

QUESNEL JUNIOR SCHOOL- SCHOOL ENHANCEMENT AGREEMENT -JANUARY 2016 - DECEMBER 2016

GOAL	STRATEGIES	MEASURES	OUTCOMES
<p>Belonging To increase the sense of belonging, identity, and self-esteem of Aboriginal students by focussing on</p> <ul style="list-style-type: none"> • Relationships • School Connectedness • Classroom teacher connection • Successful grade to grade transitions <p>To be a worthy part of a group and build meaningful relationships with others</p>	<ul style="list-style-type: none"> • Student transitions Grade 7-8 and 9-10. AESW's attend meetings and plan with SBT to be part of this transition. School visits may be part of this and mileage may be required. • AESW attend house meetings to collaborate and support students • AESW getting to know you ... meeting individually with each student in September • Parent tea- date TBA • Teddy Anderson (whole school January 13, 2106) • Considering doing a METIS dance session with PE classes or workshop in the future • Work with staff/students/community on a plan to improve visibility of Aboriginal culture/signage at QJS and to understand the circle of courage • Aboriginal student representation in activities such as WE day, Dunrovin volunteers, and other volunteer opportunities in the school. • Enhancement Agreement part of regular staff meeting agenda (ongoing) • Circle of Courage is being developed in student friendly language. Could become part of something that we use for whole school. • Carrier class... will continue to do crafts next year. Ellie wants to teach them the importance of making things for others. Would create a box where crafts could go in to use later for gifts. • Create a school button blanket (all ideas haven't been talked through about who would be involved etc.).. Ellie would lead. 	<p>Participation of parents Meeting minutes collected</p>	<ul style="list-style-type: none"> • Attached data (next page)
<p>Generosity To increase the opportunities for altruism and helping behaviours To help students understand the value of giving back</p> <p>To find a purpose beyond oneself.</p>	<ul style="list-style-type: none"> • AESW to attend House team meetings each week. Aboriginal student who are struggling academically will be known to classrooms teachers, counsellors and AESW to provide a team approach for <u>academic intervention</u>. Based on individual need and decisions made by house teams • Home communication and meetings with students/families who are not attending to figure out plans for support. Liaison with parents/band education coordinators and other agencies • AESW scheduled into classes for academic support/pull-out (updated weekly as discussed at house meetings. Individual support • Access to Cultural teacher (booked by teachers) Used for a variety of subjects/topics 	<p>Marks Attendance Reports Collect data on Involvement in school sports/clubs</p>	<ul style="list-style-type: none"> • Attached data
<p>Mastery 1. To increase the success of all Aboriginal students in the following areas</p> <ul style="list-style-type: none"> • Academics • Language • Cultural Programs • Supports <p>To be competent and successful.</p>	<ul style="list-style-type: none"> • Getting to know your process... students set Goals during this process with AESW and then that is shared with teachers and reviewed in second semester. • Explore some career prep ideas with staff 	<p>Workshop attendance Goal setting student work</p>	<ul style="list-style-type: none"> • Attached data
<p>Independence To be self-reliant and able to make responsible decisions</p>	<ul style="list-style-type: none"> • Getting to know your process... students set Goals during this process with AESW and then that is shared with teachers and reviewed in second semester. • Explore some career prep ideas with staff 	<p>Workshop attendance Goal setting student work</p>	<ul style="list-style-type: none"> • Attached data

QJS OUTCOMES

Measure (examples)	08/09	09/10	10/11	11/12	12/13	13/14	14/15
LETTER GRADES PERCENT OF GRADE 8 STUDENTS PASSING MATH WITH 50% or higher	Total 88% Boys- Girls- Ab- 70%	Total 93% Boys- Girls- Ab- 86%	Total 92% Boys- 90% Girls- 93% Ab- 87%	Total 93% Boys- 88% Girls- 97% Ab- 88% Non-Ab-92%	TOTAL- 92% BOYS-92% GIRLS-96% AB-88% Non-AB-96%	TOTAL-97 % BOYS – 96% GIRLS- 99% AB- 95% Non-AB- 98%	TOTAL-89 % BOYS – 90% GIRLS- 89% AB- 79% Non-AB- 92%
LETTER GRADES PERCENT OF GRADE 9 STUDENTS PASSING MATH WITH 50% or higher	Total 82% Boys- Girls- Ab- 70%	Total 88% Boys- Girls- Ab- 85%	Total 88% Boys- 83% Girls- 92% Ab- 76%	Total 86% Boys- 83% Girls- 90% Ab- 69% Non-Ab-92%	TOTAL-90% BOYS-86% GIRLS-95% AB. 85% Non-AB-92%	TOTAL- 93% BOYS- 91% GIRLS- 95% AB- 87% Non- AB- 94%	TOTAL- 89% BOYS- 88% GIRLS- 91% AB- 79% Non- AB-92 %
LETTER GRADES PERCENT OF GRADE 8 STUDENTS PASSING ENGLISH WITH 50% or higher	Total 86% Boys- Girls- Ab- 73%	Total 92% Boys- Girls- Ab- 85%	Total 90% Boys- 86% Girls- 95% Ab- 78%	Total 93% Boys- 91% Girls- 95% Ab- 82% Non-Ab-96%	TOTAL-93% BOYS-93% GIRLS-94% AB-83% Non-AB-96%	TOTAL- 93% BOYS-92% GIRLS- 94% AB-89% Non-AB- 94%	TOTAL- 94% BOYS- 92% GIRLS- 95% AB-91% Non-AB- 94%
LETTER GRADES PERCENT OF GRADE 9 STUDENTS PASSING ENGLISH WITH 50% or higher	Total 92% Boys- Girls- Ab- 82%	Total 87% Boys- Girls- Ab- 83%	Total 92% Boys- 87% Girls- 96% Ab- 84%	Total 91% Boys- 86% Girls- 95% Ab- 78% Non-Ab- 94%	TOTAL-87% BOYS-80% GIRLS-95% AB-75% NonAB-90%	TOTAL- 90% BOYS- 88% GIRLS- 93% AB- 85% Non- AB-91%	TOTAL- 88% BOYS- 86% GIRLS- 92% AB- 73% Non- AB- 93%