

A circular photograph of three young women standing together, wearing traditional Indigenous regalia. The woman on the left wears a red and black patterned shawl over a white shirt and blue jeans. The woman in the center wears a red and white patterned shawl over a white shirt and a dark skirt. The woman on the right wears a red and black patterned shawl over a white shirt and a dark skirt. They are all smiling and looking at the camera. The background is a red banner with white text that reads "Annual Report 2005/06" and "Aboriginal Education".



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Hello and welcome to the 2005/06 School District 72 *Aboriginal Education Annual Report*. It is my privilege as the recently appointed principal of Aboriginal Education to report on the progress being made by Aboriginal students in achieving at or above expected levels in School District 72.

We are in the second year of the *Campbell River Aboriginal Education 2004-2009 Enhancement Agreement* (AEEA), “Building Success for Aboriginal Students”. Last year we collected baseline data. This data served as a starting point from which we began to monitor and measure the progress of Aboriginal students’ success in achieving the goals of the Enhancement Agreement. This year’s annual report will report on the progress made towards the performance targets established by the Aboriginal Education Advisory Council (AEAC).

The Aboriginal Education Advisory Council must be acknowledged for their continued dedication to the success of Aboriginal students in School District 72 and the wisdom and leadership they provide as they work together with the school district to ensure the council’s vision of successful Aboriginal learners becomes reality.

AEAC Vision of Successful Aboriginal Learners

“Successful Aboriginal students are able to identify their heritage with pride, confidence and knowledge... throughout their school careers. They have a family who is supportive of education and who feels welcomed and at ease in the school setting. They apply themselves to the best of their ability and acquire self-advocacy skills related to their personal learning style. They understand and value the importance of graduation and post-secondary education. They are knowledgeable about their options, have identified their passions and make choices relevant to their personal strengths. They are confident and have a positive self-image. They are part of a safe environment and have a true sense of belonging. They realize that their uniqueness is beautiful and treasured.”

Members of the Aboriginal Education Advisory Council for 2005/06:

- Sonia Roberts – Campbell River First Nation
- Darren Blaney – Homalco First Nation
- Lisa Wilson-Wells – Kwakiutl District Council
- Eileen Haggard – Nuw-Chah-Nulth Tribal Council
- Pam Lewis – Cape Mudge First Nation
- Sharon Francis – Klahoose First Nation
- Michael Dumont – North Island Metis Nation
- Audrey Wilson – Laichwiltach Family Life Society

Aboriginal Education Advisory Council goals for 2005/06

- Continue to develop and enhance open and positive communication among all partners in Aboriginal Education.
- Develop and use Aboriginal resources in schools and school curriculum, promote the instruction of Liqwala/Kwakwala and Coast Salish languages, and develop awareness of the Metis culture and Michif language.
- Monitor the district's progress in building success for Aboriginal student performance on local and provincial assessments.

I respectfully submit this report to:

- The Wei wai kum First Nation (Campbell River)
- The We wai kai First Nation (Cape Mudge)
- The Xwemalkwau First Nation (Homalco)
- Nuu-Chah-nulth First Nation
- North Island Metis Nation
- Kwakiutl District Council
- Kwiakah First Nation
- Klahoose First Nation
- Aboriginal Education Advisory Council
- Aboriginal Education department
- Aboriginal students and families
- The Board of School Trustees, administrators, teachers and support staff of School District 72.

Greg Johnson
district principal of Aboriginal Education



Building Aboriginal Student Success 2005-2010

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

The *2004 - 2009 Aboriginal Enhancement Agreement* “Building Success for Aboriginal Students” is based on four student performance goals which reflect the critical need to improve Aboriginal student performance in Grades 4-12. At the same time School District 72 remains committed to:

1. Provision of sustained and relevant early literacy and numeracy support for Aboriginal learners.
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learners needs in the primary grades.
3. Reading and language intervention in the primary grades.
4. Academic and social support for primary students at risk.
5. Language and culture programs in both Liqwala/Kwakwala and Coast Salish (École Georgia Park).

The goals of the Enhancement Agreement will be measured and reported on annually. District and provincial measures will be used to track district progress, which will be monitored by the Aboriginal Advisory Council.

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

- district *Accountability Contract*
- “Student Success Goals”
- Aboriginal education assistants
- Aboriginal education support teachers
- Aboriginal Education Advisory Council
- Aboriginal support workers
- First Nations language and culture program



Monitoring Early Success Rates

Objective: To improve the reading skills of Aboriginal Grade 1 students.

Grade 1 Aboriginal students who *Meet and Fully Meet Expectations*.

- 56 per cent
 - 100 per cent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

The drop in results is very concerning. Grade 1 experienced an interruption in their learning last year which may account for this result. Steps have been taken to support this group of learners in the fall of 2006. The district has also formed strong links with the early literacy coalitions in the community.

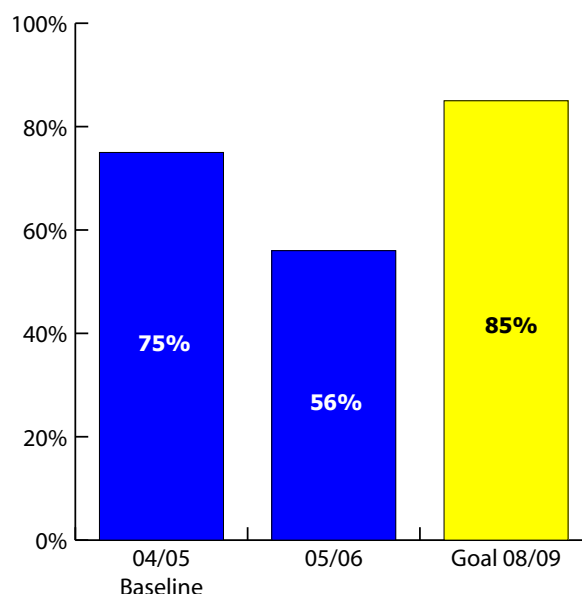
Grade 1 District Reading Assessment: 2005/06 ** includes Aboriginal students*

Fully Meets	Meets	Not Yet Within
54%	22%	25%

Grade 1 Aboriginal Student Results: 2005/06

Fully Meets	Meets	Not Yet Within
43%	13%	43%

Grade 1 Aboriginal Student Results: *Meets and Fully Meets Expectations*



Monitoring Early Success Rates

Objective: *To improve the reading skills of Aboriginal Grade 2 students.*

Grade 2 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 72 per cent
 - 95 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 2 District Reading Assessment: 2005/06

** includes Aboriginal students*

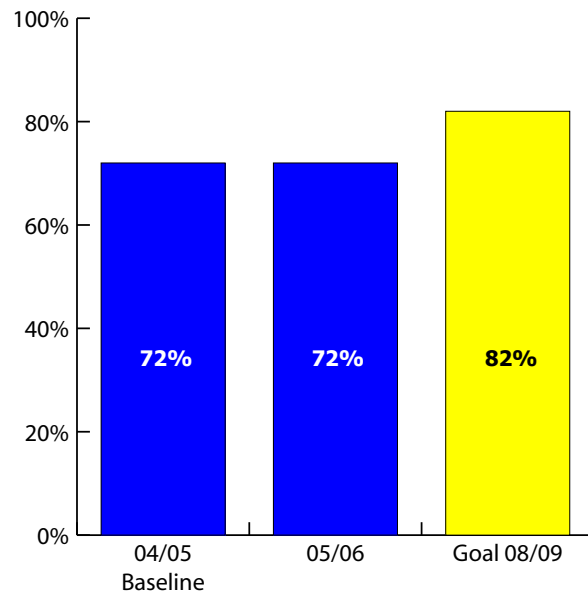
Fully Meets	Meets	Not Yet Within
68%	17%	15%

Grade 2 Aboriginal Student Results: 2005/06

Fully Meets	Meets	Not Yet Within
48%	24%	24%

Grade 2 Aboriginal Student Results:

Meets and Fully Meets Expectations



Monitoring Early Success Rates

Objective: To improve the reading skills of Aboriginal Grade 3 students.

Grade 3 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 55 per cent
 - 84 per cent participation rate
- Participation depends on:*
- absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 3 District Reading Assessment: 2005/06

** includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
32%	46%	20%	2%

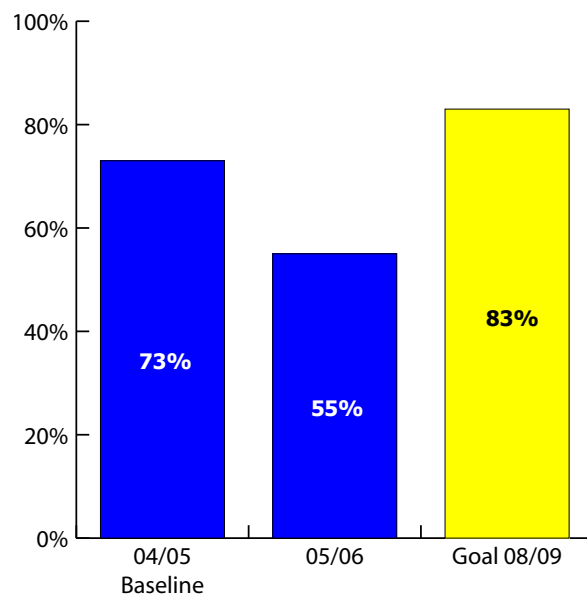
Grade 3 Aboriginal Student Results: 2005/06

Exceeds	Fully Meets	Meets	Not Yet Within
19%	36%	36%	9%

Grade 3 Aboriginal Student Results:

Fully Meets and Exceeds Expectations

The decline in Grade 3 results for the second year is causing a deeper look at primary reading instruction. This will be a year of research and support for our primary learners. All of these students will be assessed this fall and further strategies developed.



1. Year-by-year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels (Grades 4 to 9)

Rationale for goal:

The need to improve the performance levels of our Aboriginal students at the intermediate and middle school levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systemic strategies that promote successful learning at this challenging stage of development.

Without continued academic and social progress in the intermediate and middle school grades, a graduation program can become out of reach, thus closing many doors to future opportunities.

Indicators of success:

Performance Indicator	2004/05 Baseline	2005/06	2009/10 Target
<i>Grade 4: Meeting or Exceeding</i>			
FSA - Reading	57%	61%	67%
FSA - Writing	81%	66%	90%
FSA - Numeracy	72%	81%	81%
<i>Grade 6: Fully Meets</i>			
District Reading Assessment	79%	50%	89%
<i>Grade 7: Meeting or Exceeding</i>			
FSA - Reading	44%	57%	54%
FSA - Writing	68%	81%	78%
FSA - Numeracy	55%	76%	65%
<i>Grade 9: Fully Meets</i>			
District Reading Assessment	27%	57%	36%

Progress in improving Aboriginal student achievement results:

The above table shows Aboriginal student achievement results in literacy and numeracy at the intermediate (4-6) and middle school levels (7-9). Aboriginal student achievement results on the Grade 4 Foundation Skills Assessment (FSA) improved in the reading and numeracy areas. Grade 4 student achievement in writing declined. The district is reviewing its writing instruction and assessment practices in order to improve student success in this area. Aboriginal student achievement on the Grade 7 FSA

Goal 1: Improving literacy and numeracy (Grades 4 to 9)

improved in all three areas. Two elementary schools account for the drop in results on the Grade 6 District Reading Assessment. The students at these schools have been targeted for intervention at the middle school. Programs are in place to support the Grade 6 students at the elementary schools this year.

District initiatives to support this goal:

- Elementary and middle “Student Success Goals” and district *Accountability Contract* reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Student and parent surveys to determine needs and levels of satisfaction of Aboriginal middle school students and their families.
- School-wide assessments and identification of students at risk in reading, writing and numeracy.
- AVID program with a 23 per cent Aboriginal student participation rate in the Grade 9 cohort. AVID teachers being trained and strategies being used in Grade 10 at Carihi.
- Educational assistants to support academic development.
- English Skills Development teachers.
- Development of Aboriginal curriculum.
- District Enhancement Agreement support teacher.
- Aboriginal support teacher at École Phoenix Middle School.
- Liq’wala/Kwakwala language instruction at École Phoenix Middle School
- Cultural events and displays.
- Communication and collaboration with community support agencies.

Objective: *To improve the reading skills of Aboriginal Grade 4 students.*

Grade 4 Aboriginal students who *Meets and Exceeds Expectations*.

- 61 per cent
 - 82 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 4 FSA Reading Results: 2005/06

** includes Aboriginal students*

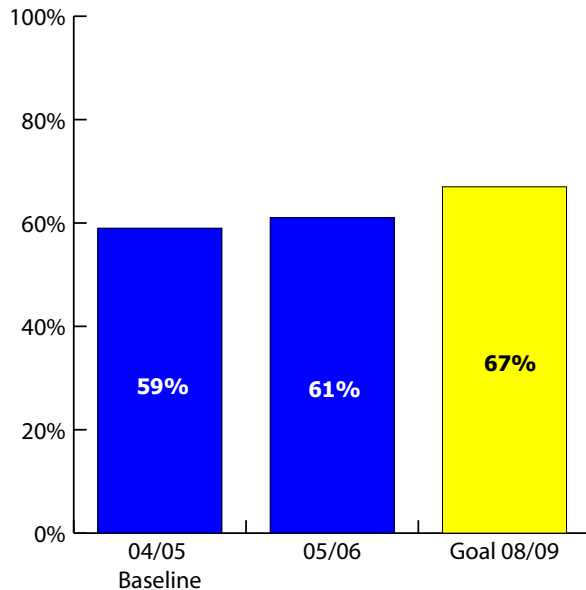
Meets and Exceeds	Not Yet Within
77%	23%

Grade 4 Aboriginal Student Results: 2005/06

Meets and Exceeds	Not Yet Within
61%	39%

Grade 4 Aboriginal FSA Reading Results:

Meets and Exceeds Expectations



Objective: *To improve the writing skills of Aboriginal Grade 4 students.*

Grade 4 Aboriginal students who *Meets and Exceeds Expectations*.

- 66 per cent
 - 82 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

The district will continue to monitor achievement in writing by conducting district-wide writes in Grades 2, 5 and 8. This data will be used as baseline data and analysed in order to improve student achievement.

Grade 4 FSA Writing Results: 2005/06

** includes Aboriginal students*

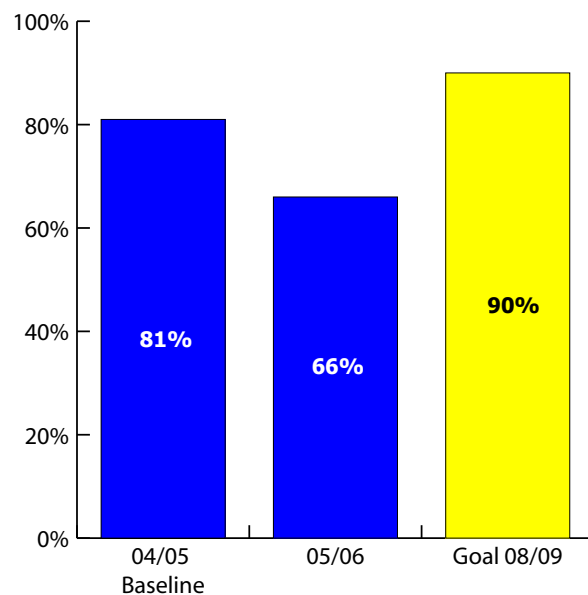
Meets and Exceeds	Not Yet Within
79%	21%

Grade 4 Aboriginal Student Results: 2005/06

Meets and Exceeds	Not Yet Within
66%	34%

Grade 4 Aboriginal FSA Writing Results:

Meets and Exceeds Expectations



Objective: *To improve the numeracy skills of Aboriginal Grade 4 students.*

Grade 4 Aboriginal students who *Meets and Exceeds Expectations*.

- 81 per cent
 - 79 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 4 FSA Numeracy Results: 2005/06

** includes Aboriginal students*

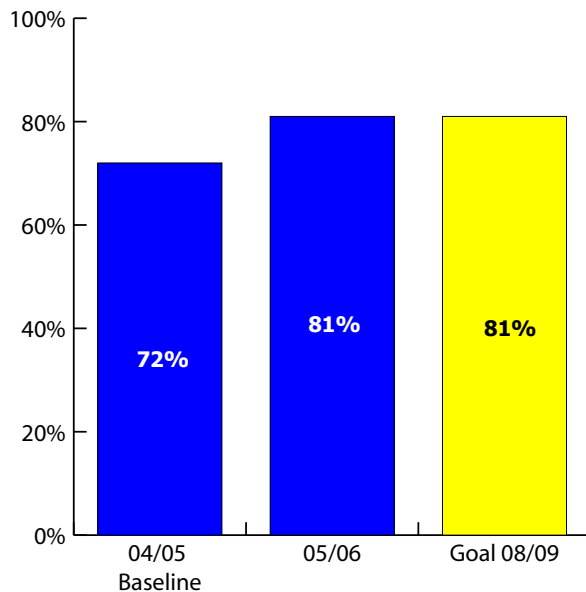
Meets and Exceeds	Not Yet Within
89%	11%

Grade 4 Aboriginal Student Results: 2005/06

Meets and Exceeds	Not Yet Within
81%	19%

Grade 4 Aboriginal FSA Numeracy Results:

Meets and Exceeds Expectations



Objective: *To improve the reading skills of Aboriginal Grade 6 students.*

Grade 6 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 50 per cent
 - 88 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Two elementary schools account for the drop in results. These students have been targeted for intervention at the middle school. The two elementary schools are putting programs in place to support their Grade 6 students this year. District support is being provided.

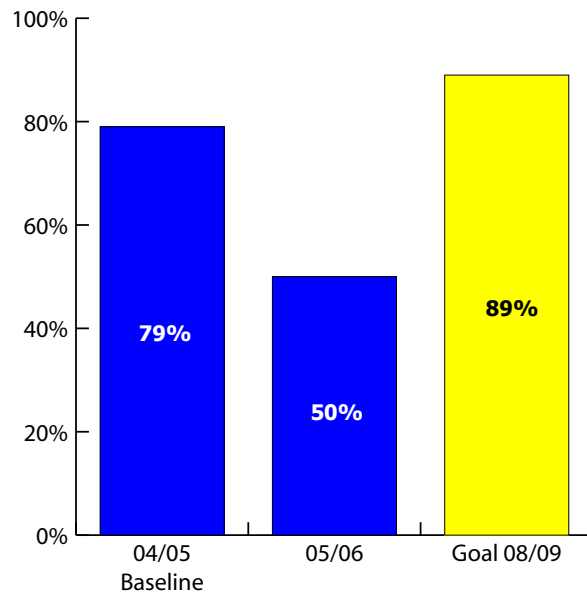
Grade 6 District Reading Assessment: 2005/06
** includes Aboriginal students*

Exceeds	Fully Meets	Meets	Not Yet Within
13%	59%	26%	2%

Grade 6 Aboriginal Student Results: 2005/06

Exceeds	Fully Meets	Meets	Not Yet Within
6%	44%	46%	4%

Grade 6 Aboriginal Student Results:
Fully Meets and Exceeds Expectations



Objective: *To improve the reading skills of Aboriginal Grade 7 students.*

Grade 7 Aboriginal students who *Meets and Exceeds Expectations*.

- 57 per cent
 - 88 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 7 FSA Reading Results: 2005/06

** includes Aboriginal students*

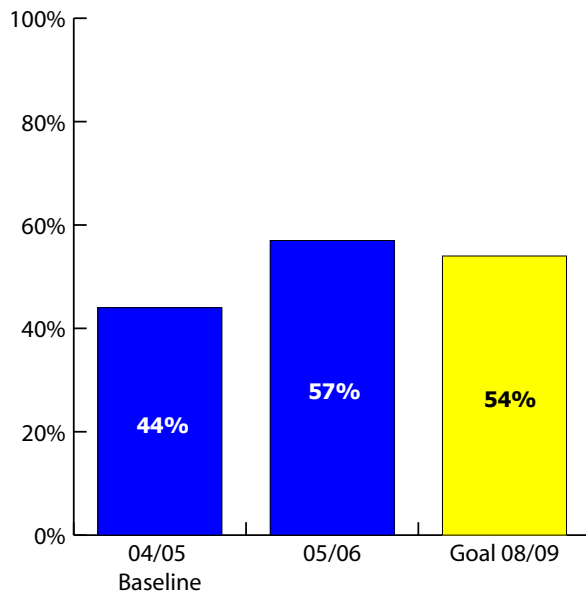
Meets and Exceeds	Not Yet Within
74%	26%

Grade 7 Aboriginal Student Results: 2005/06

Meets and Exceeds	Not Yet Within
57%	43%

Grade 7 Aboriginal FSA Reading Results:

Meets and Exceeds Expectations



Objective: *To improve the writing skills of Aboriginal Grade 7 students.*

Grade 7 Aboriginal students who *Meets and Exceeds Expectations*.

- 81 per cent
- 83 per cent participation rate
- Participation depends on:*
 - *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 7 FSA Writing Results: 2005/06

** includes Aboriginal students*

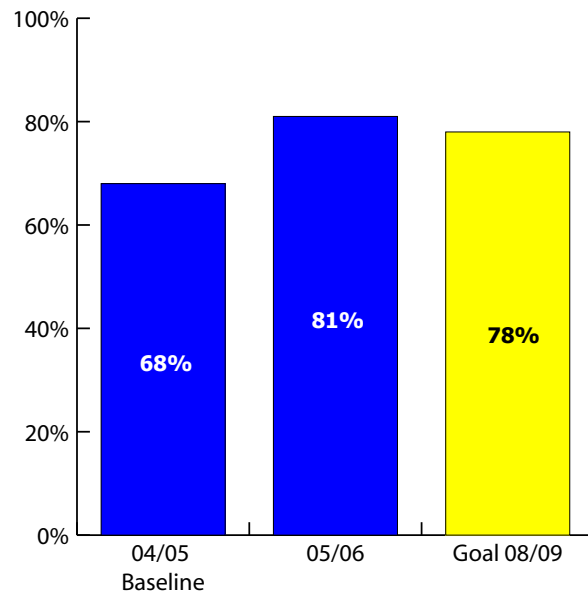
Meets and Exceeds	Not Yet Within
81%	19%

Grade 7 Aboriginal Student Results: 2005/06

Meets and Exceeds	Not Yet Within
81%	19%

Grade 7 Aboriginal FSA Writing Results:

Meets and Exceeds Expectations



Objective: *To improve the numeracy skills of Aboriginal Grade 7 students.*

Grade 7 Aboriginal students who *Meets and Exceeds Expectations*.

- 76 per cent
- 80 per cent participation rate
- Participation depends on:*
 - absenteeism
 - movement between districts
 - parent discretion
 - Individual Education Programs

Grade 7 FSA Numeracy Results: 2005/06

** includes Aboriginal students*

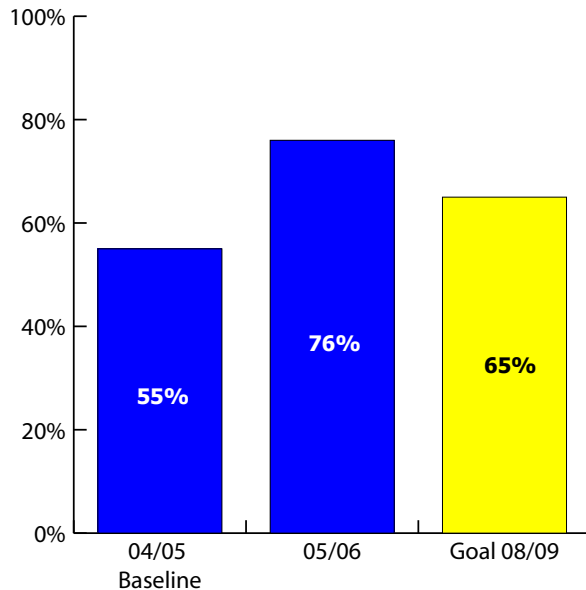
Meets and Exceeds	Not Yet Within
85%	15%

Grade 7 Aboriginal Student Results: 2005/06

Meets and Exceeds	Not Yet Within
76%	24%

Grade 7 Aboriginal FSA Numeracy Results:

Meets and Exceeds Expectations



Objective: *To improve the reading skills of Aboriginal Grade 9 students.*

Grade 9 Aboriginal students who *Fully Meets and Exceeds Expectations*.

- 57 per cent
 - 89 per cent participation rate
- Participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

Grade 9 District Reading Assessment: 2005/06

** includes Aboriginal students*

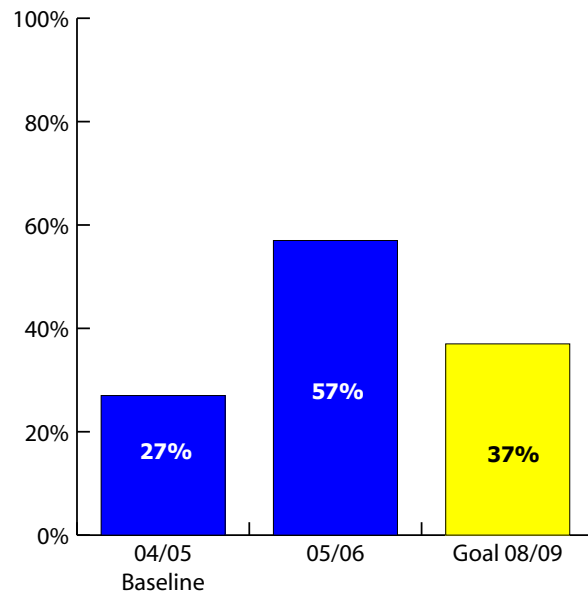
Exceeds	Fully Meets	Meets	Not Yet Within
19%	45%	30%	6%

Grade 9 Aboriginal Student Results: 2005/06

Exceeds	Fully Meets	Meets	Not Yet Within
10%	47%	34%	9%

Grade 9 Aboriginal Student Results:

Fully Meets and Exceeds Expectations



2. Year-by-year improvement in the rates of Aboriginal students who graduate with a Dogwood certificate

Rationale for goal:

Graduation rates improved somewhat throughout the first *Local Education Improvement Agreement*, but results were inconsistent and so the goal must be maintained. Ministry data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade-to-grade. The greatest rate of drop off in transition rates for Aboriginal students happens at the secondary level, although patterns of attendance and connection to school are formed in much earlier grades. Data, collected locally, shows that there is a significant pattern of relocation for Aboriginal students, often due to economic, family, and/or cultural reasons. The Enhancement Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students. Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district, or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.

Indicators of success:

Performance Indicator	2004/05 Baseline	2005/06	2009/10 Target
Successful transitions from Grade 9 to 10	92%*	93%	93%
Successful transitions from Grade 10 to 11	72%*	90%	96%
Successful transitions from Grade 11 to 12	64%*	70%	86%
Ministry data for six-year Dogwood completion	46%	50%	56%
Grade 12 cohort graduation rates	58%	84%	68%

Progress in improving Aboriginal student achievement results:

The above table shows results and targets established for improving the rates of Aboriginal students who graduate with a Dogwood Certificate. The target for the 2009/10 school year was set at 10 per cent improvement over the baseline level unless already at 90 per cent. The asterisk (*) denotes that the Ministry data from 2004/05 was revised. The percentages listed under

2004/05 and 2005/06 are the transition rates as listed in the most recent Ministry *Grade-to-Grade Transition Report*.

District initiatives to support this goal:

- Secondary “Student Success Goals” and district *Accountability Contract* reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers with emphasis on transitions.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Development of database tracking reasons why Aboriginal students move in and out of the district based on the Ministry’s second count in February.
- AVID program implemented at Carihi Secondary.
- Aboriginal education assistants.
- First Nations 12 leadership program.
- First Nations Studies 11, 12.
- Aboriginal support workers.



3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals

Rationale for goal:

Aboriginal students all too often graduate without a suitable range of post-secondary entrance requirements, and must then return to school to 'upgrade' in order to meet these requirements. Course selection and relevant skill development need to go hand-in-hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals. All too often a graduation program for an Aboriginal student includes Communications and Essentials Math in combination with a limited science and Social Studies background. Aboriginal students are often unaware of the wide range of post-secondary and career options available to them. The new graduation program, in combination with the renewed Enhancement Agreement, presents an opportunity to ensure that Aboriginal students are being targeted, supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.

Indicators of success:

Performance Indicator	2004/05 Baseline	2005/06	2009/10 Target
Provincial exam results			
Grade 10 English participation	50%	60%	60%
Grade 10 English performance	61%	80%	71%
Grade 10 Science participation	51%	65%	61%
Grade 10 Science performance	65%	45%	75%
Grade 10 Principles of Math participation	21%	26%	31%
Grade 10 Principles of Math performance	90%	77%	100%
Grade 11 Principles of Math participation	26%	32%	36%
Grade 11 Principles of Math performance	71%	74%	81%
Grade 12 English participation	28%	32%	38%
Grade 12 English performance	88%	100%	90%
Participation in Planning 10	51%	57%	61%
Participation rates in career programs	31%	18%	41%
Participation rates in AVID program	26%	23%	36%

Goal 3: Post-Secondary Requirements

Progress in improving Aboriginal student achievement results:

The above table shows the results and targets established for increasing the number of Aboriginal students who graduate with post-secondary requirements. Aboriginal student participation increased in Principles of Math 10 & 11, Science 10, English 10 & 12, and Communications 12. Pass rates for Aboriginal students improved in Grade 10 & 12 English, Communications 12 and Principles of Math 11. Pass rates for Aboriginal students decreased in Principles of Math 10 and Grade 10 Science. A discussion with the career program coordinator and secondary school counsellors to determine why there was a reduction in the number of Aboriginal students taking career programs, as well as ways to increase the student enrolment in the courses, will occur in the future. The target for the 2009/10 school year was set at 10 per cent higher than the baseline level unless the target was already at 90 per cent.

District initiatives to support this goal:

- Secondary “Student Success Goals” and the district *Accountability Contract* reflect needs of Aboriginal students.
- Literacy project at Timberline and Carihi.
- AVID program at Carihi with subject area teachers trained in AVID strategies.
- Educational assistant to support academic development at Carihi.
- Development of Aboriginal curriculum – novel studies.
- Encouragement of Aboriginal students to participate in career-related programs in order to increase their knowledge of workplace-based expectations and post-secondary options.
- Promotion of scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.
- Aboriginal student study/support rooms exist to provide students with a home-base in the school.
- Planned in-service of on-reserve learning centre staff to use web-based Essentials and Principles of Math 10, Science 10 and Social Studies 11 courses as review, study and tutorial.
- Carihi off-campus program in partnership with Laichwiltach Family Life for early school leavers and disengaged students.
- Aboriginal parent nights to local reserves and Laichwiltach Family Life Society by middle and high school principals.

Objective: *To improve the participation rate of Aboriginal students in Principles of Math 10.*

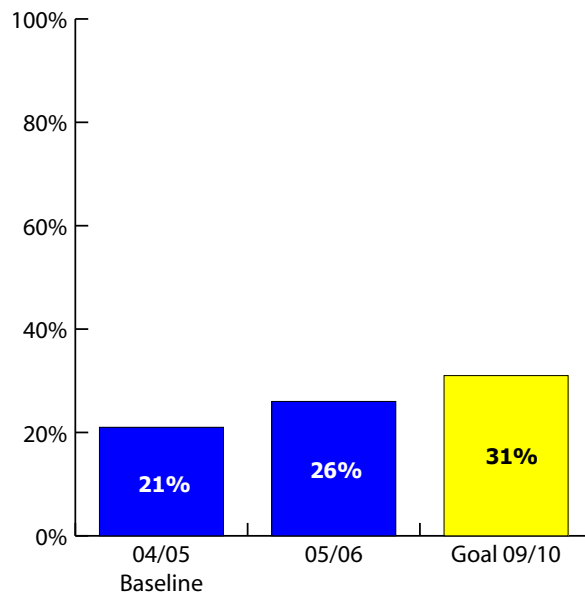
Grade 10 Principles of Math Participation: 2005/06
** includes Aboriginal students*

Participation Rate
data unavailable

Grade 10 P. of Math Aboriginal Participation: 2005/06

Participation Rate
26%

Grade 10 Principles of Math Aboriginal Participation:



Objective: *To improve the participation rate of Aboriginal students in Principles of Math 11.*

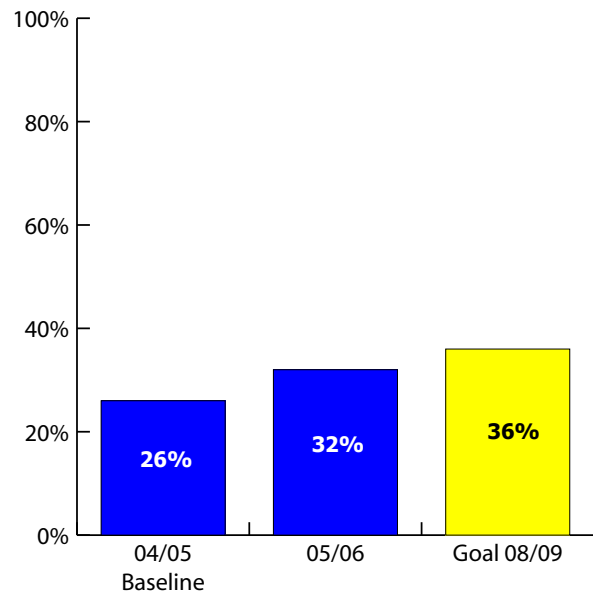
Grade 11 Principles of Math Participation: 2005/06
** includes Aboriginal students*

Participation Rate
65%

Grade 11 P. of Math Aboriginal Participation: 2005/06

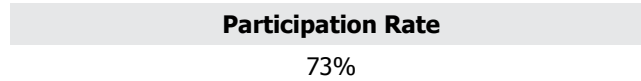
Participation Rate
32%

Grade 11 Principles of Math Aboriginal Participation:

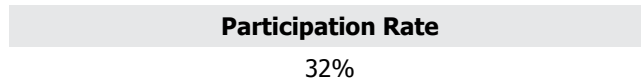


Objective: *To improve the participation rate of Aboriginal students in English 12.*

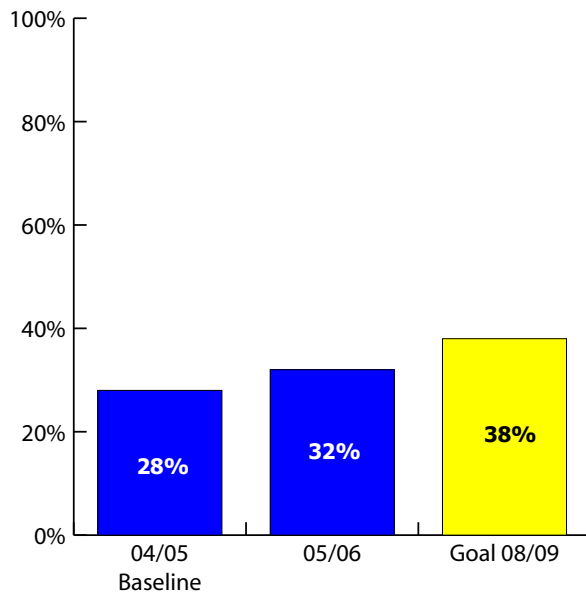
Grade 12 English Participation: 2005/06
** includes Aboriginal students*



Grade 12 English Participation Aboriginal: 2005/06

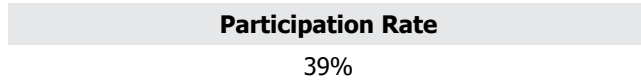


Grade 12 English Aboriginal Participation: 2005/06

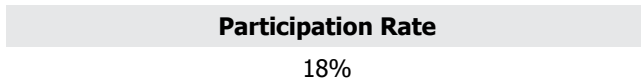


Objective: *To improve the participation and success rate of Aboriginal students in Grade 12 career programs.*

Grade 12 Career Programs Participation: 2005/06
** includes Aboriginal students*

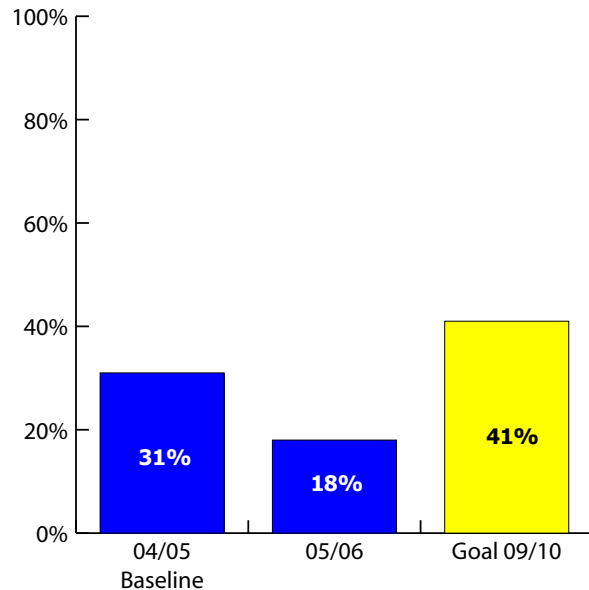


Grade 12 Career Programs Participation: 2005/06



Grade 12 Career Programs Participation:

With introduction of the Grad 2004 program, the focus of career programs has changed. Baseline data will be collected in the 2006/07 school year to establish participation targets for extended (multiple hour) career programs.



4. To increase a positive sense of identity and self-acknowledgement for Aboriginal students

Rationale for goal:

A positive sense of self-identity and self-acknowledgement are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible and which support them in developing positive attitudes, regular attendance and academic achievement.

Indicators of success:

Performance Indicator	2004/05 Baseline	2005/06	2009/10 Target
Participation rates in:			
École Phoenix & Carihi Liq'wala / Kwakwala	32%	37%	42%
BC First Nations Studies 11 & 12	49%	28%	59%
Parent satisfaction survey (21 respondents)		<i>all the time</i>	
Aboriginal parents aware of school goals?	67%	73%	77%
Are you satisfied with your child's learning?	76%	81%	86%
Do teachers care about your child?	86%	86%	96%
Do you feel welcome at your child's school?	81%	95%	91%

Progress in improving Aboriginal student achievement results:

The above table shows results and targets established for increasing a positive sense of identity and self-acknowledgement for Aboriginal students. Fewer Aboriginal students took First Nations Studies 11 and 12. There was no First Nations 10 offered at either secondary school.

District initiatives to support this goal:

- Liq'wala / Kwakwala instruction for over 20 years.
- Knowledgeable and skilled speakers as teachers and local language authorities.
- Locally developed language curriculum and teaching materials (new catalog and new titles in Grade 1 leveled readers).

- First Nations languages offered at Ripple Rock, Quadra, Cedar, Discovery Passage, and École Georgia Park elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Language authorities established through the College of Teachers for Klahoose and Homalco Bands.
- Partnered with the University of Victoria to have Campbell River based teacher training program for Developmental Standard Certification in Coast Salish and Liq'wala / Kwakwala.
- Liq'wala / Kwakwala 11 & 12 recognized by University of Victoria as fulfilling the entrance requirement for a second language.
- Early Liq'wala / Kwakwala programs at Gengenlilas, Kwanwatsi Pre-School, Cape Mudge Pre-School, and Cape Mudge Headstart
- Early Coast Salish program at Homalco Kindergarten.
- Web page development for Liq'wala / Kwakwala dictionary.
- Updating Aboriginal role model booklet.
- Aboriginal student recognition dinner.
- Development of Aboriginal Education department web page on district website.



Cedar Elementary School

Jason Paul *Grade 3*
Caitlyn Puglas *Grade 4*
Sonya Rae Macquinna *Grade 5*

**Discovery Passage
Elementary School**

Remmington Idien *Grade 5*
Remira Padington *Grade 6*

**École Georgia Park
Elementary School**

Tasia Herbert *Grade 6*
TJ Wilson *Grade 6*
Julianne Andrew *Grade 6*

**École Willow Point
Elementary School**

MacKenzie Kwaksistala *Grade 5*
Sarah Atwood *Grade 6*
Tyler Stevenson *Grade 6*

**Ocean Grove
Elementary School**

Tyson Dumont *Grade 3*
Arianne Flohr *Grade 3*
Jordan Labbe *Grade 5*

Penfield Elementary School

Lexi Thompson *Grade 1*
Kyle LeBlond *Grade 5*

**Pinecrest
Elementary School**

Caitlyn Stanton *Grade 6*

Quadra Elementary School

Wanita Everly *Grade 4*
Randi Ann Chickite *Grade 5*
Chelsea Lewis *Grade 6*

**Ripple Rock
Elementary School**

Tyra Henderson *Grade 4*
Alice Smith *Grade 5*
Rylie Ross Nelson *Grade 6*

**Sandowne
Elementary School**

Chantelle Tillett *Grade 2*
Mikaila Archibald *Grade 3*
Kodey Tillett *Grade 4*

**École Phoenix
Middle School**

Sidney Moon *Grade 9*
Sarah Wallace *Grade 9*
Jamie Muchwitsch *Grade 9*
Tchados Leo *Grade 9*

Southgate Middle School

Janet Francis *Grade 9*
Candie Francis *Grade 9*
Shaylene Harry *Grade 9*

Carihi Secondary School

Kyle Andrew *Grade 11*
Stacia Goodman *Grade 12*
Dara Price *Grade 12*
Cassandra MacArthur *Grade 12*

**Timberline
Secondary School**

Jessie Green *Grade 12*
James Lawson *Grade 12*
Rachelle Trenholm *Grade 12*

Continuing Education

Josey Wells
Chuck Windsor
Jamie Wilson



Cedar Elementary

- Cultural program
- Multicultural Day & National Aboriginal Day celebration
- Culture & history project
- Breakfast and lunch program
- Afternoon Kindergarten
- Aboriginal support worker & educational assistants
- Attendance recognition awards
- Principal's tea
- Virtues/calendar celebration
- Homework club
- ESD program
- Peer tutoring
- School-wide luncheon
- Liq'wala / Kwakwala language program
- Literacy open house
- Meet the Teacher night
- Health Buddies
- Ready, Set, Learn
- Christmas concert
- Monthly recognition assemblies

Discovery Passage Elementary

- Liq'wala / Kwakwala language program
- Aboriginal cultural instruction

École Georgia Park Elementary

- ESD program
- Aboriginal support worker & educational assistant
- Coast Salish language instruction
- Aboriginal musical appreciation program
- Children's Festival Nanaimo
- Museum visits

Pinecrest Elementary

- Cultural field trips
- ESD program
- Aboriginal support worker
- Peer tutors
- Friends program
- Lunch program
- Monthly recognition / Principal's tea
- Aboriginal legend and myth study

Penfield Elementary

- Grade 1 with Grade 3/4 buddies
- Button blanket kit and button blanket math kit
- Grade 1 multi-cultural unit - portion of which is focused on First Nations culture.
- Aboriginal support worker
- Cedar bracelets; bark weaving
- Museum trip
- Art study

Quadra Elementary

- Liq'wala / Kwakwala program
- Power Speak program
- Aboriginal support worker & educational assistant
- Cape Mudge daycare support - language development lessons
- Reading groups
- Aboriginal cultural awareness units of instruction

Ripple Rock Elementary

- Liq'wala / Kwakwala program
- Carihi student helpers
- Carving shed visits courtesy of Bill Henderson
- Afternoon Kindergarten
- Student recognition assemblies

- Aboriginal support workers & educational assistant
- First Nations parent club meetings with principal
- Ready, Set, Learn
- Teaching of First Nations art in school's fine arts festival
- First Nations dancing and cultural awareness sessions
- Blessing of totem pole for school opening
- ESD program
- Parents and Tots program
- First Nations singing and drumming group sessions and performance
- School parade and family picnics
- Mark Anthony Roberts fun run

Sandowne Elementary School

- ESD program
- Aboriginal support worker
- Ready, Set, Learn
- Museum

École Phoenix Middle School

- Breakfast club, lunch program & pot luck dinner
- Just for Girls club
- Healthy living, drug & alcohol awareness and anti-bullying workshops
- Liq'wala / Kwakwala program
- First Nations cultural activities
- Attendance recognition programs
- Celebration for honour roll students
- English Skills Development program using Smart Learning strategies

- Museum & carving shed field trips & bowling
- Aboriginal support worker
- Sexual exploitation workshop
- Kick the Nic
- First Nations language & drumming performance
- Justice theatre workshop
- Go Girls workshop
- Lateral violence workshop
- Parent club at the Band office
- Advancement via Individual Determination (AVID)
- Smart Start
- Re-dedication and assembly for Henderson pole
- Small totem pole carving by Junior Henderson
- First Nations week
- Student success meeting
- First Nations learning assistance support
- Band visitations
- Aboriginal assembly

Southgate Middle School

- Breakfast/homework club
- Parent visits to school / Chief & Council visit
- Mural in First Nations room
- Honour Roll incentives
- ESD program
- Aboriginal support worker & educational assistant
- First Nations Social Studies 8
- Three First Nations students honoured at district Aboriginal student recognition dinner
- First Nations Social Studies 8 field trips including tour of estuary and museum
- Rattle workshop and assisting with rattle workshop at Ecole

- Georgia Park Elementary
- Year-end trip to Ken Forde boat ramp
- Year-end field trip to Bute Inlet
- Aboriginal Day celebration at Laichwiltach Family Life
- Student visit to carving shed with Bill Henderson

Carihi Secondary School

- Literacy and Aboriginal Leadership program
- First Nations Studies 12
- First Nations Studies Skills
- Aboriginal support worker and educational assistant
- Aboriginal Day celebration
- Youth for Diversity program participation
- Visit by Jon Lee Kootnekoff, motivational speaker
- First Nations career fair - UVic, UBC, UNBC
- Great race fundraiser for Children's Hospital
- Monthly leadership lunches
- Pizza day
- Visits to carving shed
- Museum visits
- Bannock making with elders
- Carving by Junior Henderson done at Carihi
- Retirement celebration for Kathy Grant

Timberline Secondary

- Food Safe & first aid course
- Visit to Malaspina University
- Honour roll incentives
- Carving project
- ESD program
- Aboriginal support worker
- Drug/alcohol exercise program
- First Nations Studies 12 class
- Pizza gatherings
- First Nations celebrations

- First Nations display case
- Elder/youth meetings
- First Nations lunch program
- Residential school workshop
- Lateral violence
- UVic/NVIT visits
- Weekly Salish language sessions with Marion Harry
- Giant dreamcatcher
- Dare to Dream project

Aboriginal Support Workers

- Julie Hanuse
- Roberta Henderson
- Freda McLean
- Melanie Roberts
- Nicole Ross
- Gena Sanderson
- Jackie Toombs

Afternoon Kindergarten Teachers

- Laura Sewid
Homalco Kindergarten
- Brenda Neufeld
Gengenilas Kindergarten
- Linda Spooner
Laichwiltach Kindergarten
- Kaz Jones
Cape Mudge Headstart

ESD Teachers

- Tom Kennedy
Cedar Elementary
- Marilyn Chapman
École Georgia Park
- Lorill Vining
École Willow Point
- Selma Kennedy
Pinecrest Elementary
- Don Pennell
Ripple Rock Elementary
- Anne Howarth
Sandowne Elementary
- Jane Monchak
École Phoenix Middle School
- Lisa Johnson
Southgate Middle School

Aboriginal Language Teachers

- Marian Harry
- Pam Holloway
- Patti James (Lamothe)
- Diana Matilpi
- Sheryl Thompson

Aboriginal Student Educational Assistants

- Edwina Henderson
Ripple Rock Elementary
- Charity Wadhams
Cedar Elementary
- Michelle Billy
Cedar Elementary
- Elizabeth Petahtagoose
École Georgia Park
- Brenda Assu
Quadra Elementary
- Lindsay Pirie
Pinecrest Elementary
- Jean McIver
École Phoenix Middle School
- Darlene Guenther
Southgate Middle School
- Jodi Guy
Carihi Secondary

Aboriginal Support/Program Teachers

- Tom Kennedy
Cedar Elementary
- Marilyn Chapman
École Georgia Park
- Lisa Johnson
Southgate Middle School
- Jane Monchak
École Phoenix Middle School
- Bridget Walshe
Quadra Elementary
- Ray Wilson
Carihi Secondary
- Trevor McMonagle
Carihi Secondary
- Bruce Stewart
Carihi / LFL program (Kwiq'bido program)
- Natalie Handy
Timberline Secondary
- Steve Joyce
Timberline Secondary

A special farewell

Stella Bates was the district vice-principal of Aboriginal Education for three years, from 2003 - 2006.

During this short time, she left a lasting legacy to School District 72's Aboriginal students and families, Aboriginal Education department, and district staff.

Through her and the Advisory Council's leadership our district's second Enhancement Agreement was signed. The process through which the goals of the Enhancement Agreement were established was recognized by the Ministry of Education for its inclusiveness.

Stella was dedicated to ensuring the district's Aboriginal students were recognized for their achievements and established the district tradition of the Aboriginal student recognition dinner.

She empowered staff to see the importance of the work they do on behalf of Aboriginal students and families and ensured staff knew their roles and responsibilities.

Stella will be remembered by all who were fortunate enough to work with her for her wonderful sense of humour, her wisdom, her eloquence as a writer and speaker, and her commitment to Aboriginal students' education and success.

