

School District No. 63 (Saanich),
WSÁNEĆ, Other First Nations,
Métis and Inuit
Education Enhancement Agreement
(2008-2013)

YEAR THREE REPORT
(2010-2011)



Our Journey Together

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INTRODUCTION

We acknowledge that School District No. 63 (Saanich) operates within the traditional territory of the WSÁNEĆ people, who were signatories of the Douglas Treaty. The first *School District No. 63 (Saanich), WSÁNEĆ, Other First Nations, Métis and Inuit Education Enhancement Agreement*, herein referred to as the Enhancement Agreement, was signed in June 2008. This is the Report for year three of the Enhancement Agreement (2010/11).

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 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 contained in our Education Enhancement Agreement 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, First Nations Staff, Key Staff Members at each school, School Administrators 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.

The Year Four report, "*Our Journey Together*", will be prepared for May 2013 using data from 2011/12 school year.

GOAL 1 - CULTURAL AWARENESS AND RESPECT

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

Rationale:

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

“ All children, non-Aboriginal as well as Aboriginal, should learn the history of this territory, names of places, etc... ”

Key Findings:

Comment at Community Meeting

Evidence demonstrates that:

- There is a high percentage of parents and students who believe personal differences are respected at their school;
- There was a discrepancy between the perceptions of parents and those of the students regarding students' knowledge of Indigenous cultures; this may be explained by students developing a deeper understanding and appreciation of Indigenous cultures through the integration of Indigenous content across the curriculum, as compared to experiencing stand alone units and events. This may not be as visible or apparent to parents as the learning opportunities are integrated;

“ Our students will be among the first generation of Canadians to know the truth about the Indian Residential School System. ”

Secondary Staff Member

- Implementation of the Enhancement Agreement continues to grow and strengthen across the district with more classroom teachers integrating First Nations content and themes into the curriculum;
- Schools are providing opportunities for all students to learn about Indigenous cultures and ways of knowing;
- Throughout the district, the Traditional Territory of the WSÁNEĆ people is regularly acknowledged at gatherings regardless of the size or prominence of the event. It is becoming an integral part of our practice across the district;

GOAL 1 - CULTURAL AWARENESS AND RESPECT

- There was a significant increase in the prevalence of fieldtrips to historical/traditional places and local Indigenous communities to build a deeper understanding and to support student learning related to the local Indigenous peoples culture and history;
- At all levels, there was a significant increase in the number of classes that attended the WSÁNEĆ School Board's Cultural Symposium. More than 16 School District classes attended the symposium held at Tsawout's Cordova Spit;
- One of our Middle schools participated in the Aboriginal Enhancement Schools Network through the Network of Performance Based Schools to explore school inquiry questions focused on incorporating Aboriginal Content into the regular classroom and lessons;
- A higher percentage of non-indigenous students are enrolling in BC First Nations Studies 12 than previous years. Registration in this course was historically low, however this is the second year where full classes were enrolled at all secondary schools. This trend is continuing in the 2012/13 school year;
- First Peoples English 10, 11 and 12 classes were offered at Stelly's;
- SIDES added two new online courses, BC First Peoples English and BC First Peoples English 12, for the fall and are working toward adding more Indigenous Courses in the future; and
- 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.

“ As a Canadian and a human being,
I am so sorry for what happened. ”

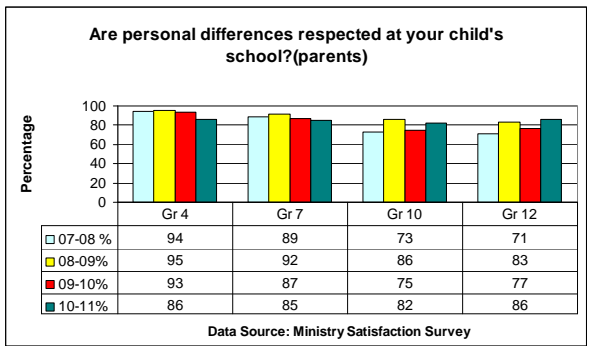
Secondary School Student responding to what
he learned about Residential Schools

NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in SD#63, information from the four communities including the WSÁNEĆ School Board, Enhancement Agreement Committee Members, E.A. Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff, Saanich Native Support Workers, and the Local Education Agreement committee meetings.

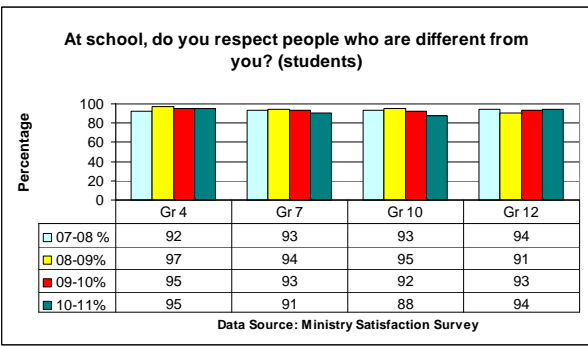
GOAL 1 - CULTURAL AWARENESS AND RESPECT

Expectation (Respect):

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



The 10-11 targets were met for grades 7, 10 and 12.



The 10-11 targets were met for all grade levels.

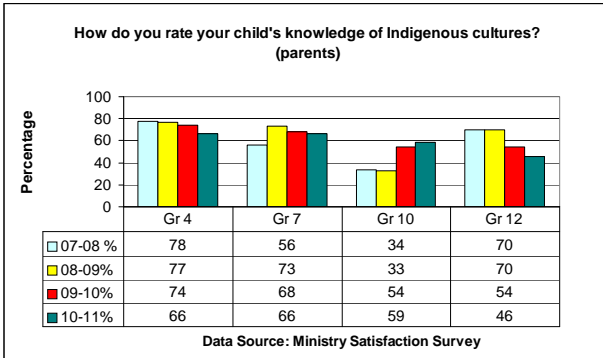
At all levels, there continues to be a high percentage of students who believe they respect people who are different from themselves.

At the grade 10 and 12 levels, there was an increase from the previous year in the number of parents who believed personal differences are respected in our schools; the grade 7 percentage remained constant, while there was a decrease at the grade 4 level.

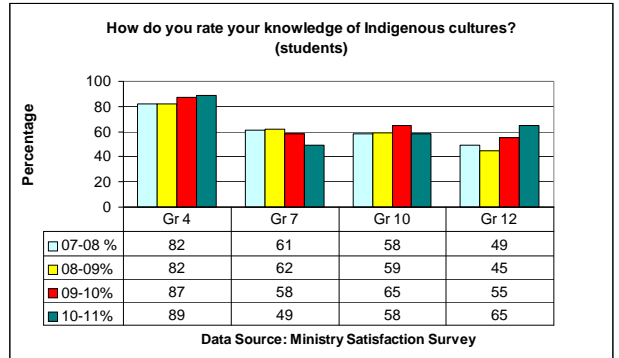
GOAL 1 - CULTURAL AWARENESS AND RESPECT

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.



The 10-11 targets were met for grades 7 and 10.



The 10-11 targets were met for grades 4 and 12.

A higher percentage of grade 4 and 12 students indicated a high level of knowledge of Indigenous cultures.

There was a significant decrease at the grade 7 and 10 levels in students’ ratings of their knowledge of Indigenous cultures.

There was a significant decrease in the number of grade 4 parents who believe their children have a high knowledge of Indigenous cultures. There was also a decrease at the grade 12 level. Results remained the same at the grade 7 level and increased at grade 10.

GOAL 1 - CULTURAL AWARENESS AND RESPECT

Summary of Anecdotal Feedback from Schools:

Elementary:

- Field trips to historical places to learn about traditions of our local First Nations peoples, (e.g., hunting, gathering, medicines, traveling, etc.);
- Acknowledgement of the traditional territory of the WSÁNEĆ people at weekly assemblies;
- Traditional territories map prominently displayed in all school hallways;
- Schools are incorporating First Nations activities into Fun Days; and
- Integration of First Nations content/themes into the various curricular areas is improving.

Middle:

- Schools are showcasing First Nations culture through celebrations as learning opportunities for all students, (e.g., First Nations Celebration Day);
- First Nations teachers spoke to grade 8 classes about personal experiences at Residential Schools;
- A First Nations carver demonstrated his craft for National Aboriginal Day;
- Hoop Dancer Teddy Anderson performed and shared his knowledge about Aboriginal culture;
- Schools are continuing to add pieces to their First Nations art displays;
- Paddles carved by students with resident artists were displayed in the school hallway;
- Guest speakers shared information about Residential Schools and Métis cultural awareness with students;
- National Aboriginal Day Celebrations featured various cultural workshops led by Aboriginal people including weaving, carving, silver carving, storytelling, fry bread, Métis culture, and SENĆOŦEN language; and
- Middle Schools in Saanich received Inservice for the First Nations Teacher Resource Kit now available at each middle school.

Secondary

- SIDES is adding two new online courses to the line up for the fall – BC First Peoples English 11 and BC First Peoples English 12 and are also working on an online version of their current BC First Nations Studies 12 course in the upcoming year;
- Schools are acknowledging the traditional territory at school assemblies, spirit assemblies, awards ceremonies and athletic banquets; and
- SENĆOŦEN Club is being offered to all students and staff.

“ A single field trip to the top of Dean Park (a significant location for WSÁNEĆ people) with Earl Claxton Jr. did more to further students’ understanding and respect for First Nations than any lesson I could provide or any information students could find in a library. ”

~ Synthesized feedback from a secondary school teacher ~

GOAL 1 - CULTURAL AWARENESS AND RESPECT

Strategies/Actions

It is important to acknowledge that school, district, parents/guardians and community members are all working together on strategies and actions to meet this goal.

Together we plan to . . .

- Host district wide events to provide staffs 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.
- Hold 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;
- Increase Indigenous presence in our schools;
- Increase Indigenous representation in Saanich School District workplace;
- Conduct the locally developed parent survey through community meetings and pilot schools;
- Continue to explore the challenges faced by our First Nations communities to develop a deeper understanding and respect as identified by Community members; and
- Increase the opportunities to learn SENĆOŦEN in schools:
 - Work with the SENĆOŦEN Department at the WSÁNEĆ School Board and the Indigenous Education Department at the University of Victoria to encourage more SENĆOŦEN practicum students to Saanich schools.

“ It is important to have opportunities built into district frameworks so that all students can take Indigenous education classes. ”

Community Meeting Member

“ Expanding the SENĆOŦEN language program will further enable students to succeed as leaders and speakers in the community and at ceremonies as well as fulfill their roles as keepers of their culture. ”

Excerpt from 'Expanding SENĆOŦEN Language' Briefing Note

GOAL 2 - SENSE OF IDENTITY AND BELONGING

WSÁNEĆ, 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:

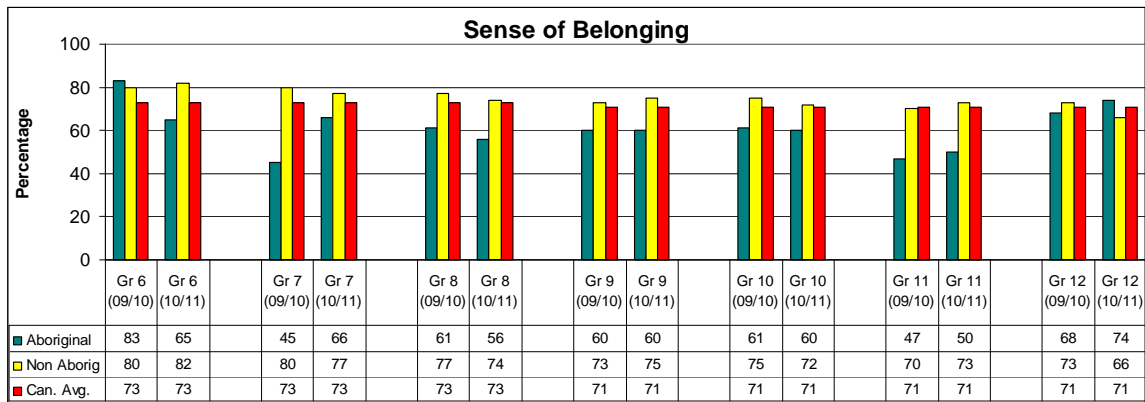
- Growth in some of the indicators related to the goal of Sense of Belonging is encouraging when comparing 2010-11 with the previous year. When comparing across grades, students report a stronger Sense of Belonging, Student-Teacher relationships and Student Relationships and Participation in Clubs than they did in 2009-10;
- There is some evidence (e.g. Relationships, Participation in Sports and Clubs) that students feel a relatively strong Sense of Belonging in their entry years (grades 6 and 9) and their exit years (grades 8 and 12). We feel that this trend may be due in part to the many and successful activities and supports that exist in Saanich as students transition between their elementary/middle, middle/secondary schools, and secondary/post-secondary schools.
- At school assemblies, more schools are regularly acknowledging the traditional territory of the WSÁNEĆ people. As well, Indigenous content is being included more often in the regular classroom lessons;
- Schools are reporting that Indigenous students are feeling a greater sense of identity and belonging within their individual classrooms on a regular basis. This may be due in part to Indigenous students having a place, e.g. Cultural Room, to touch base with a staff member in the morning before school to start their day in a positive way;
- Schools are developing more partnerships with other organizations that lead to leadership and language opportunities to increase student success; and
- Ways to provide cultural support are required in schools where there are few students of Indigenous heritage.

NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in SD#63, information from the four communities including the WSÁNEĆ School Board, Enhancement Agreement Committee Members, E.A. Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff, Saanich Native Support Workers, and the Local Education Agreement committee meetings.

GOAL 2 - SENSE OF IDENTITY AND BELONGING

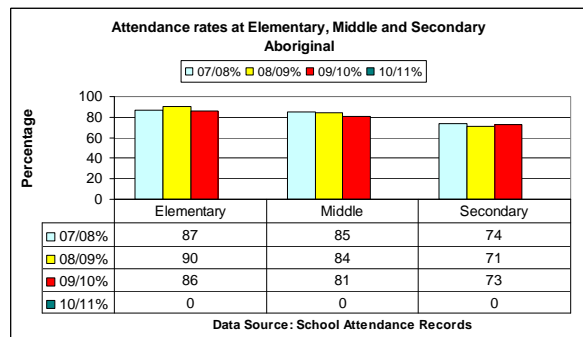
Expectation (Belonging):

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.



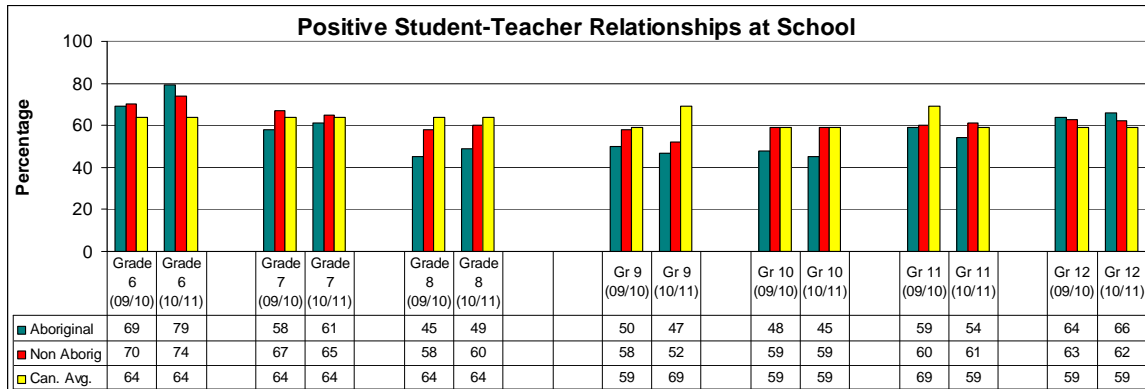
The 10-11 targets were met for grades 6, 7, 9, 10 and 12.

Students report an increase of 9% in Sense of Belonging in 2010-11 versus a decrease of 15% the previous year.

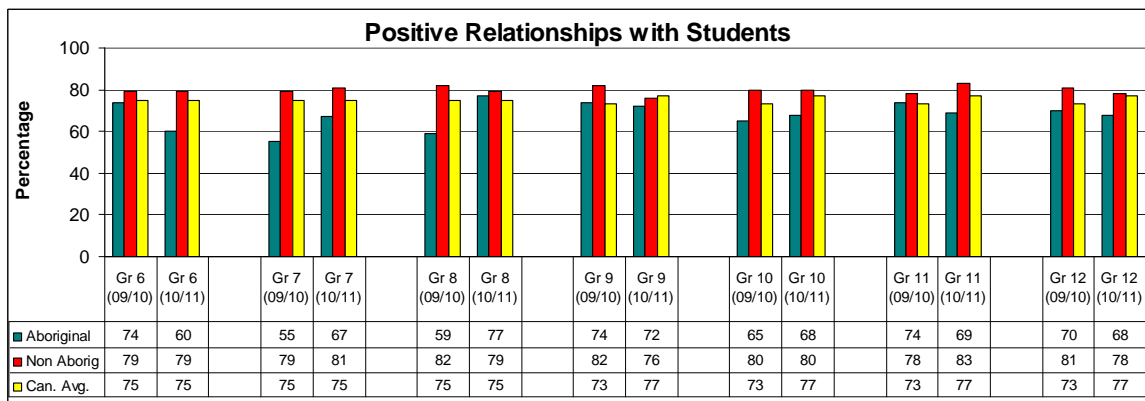


NOTE: Attendance Rates are unavailable for the 10-11 school year due to the changeover to BCeSIS. A new process has been developed to capture this information for the 11-12 school year.

GOAL 2 - SENSE OF IDENTITY AND BELONGING



The 10-11 targets were met for grades 6, 7, and 12.



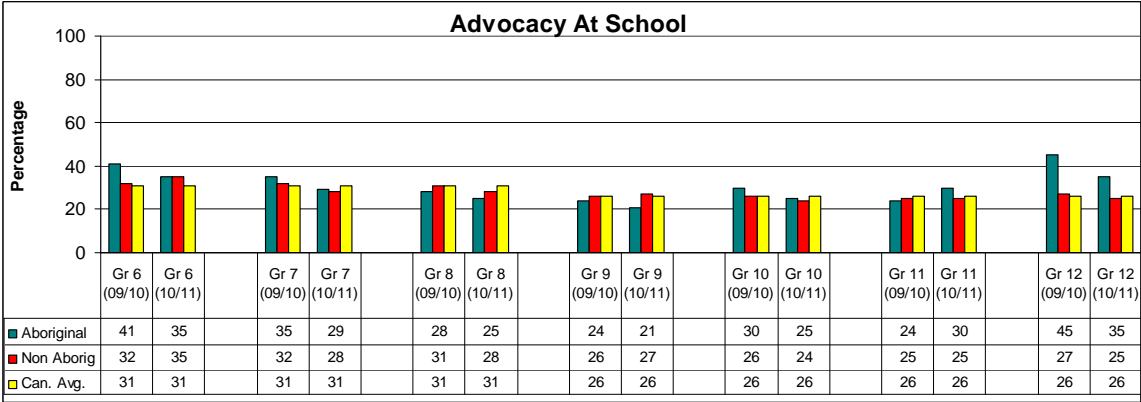
The 10-11 targets were met for all grades.

Students report a consistent decrease in Positive Student-Teacher Relationships from grade 6 to grade 10, and then a consistent rise in grades 11 and 12.

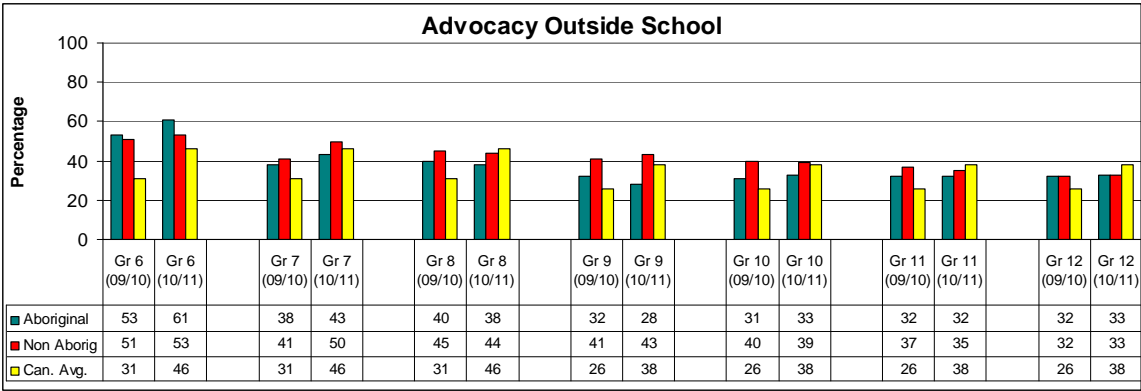
In 2010-11, Middle school students reported significantly higher Positive Student-Teacher Relationships than in 2009-10.

When comparing 2009 with 2010, students report a net increase of 12% in Positive Student Relationships.

GOAL 2 - SENSE OF IDENTITY AND BELONGING



The 10-11 targets were met for grades 6, 7, 11 and 12.

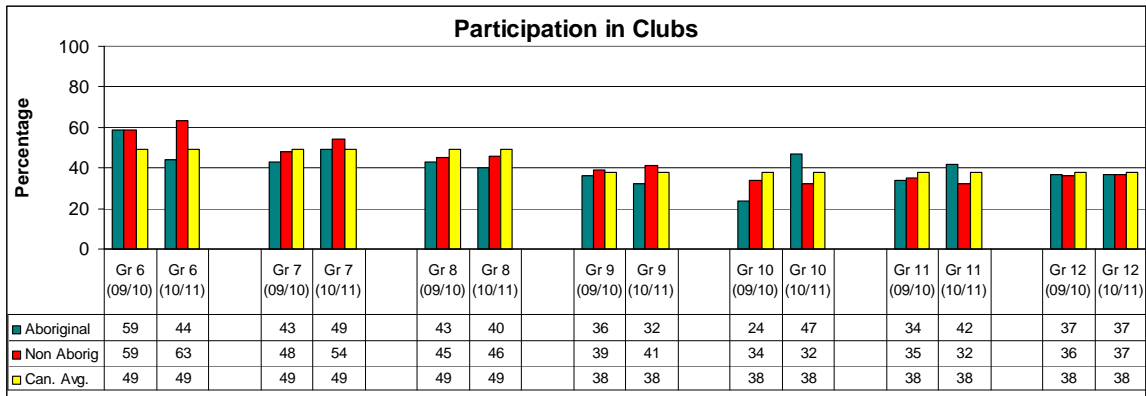


The 10-11 targets were met for grades 6, 7, 8, 10, 11 and 12.

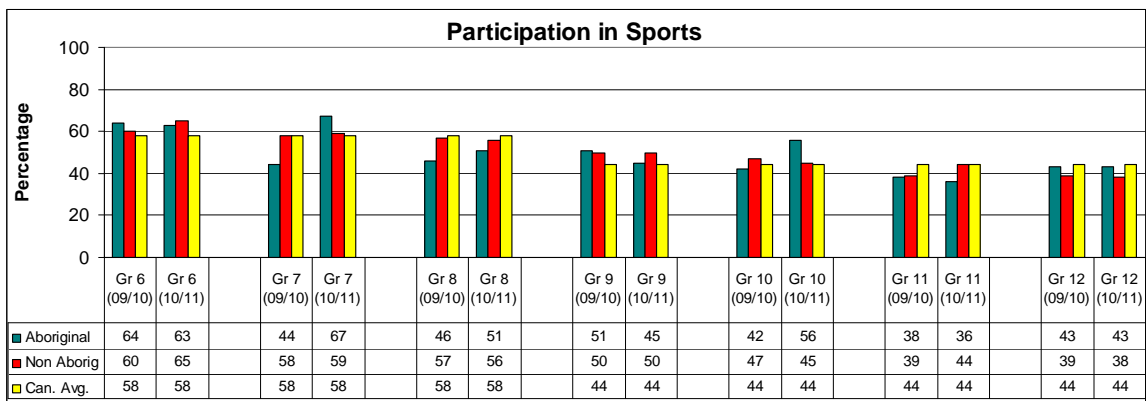
GOAL 2 - SENSE OF IDENTITY AND BELONGING

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 10-11 targets were met for grades 7 and 10.



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

Students report higher Participation in Clubs and in Sports in their entry and early years of middle and secondary school.

GOAL 2 - SENSE OF IDENTITY AND BELONGING

Summary of Anecdotal Feedback from Schools:

Elementary:

- A number of activities assisted students in understanding the culture and history of the WSÁNEĆ people, (e.g., storytelling, wool knitting, singing, First Nations students sharing with others, 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 First Nations students' sense of identity and belonging;
- Acknowledgement of the traditional territory continues;
- Grade 4 students honoured the Grade 5 students at the Farewell Assembly by playing drums. This was to acknowledge their time at the school and to wish them a successful journey to Middle School;
- Integration of First Nations content/themes across curricular areas is improving; and
- The visibility and use of SENĆOŦEN is increasing in schools through clubs, signage, First Nations Departments, singing, etc.

Middle:

- Weekly First Nations gatherings helped develop a sense of community amongst First Nations students;
- SENĆOŦEN students hosted a language workshop for their peers in the district;
- Community Youth Support / Pauquachin Initiative – Two former students returned to mentor First Nations students requiring extra academic support;
- Superintendent's Student Leadership Team comprised of two students (one First Nations representative and one non-First Nations) worked together with other schools in the district;
- Community Members were invited as Guest Speakers at staff meetings; and
- SENĆOŦEN Research Study – UVic Linguistics student assisted SENĆOŦEN students with difficult pronunciations.

Secondary:

- South Island Distance Education School (SIDES) has established two new partnerships with Heiltsuk College (Bella Bella) and the ŁÁU,WELNEW High School at WSÁNEĆ School Board to support the school's expansion of grade offerings;
- A First Nations student participated in the Superintendents' Student Leadership Group, District Task Force and a student panel at a secondary school as well as taking a school leadership role speaking to several Social Studies classes about First Nations Issues; and
- Activities such as SENĆOŦEN Club, Elder visits to the school, and intramural participation helped to increase students' sense of identity and belonging while increasing cultural awareness for other students and staff.

GOAL 2 – SENSE OF IDENTITY AND BELONGING

Strategies/Actions

It is important to acknowledge that school, district, parents/guardians and community members are all working together on strategies and actions to meet this goal.

Together we plan to. . .

- encourage student participation in the Community After School Homework Clubs/Programs on a regular basis (continue);
- create learning cohort opportunities for students to become more successful as they develop a group identity and a renewed sense of belonging (e.g., ZINØO, Phoenix, Cafeteria 12);
- 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;
- contribute to a '*First Nations and Indigenous Feature*' in school newsletters as appropriate;
- find ways to share current District First Nations staff with schools that do not have such expertise;
- implement recognition of students who assist with Indigenous cultural events and activities in their communities for fulfillment of volunteer hours for graduation purposes;
- find ways to share what we are doing with our general parent population, (e.g., PAC, website, newsletter, etc.);
- have an itinerant teacher work with classroom teachers to teach/model integration of First Nations content into curriculum; and
- begin to plan new electives with cultural component (knitting, weaving, carving) in middle and secondary schools, similar to those offered in Camosun and UVic.

“ Allow First Nations students to engage with their peers and be proud of their culture, but don’t always put them in the spotlight as the ‘First Nations Expert’.”

GOAL 3 – SUCCESSFUL TRANSITIONS

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

Rationale:

Saanich School District's WSÁNEĆ and other Indigenous students have had a lower grade to grade transition rate than non-Aboriginal students over the last few years, and it has been noticed by the school district that completion is increasingly more important in today's society.

Key Findings:

Evidence demonstrates that:

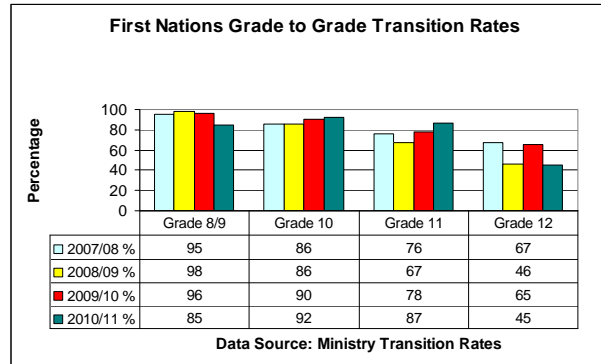
- Students who stay in school until grade 11 tend to graduate/complete grade 12;
- Grade to Grade Transition rates continue to need focused attention in order to improve;
- The number of graduates in Saanich is increasing each year;
- Graduation results in Saanich are greater than the provincial results;
- 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;
- More parents are attending school events;
- Home visits are being conducted on a regular basis for grade 9 students transferring from middle to secondary;
- Summer School intervention programs are assisting in the transition from middle school to secondary (NSMS to Parkland and Bayside and Tribal on to Stelly's); and
- First Nations students are applying in greater numbers to School District #63 Trade programs.

NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in SD#63, information from the four communities including the WSÁNEĆ School Board, Enhancement Agreement Committee Members, E.A. Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff, Saanich Native Support Workers, and the Local Education Agreement committee meetings.

GOAL 3 - SUCCESSFUL TRANSITIONS

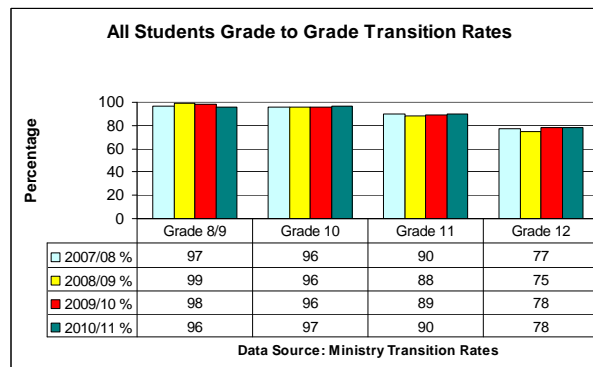
Expectation:

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.

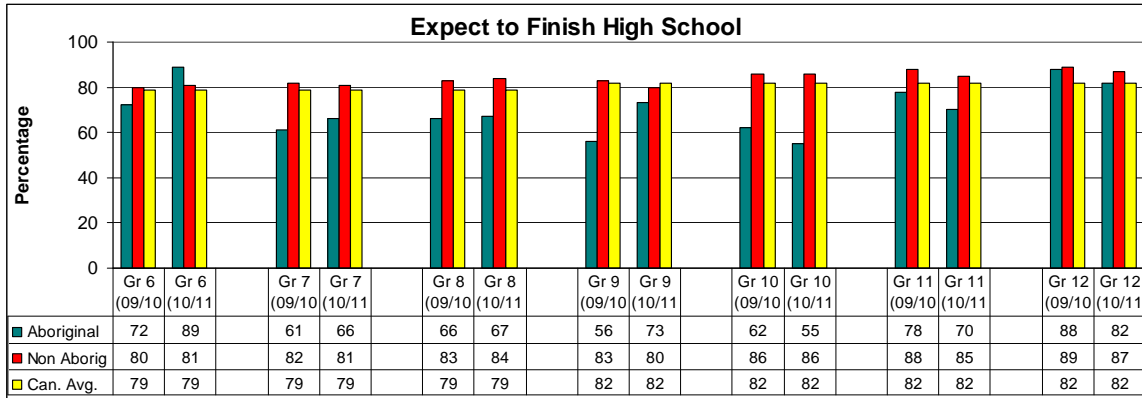


The 10-11 targets were met for grades 10 and 12.

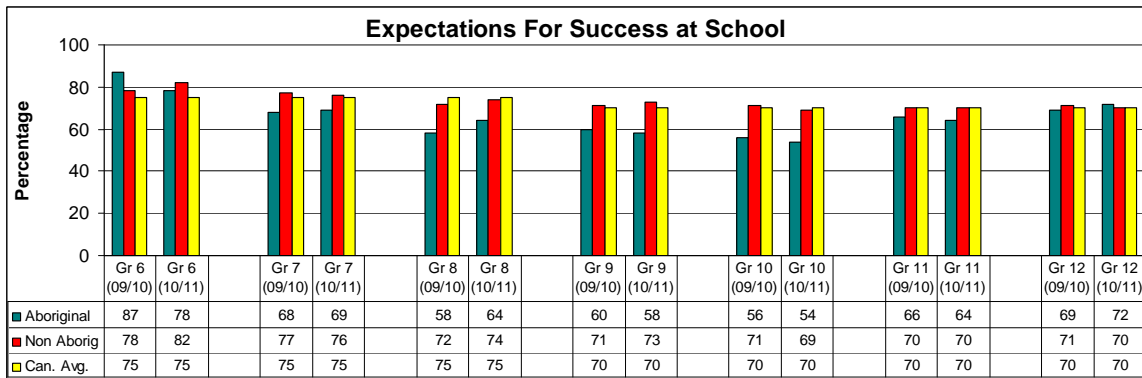
The grade to grade transition rates continue to be a concern this past year, especially at the Grades 8-9 and 11-12 levels. The transition from Grades 9 to 10 and 10 to 11 have improved. Perhaps one reason for the decline at Grade 9 is that more students leave the school district to attend EAU, WELNEW Tribal School.



GOAL 3 - SUCCESSFUL TRANSITIONS



The 10-11 targets were met for grades 6, 9, 11 and 12.



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

Data demonstrates the lowest percentage of students in Grade 10 regarding 'expecting to finish high school'. This is concerning, and yet not unexpected since Grade 10 is a difficult and demanding year with the additional pressure of provincial exams.

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/%	Target
English 9	20/25 = 80%	18/21 = 86%	25/33 = 76%	21/31 = 68%	87%
Math 9			8/18 = 44%	32/43 = 74%	75%
Science 9	19/27 = 70%	20/28 = 71%	20/28 = 71%	18/30 = 60%	75%

Data Source: Secondary Report Cards

The 10-11 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/%	Target
English 10	15/23 = 65%	19/32 = 59%	16/33 = 48%	8/13 = 62%	70%
Math 10 Apprenticeship & Workplace	6/8 = 75%	6/7 = 86%	5/7 = 71%	8/13 = 73%	80%
Math 10 Foundations	5/7 = 71%	Too few students to compare		5/6 = 94%	75%
Science 10	15/25 = 60%	19/28 = 68%	18/27 = 67%	14/18 = 78%	70%
Socials 10	24/28 = 86%	32/37 = 86%	30/36 = 83%	16/17 = 94%	90%

Data Source: Secondary Report Cards

The 10-11 Targets were met for Math 10 Foundations, Science 10 and Socials 10.

Grade 10 Social Studies results are strong (94%) and this speaks to the importance of providing culturally relevant curriculum in this course.

GOAL 3 – SUCCESSFUL TRANSITIONS

Summary of Anecdotal Feedback from Schools:

Elementary:

- Middle school staff participated in various events to build relationships with students in grade 5 to support a smooth transition (e.g., Elders Tea, Unveiling Ceremony, Honour your Health Challenge Dinner, visits to middle schools);
- Parents were encouraged to register children for Kindergarten earlier in the process and to participate in orientation activities;
- 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.); and
- Transition between public school and the tribal school is supported by personal contact between the principal and teachers.

Middle:

- Summer literacy/numeracy camp for First Nations students offered in their communities; and
- Families of grade 7 students were invited to lunch to learn about grade 8 and asked to complete the Ministry Satisfaction Survey to help increase participation.

Secondary:

- Grade 8 students participated in transition activities where they met key staff members and toured the high school;
- Summer school camps for First Nations students offered in the communities; and
- Grade 12 transition activities included post secondary instruction visits, career fairs and family dinners to talk about career opportunities.

“ Through QENT E TFE SOŁ ŁTE, First Nations, Metis and Inuit students will develop a plan for their future based on their hopes, dreams and strengths. The result will be that each student will have a clear direction and reason to stay in school with a plan for successful transition to post secondary or the workforce. ”

Adapted from QENT E TFE SOŁ ŁTE
(Choosing a Path For the Future)
Camosun College Aboriginal Community
Project with School District #63

GOAL 3 – SUCCESSFUL TRANSITIONS

Strategies/Actions

It is important to acknowledge that school, district, parents/guardians and community members are all working together on strategies and actions to meet this goal.

Together we plan to . . .

- develop stronger connections with post secondary institutions and the world of work for all completion cohorts (6, 7 and 8 year cohorts);
- develop a mentorship program for students transitioning from grade 8 to grade 9;
- 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 SENĆOŦEN language program from middle to secondary and encourage language clubs;
- involve the District Student Advocate to connect Indigenous students to their educational programs (continue);
- work with Graduation Improvement Team (GRIT) and Saanich Peninsula Education Community Committee (SPEC) (continue);
- create 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 TFE SOŁ ŁTE ('Choosing A Path for the Future'));
- 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);
- increase 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;
- work with communities regarding various graduation pathways for secondary students in collaboration with WSÁNEĆ School Board;
- continue to support Summer School programs at Tsawout (2011), Tsartlip (2012) and Pauchaquin (2011 and 2012) and involve other interested communities as requested; and
- support 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: 80% Grade 12: 80%
1.2	At school, do you respect people who are different from you? (students)	Grade 4: 93% Grade 7: 93% Grade 10: 92% Grade 12: 93%
1.3	How do you rate your child's knowledge of Indigenous cultures? (parents)	Grade 4: 74% Grade 7: 68% Grade 10: 50% Grade 12: 70%
1.4	How do you rate your knowledge of Indigenous cultures? (students)	Grade 4: 87% Grade 7: 60% Grade 10: 65% Grade 12: 55%
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: 92% Middle : 87% Second: 76%
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: 70% Grade 12: 50%
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: 87% Math 9: 80% PrePrin: 52% Science 9: 75%
3.6	Course Pass Rates – Grade 10	English 10: 70% MA10 AW: 80% MA10 F: 75% Science 10 :70% SS 10: 90%

APPENDIX II: Questions asked in the 'What Did You Do In School Today' Survey

GOAL 2 Questions:

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 feel teachers are responsive to their needs, and encourage independence with a democratic approach.

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 have friends at school they can trust and who encourage them to make positive choices.

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. My friends push me to do foolish things.
5. I value my friends' opinions when making decisions.

ADVOCACY AT SCHOOL

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

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

Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

Students use the time references below to respond to 3 questions: e.g. 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. Help me with my homework.
2. Discuss with me how well I am doing in my courses.
3. Ask me about any problems I might have at school

PARTICIPATION IN SCHOOL CLUBS

The TTFM measure of participation in school Clubs is based on a single question that asks students:

In the past month, how often have you:

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

The online report simply indicates the percentage of students that participated at least once a week.

PARTICIPATION IN SPORTS

The TTFM measure of Participation in Sports is based on a single question that asks students:

In the past month, how often have you:

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

The online report simply indicates the percentage of students that participated at least once a week.

Goal 3 Questions:

EXPECT TO FINISH HIGH SCHOOL

The TTFM measure of Educational Aspirations – Finishing High School is based on students' responses to a statement regarding whether they plan to finish high school.

The question is: Please indicate how much you agree or disagree with the following statement: I plan to finish high school.

EXPECTATIONS FOR SUCCESS AT SCHOOL

The TTFM measure of Expectations for Success uses the following six statements to assess the extent to which school staff value academic achievement and hold high expectations for all students:

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. Schools with high 'academic press' place a strong emphasis on academic skills.