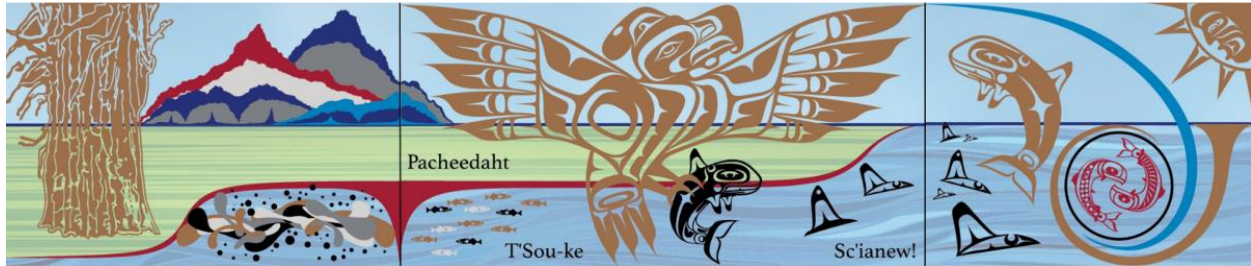


NA'TSA'MAHT Enhancement Agreement Report on the 2024/25 School Year

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Territory Acknowledgement



With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SC'IANEW (Beecher Bay) Nation, and the Nuuchah-nulth: Paaʔčiidʔath (Pacheedaht) Nation.

We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

Background of the NA'TSA'MAHT Enhancement Agreement

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.

Photos of the Signing Celebration: September 2022, Pacheedaht First Nation



Goals & Objectives

Our third NA'TSA'MAHT Enhancement Agreement is in place until 2027. The agreement was developed by the school district in consultation with local First Nations rightsholders: SC'IA'NEW (Beecher Bay) Nation, T'Sou-ke and paa?čiid?atx (Pacheedaht) Nation, as well as Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuu-chah-nulth territories.

Note: Next school year will be the fifth & final year of the agreement.

The agreement includes two overarching goals, based on the meaning of “NA'TSA'MAHT” being of one mind & spirit.

One Mind Goal

Improve Indigenous student academic success, leading to Dogwood graduation and pathways beyond graduation that reflect student voice and choice.

One Spirit Goal

Build understanding of Indigenous histories, cultures, and ways of knowing and being to create inclusive learning environments for all students.

“NA'TSA'MAHT: being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us.”

– Elder Shirley Alphonse

Datasets

This report draws on the Ministry of Education and Child Care's 2024/25 *How Are We Doing* data and the Sooke School District's Equity in Action Survey results. There is also data from the Indigenous Education Targeted Funds Financial Information.

A quote when reading the data:

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Indigenous Students in the Public School System (2015)

Context: Sooke School District's Indigenous Student Lellum (House of Learning)

Enrollment & Demographics (2024/25)

District enrollment (2024/25): 13,693 students.

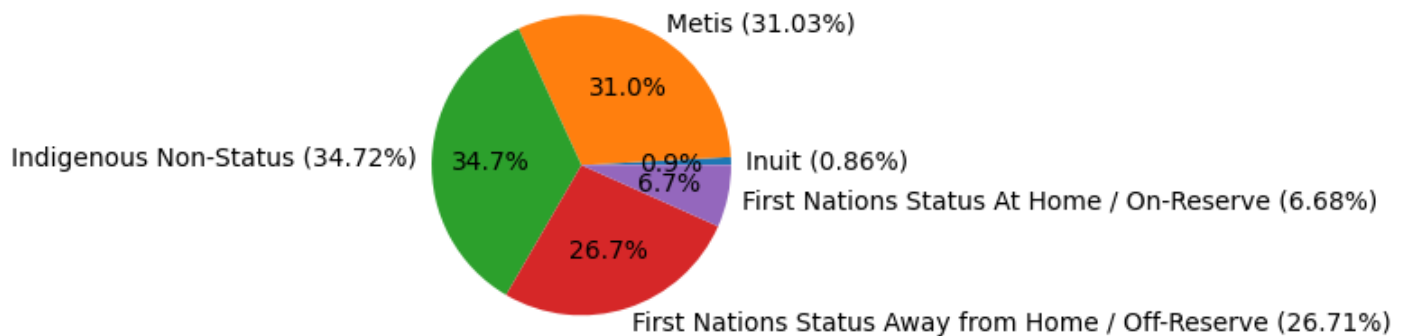
Students who self-identified as Indigenous in 2024/25: 1,349 (9.9% of Student Population).

In 2023/24 this was 1,322 (10.0%).

Note: Ministry reports students as Indigenous if they self-identified at any point during K–12 (“ever”).

Total Indigenous Students & Indigenous Ancestry Category

Indigenous Ancestry Category (2024/25)



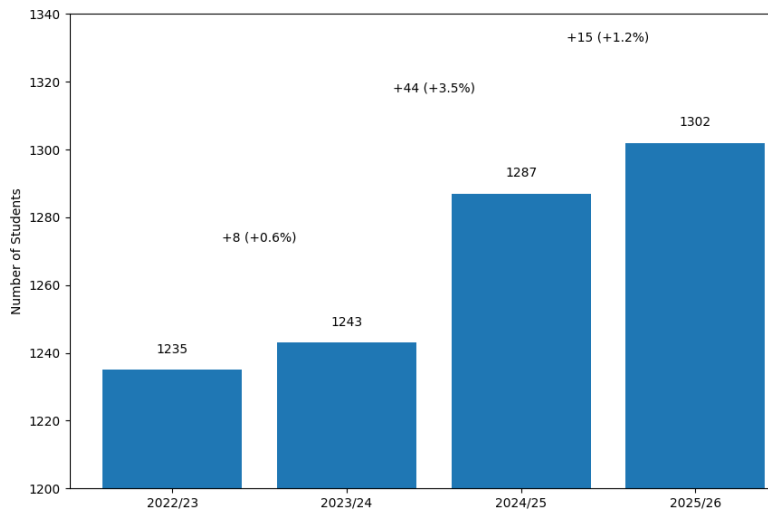
Breakdown:

Indigenous Ancestry Type	# of Students	Percent
Indigenous Non-Status	442	34.72%
Métis	395	31.03%
First Nations Status Away from Home / Off-Reserve	340	26.71%
First Nations Status At Home / On-Reserve	85	6.68%
Inuit	11	0.86%

Indigenous Education Programs

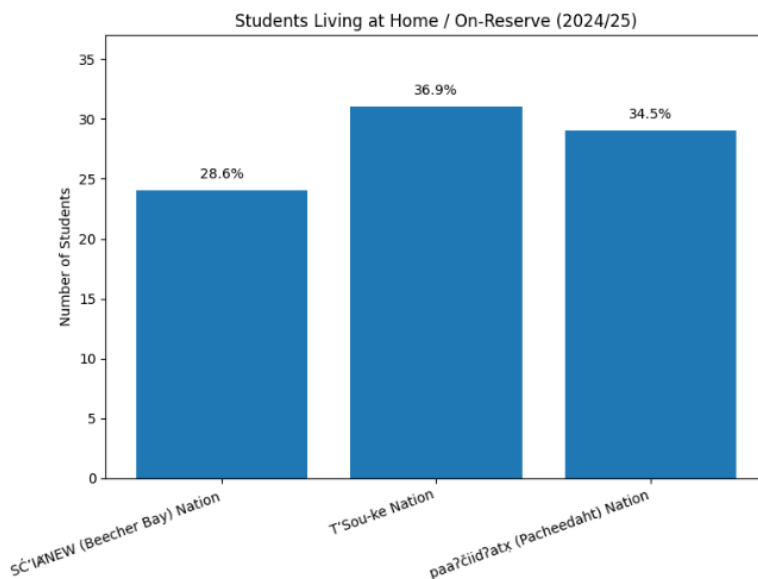
of Students with Indigenous Ancestry and receiving an Indigenous support or culture program.

Note: this is unique from # of Total Indigenous Students



- 2022/23 → 2023/24: +8 (+0.6%)
- 2023/24 → 2024/25: +44 (+3.5%)
- 2024/25 → 2025/26: +15 (+1.2%)

Nominal Roll Data / Students Living at Home or On-Reserve:



SC'IA'NEW (Beecher Bay): 24 (28.6%)
T'Sou-ke Nation: 31 (36.9%)
paaʔčiidʔatx (Pacheedaht) Nation: 29 (34.5%)

2024/25 Total students living at home/on-reserve: 84

Analysis – Are We Meeting The Goals?

Section One: One Mind Goal: **In Progress**

To progress individual Indigenous student success K–12, leading to a Dogwood diploma and supporting pathways beyond graduation.

1.1 - Summary

1.1.1 - Strengths

1. Improving Completion Rates & Closing Equity Gap with non-Indigenous students
 - a. Six-year completion increased to 81%, up from 78% last year and 70% in 2022/23; an 11% increase over two years.
 - b. The six-year equity gap has reduced from 23 percentage points (2022/23) to 14 percentage points (2024/25) over two years.
 - c. Five-year completion increased to 70% in 2024/25; up from 62% in 2022/23; an 8% increase over two years.
 - d. The five-year equity gap has narrowed from 27 percentage points in 2022/23 to 20 percentage points in 2024/25; a 7% reduction over 2 years.
2. Increased participation in provincial assessments over last 4 years post-COVID
 - a. Grade 4 FSA participation increased to 75% from 27% (Literacy) and 73% from 25% (Numeracy). This reflects significant growth and confidence since the COVID-19 Pandemic.
 - b. Participation rates are now within 4–6 percentage points of non-Indigenous students
3. Indigenous students continue to report strong levels of adult support in elementary and middle years
 - a. Strong adult support “Two are more teachers help” reported in Grades 4 and 7, 12.
 - b. In Grade 3/4, 82% of Indigenous students report having two or more adults who care, compared to 73% of non-Indigenous students — a positive 9-point difference
 - c. In Grade 7, 53% of Indigenous students report that two or more teachers help when needed, compared to 40% of non-Indigenous students — a positive 13-point difference.

- d. These results are consistent with last year's reporting and indicate that relational support remains a protective strength in early and middle years.

1.1.2 - Stretches

1. Literacy Achievement Gaps Persist: Despite improving graduation rates, literacy proficiency gaps remain significant, particularly in secondary grades.
 - a. Grade 4 Literacy: 48% of Indigenous students are On Track, compared to 56% of non-Indigenous students (8-point gap). This is similar to last year's result, indicating limited movement at the elementary level.
 - b. Grade 10 Literacy: 50% of Indigenous students achieved Proficient, compared to 72% of non-Indigenous students (22-point gap).
 - c. Grade 12 Literacy: 53% achieved Proficient, compared to 72% of non-Indigenous students (19-point gap).
 - d. While completion rates have improved, literacy proficiency has not increased at the same pace. This indicates that more students are graduating, but a substantial proportion are not yet achieving proficiency benchmarks on the Grade 12 Literacy assessment.
 - e. NA'TSA'MAHT Indigenous Education, English Skills Development, and Curriculum Transformation Department are actively working in collaboration with schools to address Secondary Literacy.
2. Numeracy Remains a Significant System Stretch: Numeracy continues to present the largest and most persistent academic gap.
 - a. Grade 4 Numeracy: 51% of Indigenous students are On Track, compared to 60% of non-Indigenous students (9-point gap).
 - b. Grade 7 Numeracy: 76% of Indigenous students are categorized as Emerging, meaning fewer than one-quarter are On Track. This pattern is consistent with recent years
 - c. Grade 10 Numeracy: 28% of Indigenous students achieved Proficient, compared to 46% of non-Indigenous students (18-point gap). This means 72% did not reach proficiency.
 - d. The numeracy gap remains wider than the literacy gap at the secondary level and represents the most significant academic area requiring attention.
 - a. Literacy & Numeracy are identified as priorities in the Strategic Plan. Schools & Departments are actively working to address literacy & numeracy gaps.

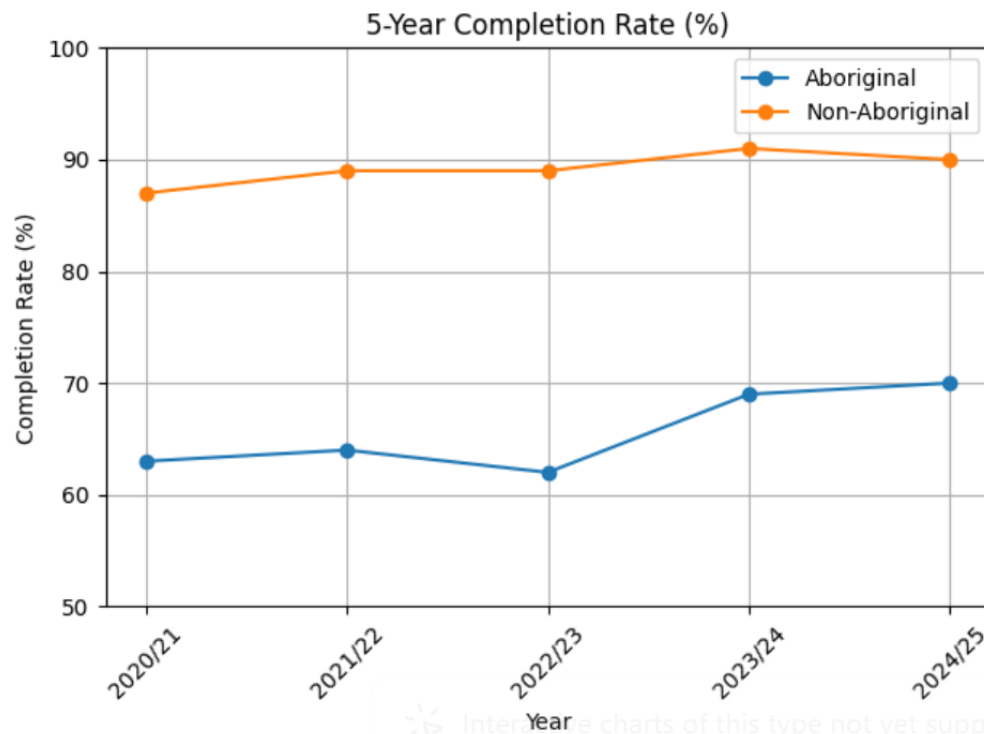
1.2 - Deeper Dive

1.2.1 - Completion Rates

Completion rates measure the percent of Grade 8 cohorts who graduate within 5 or 6 years (Dogwood and Adult Dogwood), adjusted for student migration.

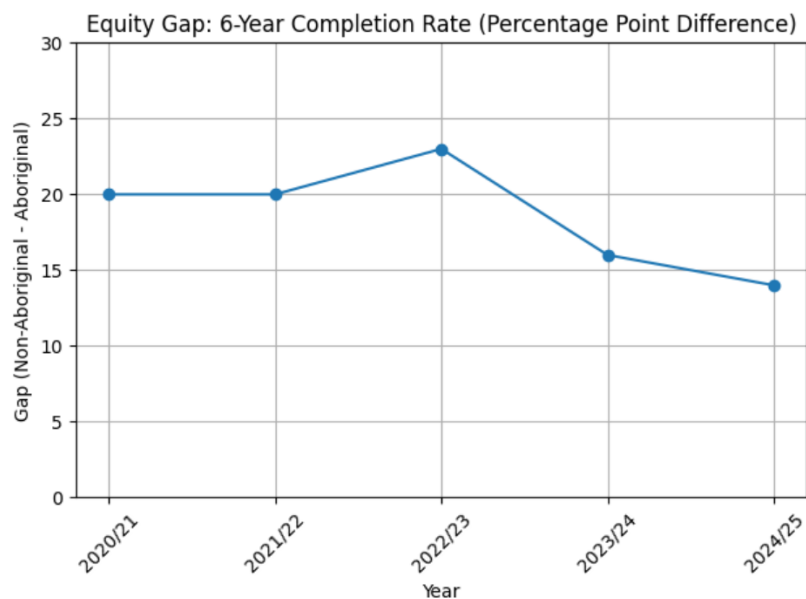
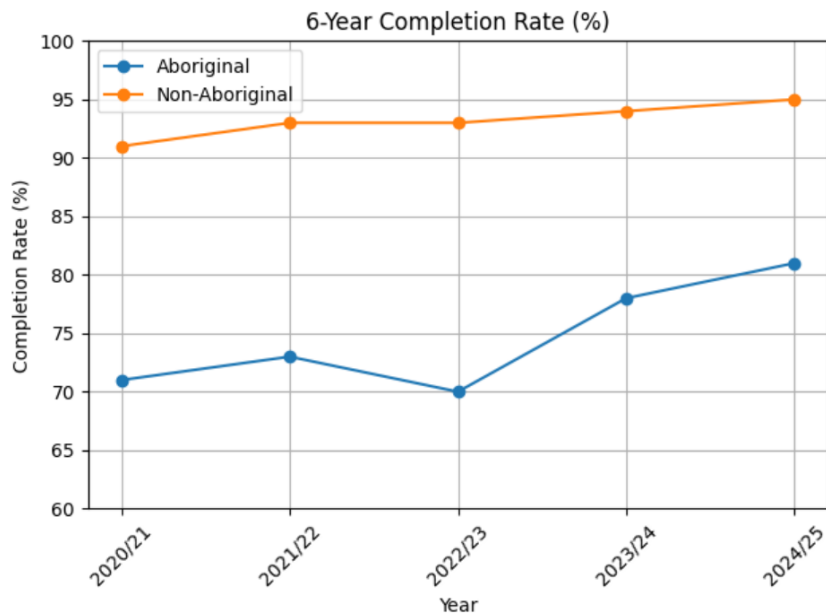
Five-year completion rate (%):

Year	Aboriginal	Non-Aboriginal
2020/21	63	87
2021/22	64	89
2022/23	62	89
2023/24	69	91
2024/25	70	90



Six-year completion rate (%):

Year	Aboriginal	Non-Aboriginal
2020/21	71	91
2021/22	73	93
2022/23	70	93
2023/24	78	94
2024/25	81	95



Graduation Rates with Adult Dogwood

School Year	Aboriginal (%)	Non-Aboriginal (%)
2020/21	7	2
2021/22	9	3
2022/23	1	3
2023/24	10	2
2024/25	11	5

Adult Dogwood Note: The data shows that a higher percentage of Aboriginal students complete graduation through the Adult Dogwood pathway compared to non-Aboriginal students. In 2024/25, 11% of Aboriginal students completed the Adult Dogwood, compared to 5% of non-Aboriginal students. This pattern has been consistent over several years. It is important to interpret this data with local context. The Adult Dogwood pathway can reflect a range of legitimate and culturally grounded circumstances, including family responsibilities, community commitments, health considerations, or the need for flexible learning structures. For some students, it provides a meaningful and appropriate pathway to graduation. Under the SD62 Local Education Agreements (LEA), transition to an Adult Dogwood is intentional and not automatic. The process includes parent/guardian consultation and informed consent, and is used as an option when the standard Dogwood pathway is not achievable within a reasonable timeline. The intent is to ensure that students and families are supported in making decisions that align with both academic success and cultural or family realities. While the higher proportion of Adult Dogwood completions signals the need to continue strengthening academic pathways earlier in secondary, it also reflects the district's commitment to ensuring that students graduate through flexible and responsive options when necessary.

1.2.2 – Literacy

Key indicators use the Foundation Skills Assessment (FSA) Reading/Literacy (Grades 4 and 7) and the Graduation Literacy Assessment (Grades 10 and 12).

Grade 4 FSA Reading/Literacy (On Track %):

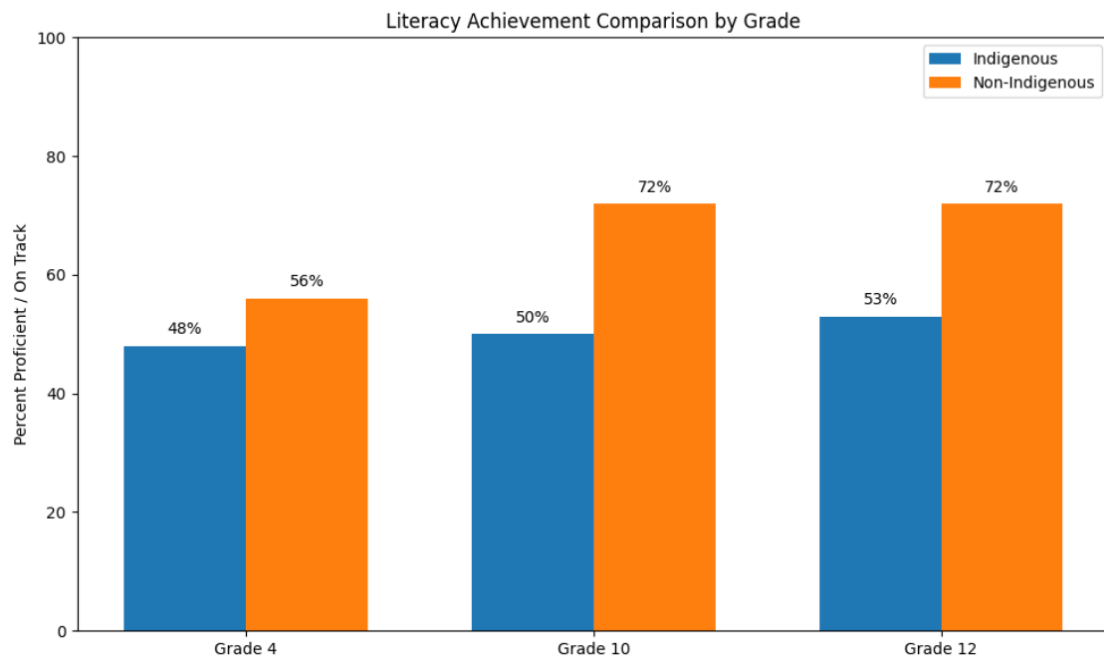
Year	Aboriginal Participation	Aboriginal On Track	Non-Aboriginal Participation	Non-Aboriginal On Track
2020/21	27%	Msk	31%	71%
2021/22	38%	60%	41%	64%
2022/23	53%	Msk	58%	62%
2023/24	64%	Msk	67%	56%
2024/25	75%	48%	79%	56%

Grade 7 FSA Reading/Literacy (On Track %):

Year	Aboriginal Participation	Aboriginal On Track	Non-Aboriginal Participation	Non-Aboriginal On Track
2020/21	22%	56%	25%	64%
2021/22	38%	Msk	28%	65%
2022/23	38%	45%	50%	57%
2023/24	54%	51%	71%	71%
2024/25	73%	Msk	80%	60%

Graduation Literacy Assessment (2024/25):

Assessment	Aboriginal Participation	Aboriginal Performance	Non-Aboriginal Participation	Non-Aboriginal Performance
Grade 10	75%	Proficient 50%	87%	Proficient 65% / Extending 7%
Grade 12	66%	Proficient 53%	84%	Proficient 63% / Extending 9%



1.2.3 - Numeracy

Key indicators use FSA Numeracy (Grades 4 and 7) and the Graduation Numeracy Assessment (Grade 10).

Grade 4 FSA Numeracy (On Track %):

Year	Aboriginal Participation	Aboriginal On Track	Non-Aboriginal Participation	Non-Aboriginal On Track
2020/21	25%	50%	30%	72%
2021/22	36%	Msk	41%	60%
2022/23	54%	Msk	58%	49%
2023/24	65%	Msk	69%	51%
2024/25	73%	51%	78%	60%

Grade 7 FSA Numeracy (On Track %):

Year	Aboriginal Participation	Aboriginal On Track	Non-Aboriginal Participation	Non-Aboriginal On Track
2020/21	21%	53%	25%	61%
2021/22	32%	Msk	28%	49%
2022/23	35%	20%	49%	41%
2023/24	55%	23%	70%	38%
2024/25	73%	Msk	78%	40%

Graduation Numeracy Assessment (2024/25):

Assessment	Aboriginal Participation	Aboriginal Proficient+Extending	Non-Aboriginal Participation	Non-Aboriginal Proficient+ Extending
Grade 10	66%	28%	86%	46%

Section Two: One Spirit Goal: In Progress

To build understanding of Indigenous histories, cultures, and ways of knowing and being to create inclusive learning environments.

2.1 - Summary

2.1.1 - Strengths

1. Indigenous Content Integration Across Grades: Students report learning about Indigenous peoples and perspectives at comparable or increasing rates across grade levels.
 - a. Grade 12 reporting increased to 55%, the highest across grades, likely reflecting the Indigenous-focused graduation requirement introduced in recent years.
 - b. 80% of students reported Indigenous Role Models & Elders visit their classroom “sometimes” or “always” (Equity in Action Survey – All students)
2. Positive Perceptions of Inclusion: 64% of Indigenous families report that schools are respectful and inclusive (Equity in Action Parent Family Survey)
3. Increased Investment in Indigenous Role Models and Elders: The NA’TSA’MAHT department has increased both the scale and financial commitment to the Role Model & Elder programs over the past three years.
 - a. Indigenous Role Model Program (IETF-Funded Honouraria)
 - 2024/25: Approximately 622 half-day cultural presentations (including 20 full-day sessions).
 - Total honouraria investment: \$87,540
 - 2023/24: 668 half-day presentations
 - Total investment: \$78,850
 - 2022/23: 600 half-day presentations
 - Total investment: \$71,455

While the number of sessions fluctuates slightly year-to-year, overall funding has increased by more than \$16,000 since 2022/23, demonstrating sustained prioritization of Indigenous voices and cultural knowledge in classrooms.

- b. Elders-in-Residence Program – Growth in Funding and Reach; Investment in the Elders-in-Residence program has increased significantly over three years, expanding access across more schools and more Elder-in-Residence days.
 - i. 2024/25 Total Investment: \$84,994

- ii. 2023/24 Total Investment: \$67,748
 - iii. 2022/23 Total Investment: \$53,080
 - iv. This reflects an increase of nearly \$32,000 (approximately 60%) over two years, supporting expanded Elder presence across more schools and deepening relational, cultural, and land-based learning opportunities.
- 4. Elementary belonging and safety perceptions remain both strong and equitable.
 - a. In 2024/25, 80% of Grade 3/4 Indigenous students report feeling safe at school, compared to 79% of non-Indigenous students, reflecting near parity. This is consistent with 2023/24 results, where elementary safety perceptions were similarly aligned between groups.
 - b. 61% of Grade 3/4 Indigenous students report that they like school, compared to 63% of non-Indigenous peers.
 - i. Over the past two reporting cycles, elementary safety has remained within 1–3 percentage points between Indigenous and non-Indigenous students.
 - ii. These results indicate that elementary learning environments are providing a comparatively strong foundation of safety and belonging for Indigenous students.

2.1.2 - Stretches

1. Belonging and Safety in Secondary (Multi-Year Pattern): Belonging and safety indicators show a consistent pattern of widening disparity as students move into secondary grades.
 - a. Grade 10 Safety (2024/25): 72% Indigenous vs 82% non-Indigenous (10-point gap). This gap is consistent with 2023/24 results, indicating limited year-over-year improvement.
 - b. Grade 12 Safety (2024/25): 69% Indigenous vs 84% non-Indigenous (15-point gap). In contrast, elementary safety perceptions remain nearly equal (Grade 3/4: 80% Indigenous vs 79% non-Indigenous).
 - c. This pattern has remained consistent year-over-year and confirms that the Grade 7–10 transition period remains the most critical point of disengagement. Targeted transition supports and engagement strategies are currently prioritized by various departments and school.
2. Family Sense of Value and Belonging (From Equity in Action Surveys)
 - a. 45% of Indigenous families report feeling clearly valued by their child’s school. An additional 30% report feeling only “somewhat” valued

- b. This indicates that fewer than half of Indigenous families experience a strong sense of belonging within the school community. While respectful relationships are reported by a majority, the data suggests that relational trust and cultural safety are not yet consistently experienced across families.
3. Perception of Racism in the Learning Environment
- a. 57% of Indigenous families report that racism exists at least somewhat within the learning environment.
 - b. Although many families report schools are respectful and inclusive, the persistence of perceived racism indicates that systemic concerns remain.
 - i. Schools and Departments are actively working with their Equity in Action Teams to address Racism in the Learning Environment.

2.2 – Deeper Dive

2.2.1 – Indigenous Content in Learning Environments

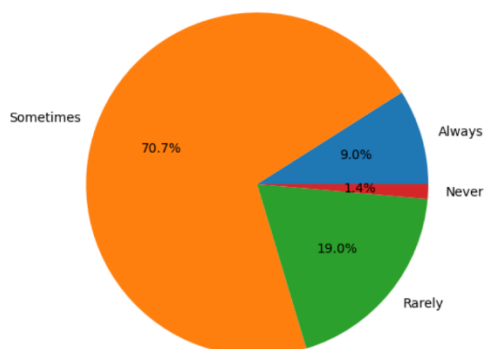
Selected SLS questions provide a proxy indicator for whether students report learning about First Peoples / Aboriginal people at school.

Indicator	Aboriginal	Non-Aboriginal
Grade 3/4: learning about First Peoples	47%	43%
Grade 7: taught about Aboriginal people	38%	38%
Grade 10: taught about Aboriginal people	37%	36%
Grade 12: taught about Aboriginal people	55%	54%

Local Data: Equity in Action Survey Results Spring 2025

Survey Question: Do Indigenous Role Models or Elders visit your classroom or school?

Response	Count	Percentage
Always	123	9.0%
Sometimes	969	70.7%
Rarely	260	19.0%
Never	19	1.4%



Survey Question: Do you feel valued at your child(ren)’s school?

Response	Count	Percentage
Yes	39	45.4%
Somewhat	26	30.2%
No	11	12.8%

Key takeaway: Less than half feel clearly valued. One third only “somewhat.”

Survey Question: Do you believe racism exists in the learning environment?

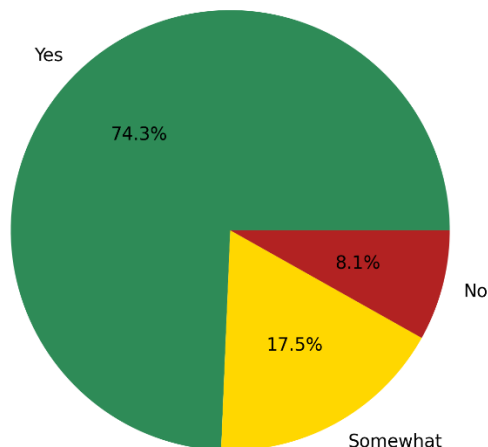
Response	Count	Percentage
Yes	30	34.9%
Somewhat	19	22.1%
No	13	15.1%
Unsure	17	19.8%

Key takeaway: Over half (57%) believe racism exists at least somewhat.

Survey Question: Are staff respectful and inclusive of Indigenous learners, families and communities?

Response	Percentage
Yes	64.0%
Somewhat	15.1%
No	7.0%

Staff Respect & Inclusion of Indigenous Learners



2.2.2 Indigenous Student Well-Being

Student Learning Survey (SLS) results below use three proxy indicators: engagement (“like school”), safety, and adult support.

Grade 3/4 (2024/25):

Indicator	Aboriginal	Non-Aboriginal
Do you like school?	61%	63%
Do you feel safe at school?	80%	79%
Adults who care (two or more)	82%	73%

Grade 7 (2024/25):

Indicator	Aboriginal	Non-Aboriginal
Do you like school?	37%	43%
Do you feel safe at school?	73%	77%
Two or more teachers help when needed	53%	40%

Grade 10 (2024/25):

Indicator	Aboriginal	Non-Aboriginal
Do you like school?	50%	47%
Do you feel safe at school?	72%	82%
Two or more teachers help when needed	53%	56%

Grade 12 (2024/25):

Indicator	Aboriginal	Non-Aboriginal
Do you like school?	33%	45%
Do you feel safe at school?	69%	84%
Two or more teachers help when needed	66%	66%

Conclusion: Are we meeting the goals?

Both the One Mind and One Spirit goals of the NA'TSA'MAHT Enhancement Agreement remain **In Progress** (not yet achieved). Graduation completion rates and assessment participation show improvement, and investment in Indigenous cultural programming has strengthened system-wide integration of Indigenous content and perspectives. However, literacy and numeracy proficiency gaps remain, engagement declines in secondary years, and Equity in Action survey data indicates that belonging and cultural safety are not yet consistently experienced by Indigenous students and families. Continued focus on academic achievement, middle years transition, and relational trust will continue to be a focus to move forward both goals.