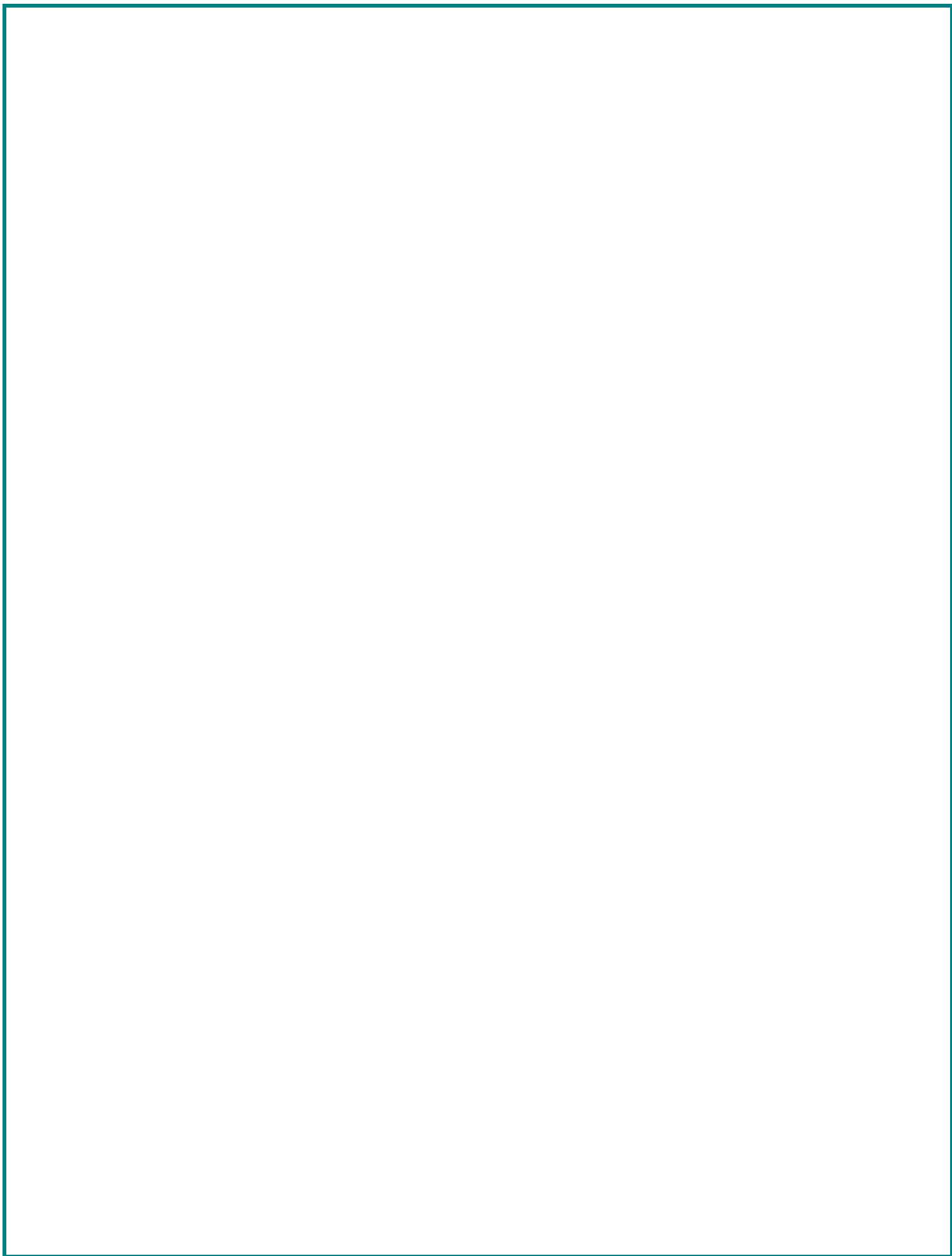




# **Aboriginal Education Enhancement Agreement: Third Annual Report - 2011/2012**

**Vancouver Board of Education  
School District No. 39**

*The Aboriginal Education Enhancement  
Agreement Signing Ceremony was held on  
June 25<sup>th</sup>, 2009 at the UBC, Longhouse.  
Memorandum of Agreement June 2009 – June 2014*



# Aboriginal Education Enhancement Agreement: Third Annual Report (2011/2012) Vancouver Board of Education (School District No. 39)

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## Acknowledgment:

The Aboriginal Education Enhancement Agreement is intended to include the following:  
Coast Salish Nations, Musqueam Nation, First Nations, Métis and Inuit and the Urban Aboriginal Peoples served by the Vancouver Board of Education (SD#39) and supported by the British Columbia Ministry of Education.

Vancouver Aboriginal Education Logo designed by Susan Point, member of the Musqueam Nation



# Third Annual Aboriginal Education Enhancement Agreement Report (2011-2012)

## **Background Information**

### **1. Development and Purpose of the Enhancement Agreement**

The Aboriginal Education Enhancement Agreement (AEEA) was formally signed June 25, 2009 by the Vancouver Board of Education, Musqueam Indian Band, Métis Nation BC, Urban Aboriginal community and the Ministry of Education. The AEEA marks the school district's commitment in enhancing Aboriginal student achievement through a stronger working partnership with district employees, Aboriginal students, families, community members, Musqueam Indian Band members and Aboriginal organizations.

The AEEA is a five-year agreement extending from June 25, 2009 to June 25, 2014. The full AEEA document is available on the VSB website @ [www.vsb.bc.ca](http://www.vsb.bc.ca).

The Enhancement Agreement recognizes two important ideas:

1. Each Aboriginal learner and family must experience a sense of belonging and place within educational settings where their voices are heard, where they have choice and influence in decision making, and where their cultures, histories and contributions are respected and reflected.
2. The Vancouver School Board will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement and inclusion.



**Welcome Artwork at Tillicum Annex - Hummingbird**

## 2. Goals of the Enhancement Agreement

Through collaborative consultation between the Vancouver School Board, Aboriginal communities and the Ministry of Education, the following goal areas were identified:

- **Belonging**  
To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- **Mastery**  
To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- **Culture and Community**  
To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.



**Primary Aboriginal Focus School:**  
**Culture, Mastery, Belonging**

### 3. Governance and Implementation of the Enhancement Agreement

In order to ensure the successful implementation of the Aboriginal Education Enhancement Agreement, structures and processes have been put in place to increase opportunities for meaningful participation, representation and influence in the governance of the school system for members of the Aboriginal community.

The **Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee** (AEEA I & M) with representation from the Aboriginal communities, and representative stakeholder groups, including but not limited to, students, unions, associations, and community groups follows the progress of the agreement and reports annually to the VSB, Aboriginal communities and Ministry of Education.

During *Year Three*, the AEEA Implementation & Monitoring Committee was unable to physically convene due to labor issues at the provincial level. Electronic communication between stakeholders reaffirmed the importance of shared ownership of the AEEA's implementation.

The AEEA Monitoring and Implementation Committee endorsed the development and implementation of an Aboriginal Focus School.

#### **Aboriginal Education Enhancement Agreement Implementation and Monitoring Committee**

##### **Community Partners**

Chuck Lafferty,	Urban Native Youth Association
Sherry Small,	Vancouver Aboriginal Friendship Centre Society
Denise Bogle,	Vancouver Aboriginal Child and Family Services Society
Derik Joseph,	British Columbia Institute of Technology
Faye Mitchell,	Musqueam Indian Band, Education
Iraj Khabazian,	District Parent Advisory Council
Ryanne James,	University of British Columbia, First Nations House of Learning

##### **Trustees**

Patti Bacchus, Chairperson of the Board  
Ken Clement

##### **Aboriginal Education Department Staff, VSB**

Don Fiddler,	District Principal
Lulla Sierra Johns,	<u>Aboriginal Focus School</u> Community Liaison
Trudi Harris,	Aboriginal Education Enhancement Worker (CUPE 15)
Brenda Burroughs,	Vancouver Administrator Secondary School Association
Gerry Kent/Donna Brack,	Vancouver Elementary School Teacher's Association
Christine Stewart,	Vancouver Secondary School Teachers' Association
Mary Filleul,	Vancouver Secondary School Teachers' Association
Gloria Raphael,	Vancouver Elementary Principals and Vice Principals' Association
Valerie Overgaard,	Associate Superintendent VSB Learning Services
Raven Wright,	Aboriginal Child & Youth Mental Health/VSB (CUPE 15)

#### **Vancouver Board of Education, Aboriginal Education Department Staff**

##### **District Staff**

Don Fiddler, District Principal  
Renee Diemert, Consultant

##### **AEEW**

##### **Resource Teachers**

Erla Calahaisn  
Frances Carlick  
Sheila Maracle  
Nazenin Rodriguez  
Erin Williams

Angela Nabess  
Bonnie Wendt  
Dee Hughes-Slade  
Dena Galay  
Donna Lokhorst  
Amanda White  
Wendy Ryan

Trent Gauthier  
Ernie LaRoche  
Fran Bolton  
Georgia Kelly  
Godwin Barton  
Katanni Sinclair  
Loretta Williams  
Mary Roberts  
Megan Haggerty  
Trudi Harris  
Veronica Goddard  
Warren Williams

Deborah Bell  
Jennifer Sherrif  
Karen Lapine- McFeeter  
Tori Johnson  
Reid Narcisse

## VSAB Aboriginal Student Demographics – 2011/2012

In 2011-2012 the VSB enrolled 2,171 students who self-identified as being of Aboriginal Ancestry inclusive of First Nations, Métis or Inuit. This was approximately 3.7% of the total district student population for 2011-2012. It is a slight decrease from 2010-2011. The school district, which resides on the Coast Salish traditional territories, is home to Aboriginal peoples from across Canada.

### PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	Vancouver (SD #39)			Province of B.C.		
	All Students #	Aboriginal Students		All Students #	Aboriginal Students	
		#	%		#	%
00/01	62,866	2,018	3.2	632,507	46,885	7.4
01/02	63,474	2,061	3.2	630,050	48,941	7.8
02/03	63,524	2,067	3.3	621,200	50,396	8.1
03/04	62,756	2,503	4.0	615,185	66,548	10.8
04/05	61,419	2,565	4.2	606,384	67,539	11.1
05/06	60,943	2,488	4.1	599,492	67,916	11.3
06/07	59,457	2,453	4.1	587,816	67,022	11.4
07/08	59,087	2,418	4.1	583,620	66,905	11.5
08/09	59,181	2,308	3.9	579,486	66,058	11.4
09/10	59,978	2,260	3.8	580,484	65,217	11.2
10/11	58,675	2,171	3.7	579,115	63,899	11.0

### NUMBER OF VSB STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL PER GRADE

N.B.: These 1701 numbers do not include *Continuing Education* or *Vancouver Learning Network* students.

Grade	K	1	2	3	4	5	6	7	EU	8	9	10	11	12	SU	Total
2009/10	145	146	125	146	126	138	118	133	59	162	143	168	150	129	75	1963
2010/11	138	141	160	139	135	128	146	127	42	150	146	168	149	112	80	1961
2011/12	137	151	159	154	148	139	127	150	0*	162	159	192	151	145	0*	1974

- EU/SU numbers for 2011-2012 were incorporated into VSB *Alternative Programs* by grade.

### NUMBER OF VSB ABORIGINAL STUDENTS PARTICIPATING IN VSB ABORIGINAL PROGRAMMING

In an effort to increase the number of self-identifying Aboriginal students/families, district and school staffs are encouraged to provide information and encouragement, when applicable, as to the benefits of participating in Aboriginal enhanced programming.

Year	Program Participation Rate
2009-2010	1895 (97%)
2010-2011	1922 (98%)
2011-2012	1895 (96%)



## Aboriginal Education Enhancement Agreement Goals:

### Goal #1: Belonging

To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

#### Performance Indicators:

- [Attendance](#)
- [Ministry Satisfaction Survey Results](#)
- [Connection Tool Results](#)
- [Aboriginal Student Stories of Excellence in Leadership](#)

#### Performance Indicator: Attendance

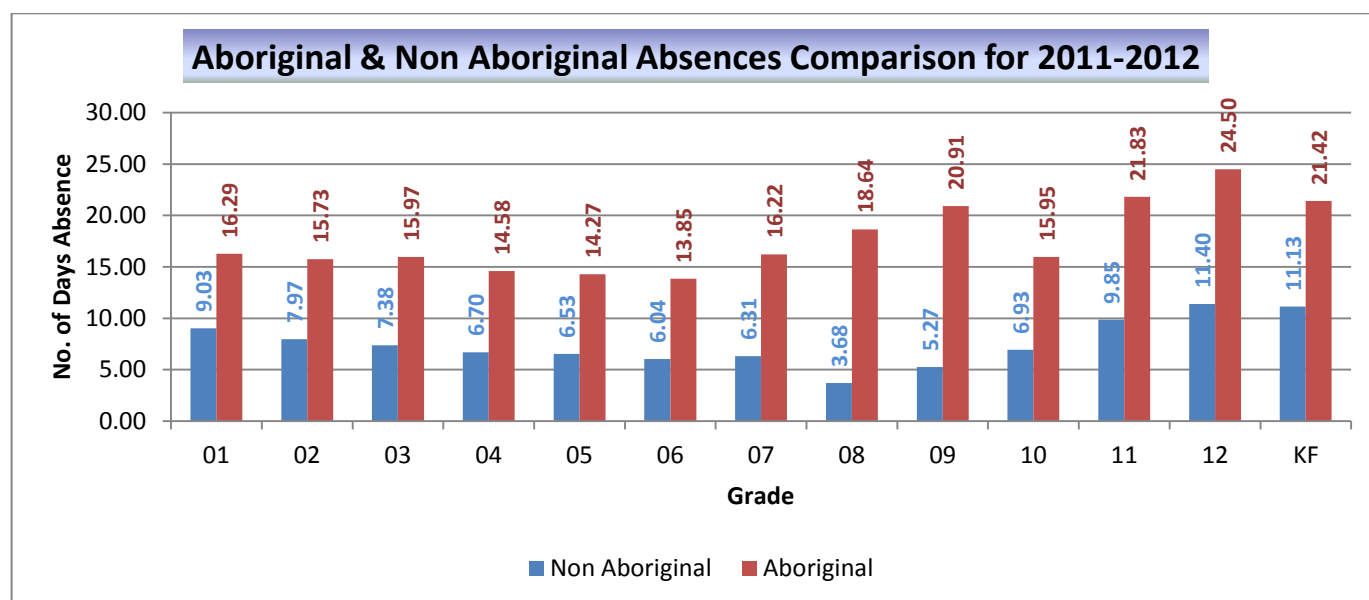
The following three tables shows a comparison of absences of Aboriginal and non-Aboriginal students over a 3-year period from 2009-2012, as reported through BCeSIS. There is a significant difference in the rates of absence between the two groups.

Over the three years from 2009-2012 there has been a decrease in the percentage of absences of Aboriginal students at the secondary level.

The district needs to have a continued focus on identifying and implementing strategies to enable students to be actively engaged and connected with their schools, in support of their learning and achievement.

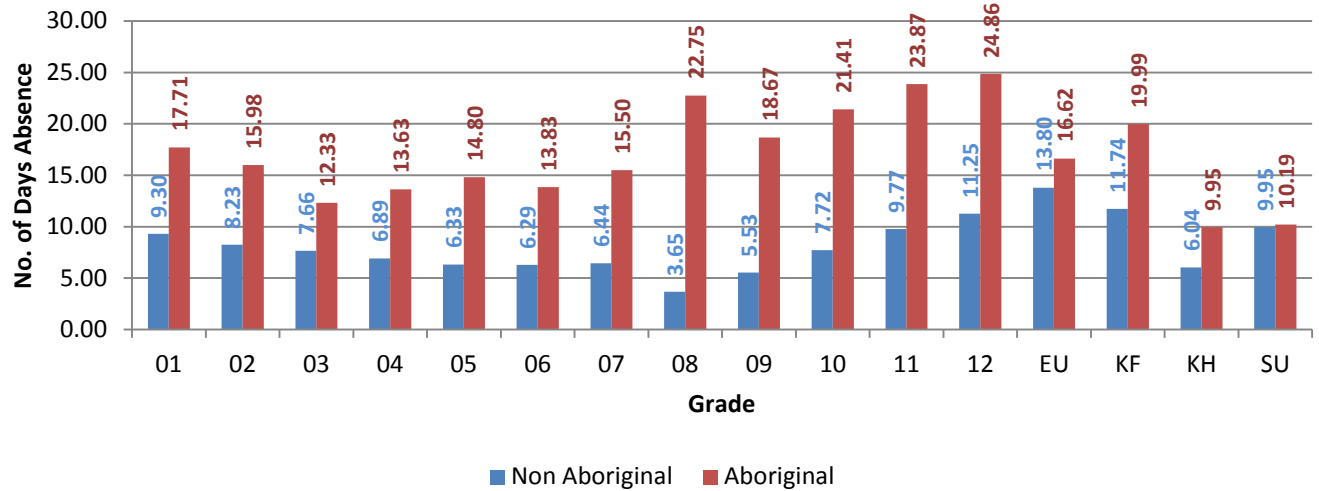
#### Notes:

- In 2009-2010 and 2010-2011 Elementary Ungraded and Secondary Ungraded (EU/SU) students were reported as separate categories. For 2011-2012 these students, who are in VSB *Alternative Programs*, are now included in the reporting for their designated grade rather than a separate category.
- Beginning in 2011-2012, all Kindergarten students attended as full day, and were recorded as KF.

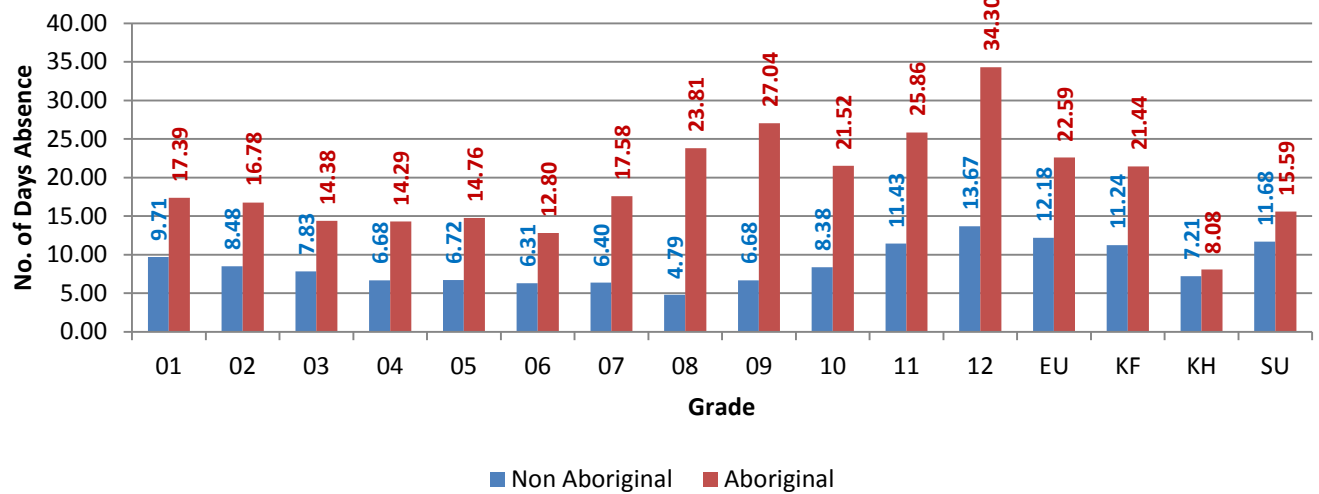




**Aboriginal & Non Aboriginal Absences Comparison for 2010-2011**



**Aboriginal & Non Aboriginal Absences Comparison for 2009-2010**



## Performance Indicator: Ministry Satisfaction Survey Results

Year	Student Population	Grade	% Like School	% Feel Safe at School	% Find Adults Care	% Bullied by Others
2009-2010	Aboriginal	4	59	78	87	7
	Non-Aboriginal	4	65	80	89	7
	Aboriginal	7	50	75	82	11
	Non-Aboriginal	7	59	80	87	7
	Aboriginal	10	32	62	67	12
	Non-Aboriginal	10	42	73	71	5
	Aboriginal	12	27	57	59	29
	Non-Aboriginal	12	39	80	75	4
2010-2011	Aboriginal	4	57	76	93	16
	Non-Aboriginal	4	63	82	91	9
	Aboriginal	7	43	79	85	8
	Non-Aboriginal	7	61	85	89	5
	Aboriginal	10	33	62	67	15
	Non-Aboriginal	10	39	76	70	5
	Aboriginal	12	37	71	75	14
	Non-Aboriginal	12	40	81	77	5

### Notes:

- The majority of all students felt safe and thought that adults cared for them at school.
- Overall elementary students expressed greater appreciation for school than secondary students.
- A higher percentage of Aboriginal than non-Aboriginal students reported perceptions of having been bullied at school.

## Performance Indicator: Connection Tool

The Connection Tool helps schools better meet the goals of the AEEA on behalf of each Aboriginal student. The Connection Tool is not an assessment of a student's learning but rather an assessment of a student's:

- ✓ connection to her/his academics,
- ✓ sense of belonging within their school community and,
- ✓ knowledge and/or awareness of their Aboriginal culture and community.

We continued to use the Connection Tool throughout the 2011-2012 school year.

### Note:

- The Aboriginal Education Department began developing an **Aboriginal Intervention Management System** (AIMS) to identify and track enhancement goal interventions at the student, school and district levels.

### Performance Indicator: Aboriginal Student Stories of Excellence in Leadership - reported by VSB Staff

- ❖ Britannia Secondary's Aboriginal Entrepreneurial students create a small business. Britannia worked in partnership with UBC's Ch'nook Aboriginal Business Education program. Students designed, advertised and sold **East Vancouver** calendars. Sales were brisk and student pride was remarkable. A charitable donation of \$1700.00 was made to the Vancouver Aboriginal Friendship Centre from a portion of the proceeds. **Mr. Paul Martin** (Founder of the Aboriginal Educational Initiative Program) telephoned the teacher, Ms. Leary in her classroom to congratulate her and her students on such an outstanding program.
- ❖ 127 Aboriginal Grade 12's walked across the stage in honour of completing their schooling at the Aboriginal Achievement Celebration held at Templeton Secondary in June of 2012.
- ❖ Fourteen Aboriginal Alternative Program students completed their first steps toward *National Snowboard Coach/Instructor* certification within the first Vancouver, Aboriginal Snowboard program.
- ❖ Point Grey continued with its Paul Martin Aboriginal Education Enhancement Initiative. Twelve Aboriginal secondary students were mentored one-to-one by Ernst and Young volunteers. Mentors encouraged and supported mentee goal setting, post-secondary education and career path decision making as well as providing employment/articling opportunities where appropriate.
- ❖ Grade 8-10 Aboriginal students enrolled in the Streetfront alternative program achieved above average scores on both their Grade 10 Provincial exams and their 2012 Seattle Marathon times.
- ❖ Steven Hall and Madison Grant, two outstanding Grade 12 Aboriginal students, received district recognition for Community and Cultural Leadership.
- ❖ Tony Graydon won 2nd place in a nationwide Grade 9 Aboriginal writing competition. His short story was published in an anthology of student writing by the *New Shoots* program. Tony consistently excelled in English and Writing.
- ❖ Georgia Vermette excelled in Grade 11 academics and leadership. Georgia was Kitsilano Secondary's student president and remains focused on her goal of attending McGill University en route to becoming a pediatrician.
- ❖ Many Elementary, Aboriginal students stepped forward as school leaders. Aboriginal students participated within student government, public speaking, school service, and school leadership initiatives.
- ❖ Elementary Schools hosted a collective Aboriginal Grade 7 Honouring Ceremony in June of 2012.
- ❖ Alexiz Murdoch of Tupper Secondary was an excellent leader/mentor in 2011-2012. She shared her guitar experience and enthusiasm with other students and looked for opportunities to help any time she could. She did this in addition to working hard improve her own skills.
- ❖ Jennifer Sampson served Tupper Secondary as a member of the *Technical Theatre* group. She supported presentations and performances, setting up the sound and lighting equipment and monitoring the quality of the setup throughout the performances.
- ❖ Nadine Brooks graduated Grade 12 and was accepted into VCC where she continues working on her *Advanced Baking and Pastry Arts* certification.
- ❖ Byron Kenoras of Tupper Secondary showed leadership in helping with the LINK Crew Orientation. He was Grade 9 *Student Council Rep* and showed significant athletic leadership in both rugby and wrestling. Byron works hard, has a positive attitude, and leads by example.
- ❖ 14 secondary students attended a two day, Aboriginal Leadership conference at Whistler, BC in 2011-2012.
- ❖ Charles Lawson undertook the Gladstone Secondary Peer Tutoring 12 course. He used this platform to deliver outstanding support to students at Beaconsfield Elementary.

### **Paul Martin Aboriginal Education Initiative at Point Grey Secondary**



### **Leadership Opportunity: Vancouver Aboriginal Snowboard Team**



### **Leadership Conference at Whistler**



## Belonging: Supporting Actions

To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

The following actions were taken to support our commitment to the Belonging goal.

Action	Analysis of Progress
Include specific goals and objectives for Aboriginal Learners within annual school plans.	<ul style="list-style-type: none"> <li>Aboriginal Learners were acknowledged within 50 of VSB's 120 School Plans. Of these, 5 schools included specific Aboriginal Learner Goals and 21 schools included instructional and/or monitoring strategies that referenced Aboriginal Learners.</li> <li>Note: Due to labor unrest, collaboration on School Plans was limited.</li> </ul>
Develop classrooms that increase the students' sense of belonging by encouraging the sharing of their lived experience, and by using empathy-building and cultural awareness activities.	<ul style="list-style-type: none"> <li>Aboriginal Education funding supported 37 school based cultural initiatives.</li> <li>Aboriginal Education funding provided culturally based resources to school classrooms, school libraries and district media and library services.</li> <li>The Aboriginal Education Department has hosted an annual Achievement Celebration for a number of years, recognizing Grade 12 students at graduation. In 2011-2012, this was expanded to include Grade 7 students as they transitioned from elementary to secondary school.</li> </ul>
Collaboratively develop and provide instructional materials, professional and or staff development on the impact of colonization, social discrimination and media on indigenous societies.	<ul style="list-style-type: none"> <li>New Aboriginal resources were developed by VSB's District Aboriginal Resource Teachers.</li> <li>The District Teacher Librarian Mentor and Aboriginal Education Department staff are working together to select Aboriginal learning resources.</li> </ul>
Provide opportunities for student leadership within the school, and encourage students to take socially responsible action locally and globally.	<ul style="list-style-type: none"> <li>Aboriginal Culture &amp; Community Leadership awards were presented to outstanding Aboriginal youth on June 7<sup>th</sup>, 2012.</li> <li>See notes on reported instances/stories re: student leadership achievements under performance indicators for the same.</li> </ul>
Provide anti-racism education, which will include giving students and staff the tools to respond effectively to discrimination.	<ul style="list-style-type: none"> <li>Aboriginal youth volunteered as mentors within SACY's Capacity Cafés, sharing personal experiences that demonstrate resiliency to students who were considered to be at-risk of engaging in substance abuse.</li> <li>Anti-racism Pro D for teachers was unable to unfold due to job action.</li> </ul>
Create a district Elders Program, and provide opportunities for parents and family members to be welcomed into the schools.	<ul style="list-style-type: none"> <li>Advice and support from Elders is sought through representative organizations within Vancouver. This will be addressed more formally in the coming year.</li> <li>District and school based staff work with PACs and students to provide a welcoming environment for individual parents and family members. StrongStart Centres and Ready-Set-Learn events are often a first connection between families and schools.</li> </ul>
Ensure that Aboriginal students and their families are involved in assessment and appropriate placement decisions in the full range of VSB specialized programs from gifted to supportive, which includes remedial and behavioral.	<ul style="list-style-type: none"> <li>Worked with personnel from alternative programs, district placement centre, learning services, and individual Aboriginal family members to secure student placements within VSB alternative programs.</li> <li>Students and their families were supported by Aboriginal Education staff through home visits, school and inter-ministerial meetings.</li> </ul>
Develop a tool that will allow the school and district to know and monitor the stories of Aboriginal students and their sense of belonging and connectedness.	<ul style="list-style-type: none"> <li>The <u>Connections Tool</u> was adapted from School District 61's 'Connections Tool' kit and implemented in 2009-2010, with an uptake by 95% of schools for some or all of their Aboriginal student population.</li> <li>We continued to collect <u>Connections Tool</u> data and monitor its use.</li> <li>We continue to reinforce what the <u>Connections Tool</u> is and what it is not.</li> <li>We continue to develop shared responsibility for its regular use.</li> </ul>

## Goal #2: Mastery

To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

### **Performance Indicators:**

- Early childhood programs
- Foundation Skills Assessment Results
- Provincial Exam Results
- Grade To Grade Transition Rates
- Graduation Rates
- Participation in Provincial Exams

### **Performance Indicator: Early Childhood Programs**

#### **Pre-School and Transition Programs**

StrongStart Centres support Parents and caregivers who are encouraged to take part in the play-based learning activities, story time and sharing of healthy snacks for 0-5 year olds. There were 18 StrongStart Centres operating in Vancouver in 2011-2012, with a 19<sup>th</sup> scheduled to open in September 2012. The Ministry of Education designates the number of StrongStart Centres which a district may have. Six of the schools have a significant Aboriginal population.

Ready-Set-Learn is a system-wide program that supports positive connections between families and the school system. It targets three and four year olds and their families. In both 2010-2011 and 2011-2012, 90 schools participated in Ready-Set-Learn events.

Welcome to Kindergarten is a springtime program for parents and kindergarten children who are registered for the coming year. The program introduces early learning activities and resources for families to help their children to be better prepared for school and learning. In both 2010-2011 and 2011-2012, 72 schools hosted Welcome to Kindergarten events.

#### **Kindergarten and Grade One Programs**

The District supports an Early Intervention initiative which provides targeted support to at-risk Kindergarten and Grade one students for tailored classroom practice, small group instruction, and Reading Recovery intervention. In 2011-2012 there were 33 schools participating in this initiative. Four percent of children participating in Reading Recovery in 2011-2012 were of Aboriginal ancestry. By the end of Grade One, half of these students no longer required the Reading Recovery intervention. In September 2012 the initiative will expand to include six more schools.

## Performance Indicator: 2011 - 2012 Ministry of Education Foundation Skills Assessment Results

<b>FSA Grade 4 - READING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non-Ab. 10/11	1360	37	509	14	1549	42	297	8
Non Ab. 11/12	1238	35	463	13	1563	44	313	9
Aboriginal 10/11	58	42	30	22	47	34	3	2
Aboriginal 11/12	99	63	20	13	36	23	3	2
<b>FSA Grade 4 – WRITING</b>								
Students	Unknown Performance Level		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 10/11	3715	37	438	12	1793	48	100	3
Non Ab. 11/12	1288	36	359	10	1826	51	104	3
Aboriginal 10/11	138	41	39	28	42	30	0	0
Aboriginal 11/12	102	65	18	11	38	24	0	0
<b>FSA Grade 4 – NUMERACY</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 10/11	1360	37	511	14	1616	43	228	6
Non Ab. 11/12	1239	35	410	11	1602	45	326	9
Aboriginal 10/11	58	42	41	30	39	28	0	0
Aboriginal 11/12	105	66	19	12	31	20	3	2
<b>FSA Grade 7 - READING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 10/11	1478	38	568	15	1551	40	313	8
Non Ab. 11/12	1454	37	460	12	1656	42	339	9
Aboriginal 10/11	90	55	29	18	41	25	3	2
Aboriginal 11/12	105	65	20	12	33	20	3	2
<b>FSA Grade 7 – WRITING</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 10/11	1503	38	380	10	1950	50	77	2
Non Ab. 11/12	1490	38	238	6	2032	52	149	4
Aboriginal 10/11	97	60	23	14	43	26	0	0
Aboriginal 11/12	105	65	23	12	36	22	0	0
<b>FSA Grade 7 – NUMERACY</b>								
Students	Performance Level Unknown		Not yet meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
Non Ab. 10/11	1450	37	454	12	1643	42	363	9
Non Ab. 11/12	1469	38	470	12	1570	40	400	10
Aboriginal 10/11	97	60	36	22	30	18	0	0
Aboriginal 11/12	106	66	35	22	19	12	1	1

### Notes:

- Approximately 65% of Grade 4 and Grade 7 students wrote FSA in 2011-2012. The overall Aboriginal student cohort is small even without taking into account any exclusions or withdrawals.
- The low District participation rates of both Aboriginal and non-Aboriginal students need to be considered when interpreting results. The Aboriginal student participation rate dropped significantly between 2010-2011 and 2011-2012.
- Significant gaps are evident between the Aboriginal and non-Aboriginal student FSA performance rates.



## Performance Indicator: Student performance and participation rates on Grade 10-12 provincial exams

Participation in Grade 10 Provincial exams is a prerequisite for meeting graduation requirements. It will be important to address the issues related to non-participation so that it isn't an impediment to graduation.

Year 2010/11	Course and Grade	Total of Students in Grade	C- (pass) or Better		C+ (good) or Better	
<i>Students/Percentage</i>		<b>#</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Non-Aboriginal 09/10	English 10	4888	4681	96	3368	69
Non-Aboriginal 10/11	English 10	4785	4574	96	3260	68
Aboriginal 09/10	English 10	128	107	84	41	32
Aboriginal 10/11	English 10	123	104	85	43	35
Non-Aboriginal 09/10	Principles of Math 10	4201	3858	92	2556	61
Non-Aboriginal 10/11	Foundations & Pre-Calculus Math10	3755	3433	91	2507	67
Aboriginal 09/10	Principles of Math 10	44	30	68	13	30
Aboriginal 10/11	Foundations & Pre-Calculus Math10	42	30	71	11	26
Non-Aboriginal 09/10	Applications of Math 10	644	593	92	254	39
Non-Aboriginal 10/11	Apprenticeship and Workplace Math 10	535	469	88	199	37
Aboriginal 09/10	Applications of Math 10	Msk	Msk	Msk	Msk	Msk
Aboriginal 10/11	Apprenticeship and Workplace Math 10	61	56	92	31	34
Non-Aboriginal 09/10	Science 10	4837	4608	95	3248	67
Non-Aboriginal 10/11	Science 10	4897	4700	96	3315	68
Aboriginal 09/10	Science 10	147	123	84	48	33
Aboriginal 10/11	Science 10	125	111	89	29	23
Non-Aboriginal 09/10	Social Studies 11	4332	4183	97	3065	71
Non-Aboriginal 10/11	Social Studies 11	4441	4291	97	3172	71
Aboriginal 09/10	Social Studies 11	56	51	91	18	32
Aboriginal 10/11	Social Studies 11	68	61	90	21	31
Non-Aboriginal 09/10	BC First Nations 12	46	45	98	18	39
Non-Aboriginal 10/11	BC First Nations 12	52	49	94	38	73
Aboriginal 09/10	BC First Nations 12	23	21	91	15	65
Aboriginal 10/11	BC First Nations 12	38	36	95	12	32
Non-Aboriginal 09/10	English 12: First Peoples	12	12	100	4	33
Non-Aboriginal 10/11	English 12: First Peoples	34	31	91	6	18
Aboriginal 09/10	English 12: First Peoples	103	82	80	33	32
Aboriginal 10/11	English 12: First Peoples	0	0	0	0	0
Non-Aboriginal 09/10	English 12	4426	4319	98	2977	67
Non-Aboriginal 10/11	English 12	4513	4414	98	3297	73
Aboriginal 09/10	English 12	49	46	94	15	31
Aboriginal 10/11	English 12	40	36	96	24	60
Non-Aboriginal 09/10	Communications 12	316	308	97	140	44
Non-Aboriginal 10/11	Communications 12	256	249	97	108	42
Aboriginal 09/10	Communications 12	27	27	100	11	41
Aboriginal 10/11	Communications 12	33	33	100	13	39

\*BC Ministry of Education District Data

### Notes:

- 85% of Aboriginal students achieved a C- or better in English 10 in 2011-2012 which was a comparable result to 2010-2011.
- 96% of Aboriginal students achieved a C- or better in First Nations 12 in 2011-2012 which was an increase of 4% over 2010-2011.
- There is an overall gap in the percentage of Aboriginal students achieving C+ or better in comparison to non-Aboriginal students.

## Performance Indicator: Grade-to-Grade Transition 2004-2011

The data indicates that the grade-to-grade transition rate of Aboriginal students is significantly lower than that of non-Aboriginal students, particularly between Grades 9 and 12 (see Figure 3 below).

Continued efforts to improve the retention rate of our Aboriginal students beyond Grade 8 will be critical. It is also important to have better data as to whether students are leaving the school system entirely or whether they are leaving the district and relocating to another school district within the province. This data needs to be collected on a student-by-student basis, in order to understand each individual story.

Figure 1

Student	Year	Grade 6 Students		Grade 7 Students		Grade 8 Students		Grade 9 Students		Grade 10 Students		Grade 11 Students	
		#	%	#	%	#	%	#	%	#	%	#	%
Aboriginal	2004/05	155	90	201	97	176	86	121	71	91	63	63	62
Aboriginal	2005/06	170	97	155	99	173	86	141	75	111	77	79	63
Aboriginal	2006/07	159	94	160	96	149	91	148	79	129	77	107	69
Aboriginal	2007/08	142	98	159	98	153	91	127	75	118	66	94	53
Aboriginal	2008/09	138	94	141	99	142	82	128	80	104	65	99	66
Aboriginal	2009/10	119	95	140	98	133	87	126	83	116	72	94	65
Aboriginal	2010/11	153	99	125	94	129	87	118	84	117	74	105	69

Figure 2

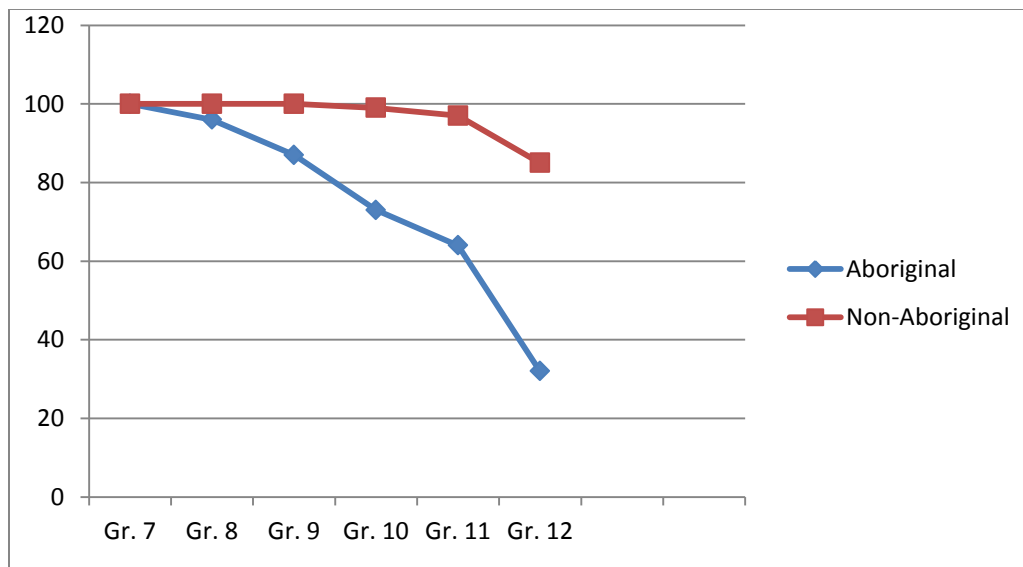
Student	Year	Grade 6 Students		Grade 7 Students		Grade 8 Students		Grade 9 Students		Grade 10 Students		Grade 11 Students	
		#	%	#	%	#	%	#	%	#	%	#	%
Non-Ab.	2004/05	3854	96	3854	98	3854	96	4235	95	4394	89	4645	83
Non-Ab.	2005/06	4067	97	4067	97	4067	96	4055	94	4453	89	4420	82
Non-Ab.	2006/07	3969	96	3969	97	3969	96	4240	95	4235	90	4376	82
Non-Ab.	2007/08	3895	97	3895	97	3895	97	4184	96	4503	90	4270	82
Non-Ab.	2008/09	3801	97	3801	98	3801	97	4392	96	4489	90	4452	83
Non-Ab.	2009/10	3638	97	3876	98	4159	97	4326	96	4766	76	4526	82
Non-Ab.	2010/11	3730	98	3717	98	4044	97	4253	96	4725	81	4675	84

\*BC Ministry of Education District Data

## Example: Six Year Trend of Students Transitioning Through Grades by Percentage

Given the total number of students in Grade 6 in 2004-2005, the line graph indicates the percentage change in population over a six year period between 2004 and 2011 for both Aboriginal and non-Aboriginal students.

Figure 3



### Performance Indicator: Six-Year Completion and Graduation Rates 2006-2010

Between 2006 and 2011 there has been an 11% increase in the Six Year Completion Rate of Aboriginal students. This rate includes students who receive a Dogwood Certificate, and those who receive a School Leaving Completion Certificate.

In June 2012, sixty percent of Aboriginal students, who graduated, received a Dogwood Certificate. A high percentage of non-graduates had a Special Education designation, and this statistic is one that the district will be examining more closely to better understand the implications for student completion and achievement. The graduation rate of Aboriginal students is still significantly less than that of non-Aboriginal students.

Student	Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
Aboriginal	2004/05	-	45	41	91	11	68	31	46	6
Aboriginal	2005/06	-	51	39	76	14	90	29	32	7
Aboriginal	2006/07	21.1	47	32	68	15	117	38	32	4
Aboriginal	2007/08	23.8	67	57	85	10	147	61	41	5
Aboriginal	2008/09	29.4	64	51	80	11	130	46	35	5
Aboriginal	2009/10	25.4	68	53	78	10	143	45	31	6
Aboriginal	2010/11	32.1	71	55	77	7	115	45	39	5

Student	Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Year	Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	#	%	%
Non-Ab.	2004/05	-	4504	4217	94	54	5290	3792	72	45
Non-Ab.	2005/06	-	4740	4392	93	56	5525	3987	72	47
Non-Ab.	2006/07	81.1	4344	4087	94	55	5242	3772	72	44
Non-Ab.	2007/08	79.5	4244	4001	94	48	5197	3705	71	38
Non-Ab.	2008/09	79.7	4220	3942	93	47	5266	3691	70	38
Non-Ab.	2009/10	80.7	4471	4166	93	47	5477	3924	72	39
Non-Ab.	2010/11	82.5	4493	4154	92	50	5351	3901	73	42

\*BC Ministry of Education District Data

## Mastery: Supporting Actions

To ensure that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

The following actions were carried out in support of our Mastery goal.

Action	Analysis of Progress
Develop and promote professional development in instructional strategies to assist educators to improve the success rates of Aboriginal students in specific areas such as literacy, Math and Science.	<ul style="list-style-type: none"> <li>Professional development was done with our Aboriginal Education Enhancement Workers in the areas of technology, cultural enrichment, and data collection.</li> <li>Professional development with Aboriginal Education teaching staff was limited due to job action.</li> <li>Britannia Elementary and the Math and Science Department of UBC continued a partnership in developing Math and Science skills for Grade 7s transitioning to Grade 8. Aboriginal students participated in a Pre-Grade 8 summer school Math camp at Britannia Secondary.</li> </ul>
Ensure support for individual and collaborative curriculum development and lesson planning about Aboriginal history and culture.	<ul style="list-style-type: none"> <li>We continue to purchase, develop, catalogue and distribute Aboriginal content and context materials at the school and district levels.</li> <li>The Aboriginal Education Department will continue its efforts to support and provide professional development and workshops needs on request.</li> </ul>
Provide support for Aboriginal students in the development of their Graduation Transition Planning.	<ul style="list-style-type: none"> <li>Post-Secondary events were hosted within VSB settings to strengthen transition and community connections.</li> <li>To ensure continued, meaningful student experiences, Transition and Apprenticeship opportunities were the focus of our Learning and Development Consultant for Aboriginal Education in the 2011/2012 school year. This resulted in major undertakings with community partners (e.g.: UBC, Cypress Mountain, Blade Runners).</li> <li>Continued Paul Martin Aboriginal Education Initiatives in two sites. One focused on Aboriginal Entrepreneurship; the other on Accounting. Both received National recognition.</li> </ul>
Sustain tracking systems that disaggregate Aboriginal data within the District.	<ul style="list-style-type: none"> <li>Utilized BCeSIS and Ministry of Education data to monitor Aboriginal attendance, grade transition and graduation rates, and the delivery of programs and services.</li> <li>Used the <u>Connection Tool</u> to monitor student engagement in our AEEA Goals.</li> <li>Small improvement in the six-year graduation rate for VSB Aboriginal.</li> <li>Large disparity in VSB behavioural designation rates between Aboriginal and non-Aboriginal students.</li> </ul>
Increase access to out of school and alternative program support for Aboriginal Learners.	<ul style="list-style-type: none"> <li>Worked with Community Links Teams, Post-Secondary Institutions, and Inner City Teams to create opportunities and resources for Aboriginal student support. Examples: <u>STAND Foundation</u> funded two alternative students through post-secondary school opportunities; <u>Strachan Hartley Foundation</u> contributed \$10,000.00 to Streetfront's Marathon Program.</li> <li>235 VSB Aboriginal students participated in alternative programs within the district.</li> <li>Reviewed alternative student programs (Fall and Spring).</li> </ul>

### Goal #3: Culture and Community

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

#### **Performance Indicators:**

- **Student participation in Aboriginal cultural activities**
- **Support the implementation of an Aboriginal Focus School**
- **Develop and procure Aboriginal content materials**
- **Develop and maintain Aboriginal community partnerships**

#### **Performance Indicator: Student participation in Aboriginal cultural activities**

- *Aboriginal Week* celebrations took place in many schools last year though job action was reported to have had a negative impact on planning in some instances.
- Thirty-nine formal, Aboriginal cultural activities took place within ten High Schools and 29 Elementary Schools during 2011-2012.
- A total of 4616 students participated in those Aboriginal cultural activities.

#### **Performance Indicator: Support the implementation of an Aboriginal Focus School**

- Vancouver's Aboriginal Education Department staff participated in the Aboriginal Focus School Committee.
- Aboriginal Education staff facilitated requests for information from both the Aboriginal Focus School and Aboriginal Caucus committees on Aboriginal educational resources re: content, learning strategies and VSB structures.

#### **Performance Indicator: Develop and procure Aboriginal learning materials**

- District Aboriginal staff created book lists of existing, quality Aboriginal learning materials for Elementary and Secondary use.
- Circulated Aboriginal learning materials from the District Learning Centre.
- Aboriginal Education Department purchased approximately \$7000.00 in new materials for its shared collection.

#### **Performance Indicator: Develop and maintain Aboriginal community partnerships**

- In addition to maintaining our existing Aboriginal and non-Aboriginal community partners the Aboriginal Education Department developed new working relationships with other community partners including:
  - Cypress Mountain Ski Resort
  - Squamish Nation Snowboard Team
- Examples of excellence in community partnerships can be seen at the following websites:

<http://www.vsb.bc.ca/district-news/first-peoples-festival-video-showcases-rich-collaboration>

<http://www.vsb.bc.ca/district-news/aboriginal-snowboard-team-makes-difference-lives>

## Aboriginal Culture and Community: Supporting Actions

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

The following actions supported our commitment to the Culture and Community goal.

Action	Analysis of Progress
Create an <u>Aboriginal Focus School</u>	<ul style="list-style-type: none"> <li>The Aboriginal Education Department supported the Trustee motion to create an <u>Aboriginal Focus School</u> by September 2012.</li> <li>Aboriginal Education staff participated in the <u>Aboriginal Focus School</u> Steering Committee and supported the <u>Aboriginal Caucus</u> within the group, as well.</li> </ul>
Create and develop opportunities for the Aboriginal communities to contribute an Aboriginal perspective to classroom content, curriculum and experiences.	<ul style="list-style-type: none"> <li>School and Aboriginal Education staff initiated and supported classroom cultural experiences.</li> <li>Aboriginal materials were accessed through the Aboriginal Education Department lending library.</li> <li>Worked in concert with MOA re: First Peoples' Celebration</li> </ul>
Include Aboriginal content at all grade levels and across subject areas. Increased units, lessons and activities about Aboriginal history, culture, traditions and contributions.	<ul style="list-style-type: none"> <li>Purchased resource materials for schools and VSB media/library services.</li> <li>Continued to explore alternative models of district Aboriginal education service in an attempt to improve access of enhancement opportunities on behalf of all students.</li> <li>Used Aboriginal content to promote school wide events; example seen @ <a href="http://www.vsb.bc.ca/district-news/innovative-first-nations-art-project-leads-big-gains-champlain-heights-students">http://www.vsb.bc.ca/district-news/innovative-first-nations-art-project-leads-big-gains-champlain-heights-students</a></li> </ul>
Pursue innovative models to better service the needs of students and families in transition or crisis.	<ul style="list-style-type: none"> <li>Aboriginal Ed staff worked with CSTs, Alternative Education, and District Learning Service staff to support students and families in crises.</li> <li>Focused on transition difficulties for students moving from elementary to secondary and from Gr. 9 to Gr. 10.</li> </ul>
Engage parents in VSB enhanced programs, and community services.	<ul style="list-style-type: none"> <li>The Aboriginal Education Program letter/consent form was revised and distributed to parents and guardians, to encourage greater program participation.</li> <li>Encouraged more schools to establish events and/or dedicated spaces for Aboriginal parent events, meeting, feasts, or training.</li> </ul>

### Mini Pow-Wow Dancers at Macdonald Elementary





## Governance and Implementation

The Aboriginal Education Enhancement Agreement Monitoring and Implementation Committee continued to ensure the successful implementation of the Aboriginal Education Enhancement Agreement. However, throughout *Year Three*, job action hampered regular *AEEA I&M Committee* opportunities for meaningful participation.

Representation from Aboriginal Communities and representative stakeholder groups including but not limited to students, unions, associations, diverse off-reserve Nations and community groups was invited to share pertinent input on the direction and progress of the Enhancement Agreement's major goal areas.

**The following actions were taken to support our commitment to Governance and Implementation.**

Action	Analysis of Progress
The District will support ongoing Aboriginal student involvement in student leadership opportunities, and district initiatives to enhance the quality of the educational experience for Aboriginal learners.	<ul style="list-style-type: none"><li>See <i>Student Stories of Excellence in Leadership</i>.</li></ul>
Aboriginal involvement at all levels of governance within the district will be encouraged.	<ul style="list-style-type: none"><li>Aboriginal representation was in place at various levels: Trustee, District Principal, <i>Aboriginal Focus School</i> Principal, <i>Aboriginal Focus School</i> Teacher, Union representation, DPAC and District Student Council.</li></ul>
The agreement will be in effect from June, 2009 until June, 2014, subject to revision and renewal.	<ul style="list-style-type: none"><li>Due to job action, AEEA I&amp;M committee monitored the implementation of <i>Year Three's</i> goals via on-line input where applicable.</li></ul>
An annual report will be jointly developed through continued dialogue with Aboriginal Communities and shared with the Aboriginal and Educational communities, the Board of School Trustees and Ministry.	<ul style="list-style-type: none"><li>AEEA Implementation and Monitoring Committee shared <i>Year Two's</i> report findings with their respective stakeholders and were invited to provide submissions on the progress/results of <i>Year Three's</i> Agreement goals.</li></ul>



PAC Meeting at *Aboriginal Focus School*



## Summary

Members of the AEEA I & M Committee acknowledge the positive work done by the Aboriginal Education Department in support of Vancouver's AEEA through its third year of implementation.

The following summarizes key actions taken and progress made in relation to the implementation of the Aboriginal Education Enhancement Agreement during 2011-2012.

### A. These are areas where results have been maintained or have shown improvements over the previous year(s).

- The Aboriginal Focus School was developed through a collaborative process with the Aboriginal Focus School Steering Committee and scheduled to open in September 2012.
- The Early Intervention Initiative has led to positive results for Aboriginal students through the Reading Recovery program. Four percent of children participating in Reading Recovery in 2011-2012 were of Aboriginal ancestry. By the end of Grade One, half of these students no longer required the Reading Recovery intervention. In September 2012 the initiative will expand to include six more schools.
- Participation rates in Aboriginal enhanced programs have remained high (96-98%) for students who self-identify as Aboriginal.
- Between 2006 and 2011 there has been an 11% increase in the Six Year Completion Rate of Aboriginal students. This rate includes students who receive a Dogwood Certificate, and those who receive a School Leaving Completion Certificate.
- For secondary students, there has been a decrease in absences across all grades during 2009-2011.
- The development of the *AIMS* system provides staff with a tool to monitor and adjust the frequency and nature of student interventions.
- Increased opportunities for students to engage in career education programs and courses, i.e. the *Paul Martin* Aboriginal Education Enhancement Initiative.

### B. These are areas where continued focus and attention is needed:

- Student attendance continues to be a concern. For elementary students, the rate of absence has stayed relatively the same from 2009-2011, with little noticeable improvement. Secondary attendance has improved to some extent, but still has room for significant improvement. Continue to work with district and school-based staff, and community agencies to encourage and support better attendance.
- Increase student participation rates on Grade 10 Provincial exams. Build an understanding with students that this is an important and obtainable precursor to meeting graduation requirements.
- Continue to increase graduation rates and 6 Year Completion Rates.
- Track transition rates from grade to grade, and develop targeted strategies to support students and their families in improving these transition rates, and connectedness to school.
- All School Plans to include a meaningful goal related to Aboriginal Education in terms of student learning and/or cultural enhancement.
- Improve district access to and use of data in order to plan for student and program interventions.

## Recommendation

For Year Four the focus will be on addressing the areas of need as noted in B above. District staff will be developing better data collection and reporting strategies to inform the work. Senior district staff, in collaboration with the staff of the Aboriginal Education Department, will increase their focus on addressing the goals of the agreement, with particular attention given to the areas noted in B above. We recognize that supporting Aboriginal student success is a shared responsibility among staff at the district and school levels, and with students, families and community.

While we can reflect on and appreciate individual and cohort successes in 2011-2012 we look forward to refining and improving our strategies and targets to better support all Aboriginal students in the coming year, as we plan for the renewal of the Aboriginal Education Enhancement Agreement in 2014.