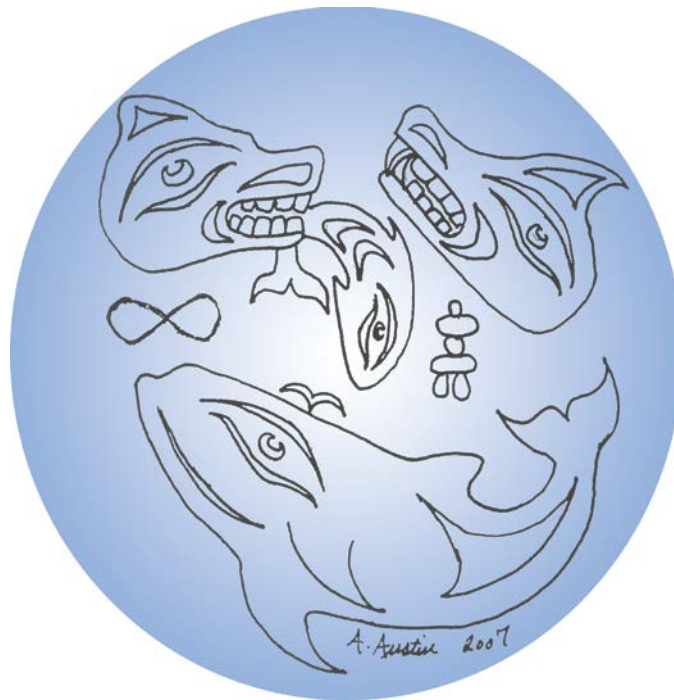


School District No. 63 (Saanich),  
WSÁNEĆ, Other First Nations,  
Métis and Inuit  
Education Enhancement Agreement  
(2008-2013)

**YEAR FOUR REPORT**  
(2011-2012)



***Our Journey Together***

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# INTRODUCTION

We acknowledge that School District No. 63 (Saanich) operates within the traditional territory of the əSÁNEÇ people, who were signatories of the Douglas Treaty. The first *School District No. 63 (Saanich), əSÁNEÇ, 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 four of the Enhancement Agreement (2011/12).

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, 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 Five, 2008-2013 Summary Report, "*Our Journey Together*", will be prepared for May 2014 using data from 2012/13 school year.

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

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

## Rationale:

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

## Key Findings:

Evidence demonstrates that:

- 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;
- Acknowledgement of the traditional territory of the əSÁNEÇ peoples is becoming 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;
- There continues to be an 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;
- Schools continue to participate in the Aboriginal Enhancement Schools Network through the Network of Performance Based Schools to explore school inquiry questions focused on incorporating Indigenous 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;

**“ The invitation to the local First Nations community really helped to increase our staffs' understanding of the local culture and traditions. ”**

## GOAL 1 - CULTURAL AWARENESS AND RESPECT

- South Island Distance Education School (SIDES) has BC First Peoples English and BC First Peoples English 12 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.

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

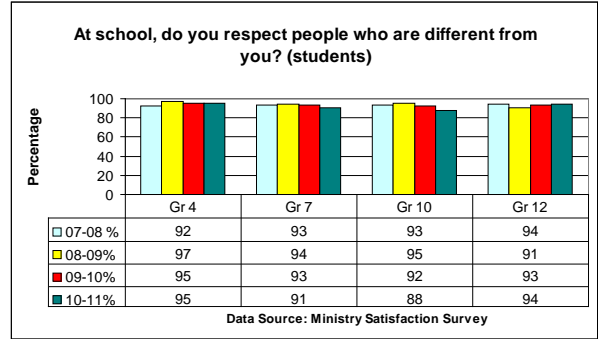
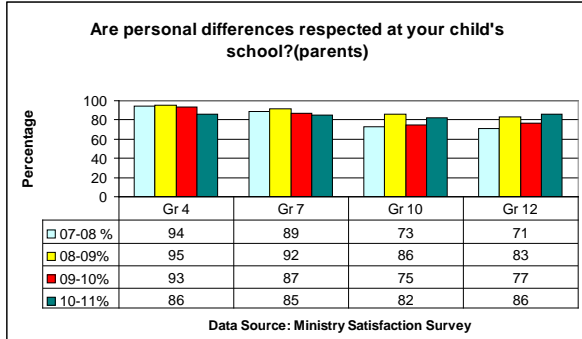
**Secondary Staff Member**

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 əSÁNEÇ School Board, Enhancement Agreement Committee Members, Enhancement Agreement Implementation Team, Ministry Satisfaction Surveys, information received through First Nations 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 a greater respect for personal differences. Students will demonstrate a greater respect for personal differences.



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

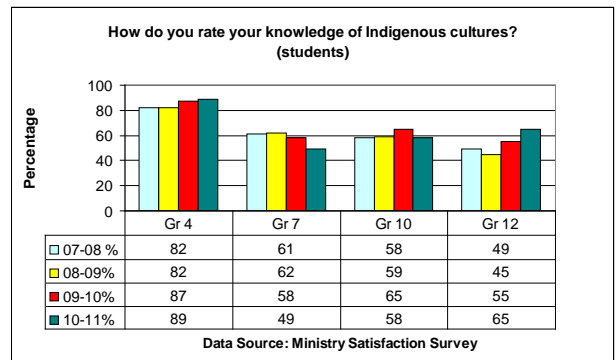
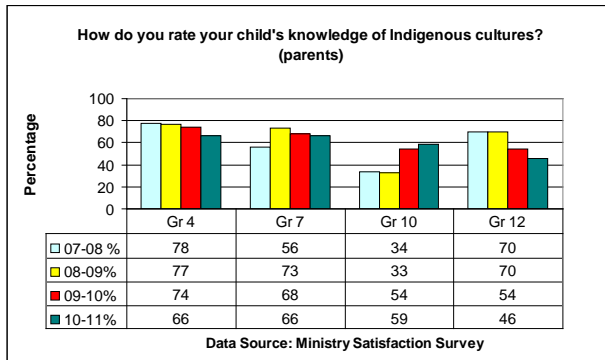
Data is not available for the 2011/12 year due to job action.

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

Due to labour challenges during the 2011/2012 school year, Saanich students did not complete the Ministry Satisfaction Survey. We will compare the data in the Year 5 Report to previous results and identify key findings.

## 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.

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

# GOAL 1 - CULTURAL AWARENESS AND RESPECT

## Summary of Anecdotal Feedback from Schools:

### Elementary:

- Integration of First Nations content/themes into the various curricular areas continues to grow;
- 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 əSÁNEÇ people at weekly assemblies and other school events; and
- Schools are incorporating First Nations activities into all areas including special events such as Fun Days and Sport Days.

### Middle:

- Schools are showcasing First Nations culture through celebrations as learning opportunities for all students and staff;
- Schools are continuing to add to their First Nations art displays;
- Guest speakers shared information about their culture and traditions, Residential Schools, Métis cultural awareness; and
- National Aboriginal Day Celebrations featured various cultural workshops led by Aboriginal people including weaving, carving, silver carving, storytelling, Métis culture, and SENÇOFEN language.

### Secondary

- SIDES is now offering BC First Peoples English 12, BC First Nations Studies 12 as a part of their course offering;
- Schools, trustees and district staff are acknowledging the traditional territory at school assemblies, special events, graduation, and many other events across the district;
- A SENÇOFEN week, with guests and special events, was hosted to celebrate the arrival of SENÇOFEN to the secondary school; and
- Students and staff attended the Truth and Reconciliation Commission event in Victoria.

**“ Expanding the SENÇOÍEN 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 SENÇOÍEN Language’ Briefing Note**

# 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. . .

- 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;
- 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.
- Increase Indigenous presence in our schools;
- Increase Indigenous representation in Saanich School District workplace;
- Continue 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
- Increase the opportunities to learn SENÇOFEN in schools:
  - Work with the SENÇOFEN Department at the əSĀNEÇ School Board and the Indigenous Education Department at the University of Victoria to encourage more SENÇOFEN practicum students to Saanich schools.

**“The children are happy learning their language.”**

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

**Community Meeting Member**



## GOAL 2 - SENSE OF IDENTITY AND BELONGING

**èSÁNEÇ, 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:

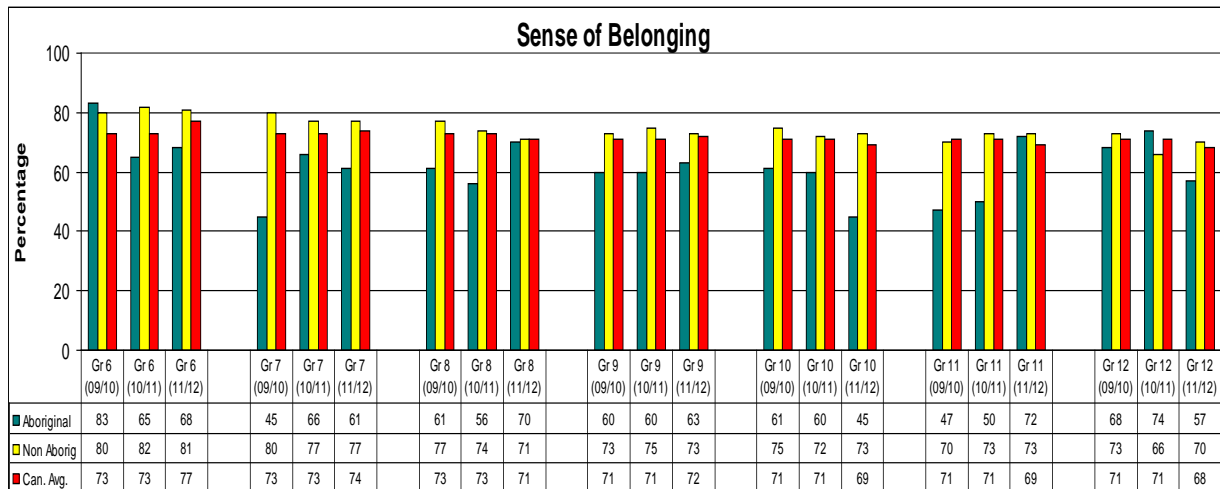
- Growth in some of the indicators related to the goal of Sense of Belonging is encouraging when comparing 2011-12 with the previous year. When comparing across grades, students report a stronger Sense of Belonging in grades 6, 8, 9 and 11 and a decrease in grades 7, 10 and 12;
- Positive Student-Teacher relationships continue to increase in grades 8 to 10 while maintaining in grade 11;
- At school assemblies, all schools are regularly acknowledging the traditional territory of the èSÁNEÇ 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 continue to develop and strengthen 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 School District No. #63 (Saanich), information from the four communities including the èSÁNEÇ School Board, Enhancement Agreement Committee Members, Enhancement Agreement Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff and the Local Education Agreement committee meetings.

# GOAL 2 - SENSE OF IDENTITY AND BELONGING

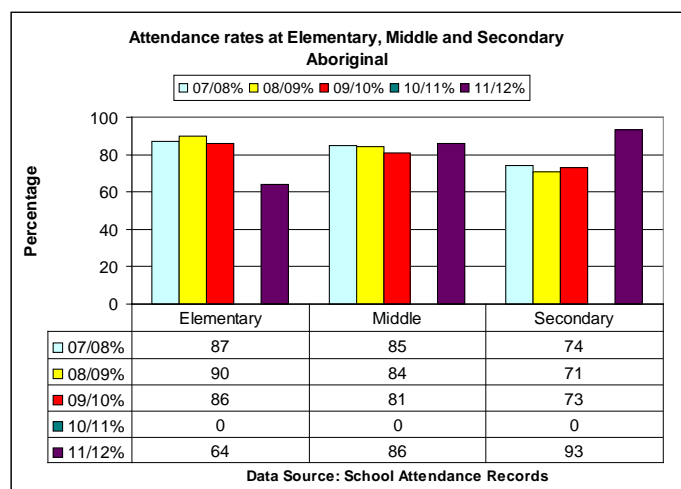
## Expectation (Belonging):

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.



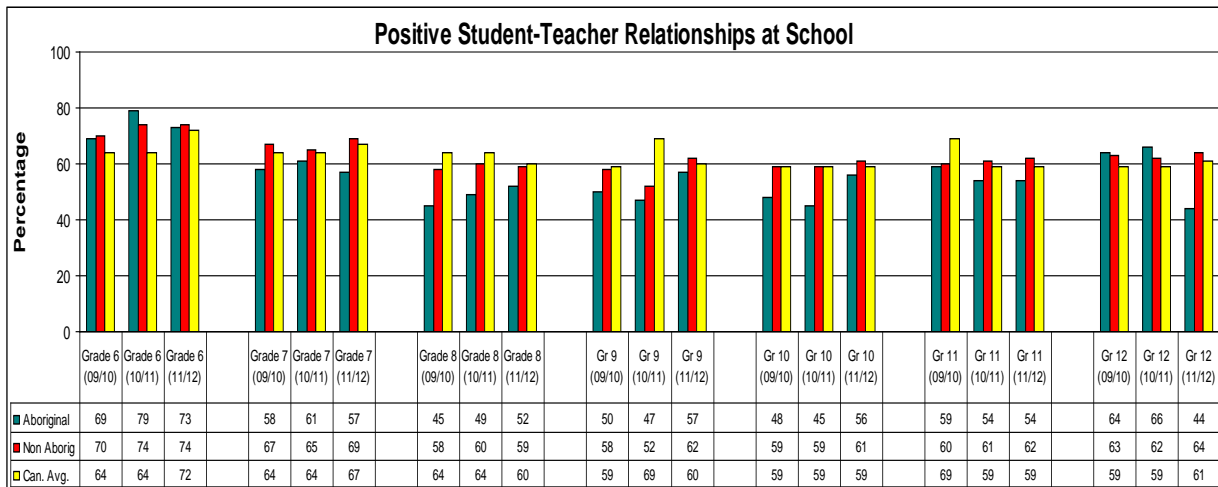
The 11-12 targets were met for grades 6, 8, and 11.

The overall average of student in grade 6 to 12 report an increase of 1% in Sense of Belonging in 2011-12.



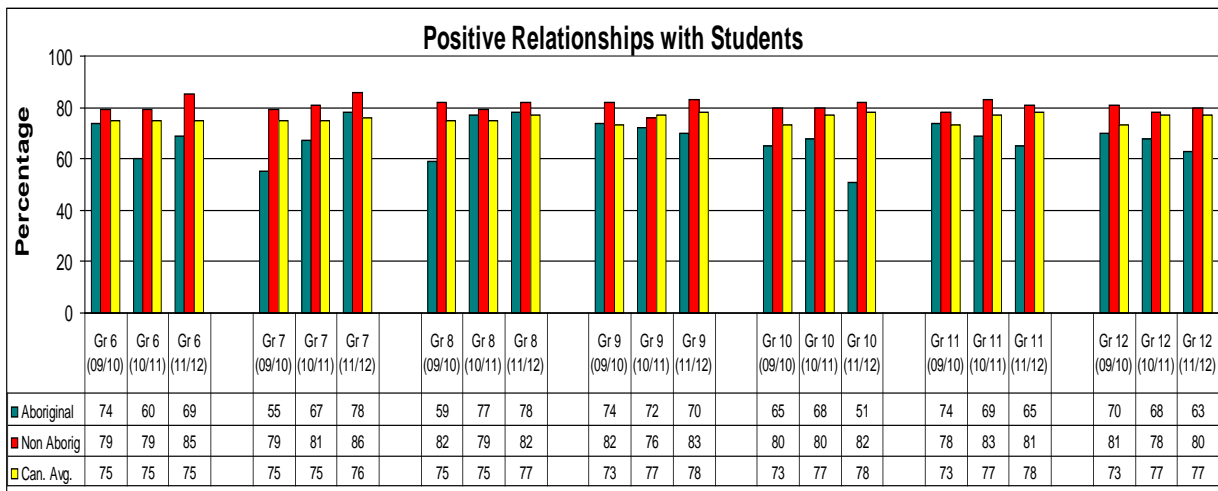
NOTE: Attendance Rates were unavailable for the 10-11 school year due to the changeover to BCeSIS.

# GOAL 2 - SENSE OF IDENTITY AND BELONGING



The 11-12 targets were met for grades 6.

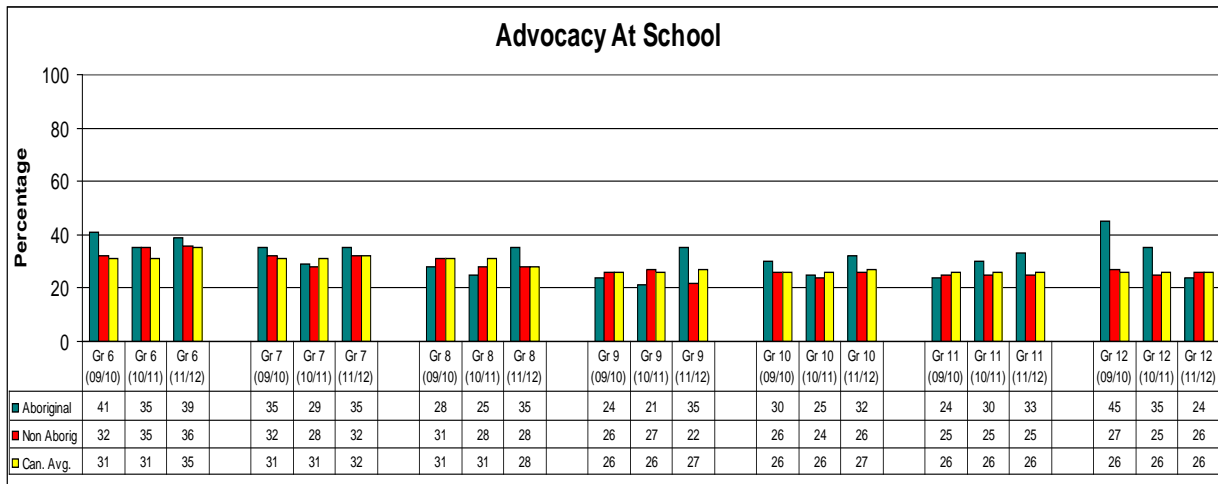
Taking all grades into consideration, students report an average 2% decrease in Positive Student-Teacher Relationships at School in the 2011-12 year.



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

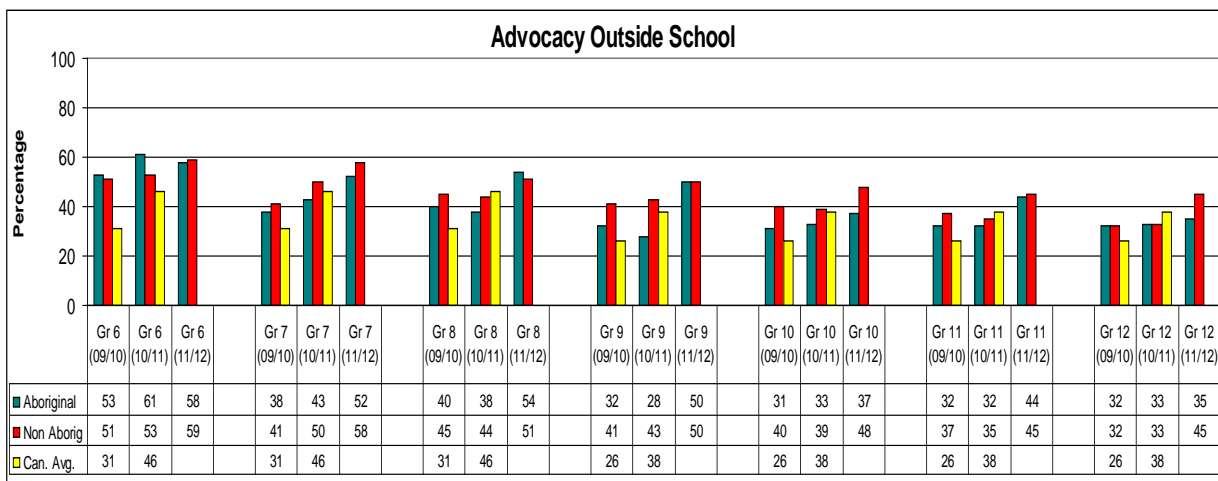
In 2011-12, students report a consistent increase in relationships with other students for Grade 6, 7 and 8 while Grades 9, 10, 11 and 12 have reported a decrease.

# GOAL 2 - SENSE OF IDENTITY AND BELONGING



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

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



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

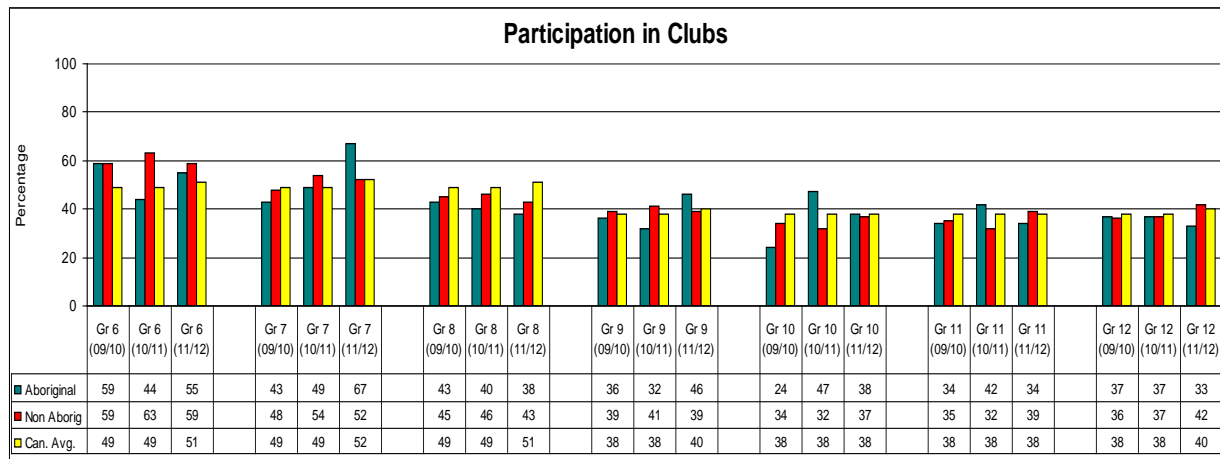
The 11-12 targets were met for all grades.

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

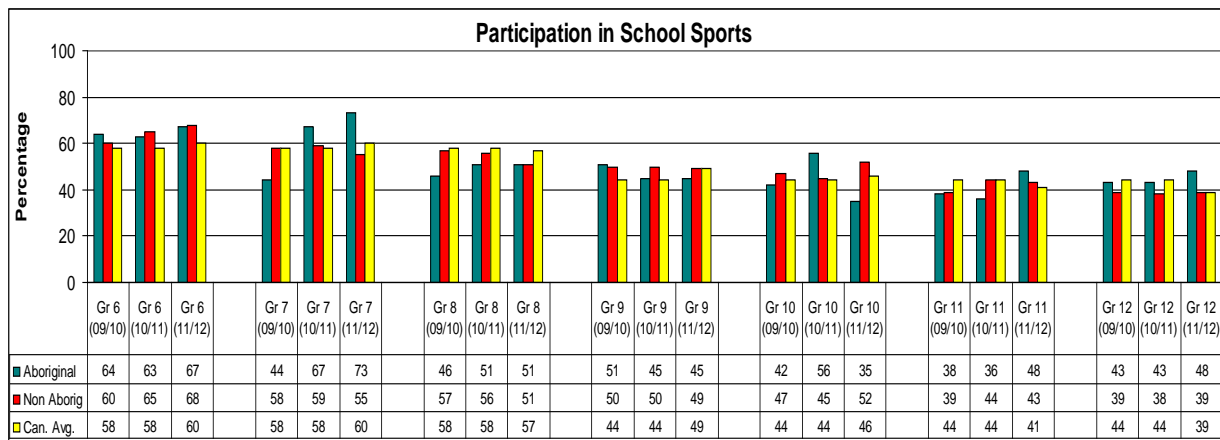
## Expectation (Participation):

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



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

In 2011-12, there was an increase in student Participation in Clubs at School for grade 6 and 7 students. Grades 8, 10, 11 and 12 report a decrease in Participation in Clubs at school. Although Grade 9 student targets (50%) were not met, there was a 43.75% increase in the number of students Participating in Clubs at school over the 2010/11 school year.



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

Targets were met for grade 6 to 8 students. There was an increase in the level of Participation in School Sports over the 2011-12 year in grades 6 to 9 and 11 and 12.

## GOAL 2 - SENSE OF IDENTITY AND BELONGING

### Summary of Anecdotal Feedback from Schools:

#### **Elementary:**

- Book Choice – teachers are using more stories or books with First Nations content;
- More teachers are connecting curriculum to local Indigenous communities;
- A number of activities assisted students in understanding the culture and history of the əSÁNEÇ 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 at school events;
- Integration of Indigenous content/themes across curricular areas is expanding;
- The visibility and use of SENÇOFEN is increasing in schools through clubs, signage, First Nations Departments, singing, etc.; and
- Teachers are sharing current events/photos with students about the Indigenous communities in the news, e.g. Artists, ceremonies, events, etc.

#### **Middle:**

- Weekly First Nations gatherings helped develop a sense of community amongst First Nations students;
- Integration of Indigenous content/themes across curricular areas is expanding;
- Community Members were invited as Guest Speakers at staff meetings; and
- An increase in the number of students participating in extra-curricular activities.

#### **Secondary:**

- Activities such as SENÇOFEN 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;
- Integration of Indigenous content/themes across curricular areas is expanding;
- Opportunities for Indigenous students to work with and learn from Elders; and
- Momentum Life Skills Program created to help Indigenous students re-connect to their school.

## 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 . . .

- find ways to share current District First Nations staff with schools that do not have such expertise;
- create learning cohort opportunities for students to become more successful as they develop a group identity and a renewed sense of belonging (e.g., ZINçO, 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;
- implement recognition of students who assist with Indigenous cultural events and activities in their communities for fulfillment of volunteer hours for graduation purposes;
- continue to encourage student participation in the Community After School Homework Clubs/Programs on a regular basis;
- 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
- 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.

“ We are developing a Community Spirit. We need this to create the connection that will help the students feel that sense of belonging. ”

Tsartlip Elder

## GOAL 3 – SUCCESSFUL TRANSITIONS

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

### Rationale:

Saanich School District's əSÁNEÇ 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:

- More parents are attending school events;
- Home visits are being conducted on a regular basis 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 LAU, WEL NEW Tribal School on to Stelly's Secondary); and
- First Nations students are applying in greater numbers to School District #63 Trade programs.
- One hundred percent (100%) of students enrolled in English 12 or BC First Nations 12 passed.

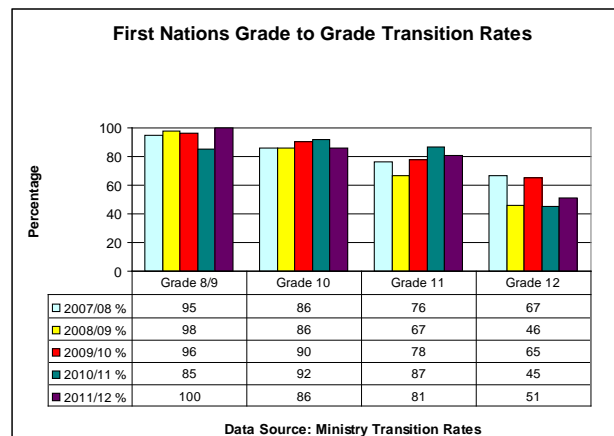
NOTE: Evidence sources for this report include feedback and anecdotal information from all schools in School District No. 63, information from the four communities including the əSÁNEÇ School Board, Enhancement Agreement Committee Members, Enhancement Agreement Implementation Team, Ministry Satisfaction Surveys, information received through First Nations staff and the Local Education Agreement committee meetings.



# GOAL 3 - SUCCESSFUL TRANSITIONS

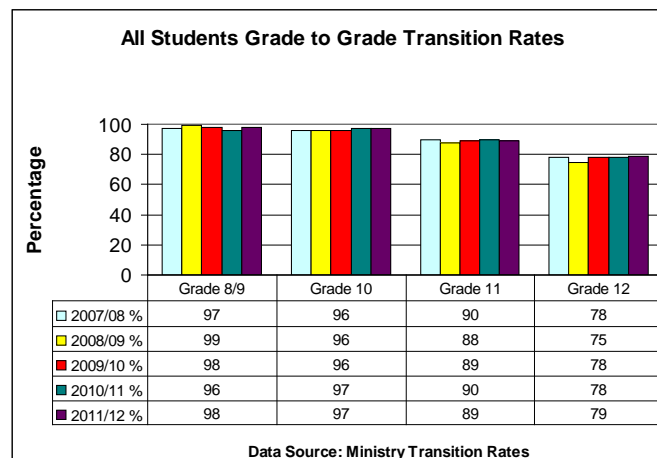
## Expectation:

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.

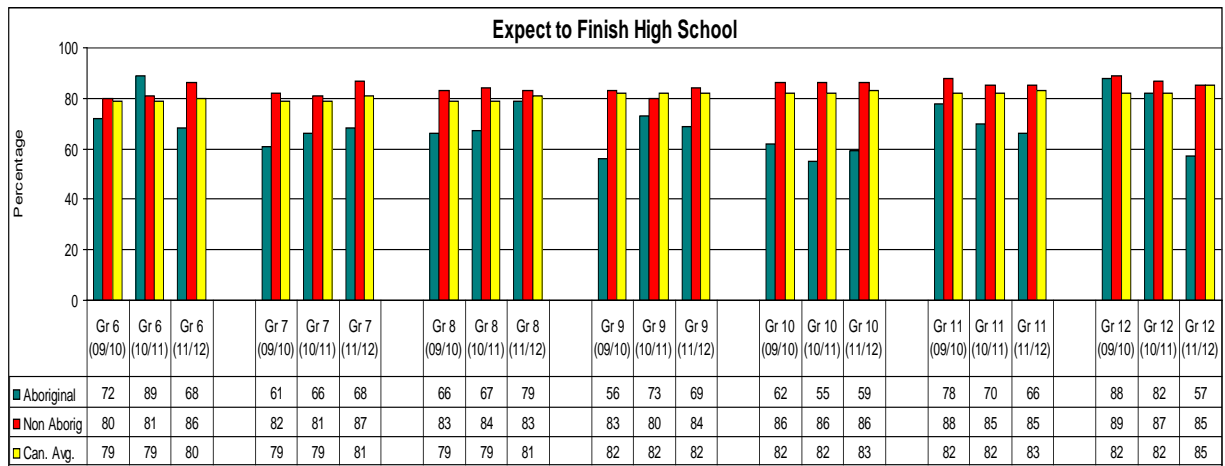


The 11-12 targets were met for grade 8 and 9.

The grade to grade transition rates continue to be a concern this past year, especially at the Grades 10 and 11 levels as they declined. The transition at Grade 8, 9 and 12 have improved. The Grade 8/9 transition rate was successful with 100% of students transitioning to the next grade.

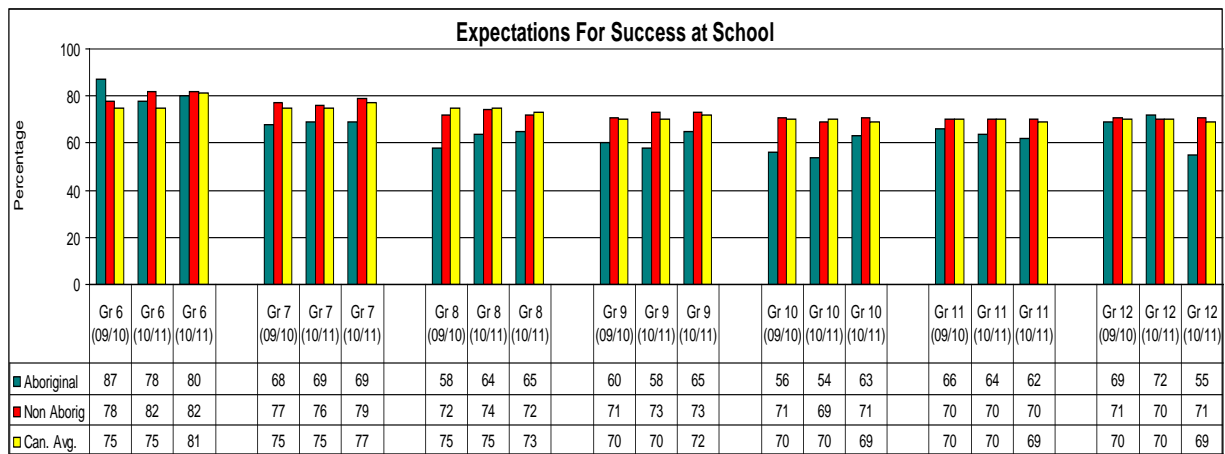


# GOAL 3 - SUCCESSFUL TRANSITIONS



The 11-12 targets were met for grades 8.

Data demonstrates the lowest percentage of students in Grade 12 regarding 'expecting to finish high school'. This is concerning, and yet not unexpected since Grade 12 is a difficult and demanding year with the additional pressure of provincial exams.



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

Data demonstrates the lowest % 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.

## 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/%	Target
English 9	20/25 = 80%	18/21 = 86%	25/33 = 76%	21/31 = 68%	18/40 = 45%	50%
Math 9			8/18 = 44%	32/43 = 74%	19/41 = 43%	50%
Science 9	19/27 = 70%	20/28 = 71%	20/28 = 71%	18/30 = 60%	24/41 = 59%	75%

Data Source: BCeSIS Course Mark Report

The 11-12 Targets were not met for these courses.

### 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/%	Target
English 10	15/23 = 65%	19/32 = 59%	16/33 = 48%	8/13 = 62%	15/26 = 58%	70%
Math 10 Apprenticeship & Workplace	6/8 = 75%	6/7 = 86%	5/7 = 71%	8/13 = 73%	13/20 = 65%	70%
Math 10 Foundations	5/7 = 71%	Too few students to compare		5/6 = 94%	8/11 = 73%	75%
Science 10	15/25 = 60%	19/28 = 68%	18/27 = 67%	14/18 = 78%	17/28 = 61%	70%
Socials 10	24/28 = 86%	32/37 = 86%	30/36 = 83%	16/17 = 94%	22/29 = 76%	80%

Data Source: BCeSIS Course Mark Report

The 11-12 Targets were not met for these courses.

## 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 (2011/12)

<b>6 Year Dogwood Completion</b>			
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%

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

<b>School Completion (Evergreen)</b>				
07-08	08-09	09-10	10-11	11-12
6 students	7 students	2 students	1 student	1 student

\* As noted in the *Superintendent's Annual Report on Student Achievement (2012-2013)*, First Nations Students: Ministry reported rate 40% (down from 43%), Saanich adjusted rate\* 57% (down from 59%).

## 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);
- Parents were encouraged to register children for Kindergarten earlier in the process and to participate in orientation activities; and
- Transition between public school and the LAU, WEL NEW 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;
- Grade 5 visit to Bayside to meet First Nations staff and participate in a SENÇOƆEN class; and
- Transition between elementary and secondary school was supported by First Nation Department 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 First Nations 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; and
- Students successfully participated in TASK (Trades Awareness Skills & Knowledge Program).

“ I was happy with the transition for my kids. It made a difference for them to know kids at middle school when moving from elementary. ”

Parent at Education Enhancement Agreement Community Meeting

## 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 graduation 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;
- continue to expand the SENĆOŦEN language program within our schools and encourage language clubs;
- continue to involve the District Student Advocate to connect Indigenous students to their educational programs;
- work with Graduation Improvement Team (GRIT) and the Saanich Peninsula Education Community Committee (SPEC) to continue to support student engagement and success;
- 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 SO- -TE ('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 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;
- work with communities regarding various graduation pathways for secondary students in collaboration with the ƛSÁNEÇ School Board;
- continue to support Summer School programs in the local First Nations communities and 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: 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%
1.3	How do you rate your child's knowledge of Indigenous cultures? (parents)	Grade 4: 74% Grade 7: 68% Grade 10: 59% Grade 12: 50%
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: 70% 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: 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 '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.