



Figure 1

# Report 5

## Aboriginal Education Enhancement Agreement



Figure 2



Figure 3



Figure 4

Report written by  
Kathleen King-Hunt  
SD62

6/4/2014



---

# ABORIGINAL EDUCATION

## Enhancement Agreement Report Four – 2013 – 2014

### School District No. 62 (Sooke)

#### INTRODUCTION

The Aboriginal Education Agreement, signed April 2009, is the working document between School District #62 (Sooke), local First Nations, on and off reserve, other First Nations, Métis, and Inuit communities and the Ministry of Education. This Aboriginal Education Agreement acknowledges the vital role that all Aboriginal communities play in the success of Aboriginal students. These Aboriginal communities, as well as School District #62, who form the Aboriginal Education Council, acknowledge and honour the First Nations in whose territories they work and study. We, as members of the Aboriginal Education Council, recognize and support the historical and contemporary importance Aboriginal peoples place on the preservation of their culture and language.

#### OUR GOAL AREAS:

- Sense of Belonging
- Aboriginal Ways of Knowing
- Language
- Achievement



Figure 5

#### ABORIGINAL EDUCATION COUNCIL 2010 to 2014

Scia'new First Nation  
Pacheedaht First Nation  
T'Sou-ke First Nation  
Métis Nation of B.C.  
Métis Nation of Greater Victoria  
Victoria Native Friendship Centre  
University of Victoria  
Camosun College  
Sooke Teachers Association

Sooke Principals & Vice Principals Association  
NIL/TU,O Child & Family Services  
Surrounded By Cedar Child & Family Services  
Hulitan Family & Community Services Society  
Makola Housing Society  
Métis Community Services  
Aboriginal Success by Six  
CUPE Local 459  
School Trustees, Board of Education

The Aboriginal Education Council met regularly to review and monitor initiatives within the district. Initiatives monitored, shown in graphs or charts, by the council are highlighted as indicators of change for Aboriginal students, families and Aboriginal communities in this document. This is the fourth year a formal written report is presented to the monthly board meeting after each Aboriginal Council meeting highlighting positive initiatives. This is the final year of Sooke School District first Aboriginal Education Enhancement Agreement. This document includes an appendix to gather observations and recommendations for the second Aboriginal Education Enhancement Agreement.



## FRAMEWORK FOR SUCCESS

### OUR LOGO

- The cycle of Life is a contemporary design by artist Rande Cooke, commissioned for Sooke School District's Aboriginal Education Enhancement Agreement. Rande's grandfather taught him the essential elements of art and impressed upon him how art reflects and connects to the culture.
- This rich vibrant design symbolizes the diverse Aboriginal populations of Vancouver Island, British Columbia and Canada. The Aboriginal peoples of the West Coast, known as the salmon people, considered salmon as the givers of life. In the Cycle of Life salmon flow eternally, circling a salmon egg.
- In Rande's design, the salmon reflect the four colours of the Medicine Wheel, white, yellow, red and black. The medicine wheel which guides Aboriginal Ways of Knowing, represents the four races of the world; Caucasian, Asian, Aboriginal and African; the four aspects of the human body; the physical, the emotional, the spiritual and the intellectual and the four directions. It is also a significant number in Aboriginal Ways of Knowing, and in this case, relates to the four goals of the Sooke School District's Aboriginal Enhancement Agreement.
- Each one of the salmon exhibits design elements which echo the distinct styles of West Coast Aboriginal Art. The white salmon, to the north, represents the Aboriginal peoples of Northern B.C. Underneath it is the Inuk'shuk representing the Inuit. The yellow salmon, to the east, represents the Kwakwaka'wakw of North-Eastern Vancouver Island. The red salmon, to the south, represents the Coast Salish of Southern Vancouver Island. The Infinity Symbol represents the Métis. The black salmon, to the west, represents the Nuu-chah-nulth of Western Vancouver Island.
- The salmon egg in the middle represents our most important commodity. Our treasures. Our future. Our children.
- As salmon eternally flow in the Cycle of Life it is anticipated that Sooke School District's Aboriginal Education Enhancement Agreement will eternal flow improving success and opportunities for Aboriginal learners.

### Aboriginal Context

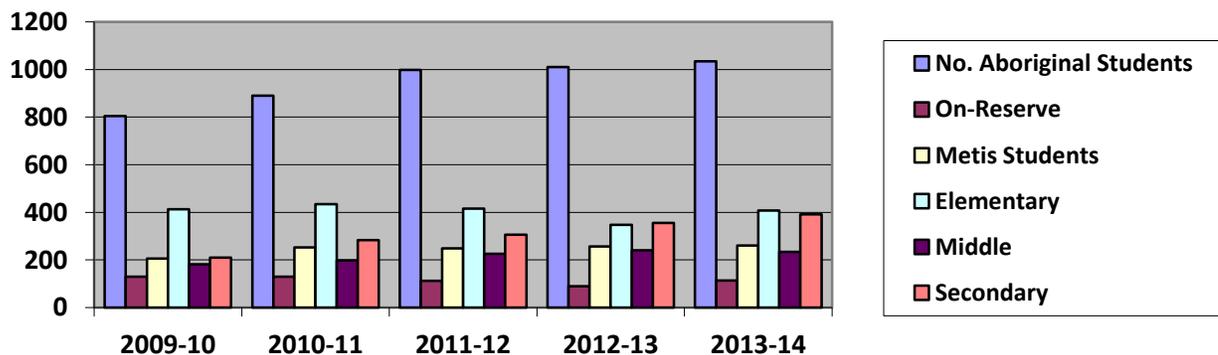


Table 1 Observation: Context increasing overtime.



## OVERVIEW OF PROGRAM SUCCESS 2013 - 2014

486	289	9	5%	28%	3%	250	59%
Increase in the number Of Aboriginal Students Self-Identifying Ancestry over 'eleven' years	Increase of the number of Role Model Presentations In Schools from 465 to 754 sessions	Increase Number of Aboriginal students taking Foundation & pre-Calculus 10 with C+ or better	Increase Apprenticeship and Work place Math 10 C+ or better result	Increase BCENS12 C+ or better	Increase Eng10 C+ or better	Increase Participation at Family Fall Gathering over five years from 50 to 300 participants	Six Year Completion Rate

**Table 2- Ministry of Education How are We Doing Report? Data reflects 2012-13 ministry data.**

### OVERVIEW OF PROGRAM

In 2012-13, Aboriginal Education Department included 9 district teachers (three at elementary, three at middle, three at secondary); 17 district Aboriginal Education Support Workers, A.E.S.W.; 1 Aboriginal dept. secretary, and 1 district principal. Included in the support staff is Halq'emeylen Language elder. In addition, the district supports a First Nation Grad program, West Shore Pacheedaht Program and West Shore Scia'new Learning Centre specifically designed for Aboriginal adults. The Aboriginal Education Department provides an inclusive model of educational programming to optimize classroom learning. As well, the department provides links between the local nations and schools to foster a 'sense of belonging' to the nations as well as the school. The department publishes a bi-annual newsletter which is rich with examples of how Aboriginal Education is contributing to Aboriginal Education culture and enhancements.

#### Community Initiatives

Pacheedaht Nation held numerous functions, community club, community newsletter, workshops on careers/internet safety, boys & girls programming and more, in which our school community can join. In 2014, Pacheedaht Nation hosted 'Career Night' in community for all to engage. Event invites are posted on Facebook. Pacheedaht Nation offers support to families and schools jointly by a Pacheedaht Education & Youth Program Manager assigned by the nation to improve education engagement. The nation hosted a cultural immersion day to be acquainted with benefits of working with the nations supports.

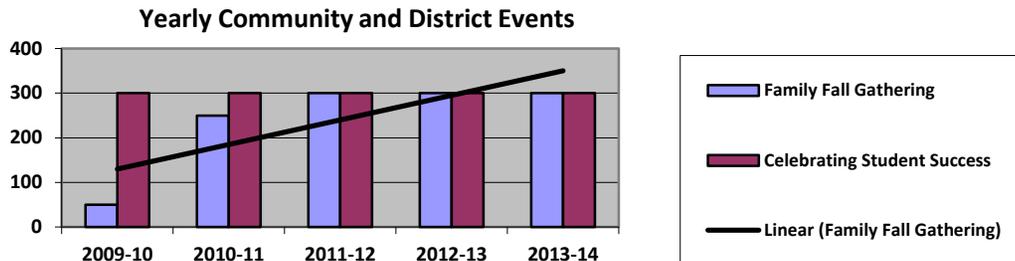
T'Sou-ke Arts Group, T.A.G. facilitated mentorship through an A.S.P. program at Belmont Secondary. Sessions were held at Camosun College and ended with a feast at Belmont featuring cultural values.

Play and Learn Camp a summer camp focuses on reducing literacy and numeracy losses over the summer in the Sooke Milnes Landing area. This is the fourth year. In July, the Aboriginal Education Department supported the community summer camp for children grades one to three. The camp was supported by UBC's Aboriginal initiative in numeracy. An elder week provides fun culture.

Community Arts- Aboriginal students from middle and secondary school entered art to display at RRU community arts events, including Sneq'wa Blue Heron House National Aboriginal Day new event.



**Sense of Belonging Goal:**  
To increase Aboriginal students' sense of place, belonging, and caring in School District No. 62 (Sooke).



**Table 3- Attendance range was above 250 and up to 300 people at school community events.**

**Family Fall Gathering**

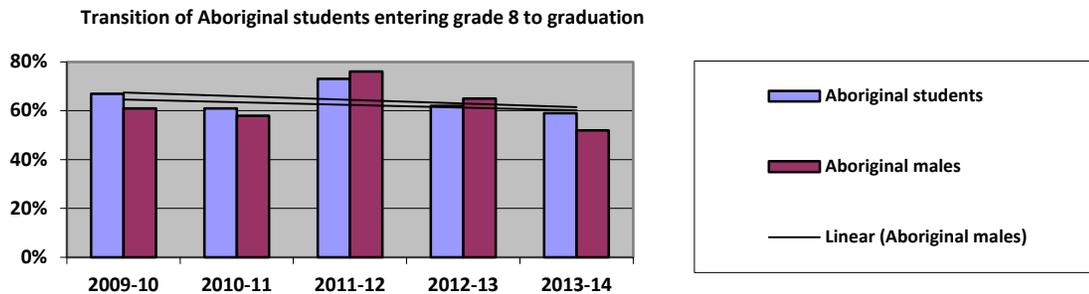
This fall started out with a wonderful event. Aboriginal Education Department presented the annual FAMILY FALL GATHERING at Scia'new Nation Longhouse. The evening began with a 'Metis' pin hand-out for the first 100 people that arrived. Families, students, teachers, principals, vice principals, school superintendent and assistant superintendents, trustees and community partner groups joined the Aboriginal Education Department to welcome all back to an exciting school year! The cultural component included a traditional welcome to the territory– Coast Salish! Elder Shirley Alphonse and Elder Lavina Charles opened the event with traditional welcome speaking in the traditional languages. Our theme was to honour the school district role models who do presentations in schools with a blanket. Seventy role models were invited to be honoured. Traditional dances and stories by the Tzinquaw Dancers and songs by Yellow Wolf guided the evening. The evenings' speaker was sure to welcome all nations including our local Coast Salish and Nuu-chan-nulth from Pacheedaht Nation. In addition, a big congrats to the committee and Aboriginal Education staff for a successful event! We are grateful for the addition of community partner groups to the committee planning and wonderful display of seafood and nourishment. Humble thanks to all Scia'new Nation families for hosting the event. It is wonderful to have a sense of belonging to the local nations.

**Celebrating Student Success**

Our theme continues to highlight the Coast Salish moons, The Saanich Year resource by authors, Earl Claxton, and John Elliott, Author and Illustrator. The featured moon was 'Wekes Moon' and students contributed a wealth of artwork for our feature wall. What a fabulous event. We had a full house at Edward Milne Secondary. The Aboriginal Education Staff magically set up and displayed examples of student success the foyer area. A huge display reflecting all our schools efforts! The Celebrating Student Success committee created an event to remember. All were welcomed by traditional seafood, theatre program, and local First Nation sharing at display tables and welcoming protocols. The Me to We Youth Leadership organization interactive activities to help celebrate the theme. Prior to the event Me to We organizers, and Middle School students gathered at Snek'wa Blue Heron House, RRU to engage students in leadership sessions and the Sacred Circle. Elders and community members assisted in the Sacred Circle components. Our feature artist Yellow Wolf assisted in theatre protocols. Me to We leadership students organized oral storytellers John Bradley Williams, Earl Claxton Jr. to explain 'Wekes Moon' through storytelling. The highlight of the evening was our schools' student performances talents in public speaking, music, saxophone, and/or dance. Our community businesses generously provided welcome back door prizes for families. Over the past five years attendance to Celebrating Student Success has been close to 300 attendees with many families following our event schedule from far and wide, and many new families attending to join the celebration of success.



## Sense of Belonging Goal: (continued)

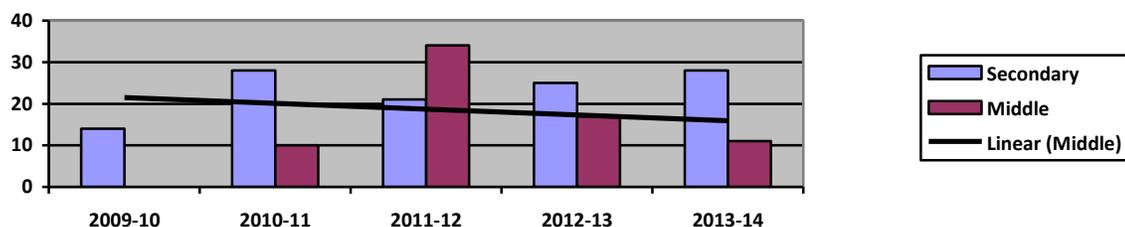


**Table 4- Transitions with Aboriginal students data.**

Transition initiatives supporting an increase in results:

- First Nation Graduation Program at the Westshore Annex
- First Peoples English 10, 11, 12 course to be offered at all secondary schools by 2015
- BC First Nations Studies 12 course is offered at three of four secondary schools
- Increased Aboriginal Education support at Westshore Centre for Learning Schools as numbers increase
- Continue to support students in-classrooms for academic and cultural curriculum support
- Advocacy for satellite programs for adult upgrading at Scia'new Nation and Pacheedaht Nation
- Transition support into Kindergarten with Outreach Strong Start at Scia'new Nation and Pacheedaht Nation and Journeys of the Heart
- Aboriginal Service Plan, ASP & PIMS events increased post-secondary options through mentorship, career fairs, college outreach, gr. 12 trips to Camosun/UVic with elders, trustee, community supports
- Develop a strategy at the secondary level to increase transition rates with schools 2014-15 for boys

**Suspension Rates - one middle school not included**



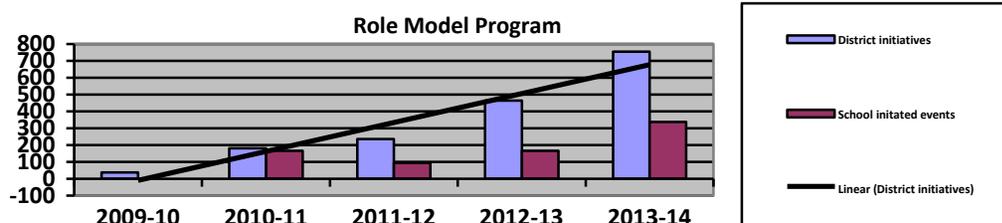
**Table 5- Suspension rate data some strategies are improving results at middle school.**

Initiatives to decrease suspension rates

- Me to We- Sacred Circle program at the Middle School level embraces success for all and youth leadership; work with First Nations to further develop youth leadership;
- Track the number of Aboriginal students participating in extra- curricular sport teams (**539 in 10/11; 124 in 11/12; 320 in 12/13; 359 in 13/14**) Aboriginal students in music (**199 in 10/11; 101 in 11/12; 340 in 12/13; 330 in 2013/14**)
- Support the classrooms at all levels with cultural initiatives with the 'new' role model binder
- Work with principals and vice principals on alternate solutions to suspension specifically in Milnes Landing schools for all Aboriginal students suspended. 2014/15 Path, Sharing Circle, and extra transition sessions were supported by Aboriginal Education by an Aboriginal Education 'Link' teacher
- Aboriginal Education to provide better understanding of the L.E.A. and working effectively with the nation offices in supporting families. Cultural immersion and meetings in community were supported by Aboriginal Education to assist in understanding the uniqueness of each nations' and focus on assets
- Additional initiative to link the SD careers teacher to provide links to industry in forestry through training initiatives



**Aboriginal Ways of Knowing Goal:**  
 To increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.



**Table 6- Role Model program increases.**

**Role Model Program**

All schools are entitled to utilizing a role model program. The total of role model events was 181 in 2010-11; 235 in 2011-12; 465 in 2012-13 and 754 in 2013-14. School initiated initiatives 2012-13 were 338 in addition. There is an increased collaborative partner group series with Aboriginal Education and schools. Numerous schools received extra funds from school P.A.C.s to support cultural events. Ready, Set, Learn funds were provided for Port Renfrew Elementary, events at SeaParc and the Westshore Mall, and Journeys of the Heart. Port Renfrew RSL had numerous events and a second year featuring Dididat Cultural dancers with excellent turn out from the community. For a third year Scia’new Nation received book bag collections for pre-school children to use at home- building home libraries. At the larger zone RSL events Aboriginal featured elders, music, Aboriginal themed book give away, interactive activities and cultural displays. T’Sou-ke Nation had a pre-school display to showcase Sum-SHA-thut Lellum curriculum.

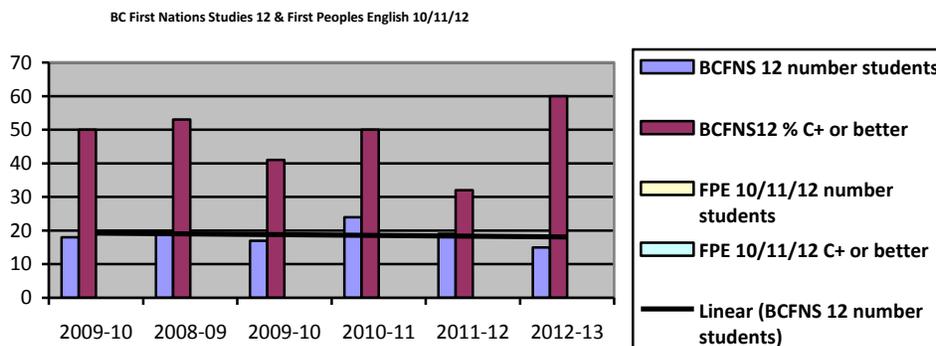
**Aboriginal Ways of Knowing ‘New’ Survey**

Elementary results were consistent to the question related to students commenting they learn ‘a lot’ about their culture at school. Aboriginal students at the middle and secondary percentage was consistent regarding the comment they (students) learn about their culture at school. Year one: 333 Aboriginal students K to 12 completed the survey. Year two: 327 students completed the survey. Year three: 314 students completed the survey. The Aboriginal Education staff assisted on the development of the questions and the survey is now completed on-line. Results for many questions, such as, ‘I feel that Aboriginal heritage is honoured, respected and valued at my school’ results were 78% elementary and 78% middle/secondary. And, ‘I am willing to be open in learning about my own Aboriginal cultures as well as other cultures’ results were 61% elementary and 69% middle/secondary. Note year four, 2013/14 data was considerably less numbers due to the provincial situation. Plans to continue the survey mid-year 2014-15.

<b>Goal: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.</b>		
Target	Participant Indicator	Result 2010-11
Increase the number of students participating in survey by 50 students.	Year one: 333. Year two 327. Year three 314. Year four 59.	274 less students participating over three years.
Elementary: I am learning about Aboriginal people in my school.	Year one: 107. Year two: 180. Year three: 129. Year four: 36.	Year one: 25% (27/107). Year two: 22.2% (40/180). Year three: 21% (27/129). Year four: 50% (18/36).
Elementary: I understand and have knowledge about my Aboriginal heritage.	Year one: 119. Year two: 180. Year three: 129. Year four: 36.	Year one: 33% (39/119). Year two: 23.9% (43/180). Year three: 26% (34/130). Year four: 31% (11/36).
Secondary: I am learning about Aboriginal people in my school.	Year one: 195. Year two: 146. Year three: 189. Year four: 23.	Year one: 47% (92/195). Year two: 27% (40/146). Year three: 43% (82/189). Year four: 39% (9/23).
Secondary: I understand and have knowledge about my Aboriginal heritage.	Year one: 198. Year two: 147. Year Three 189. Year four: 23.	Year one: 63% (124/198). Year two: 44% (64/147). Year three: 54% (101/189). Year four 57% (13/33).



<b>Goal: Aboriginal Ways of Knowing: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students. Initiatives monitored listed below.</b>		
Increase school role models from 37 in 2009-10 to 754 in 2013-14 role model presentations. An increase 717 presentations to classes of 22 to 30 students.	Aboriginal Education Department	2010-11 : 181 2011-12 : 235 2012-13 : 465 2013-14 : 754
Increase BCFNS12 no. from 19 Aboriginal students to 25 students	How Are We Doing Report	15 students in 12/13
Increase BCFNS12 C+ or better from 53% to 61%	How are We Doing Report	60% C+ or better
Offer FPE 10/11/12 at larger secondary schools or all four	3 of 4 secondary schools FPEnglish	Belmont, EMCS, FN Grad



**Table 7a- Increase enrolment and completion at secondary level.**

Initiatives to increase secondary participation and completion rates.

- Aboriginal Education supported workshops at the Victoria, Circle of Courage for a third year
- ESD teacher increase to address literacy at the middle and secondary level; increase ESD teacher role at elementary level; provide inclusive classroom strategies using Aboriginal Education 'Oral Language' in-house development of picture book lessons and classroom strategies; completed in-house secondary ESD strategy resource for teachers
- Aboriginal Education teachers attended UBC Math symposium year three; residential school workshops year one with continued teacher workshop in-house
- Aboriginal workshops were added in the curriculum's departments 'Learning Opportunities' for teachers; Author in residence, 19<sup>th</sup> Annual Aboriginal Conference, Indigenous Foods Workshops
- Increase the number of Aboriginal content resources at the middle & secondary school level

Métis Enhancement Project, M.E.P. (year four) – Grade four student and secondary (year two)

Year One: Wishart, Happy Valley, Saseenos, Port Renfrew, Willway . Year Two: Poirier, Ruth King, David Cameron, John Stubbs. Year Three: John Muir, Hans Helgesen, John Stubbs, Sooke, Ruth King. Year Four: Poirier, David Cameron, Saseenos, Happy Valley, Sooke , John Stubbs Elementary. M.E.P. expanded to include lessons at the secondary level targeting grade 10/11/12 humanity classes at EMCS, Belmont, MTC, and WS campus' year two. Yearly feedback forms are very positive.



Figure 6

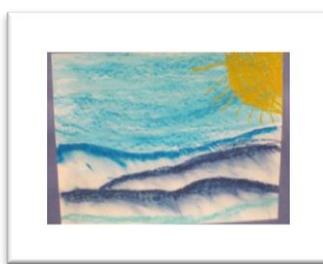


Figure 7



Figure 8



## Language Goal:

To increase knowledge of Aboriginal languages by Aboriginal and non-Aboriginal students.

<b>Goal: to increase knowledge of Aboriginal language by Aboriginal and non-Aboriginal students. Initiatives monitored listed below.</b>		
Increase 13 elementary students awareness of more than 10 words to 25 in Halq'emeylem	Halq'emeylem teacher classes before and during class; in-class 'new'	174 students at Hans Helgesen; 22 students at WSFN Program
Increase 14 students awareness of 15 words to 25 words in Sencoten	Elder Pilot Project focusing on Sencoten	101 Kindergarten participated
Increase baseline 11 students awareness of 8 words to 20 words in Ditidaht ( Note: there were eleven students participating over five years. )	New Pacheedaht dialect 2013-14 to begin	New focus.

### Aboriginal Languages

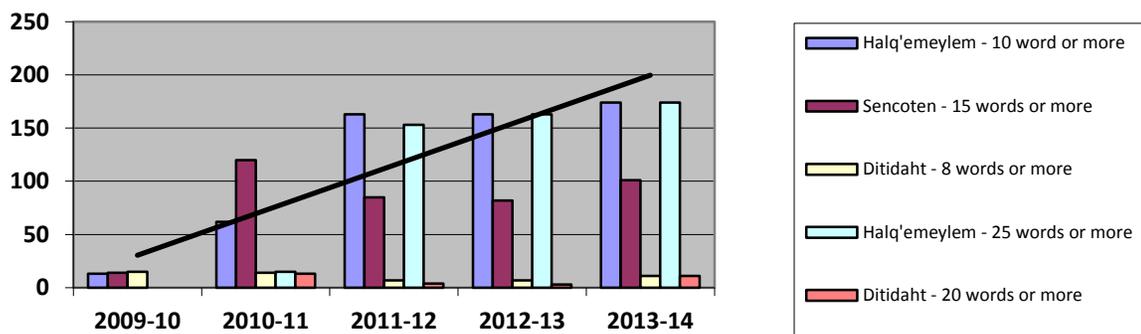


Table 8a – Aboriginal language awareness increases.

#### Scia'new Nation - Halq'emeylem

Scia'new First Nation elder has worked for numerous years teaching school children basic words in Halq'emeylem Language. Halq'emeylem Language lessons were taught before school to elementary, and now for the fourth year in the regular classroom to students at Hans Helgesen. Lavina Charles has some students that have surpassed her language curriculum. The program has been expanded to FN Grad Program 2011-12 , 2012-13, and 2013-14.

#### On-line Aboriginal Language Sites

Port Renfrew Elementary and T'Sou-ke Nation utilize First Peoples Voices as awareness for Ditidaht Language and Sencoten Language.

#### T'Sou-ke Nation Elder program – Sencoten Language

T'Sou-ke Nation provides curriculum from Sum-SHA-Thut Lellum for FDK classrooms in three Sooke Elementary Schools starting in 2010-11. Kindergarten schoolchildren (101) participated in Thursday Elder Project in six Full Day Kindergarten classrooms with Elder Shirley Alphonse.

Kindergarten students surpassed expectations with Sencoten language. Aboriginal Education department will continue to support the program in three elementary schools as agreed by the nation.

#### 'New' Pacheedaht Nation began a community language Pacheedaht dialect committee

Aboriginal Education to support the committee and language development as with other local nations.



## Achievement Goal:

To enhance the achievement and success of Aboriginal students from Kindergarten to Grade 12 in academics as well as training for the trades and life skills.

Goal: to enhance the achievement and success of Aboriginal students from 'K' to Gr 12 in academics as well as training for trades and lifeskills. Initiatives monitored listed below.	
English 10 enrolment increase from 63 to 78 students over five years	78 students enrolled
English 10 completion C+ or better from 20% to 43%	55% C+ or better
English 12 enrolment increase from 33 to 59 students	59 students enrolled
English 12 C+ or better from 55% to 53% over five years; 2% decrease	53% C+ or better
Foundations & Pre-calculus10 enrolment increase from 31 to 50 students over three yrs	50 students enrolled
Foundations & Pre-calculus10 enrolment increase from 44 to 48% C+ or better over three years	48% C+ or better
Increase no. students enrolling into trades 8 student to 13 students over five years. (District hand-count at schools.)	13 students

### Graduation Rates

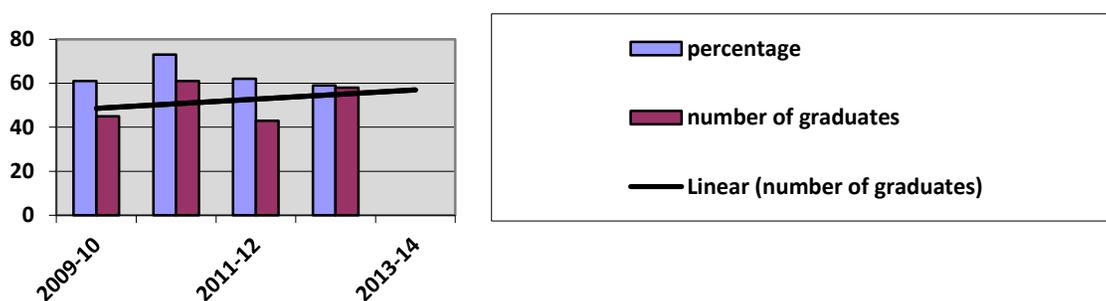


Table 9- Graduation rates.

### BC First Nation Studies 12

Three secondary schools offer BC First Nation Studies 12 in at least one semester.

### Aboriginal Education Staffing

The Aboriginal Education staffing has been focused on number of staff at secondary. Future plans to focus on teacher capacity at secondary level in key subject areas directly in the classroom.

### Graduates entering the trades

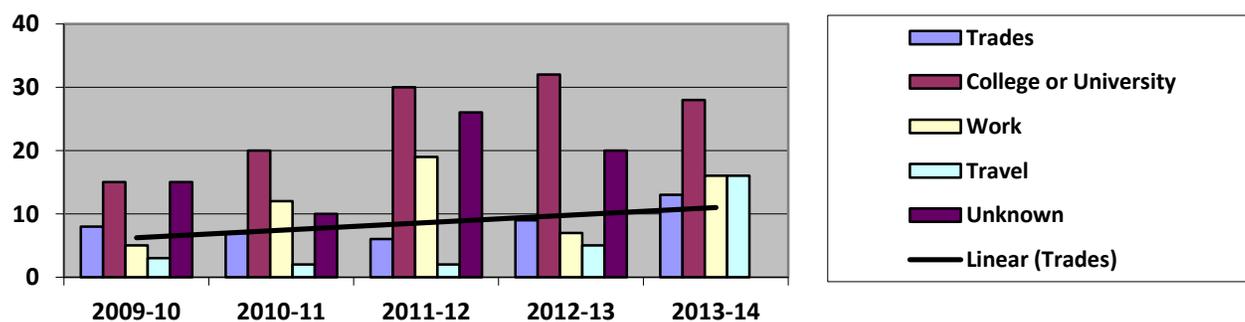


Table 10 – What are student plans after secondary schooling?

### Aboriginal Service Plan (Camosun and UVic)

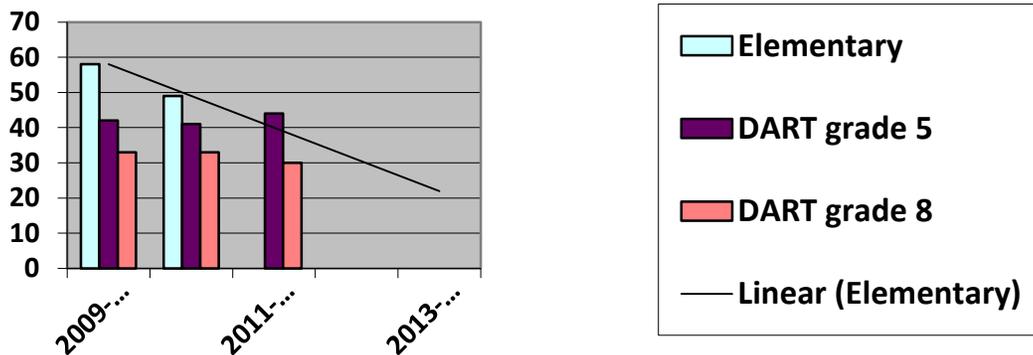
Secondary schools participate in initiatives to post-secondary and comment students are vocal about post-secondary plans with clear vision of the future.



## Achievement Goal: (continued)

Goal: to enhance the achievement and success of Aboriginal students from 'K' to Gr 12 in academics as well as training for trades and lifeskills. Initiatives monitored listed below.		
Increase six year graduation rate from 67% to 70%	73% 2010-11; 62% 2011-12; 59% 2012-13	% 2013-14 TBA
Increase the number to five more students graduating in 2010-11	46 students graduated in 2009-10; 51 students graduated in 2010-11; 83 students graduated in 2011-12; 108 in 2012-13	98 potential students to graduate in 2013-14
Increase the 8 students entering trades to 13 students	Track students at the school level	13 students
Increase elementary students meeting expectations in reading from 58% to 60%	n/a	n/a
Increase D.A.R.T. grade 5	D.A.R.T. data sheets	n/a
Increase D.A.R.T. grade 8	D.A.R.T. data sheets	n/a

### Elementary & Middle Reading



**Table 11- Increased reading results. D.A.R.T. data not available 13/14.**

- Increase ELL/ESD support in-classrooms with language development skills and oral language strategies at elementary and secondary level. Increase access to Aboriginal resources at schools.
- Focus Elementary Literacy teacher at all elementary school K/1/2.
- Re-focus Elementary Aboriginal cultural teacher(s) at one elementary school K-5.
- Increase teacher professional development in curriculum areas by providing funding to attend.

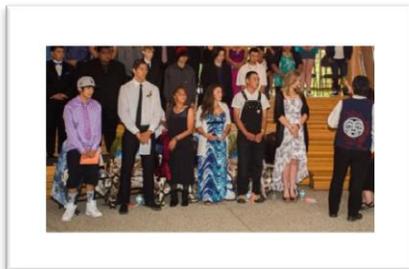


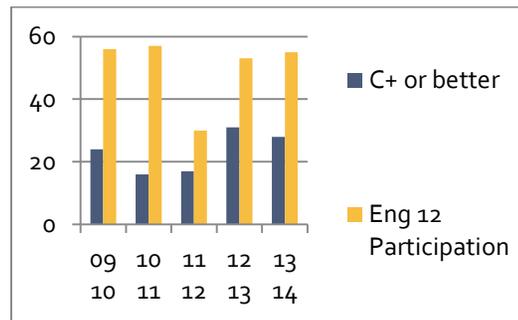
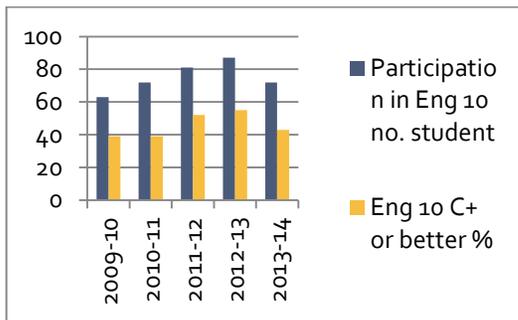
Figure 9



Figure 10



Figure 11



**Table 12- English results target met and increasing.**

**First Peoples English 12**

Westshore Centre for Learning Programs, EMCS, Belmont offers First Peoples English 10, 11 or 12. The Aboriginal Education Department teachers continue to promote First Peoples English at schools effectively and directly to students. In 2013-14 school year three out of four had FPE in the timetable. No data 13/14.

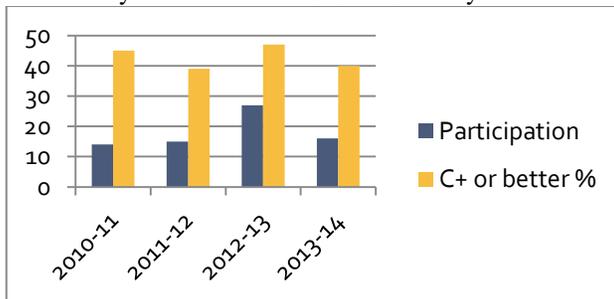


Table 13- Foundations of Math 10.

**Aboriginal Education Department Recognition Ceremony**

The graduation recognition ceremony was held at Camosun College, Na'tsa'maht in May. Ninety-eight graduates and families had the opportunity to celebrate success in a more traditional outdoor venue. Coast Salish honouring ceremonies were featured. The Aboriginal Education Department receive positive feedback from students, families and partner group organizations and fully supported the cultural components. The committee collaborated with the Aboriginal Education Council stakeholders at monthly meetings and First Nation communities at planning meetings.



Robert Malcolm, Belmont    Quinn Yates, EMCS    Angela Jones, Pacheedaht Nation, WS    Ariel Campbell, Pacific    Toni-Lynn Lawrence, W.S.    Esmond Bertram, F.N., WS



---

## Collaborative Success Stories-

### C̄ENEN̄ITEL PROJECT – YEAR TWO

The program is designed to bring local culture into the classroom taught by local First Nation territory role models. The teaching pedagogy included sharing circles, oral journals, storytelling, co-operative learning, and hands-on activities. The program has six lessons: lessons one through three will teach local territory culture to grade four students and lesson four will involve grade four students mentoring grade one students. T’Sou-ke Nation and Scia’new Nation provided cultural safety guidance. C̄ENEN̄ITEL was presented at Poirier Elementary which is on T’Sou-ke Nation territory.

### PIT COOK SERIES- YEAR ONE ‘PILOT’

Aboriginal Education in collaboration with T’Sou-ke Nation created a ‘Pit Cook’ series with welcomed expertise advice from Scia’new Nation and Pacheedaht Nation. Knowledge keepers and elders collaborated with schools to present the series to the whole schools and classrooms at Journey Middle School and Poirier Elementary. Food items were cooked in a pit dug by SD 62 Facilities according to the knowledge keeper’s specifications. The food items were covered by rocks, ferns, salal, skunk weed, and a secret combo of cut wood- all covered by sand and tarps. Curriculum and resources were provided by various initiatives completed by First Nations and Aboriginal Health with Elder Earl Claxton Jr. (seafood), Knowledge Keeper John Bradley Williams, and Elder Shirley Alphonse (territory). A curriculum ‘how to’ will be available in the fall 14/15.

### DRUM WORKSHOPS WESTSHORE AND VARIOUS SECONDARY SCHOOLS

This year Wade Charlie, Gwa’sala-Nakwaxda’xw Nation mentored many drum sessions.

ABORIGINAL SERVICE PLAN, CAMOSUN, UVIC, T’SOU-KE ARTS GROUP  
ASP increased participation at local career fairs and trips to local campus’ and outreach.



Figure 12



Figure 13



# Aboriginal Education Enhancement Agreement

## Appendix

This section includes five years of initiatives with bulleted comments on the data and observations. The section was reviewed and updated within system and partner groups to include the comments.



---

Appendix: Aboriginal Education Enhancement Agreement Report 5: Observations

**Table 1: Observation: Increasing at elementary and secondary student numbers.**

	2009-10	2010-11	2011-12	2012-13	2013-14
No. Aboriginal Students	805	890	998	1011	1034
On-Reserve	129	129	112	89	113
Metis Students	205	252	249	256	260
Elementary	413	434	415	347	408
Middle	182	197	226	240	234
Secondary	210	283	306	355	391

- Elementary increase due to larger Kindergarten enrollment
- Middle school increases in Sooke or Milnes Landing schools
- Secondary student numbers increasing at all schools including alternate schools
- Metis student numbers increasing
- On-reserve student numbers decreasing due to long term transition challenges

Observations:

Students are more comfortable identifying Aboriginal Ancestry and claiming on the registration forms. Some First Nation transitions to secondary are lower over time.



---

**Table 2: Highlights of success table. See page 3.**

**Table 3: Yearly and Community events.**

**Target: increase participation of two community events up to 300 participants**

**Target Met: Yes**

No. of participants	2009-10	2010-11	2011-12	2012-13	2013-14
Family Fall Gathering	50	250	300	300	300
Celebrating Student Success	300	300	300	300	300

- The events include student leadership and community collaboration
- The events feature community role models and elders
- Cultural components are inclusive of diverse Aboriginal cultures respecting local First Nations first
- Each event is themed based on local First Nation culture

Observations:

Families follow the events and new families attend. Local partner groups are generous with time and donations. First Nations provide cultural teaching opportunities at each event. A wide variety of schools are represented at the events.



**Table 4: Transition of Aboriginal students entering grade 8 to graduation.**

**Target: increase 67% to 74% transition for all Aboriginal students**

**Target Met: No**

**Target: decrease 61% to 74% transition to 74% for Aboriginal male students.**

**Target Met: No**

Transition grade 8 to grad	2009-10	2010-11	2011-12	2012-13	2013-14
Aboriginal students	67%	61%	73%	62%	59%
Aboriginal males	61%	58%	76%	65%	52%

- Aboriginal student transition rates are consistent
- Aboriginal male student lower over three years
- More Aboriginal students are attending alternate schools

**Observations:**

SD 62 has three First Nation sites, Westshore Pacheedaht Nation, Westshore Scia'new Nation and Westshore First Nation Grad, for adults to ensure upgrading or completion of schooling is personalized. More secondary schools are offering FPE and BCFS12 although Aboriginal enrolment is still lower than anticipated.



**Table 5: Decrease suspension rates.**

**Target: decrease the number of suspensions at secondary level by 5 student suspension (no repeat names)**

**Target Met: No**

	2010-11	2011-12	2012-13	2013-14	2014-15
Secondary	14	28	21	25	28
Middle	n/a	10	34	17	11

- One zone has higher suspension rates than the other
- Aboriginal families and First Nations regularly request inclusive education versus pull-out services
- Mentorship programs at secondary level increase in-class support by older students
- Increased transition initiatives for one First Nation community; omit modified student schedules

Observations:

District office initiated dialogue with one First Nation through focus groups to determine effective approaches. Aboriginal Education will propose framework for schools to improve communication and view First Nation supports as an asset. Aboriginal Education will advocate for Community Link repurposing of funding to better meet the needs of one First Nation community.



**Table 6: Increase role model program presentations**

**Target: increase school role models from 37 to 50 role model presentations**

**Target Met: YES**

	2009-10	2010-11	2011-12	2012-13	2013-14
District Initiatives	37	181	235	465	754
School Initiatives	166	95	166	338	n/a

- Role Model program organized into a teacher friendly format
- Scia'new Nation and school district honoured the role models at the community long house
- Role models guidelines as a volunteer is key to success
- Collaboration with local nations assist in creating local series
- Knowledge and cultural sharing is inherently the ownership of the presenter

Observations:

The role model program has a wide variety of formats to better suit the classroom teacher or school. All presentations are made in classroom format to ensure non-Aboriginal students and teachers are included. The role model package is very attractive resource to consider when matching curriculum outcomes. Role model presentations enhance and enrich on-going topics within the curriculum. Local nations' history, culture and language are considered first.



**Goal: to increase awareness and understanding of Aboriginal Ways of Knowing in both Aboriginal and non-Aboriginal students.**

Target	Participant Indicator	Result 2010-11
Increase the number of students participating in survey by 50 students.	Year one: 333. Year two 327. Year three 314. Year four 59.	274 less students participating over three years.
Elementary: I am learning about Aboriginal people in my school.	Year one: 107. Year two: 180. Year three: 129. Year four: 36.	Year one: 25% (27/107). Year two: 22.2% (40/180). Year three: 21% (27/129). Year four: 50% (18/36).
Elementary: I understand and have knowledge about my Aboriginal heritage.	Year one: 119. Year two: 180. Year three: 129. Year four: 36.	Year one: 33% (39/119). Year two: 23.9% (43/180). Year three: 26% (34/130). Year four: 31% (11/36).
Secondary: I am learning about Aboriginal people in my school.	Year one: 195. Year two: 146. Year three: 189. Year four: 23.	Year one: 47% (92/195) . Year two: 27% (40/146). Year three: 43% (82/189). Year four: 39% (9/23).
Secondary: I understand and have knowledge about my Aboriginal heritage.	Year one: 198. Year two:147. Year Three 189. Year four: 23.	Year one: 63% (124/198). Year two: 44% (64/147). Year three: 54% (101/189). Year four 57% (13/33 ).

**Student Survey Results**

- Student survey has been completed over four years
- Data inconsistent due to numbers completing the survey about 30 percent average yearly except this year; Aboriginal Education does the best possible to ensure students choose to fill out and sensitive not to single students out

**Observations:**

The survey has proven to be insightful and will be completed 2014-15.



**Table 7 Increase BCFNS12 and FP English enrolment**

**Target: increase BCFNS12 participants from 18 students to 25 students**

**Target Met: No**

**Target: increase BCFNS12 C+ or better from 50% to 61%**

**Target Met: No (1% difference)**

**Target: offer FPE 10/11/12 at larger secondary schools or all four secondary schools**

**Target Met: in 2013/14 school year three out of four sites offered FP English to be reflected in next How are we doing Report in fall 2014.**

Participation No. & C+ or better %	2009-10	2008-09	2009-10	2010-11	2011-12	2012-13
BCFNS 12 number students	18	19	17	24	19	15
BCFNS12 % C+ or better	50	53	41	50	32	60
FPE 10/11/12 number students		0	0	0	0	0
FPE 10/11/12 C+ or better		0	0	0	0	0

- Increase in enrolment has not been met
- Schools do best to ensure the courses are on the course selection; teachers promote the option

Observations:

- Continue to support schools and students to choose this option
- Ensure department teachers support core courses directly in the classroom



**Table 8 Increase Aboriginal language awareness for all students.**

**Target: increase 13 elementary students awareness of more than 10 words to 25 in Halq'emeylem; increase 14 students awareness of 15 words to 25 words in Sencoten; increase 15 students awareness of 8 words to 20 words in Ditidaht**

**Target Met: Yes**

Number of students	2009-10	2010-11	2011-12	2012-13	2013-14
Halq'emeylem - 10 word or more	13	62	163	163	174
Sencoten - 15 words or more	14	120	85	82	101
Ditidaht - 8 words or more	15	14	7	7	11
Halq'emeylem - 25 words or more		15	153	163	174
Ditidaht - 20 words or more		13	4	3	11

- Increased numbers due to programming shift to regular classroom model
- Ditidaht language now Pacheedaht language; Pacheedaht Nation has a language committee
- First Nations band office have presented curriculum for school district to some schools to ensure dialect is appropriately presented and spoken

**Observations:**

Language awareness format is key as curriculum development is required. Student surveys indicate students are keenly interested in learning an Aboriginal language. All language programs presented to whole classes to pre-determined classrooms in collaboration with the nations.



---

**Table 9 Increase Aboriginal number of students graduating yearly.****Target: increase the number to five more students graduating from 45 to 50 Aboriginal students****Target Met: Yes**

Six Year Graduation Rate	2009-10	2010-11	2011-12	2012-13	2013-14
percentage	61	73	62	59	58
number of graduates	45	61	43	58	54

- Data is from the How are We Doing Report
- Table 4 in this document shows Aboriginal boys transition rates are lower than Aboriginal girls

Observations:

Number of students graduating with the dogwood has increased from 45 students to students.



**Table 10 Increase the number of Aboriginal students entering the trades.**

**Target: Increase the number of Aboriginal students entering the trades from 8 to 13 students**

**Target Met: Yes**

Students entering trades SD count	2009-10	2010-11	2011-12	2012-13	2013-14
Trades	8	7	6	9	13
College or University	15	20	30	32	28
Work	5	12	19	7	16
Travel	3	2	2	5	16
Unknown	15	10	26	20	0

- More students choosing university or college as an option

Observations:

Camosun College and UVic engage the school district with Aboriginal Service Plan, ASP which is bringing more and more collaborative initiatives between the nations, colleges and schools. Career Fairs attendance has increased over the five years in our district. Outreach opportunities are key.



---

**Table 11 D.A.R.T. N/A**

- Not applicable. Data not available. Chart left in as a note to system attempts that are made to determine elementary reading results as efforts are made.

Observations:

English as a Second Dialect claims 143/408 or 35% requiring support to meet the regularly expected outcomes of the grade level; assessment results have not been collected but seeing DART is not available the ESD elementary will chart student results over time as cohorts



---

**Table 12 Increase participation rates and C+ or better results in English 10 and English 12**

**Target: Increase English 10 enrolment from 60 to 62 Aboriginal students.**

**Target Met: Yes**

**Target: increase English 10 C+ or better from 32% to 33%.**

**Target: Yes**

**Target: Increase English 12 enrolment from 33 to 37 Aboriginal students.**

**Target Met: Yes**

**Target: increase English 12 C+ or better from 55% to 58%.**

**Target: No**

	2008-09	2009-10	2010-11	2011-12	2012-13
Participation in Eng 10 no. student	60	63	72	77	78
Eng 10 C+ or better %	32	39	39	52	55
Participation in Eng 12 no. student	33	43	28	56	59
Eng 12 C+ or better %	55	56	57	30	53

- Participation rates increasing
- English 10 C+ or better increasing trend
- English 12 C+ or better requiring attention

**Observations:**

Students are encouraged to enroll in FPE 10/11/12. Results will be entered for 2013-14 school year to determine results.

Ensure Aboriginal department teachers are in the English classes to support day to day teaching.



---

**Table 13 Increase participation rates & C+ or better results in Foundations & Pre-Calculus Math 10**

**Target: Increase the number of students enrolled in Foundations & Pre-Calculus Math 10 by 5 students**

**Target Met: No**

**Target: increase Foundations & Pre-Calculus Math 10 by 5%.**

**Target Met: data to follow in November 2014.**

Foundations & Pre-Calculus Math 10	2010-11	2011-12	2012-13	2013-14
No. student	31	38	58	40
C+ or better %	45	39	47	40

- Participation rates increased
- Increased C+ or better results to follow once How are We Doing Report is published November 2014

Observations:

More students are enrolling in Apprenticeship and Workplace Math 10.



---

*Acknowledgement of Student Artwork*

*Title Page*

- *Figure 1: Danielle C.* *First Nation Grad, WS*
- *Figure 2: Fawn L.* *First Nation Grad, WS*
- *Figure 3 Elisha K.* *E.M.C.S.*
- *Figure 4: Quinn Y.* *E.M.C.S.*

*Page one*

- *Figure 5: Student Roses* *Westshore, FN Grad*

*Page seven*

- *Figure 6: Megan M.* *John Stubbs*
- *Figure 7: Jerome C.* *Happy Valley Elem.*
  
- *Figure 8: Jenna S.* *Colwood Elementary*

*Page ten*

- *Figure 9: Six Valedictorians* *Aboriginal Education Recognition Ceremony, Camosun*

- *Figure 10: Elder Shirley* *Ministry of Education*
- *Figure 11: SD62 Role Models* *Scia'new Longhouse*

*Page twelve*

- *Figure 12: Bulletin Board* *Wade Charlie workshops at W.S.*
  
- *Figure 13 Aboriginal Service Plan* *Secondary schools at UVIC tour day*