

# Aboriginal Nations Education An Overview

DATA IS A COMBINATION OF 2007 & 2008 INFORMATION

February, 2009

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Aboriginal Pride & Success Through Education

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*The Aboriginal Nations Education Division  
acknowledges and thanks the Songhees and  
Esquimalt Nations for sharing their traditional  
territories with us.*

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**Aboriginal Nations Education Division  
Greater Victoria School District  
P.O. Box 700 [556 Boleskine Road]  
Victoria, British Columbia, V8W 2R1  
Telephone: 250 475-4123/4124 Fax: 475-4109**



**F**irst Nations Education can be described as a circle of life that focuses on an increased awareness of the importance of self-concept and self-esteem that, in turn, encourages self-determination. Students need to balance the spiritual, emotional, intellectual and physical dimensions to reinforce their learning experiences. Creative learning environments can provide the opportunity for this growth and development to occur. First Nations staff believe that all students, and the District's staff, have the capacity to successfully grow, develop and change.

First Nations student education must include the involvement of people from the First Nations communities in the classroom and at the district level. Students must see First Nations people in the school system as leaders, role models, employees and active participants in district schools. First Nations involvement in the educational community will create a positive learning environment and will provide a foundation upon which the educational needs of First Nations students will be met.

First Nations student education needs to reflect an inclusive [integrated] approach that provides a foundation for lifelong learning. First Nations people face many challenges as they strive to incorporate the demands of contemporary society, while trying to maintain their traditional cultures. The G.V.S.D. Board of Trustees recognizes and continues to support, through education, the perseverance, strength and resilience of First Nations cultures in order to ensure pride and success. The integration of culture must be affirmed as an essential part of the overall educational experience for all students. Students face many challenges as they integrate the learning tools of contemporary society within their traditional cultures. It is essential to provide a balanced education in order to teach the skills that will enable these students to encompass the best of all cultures while reinforcing traditional values

First Nations learners' educational journey must provide equal opportunities that will enable them to maximize their potential. Parents, schools and the community must work together to encourage students to continue in school, and thus increase the graduation rate for First Nations students.

First Nations is inclusive of Métis, Inuit, status, non-status, off reserve and other indigenous people.

**FIRST NATIONS  
PRIDE & SUCCESS  
THROUGH EDUCATION**

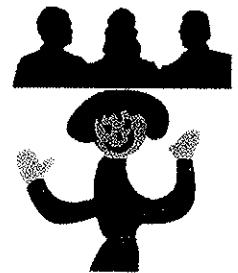


# FNED REGULATION REGULATION & POLICY UNDER REVIEW

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In order to create an environment in which First Nations students can achieve their emotional, intellectual, physical and spiritual objectives, the District will:

- ❖ Work to increase the First Nations retention and graduation rate by:
  - having administration encourage active participation of parents and First Nations students within the school's Parent Advisory Councils and other school committees
  - having administrators, teachers, teachers-on-call, teacher assistants and Counselors as role models and support for First Nations students
  - creating First Nations classrooms that reflect the cultural heritage of students
  - encouraging the use of First Nations resources and curriculum that reflect the history of First Nations people
  - recognizing academic excellence for students in Grade 7, Grade 10 and Grade 12 through bursaries
  - supporting language skill development, math, reading and writing for First Nations students in the primary, early and later intermediate grades
  - encouraging professional development activities at the school and District level that address the needs of First Nations students
  - paying particular attention to First Nations students during their transitional years.
- ❖ Acknowledge participation of the First Nations people in the overall school community by consulting with:
  - Songhees and Esquimalt Nation Education Liaison workers and their Education Committees
  - District First Nations Parent Advisory Council
  - First Nations community cultural resource people
  - First Nations Education Curriculum Committee
  - Local First Nations community boards and organizations
- ❖ Ensure that teachers of First Nations students shall be provided with the opportunity to become familiar with First Nations culture and contemporary issues
- ❖ Support First Nations students by encouraging them to develop a strong personal identity and pride in their heritage
- ❖ Ensure that all schools reflect the cultural heritage of First Nations people through connection with First Nations artwork, library resource materials, and cultural presentations
- ❖ Offer classes and courses that include the history and traditions of First Nations people
- ❖ Continue support of First Nations cultural awareness activities and programs at the school level
- ❖ Continue support of the distribution of the FNED Newsletter
- ❖ Actively recruit First Nations people for administrative positions through First Nations programs at Universities, First Nations newspapers, and provincially sponsored Listservs for First Nations educators.





BRITISH COLUMBIA  
The Best Place on Earth

# Ministry of Education - 1701 Verification

DATE : OCT-07-2008 11:18 (FORM 1701) ABORIGINAL EDUC ENROLMENT\* VERIF REPORT - AS AT : SEP-30-2008 ECHO REPORT 8060  
DISTRICT: 061 Greater Victoria

PROGRAM	K.H	K.F	01	02	03	04	05	06	07	08	09	10	11	12	SU	GA	TOTAL
<b>SCHOOL-AGE STUDENTS</b>																	
NUMBER OF PERSONS	45	46	102	99	106	90	87	99	116	0	112	103	146	139	96	28	1414
OF ABORIGINAL ANCESTRY*	* who may or may not be enrolled in any aboriginal education program.																
ABORIGINAL LANGUAGE AND CULTURE	345	60	445	387	415	465	459	102	116	0	110	83	125	129	82	23	3346
TOTAL	41	45	99	95	103	84	81	93	115	0	110	81	115	120	80	21	1283
ABORIGINAL SUPPORT SERVICES	23	45	68	70	76	57	64	70	85	0	88	88	133	123	82	22	1094
TOTAL	22	45	66	68	75	56	64	69	84	0	88	88	124	123	82	22	1076
OTHER APPROVED ABORIGINAL PROGRAMS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL ABORIGINAL EDUCATION PROGRAMS	346	60	448	391	418	470	463	102	116	0	110	103	148	142	92	25	3434
ABORIG AND NON-ABORIG TOTAL	42	45	102	99	106	89	85	93	115	0	110	101	138	133	90	23	1371
ABORIGINAL ANCESTRY - SUBSET																	

PROGRAM	K.H	K.F	01	02	03	04	05	06	07	08	09	10	11	12	SU	GA	TOTAL
<b>ADULT STUDENTS</b>																	
NUMBER OF PERSONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OF ABORIGINAL ANCESTRY*	* who may or may not be enrolled in any aboriginal education program.																
ABORIGINAL LANGUAGE AND CULTURE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABORIGINAL SUPPORT SERVICES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER APPROVED ABORIGINAL PROGRAMS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL ABORIGINAL EDUCATION PROGRAMS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABORIG AND NON-ABORIG TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABORIGINAL ANCESTRY - SUBSET	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: Report does not include students whose funding FTE = 0  
if program enrolment data have been reported for schools funded OUTSIDE the Funding Allocation System, this enrolment is included above but will be SUBTRACTED PRIOR to the recalculation of the grant.

----- DO NOT RETURN THIS PAGE WITH CORRECTIONS. RETAIN FOR YOUR REFERENCE -----

### Aboriginal 2002-03 to SEPT. 08

ELEM. SCHOOL	2002/03	2003/04	2004/05	2004/05	2005/06	2005/06	2006/07	2006/07	2007/08	2007/08	2008-09
	Sept.30	Sept. 30	Sept.30	Feb.17	Sept.30	Feb.17	Sept.30	Feb.16	Sept.30	Feb.25	SEPT.
Blanshard	17	0	0	0	0	0	0	0	0	0	0
Braefoot	3	6	4	6	2	2	2	2	3	6	7
Burnside	24	24	14	18	12	12	0	0	0	0	0
Campus View	8	9	10	10	5	6	7	8	10	8	11
Cloverdale	17	20	10	13	15	15	15	14	20	22	26
Craigflower	75	71	62	68	78	78	83	83	97	103	105
Doncaster	7	7	7	7	10	11	6	6	10	11	16
Eagleview	20	9	8	8	9	9	8	8	10	10	8
Fairburn	8	0	0	0	0	0	0	0	0	0	0
Frank Hobbs	6	16	16	16	16	17	15	14	11	10	6
George Jay	43	48	58	62	67	62	79	77	77	82	81
Hampton	23	15	0	0	0	0	0	0	0	0	0
Hillcrest	0	1	5	4	4	4	4	4	4	5	8
James Bay	25	23	18	21	13	13	22	22	15	16	20
Lake Hill	8	10	8	8	10	10	8	8	3	3	6
Lampson	44	32	37	35	32	31	27	28	0	0	0
Macaulay	43	41	41	39	39	45	34	31	46	44	30
Margaret Jenkins	9	6	2	3	7	7	8	7	6	6	7
Marigold	14	15	17	17	17	16	11	12	6	6	5
McKenzie	15	13	12	11	10	10	7	7	8	8	9
Monterey	1	3	1	1	0	0	0	0	9	8	10
Northridge	4	6	6	6	6	7	8	9	4	4	7
Oaklands	29	27	25	27	28	28	28	28	29	26	24
Quadra	51	43	38	36	35	35	35	32	21	23	23
Richmond	13	4	0	0	0	0	0	0	0	0	0
Rogers	8	11	8	8	9	10	10	8	5	8	9
Sir James Doug	17	19	18	16	11	13	13	11	17	16	17
South Park	10	16	16	16	17	17	12	13	9	9	8
Strawberry Vale	6	10	8	9	6	6	4	5	5	6	5
Sundance	5	12	12	10	9	6	4	4	4	6	5
Tillicum	37	34	31	30	27	29	36	39	42	43	50
Torquay	5	4	2	2	2	2	3	3	3	3	4
Uplands	6	0	0	0	0	0	0	0	0	0	0
Vic West	26	24	32	33	34	35	37	39	49	49	39
Victor	5	2	4	6	4	6	4	5	0	0	0
Ecole Brodeur	0	0	0	0	0	0	0	0	0	0	0
View Royal	15	18	22	23	27	27	20	21	27	32	26
Willows	13	12	13	12	11	11	6	6	4	4	7
<b>TOTAL ELEMENTAL</b>	<b>660</b>	<b>611</b>	<b>565</b>	<b>581</b>	<b>572</b>	<b>580</b>	<b>556</b>	<b>554</b>	<b>554</b>	<b>577</b>	<b>579</b>
*NO REGULAR ANED PROGRAMS											

### Aboriginal 2002-03 to SEPT. 08

SECONDARY	2002/03	2003/04	2004/05	2004/05	2005/06	2005/06	2006/07	2006/07	2007/08	2007/08	2008-09
SCHOOL			Sept.30	Feb.17	Sept.30	Feb.17	Sept.29	Feb.16	Sept. 07	Feb.25	SEPT.
Esquimalt	138	117	127	123	120	126	118	103	127	123	139
Gap/Opt	13	11	6	6	7	7	11	7	5	1	8
Lambrick Park	9	15	14	16	17	17	9	10	10	10	13
Mt. Douglas	11	21	21	23	22	22	22	22	30	30	25
New Dimensions	3	0	0	0	0	0	0	0	0	0	0
Oak Bay	23	27	29	26	32	33	34	32	33	31	27
Reynolds	39	38	29	28	36	34	23	23	34	36	39
S.W. Willis Alt.Ed.	27	30	36	48	38	38	38	35	44	41	52
Spectrum	27	32	61	60	71	72	89	76	87	90	79
Vic High	89	91	100	87	90	93	93	91	100	100	103
Stars	13	12	0	0	0	0	0	0	0	0	0
Continuing Ed.	58	31	50	73	35	40	39	56	30	17	*28
<b>TOTAL SECONDAR</b>	<b>450</b>	<b>425</b>	<b>473</b>	<b>484</b>	<b>468</b>	<b>482</b>	<b>476</b>	<b>455</b>	<b>500</b>	<b>479</b>	<b>512</b>
<b>TOTAL INCLUDES 26 ADULT CONTINUING EDUCATION STUDENTS FOR WHOM WE DO NOT RECEIVE FUNDING</b>											
<b>MIDDLE SCHOOL</b>											<b>SEPT.08</b>
Arbutus	5	13	11	10	12	10	15	7	10	10	9
Cedar Hill	10	7	21	19	16	16	21	21	19	19	19
Central	46	49	52	53	56	56	55	56	55	54	58
Colquitz	50	48	47	51	54	54	48	47	60	57	45
Glanford	12	10	9	9	7	7	7	7	18	18	16
Gordon Head	4	8	14	12	8	8	6	7	7	7	4
Lansdowne	28	40	42	44	44	44	38	33	26	26	37
Rockheights	54	44	61	62	64	61	55	52	56	58	53
Shoreline	49	47	52	50	49	44	59	59	57	60	66
<b>TOTAL MIDDLE</b>	<b>258</b>	<b>266</b>	<b>309</b>	<b>310</b>	<b>310</b>	<b>291</b>	<b>304</b>	<b>289</b>	<b>308</b>	<b>309</b>	<b>307</b>
<b>TOTAL ELEM.</b>	<b>660</b>	<b>611</b>	<b>565</b>	<b>581</b>	<b>572</b>	<b>580</b>	<b>556</b>	<b>554</b>	<b>558</b>	<b>577</b>	<b>579</b>
<b>TOTAL MIDDLE</b>	<b>254</b>	<b>258</b>	<b>295</b>	<b>298</b>	<b>302</b>	<b>291</b>	<b>304</b>	<b>288</b>	<b>308</b>	<b>309</b>	<b>307</b>
<b>TOTAL SEC.</b>	<b>450</b>	<b>425</b>	<b>473</b>	<b>484</b>	<b>468</b>	<b>482</b>	<b>476</b>	<b>455</b>	<b>500</b>	<b>479</b>	<b>512</b>
<b>TOTAL STUDE</b>	<b>1364</b>	<b>1294</b>	<b>1333</b>	<b>1363</b>	<b>1342</b>	<b>1353</b>	<b>1336</b>	<b>1297</b>	<b>1366</b>	<b>1365</b>	<b>*1398</b>
<i>Funded FTEs</i>	<i>1276.5</i>	<i>1229.5</i>	<i>1265</i>		<i>1284</i>		<i>1258.5</i>		<i>1333.5</i>		<i>1337</i>
*NO REGULAR ANED PROGRAMS											

**ABORIGINAL NATIONS  
EDUCATION**

**Student Enrolment**

Based on Echo Reports 8060[S] Sept. 30 1996-2008

Reprinted: 2/13/2009

Grade Level	1996-97	1997-98	1998-98	1999-00	99-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	SEPT.08
Kindergarten	78	66	86	91	97	94	90	72	72	92	82	89	92
Primary Kinderg. 1-3	0	0	0	0	0								
Sub.	0	0	0	0	0								
Grade 1	69	88	89	94	92	103	102	86	80	93	98	96	102
Grade 2	73	67	95	79	103	94	99	105	90	86	83	99	99
Grade 3	68	71	66	96	86	99	97	101	116	83	83	87	106
Grade 4	79	61	84	72	96	91	106	97	103	113	87	85	90
Grade 5	73	74	67	85	78	101	93	106	101	98	115	97	87
Grade 6	81	73	79	71	93	77	106	91	112	106	100	116	99
Grade 7	77	83	79	79	78	91	82	98	93	118	101	113	116
Grade 8	101	91	95	101	98	111	112	92	110	104	109	90	112
Grade 9	103	98	107	97	107	98	109	128	104	134	111	137	103
Grade 10	74	93	113	107	84	91	101	97	114	117	137	128	146
Grade 11	100	136	135	144	143	118	146	120	128	98	107	141	139
Grade 12	70	56	68	80	70	89	76	71	90	82	83	62	96
Elementary Unclassified	0	0	0	0	0								
Secondary Unclassified	0	3	1	1	0					8	18	17	
<b>Ab Anc.per School Report</b>	<b>1112</b>	<b>1140</b>	<b>1227</b>	<b>1266</b>	<b>1272</b>	<b>1314</b>	<b>1319</b>	<b>1264</b>	<b>1347</b>	<b>1350</b>	<b>1336</b>	<b>1365</b>	<b>1387</b>
Continuing Education Student Numbers are not included													

# ANED

## 2008-09 Staff

CURRENT STAFFING AS OF February, 2009

Coordinator : Nella Nelson, ANE Admin. Asst.: Judith Lindsay

### ANED DISTRICT COUNSELORS

Mark Albany

SHORELINE MIDDLE  
Lansdowne Middle  
Tillicum Elementary

Joanne Mitchell

QUADRA ELEMENTARY  
Central Middle  
Victoria High

Pam Russ

GEORGE JAY ELEMENTARY  
Oaklands  
Rockheights Elementary  
Reynolds Secondary

Paul Thomas

CRAIGFLOWER ELEMENTARY  
Colquitz Middle  
Spectrum Secondar  
Mt. Doug Secondary

\*One day per week allocated for on-call schools



### SKILL DEVELOPMENT PROGRAM TEACHERS

Willo Bennett

A.N. Skill Development, George Jay/Rockheights

Gary Crocker [Enhancement Agreement FACILITATOR]

A.N. Academic/Support Teacher, Reynolds

Gail Higginbottom/Kolette Cristante/Michele

Tomasino: ANED Teaching/Counseling : Esquimalt

Ray Forsberg

Aboriginal Nations Ac. Supp. Tchr. Central Middle

Henrietta Jim

A.N. Skill Development , Colquitz/Quadra

Janet Langston [CONNECTEDNESS FACILITATOR]

Audrey Moore

A.N. Full Day Kindergarten Tchr., George Jay

Louise Milburn A.N. Dist. Acad./Cultural Supp., Tchr.

SJ Willis Alt. Ed & Cultural Awareness Contracts

Emma Milliken

A.N. Academic/ Support Tchr., Spectrum

Brenda Pohl

A.N. Academic/Literacy Support Tchr.: Shoreline

Brenda Sam

A.N. Leadership Tchr., Macaulay/Cedar Hill

Francine Spahan

A.N. Full Day Kindergarten, Craigflower

Caleb Kennedy

A.N. Skill Development, Victoria West

Trena Sutton

A.N. Skill Development Program, Craigflower

Anne Tenning

F.N. Academic Support/BCFN Studies 12: Vic High

Frank Conibear

A.N. Skill Dev. /BCFN Studies 12, S.J. Willis Alt. Ed.

### Aboriginal Nations Art Teacher ALEX CLARK

Craigflower, Central, Cloverdale, George Jay, Lansdowne,  
Oaklands, Quadra, Vic. High, View Royal & Aboriginal  
Nations Awareness Contracts

### Aboriginal Education Assistants

Brenda Andrews	Macaulay
Leah Arcand	Esquimalt
Pauline Arnouse	George Jay
Gloria Cardinal	Tillicum/View Royal
Krystal Cook	Craigflower
Fabian Quocksister	Craigflower
Jo-Ann Rooke	Victoria High
Samantha Shaughnessy	James Bay/Oaklands
Donna Sinclair	Vic West

### Community Support Services

Hulitan Social Services Scty. (MSS)384-9466

Kendra Gage	Supervisor
Edwina Rufus	Child & Youth Care Worker
Julia Clifton	Journeys of the Heart Program
Ferrin Willie	Family Advancement Wkr.
Monique Ney	Family Support Worker

Surrounded by Cedar Child & Family Services 383-2990

Asma [Angela] Antoine Counselor

### Community Support Services CONT.

Butch Dick	SONGHEES Ed. Liaison Wkr.
Kelly Hall	ESQUIMALT Ed. Liaison Wkr.
Katt Thomas	ESQUIMALT Student Factr.
Jim Young @ VNFC	SD#61/VNFC Liaison
Alysha Brown	VNFC Youth& Fam.Couns.
Romy Pritchard	V.P., Métis Nation of G.V.
Mary Collins (Dir.)	South Island Métis
Open	Songhees Student Factr.
Ray Sam (Esquimalt)	Songhees Student Factr.



# Aboriginal Nations Education Program Overview

Greater Victoria School District

**T**he Aboriginal Nations Education Division operates its programs on the traditional territory of the Songhees and Esquimalt Nations. We would like to thank and acknowledge them for sharing their land with us.

The Greater Victoria School District has a general student population of approximately 19,046.6 FTE students, Aboriginal students number 1,366 and in the 2008-09 school year, 8.5% FTE Aboriginal students were funded through the Federal Government and the Local Education Agreements [Oct.1, 2007 data].

◆ Songhees Nation 109 FTE

◆ Esquimalt Nation 54 FTE

Total Students funded through the Federal Government and a Local Education Agreement 163 FTE

The Esquimalt Nation and the G.V.S.D. are nearing completion in negotiating a Local Education Agreement.

The Songhees Nation and the Greater Victoria School District first signed a Local Education Agreement on June 18, 2001 after a three-year negotiation process. The current Agreement is in effect until June 30<sup>th</sup>, 2010. This partnership works towards improving support for students, helping them to be successful in their academic pursuits, and in achieving graduation.

A total of 1,224 students come under the General Provincial Funding category, and are not attached to an Aboriginal band for funding.

The three main island nations that we service in the Greater Victoria School District are:

- ◆ Coast Salish
- ◆ Nuuchahnulth
- ◆ Kwakwaka'wakw

# Aboriginal Education Program Summary

2007-08

## Budget:

In 1990/91 the FNED budget was \$568,373.00.

At this time, the costs for the Aboriginal programs were totally funded by the school district.

In 2007-08 the ANED budget is \$1,514,969 [inclusive of funding to implement the costs of the Collective Agreement - \$164,828].

In 1992, supplemental Aboriginal funding was allocated to all school districts to support enhanced cultural and support programs for Aboriginal students. In 1994, the aboriginal funds were targeted, and all districts were required to spend these allocated funds on Aboriginal programs. The Greater Victoria School District has always transferred all Aboriginal funding dollars to FNED/ANED for programming.

## Staffing:

1990/91 Staffing Allocation	2007-08 Staffing Allocation
1 FTE Coordinator	1.0 FTE Coordinator
1.60 FTE Secretarial Support	0.5 FTE Secretarial Support*
7 FTE Teachers	10.46 FTE Teachers**
<small>NOTE: INCLUDES TWO ABORIGINAL FULL DAY KINDERGARTEN TEACHERS WHO ARE FUNDED OUTSIDE ANED FROM THE DISTRICT INSTRUCTIONAL BUDGET</small>	
3 FTE F.N. District Counselors	4 FTE F.N. District Counselors
2.1 FTE F.N. Art Teachers	1 FTE FN Art Teacher
4.32 FTE F.N. Teacher Assistants	6.68 FTE F.N. Teacher Assistants
<small>NOTE: INCLUDES TWO FDK TEACHER ASSISTANTS WHO ARE PARTIALLY FUNDED BY THE DISTRICT INSTRUCTIONAL BUDGET</small>	
<b>19.02 FTE TOTAL STAFFING</b>	<b>20.44 FTE TOTAL STAFFING</b>

□□ Overall increase in staffing 1990/91 to 2007-08 = 4.025 FTE\*\*\*

\* 0.5 FTE funded from ANED budget; 0.5 through District funding.

\*\*\*The actual overall increase in staffing funded through ANED targeted funding is 1.025 FTE.

## Student Numbers:

In 1990-91 there were 688 First Nations students, comprised of 451 elementary and 237 secondary students.

In 2007-08 there are 1,381 Aboriginal students, 559 elementary, 307 middle and 515 secondary students. PLEASE NOTE THAT THE SPREADSHEET ALSO INCLUDES SEPT. 08 ENROLMENT.

/continued over..

**First Nations Graduates:**  
[Includes Dogwood & School Leaving Certificates]

In 1990-91 nineteen students were acknowledged for graduation by their schools, and in 2007-08, there were fifty. [Totals include school leaving and dogwood certificates]. There has been a steady increase in Aboriginal students returning to school in the Continuing Education programs. In 1991-92 there were four students, and approximately 30 students registered in 2007 and 2008.

**YEARLY GRADUATION TOTALS 1990-2008**

Year	School	Continuing Education	Total as per	Dogwood Completion	
			*SD#61 Records Number	Certificates as per Ministry of Education Number	%
1990	22	0	22	--	
1991	19	0	19	--	
1992	26	0	26	14	
1993	22	0	22	15	
1994	28	1	29	27	
1995	40	0	40	23	
1996	35	1	36	17	
1997	40	6	46	29	
1998	35	6	41	21	24%
1999	43	6	49	27	21%
2000	47	5	52	39	28%
2001	52	3	55	29	30%
2002	64	1	65	40	33%
2003	52	5	51	27	34%
2004	48	2	50	33	35%
2005	54	2	56	45	37%
2006	56	0	56	Not available	36%
2007	51	0	51	Not available	38%
2008	50	0	50	Not available	33%
	678	38	710	386	

\* These graduates have been acknowledged by their schools as candidates for Grade 12 graduation. Numbers include both Dogwood and School Leaving Certificates. The Ministry of Education numbers do not include School Leaving Certificates.

# Aboriginal Nations Skill Development Program

ELEMENTARY, MIDDLE & SECONDARY LEVELS

## ANSDP Developed in 1980 as FNSDP

The Aboriginal Nations Skill Development Program provides culturally-based general and academic support to Aboriginal students in their classroom setting.

The Aboriginal Nations Skill Development Program reflects the philosophy of Aboriginal Nations Education which recognizes that all students have the capacity to grow, develop and change, and that our learning environments must provide the foundation for this growth.

The ANSDP operates within 16 schools in the Greater Victoria School District. Each program has a certified teacher and/or an Aboriginal Education Assistant who has expertise in the areas of:

- ◆ offering direct or indirect educational and cultural support to Aboriginal students and to classroom teachers
- ◆ assessing learning strengths and weaknesses
- ◆ providing individual or small group instruction and advocacy
- ◆ working closely with the Aboriginal Nations Counselor and the Aboriginal Nations Art teacher to develop culturally relevant programs
- ◆ linking and bridging with classroom teachers.

The Aboriginal Education Assistants attached to each of the Skill Development Programs or schools have the following roles:

- ◆ assisting with the teaching of Aboriginal culture/heritage, life skills and socialization
- ◆ providing academic encouragement/assistance to Aboriginal students to achieve success
- ◆ acting as role models and cultural interpreters
- ◆ working as liaisons with the Aboriginal Nations Counselors, Aboriginal Nations Art teachers and the general school population.

The Aboriginal Nations Skill Development programs are developed and implemented to reflect the individual needs of the schools in which they are located.

- ◆ The teaching of academic skills is supplemented by both cultural and contemporary resources.
- ◆ The focus of the programs is to create a sense of place and belonging for Aboriginal students in the urban school setting, and to lay a foundation for success.
- ◆ Every effort is made to make school a positive place to be for Aboriginal students.
- ◆ High expectations and respect for each individual student will encourage success in many forms.

/CONTINUED OVER ..



# Government Of British Columbia

## ABORIGINAL NATIONS EDUCATION POLICY

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The current policy of the Ministry of Education supports the recommendations of the Sullivan Commission. The major elements of the policy are:

In order to support the aboriginal education learners, the Ministry of Education has established the following guidelines: [Native Education Branch, District Education Contact Session handout].

### MINISTRY OF EDUCATION:

- Increasing the relevance and responsiveness of the school system to Aboriginal students;
- Increasing awareness of Aboriginal culture among all learners;
- Helping ensure that Aboriginal children retain and reserve their linguistic and cultural heritage; and
- helping to ensure parity of achievement for Aboriginal students in the public school system.

### SCHOOL BOARDS:

- Developing timelines for school and district Aboriginal education activities;
- reviewing district Aboriginal education practices and policies;
- encouraging the development of new programs to increase the awareness of all students about Aboriginal history and culture;
- assessing allocation of resources;
- where local agreements exist, establishing contracts with Bands and Councils;
- establishing Aboriginal advisory committees to develop/review district policies.

### SCHOOL PERSONNEL:

- Becoming involved in culture awareness training and activities;
- using, where appropriate, locally-developed Aboriginal Education curriculum resource materials;
- reviewing school practices;
- increasing staff/student awareness of Aboriginal history and culture;
- reviewing results of Aboriginal students on evaluations, and developing action plans.

In response to discussions at a First Nations Federal/Provincial Tripartite meeting February 14&15, 1995, the province developed a report titled: "Principles for Funding Aboriginal Education". The report, written by the Ministry of Finance & Corporate Relations, and the Ministry of Aboriginal Affairs, and dated March 20, 1995 established the province's position on education funding for Aboriginal learners, as follows:

- British Columbia is committed to working with the Federal Government and Aboriginal Nations Education to ensure that Aboriginal learners receive equitable levels of education funding and access to the provincial education system;
- Provincial services are generally provided on the basis of need, not on a user-pay basis, and provincial taxes are determined on the basis of the ability to pay. There is no direct link between the level of service individuals receive and the amount of taxes they pay.

CONTINUED

- Canada has the fiduciary responsibility for the education of status Indians, and must provide funding for status Indians on an equitable basis throughout Canada.

#### **PROVINCIAL EDUCATIONAL FUNDING ALLOCATION SYSTEM:**

The provincial system of allocating education funds to districts is based on a block-funding concept as recommended by the Sullivan Royal Commission in 1988. In this system, school districts are provided with a block of funds for virtually all programs, which are adjusted annually for economic indicators, enrolment, and mandated programs. Any expenditure beyond a district's block allocation must be approved by a local referendum. The 2006-07 provincial per-pupil block was established at \$5,830 (the annual per pupil block is the same for all districts)

The allocation to school districts is made up of four main categories:

##### **1. GENERAL OPERATING GRANTS**

Common Core Grants provide funds for basic school operation, such as classroom instruction, library services, counseling, etc.

Specific District Grants recognize the differences in costs among school districts due to specific programs, geography and salaries.

##### **2. TARGETED GRANTS**

Targeted grants are funds that school districts must spend in specific areas, such as special education, aboriginal education, school-based administration, and learning resources. *It is the targeted grant program that generates most of the funds available to school districts for specific programs for Aboriginal learners.*

##### **3. CAPITAL SUPPORT GRANTS**

This fund is intended to extend the operating life of school.

##### **4. DEVELOPMENTAL GRANTS**

This fund is intended for implementing new governmental initiatives. In many cases, it supports staff training.

#### **PROVINCIAL ABORIGINAL EDUCATION PROGRAMS & SERVICES FUNDING**

The provincial Ministry of Education makes funds available to support a number of Aboriginal education programs and services.

THE 2008-09 PROVINCIAL TOTAL TARGETED FUNDS  
FOR ABORIGINAL EDUCATION = \$52,578,942.

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#### **ABORIGINAL EDUCATION TARGETED FUNDS:**

Funds for First Nations education are now targeted, meaning that a school district must spend the funds directly for services to Aboriginal education [*Ministry of Education letter to education stakeholders, May 1994*]. The fund is intended to provide resources for aboriginal language and culture programs, as well as for support services such as teacher aides, tutors, peer and elder counseling and home-school coordination. The funds can pay for salaries and benefits, honoraria, materials and costs of transportation for aboriginal programs. School Districts may charge up to 10% of program funding for consultation/advisory processes, which can include the negotiation and management of Local Education Agreements.

CONTINUED.

The funds are generated within the block funding formula under the Aboriginal Education Program. A Full-Time Equivalent (FTE) refers to a student attending full time, who is on the school nominal roll as of September 30th. The calculation of Aboriginal Education targeted funds includes all students determined to be of Aboriginal ancestry On- and Off-reserve status Indians, Non-status Indians and Métis. In the 2007-08 year, these funds totaled \$48,104,675. The rate is \$1,014 per self-identified student.

**TARGETED ABORIGINAL EDUCATION ELEMENTARY & SECONDARY = \$1,014 PER STUDENT**

The education salary index and the remoteness index are adjusted, and affect the overall funding level. For details of the allocation budgeted for all school districts in British Columbia, refer to *Appendix B*.



## Ministry of Education Aboriginal Education Enhancements Branch 2008-2009

Director .....	Trish Rosborough
Manager .....	Anne Bowers
Field Director .....	Ted Cadwallader
Director's Assistant .....	Norma Ritchie
Administrative Officer .....	Nancy Scott
Senior Policy Analyst .....	Penny McLean
Curriculum Coordinator .....	Anne Hill
Research Analyst .....	Adam Barker
Enhancement Agreements Coordinator .....	Eric McMahon
Enhancement Agreements Coordinator .....	Victor Jim

### Contact Information:

Website: <http://www.bced.gov.bc.ca/abed/>  
Email: [EDUC.AboriginalEducation@gov.bc.ca](mailto:EDUC.AboriginalEducation@gov.bc.ca)  
Phone: (250) 356-1891

### Goals of the Aboriginal Education Enhancements Branch (Branch)

The Branch is guided by four goals:

- To improve school success for all Aboriginal students
- To increase Aboriginal voice in the public education system
- To increase knowledge of Aboriginal language, culture and history within the public school system
- To increase Aboriginal communities involvement and satisfaction with the public school system

### Kindergarten-Grade 12 Enhanced Funding for Aboriginal Education

The Ministry of Education allocates approximately \$51 million annually for Aboriginal education in the BC public K-12 school system. This funding enables school districts to deliver enhanced education programs and services for Aboriginal students, and is distributed on a per student basis of \$1,014.00 for those who self identify as being of Aboriginal ancestry. The development and delivery of Aboriginal education programs and services requires the collaboration of school boards and all local Aboriginal communities. For more information regarding the funding policy, Aboriginal full day Kindergarten and programs and services offered to Aboriginal students, please visit our web pages at:

[http://www.bced.gov.bc.ca/policy/policies/funding\\_abed.htm](http://www.bced.gov.bc.ca/policy/policies/funding_abed.htm)

### Aboriginal Education Enhancement Agreements (EAs)

EAs are a commitment made by each school district, all local Aboriginal communities, and the Ministry of Education to work together to improve the success of all Aboriginal students. The Branch continues to work with Aboriginal communities and school districts to establish meaningful goals and strategies within their EA. Establishing an agreement as a community is cause for celebration, and most districts celebrate the signing of their EA with a ceremony. Ministry staff participates in these ceremonies whenever possible. As of August 2008, 42 school districts have signed an Enhancement Agreement.

### Performance Data Monitoring and Reporting

The Ministry of Education collects data to monitor the performance of Aboriginal students in the BC public school system. The data is published annually in the form of a report entitled "How Are We Doing?" which includes demographic and assessment outcomes at both provincial and school district level. This report provides a mechanism for the Ministry, Aboriginal communities and school districts to open dialogue and make recommendations for improving the educational outcomes for Aboriginal students. The provincial level *How Are We Doing?* Report can be viewed at <http://www.bced.gov.bc.ca/abed/performance.htm>. District level data can be obtained by contacting the Branch. The Ministry is currently reviewing the structure of the *How Are We Doing?* Report to ensure that it is as effective as possible for educators, and reflects Aboriginal communities' definitions of Aboriginal student success. The Branch welcomes feedback from community members and education partners on improving the effectiveness of this Report.

### **Accountability Framework**

The Accountability Framework focuses on responsibility for the achievement of all students. Aboriginal Education Enhancement Agreements, local education agreements, achievement contracts, district reviews, school planning councils, audits, data collection and monitoring are components of the Accountability Framework for public education in British Columbia. As we move forward in our work with the Accountability Framework, we identify opportunities for deepening the inquiry, setting goals, and seeking solutions for continuing to improve Aboriginal student achievement.

### **Aboriginal Language Education**

The Branch supports the voice of the Aboriginal communities in British Columbia that clearly states Aboriginal language education as a priority in the K-12 system. In April 2008, the Branch facilitated a two-day session with Aboriginal language educators from four rural and remote districts to share resources and best practices. We are also collecting information on the current state of language programming in all BC school districts to better target our efforts. As we continue to search for opportunities to support Aboriginal language communities, we welcome any input from educators and community members.

### **Curriculum Development and Resource Review**

Following on the success of the English 12 First Peoples course, developed in partnership with First Nations Education Steering Committee, our two organizations are in discussion regarding the joint development of English - First Peoples courses at the grade 10 and 11 levels. The Branch continues to support school districts in the development of projects and materials, including the Curriculum Integration Project developed by the Cowichan Valley School District. For details on this project, please see: [http://www.sd79.bc.ca/programs/abed/ACIP/indexfiles/acip\\_intropage.html](http://www.sd79.bc.ca/programs/abed/ACIP/indexfiles/acip_intropage.html)

### **Data Sharing and Cross-Ministry Initiatives**

The Branch works with other social service ministries to coordinate efforts across government lines in regards to Aboriginal education. One example of this work is the data sharing by the Ministry of Education and Ministry of Children and Family Development, a key recommendation of the *Special Report on the Educational Outcomes of Children in Care*. Both independently and through the Education Partners Table, the Branch works with all education partners to develop a more holistic, inclusive strategy to serve Aboriginal students.

# How Are We Doing?

## Aboriginal Student Data

*Includes Foundation Skills Assessment Results: February, 2008*

*Grades 4 & 7*



Aboriginal Nations Education Division

GREATER VICTORIA SCHOOL DISTRICT



# FSA Grade 4, February 2008

061 - Greater Victoria

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 1367

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	<b>All Students</b>	<b>85</b>	<b>6</b>	<b>160</b>	<b>12</b>	<b>894</b>	<b>66</b>	<b>215</b>
Male	55	8	93	14	442	64	96	14
Female	30	4	67	10	452	68	119	18
Aboriginal	5	5	21	23	64	70	2	2
ESL	21	11	33	18	120	65	10	5
Special Needs*	21	23	13	14	52	58	4	4

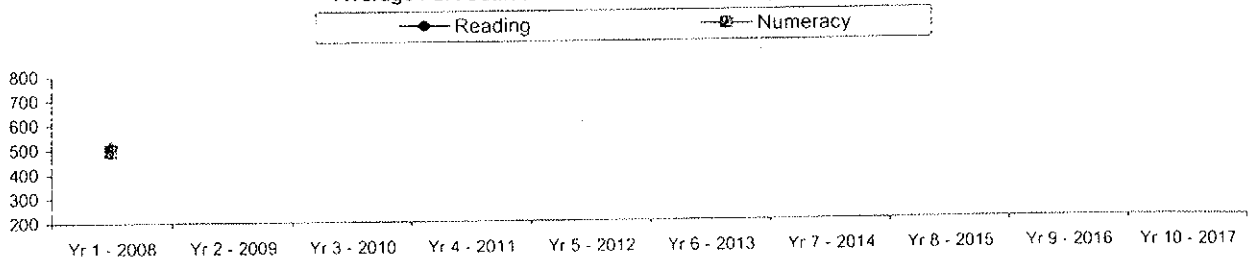
	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	<b>All Students</b>	<b>91</b>	<b>7</b>	<b>389</b>	<b>29</b>	<b>822</b>	<b>61</b>	<b>52</b>
Male	56	8	239	35	373	54	18	3
Female	35	5	150	22	449	67	34	5
Aboriginal	6	7	41	45	44	48	1	1
ESL	21	11	51	28	109	59	3	2
Special Needs*	21	23	32	36	36	40	1	1

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	<b>All Students</b>	<b>85</b>	<b>6</b>	<b>266</b>	<b>20</b>	<b>849</b>	<b>63</b>	<b>154</b>
Male	56	8	124	18	417	61	89	13
Female	29	4	142	21	432	65	65	10
Aboriginal	5	5	38	41	44	48	5	5
ESL	19	10	46	25	106	58	13	7
Special Needs*	23	26	21	23	42	47	4	4

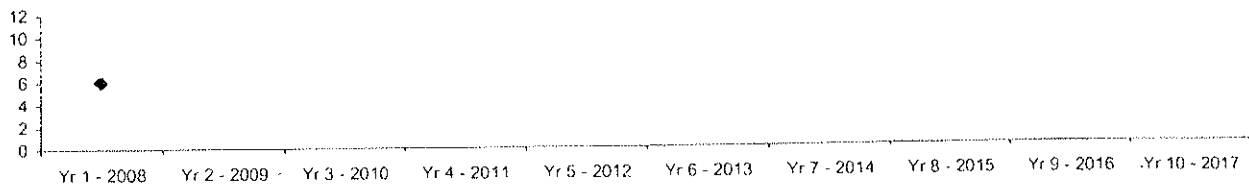
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 4 Reading and Numeracy



Average FSA Score - Grade 4 Writing



Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 1510

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
		<b>All Students</b>	126	8	295	20	866	58	217
	Male	72	9	185	24	432	56	76	10
	Female	54	7	110	15	434	59	141	19
	Aboriginal	18	15	44	37	52	43	6	5
	ESL	4	7	17	29	32	55	5	9
	Special Needs*	31	19	47	30	77	48	4	3

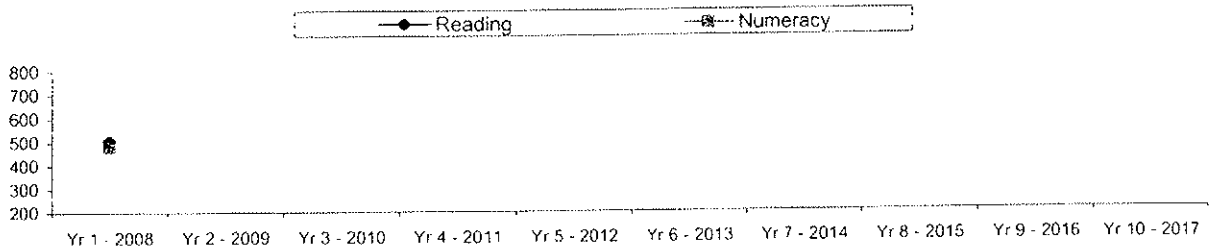
Writing	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
		<b>All Students</b>	145	10	249	17	1051	70	59
	Male	83	11	167	22	492	64	23	3
	Female	62	8	82	11	559	76	36	5
	Aboriginal	22	18	39	33	58	48	1	1
	ESL	4	7	13	22	39	67	2	3
	Special Needs*	41	26	42	26	74	47	2	1

Numeracy	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
		<b>All Students</b>	134	9	316	21	902	60	152
	Male	74	10	174	23	431	56	86	11
	Female	60	8	142	19	471	64	66	9
	Aboriginal	22	18	41	34	55	46	2	2
	ESL	4	7	17	29	28	48	9	16
	Special Needs*	37	23	64	40	58	36	0	0

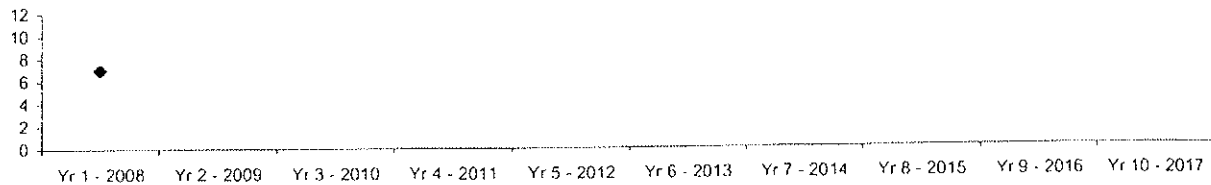
Performance Level Unknown    Not Yet Meeting    Meeting    Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 7 Reading and Numeracy



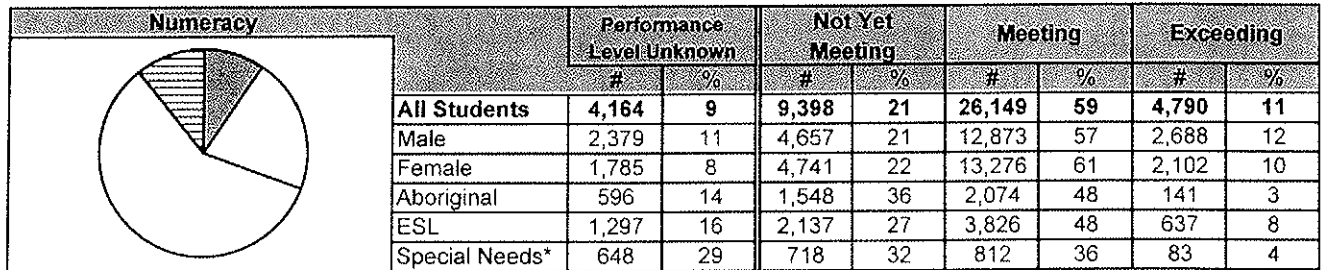
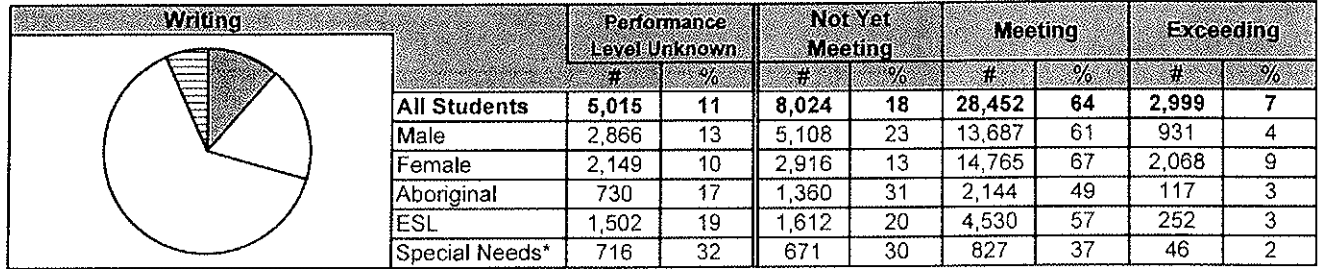
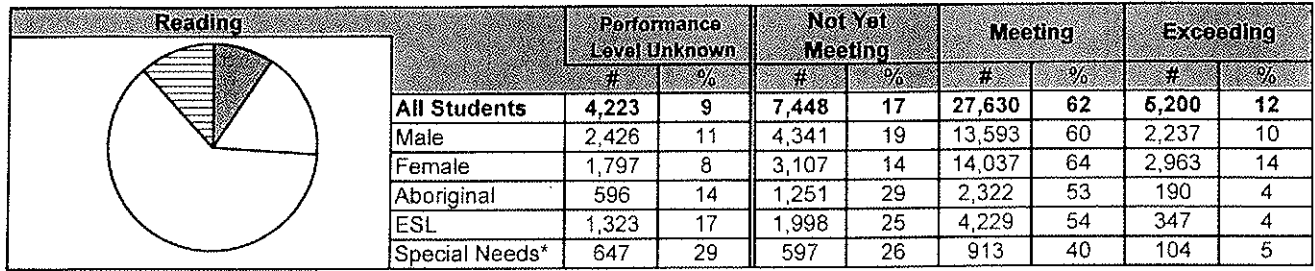
Average FSA Score - Grade 7 Writing



# FSA Grade 4, February 2008

Province - Public and Independent Schools

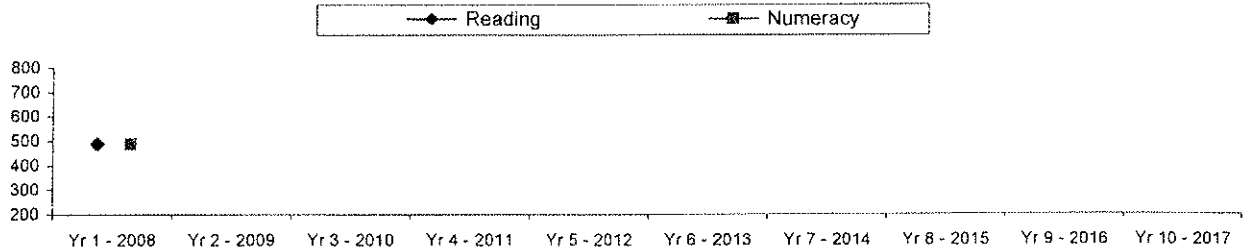
Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 44,588



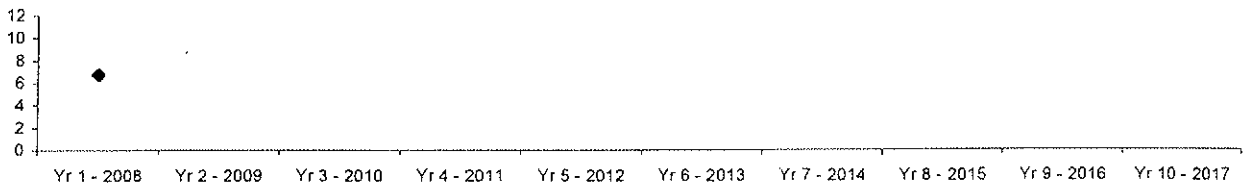
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 4 Reading and Numeracy



Average FSA Score - Grade 4 Writing



Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 49,554

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	<b>All Students</b>	<b>4,536</b>	<b>9</b>	<b>10,809</b>	<b>22</b>	<b>28,514</b>	<b>57</b>	<b>5,746</b>
Male	2,677	10	6,154	24	14,383	56	2,368	9
Female	1,859	8	4,655	19	14,131	59	3,378	14
Aboriginal	686	14	1,772	36	2,205	45	201	4
ESL	763	24	1,103	35	1,204	38	77	2
Special Needs*	877	25	1,261	36	1,239	36	98	3

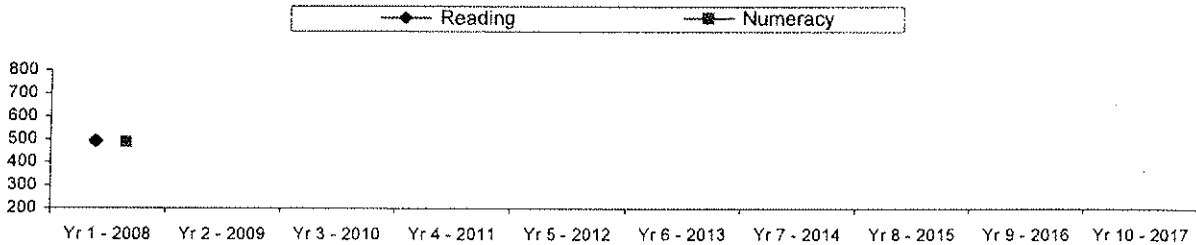
	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	<b>All Students</b>	<b>5,499</b>	<b>11</b>	<b>7,150</b>	<b>14</b>	<b>33,111</b>	<b>67</b>	<b>3,844</b>
Male	3,199	13	4,850	19	16,264	64	1,269	5
Female	2,300	10	2,300	10	16,847	70	2,575	11
Aboriginal	801	16	1,344	28	2,596	53	123	3
ESL	825	26	664	21	1,567	50	91	3
Special Needs*	960	28	1,090	31	1,387	40	38	1

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
	<b>All Students</b>	<b>4,573</b>	<b>9</b>	<b>10,214</b>	<b>21</b>	<b>29,032</b>	<b>59</b>	<b>5,786</b>
Male	2,662	10	5,021	20	14,643	57	3,256	13
Female	1,911	8	5,193	22	14,389	60	2,530	11
Aboriginal	707	15	1,893	39	2,125	44	139	3
ESL	672	21	676	21	1,407	45	392	12
Special Needs*	895	26	1,373	40	1,135	33	72	2

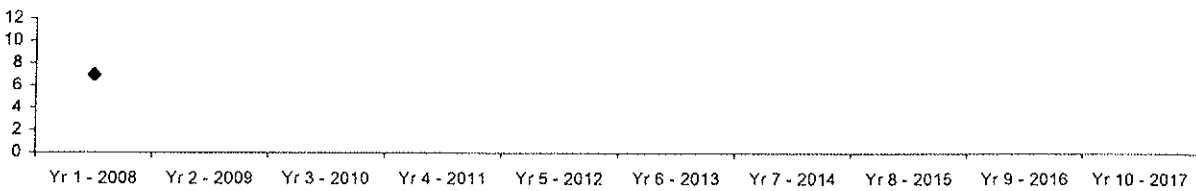
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Average FSA Scaled Score - Grade 7 Reading and Numeracy



Average FSA Score - Grade 7 Writing



# District 061 - Greater Victoria

	2002/03				2003/04				2004/05				2005/06				2006/07			
	TOTAL ELIGIBLE GRADE 12s	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL ELIGIBLE GRADE 12s	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL ELIGIBLE GRADE 12s	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL ELIGIBLE GRADE 12s	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL ELIGIBLE GRADE 12s	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS
<b>Eligible to Graduate Graduation Rate (% of Grade 12 Students Eligible to Graduate Who Graduate)</b>																				
All Students	1656	1549	94	49	1438	1367	95	50	1481	1401	95	52	1564	1435	92	54	1384	1254	91	51
Female	850	801	94	58	698	668	96	58	721	693	96	59	789	746	95	63	669	615	92	63
Male	806	748	93	40	740	699	94	43	760	708	93	45	775	689	89	46	715	639	89	40
Aboriginal	35	28	80	43	38	33	87	18	51	47	92	22	53	41	77	15	41	36	88	32
English as a Second Language	49	42	86	35	33	31	94	52	42	35	83	40	25	22	88	60	35	29	83	46
French Immersion	54	50	93	81	38	37	97	74	57	55	96	70	47	47	100	83	63	63	100	75
Special Needs*	64	54	84	14	72	67	93	22	78	71	91	22	89	74	83	27	89	74	83	24
Gifted	53	51	96	83	41	41	100	100	56	56	100	79	86	85	99	92	75	72	96	91

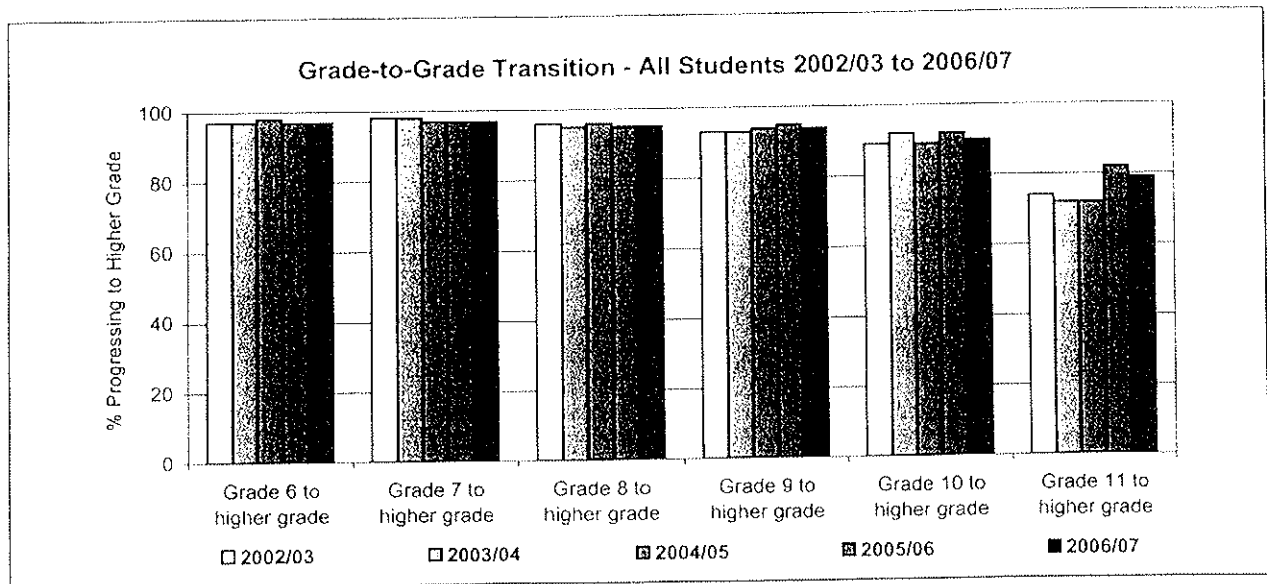
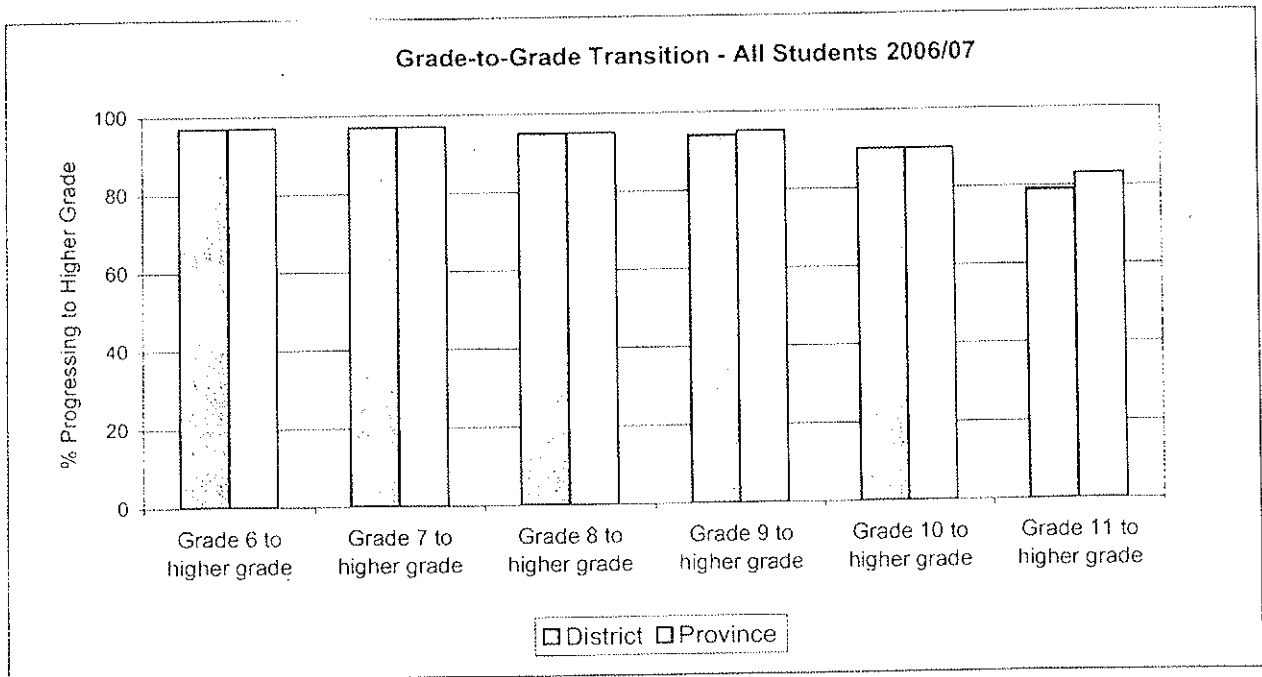
	2002/03				2003/04				2004/05				2005/06				2006/07			
	TOTAL FIRST-TIME IN GRADE 12	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL FIRST-TIME IN GRADE 12	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL FIRST-TIME IN GRADE 12	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL FIRST-TIME IN GRADE 12	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS	TOTAL FIRST-TIME IN GRADE 12	# WHO GRADUATE	% WHO GRADUATE	% WITH HONOURS
<b>First-time Grade 12 Graduation Rate (% of First-Time Grade 12 Students Who Graduate)</b>																				
All Students	1902	1412	74	42	1590	1223	77	43	1659	1286	78	44	1742	1342	77	48	1558	1197	77	44
Female	956	749	78	50	766	614	80	51	791	640	81	52	877	706	81	56	743	587	79	54
Male	946	663	70	34	824	609	74	36	868	646	74	38	865	636	74	39	815	610	75	35
Aboriginal	48	24	50	29	69	29	42	10	68	35	51	13	71	36	51	11	86	38	44	13
English as a Second Language	51	31	61	33	40	26	65	38	45	32	71	36	35	21	60	40	41	28	68	37
French Immersion	55	50	91	80	39	37	95	72	57	53	93	67	47	47	100	83	65	63	97	72
Special Needs*	99	46	46	8	98	60	61	16	110	60	55	14	102	64	63	21	108	74	69	19
Gifted	56	50	89	79	39	36	92	92	54	52	96	76	90	85	94	88	74	71	96	91

\* includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities (see glossary at the end of the report)

Transition Rates

SD 061

School District 061 - Greater Victoria	Percent (%)					
	Grade 6 to higher grade	Grade 7 to higher grade	Grade 8 to higher grade	Grade 9 to higher grade	Grade 10 to higher grade	Grade 11 to higher grade
<b>All Students</b>						
2002/03	97	98	96	93	89	74
2003/04	97	98	95	93	92	72
2004/05	98	97	96	94	89	72
2005/06	97	97	95	95	92	82
2006/07	97	97	95	94	90	79



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**REQUIRED EXAMINATIONS RESULTS: ENGLISH 10**

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

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**ENGLISH 10**

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			04/05	67	57	85		24	36	1419	1355
05/06	78	72	92	42	54	1556	1484	95	1070	69	
06/07	93	84	90	50	54	1647	1544	94	1092	66	

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**PRINCIPLES OF MATH 10**

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			04/05	29	24	83		16	55	1142	1053
05/06	33	25	76	14	42	1180	1058	90	663	56	
06/07	37	24	65	13	35	1310	1174	90	734	56	

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**ESSENTIALS OF MATH 10**

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			04/05	17	15	88		5	29	162	146
05/06	25	21	84	16	64	185	167	90	88	48	
06/07	23	21	91	10	43	209	181	87	95	45	

APPLICATIONS OF MATH 10

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			04/05	5	5	100		2	40	91	84
05/06	11	9	82	3	27	166	155	93	78	47	
06/07	13	12	92	6	46	173	150	87	50	29	

SCIENCE 10

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			04/05	64	55	86		25	39	1377	1293
05/06	65	53	82	29	45	1567	1455	93	976	62	
06/07	86	68	79	29	34	1644	1535	93	987	60	

CIVIC STUDIES 11

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			05/06	Msk	Msk	Msk		Msk	Msk	117	109
06/07	Msk	Msk	Msk	Msk	Msk	39	34	87	27	69	

SOCIAL STUDIES 11

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
			05/06	35	33	94		16	46	1217	1159
06/07	48	41	85	24	50	1432	1368	96	1000	70	

BC FIRST NATIONS STUDIES 12

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	05/06	Msk	Msk	Msk	Msk	Msk	7	7	100	5	71
	06/07	11	9	82	6	55	20	19	95	17	85

ENGLISH 12

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	02/03	36	35	97	23	64	1705	1669	98	1182	69
	03/04	44	41	93	19	43	1454	1418	98	1045	72
	04/05	47	46	98	28	60	1493	1458	98	1059	71
	05/06	49	48	98	29	59	1557	1520	98	1125	72
	06/07	43	43	100	27	63	1364	1324	97	935	69

COMMUNICATIONS 12

		Aboriginal					Non-Aboriginal				
Final Mark	School Year	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
			#	%	#	%		#	%	#	%
	02/03	10	9	90	1	10	233	225	97	110	47
	03/04	9	8	89	3	33	220	211	96	95	43
	04/05	20	18	90	8	40	202	191	95	79	39
	05/06	20	19	95	7	35	177	167	94	92	52
	06/07	11	10	91	4	36	153	147	96	75	49

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### SIX-YEAR COMPLETION RATE, 2002/03 - 2006/07

The report includes Aboriginal students who have self-identified as being of Aboriginal ancestry (First Nations: status and non-status; Metis, and Inuit) on September 30th. You will notice changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry, the student is included in all subsequent reported outcomes for Aboriginal students.

The Six-Year Completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.

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### SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2002/03	35	35	34	76	79	73
2003/04	35	48	22	77	80	74
2004/05	38	38	37	80	81	78
2005/06	37	34	40	78	81	75
2006/07	38	46	27	77	80	74

## GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

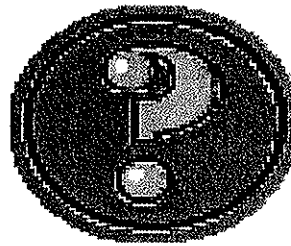
School Year	Aboriginal Students #	Aboriginal Students								Elementary		Secondary	
		K-3		4-7		8-10		11-12		Ungraded (EU)		Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
02/03	1,356	8	1	19	1	33	2	20	1	0	0	0	0
03/04	1,464	8	1	25	2	36	2	18	1	0	0	0	0
04/05	1,496	11	1	35	2	32	2	36	2	0	0	0	0
05/06	1,462	12	1	41	3	59	4	13	1	0	0	0	0
06/07	1,412	11	1	29	2	40	3	14	1	0	0	0	0

School Year	Non-Aboriginal Students #	Non-Aboriginal Students								Elementary		Secondary	
		K-3		4-7		8-10		11-12		Ungraded (EU)		Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
02/03	20,700	47	0	119	1	152	1	130	1	0	0	0	0
03/04	20,038	63	0	141	1	161	1	112	1	0	0	0	0
04/05	19,842	77	0	162	1	170	1	121	1	0	0	0	0
05/06	19,574	91	0	182	1	225	1	85	0	0	0	12	0
06/07	19,180	90	0	162	1	177	1	82	0	0	0	1	0

## STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

School Year	Non-Aboriginal		Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %	Aboriginal #	Non-Aboriginal #	Aboriginal %	Non-Aboriginal %
02/03	1,356	20,700	2	63	0	0	90	7	650	3	80	6	448	2	2	0	533	3
03/04	1,464	20,038	4	62	0	0	91	6	636	3	87	6	477	2	6	0	469	2
04/05	1,496	19,842	2	63	0	0	94	6	622	3	114	8	530	3	8	1	428	2
05/06	1,462	19,574	4	58	0	0	80	5	614	3	125	9	595	3	7	0	477	2
06/07	1,412	19,180	3	49	0	0	96	7	652	3	94	7	512	3	7	0	481	3

Did You Know



Aboriginal  
Nations  
Education  
Division

- ✦ **HISTORY:** The First Nations/Aboriginal Nations Education Division has been in existence for 29 years within the Greater Victoria School District
- ✦ That the graduation rate for Aboriginal students was 3% in 1979. (*United Native Nations Report*)
- ✦ That SD#61 Board of Trustees has demonstrated strong political and financial support for NIED/ANED since its inception in 1979.

**ANED AREAS OF EDUCATIONAL RESPONSIBILITY:**

- ✦ That ANED is responsible for programs that enhance knowledge, understanding and fluency in a student's heritage, language and culture.
- ✦ That the ANED Program is **supplemental** to basic instruction, and is intended to support First Nations students through services such as tutoring, elder, peer, and community counselling, and home/band/community school liaison. **It is important to note that our funds do not cover core instruction or Special Education.**

**AREAS OF EDUCATIONAL RESPONSIBILITY - GVSD:**

The school district is responsible for providing:

- ✦ Base classroom instruction, learning assistance, counselling and special health services [*Speech/Language Pathology, Physiotherapy*]
- ✦ Implementation of Special Program: Employment Equity [Human Rights]
- ✦ Psychology and/or Hospital/Homebound instruction
- ✦ Implementation of Enhancement Agreement

**ABORIGINAL STUDENTS:**

- ✦ That as of October 1<sup>st</sup>, 2007 there were 1366 Aboriginal students registered in SD#61.
- ✦ That Aboriginal students make up approximately 6.6%% of the total district student population.
- ✦ That 10.3% of our student population live on the Songhees and Esquimalt reserves.
- ✦ That 89.7% of our students live off-reserve, many of them from the Nuuchahnulth, Kwakwaka'wakw, Coast Salish Nations and other Aboriginal, Métis and Inuit Nations.
- ✦ That our student numbers have increased by 74% from 688 students in 1990 to 1366 students in the 2007/08 school year.

**STAFF:**

- ✦ That overall the ANED staff has grown by only 4.025 FTE in eighteen years.
- ✦ That ANED has a total staff of 32,(20.44 FTE) 30 of whom are of Aboriginal ancestry

- ✦ That there are 1.7 FTE Aboriginal Art/Culture Teachers who between them service the majority of our schools during the school year.
- ✦ That there are 8.95 FTE elementary/secondary Aboriginal Skill Development Teachers who service 18 schools with literacy and cultural support.
- ✦ That there are 5.41 FTE elementary/secondary Aboriginal Education Teacher Assistants who provide support to the Skill Development Programs and kindergartens at nine schools.
- ✦ That we have 2.0 FTE Full Day Aboriginal Kindergarten teachers at George Jay and Craigflower schools.
- ✦ That there are three Aboriginal Administrators in the school district [ANED Coordinator/ School Principal/ H.R. Manager.
- ✦ That we have 4.0 FTE Aboriginal District Counselors who regularly service 14 schools and provide on call service to 36 schools.
- ✦ That there is a 1.0 FTE Coordinator and 1.0 FTE Administrative Secretary.
- ✦ That there are 26,087 FTE Certified Teachers in the GVSD - 16,337 FTE in the general school district and 9.75 FTE within ANED.

#### **BUDGET:**

- ✦ That the ANED target budget is **supplemental funding**. We do not receive funds for basic instruction.
- ✦ That in the 2007/08 school year, 1331 FTE out of 1366 Aboriginal students were funded under the target.
- ✦ That the average funding we receive per student is \$1,014.00 based on the Ministry formula.
- ✦ That the ANED budget for the 2007/08 year is \$1,350,141.

#### **CURRICULUM:**

- ✦ That since 1994, ANED has developed 50 curriculum units to support teachers in the implementation of Aboriginal content into the provincial curriculum from K to Gr-12.
- ✦ That a number of units have been approved by the Ministry of Education for the Provincial Resource List for teachers.
- ✦ That ANED has printed the "Little Bear's Vision Quest" storybook and a set of four posters in French. The theme of each is social responsibility.
- ✦ That ANED has developed an Aboriginal Leadership course and curriculum that is being used in many areas of this country.
- ✦ That many ANED staff members have been identified as key facilitators for local and provincial workshop/conferences on Aboriginal Education.
- ✦ That the ANED Coordinator has been involved with a number of the Ministry of Education's curriculum teams to develop the following documents:
  - The Framework for BC Aboriginal Studies
  - BC Aboriginal Studies 12 IRP
  - The framework for the development of the BCFNS-12 textbook
  - Aboriginal Support Worker's Handbook
  - *Shared Learnings* Document
  - BC Aboriginal Studies 12 Revision Advisory Committee
  - Review Committee For External Credit / Bold Eagle / Applied Skills 11
  - Review Committee to develop BCFNS-12 Exam.

- K-7 Science IRP (Aboriginal content).
- Audit Policy Advisory Committee
- Aboriginal Learning Network (Literacy).
- ESD Working Committee.
- Curriculum: *First Nations Awareness: Putting It All Together* Student Activities now available in French.

✦ That ANED staff members have been involved with the Ministry of Education in the capacities of Regional Coordinator, Resource Review Team, Shared Learnings, BC Aboriginal Studies 12 and English 12: First Peoples.

#### **ANED INITIATIVES:**

- ✦ Supports the implementation of the Circle of Connectedness project.
- ✦ ANED, in partnership with the Aboriginal Sports & Recreation Association of BC, has developed two role model posters profiling two Grade 12 graduates.
- ✦ That ANED hosts an annual Community Recognition Ceremony for our Grade 12 students, and Grade 8, 10 & 12 scholarship winners.
- ✦ That ANED has established Grade 8, 10 and 12 scholarships for students.
- ✦ That ANED has catalogued over 3,400 Aboriginal books, videos and teacher resources for school and community use.
- ✦ That ANED, in partnership with the Songhees Nation, the Esquimalt Nation and the Victoria Native Friendship Centre, hosts a tutoring program.
- ✦ That ANED, in partnership with the Victoria Native Friendship Centre has established Liaison and Youth & Family Counselor positions for the inner city with SD #61.
- ✦ That ANED works with the Songhees Nations Local Education Agreement Joint Committee to review strategies for attendance and success for students.
- ✦ That ANED, in partnership with the Songhees and Esquimalt Nations, has hired three individuals to work as Aboriginal student facilitators at Craigflower Elementary, Shoreline Middle and Esquimalt Community schools.
- ✦ That ANED has implemented an Enhancement Agreement for the Greater Victoria School District. This Agreement was signed on June 21, 2005.
- ✦ That the VNFC provides Cultural Awareness to district schools.

#### **ANED SCHOOL-BASED INITIATIVES:**

- ✦ Aboriginal Education school-based staff provide support for such functions as potlatches, pow-wows, feasts, salmon bar-b-ques, scholarships, class presentations and assemblies.
- ✦ ANED includes Aboriginal community role models in the classroom.
- ✦ ANED has developed an Aboriginal leadership class in three schools to promote self-esteem, confidence and success, integrating community resource and role models into the classrooms.
- ✦ ANED provides pro-d inservice to school and district-based staff and the Provincial Education Conference.
- ✦ ANED/VNFC/Esquimalt/George Jay/Rockheights/Shoreline schools and the Vancouver Island Health Authority developed a school-based mentorship program that closed in June 2008.