

SCHOOL DISTRICT No. 63 (SAANICH)  
W̱SÁNEĆ, OTHER FIRST NATIONS,  
MÉTIS, AND INUIT

---

**EDUCATION ENHANCEMENT  
AGREEMENT**

**SUMMARY REPORT**

(June 2008 – June 2013)

---



**Our Journey Together**



# TABLE OF CONTENTS

---

Introduction.....	1
<b>GOAL 1 – Cultural Awareness and Respect</b>	
Key Findings .....	2
Review of Findings.....	3
Summary of Anecdotal Information from Schools .....	4
Strategies/Actions.....	6
<b>GOAL 2 – Sense of Identity and Belonging</b>	
Key Findings .....	7
Review of Findings.....	8
Summary of Anecdotal Information from Schools .....	10
Strategies/Actions.....	12
<b>GOAL 3 – Successful Transitions</b>	
Key Findings .....	13
Review of Findings.....	14
Summary of Anecdotal Information from Schools .....	16
Strategies/Actions.....	17
The W̱SÁNEĆ, Other First Nations, Métis, and Inuit Education Enhancement Agreement – 2008-2013.....	18



# INTRODUCTION

---

We acknowledge that School District No. 63 (Saanich) operates within the traditional territory of the W̱SÁNEĆ people, who were signatories of the Douglas Treaty. The first *School District No. 63 (Saanich), W̱SÁNEĆ, Other First Nations, Métis and Inuit Education Enhancement Agreement*, herein referred to as the Enhancement Agreement, was signed in June 2008. This is the Summary Report for five years of the Enhancement Agreement (2008-2013).

In the fall of 2008, the W̱SÁNEĆ, other First Nations, Métis, Inuit Education Enhancement Agreement began District wide in all schools. Key People were established in each school as Champions that would support their school and colleagues in the implementation of the Enhancement Agreement. Over the course of five years, the Key People were in-serviced throughout each school year to increase their understanding of the Enhancement Agreement and to support their school-based action plans for implementation. All schools have fully implemented the Enhancement Agreement and the strategies outlined in the annual Report "Our Journey Together" and continue to build on their successes.

The Five Year, 2008-2013 Summary Report, "*Our Journey Together*", was prepared for using data from 2008 to 2013 school years.

# GOAL 1 – CULTURAL AWARENESS AND RESPECT

---

All students will develop an awareness of, and respect for, W̱SÁNEĆ, other First Nations, Métis and Inuit peoples' histories, cultures and traditions.

## **Rationale:**

W̱SÁNEĆ, other First Nations, Métis and Inuit peoples attend schools in Saanich within the traditional territories of the W̱SÁNEĆ people. Cultural understanding is key to harmonious relationships between all students and cultures.

Looking back over the past five years across the School District, it is very evident that our schools have had significant growth in the area of Cultural Awareness and Respect for W̱SÁNEĆ, other First Nations, Métis and Inuit peoples' histories, cultures and traditions. While each school is at a different place along the spectrum of awareness and understanding, they have all made huge strides and are all weaving Indigenous history, culture, and traditions into their schools, classrooms, curriculum and communities.

## **Key Findings:**

Evidence demonstrates that:

- With this growing expectation of deepening our knowledge of Indigenous Peoples, we witness a growing trust and respect between students and school staff as well as school staff and community members and helping organizations;
- There is a high percentage of parents and students who believe personal differences are respected at their school;
- At all levels, there was a significant increase in the number of classes that attended the W̱SÁNEĆ School Board's Cultural Symposium;
- A higher percentage of non-Indigenous students are enrolling in BC First Nations Studies 12 and First Peoples English 10, 11 and 12;
- South Island Distance Education School (S.I.D.E.S.) has BC First Peoples English and BC First Peoples English 12 and are working toward adding more Indigenous courses and content in the future;
- Schools are making a commitment to continue to broaden and strengthen their engagement with and implementation of the Enhancement Agreement and Indigenous ways of knowing and learning;
- Acknowledgement of the traditional territory of the W̱SÁNEĆ peoples is an integral part of our practice across the District as it is regularly acknowledged at gatherings regardless of the size or prominence of the event;
- Implementation of the Enhancement Agreement continues to grow and strengthen across the District with more teachers integrating Indigenous content and themes into the curriculum;
- Schools are providing opportunities for all students to learn about Indigenous cultures and ways of knowing;
- Class fieldtrips to historical/traditional places and local Indigenous communities help to build a deeper understanding and to support student learning related to the local Indigenous peoples culture and history;

# GOAL 1 – CULTURAL AWARENESS AND RESPECT

---

## **Key Findings:**

- The Aboriginal Enhancement Schools Network through the Network of Performance-Based Schools has been a support to explore school inquiry questions focused on incorporating Indigenous content into the regular classroom and lessons;
- Schools are making a commitment to continue to broaden and strengthen their engagement with the implementation of the Enhancement Agreement and Indigenous ways of knowing and learning;
- There is an increase in the prevalence of Indigenous Artists in Residence across the District. Schools are not simply purchasing Indigenous art for their schools they are actively involved in the process with the artist. Students together with the artist create art for their school while learning through story, culture and tradition;
- Schools are inviting Indigenous Authors into schools to share their Indigenous literature; and
- Remembrance Day Ceremonies are starting to have an Indigenous element and/or guest to honour Indigenous veterans.

NOTE: Evidence sources for this report include annual Enhancement Agreement reports for 2008-2013, feedback and anecdotal information from all schools in School District No. 63 (Saanich), information from the four communities including the W̱SÁNEĆ School Board, Enhancement Agreement Committee Members, Enhancement Agreement Implementation Team, Students, Ministry Satisfaction Surveys, information received through Indigenous Education staff and the Local Education Agreement Committee meetings.

## **Review of Findings<sup>1</sup>:**

### **Expectation (Respect):**

Over time, a greater number of Saanich parents will recognize in their children a greater respect for personal differences. Students will demonstrate a greater respect for personal differences.

- At all levels, there continues to be a high percentage of students who believe they respect people who are different from themselves.

### **Expectation (Knowledge):**

It is expected that over time, parents will rate their child's knowledge and students will rate their own knowledge of Indigenous culture at a higher level.

<sup>1</sup> Ministry Satisfaction Surveys

# GOAL 1 – CULTURAL AWARENESS AND RESPECT

---

## **Summary of Anecdotal Feedback from Schools:**

### **Elementary:**

- Acknowledgement of the traditional territory of the W̱SÁNEĆ people at weekly assemblies and other school events;
- Integration of Indigenous content/themes across curricular areas continues to grow throughout schools and the District;
- Field trips to historical places to learn about traditions of our local First Nations peoples, (e.g. hunting, gathering, medicines, traveling, etc.);
- Schools are incorporating Indigenous activities into all areas including special events such as Fun Days and Sport Days, (e.g. Lacrosse, Lahal);
- SENĆOŦEN club at Brentwood is a partnership with Bayside's SENĆOŦEN class where the Grade 6, 7, and 8 students went to Brentwood to teach students SENĆOŦEN. SENĆOŦEN Club is open to all students Kindergarten to Grade 5;
- Earth Day: Schools are connecting Earth Day activities to the local First Nations community culture, environment, teaching and principles. Guest speakers shared stories and teachings connected to Earth Day; and
- Teacher Librarians are acquiring and highlighting Indigenous resources, literature and materials.

### **Middle:**

- Schools are showcasing First Nations culture through celebrations as learning opportunities for all students and staff;
- Guest speakers visit schools and classrooms to share their culture and traditions;
- National Aboriginal Day Celebrations featured various cultural workshops led by Indigenous people;
- Math teachers are incorporating Indigenous Art into Math lessons when teaching symmetry and other geometric concepts;
- Residential school history is being incorporated into the curriculum in a more meaningful and informative way; and
- Teacher Librarians are acquiring more Indigenous resources, literature, and guest speakers.

### **Secondary:**

- Schools are connecting with local partners at the University of Victoria, Camosun College and Royal Roads University to support transitions and scholarship opportunities;
- Developing opportunities to increase and share Indigenous content, Principles of Learning, and wisdom through new interdisciplinary possibilities. (Institute for Global Solutions and re-conceptualizing Scientific approaches);
- New courses developed at South Island Distance Educations (S.I.D.E.S) have Indigenous content woven in the development stages;

# GOAL 1 – CULTURAL AWARENESS AND RESPECT

---

## **Summary of Anecdotal Feedback from Schools:**

### **Secondary:**

- Schools are providing more opportunities for all students to experience Indigenous cultural activities, food and events; and
- Schools are inviting Elders, resource people and guests into classrooms beyond social studies to support Indigenous curriculum connections.

### **All Levels/Across Levels:**

- Schools, trustees and District staff are acknowledging the traditional territory at school assemblies, special events, graduation, meetings, and many other events across the District.

# GOAL 1 – CULTURAL AWARENESS AND RESPECT

---

## Strategies/Actions

It is important to acknowledge that schools, District, parents/guardians and community members all worked together on strategies and actions to meet this goal.

### Together we. . .

- Built understanding of and respect for Indigenous people working with the Key People at all schools (members of the Enhancement Agreement Implementation Team);
- Will be creating a locally developed parent survey to encourage greater participation than with the Ministry survey through community meetings and pilot schools. Parents have been hesitant to take part in the Ministry survey; they want a more relevant survey that is connected to their family's/child's real experiences and needs;
- Created SENĆOŦEN clubs for all interested students and accessed fluent SENĆOŦEN speakers to share their knowledge (students and staff);
- Held a series of regular sessions for the Key Resource People to support their work and to increase the capacity of all school teams to embrace the Enhancement Agreement;
- Increased Indigenous representation in the Saanich School District workplace;
- We will work towards hosting District wide offerings to provide staff with opportunities to learn about:
  - “What is an Enhancement Agreement”;
  - Indigenous cultures;
  - Traditional ways of knowing and learning;
  - Ways to celebrate Indigenous cultures; and
  - Ways to incorporate Indigenous content across curricular areas.
- Increased Indigenous presence in our schools;
- Continued to explore the challenges faced by our First Nations, Métis and Inuit communities to develop a deeper understanding and respect as identified by Community members; and
- Increased the opportunities to learn SENĆOŦEN in schools:
  - Worked with the SENĆOŦEN Department at the W̱SÁNEĆ School Board and the Indigenous Education Department at the University of Victoria to encourage more SENĆOŦEN practicum students to Saanich schools.

## GOAL 2 – SENSE OF IDENTITY AND BELONGING

---

**W̱SÁNEĆ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.**

### **Rationale:**

Students will have a greater sense of belonging as a result of seeing their histories, cultures and traditions reflected in the curricula, which will be fostered by parents and school staff working together towards a common goal.

Based on the data collected and conversations with students, staff and community, there has been growth and an increase in W̱SÁNEĆ, other First Nations, Métis and Inuit students will develop an increased sense of identity and belonging within the school's learning community. However, despite this growth, we still have important work to do in our schools to continue to support students increased Sense of Belonging as we continue to hear from students that there are still challenges related to their lack of connection or Sense of Belonging in the face of prejudice and misunderstanding. We will continue to work with students to support continued progress in this area.

### **Key Findings:**

Evidence demonstrates that:

- Growth in some of the indicators related to the goal of Sense of Belonging is encouraging. When comparing across grades over time, students report a stronger Sense of Belonging in grades 6, 7, 8 and 11 and a decrease in grades 9 and 12 that we will continue to monitor and address;
- Positive Student-Teacher Relationships continue to increase across all grades and in most cases with the exception of Grade 8, the Aboriginal results are higher than the Canadian average;
- Schools are reporting that Indigenous students are feeling a greater sense of belonging within their individual classrooms and the larger school community;
- Schools continue to develop and strengthen more partnerships with other organizations that lead to leadership and language opportunities to increase student success;
- Ways to provide cultural support are required in schools where there are a few students of Indigenous heritage; and
- Attendance Rates over time have increased at the elementary, middle and secondary levels.

NOTE: Evidence sources for this report has been summarized from the five (5) annual Enhancement Agreement Reports (2008-2013) and includes feedback and anecdotal information from all schools in School District No. #63 (Saanich), information from the four communities including the W̱SÁNEĆ School Board, Enhancement Agreement Committee Members, Enhancement Agreement Implementation Team, Students, Ministry Satisfaction Surveys, information received through Indigenous Education staff and the Local Education Agreement committee meetings.

# GOAL 2 – SENSE OF IDENTITY AND BELONGING

---

## **Review of Findings<sup>2</sup>:**

### **Expectation (Belonging):**

There is a strong correlation between sense of belonging, positive relationships, advocacy and positive learning climate. It is expected that over time attendance rates will improve. As we continue to focus on engagement, sense of belonging strengthens. The following was noted over the course of the last five years:

#### **Sense of Belonging:**

- Over time, the overall average of students in grades 6 to 12 report an increase in Sense of Belonging at their school.

#### **Attendance Rates:**

- Attendance rates at middle and secondary schools have increased over time. At the elementary level, there has been more fluctuation from year to year, but it is on the rise.

#### **Positive Student-Teacher Relationships at Schools:**

- Overtime, taking all grades into consideration, students report an increase in Positive Student-Teacher Relationships at School.

#### **Positive Relationships with Students:**

- Overtime, students report a consistent increase in relationships with other students for Grade 6, 7, 8, 9, 10 while 11 and 12's findings fluctuate.

#### **Advocacy at School:**

- Overtime, the targets were consistently met for grades 6, 7, 11. One year the target was not met for grade 8 and 9 and in one year not met for grade 12 which we will monitor and support.

#### **Advocacy Outside of School:**

- Overtime, the targets were consistently met for grades 6, 7, 8, 10 and not met one year for grades 9, 11 and 12.

<sup>2</sup> Ministry Satisfaction Surveys

## GOAL 2 - SENSE OF IDENTITY AND BELONGING

---

### **Review of Findings<sup>3</sup>:**

#### **Expectation (Participation):**

It is expected that staff members will encourage First Nations, Métis and Inuit students to participate in school clubs, teams and activities.

#### **Participation in Clubs:**

- We have learned that we need to find ways to encourage more First Nations, Métis and Inuit students to participate in activities outside of class hours;
- Overtime, there was an increase in student Participation in Clubs at school for grade 6 and 8 students and a decrease in Participation in Clubs at school in grades 7, 9 and 12.

#### **Participation in School Sports:**

- Overtime, there was an increase in the level of Participation in School Sports in grades 6, 8, and 11 and a decrease participation in school sports in grades 7, 9, 10 and 12.

<sup>3</sup> Ministry Satisfaction Surveys

# GOAL 2 - SENSE OF IDENTITY AND BELONGING

---

## **Summary of Anecdotal Feedback from Schools:**

### **Elementary:**

- The increased visual presence of First Nations art continues to make school a welcoming place that is connected to local culture, and increases Indigenous students' sense of identity and belonging;
- Book Choice – teachers are using more stories or books with Indigenous content;
- More teachers are connecting curriculum to local Indigenous communities;
- A number of Indigenous content/themes across curricular areas is expanding;
- A number of activities assisted students in understanding the culture and history of the W̱SÁNEĆ people, (e.g. storytelling, wool knitting, singing, drumming, and interviewing Elders);
- The visibility and use of SENĆOŦEN is increasing in schools through clubs, signage, Indigenous Education Department, singing, etc.;
- Teachers are sharing current events/photos with students about the Indigenous communities in the news, e.g. Artists, ceremonies, events, etc.; and
- Schools are accessing community-based organizations to support cultural awareness and understanding.

### **Middle:**

- Weekly First Nations gatherings helped develop a sense of community amongst Indigenous students;
- Integration of Indigenous content/themes across curricular areas is expanding;
- Community Members were invited as Guest Speakers at staff meetings, assemblies and in classrooms;
- An increase in the number of students participating in extra-curricular activities;
- Tri-lingual Assemblies: School performance and assemblies have student speakers in English, French and SENĆOŦEN;
- Elder's luncheons where students and Elders spent time together and discussed a variety of topics; and
- Weekly student gatherings take place at North Saanich Middle School in the cultural room to discuss a variety of topics, current events, and to plan for school-wide activities.

## GOAL 2 - SENSE OF IDENTITY AND BELONGING

---

### **Summary of Anecdotal Feedback from Schools:**

#### **Secondary:**

- South Island Distance Education (S.I.D.E.S.) has established two (2) new partnerships with Heiltsuk College (Bella Bella) and the ŁAU,WEL NEW High School at the WŚÁNEĆ School Board to support the school's expansion of grade offerings;
- Integration of Indigenous content/themes across curricular areas is expanding;
- SENĆOŦEN, Elder visits to the school, Elder's Teas, and intramural participation helped to increase students' sense of identity and belonging while increasing cultural awareness for other students and staff;
- Providing opportunities for Indigenous students to work with and learn from Elders;
- Momentum Life Skills Program continued to help Indigenous students re-connect to their school and provide opportunities for success;
- SENĆOŦEN 9 and 10 language classes were offered for the first time at Stelly's (2012);
- Tri-lingual Assemblies: School performance and assemblies have student speakers in English, French and SENĆOŦEN,
- Graduation ceremonies have an Indigenous component; and
- Schools are accessing new opportunities in the local community connected to Indigenous learning and current events, (e.g. First Nations Renewal Energy Summit).

# GOAL 2 – SENSE OF IDENTITY AND BELONGING

---

## Strategies/Actions

It is important to acknowledge that schools, District, parents/guardians and community members all worked together on strategies and actions to meet this goal.

### Together we. . .

- Increased the number of school-related meetings (with families) held in local First Nations communities and facilities;
- Increased the awareness and invite participation in clubs that are offered at school;
- Continued to build stronger relationships between First Nations, Métis, and Inuit families and school District staff;
- Increased community role model presence in schools;
- Increased the number of First Nations, Métis and Inuit parents on school Parent Advisory Committees;
- Sent invitations to school staff to support First Nations students/families in community events. (Examples may include soccer tournaments, pow-wows, canoe races, etc.);
- Encouraged students to become more involved in sports at every level – team and individual;
- Developed a family approach to First Nations attendance/absenteeism with Student Advocacy and Administration;
- Created learning cohort opportunities for students to become more successful as they developed a group identity and a renewed sense of belonging (e.g., ZINÇO, Phoenix, Cafeteria 12);
- Implemented recognition of students who assisted with Indigenous cultural events and activities in their communities for fulfillment of volunteer hours for graduation purposes;
- Encouraged student participation in the Community After School Homework Clubs/Programs on a regular basis;
- Will explore elective opportunities with a cultural component (knitting, weaving, carving) in middle and secondary schools, similar to those offered in Camosun and the University of Victoria;
- Will find ways to share current District Indigenous Education staff with schools that do not have such expertise;
- We will develop a First Nations community event calendar to be shared in school newsletters;
- Plan a teaching, administration and CUPE workforce that is reflective of the cultural diversity in BC, particularly people of Indigenous heritage;
- We will contribute to a ‘First Nations and Indigenous Feature’ in school newsletters as appropriate;
- We will find ways to share what we are doing with our general parent population, (e.g. PAC, website, newsletter, etc.);
- Will have an Itinerant teacher work with classroom teachers to teach/model integration of Indigenous content into curriculum; and
- Will explore elective opportunities with a cultural component (knitting, weaving, and carving) in middle and secondary schools, similar to those offered at Camosun College and the University of Victoria.

## GOAL 3 – SUCCESSFUL TRANSITIONS

---

**W̱SÁNEĆ, other First Nations, Métis and Inuit secondary school students will experience successful transitions.**

### **Rationale:**

Saanich School District's W̱SÁNEĆ and other Indigenous students have had a lower grade to grade transition rate than non-Aboriginal students over the last few years, and school-based and District action plans have been put in place to support successful transitions.

Prior to the implementation of the Enhancement Agreement, the Indigenous students in our District have had a lower grade-to-grade transition rate and school completion rate. With the transition goal came school-based and District actions plans that have contributed to an increase in Indigenous student success; however, grade-to-grade transitions and course completion rates continue to need focused attention in order to improve. Many innovative strategies have been put in place to support students and their successful transitions and we will continue to look for ways to develop action plans to support Indigenous student success.

### **Key Findings:**

Evidence demonstrates that:

- Consistent daily attendance in elementary, middle and secondary school significantly increases likelihood of student graduation from high school;
- Students who stay in school until grade 11 tend to graduate/complete grade 12;
- Grade to Grade Transition rates continue to need focused attention in order to improve;
- The number of graduates in Saanich is increasing each year;
- Graduation results in Saanich are greater than the provincial results;
- Math 9 results were good due to the Linear Math class;
- High results in Social Studies 10 due to culturally relevant materials used in this course;
- There is an increasing number of students enrolling in English 12 or BC First Nations 12;
- More parents are attending school events;
- Home visits continue each August for grade 9 students transitioning from middle to secondary;
- Summer School intervention programs are assisting in the transition from middle school to secondary (North Saanich Middle School to Parkland Secondary and Bayside Middle School and ŁAU,WEL NEW Tribal School on to Stelly's Secondary);
- Indigenous students are applying in greater numbers to School District #63 Trade programs; and
- Elementary schools are connecting with families to invite them to Ready Set Learn and providing support.

**NOTE:** Evidence sources for this report include feedback and anecdotal information from all schools in School District No. 63, information from the four communities including the W̱SÁNEĆ School Board, Enhancement Agreement Committee Members, Enhancement Agreement Implementation Team, Students, Ministry Satisfaction Surveys, information received through Indigenous Education staff and the Local Education Agreement committee meetings that comes from the five (5) annual Enhancement Agreement reports (2008-2013).

## GOAL 3 - SUCCESSFUL TRANSITIONS

---

### **Review of Findings<sup>4</sup>:**

#### **Expectation (Improved Transition Rates):**

It is expected that over time, the grade to grade transition rates for First Nations, Métis and Inuit students will improve throughout the secondary years. The following was noted over the course of the last five years:

#### **Grade to Grade Transition:**

- Over time, the grade to grade transition rates continue to be a concern at the grades 10, 11 and 12 levels as they fluctuate. The transition at grade 8 and 9 has greatly improved. The grade 8 and 9 transition rate was successful with 100% of students transitioning to the next grade for a few consecutive years.

#### **Expect to Finish High School:**

- Data demonstrates the lowest percentage of students in Grade 10 and 12 regarding 'Expecting to Finish High School'. This is concerning, and yet not unexpected since Grade 10 and 12 are difficult and demanding years with the additional pressure of provincial exams.

#### **Expectations for Success at School:**

- Data demonstrates the lowest percentage of students in Grade 12 regarding 'Expectations for Success at School'. This is concerning and resembles the results for Expectations to Finish High School for grade 12's; and
- Data demonstrates there is an increase in expectation for success at school in grades 6, 7, 9, 10, 11 and 12 with a slight dip in Grade 8.

### **Expectation (Success in Core Subjects)<sup>5</sup>:**

It is expected that a higher number of First Nations, Métis and Inuit students will be successful in core subjects (English 9, Math 9, Science 9, English 10, Math 10 Apprenticeship & Workplace, Math 10 Foundations, Science 10 and Socials 10) in grades 9 and 10.

#### **Course Pass Rates:**

- We have learned that First Nations, Métis and Inuit participants and success rates in significant core areas (Math 9, English 10, and Science 10) are in need of improvement. These are two areas of focus for the District;
- Grade 10 Social Studies results are strong (94%) and this speaks to the importance of providing culturally relevant curriculum in this course; and
- Overtime, the District targets have not been met for these core subjects.

<sup>4</sup> Ministry Satisfaction Surveys

<sup>5</sup> BCeSIS Course Mark Pass Rates

# GOAL 3 - SUCCESSFUL TRANSITIONS

## Review of Findings:

### Expectation (School Completion Rates)<sup>6</sup>:

It is expected that over time, school completion rates will improve for First Nations, Métis and Inuit students and be more comparable with the provincial rate.

### School Completion Rates:

- In Saanich, we have analyzed our data and discovered that several Indigenous non-completers listed by the Ministry are still either in school in year seven or eight, or receiving a School Completion Certificate (modified program). Saanich School District values Dogwood and Adult Dogwood Completion rates beyond the six year Ministry of Education measure. It is important to report on successful student completion as it occurs beyond the Ministry's timeline;
- We are experiencing success within an adult Dogwood cohort program at the Saanichton Learning Centre. We recognize that these successes are not included in the Ministry's 6 year Dogwood completion;
- Saanich Adjusted Results includes all Indigenous students who live in the Saanich School District, including those living in the Saanich School District and who attend the South Island Distant Education (S.I.D.E.S.) location;
- Saanich Results include students at S.I.D.E.S. and the Individual Learning Centre who are of Indigenous heritage but do not live in Saanich School District;
- The adjusted rate (Saanich only) is higher than the provincial average for the first time.
- Cafeteria 12 was offered in the Tsawout community to facilitate the transition for adults who were out of school to return to a safe educational setting. Many of these students went on to register at the Individual Learning Centre (ILC) in September of 2011 and to complete Adult Graduation;
- The Trades Awareness Skills and Knowledge (TASK) Program was offered in 2011-12. This will also result in some students returning to ILC; and
- Using the Saanich Adjusted Results, the 6 Year Dogwood Completion is very close to the provincial result and even the same or higher in three (3) of the five (5) years covered in this document.

6 Year Dogwood Completion			
Year	Saanich Results	Saanich Adjusted Results	Provincial Results
07-08	21%	-	47%
08-09	28%	49%	49%
09-10	28%	52%	50%
10-11	43%	59%*	54%
11-12	40%	57%	66%
12-13	50%	67%	70%

<sup>6</sup> Data Source: Ministry 6 Year Dogwood Completion Rate, Graduation Rate Improvement Team (GRIT) and the Superintendent's Annual Report on Student Achievement Education Enhancement Agreement (June 2008 – June 2013)

## GOAL 3 – SUCCESSFUL TRANSITIONS

---

### **Summary of Anecdotal Feedback from Schools:**

#### **Elementary:**

- Transition between public school and the ŁAU,WEL NEW Tribal School is supported by personal contact between the principal and teachers;
- Middle school staff participated in various events to build relationships with students in grade 5 to support a smooth transition (e.g. Elders Tea, Assemblies, Visits to Middle Schools); and
- Parents were encouraged to register children for Kindergarten earlier in the process and to participate in orientation activities.

#### **Middle:**

- Summer literacy/numeracy camp for Indigenous students offered in their communities;
- Transition between the District and the ŁAU,WEL NEW Tribal School is supported by personal contact between the principal and teachers;
- Grade 5 visit to Bayside to meet Indigenous Education staff and participate in a SENĆOŦEN class; and
- Transition between elementary and secondary school was supported by the Indigenous Education staff from feeder schools.

#### **Secondary:**

- Grade 12 transition activities included post secondary instruction visits, career fairs and family dinners to talk about career activities;
- Students successfully participated in TASK (Trades Awareness Skills & Knowledge Program) which has been offered for two (2) years;
- Grade 8 students participated in transition activities where they met key staff members and toured the secondary school;
- Summer school camps for Indigenous Education students offered in the local First Nations communities;
- Grade 12 transition activities included post secondary instruction visits, career fairs, and family dinners to talk about career opportunities;
- Schools are working with Indigenous contacts at Post Secondary Schools to support informed and successful transitions; and
- QENT E TŁE SOL ŁTE, “Choosing a Path for the Future”, is being piloted to create paths for students based on student centered and goal setting.

## GOAL 3 – SUCCESSFUL TRANSITIONS

---

### Strategies/Actions

It is important to acknowledge that schools, District, parents/guardians and community members all worked together on strategies and actions to meet this goal.

### Together we. . .

- Will develop stronger connections with post secondary institutions and the world of work for all graduation completion cohorts (6, 7 and 8 year cohorts);
- Continued to involve the District Student Advocate to connect Indigenous students to their educational programs;
- Will develop a mentorship program for students transitioning from grade 8 to grade 9;
- Will develop a District instrument to survey grade 9 Indigenous students at the end of the year to determine the effectiveness of transition support from middle to secondary school;
- Expand the SENĆOŦEN language program within our schools and encourage language clubs;
- Worked with the Graduation Improvement Team (GRIT) and the Saanich Peninsula Education Community Committee (SPEC) to continue to support student engagement and success;
- Created a list of non-attending students and develop pilot programs with District and community resources that respond to the various student needs, (e.g., Trades Awareness Skills and Knowledge Program (TASK), and QENT E TŁE SOL ŁTE (“Choosing A Path for the Future”);
- Will develop more off campus courses to be held in First Nations communities to help students see alternate options to complete their education, (e.g. Cafeteria 12 hosted at Tsawout, early childhood education training through collaboration with Camosun College, School District and Saanichton Learning Centre, and TASK);
- Will increase the number of community members as role models and mentors for all students by exploring Tri-Mentorship model involving an Elder, a post secondary student and a secondary student;
- Worked with communities regarding various graduation pathways for secondary students in collaboration with the W̱SÁNEĆ School Board;
- Supported Summer School programs in the local First Nations communities and other interested communities as requested; and
- Supported developing a curriculum for the Young Moms’ Group at the Individual Learning Centre at Saanichton.

# The W̱SÁNEĆ, OTHER FIRST NATIONS, MÉTIS, AND INUIT EDUCATION ENHANCEMENT AGREEMENT 2008-2013

---

Over the past five years in Saanich Schools, tremendous growth has been demonstrated in all of our schools. Students and staff have an increased understanding of W̱SÁNEĆ, Other First Nations, Métis and Inuit peoples histories, cultures and traditions and continue to grow and build on this understanding.

Indigenous students sense of identity and belonging continues to strengthen as a result of seeing their history and culture in their schools. There is an increased number of secondary students of Indigenous heritage that are experiencing successful transitions; however, we will continue to focus our attention on course completion, grade-to-grade transitions, and graduation to continue to strengthen Indigenous student success.

We are pleased with our progress and growth across the School District over the past five years and look forward to the implementation of our second Enhancement Agreement and continued growth.