

## SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

### Student growth and achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
<b>Advance First Nations, Métis, and Inuit student success</b>  Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<ul style="list-style-type: none"> <li>First Nations, Métis and Inuit learners are successful.</li> <li>Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation.</li> <li>Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.</li> <li>Enhance relationship-building between Indigenous communities and schools through community-based supports.</li> <li>Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students.</li> <li>Support partners to gather, analyze and share Indigenous education data to monitor student success.</li> <li>The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success.</li> <li>Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</li> <li>Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success.</li> <li>Measures indicate improvements in attendance, achievement, and high school completion.</li> <li>Learners share positive experiences and conditions for success.</li> <li>Learners experience respectful and reciprocal relationships with their school community.</li> </ul>

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

- Learning Outcomes (PAT & Diploma):**
  - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
  - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

**SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2021-2022	67	67	67	67	33
2022-2023	67	33	33	67	33
2023-2024	33	67	67	67	67
2024-2025	50	50	50	50	100
Evaluation	Low	Low	Low	Low	Very High

**Common Numeracy Assessment: First Nations, Métis, and Inuit Students Grade 4-9 EICS Numeracy Assessment**

Grade	4	5	6
2021-2024	n/a	n/a	n/a
2024-2025	n/a	50	n/a
Evaluation	n/a		n/a

**Intellectual Engagement Survey: First Nations, Métis, and Inuit Students**

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2021-2022	100%	81%	75%	100%	38%	63%	75%
2022-2023	100%	60%	83%	67%	80%	50%	60%
2023-2024	73%	75%	77%	93%	70%	70%	80%
2024-2025	100%	100%	100%	100%	100%	100%	0%
Evaluation	Very High	Very High	Very High	Very High	Very High	Very High	Low

**AEA Measures for FNMI Students**

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acc	Exc	Acc	Exc
2020-2021						
2021-2022						
2022-2023						
2023-2024						

2024-2025 (FSD)						
2024-2025 (Prov)						
Achievement						
Improvement						



## Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2021-2022 Baseline	67%		67%		67%		67%		33%		33%		67%		33%		33%	
2022-2023	78%	60%	63%	40%	68%	80%	73%	80%	85%	100%	51%	40%	82%	100%	80%	100%	88%	
2023-2024	80%	60%	65%	40%	65%	60%	80%	60%	85%	60%	84%	60%	83%	80%	79%	80%	87%	
2024-2025	74%	100%	64%	n/a	54%	n/a	70%	100%	76%	100%	60%	100%	77%	100%	69%	n/a	85%	n/a
Evaluation	I	VH	I	n/a	L	n/a	I	VH	H	VH	L	VH	H	VH	I	n/a	VH	n/a
VL – Very Low      L – Low      I – Intermediate      H – High      VH – Very High																		

## KEY INSIGHTS FROM RESULTS ANALYSIS

### Areas of Strength

#### Student Experience and Belonging:

- Indigenous students report strong connections within the school community. 100% indicate positive peer relationships, feel that Truth and Reconciliation is a priority, and affirm that staff hold high expectations for their success.

#### Integration of Indigenous Perspectives:

- 85% of students report that teachers share Indigenous perspectives in their teaching. Cultural belonging scores for self-identified Indigenous students are consistently high, reflecting meaningful efforts to embed Indigenous ways of knowing.

#### Trauma-Informed Practices:

- Positive Behavior Supports and the Big Rock Compass align with the Circle of Courage model, promoting belonging, independence, mastery, and generosity—principles foundational to Indigenous education.

#### Collaborative Supports:

- The school collaborated closely with families, outside agencies, and the Director of Indigenous Learning and Equity to secure individualized supports, demonstrating strong collaboration and responsiveness.

### Areas for Growth

**Student Resilience Measures:** SOS-Q data shows low scores (**50%**) for Indigenous students in external resilience, internal resilience, and self-confidence, despite strong peer relationships. We do need to keep in mind that this data is based on a very small number.

**Cultural Infusion Across Curriculum:** Cultural Perspectives Survey indicates lower scores (54–60%) for all students in areas such as cultural infusion across subjects and understanding Truth and Reconciliation, suggesting a need for broader integration beyond FNMI-specific activities.

**Limited CTS/CTF Engagement:** Intellectual Engagement Survey shows **0% engagement in CTS for Indigenous students**, highlighting a gap in access or interest in career and technical studies.

### Next Steps

#### Strengthen Supports:

Continue to focus on targeted strategies that build external and internal resilience for Indigenous students through mentorship programs, culturally responsive wellness initiatives, and social-emotional learning supports as well as supports for literacy and numeracy.

#### Deepen Cultural Integration:

Embed Indigenous ways of knowing across all subject areas and provide professional learning for teachers to enhance cultural infusion and Truth and Reconciliation practices. Use 7 Teachings of the Grandfather to expand on our PBS and Safe, Caring Schools. Collaborate with a knowledge keeper and/or Elder to provide teachings to students and our community.

#### Expand Career Pathways:

Increase Indigenous student participation in CTS/CTF and career-focused programs by offering culturally relevant projects and partnerships with community organizations.