

# 2013-2018 ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

## YEAR TWO REPORT 2014/15

SCHOOL DISTRICT 36 (SURREY)





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# INTRODUCTION

We have completed the second year of our second Aboriginal Education Enhancement Agreement. As we examine the growth of our Aboriginal learners we continue to reflect upon where we have come from. In addition, we will look at the Aboriginal enhancement services we provide in relation to the Ministry’s current curricular strategies and structures.

Aboriginal student progress has been reviewed through indicator data tied directly to our AEEA and was collected at the school, district and provincial levels.

AEEA data has shown a significant increase in the six-year Dogwood completion rate though this must be tempered with the fact that this rate includes six-year Aboriginal adult graduates.

Anecdotal and survey evidence indicate modest growth in the integration of authentic Aboriginal knowledge, history and traditions within classrooms.

We continue to address common concerns as to systemic and structural barriers facing Aboriginal learners within our district.

There is a growing appreciation for a district focus on shared responsibility for the delivery of enhanced Aboriginal education as indicated within survey and interview data.

Our journey continues to foster and celebrate student-centered learning that focuses not only on the needs, but also on the strengths and aspirations of each and every Aboriginal learner.

In Year Three we will continue to progress toward our AEEA goals and our district vision of having every Aboriginal learner graduate with dignity, purpose, and options.

The Surrey School District and its partners in Aboriginal education serve to build and maintain positive relations that enhance Aboriginal student achievement.

## PARTNERS:

Katzie First Nation

Semiahmoo First Nation

Nova Métis Heritage Association

Fraser Region Aboriginal Friendship Centre Association

B.C. Ministry of Education

Surrey School District



Surrey currently enrolls  
3,396 Aboriginal students  
in Kindergarten to grade 12.

2014-15 Ministry of Education Data

“I think we should not use 19<sup>th</sup> century systems (to teach) in the 21<sup>st</sup> century.”

Secondary Student Survey response

“I love the community and sense of family I get from school.”

Secondary Student Survey response

“University degrees are no longer a hope as it was for my generation, it is an expectation.”

Parent Survey response

# PURPOSE

This report shares student progress made through the second year (2014/15) of Surrey School District's 2013-2018 Aboriginal Education Enhancement Agreement (AEEA). It will focus on performance growth and experiential opportunities afforded Surrey's Aboriginal learners within three AEEA goal areas:

- Increase positive identity and sense of belonging for all Aboriginal learners,
- Increase knowledge and understanding of Aboriginal history, traditions and culture for all learners, and
- Increase achievement for all Aboriginal learners.

The AEEA outlines a collaborative plan that is guided by a collective vision. This plan is a shared responsibility between local Aboriginal communities, the Board of Education, District Education Services – Aboriginal Education, the Aboriginal Education Council and the Ministry of Education.

The AEEA serves to:

- Respect and affirm positive relationships between local Aboriginal families and communities, and the district;
- Develop a better understanding among school and district administration, teachers, and support staff re contemporary and historical issues that may impact the achievement of Aboriginal learners;
- Educate all learners about the history and culture of Aboriginal peoples;
- Foster an environment that supports Aboriginal learners to develop a positive personal and cultural identity;
- Focus on the strengths that Aboriginal learners bring to the education system and;
- Celebrate the achievement of Aboriginal learners.

“Forming a strong bond of trust and respect garners a stronger success rate.”

Teacher Survey response

“76 students enrolled in English First Peoples courses in 2014/15.”

District Data

“Surrey’s six-year graduation rate was 55% in 2014/15.”

HWAD (Ministry Achievement Data)

“Most aboriginal students I have taught do not fit the curriculum mold.”

Teacher Survey Response

“Surrey’s Community-Schools offered afterschool programming to 102 Elementary Aboriginal students in 2014/15.”

District Data

“285 Aboriginal learners and their families, within eight elementary schools, participated in Bannock and Books.”

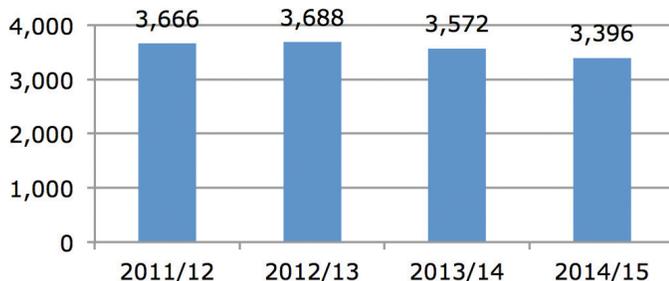
Aboriginal Education Services

# ABORIGINAL EDUCATION ENHANCEMENT SERVICES

Aboriginal Education Services enhance the achievement and success of Aboriginal learners.

CHART 1: Number of students who self-identify as Aboriginal (2014/15 BC Ministry of Education Aboriginal Report: How Are We Doing?)

**Total Aboriginal Student Enrolment**



## UNDERSTANDING DATA

This report presents selected results gathered from: 118 Aboriginal parents, 285 elementary students, 353 secondary students, 182 Surrey School District staff and 78 administration.

This report presents selected results for Aboriginal learners over the second year of the second Aboriginal Education Enhancement Agreement in Surrey. Data represents growth in the following goal areas:



Left: Aspiring artist from Forsyth Road Elementary.  
Right: Lord Tweedsmuir Secondary English First Peoples students on a field study.

# GOAL 1: INCREASE POSITIVE IDENTITY AND SENSE OF BELONGING FOR ALL ABORIGINAL LEARNERS

Aboriginal Student Reflections:

- I like attending because I feel cared for at school.
- I don't like school but I'm okay as long if I have someone to talk to.
- I really enjoy participating in school, in all of its forms. It makes me feel like I belong in a place.
- I have a great support network at school and at home if I ever need help with anything.

Objective 1.1: Determine baseline data for Aboriginal learners' perception of positive identity

**Student Perceptions of positive identity (2014–15 Surrey Aboriginal Survey)**

- In Surrey 98% of elementary and 91% of secondary Aboriginal learners feel good about themselves a lot or sometimes
- Ministry Satisfaction Survey data for 2014–15 indicates that 93% of all elementary and 89% of all secondary students respect others many or all the time



## Objective 1.2: Determine baseline data for Aboriginal learner perception of sense of belonging

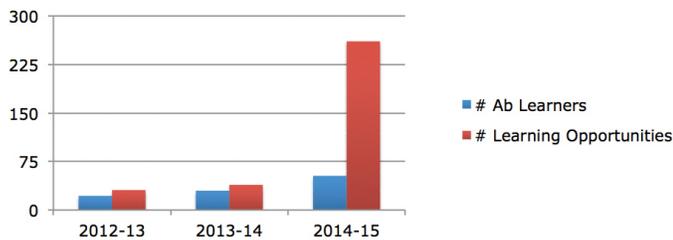
### Student perceptions of sense of belonging (2014–15 Surrey Aboriginal Survey)

- 95% of elementary and 92% of secondary Aboriginal learners feel comfortable at school a lot or sometimes
- 97% of elementary and 92% of secondary Aboriginal learners feel they have someone to hang out with at school
- 98% of elementary and 97% of secondary Aboriginal learners feel connected to two or more adults at school a lot or sometimes
- 2014–15 Ministry Satisfaction Survey data on all learners indicates that 84% of elementary and 72% of secondary report feeling safe at school many or all of the time

### School and District Strategies (2014–15) that supported a Sense of Belonging

- Aboriginal enrolment within the Windspeaker Leadership program have risen over the past three years. This program develops both Aboriginal student leadership and personal well being skills at Grade 7 to 12.

CHART 2: Windspeaker Enrolment and Learning Opportunities (2014–15 District Data)



- More than 400 Aboriginal learners participated in daily breakfast programs within 23 school settings
- 107 Aboriginal learners participated in C-SP's Attendance Matters receiving assistance with nutrition, maintaining a safe space and cognitive stimulation.
- 900 Kindergarten through Grade 12 Aboriginal students and their families took part in the annual Winter Festival
- 617 family and staff came together to witness the district's honoring ceremony of 152 Grade 11 and 12 students. This is an annual event.
- 404 Aboriginal learners and their families, within eight elementary schools, participated in a program called: Bannock and Books. This is a 35% increased from year one.



Top: Students learning Aboriginal traditions and culture.  
Middle: Look what I found!  
Bottom: Bear Creek student.

- In 2014–15 the District of Surrey, in partnership with Awahsuk Aboriginal Head Start Preschool, implemented an initiative designed to increase Aboriginal kindergarten registration and better connect Aboriginal learners and their families with Surrey schools. The program, called Little Eaglets, targets families feeling disconnected from the educational system. Little Eaglet staff work with families to create a sense of care and belonging as well as a willingness to allow their children to attend our schools.

## GOAL 2: INCREASE KNOWLEDGE AND UNDERSTANDING OF ABORIGINAL HISTORY, TRADITIONS AND CULTURE FOR ALL LEARNERS

### Aboriginal Student Reflections

- Learning more about my culture has made going to school easier and given me more parts to my identity and who I am.
- We should involve non-Aboriginal students with Aboriginal stuff and involve Aboriginal students with other Aboriginal students across the district.

Objective 2.1: Increase the integration of Aboriginal content across all curricular areas K-12

### Student Perceptions of Aboriginal content in K-12 curricula (2014–15 Surrey Aboriginal Survey)

- 93% of elementary and 84% secondary Aboriginal learners see Aboriginal history, knowledge and culture being represented in their school a lot or sometimes
- 97% of elementary and 76% of secondary Aboriginal learners see Aboriginal history, knowledge and culture being represented in their classroom a lot or sometimes
- 2014-15 Ministry Satisfaction Survey data on all Surrey learners indicates 46% of elementary 35% of secondary students feel they are being taught about the Aboriginal People of Canada many or all of the time



Top: Celebrating our heritage.  
Middle: Betty Huff Elementary student and Metis artist, Bryan Stephenson.  
Bottom: Elders Eleanor and Alvin at the Fall Elder's Tea in the Aboriginal Resource Centre at the District Education Centre.



**Parent Perceptions of Aboriginal content in K–12 curricula (2014–15 Surrey Aboriginal Survey)**

- 76% of Aboriginal parents believe Aboriginal history, knowledge and culture are represented in their child’s school a lot or sometimes
- 71% of Aboriginal parents believe Aboriginal history, knowledge and culture are represented in their child’s classroom a lot or sometimes

**Teacher Comments re: Perceptions of Aboriginal content in K–12 curricula from the 2014–15 Surrey Aboriginal Survey**

- “It is important that we educate (both) Aboriginal and non-Aboriginal students so that there is a more positive atmosphere towards Aboriginal history overall”
- “I think more resources (books, videos, etc) with positive Aboriginal characters are extremely valuable. Providing these will help us deliver authentic (Aboriginal) content”
- “It is important that we try to include different aspects of Aboriginal culture in our strong start program, classroom presentations, school presentations, school wide themes, and school environment”

**Aboriginal Education Staff Initiatives**

- Aboriginal Services circulated approximately 3500 Grade K to 12 Aboriginal Resources from its District Library collection during the 2014-15 school year.
- Nine District Aboriginal Cultural Facilitators provided over 4860 Aboriginal enhancement presentations to more than 121,000 Aboriginal and non-Aboriginal learners. Students explored art, literacy and environmental issues through an Aboriginal lens. Some of the many topics offered included:

- Aboriginal Technology
- Pictograph Stories
- Artifacts
- First Nations Government
- Residential Schools
- Trading
- Celestial Understanding
- Seasonal Life Cycle
- Traditional Story Telling
- Blankets/Clothing



Top: Aboriginal Winter Family Gathering at LA Matheson Secondary.

Bottom: Betty Huff students making drums.

### Teacher-Led Special Projects

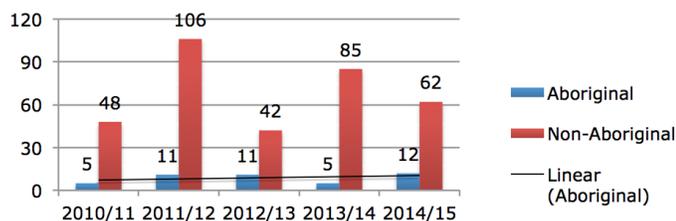
Through Year Two of the AEEA, Surrey’s Aboriginal Education Services supported a number of Aboriginal Enhancement Projects.

- More than 750 Aboriginal learners explored activities that fostered a positive sense of belonging and increased their knowledge and understanding of Aboriginal history, traditions and culture.
- Aboriginal Services, together with Surrey’s Community-Schools Partnership, fostered a number of Aboriginal cultural connections. These initiatives created 132 Aboriginal student opportunities in career training courses, team building activities, job exploration conversations, Elder presentations and interactive play days organized by secondary students on behalf of elementary school students.

Research evidence suggests increased awareness and understanding of Aboriginal history, traditions, and culture has a positive effect on educational outcomes for all students. Students who have a positive personal cultural identity are more likely to be confident, able to self regulate, and to succeed academically.

### Objective 2.2: Increase learner participation rates in First Nations Studies 12, English First Peoples 10, 11 and 12 by 10 %

CHART 3: Learner Participation in FN Studies 12



Data indicates that Aboriginal Services will need to continue its work with secondary administration and counselors to increase Aboriginal learner participation rates in FN Studies 12.

### District Data (2010–2015) on English First Peoples Course Enrolment:

- 2010–11: 23 students enrolled in English First Peoples 12
- 2011–12: No students were enrolled in any English First Peoples courses at any grade level
- 2012–13: 53 students enrolled in English First Peoples 10
- 2013–14: 15 students enrolled in English First Peoples 11
- 2014–15: 48 students enrolled in English First Peoples 10  
28 students enrolled in English First Peoples 12



Top: Expressive Arts Student.  
Bottom: Bothwell Elementary students and District Cultural Facilitator, Richard Pierre on a field study.

- At this writing there were 71 students enrolled in English First Peoples 10 and 22 students in English First Peoples 11. Aboriginal Education Services, (together with secondary administration and staff) will continue to look at structural issues that support increased enrolment in these programs.

## GOAL 3: INCREASE ACHIEVEMENT OF ABORIGINAL LEARNERS

### Aboriginal Student Reflections

- It's my choice to go (to school), and I know that not everyone has access to education, so it feels disrespectful and ungrateful not to go.
- Education is key to progress. I want to be able to create future leaders whom have the independence and vision to implement important change in this world.
- It is necessary to go to class so I can learn about the world, and at the same time, who I am as a person.

### Objective 3.1: Increase acquisition of phonological skills at the Kindergarten level

#### 2014-15 ELPATS (Early Literacy Phonemic Awareness Test - Surrey)

Kindergarten students deemed “at-risk” in reading are assessed each fall and spring using teacher administered ELPATS (Early Literacy Phonemic Awareness Test - Surrey). Aboriginal and non-Aboriginal students make strong gains in reading readiness when early interventions are provided. ELPATS data for this reporting period indicate the number of “at-risk” non-Aboriginal readers decreased by 34% and the number Aboriginal “at-risk” readers decreased by 41%.

Objective met.

### Objective 3.2: Increase Grade 1 reading performance by 3% annually

#### RAD (Reading Assessment Data)

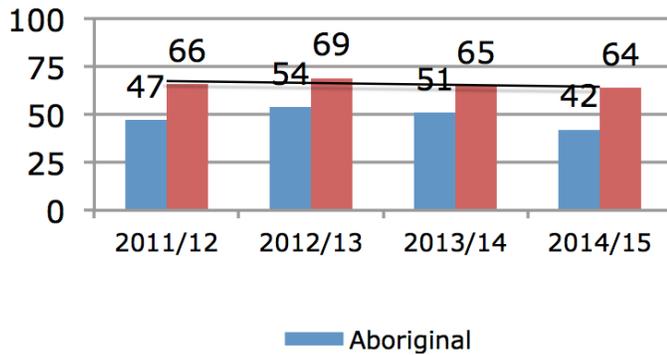
In 2014–15 less than 2% of Surrey’s Grade One cohort submitted RAD results at the District level. Albeit a small sample, data collected indicated that the number of “at-risk” readers in Grade One is equal for both Aboriginal and non-Aboriginal Learners.



Top: Traditional game of slahal.  
Bottom: Canoeing trip to Indian Arm with a member of the Tsleil Waututh Nation.

### Objective 3.3 Increase Grades 1 through 7 reading performance by 3% annually

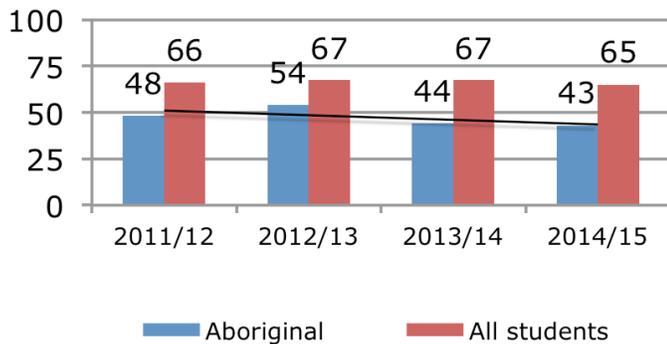
Chart 4: Percent meeting to exceeding expectations FSA Reading Grade 4



Objective not met. A decrease of 9% in Grade 4 Reading is noted, as is a gap of 22% between Aboriginal and all students. Surrey’s Grade 4 Aboriginal students scored 23% below the Provincial Aboriginal average in 2014–15 FSA Reading.

Please note that 29% of Aboriginal students compared to 15% of non-Aboriginal students did not participate in the 2014-15 FSA’s.

Chart 5: Percent meeting to exceeding expectations FSA Reading Grade 7



Objective not met. No significant change from last year was noted in Grade 7 Reading. There remains significant Reading performance gap (22%) between Aboriginal and all students. Surrey’s Grade 7 Aboriginal students scored 17% below the Provincial Grade 7 Aboriginal average in 2014-15 FSA Reading.

Interpretation of FSA data must be done in consideration of the fact that more than one third of Surrey’s Aboriginal learners do not participate in this assessment.

### Objective 3.4: Increase Early Numeracy skills at K/1 by 3% annually

#### What Do They Know (WDTK)

WDTK is a Kindergarten/Grade 1 numeracy assessment tool administered to “at-promise” Aboriginal and non-Aboriginal students in the fall and again in the spring of each school year. Both Aboriginal and non-Aboriginal



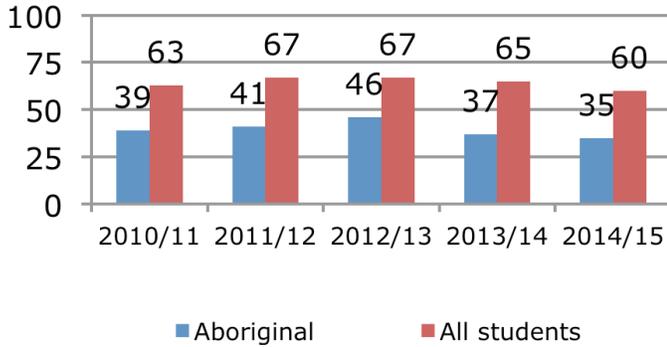
Top: Windspeaker students at the UBC Museum of Anthropology.  
Bottom: Drum making at Frank Hurt Secondary’s Raven Club.

students made significant numeracy achievement gains as a result of the early intervention support provided over the school year. In this reporting period both Aboriginal and non-Aboriginal “at-risk” learners dropped by 76% from fall to spring.

Objective met. Aboriginal learners make significant gains through early intervention in numeracy.

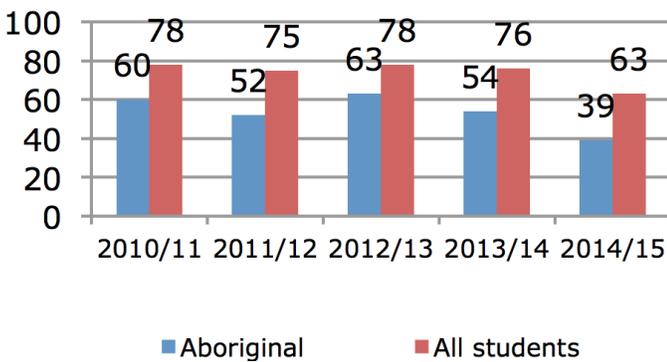
**Objective 3.5: Increase Grade 1 - 7 Aboriginal learner numeracy by 3% annually.**

Chart 7: Percent meeting to exceeding expectations FSA Numeracy Grade 4



Objective not met. No significant change from last year was noted in Grade 4 Numeracy for Aboriginal learners. There remains a significant gap (25%) between Aboriginal and all students in Grade 4 Numeracy performance. Surrey’s Grade 4 Aboriginal students scored 21% lower than the Provincial average for Grade 4 Aboriginal learners in 2014–15 FSA Numeracy.

Chart 8: Percent meeting to exceeding expectations FSA Numeracy Grade 7



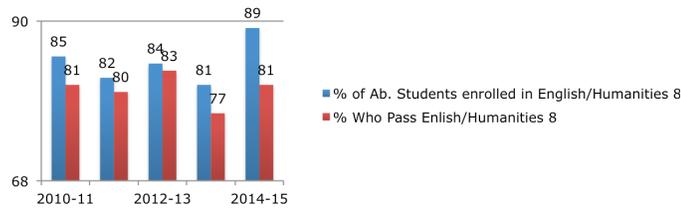
Objective not met. A 15% drop in Grade 7 Numeracy is noted, as is a gap of 24% between Aboriginal and all students. Please note that 14 % of non-Aboriginal students compared to 28% of Aboriginal learners did not complete the 2014/15 FSA Numeracy assessment. Surrey’s Grade 7 Aboriginal students scored 7% below the Provincial Aboriginal average in Numeracy.



Top: Aboriginal Honouring Ceremony.  
Bottom: Secondary student making bannock.

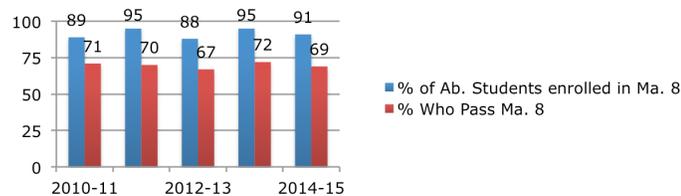
### Objective 3.6: Increase by 3% annually the number of Aboriginal learners successfully completing English 8 and Math 8

Chart 9: Participation and Success Rate for Aboriginal Students in Grade 8 English/Humanities



Results show an average success rate of 80% for Aboriginal learners enrolled in Grade 8 English/Humanities 8 over the past four years.

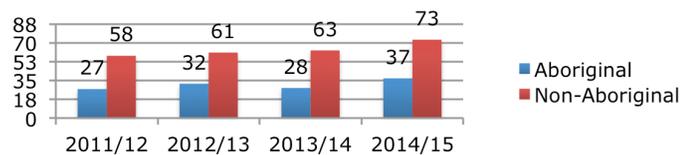
Chart 10: Participation and Success Rate for Aboriginal Students in Grade 8 Math



Results show an average success rate of 70% for Aboriginal learners enrolled in Grade 8 Math over the past five years.

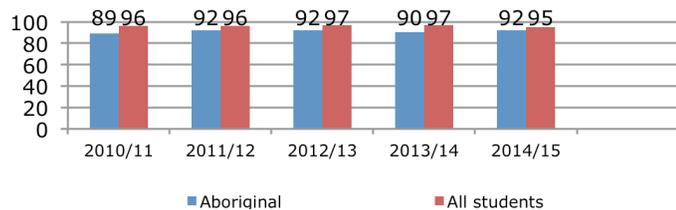
### Objective 3.7: Increase the percentage of Aboriginal learners successfully completing English 12 and English 12 First Peoples by 3% annually

Chart 11: Percentage of Aboriginal learners participating in English 12



\* Of note is the fact that in having Aboriginal students eligible to participate in English 12 they must first successfully have completed English 10.

Chart 12: Percent of learners achieving a pass (C- or better) on English 10



An increase of 2% in English 10 performance is noted for Year Two, as well as a gap reduction of 4% between Aboriginal and all learners.



Top: Métis students presenting the history of the Métis at Johnston Heights Secondary.  
Bottom: Expressive Arts student from North Surrey Learning Centre.

Chart 13: Aboriginal Students in Communications 11 Versus English 11

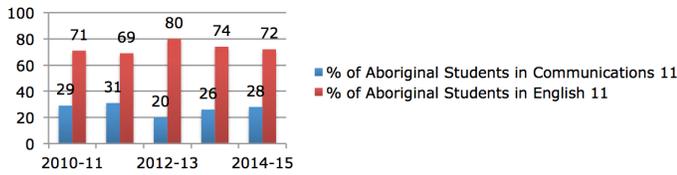
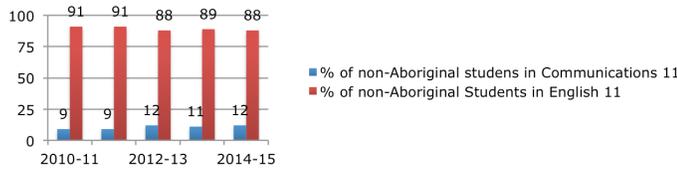
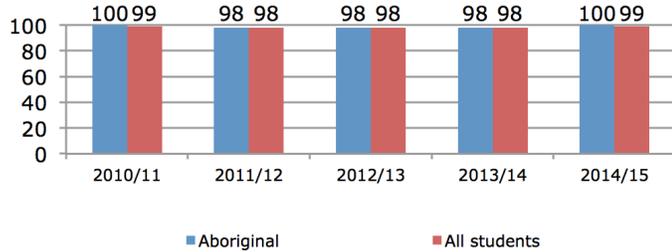


Chart 14: Non-Aboriginal Students in Communications 11 Versus English 11



The ratio of learners enrolling in a less rigorous English program remains significantly higher for Aboriginal versus non-Aboriginal students.

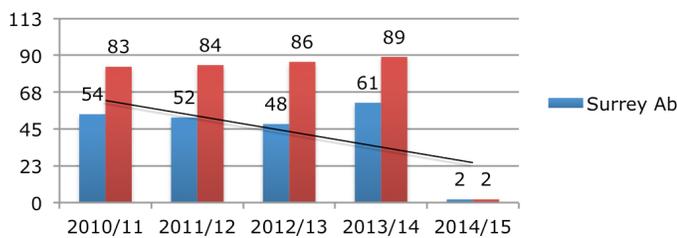
Chart 15: Percent of Aboriginal learners achieving a pass (C- or better) on English 12



Results for Aboriginal students achieving a pass (C- or better) are consistently above 98% and at or above the rate for all students. It should be noted that in 2014/15 more than half (60%) of Aboriginal students achieved a C+ or better in English 12 compared to all students (74%), a gap of 14%.

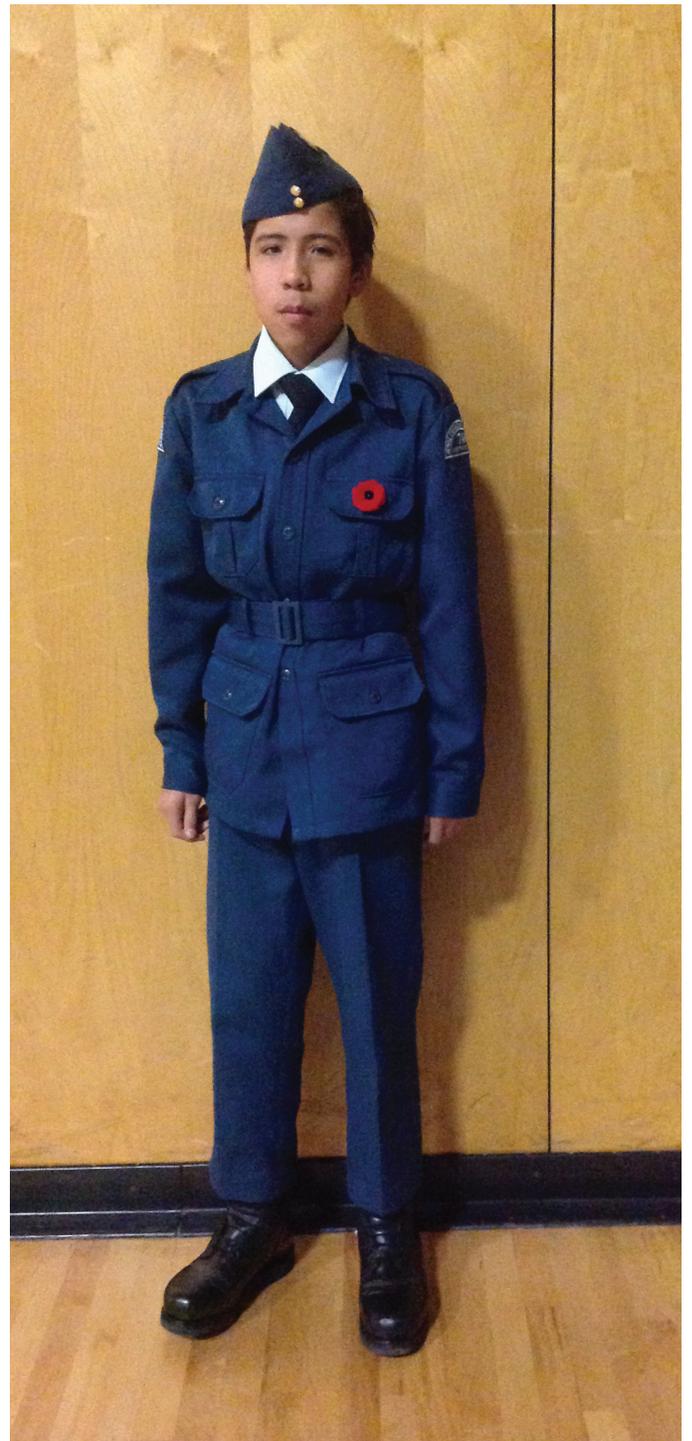
### Objective 3.8: Increase the Six-Year Dogwood completion rate by 3% annually

Chart 16: Surrey Six-Year Aboriginal Graduation Percentage



Objective met. Surrey's six-year Aboriginal graduation rate has increased by 13% over last year. We will look more closely at the discrepancy between female (69%) and male (53%) Aboriginal graduation rates in the coming year.

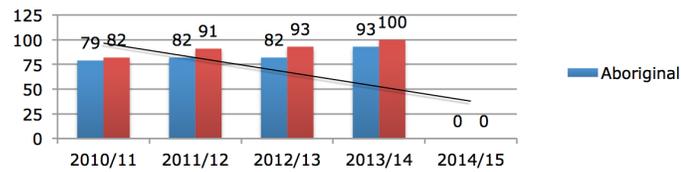
The six-year completion rate is the percent of Grade 8 students including adult education students who graduate with a Certificate of Graduation and is NOT the inverse of a "dropout rate" as students may graduate after the six-year period.



Top: Remembering the history of our Aboriginal soldiers.

**Objective 3.9: Increase transition rates for grades 10 to 11 by 3% annually**

Chart 17: School District #36 Transition Rates from Grade 10 to Grade 11



Objective met. Successful Aboriginal student transition has consistently risen over the past 6 years.

Despite a gain in the transition rate for Aboriginal students at grade 10 (considered a vulnerable time) a significant gap (15%) exists between Aboriginal and non-Aboriginal students successfully progressing to grade 12. The Surrey School District continues to follow its 2013-14 Grade 8 Aboriginal cohort in an effort to further increase their six-year Dogwood completion rate.

**Objective 3.10: Increase the percentage of Grade 12 learners with plans to continue on to post secondary schools, institutes, or trades programs by 3% annually**

**Surrey Aboriginal Student Exit Survey Data:**

- Fifty-two (52%) percent of Surrey’s graduating grade 12 learners reported an intention to attend a post secondary learning institution on their 2015 Student Exit Survey



Top: Moving towards our future!

# DATA HIGHLIGHTS

- 98% of elementary and 94% of secondary Aboriginal learners feel good about themselves a lot or sometimes
- 98% of elementary and 97% of secondary Aboriginal learners feel connected to two or more adults at school a lot or sometimes
- FSA results for Aboriginal learners show a 15% decrease in Grade 7 reading and 9% decrease in Grade 4 Reading performance. Surrey's Aboriginal students rank lower than their provincial grade equivalents on FSA performance. There continues a significant lag between Aboriginal vs non-Aboriginal FSA participation rates raising the need for caution in FSA data interpretation.
- The number of Aboriginal Kindergarten learners reported to have achieved "ready-to-read" status is on par with non-Aboriginal Kindergarten learners
- While 97% of Aboriginal learners are successful in English/Humanities 8 only 78% are successful in Math 8.
- The number of Aboriginal students "passing" English 12 has been above 92% for five years yet a 14% gap remains between Aboriginal and non-Aboriginal learners achieving a C+ or better
- The Aboriginal transition rate from Grade ten to eleven has consistently risen over the past 5 years yet a significant gap remains between Aboriginal and non-Aboriginal learners in this measure.
- More than 121,000 Aboriginal and non-Aboriginal students appreciated in over 4,500 cultural presentations
- Over the past five years, there has been a 16% increase in the number of Aboriginal students successfully progressing from grade 10 to 11, however, a gap of 9% remains between Aboriginal (82%) and non-Aboriginal (91%)
- There has been a significant gain (13%) in the completion rate on behalf of Aboriginal students, this includes Aboriginal adult students completing their requirements within six years of entering Grade 8
- A significant gap (21%) remains between Aboriginal (61%) and non-Aboriginal (89%) learners completing Grade 12 within six years of starting grade 8 for the first time
- Students surveyed in 2014-15 expressed a very strong sense of belonging within our district's schools.



Top: Aboriginal Week at Johnston Heights Secondary.

# MOVING FORWARD

In continuing our story, School District #36 will support Aboriginal Learner Achievement with its:

- support of the Ministry's re-designed curricula focusing on essential, higher order learning,
- emphasis on core concepts and big ideas needed for learner success in life,
- promotion of cross-curricular competencies,
- imbedding of Aboriginal worldviews and perspectives within its Kindergarten to Grade 12 classrooms,
- facilitating of transparent District Team discussions on the implications of a core competency driven curriculum,
- revision of its AEEA goal three to better reflect core competencies including changes in curricula,
- shift in data collection that better reflects the District's move toward formative assessment,
- connection of core competencies with First Peoples Principles and Aboriginal worldview documentation,
- alignment of indicators of learner success with the District's Learning by Design - Refreshed Vision.

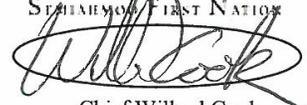
## MEMORANDUM OF AGREEMENT

We the undersigned acknowledge and honour the relationship that exists between Surrey School District and the Aboriginal communities. We also acknowledge and honour the people and traditional territories of the Katzie, Semiahmoo and Kwantlen First Nations on which Surrey schools reside. We jointly acknowledge our collective responsibilities for the success of all Aboriginal learners attending schools in the district. We agree that the terms of the Enhancement Agreement will provide direction for Aboriginal education in the School District for the period June 30, 2013 to June 30, 2018.

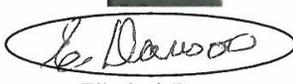
In respect and honour of the Aboriginal communities and organizations named below, we intend to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners in the School District.



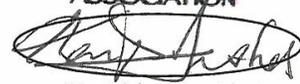

Chief Ed Pierre  
Katzie First Nation

Chief Willard Cook  
Semiahmoo First Nation

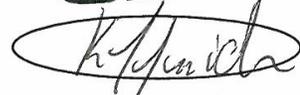
Elizabeth Dawson  
Fraser Region Aboriginal Friendship Association

Ken Fisher, President  
Nova Métis Heritage Association




Shawn Wilson, Chairperson  
Board of Education of  
School District No. 36 (Surrey)

Kelly Tymich, Parent  
Aboriginal Education Council




Mike McKay  
Superintendent of Schools  
School District No. 36 (Surrey)




Minister of Education  
Representative

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"Aboriginal" is a term used by the government of BC and is inclusive of the Metis, Inuit and First Nations as outlined in the Canadian Constitution Act, 1982, s. 35.2"

