

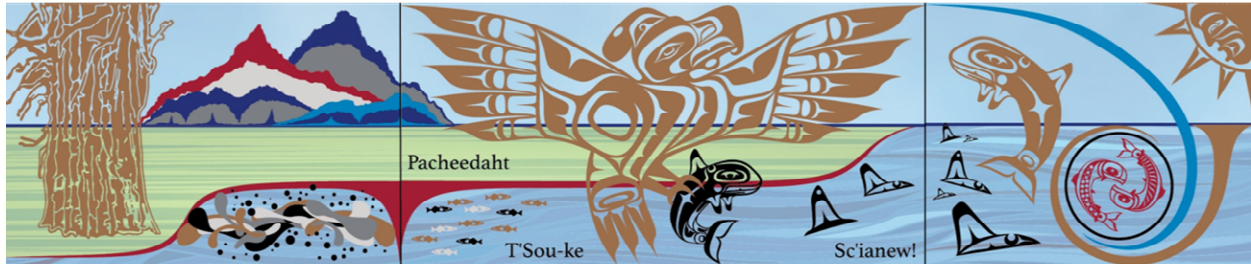
NA'TSA'MAHT Enhancement Agreement Report on the 2023/24 School Year

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Territory Acknowledgement



Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and SC'IANEW (Beecher Bay) Nation and Nuu-chah-nulth: paaʔčiidʔatx (Pacheedaht) Nation. We also recognize some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation.



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'IANEW (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 Nuuchah-nulth territories.

The agreement consists of two goals:

One Mind Goal

To progress individual indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

One Spirit Goal

To build understanding of indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and Inclusive learning environments K to 12

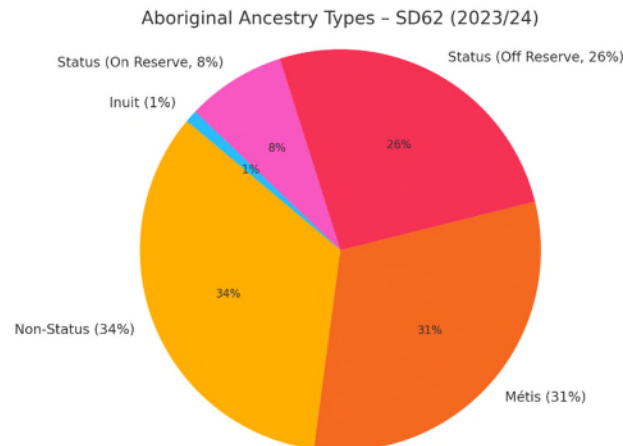
"NA'TSA'MAHT: being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse



Sooke School District's Indigenous Student Lellum (House)

Enrollment & Demographics (2023/24)



Indigenous Ancestry (Self-Identification)

- Non-Status: 454 students → 34%
- Métis: 405 students → 31%
- Status Off-Reserve/Away from Home: 346 students → 26%
- Status On Reserve/At Home): 100 students → 8%
- Inuit: 13 students → 1%
- Most Indigenous students (91%) identify as either Non-Status, Métis, or Status Off Reserve (Away from Home)

Total Number of Indigenous Students Over Time

- 13% decrease in the number of Indigenous students from 2019/20 to 2023/24.
- Decrease in the percentage of Indigenous students relative to the total district population.

Indigenous Students with Disabilities or Diverse Abilities

- Indigenous students consistently represent ~20–23% of all students with disabilities/diverse abilities.
- In 2023/24: 436 of 2,187 or 20% of students with designations were Indigenous
- Although overall numbers are growing (344 → 436 from 2019 to 2023), the Indigenous proportion is slightly declining (from 23% to 20%).
- Indigenous students are overrepresented in early and middle grades for behaviour/mental health designations:
 - 2023/24: 29% of these designations in Grades 4–7; 32% in Grades 8–10.
 - Significantly higher than non-Indigenous counterparts in some categories.

Indigenous Students in Alternate Programs

- District: 40.2% of students in alternate programs are Indigenous
- Province: 42.1% of students in alternate programs are Indigenous

This shows an overrepresentation of Indigenous students in alternate programs compared to their overall enrolment proportion in the district (11%) and province (approx. 10%).



Report Format:

This data in this report is aligned with the Three Pillars of the Educated Citizen in BC Education:

1. Intellectual Development

- to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge;
- to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

2. Human and Social Development

- to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage;
- to develop an understanding of the importance of physical health and well-being;
- to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others

3. Career Development

- to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

For more information, visit the Ministry of Education & Child Care Policy for Student Success
View the policy for Student Success:

- [Presentation on understanding the Policy for Student Success \(PDF\)](#)
- [Understanding the B.C. Policy for Student Success \(PDF\)](#)

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)



Section 1: Intellectual Development

1.1 Literacy

Data Sources:

- Foundation Skills Assessments & Literacy Assessments: British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 11, 13, 15–16).

Summary:

- Grade 4 Indigenous students are not only participating more, but are now leading non-Indigenous students in “On Track” proficiency
- Proficiency gaps are closing in Grade 10; 62% of Indigenous students were Proficient
- Although access is improving, Indigenous students are showing lower levels of literacy proficiency during middle years. No Grade 7 Indigenous students reached “Extending” for five consecutive years.
- Literacy 12 Assessment: Proficiency is stable at 52– 58% Proficient (2021/22 to 2023/24), for Indigenous students who participate, but fewer are writing the assessment and a 24-point participation gap exists between Indigenous and Non-Indigenous students

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: On Track performance remained consistent, around 65% in 2023/24, up from 52% in 2020/21. • Participation rates in FSA increased from 32% (2019/20) to 65% (2023/24) → 33% increase in 5 years • Gr 7: On Track performance decreased from 42% (2019/20) to 38% (2023/24) • Participation rates grew from 30% (2019/20) to 70% (2023/24) → 40% increase in 5 years 	<ul style="list-style-type: none"> • Gr 4: In 2023/24, Indigenous students had a higher On Track rate than Non-Indigenous peers (65% vs 52%) • Gr 7: In 2023/24, Non-Indigenous students had a higher On Track Rate than Indigenous students (38% vs 24%) • Gr 10: Achievement Gap Narrows at Proficiency Level: Non-Indigenous students had 64% Proficient in 2023/24, which is only 2 percentage points higher than Indigenous peers.



<ul style="list-style-type: none"> • Gr 10: Most reach Proficiency. In 2023/24, 62% of Indigenous students were Proficient. • Gr 12: Steady Proficiency Rates: From 2021/22 to 2023/24, around 52–58% of Indigenous students consistently scored “Proficient”, which mirrors Grade 10 trends 	<ul style="list-style-type: none"> • Gr 12: 24% Participation Gap: In 2023/24, 82% of Non-Indigenous students participated versus 58% of Indigenous students.
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1.2 Numeracy

Data Sources:

- Foundation Skills Assessments & Numeracy Assessments - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 12, 14, 15, 18).

Summary:

- Elementary years (Gr 4) show consistent proficiency in foundational numeracy and are performing better than non-Indigenous learners.
- Middle Years (Gr 7) remain a critical intervention point, most students are “Emerging” with some widening achievement gaps with non-Indigenous learners.
- Secondary Years (Gr 9-12) show that student proficiency has improved to 40% and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20).

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: Performance consistently clusters in the "On Track" range. 65% of Indigenous students were “On Track in 23/24 • Gr 7: Most Indigenous students (76%) remain “Emerging” in proficinecy • Despite a peak at 57% in 2020/21, results have remained low in the last three years (20–24%) • Gr 10: Indigenous students consistently hover around the 40–49% Proficient range, showing stable but moderate achievement over five years 	<ul style="list-style-type: none"> • Gr 4: Indigenous students had higher proficiency than their non-Indigenous peers by 13 percentage points at the “On Track” level. (65% vs 52%) • Gr 7: While both groups are experiencing declines, Indigenous students consistently remain 14–18% behind in “On Track” performance • Gr 10: Indigenous student proficiency has improved and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20)



Section 2: Human & Social Development

2.1 Indigenous Student Well-Being

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 50, 52, 54, 55, 57, and 58).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary of Grade 4, 7, 10 and 12: Sense of Belonging, Feeling Safe, and Believe Adults Who Care at School (Well-being Indicators)

- While Grade 4 Indigenous students report relatively strong feelings of safety at school, they continue to report lower sense of belonging and adult connection than their peers, with all three indicators showing a persistent equity gap.
- Grade 7 Indigenous students are showing steady improvement in sense of belonging and stronger perceived adult care, even surpassing peers in 2023/24. However, a gap in feeling safe at school remains.
- Grade 10 Indigenous students reported increases in all well-being indicators, closing or even reversing equity gaps in sense of belonging and adults who care. This reflects a turnaround in how Indigenous students are experiencing their school environment.
- Grade 12 Indigenous students have strong adult relationships. However, there is a drop in sense of belonging and safety among Indigenous Grade 12 students. This may reflect disengagement near graduation.

Grade 4:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Belonging: Increased from 42% (2019/20) to 53% (2023/24); a small but positive increase. • Safety: Generally high and stable, hovering around 73% in 2023/24. 	<ul style="list-style-type: none"> • Belonging: Indigenous 53% Non-Indigenous 64% → -11% • Safety: Indigenous 73% Non-Indigenous 80% → -7%



<ul style="list-style-type: none"> Adults Who Care: Slight decline from 66% (2019/20) to 60% (2023/24). 	<ul style="list-style-type: none"> Adults Who Care: Indigenous 60% Non-Indigenous 68% → -8%
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Grade 7:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Gradual increase from 40% to 46% (2023/24) Safety: Slight decrease to 62% in 2023/24 from 69% in 2022/23 Adults Who Care: Rebounded to 60% after a decrease in 2022/23 	<ul style="list-style-type: none"> Belonging: Indigenous 46% Non-Indigenous 52% → -6% Safety: Indigenous 62% Non-Indigenous 72% → -10% Care: Indigenous 60% Non-Indigenous 55% → +5% (Note: Indigenous students exceeded non-Indigenous peers here)

Grade 10:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Increase from 32% (2021/22) to 52% (2023/24) Safety: Also improved from 56% to 70% Adults Who Care: Increased from 47% (2021/22) to 66% (2023/24) 	<ul style="list-style-type: none"> Belonging: Indigenous 52% Non-Indigenous 50% → +2% Safety: Indigenous 70% Non-Indigenous 73% → -3% Care: Indigenous 66% Non-Indigenous 61% → +5%

Grade 12:

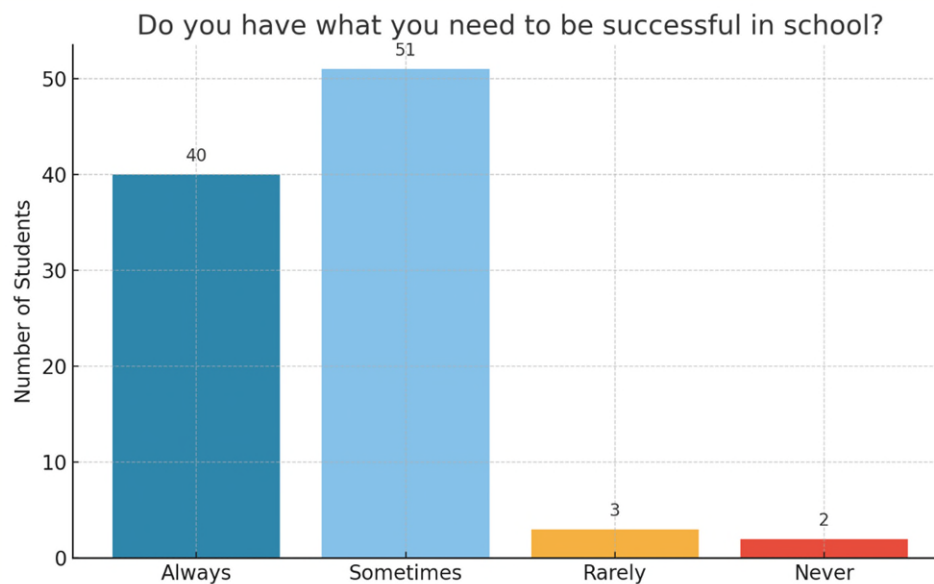
Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: decreased from 54% (2022/23) to 37% in 2023/24 	<ul style="list-style-type: none"> Belonging: Indigenous 37% Non-Indigenous 51% → -14%



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|---|---|
| <ul style="list-style-type: none"> • Safety: decreased from 89% to 73% • Adults Who Care: remained stable at 70%, matching previous years | <ul style="list-style-type: none"> • Safety: Indigenous 73% Non-Indigenous 80% → -7% • Adults Who Care: Indigenous 70% Non-Indigenous 71% → -1% |
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Equity in Action Indigenous Student Responses (Gr 6-12)

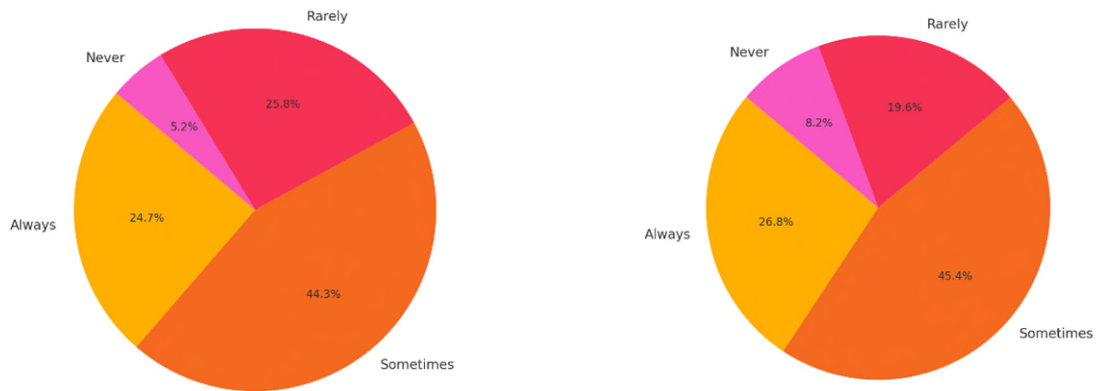
- When Indigenous students were asked “Do you have what you need to be successful in school” A combined 43.7% of students responded “Always” or “Sometimes”, indicating that fewer than half of students consistently feel they have the supports they need to succeed. The low percentages for “Rarely” and “Never” are encouraging, but the majority of students (over 56%) did not indicate full or partial agreement, suggesting ongoing gaps in perceived access to resources



When Indigenous students (Gr 3-12) were asked “If they see their family or cultural background in the classroom”: 69% of Indigenous students responded with Always or Sometimes to seeing their family or cultural background in the classroom; and 72% of Indigenous students responded with Always or Sometimes seeing their culture reflected in the classroom. These results show that a majority of



Seeing Family or Cultural Background in Classroom (Excludes No Response) Seeing Culture Reflected in Classroom (Excludes No Response)



Indigenous students see their cultural representation at least sometimes, with room to improve frequency and consistency.

2.2 Indigenous Content in Learning Environments

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 49, 51, 53, 56).

Summary of Grade 4, 7, 10 and 12 Respond to “Are You Being Taught About Indigenous Peoples?”:

- Indigenous students consistently report more frequent learning about Indigenous Peoples at all grade levels.
- The equity gap has reversed from earlier years. Indigenous students now experience higher reported engagement with Indigenous content than non-Indigenous students.
- Grade 12 shows the most progress, reflecting efforts to embed Indigenous learning across the curriculum and the requirement to complete at least 4 credits in Indigenous-focused coursework to graduate



Grade 4:

Trends (2019/20 to 2023/24)	Equity Gap 2023/24
<ul style="list-style-type: none"> Indigenous students reporting “All or many times” increased significantly from 38% (2019/20) to 58% (2023/24). Non-Indigenous students also showed improvement from 39% to 48% over the same period. 2023/24 marks the highest rate recorded for both groups. 	<ul style="list-style-type: none"> Indigenous: 58% Non-Indigenous: 48% → +10 percentage points Indigenous students now report more frequent learning about Indigenous Peoples than their non-Indigenous peers, reversing earlier parity.

Grade 7:

<ul style="list-style-type: none"> Indigenous student rates have fluctuated, rising slightly from 38% to 43%, but generally hovering in the low 30s to low 40s. Non-Indigenous students have remained largely flat around 33–36%, ending at 34% in 2023/24. 	<ul style="list-style-type: none"> Indigenous: 43% Non-Indigenous: 34% → +9 percentage points A slight but growing equity lead in perception of Indigenous learning for Indigenous students.
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Grade 10:

<ul style="list-style-type: none"> Indigenous students’ responses have increased consistently, from 35% (2020/21) to 49% (2023/24). Non-Indigenous student responses have plateaued, slightly decreasing from 42% (2022/23) to 37% (2023/24). 	<ul style="list-style-type: none"> Indigenous: 49% Non-Indigenous: 37% → +12 percentage points Indigenous students report significantly more frequent exposure to Indigenous content than their peers, the largest equity gap at this level to date.
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Grade 12:

<ul style="list-style-type: none"> Indigenous student responses increased sharply, from 33% (2020/21) to 70% (2023/24). Non-Indigenous students also improved from 36% to 62% in the same timeframe. Both groups showed the largest year-over-year growth between 2022/23 and 2023/24. 	<ul style="list-style-type: none"> Indigenous: 70% Non-Indigenous: 62% → +8 percentage points Indigenous students are 8% more than Non-Indigenous, and overall engagement with Indigenous content has improved dramatically in Grade 12 for all learners.
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Section 3: Career Development

3.1: Completion Rates

Data Source:

- British Columbia Ministry of Education and Child Care. (2024). Indigenous student outcomes dashboard: School District 62 – Sooke [Power BI dashboard]. Internal report, retrieved via BC Ministry of Education secure portal.

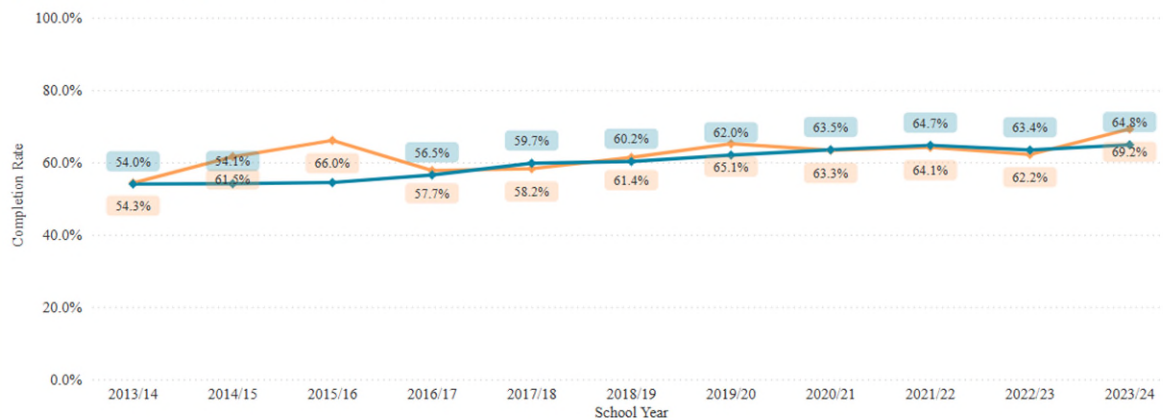
Summary:

- The 5-year Indigenous student completion rate increased from 62% to 69%, the largest single-year improvement over the last 5 years, with a narrowing equity gap from 25–27% in previous years to 22% (69% vs. 91%)
- The 5-year Indigenous completion rate for CYIC (Child or Youth In Care) increased to 57.3% in 2023/24, the highest in the ten year period, reversing previous declines
- The 6-year completion rate for Indigenous students reached 78%, marking a strong recovery from a 5-year low of 70% in 2022/23
- Adult Dogwood Adjusted Rate: the adjusted rate drops to 68% when Adult Dogwood recipients are removed, which is a 10 percentage point difference, the largest gap in the last 5 years. This suggests that an increased proportion of Indigenous graduates completed the Adult Dogwood pathway last year.

5-year Completion Rate for Indigenous Students – District & Provincial (last 10 years)

5 Year - Completion Rate

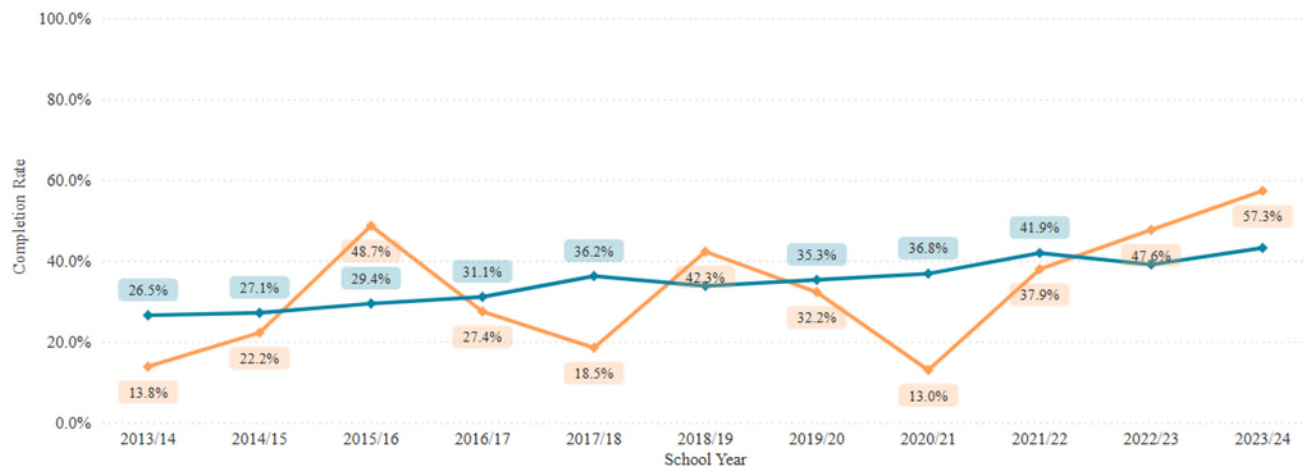
◆ Completion Rate (District) ◆ Completion Rate (Provincial)



5 Year Completion Rate for Indigenous Students who were ever a Child/Youth In Care (CYIC) – District & Provincial

5 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)



3.2 Transition to Post-Secondary

Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 54, 57).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary:

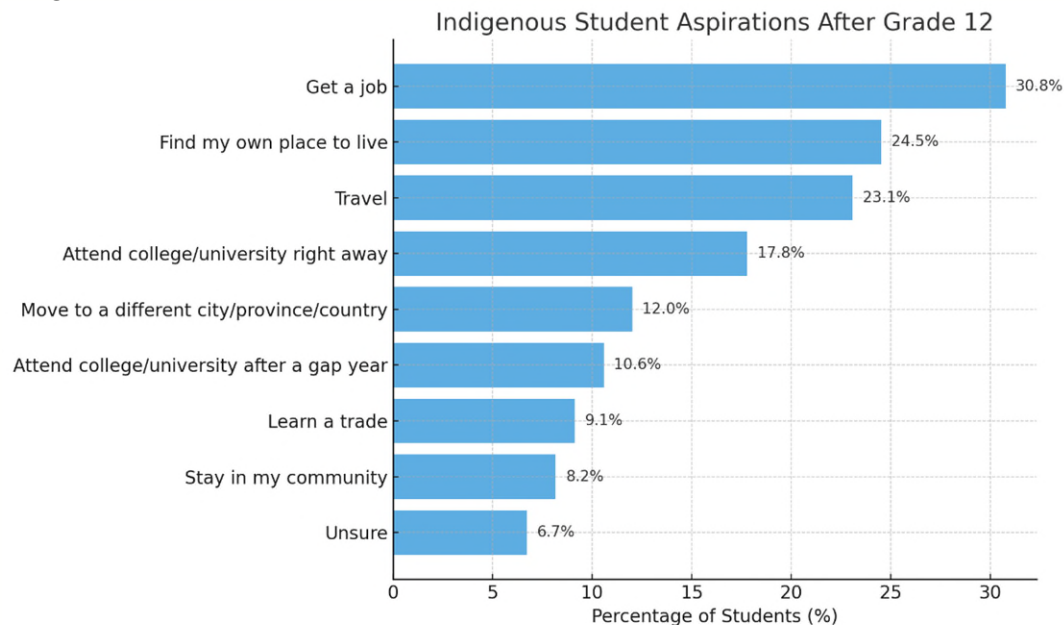
- In 2021/22, 16.2% of Indigenous Grade 12 graduates transitioned immediately to community college, down from 32.3% in 2020/21. This marks the lowest immediate transition rate in the last 4 years.
- Equity Gap: 24.5% of Non-Indigenous students made the same transition in 2021/22, which highlights a growing gap in immediate post-secondary access.
- In the most recent year (2021/22), no data is available for Indigenous students entering post-secondary institutions with transition values masked or unreported across all years.
- Indigenous Grade 10 students: 36% reported feeling that school is preparing them for post-secondary “all of the time or many times,” a drop from a high of 51% in 2022/23.



- While this is still above the earlier rates of 34% (2020/21) and 37% (2021/22), there is a notable decline
- Indigenous Grade 12 students: 38% reported they felt school prepared them for post-secondary “all or most of the time” in 2023/24. This was the same for Non-Indigenous students (38%)
 - When Indigenous students were asked what they hoped to do after Grade 12, most focused on immediate independence and employment, with interest in travel and post-secondary education. Fewer students intend to stay in their community or pursue trades, and a small but meaningful portion remain unsure about their path.

Equity in Action Survey Data:

Indigenous students were asked “After Grade 12, I hope to”



Conclusion: Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show high proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
- Completion Rates:
 - 5-year completion rate rose from 62% to 69%, the largest 1-year gain to date.
 - 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5 year low of 70% the year before.
 - The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for a this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood.



One Spirit Goal: In Progress / Partially Met

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning).
 - This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).
 - Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of district population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.

