NABY
SCHOOL D STRICT 41

As we move forward with our second Enhancement Agreement and work toward many of the elements contained within the TRC recommendations, we acknowledge the work done to improve Aboriginal student success in Burnaby, but continue to seek a system-wide approach based on collective ownership and shared understanding to increase the success rate of our students. In 2005-2006 our six-year completion rate was 33% for students of Aboriginal ancestry, but in 2014-2015 our six-year completion rate has improved to 58%. This still lags far behind the six-year completion rate of 86% for non-Aboriginal students within Burnaby schools. We plan to investigate why the large gap continues to exist and look for creative, research-based solutions that will support student success.

Aboriginal Education programs, services and strategies that were mobilized to achieve the goal are highlighted in tandem with the data collected and analyzed. These are discussed in the context of informing educational practices. The discussion also highlights

Reading Comprehension ~ Cohort Tracking Grades 2-7

NUMBER OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS

We will monitor our students' reading comprehension levels annually in all elementary grades through cohort tracking. This chart shows the percentage of students at each grade level that are fully meeting or exceeding expectations in reading comprehension and how each grade cohort has progressed through their time in Burnaby. There are many holes in the data due to years of job

At each secondary school in Burnaby, Aboriginal students have access to an Aboriginal Success Teacher, who is responsible for supporting students in regards to their academic achievement.
to how they view their role of supporting the academic achievement for Aboriginal learners in Burnaby schools:
How can we create a stronger connection between our learners and the school?

How can we connect to, identify with, curriculum using an inquiry-based course?

How can we support and encourage a goal of academic excellence? How can we shift the perspective (stigma) attached to failure?

Are Aboriginal students being streamed or targeted for support programs inappropriately?

The Success Teachers identified the following strategies as particularly effective:

"Consistency of relationships is so important. I believe we make a difference everyday as our students know we are here for them. They know they are cared about. That makes all the difference."

"Establish trust and maintain alliances with youth and their families."

"Belonging" within School & Community ~ Longitudinal Cohort Study: Grade 7 & 8 Survey Results Compared

2014-15 / **2015-16**	2014-15 / **2015-16**	2014-15 / **2015-16**	2014-15 / **2015-16**
1) I like to come to school everyday (Same group - last year/this year)			
Not at all true	***A little true***	***Pretty much true***	***Very much true***
0% / **0%**	17.24% / **43.75%**	68.97% / **50%**	13.79% / **6.25%**
2) At my school we acknowledge traditional territory at special events and assemblies (Same group - last year/this year)			
Not at all true	***A little true***	***Pretty much true***	***Very much true***
0% / **6.25%**	13.79% / **18.75%**	31.03% / **25%**	55.17% / **50%**
3) My school is welcoming (Same group - last year/this year)			
Not at all true	***A little true***	***Pretty much true***	***Very much true***
0% / **6.25%**	0% / **0%**	37.93% / **43.75%**	62.97% / **50%**
4) My school is like a family (Same group - last year/this year)			
Not at all true	***A little true***	***Pretty much true***	***Very much true***
10.34% / **0%**	34.38% / **50%**	37.93% / **43.75%**	17.24% / **6.25%**
5) At my school, Aboriginal history, story and perspective are part of our classroom learning (Same group - last year/this year)			
Not at all true	***A little true***	***Pretty much true***	***Very much true***
3.45% / 12.5%	58.62% / **62.5%**	31.03% / **25**	**DC /T0 1 Tf10 0 0 10 321.7928 290.3 Tm()TjEMC ETEMC 4 Tm()TjEMC ET**

The Aboriginal Education Programs, services and strategies that are mobilized for this particular goal includes four elementary Aboriginal Education Resource teachers who provide lessons to classes of students, collaborative approaches to learning about Aboriginal worldviews and perspectives and enhanced support to Aboriginal families and Aboriginal students. Some of the inquiry-based questions asked by these teachers are:

- How do we support the emotional and spiritual health of our Aboriginal learners?
- How can we successfully engage families in their child's education?
- What does the phrase "Truth and Reconciliation" mean for the different staff members involved in Aboriginal student learning?
- How do we move toward "Truth and Reconciliation" and who are we including in the plan?
- How can we reach Aboriginal students directly without creating any negative feelings or stigma?

The elementary Aboriginal Education teachers noted the following practices as particularly effective:

- Aboriginal family events at schools have seen an increase in Aboriginal parents coming into the school. The families have provided positive feedback on the importance of these events for learning their histories and cultures. Learn from these families by asking what their educational needs are.
- Collaborating with school staff to create an environment that welcomes and supports the Aboriginal community and this in turn supports the students. Infusing Aboriginal content into classroom teaching and learning.
- Providing space for Aboriginal families to build community based on their Aboriginal identities.
- Support the need to address social issues within their community.
- Communicate the successes and strengths of Aboriginal students in Burnaby schools.
- Having Aboriginal Education updates as part of school staff meeting.
- Work with small groups of Aboriginal students and infuse Aboriginal content into their inquiry projects.
- Collaborate with groups of teachers on whole school projects such as Aboriginal artists in residence who demonstrate carving (Aaron Nelson-Moody at Gilpin) or weaving (Annjeanette Dawson at Chaffey-Burke).

- How can we invite community members and elders into more classrooms?
- How can we provide continuity of supports?
- How can we support the students who are not as successful because of circumstances beyond their and their family's control?

- Health and wellness activities
- Girls groups
- Boys groups
- Truth and reconciliation events
- Cultural teachings around drumming and singing

These Aboriginal Education Programs, services and strategies provide key supports that are intended to improve the sense of belonging and place in the school and community. The following table shows the 2015-2016 cohort's responses regarding belonging and feelings of connectedness to people and curriculum in the schools.

"Belonging" within School & Community ~ 2015-16 Grade 7 Survey Results

1) I like to come to school everyday			

Aboriginal Enhancement Grants

As a new initiative for the 2015-2016 school year, Aboriginal Education provides schools the chance to apply for an Enhancement Grant to support the implementation of the goals of the Enhancement Agreement. The Enhancement Grants are intended to create collaborative partnerships between Aboriginal Education staff, our Aboriginal community, elders, knowledge keepers and schools

As we enter into our third year of our Enhancement Agreement we always remember the spirit in which the document was created. Throughout the consultation process it was made clear from all involved that this would be a living document. Through ongoing tracking and monitoring of the intended measurement indicators we will be able to make informed decisions about programming and initiatives intended to support our Aboriginal students within Burnaby Schools. This report shows increases in some areas, while areas for further inquiry and investigation as well. As we begin to pay closer attention to our data throughout the term of this agreement we hope that we become more thoughtful in our decision making and programming for students.

We have continued to go forward with an inclusive model of enhanced services to our Aboriginal learners within the Burnaby School District. Though we maintain the targeted nature of our services, we strongly believe that continuing to focus on increasing the knowledge and awareness of Aboriginal perspectives and worldviews for all people in the District will have a profound impact on the achievement of our learners of Aboriginal ancestry. The implementation of the redesigned curriculum is beginning

of our learners, but we acknowledge that much work exists in developing the shared understanding that is required to work within the redesigned curriculum. We look forward to continuing to work towards increasing the success of our Aboriginal learners, but also support students, colleagues and schools as we move forward with the implementation of the redesigned curriculum.

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