



## 2023 - 2024 NOIE Transitions Inquiries

School Name	School District	Inquiry Focus Area
Ballenas Secondary	SD#69 Qualicum	On the characteristics of spaces/adults that were elicited from our student interviews and responses. How do we build/promote spaces that inspire hope/belonging?
Burnaby North Secondary	SD#41 Burnaby	Transitioning out of grade 12 successfully.
Charles Hays Secondary	SD#52 Prince Rupert	Using a supported cohort model to increase transition rates by providing a greater sense of belonging and connection.
Ebus Academy, Lakes District Secondary, Fraser Lake Secondary; School Board Office Vanderhoof, WL McLeod	SD#91 Nechako Lakes	Cultivating safe learning environments for Indigenous learners through exploring Indigenous pedagogies & engaging in community action.
Esquimalt High School	SD#61 Greater Victoria	How can we increase student success through building relationships, connections and belonging through a Grade 9 Advisory model?
John Barsby Community School	SD#68 Nanaimo-Ladysmith	Develop community within our senior Indigenous students in order to engage and re-engage students and families to their school community.
Kwalikum Secondary	SD#69 Qualicum	How does KSS create opportunities for equity that foster a sense of belonging for all in our learning community?
Ladysmith Secondary	SD#68 Nanaimo-Ladysmith	Can involving more Elders in the learning and cultural spaces help increase engagement for students and positive feelings towards First Nations Culture?
Lillooet Secondary	SD#74 Gold Trail	On the transition between grade 9 and 10 because data shows that student attendance and academic success slumps in grade 10.
Moscrop Secondary	SD#41 Burnaby	On transitions from grade 7 to 8, the middle years (support) and following a few of our grads trajectories once they leave high school and either enter the work force or pursue post-secondary.
Mount Boucherie Secondary	SD#23 Central Okanagan	Cultural safety through community and family connection.



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Pemberton Secondary	SD#48 Sea to Sky	In large part due to a variety of complex factors connected to the historic and ongoing legacies of colonization, we continue to witness issue of connection and belonging amongst our students. Past efforts to incorporate a Middle School program, wrap around supports and decolonizing curriculums in grades 11 and 12 have been met with notable improvements. Despite this, however, we continue to notice a pervasive issue of student attachment and engagement. We have a hunch that if we can structurally and relationally change the grade 10 experience, students will feel a greater belonging and success through high school and beyond.
Prince George Secondary	SD#57 Prince George	Based on the data gathered from our meetings with focus groups, the inquiry focus at PGSS became "the power of peer mentorship and connection for fostering success in transition from elementary to high school".
Rutland Secondary	SD#23 Central Okanagan	On supporting Indigenous students as they transitioned into our school from middle school and also on our grade 12s as they prepared for life post grad.
Smithers Secondary	SD#54 Bulkley Valley	Changing our Narrative - Redefining what it means to be a Gryphon.
Xpey Elementary	SD#39 Vancouver	How can we increase student engagement in literacy by engaging in Indigenous story telling.