

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

**EDUCATION ENHANCEMENT
AGREEMENT**

June 2008 – June 2013

YEAR 5 REPORT

(2012-2013)



Our Journey Together

TABLE OF CONTENTS

Introduction.....	1
GOAL 1 – Cultural Awareness and Respect	
Key Findings	2
Graphs and Anecdotal Information from Schools	3
Strategies/Actions.....	5
GOAL 2 – Sense of Identity and Belonging	
Key Findings	6
Graphs and Anecdotal Information from Schools	7
Strategies/Actions.....	12
GOAL 3 – Successful Transitions	
Key Findings	13
Graphs and Anecdotal Information from Schools	14
Strategies/Actions.....	19
Appendix I – Cumulative List of Continuing Graph Targets	20
Appendix II – “Tell Them From Me” Questions	21

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 Year Five, 2008-2013 Summary Report of the Enhancement Agreement (2012/13).

As we continue to work with the Enhancement Agreement, it is increasingly clear that our three goals are very inter-related. As we increase all students' knowledge and appreciation of Indigenous cultures, we continue to see an increased sense of belonging and pride in our Indigenous students. As well, transitions are less challenging as students of Indigenous heritage and their families feel increasingly comfortable in our schools (and this is shared informally throughout the four communities).

Our three goals are listed in order of importance as identified in partnership with our local communities. We are thankful for the feedback and direction provided by the Enhancement Agreement Committee, Indigenous Education Staff, Key Staff Members at each school, School Administrators, students, and community members from the four villages in attendance at the community meeting. We are pleased that this report, "*Our Journey Together*" is also collaborative and rich in process in terms of building on the voices from our communities.

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.

Key Findings:

Evidence demonstrates that:

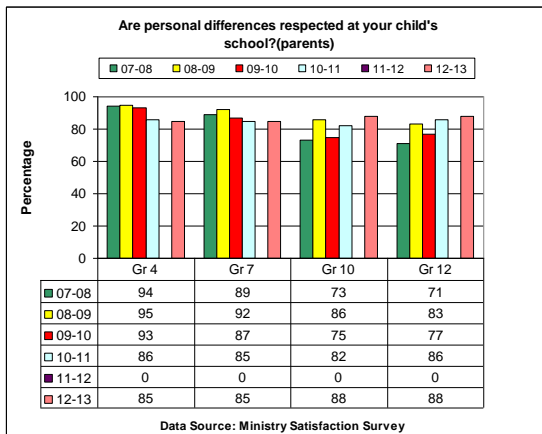
- Acknowledgement of the traditional territory of the W̱SÁNEĆ peoples is an integral part of our practice across the District as it is regularly acknowledged at gatherings regardless of the size or prominence of the event;
- Implementation of the Enhancement Agreement continues to grow and strengthen 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;
- Fieldtrips to historical/traditional places and local Indigenous communities help to build a deeper understanding and support student learning related to the local Indigenous peoples culture and history;
- The Aboriginal Enhancement Schools Network through the Network of Performance-Based Schools continues to be 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 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.

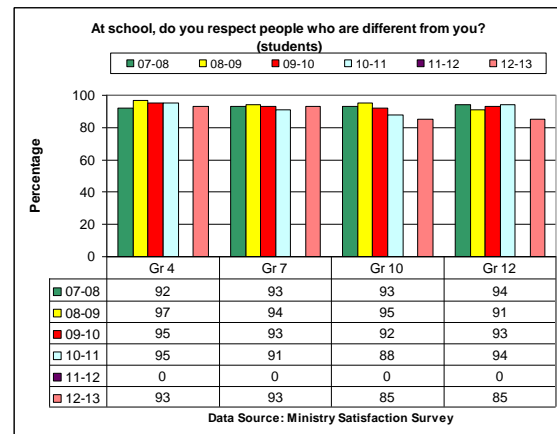
GOAL 1 – CULTURAL AWARENESS AND RESPECT

Expectation (Respect):

It is expected that over time, a greater number of Saanich parents will recognize in their children an increased respect for personal differences. Students will demonstrate an increased respect for personal differences.



Data is not available for the 2011-12 year due to job action.

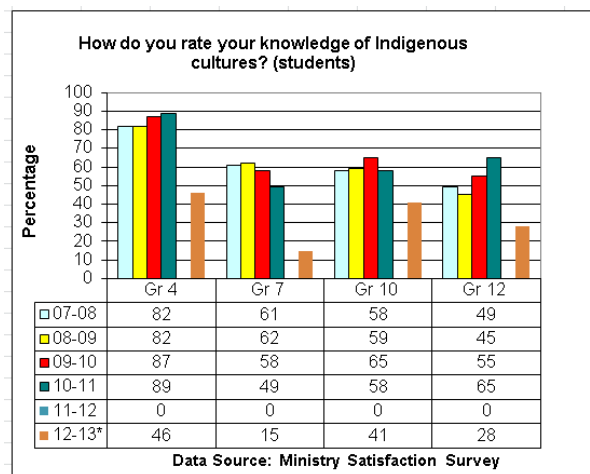


Data is not available for the 2011-12 year due to job action.

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.



Data is not available for the 2011-12 year due to job action.

*In 2012-13, the question that was asked was, "At school, are you being taught about Aboriginal peoples in Canada?"

The data shows a consistent decrease after Grade 4 in students perceived Knowledge of Indigenous Cultures. There was a substantial decline with the changed wording of the question to, "At school, are you being taught about Aboriginal peoples in Canada?"

GOAL 1 – CULTURAL AWARENESS AND RESPECT

Summary of Anecdotal Feedback from Schools:

Elementary:

- 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 was a partnership with Bayside's SENĆOŦEN class where the Grade 6, 7, and 8 students went to Brentwood to teach students SENĆOŦEN. SENĆOŦEN Club was 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 Education School (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, and many other events across the District.

Strategies/Actions

Based on feedback received from schools, parents and the community, the evidence demonstrates that through the District implementation of the Enhancement Agreement, students have developed an awareness of, and respect for W̱SÁNEĆ, Other First Nations, Métis and Inuit peoples' histories, cultures and traditions. Schools are providing opportunities for all students to learn about Indigenous cultures and ways of knowing. Schools have been successful over the past five years in increasing cultural understanding and we will continue to support schools and classrooms to weave Indigenous content into the curriculum.

Based on these successes and challenges, here are some future strategies for growth:

- Holding 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;
- Increasing Indigenous representation in Saanich School District workplace;
- 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.
- Increasing Indigenous presence in our schools;
- Continuing 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
- Increasing the opportunities to learn SENĆOŦEN in schools:
 - Work 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.

Key Findings:

Evidence demonstrates that:

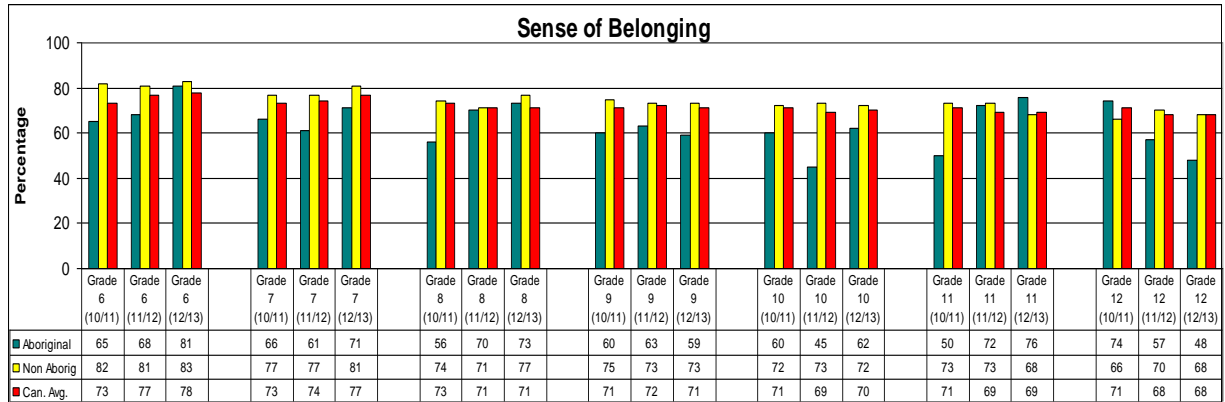
- Growth in some of the indicators related to the goal of Sense of Belonging is encouraging when comparing 2012-13 with the previous year. When comparing across grades, students report a stronger Sense of Belonging in grades 6, 7, 8, 10 and 11 and a decrease in grades 9 and 12;
- Positive Student-Teacher 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 at elementary schools have increased 24% compared to the previous year. Middle school attendance levels have maintained while there was a slight dip at secondary.

NOTE: Evidence sources for this report include 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

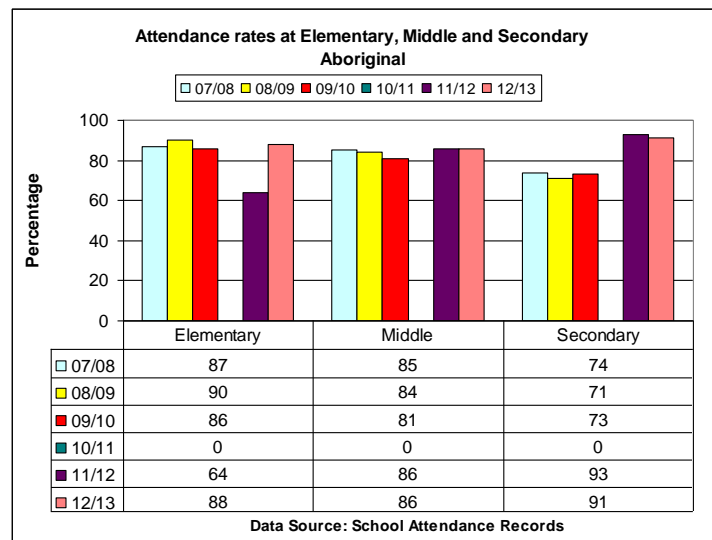
Expectation (Belonging):

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 2012-13 targets were met for grades 6, 7, 8, and 11.

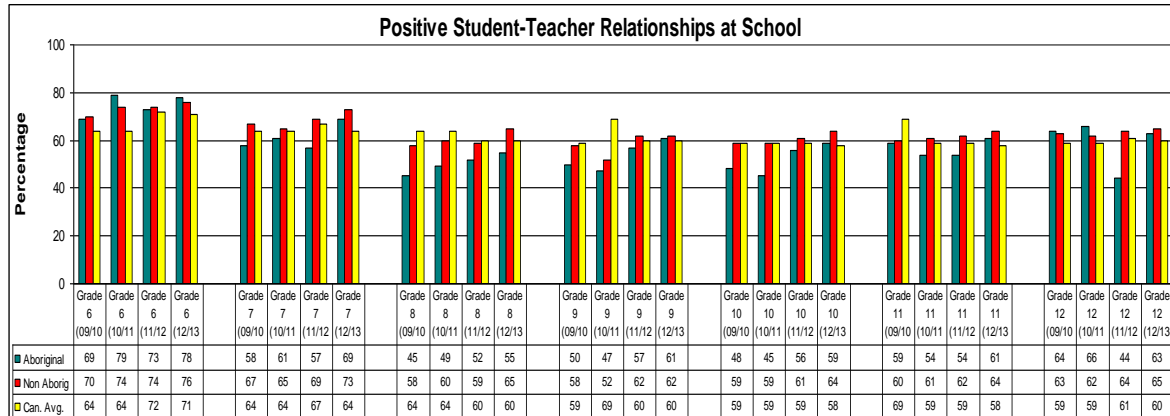
The overall average of student in grade 6 to 12 report an increase of 1% in Sense of Belonging in 2012-13. There is a decline over time in grade 12 which we will monitor and discuss with students in our focus groups.



NOTE: Attendance Rates were unavailable for the 2010-11 school year due to the changeover to BCeSIS.

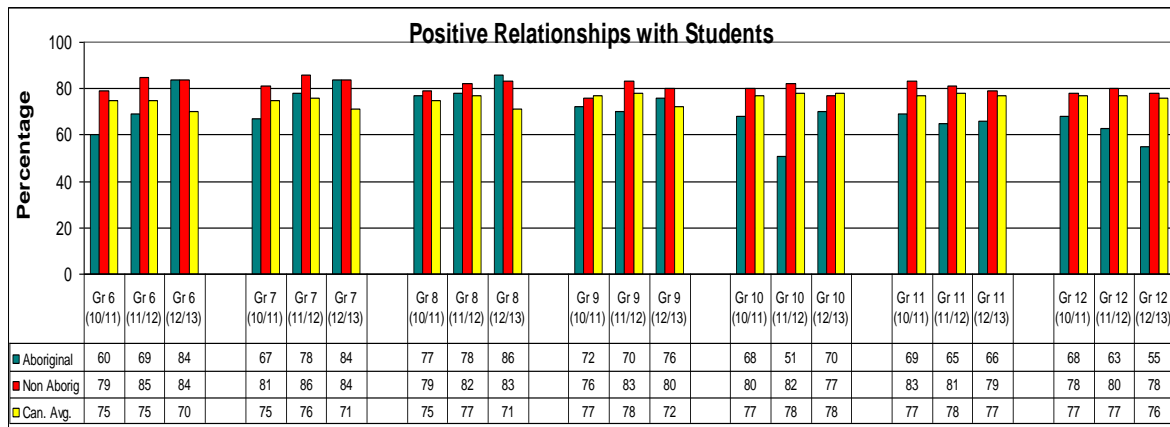
Target: Elementary School – 90%, Middle School – 87%, Secondary School – 92%

GOAL 2 – SENSE OF IDENTITY AND BELONGING



The 2012-13 targets were met for grades 6, and 7.

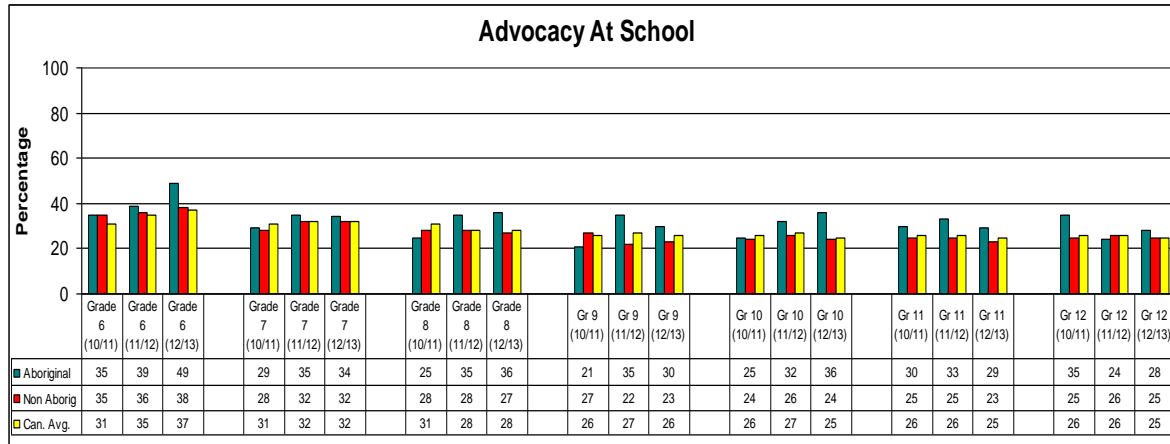
Taking all grades into consideration, students report an average 13.5% increase in Positive Student-Teacher Relationships at School in the 2012-13 year.



The 2012-13 targets were met for grades 6, 7, 8, 9, 10 and 11.

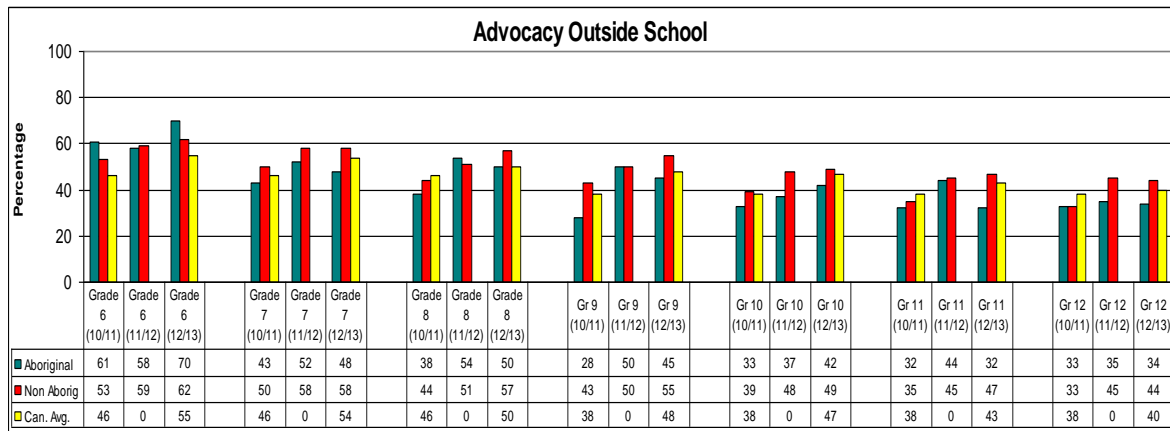
In 2012-13, students report a consistent increase in relationships with other students for Grade 6 to 11 while Grade 12's have reported a decrease with a consistent decline at Grade 12.

GOAL 2 - SENSE OF IDENTITY AND BELONGING



The 2012-13 targets were met at all grade levels.

Advocacy at School tracks if students feel they have someone at school that consistently provides encouragement and can be turned to for advice.



Note: No Canadian norms were available for the 2011-12 Year.

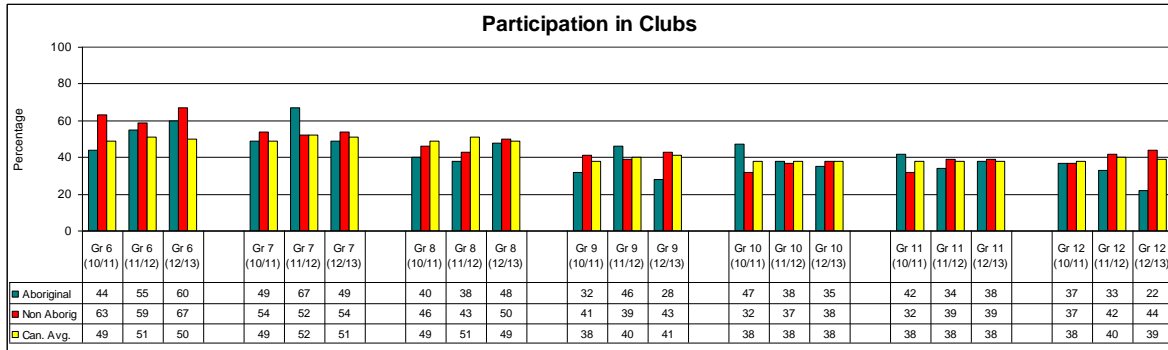
The 2012-13 targets were met for grades 6, 7, 8, 9, and 10.

Advocacy Outside of School tracks if students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

GOAL 2 - SENSE OF IDENTITY AND BELONGING

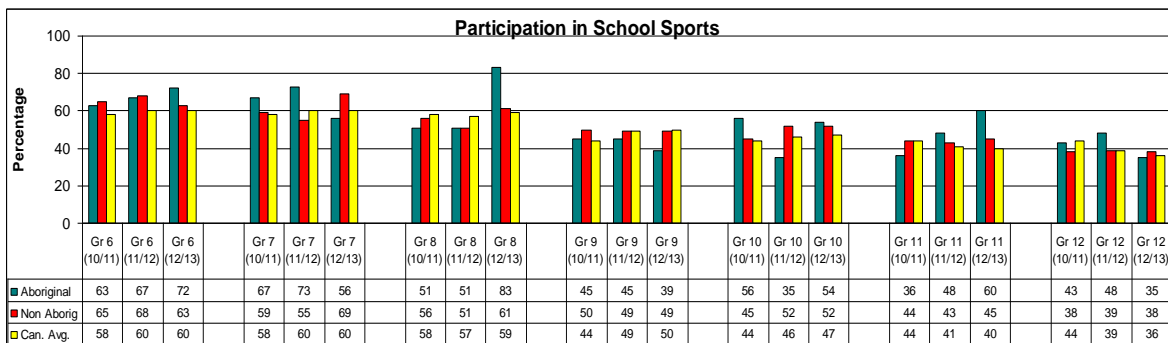
Expectation (Participation):

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



The 12-13 targets were met for grade 6.

In 2012-13, there was an increase in student Participation in Clubs at School for grade 6, 8 and 11 students. Grades 7, 9 and 12 report a decrease in Participation in Clubs at school.



The 2012-13 targets were met for grades 6, 7, 10 and 11.

There was an increase in the level of Participation in School Sports over the 2012-13 year in grades 6, 8, 10 and 11. Grades 7 and 12 report a decrease participation in school sports.

GOAL 2 - SENSE OF IDENTITY AND BELONGING

Summary of Anecdotal Feedback from Schools:

Elementary:

- 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 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;
- 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 some staff meetings;
- 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.

Secondary:

- 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;

GOAL 2 - SENSE OF IDENTITY AND BELONGING

Summary of Anecdotal Feedback from Schools:

Secondary:

- 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;
- 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).

Strategies/Actions

Evidence demonstrates that students in Grades 6 to 8 and 11 report a stronger Sense of Belonging which is positive; however we would like to see these numbers increase to be at least comparable to the Canadian average. It is concerning that students in Grades 9 and 12 report a decrease in Sense of Belonging and we will address this with students in upcoming focus groups in order to better understand the context and strategies to support students.

We continue to face challenges in our schools where there are smaller Indigenous student populations in terms of ways to provide cultural support in a feasible and meaningful way.

Attendance rates at elementary have increased by 24% compared to the previous year, while middle school maintained. A slight dip at secondary schools will lead to further discussion at the Grad Rate Improvement Team to strategize ways to support student engagement and attendance.

Based on these successes and challenges, here are some future strategies for growth:

- Finding ways to share current District Indigenous Education staff with schools that do not have such expertise;
- Developing a First Nations community event calendar to be shared in school newsletters;
- Planning a teaching, administration and CUPE workforce that is reflective of the cultural diversity in BC, particularly people of Indigenous heritage;
- Contributing to a 'First Nations and Indigenous Feature' in school newsletters as appropriate;
- Finding ways to share what we are doing with our general parent population, (e.g. PAC, website, newsletter, etc.);
- Having an Itinerant teacher work with classroom teachers to teach/model integration of Indigenous content into curriculum; and
- Exploring 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.

Key Findings:

Evidence demonstrates that:

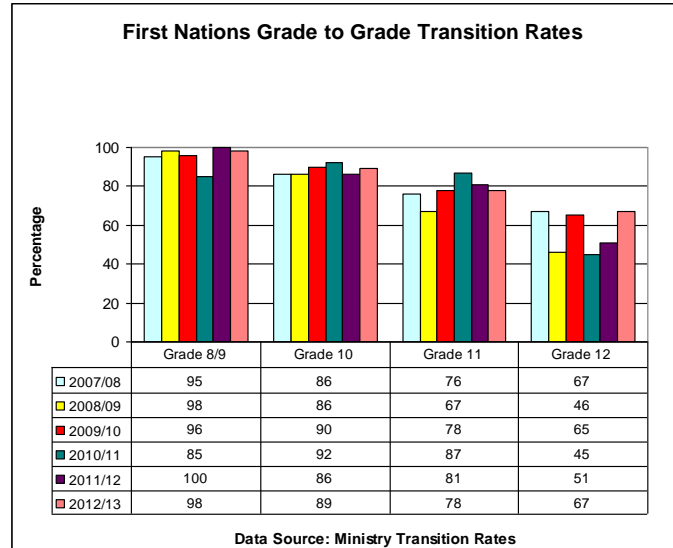
- More parents are attending school events;
- Home visits continue each August for grade 9 students transitioning from middle to secondary;
- Summer School intervention programs are assisting in the transition from middle school to secondary (North Saanich Middle School to Parkland Secondary and Bayside Middle School and ŁAU,WEL NĒW Tribal School on to Stelly's/Parkland 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.

GOAL 3 - SUCCESSFUL TRANSITIONS

Expectation:

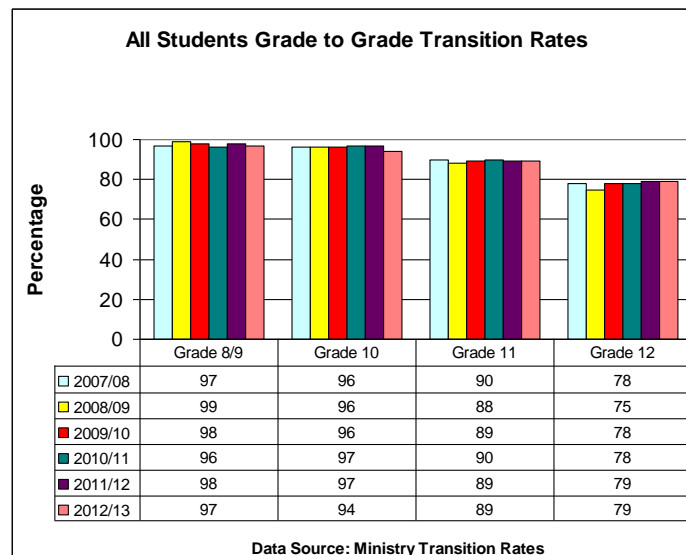
It is expected that over time, the grade to grade transition rates for First Nations, Métis and Inuit students will improve throughout the secondary years.



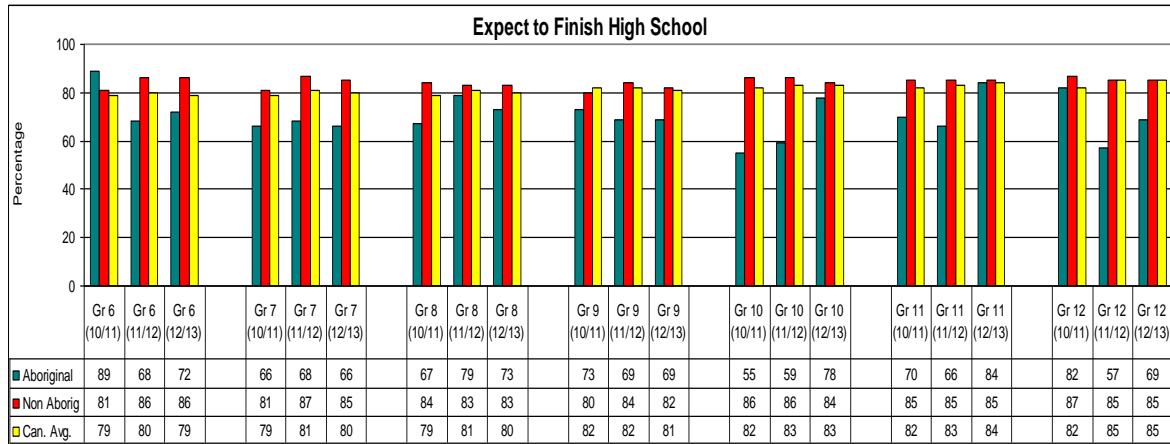
The 2012-13 targets were met for grade 12.

The targets for grades 8/9, 10 and 11 were almost met.

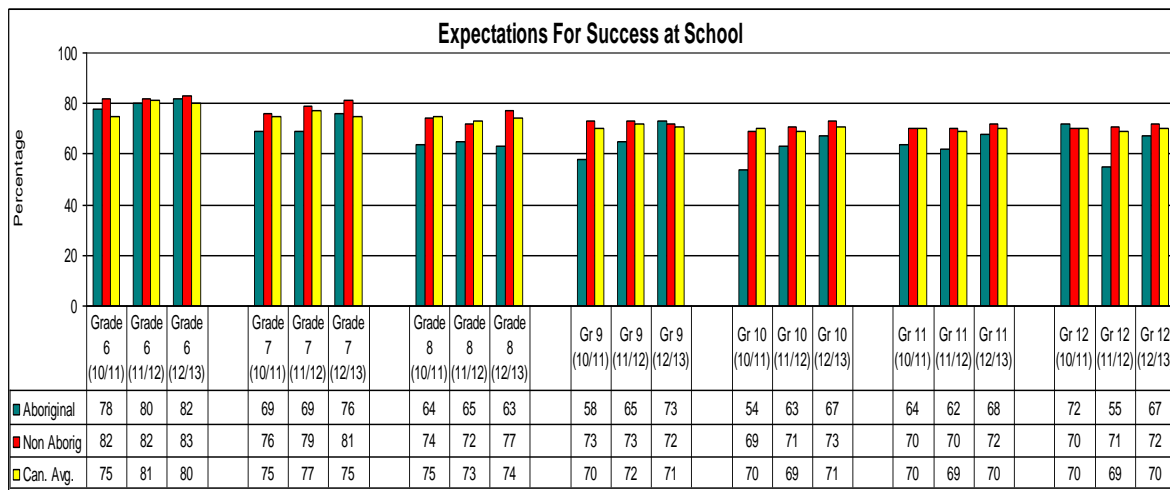
Targets: Grade 8/9 - 100%, Grade 10 - 90%, Grade 11 - 82%



GOAL 3 - SUCCESSFUL TRANSITIONS



The 2012-13 targets were met for grades 10 and 11.



The 2012-13 targets were met for grades 6, 7, 8, 9, 10, 11 and 12.

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.

GOAL 3 - SUCCESSFUL TRANSITIONS

Expectation:

It is expected that a higher number of First Nations, Métis and Inuit students will be successful in core subjects in grades 9 and 10.

Course Pass Rates Grade 9

Course	2007/2008 Pass/Total/%	2008/2009 Pass/Total/%	2009/2010 Pass/Total/%	2010/2011 Pass/Total/%	2011/2012 Pass/Total/%	2012/13 Pass/Total%	Target
English 9	20/25 = 80%	18/21 = 86%	25/33 = 76%	21/31 = 68%	18/40 = 45%	17/35 = 49%	50%
Math 9			8/18 = 44%	32/43 = 74%	19/41 = 43%	23/45 = 51%	50%
Science 9	19/27 = 70%	20/28 = 71%	20/28 = 71%	18/30 = 60%	24/41 = 59%	24/38 = 63%	75%

Data Source: BCeSIS Course Mark Report

The 12-13 Targets were met for Math 9.

Course Pass Rates Grade 10

Course	2007/2008 Pass/Total/%	2008/2009 Pass/Total/%	2009/2010 Pass/Total/%	2010/2011 Pass/Total/%	2011/2012 Pass/Total/%	2012/13 Pass/Total%	Target
English 10	15/23 = 65%	19/32 = 59%	16/33 = 48%	8/13 = 62%	15/26 = 58%	15/30 = 50%	70%
Math 10 Apprentice- ship & Workplace	6/8 = 75%	6/7 = 86%	5/7 = 71%	8/13 = 73%	13/20 = 65%	6/9 = 67%	70%
Math 10 Foundations	5/7 = 71%	Too few students to compare		5/6 = 94%	8/11 = 73%	4/8 = 50%	75%
Science 10	15/25 = 60%	19/28 = 68%	18/27 = 67%	14/18 = 78%	17/28 = 61%	11/27 = 41%	70%
Socials 10	24/28 = 86%	32/37 = 86%	30/36 = 83%	16/17 = 94%	22/29 = 76%	13/24 = 54%	80%

Data Source: BCeSIS Course Mark Report

The 12-13 Targets were not met for these courses.

In 2012/13, we did not meet our targets; therefore the Enhancement Agreement Committee will meet to discuss the challenges and create school-based action plans to support Indigenous Student success.

GOAL 3 - SUCCESSFUL TRANSITIONS

Expectation:

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.

Data Sources:

- Ministry 6 Year Dogwood Completion Rate
- Graduation Rate Improvement Team (GRIT)
- The Superintendent's Annual Report on Student Achievement (2012/13)

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%

Adult Graduation Diploma (Adult Dogwood)					
07-08	08-09	09-10	10-11	11-12	12-13
0 students	2 students	13 students	12 students	1 student	10 students

School Completion (Evergreen)					
07-08	08-09	09-10	10-11	11-12	12-13
6 students	7 students	2 students	1 student	1 student	2 students

* As noted in the *Superintendent's Annual Report on Student Achievement (2012-2013)*, First Nations Students: Ministry reported rate 50% (up from 40%), Saanich adjusted rate* 67% (up from 66%).

GOAL 3 – SUCCESSFUL TRANSITIONS

Summary of Anecdotal Feedback from Schools:

Elementary:

- Successful grade to grade transitions were supported by personal contact with families inviting them to be part of school activities and school life (e.g. open house, newsletters, teacher/parent conferences, etc.);
- 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 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

The data shows continued growth as school completion rates continue to increase; however we are still working to increase this rate to be comparable to the provincial results. The course pass rates for Grades 9 and 10 are concerning as the targets for completion were not met and we will need to work with schools and community to create action plans for schools and students.

Based on these successes and challenges, here are some future strategies for growth:

- Developing stronger connections with post secondary institutions and the world of work for all graduation completion cohorts (6, 7 and 8 year cohorts);
- Continuing to involve the District Student Advocate to connect Indigenous students to their educational programs;
- Developing a mentorship program for students transitioning from grade 8 to grade 9;
- Developing 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;
- Continuing to expand the SENĆOŦEN language program within our schools and encourage language clubs;
- Working with the Graduation Improvement Team (GRIT) and the Saanich Peninsula Education Community Committee (SPEC) to continue to support student engagement and success;
- Creating 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'));
- Developing 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);
- Increasing 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;
- Working with communities regarding various graduation pathways for secondary students in collaboration with the W̱SÁNEĆ School Board;
- Continuing to support Summer School programs in the local First Nations communities and other interested communities as requested; and
- Supporting developing a curriculum for the Young Moms' Group at the Individual Learning Centre at Saanichton.

APPENDIX I

Cumulative List of Continuing Graph Targets

Ref	Graph	Target
1.1	Are personal differences respected at your child's school?(parents)	Grade 4: 90% Grade 7: 85% Grade 10: 82% Grade 12: 86%
1.2	At school, do you respect people who are different from you? (students)	Grade 4: 95% Grade 7: 93% Grade 10: 90% Grade 12: 94%
1.4	How do you rate your knowledge of Indigenous cultures? (students)	Grade 4: 89% Grade 7: 50% Grade 10: 60% Grade 12: 65%
2.1	Sense of Belonging	65%
2.2	Positive Student-Teacher Relationships at School	65%
2.3	Positive Relationships with Students	65%
2.4	Advocacy at School	28%
2.5	Advocacy Outside School	35%
2.6	Attendance rates at Elementary, Middle and Secondary Aboriginal	Elem: 90% Middle : 87% Second: 92%
2.7	At school do you participate in activities outside of class hours? (e.g. clubs, dances, sports teams, music) Aboriginal	Grade 4: 57% Grade 7: 40% Grade 10: 40% Grade 12: 60%
2.8	Participation in Clubs	50%
2.9	Participation in Sports	50%
3.1	First Nations Grade to Grade Transition Rates	Grade 9: 100% Grade 10: 90% Grade 11: 82% Grade 12: 52%
3.2	All Students Grade to Grade Transition Rates	N/A
3.3	Expect to Finish High School	75%
3.4	Expectations for Success at School	60%
3.5	Course Pass Rates – Grade 9	English 9: 50% Math 9: 50% PrePrin: N/A Science 9: 75%
3.6	Course Pass Rates – Grade 10	English 10: 70% MA10 AW: 70% MA10 F: 75% Science 10: 70% SS 10: 80%

APPENDIX II

Questions Asked in the "Tell Them From Me" Survey

Goal 2:

SENSE OF BELONGING

Please indicate how much you agree or disagree with each of the following statements:

1. I feel included in school activities.
2. I get along well with others at school.
3. I am able to make friends easily.
4. At school I feel accepted for who I am.
5. School is a place where I feel like I belong.
6. Generally I feel accepted by other kids my age.

POSITIVE TEACHER-STUDENT RELATIONSHIPS

Students rate the degree to which they agree with each statement as follows. In our school:

1. Teachers treat us fairly.
2. Teachers praise us when we have done well.
3. Teachers get along well with students.
4. Teachers show an interest in every student's learning.
5. Teachers take account of students' needs, abilities, and interests.
6. Teachers do a lot to help students who need extra support.

STUDENTS WITH POSITIVE RELATIONSHIPS

Students respond to 5 questions about their friendships at school. The results are reported as 'the percentage of students with positive relationships'.

1. Do you have 'close friends' at school that you can trust?
2. I share my private feelings with a friend at school.
3. During the past four weeks, how well have you gotten along with your friends at school?
4. I value my friends' opinions when making decisions.

ADVOCACY AT SCHOOL

How often does someone at your school do each of the following?

(Never or hardly ever, about once a week, about 2 or 3 times a week, every day or almost every day)

1. Take an interest in one of my school projects.
2. Discuss with me how well I am doing in my courses.
3. Ask me about any problems I might have at school.

ADVOCACY OUTSIDE OF SCHOOL

How often does someone in your family or community do each of the following?

(Never or hardly ever, about once a week, about 2 or 3 times a week, every day or almost every day)

1. Ask me how well I am doing with my school work.
2. Talk to me about any problems I might have at school.
3. Discuss with me this importance of school success.
4. Ask me how well I am getting along with kids at school.
5. Show interest in my projects.
6. Encourage me to do well at school.

APPENDIX II

Questions Asked in the "Tell Them From Me" Survey

Goal 2:

PARTICIPATION IN CLUBS

In the past four weeks, how often have you:

1. Taken part in art, drama, or music groups; school clubs, such as science, math or chess club, or a school committee, such as student council or the yearbook committee?

PARTICIPATION IN SPORTS

In the past month, how often have you:

1. Played sports WITH a coach or instructor AT SCHOOL, other than in a gym class (e.g. school teams, swimming lessons)?

Goal 3:

EXPECT TO FINISH HIGH SCHOOL

Please indicate how much you agree or disagree with the following statement:

1. I plan to finish high school.

EXPECTATIONS FOR SUCCESS

In our school...

1. Students must work hard to succeed.
2. Teachers encourage students to do better.
3. Teachers expect homework to be done on time.
4. Students are clear about what is expected of them for their courses.
5. Teachers expect us to work hard.
6. Teachers expect all students to do their best work.