Enhancement Agreement goals as a positive sense of self, belonging, and safety 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. These opportunities can promote attendance, develop positive attitudes to learning, and ultimately improve achievement.

The Aboriginal Education Advisory Council is committed to working in partnership with School District 72 to explore means of promoting, honouring and celebrating Aboriginal heritage and culture. Listening to the traditional stories of elders and sharing the success of Aboriginal role models can motivate and inspire Aboriginal students.

Data Sources & Results:

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 4	Many or All the Time				
At school are you being taught about Aboriginal Peoples in Canada?	48/71=68%	44/65=69%	Results unavailable	54/81=67%	
Grade 7	Many or All the Time				
At school are you being taught about Aboriginal Peoples in Canada?	15/60=25%	11/64=17%	Results unavailable	44/78=31%	
Grade 10	Many or All the Time				
At school are you being taught about Aboriginal Peoples in Canada?	29/75=39%	23/62=38%	Results unavailable	14/39=36%	
Grade 12	Many or All the Time				
At school are you being taught about Aboriginal Peoples in Canada?	13/40=33%	9/39=23%	Results unavailable	7/30=23%	

Parent Responses to District Survey

Parent Responses (Grade 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Yes					
Does your child get Aboriginal language and culture instruction at school?	62%	48%	71%	74%	

Performance Indicator Participation Rates In:	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014
École Phoenix Middle School & Carihi Secondary Liq'wala/Kwakwala	31%	23%	38%	38%	
BC First Nations Studies 12	21%	11%	15%	10%	

2011-2012 & 2012-2013 Analysis of Progress and Future Actions:

The district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to ensure students experience success, feelings of belonging and see themselves in their learning. From 2012-2014 the district's professional development committee has offered an Aboriginal course to educators. In addition, the district has expanded its First Nations Exploration course to both middle schools. This will result in all district grade 6 and 7 students (150 students per year and eventually all students in the district) receiving a curriculum dealing with Aboriginal heritage, history and culture. In establishing the goals for the fourth Enhancement Agreement, over 90 Aboriginal students from grades 5, 8, and 12 and some who had recently graduated attended student forums where they were asked to discuss a series of questions relative to their success in school and ways that the district could improve its support and practices. One of the questions students were asked to discuss was: "As an Aboriginal student what are you most proud of in your life?" Student responses were poignant and reflected the success they and the district are having in developing pride in their culture and in feeling a greater sense of belonging.

"Proud that First Nations do not have to hide." - Grade 5 student

"Proud to dance and know my history." - Grade 5 student

"Not having as much racism against me/us." - Grade 8 student

"Breaking the cycle." - recent graduate

"As people we can communicate, listen to each other, and respect one another." - Grade 12 student

"First Nations culture is here and celebrated." - Grade 8 student

"Proud of language being offered in our schools and the opportunity to learn it – greater awareness for all students." - Grade 12 student

"That students and staff know what my culture is and I am safe and accepted." - Grade 5 student

Student participation in the Liq'wala/Kwakwala course remains consistent. All schools received language and culture instruction in some form. In addition, the district (Aboriginal Education, Student Services, and Instructional Support) has put into place a number of structures and strategies to improve student success. A greater number of the parents surveyed are aware their child receives language and culture instruction at school. Goal 4 aligns with Goal 1 of the district Achievement Contract - "All students will feel safe and a sense of belonging at school."

(SD72 Achievement Contract Goal 1 & Goal 4: <http://www.sd72.bc.ca/Publications/2013-2014%20SD72%20Achievement%20Contract.pdf>)

Aboriginal Education Department Initiatives to Support the Third Enhancement Agreement Goals:

- School Student Success Goals and district Achievement Contract reflect the 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 elementary, middle and secondary school Aboriginal students and their families.
- Aboriginal education assistants to support academic development.
- District literacy and numeracy early intervention program at elementary schools.
- English skills development teachers.
- Locally developed language curriculum and teaching.
- Aboriginal support teachers at Georgia Park, Cedar, Pinecrest and Quadra elementary schools, École Phoenix and Southgate middle schools, Timberline and Carihi secondary schools.
- Liq'wala/Kwakwala language instruction at all elementary schools, École Phoenix Middle School, and Carihi Secondary School.
- Aboriginal Exploration class at Southgate Middle School for all grade 6 and 7 students.
- Promotion of scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students at middle and secondary level.
- Aboriginal student study/support rooms at middle and secondary levels to provide students with a home base in the school.
- Laichwiltach Learning Program – an Aboriginal alternative program for students in grades 10-12.
- Cultural events and displays.
- Communication and collaboration with community support agencies: Laichwiltach Family Life Society; CR Literacy Society; Aboriginal Infant Development; Success by 6/early years; and local bands and their support services.
- First Nations language and culture offered at all elementary schools, École Phoenix Middle School, and Carihi Secondary School.
- Liq'wala/Kwakwala 11 & 12 recognized by the University of Victoria as fulfilling the entrance requirement for a second language.
- Aboriginal student recognition dinner.
- Aboriginal student graduation celebration.
- Boy's and girl's groups doing First Nations activities, etc. at elementary and middle schools.

