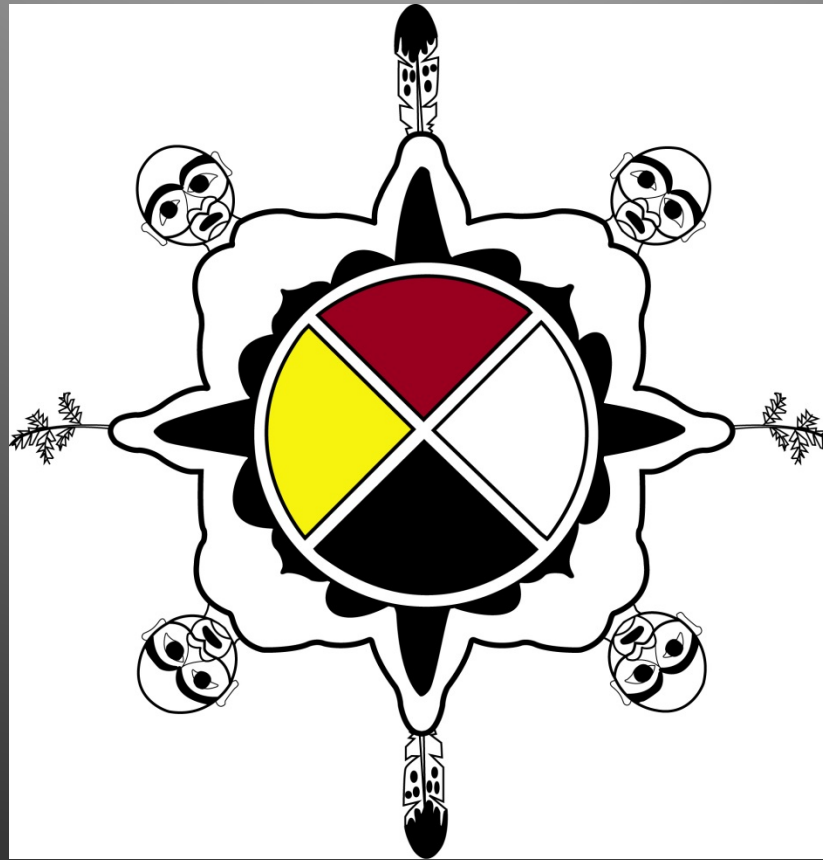
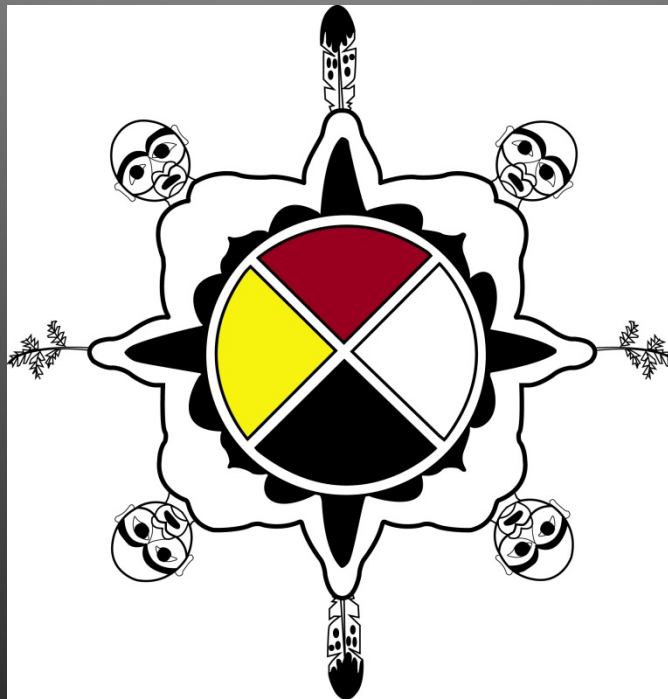


Aboriginal Learners Plan



Vision and Mission

The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.



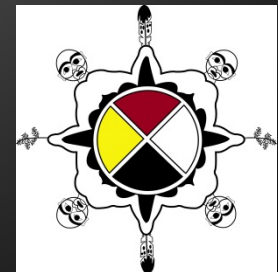
Aboriginal Enhancement Agreement Goals

Goal 1: To provide a sense of place, caring, safety and belonging for Aboriginal students in the Greater Victoria School District.

Goal 2: To honour, nurture and support relationships between the Greater Victoria School District, Local First Nations, Aboriginal Nations, families and community.

Goal 3: To continue raising awareness and understanding of Aboriginal history, traditions and culture for all staff and students in the Greater Victoria School District.

Goal 4: To increase success of all Aboriginal students



First Peoples Principles of Learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations.

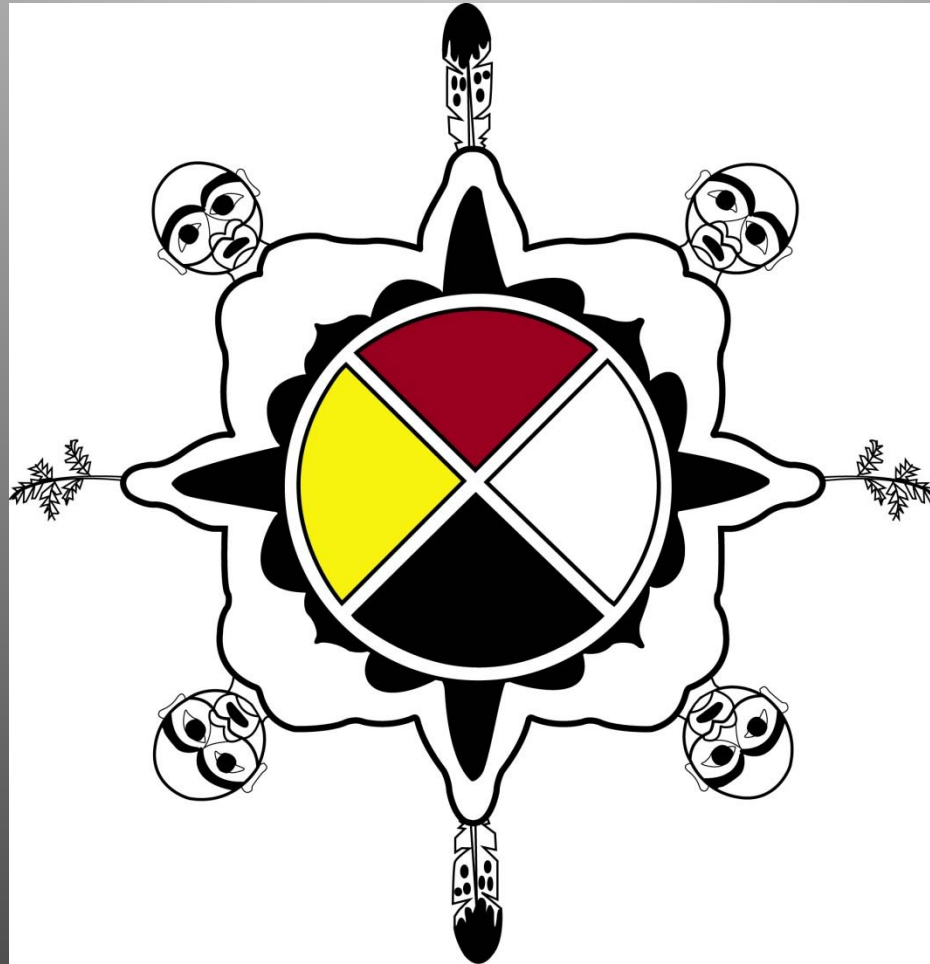


Developed by First Nations Education Steering Committee www.fnesc.ca

How can we support all students to be 'on track' for graduation?

- ✓ Attendance
- ✓ Attachment
- ✓ Achievement



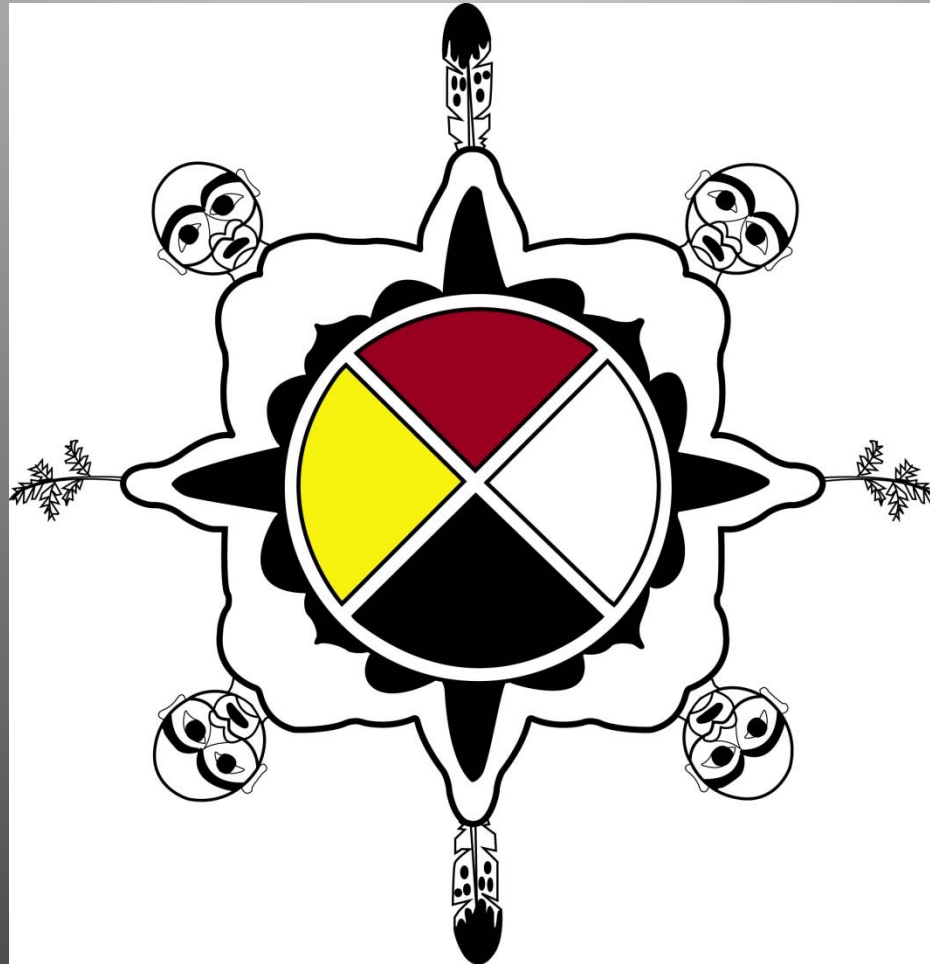


Attendance

Attendance

- “Student attendance impacts academic achievement.”
 - Ginsburg, Jordan and Chang, 2014
- “Targeting absenteeism by positively partnering with students and families can turn things around.”
 - Ginsburg, Jordan and Chang, 2014





Attachment

Attachment

“Students are more likely to succeed when they feel connected to school.

“Strong scientific evidence demonstrates increased student connection to school promotes educational motivation, classroom engagement, improved school attendance....These three factors in turn increase academic achievement. The findings apply across racial, ethnic and income groups.”



“Wingspread Declaration on School Connections”. Journal of School Health. September 2004: Vol. 74, No. 7.

https://webcache.googleusercontent.com/search?q=cache:vJo6Os_Cct8J:https://www.umass.edu/schoolcounseling/NLC/page3/page20/assets/Wingspread%2520Declaration%2520on%2520School%2520Connections.pdf+%&cd=1&hl=en&ct=clnk&gl=ca

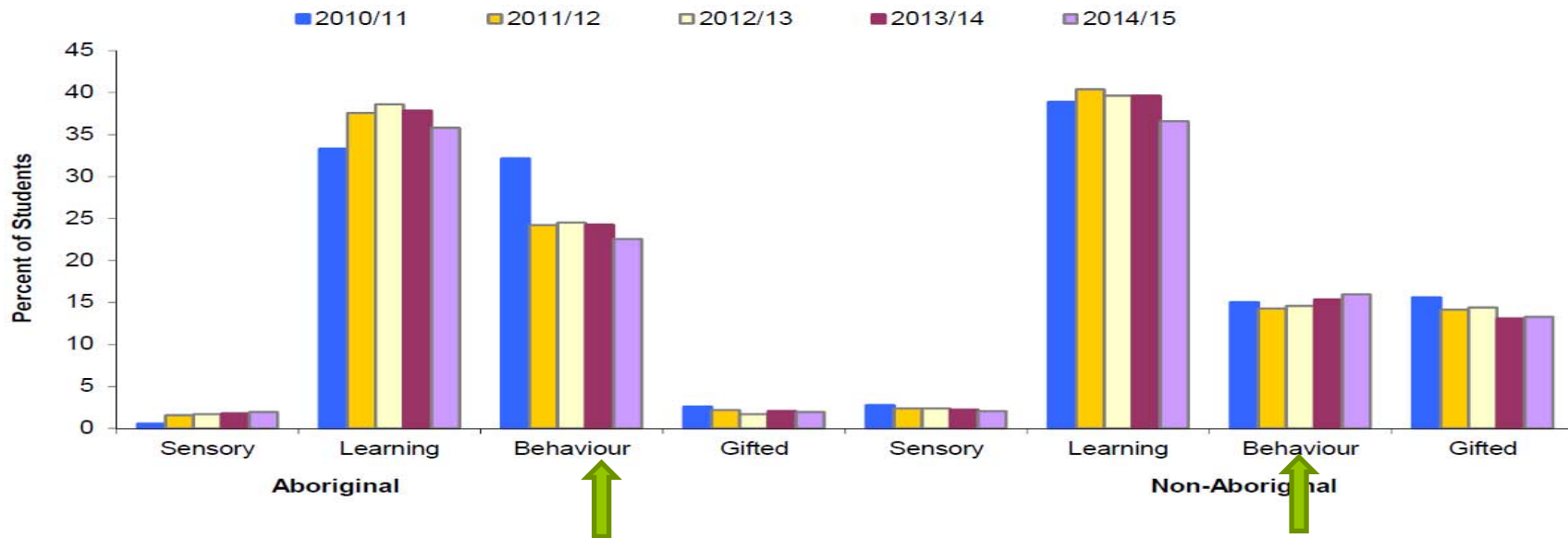
Attachment Indicator: Satisfaction Surveys

- **Gr. 4:** majority of all students like school, feel safe at school and have at least 2 adults at school who care about them*
- **Gr. 7:** majority of all students feel safe at school and have at least 2 adults at school who care about them, but only 47% of non-Aboriginal and 35% of Aboriginal students like school*
- **Gr. 10:** 38-45% of Aboriginal and non-Aboriginal students like school and majority of all students feel safe at school and have at least 2 adults at school who care about them*
- **Gr. 12:** majority all students like school, feel safe at school and have at least 2 adults at school who care about them*

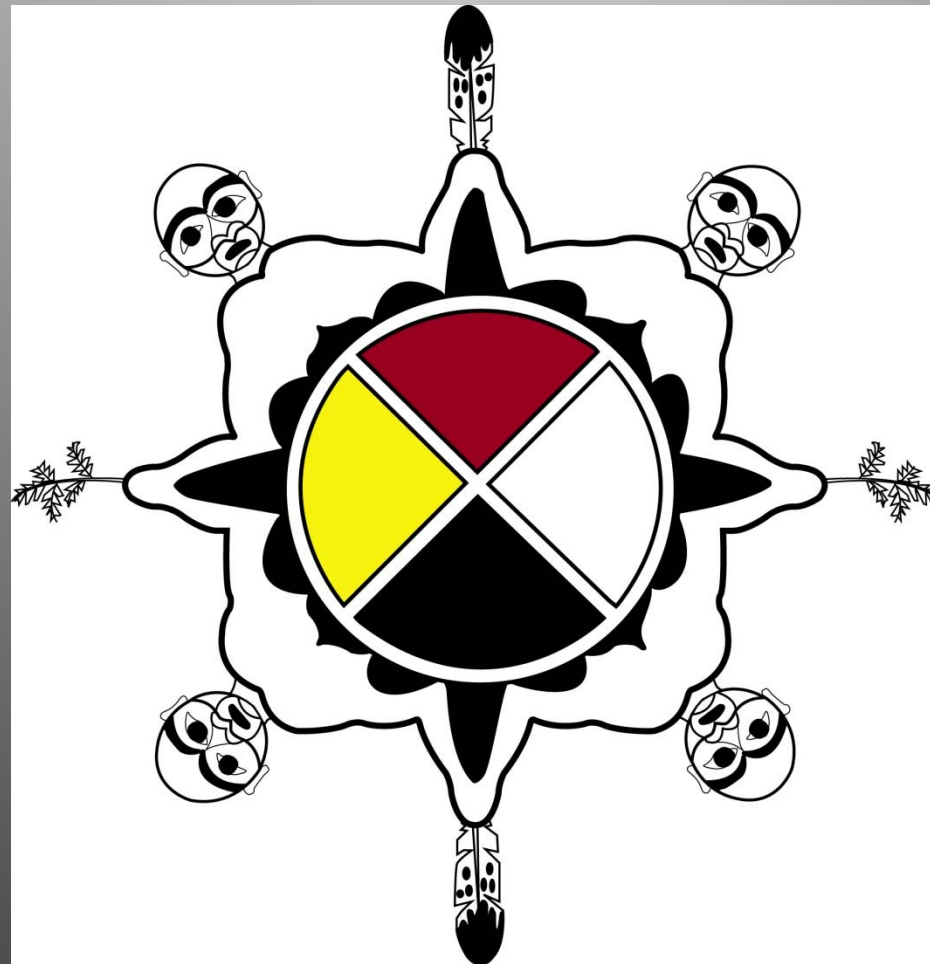
* Ministry of Education data

Attachment Indicator: Special Education Designations

Percent of Students in Special Needs Performance Reporting Groups



School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2010/11	348	1,823	2	1	51	3	116	33	709	39	112	32	274	15	9	3	285	16
2011/12	322	1,737	5	2	41	2	121	38	702	40	78	24	248	14	7	2	246	14
2012/13	355	1,807	6	2	43	2	137	39	716	40	87	25	264	15	6	2	260	14
2013/14	338	1,827	6	2	41	2	128	38	724	40	82	24	281	15	7	2	239	13
2014/15	310	1,815	6	2	37	2	111	36	664	37	70	23	290	16	6	2	241	13



Achievement



Graduation Prediction Indicator: Ability to Read by End of Grade 3

“...Those who do not read proficiently by third grade are **four times more likely to leave school without a diploma** than proficient readers.”

“While these struggling readers account for about a third of the students, they **represent more than three-fifths of those who eventually drop out or fail to graduate on time.**”

Donald Hernandez. “Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation”.

Anne E. Casey Foundation: 2011 <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

Graduation Prediction Indicator: Grade 4 and Grade 7 FSA Scores

Tracking FSA results allows us to identify at risk students.

In 2014/15:

- 28% of all GVSD Grade 4 students *did not* write FSA's*
- 46% of Aboriginal Grade 4 students *did not* write FSA's
- 35% of all Grade 7 students *did not* write FSA's.
- 43% of Aboriginal Grade 7 students *did not* write FSA's.

* Ministry of Education data



How did Gr. 4 FSA Writers do in Reading?

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	90	75	34	38	51	57	5	6
2011/12	110	81	46	42	53	48	11	10
2012/13	93	70	27	29	56	60	10	11
2013/14	87	65	25	29	53	61	9	10
2014/15	64	55	27	42	33	52	4	6



- Not Yet Meeting
- Meeting
- Exceeding

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	1,046	85	149	14	750	72	147	14
2011/12	1,027	86	149	15	729	71	149	15
2012/13	969	80	125	13	655	68	189	20
2013/14	967	79	131	14	640	66	196	20
2014/15	914	74	140	15	629	69	145	16



- Not Yet Meeting
- Meeting
- Exceeding

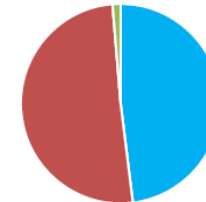
How did Gr. 7 FSA Writers do in Reading?

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	73	61	30	41	39	53	4	5
2011/12	71	66	22	31	44	62	5	7
2012/13	71	57	34	48	34	48	3	4
2013/14	77	65	37	48	35	45	5	6
2014/15	77	62	37	48	39	51	1	1



■ Not Yet Meeting
■ Meeting
■ Exceeding

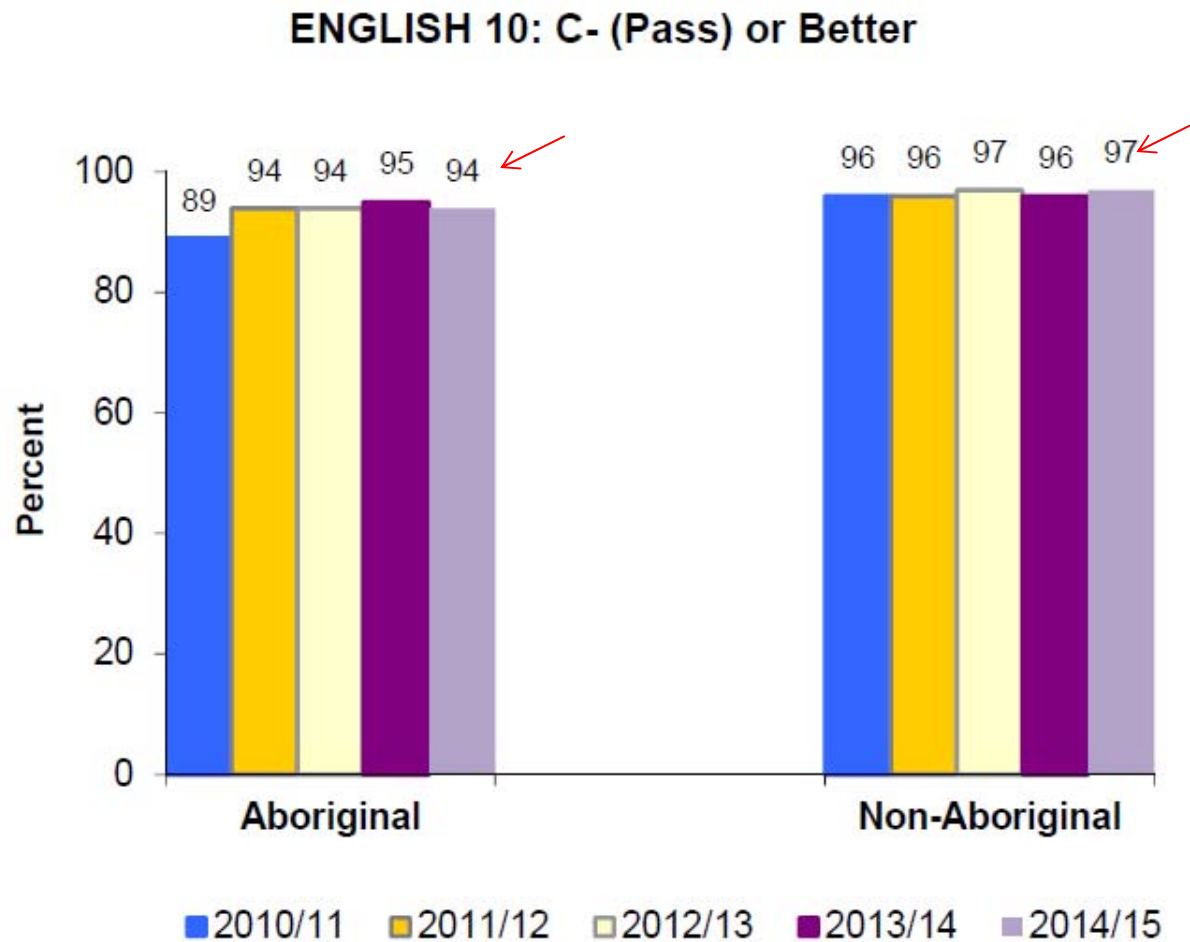
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	889	73	161	18	602	68	126	14
2011/12	893	74	150	17	604	68	139	16
2012/13	839	71	164	20	547	65	128	15
2013/14	855	72	156	18	556	65	143	17
2014/15	782	67	141	18	521	67	120	15



■ Not Yet Meeting
■ Meeting
■ Exceeding

Graduation Prediction Indicator: English 10 Completion Rates

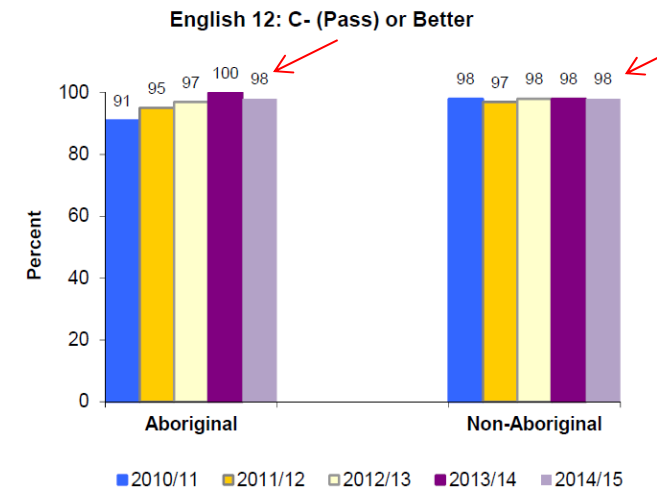


Graduation Prediction Indicator: English 12 Completion Rates

FINAL MARKS: ENGLISH 12

School Year	Aboriginal				Non-Aboriginal					
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2010/11	47	43	91	25	53	1,402	1,372	98	1,004	72
2011/12	57	54	95	37	65	1,538	1,496	97	1,077	70
2012/13	66	64	97	31	47	1,406	1,374	98	1,051	75
2013/14	61	61	100	43	70	1,298	1,271	98	982	76
2014/15	60	59	98	49	82	1,297	1,270	98	1,014	78

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark	
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #
2010/11	47	127	40	7	1,402	1,796	1,282	120
2011/12	57	112	55	2	1,538	1,866	1,443	95
2012/13	66	139	60	6	1,406	1,835	1,331	75
2013/14	61	185	57	4	1,298	1,765	1,176	122
2014/15	60	128	57	3	1,297	1,748	1,193	104



Graduation Prediction Indicator: 6 Year Completion Rate

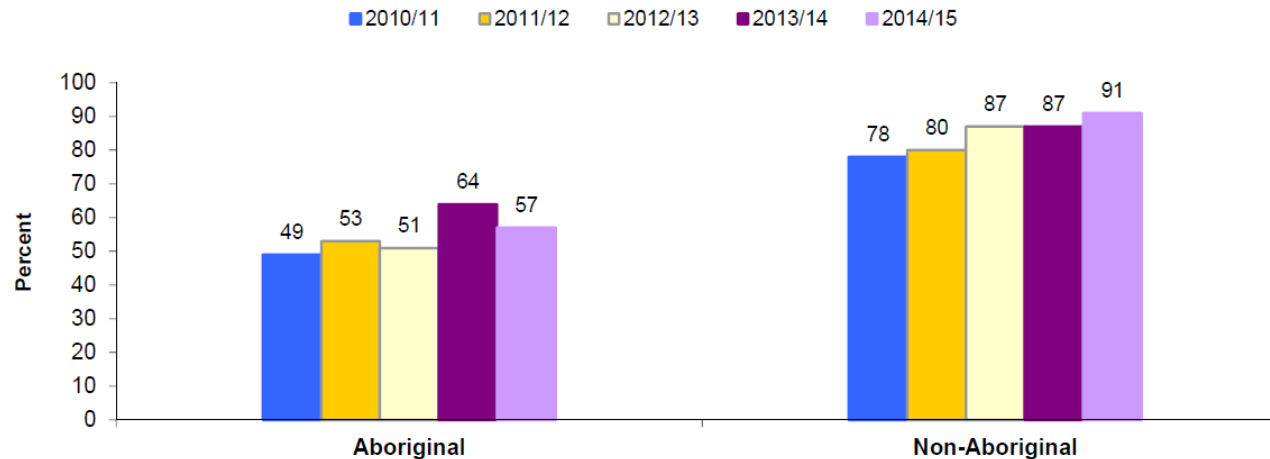
BC SIX-YEAR COMPLETION RATE, 2010/11 - 2014/15

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

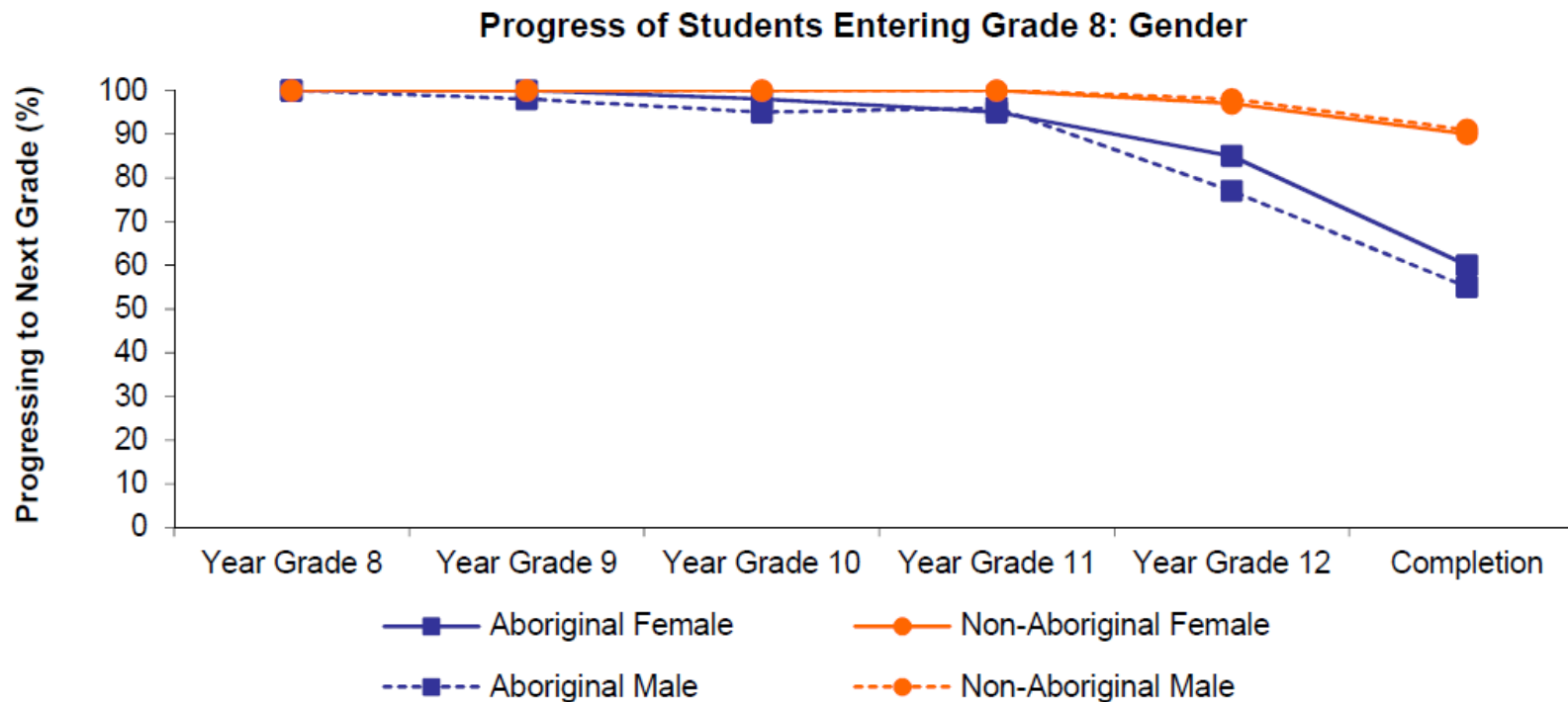
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2010/11	49	54	44	78	78	78
2011/12	53	61	41	80	83	77
2012/13	51	57	47	87	90	85
2013/14	64	64	65	87	90	85
2014/15	57	60	55	91	90	91

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



What are 6 year completion rates by gender?



Graduation Prediction Indicator: 6 Year Completion Rates

- Increase the 6 year completion rate for Aboriginal students
- Increase the number of Aboriginal students receiving a Dogwood Diploma with English 12/English 12 First Peoples



Targets to Help Students Be On Track for Graduation

Target #1: **Attendance**

Target #2: **Attachment**

Target #3: **Achievement**

- Monitor reading for Gr. 1-3 students
- Increase reading at grade level by end of Grade 3
- Monitor FSA participation and FSA tracking
- Monitor 6 Year completion rates
- Increase English 10 completion rates
- Increase English 12/English 12 First Peoples completion rates
- Increase Dogwood Diplomas for Aboriginal Students

