

“WE ALL BELONG - WE ALL SUCCEED”

RESULTS RELEASE



Snapshot: What we found out about Wm. E. Hay students:

Wm. E. Hay students feel they have advocates at school!

28% of the girls and 31% of the boys in this school feel they have someone at school who consistently provides encouragement and can be turned to for advice. The Canada norm for girls is 27% and for boys is 28%.

Wm. E. Hay students have positive relationships!

74% of the girls and 76% of the boys in this school had positive relationships. The Canada norm for girls is 81% and for boys is 71%.

Wm. E. Hay students planning to finish High school are being maintained!

The Canadian norm for students with aspiration of finishing High school is 82%; 79% of students at Wm. E. Hay have aspirations of finishing high school. This is the same rate as last year.

This school does an excellent job of including special circumstance students and helping students finish high school and plan for their future. I felt really engaged this entire school year because I've finally gotten the chance after two years of struggling to keep up in school to finally have a schedule that not only works for me but for the school and teachers.

- Wm. E. Hay Student

Wm. E. Hay students have moderate or high levels of anxiety!

26% of students in this school have intense feelings of fear, intense anxiety, or worry about particular events or social situations; the Canada norm for these grades is 18%.

Wm. E. Hay students are suffering with moderate or high levels of depression!

30% of the girls and 16% of the boys had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 15%. The rates for Gr. 9 students is particularly high at 37%.

Wm. E. Hay students feel they have advocacy outside of school!

Wm. E. Hay students rated advocacy outside of school at 51%; the Canadian norm is 46%.

Wm. E. Hay students sense of belonging is dropping!

At Wm. E. Hay, 62% of the students feel accepted and valued by their peers and by others at school. Gr. 9's dropped from 66% last year to 43% this year. These Gr. 9's reported a positive sense of belonging at 72% in Gr. 8.

WHAT IS THE TELL THEM FROM ME SURVEY?

Every semester for the past seven years, we have been surveying our student body to see how we are doing and how we can better meet the needs of our students.

Students have the opportunity to answer open ended questions and many multiple choice questions in an anonymous survey.

The comments and statistics in this publication are taken directly from the survey results.

We believe that it is essential to hear student voice in education, but perhaps even more important is making sure that this process is transparent. We know that there are strides to be made to make education a meaningful experience for each student, but we are working towards our goal each and every day.

We appreciate your feedback. If you would like to offer suggestions or seek clarification on any of our programs, please contact the administration:

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Wm. E. Hay Stettler Secondary Campus

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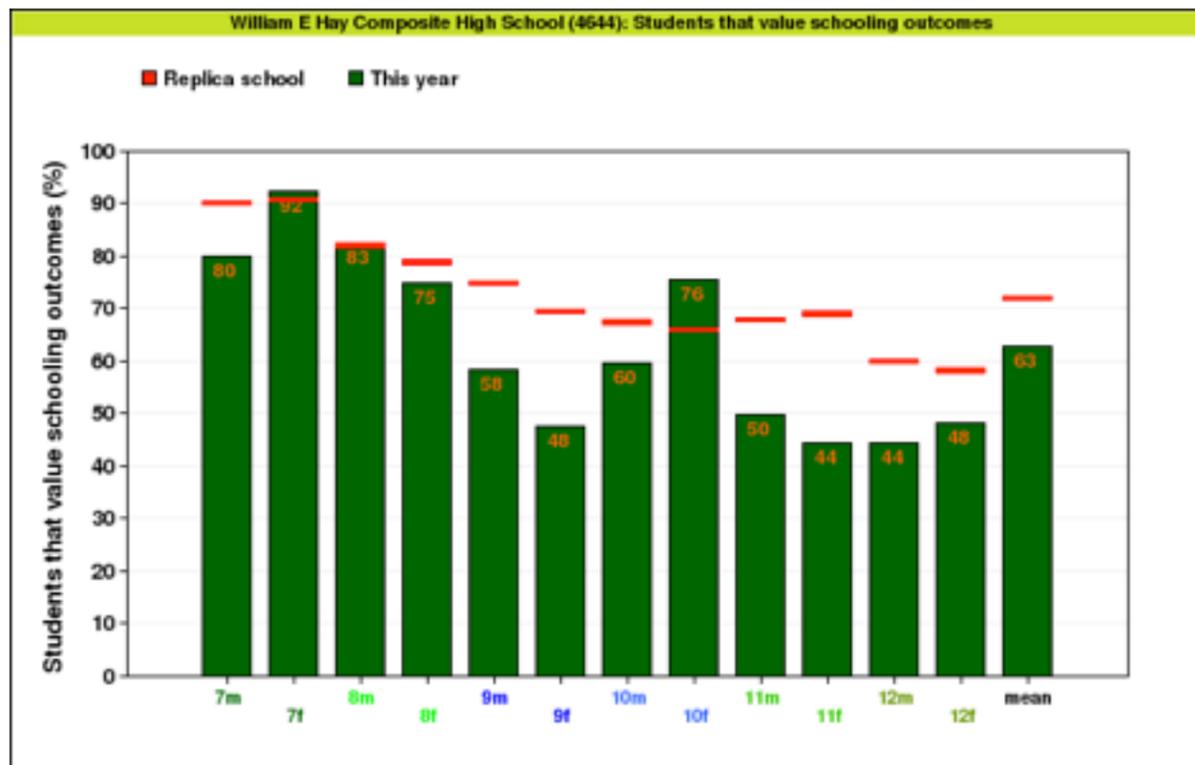
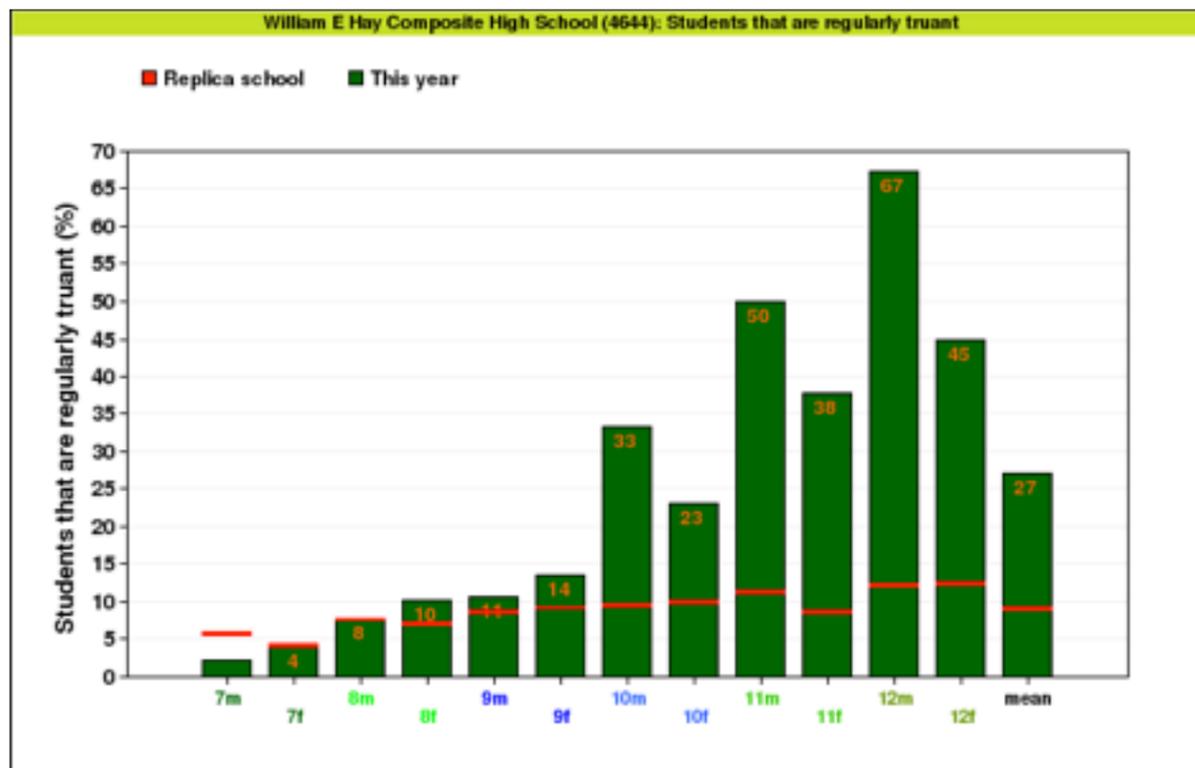
We are beginning a journey of exploring our students engagement. We are wanting to look closer at Intellectual engagement and Institutional engagement.

The Learning Bar separates the two with the following definitions:

Intellectual engagement: interest and motivation, effort, and being appropriately challenged in class;

Institutional engagement: valuing schooling outcomes, school attendance, positive homework behaviours, and positive school behaviours.

Here is just a sample of what we found:



There are a number of other measures that we are looking at but in the future we will be addressing truancy and looking at why some groups of students are not valuing schooling outcomes.

Research shows that student engagement is important in ensuring school completion. In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. In the last part of the Tell Them From Me survey, we wanted students to describe one particular instance when they felt they were highly engaged in their learning within this school year. Students were also encouraged to give some general comments. Here is a representative sample of the comments from students:

“I always feel very engaged in my school work when I am doing labs in science, or any other hands on activities in other classes.”

“In Language Arts, I was required to create a project based on the material from Shakespeare's Hamlet. In this project, I was able to use my hobby, and my passion for it, to my fullest, earning me a perfect grade. I felt engaged because it gave me an opportunity to do what I love for school purposes.”

“My health care aide course was fun.”

“I wish we had more sports to do at lunch break.”

“In Math class when she goes over the concepts so that everyone understands and if they don't she gives us extra help.”

“I felt engaged in my learning in L.A. when we were doing a project where we went around the school and found the hidden groups that the teacher had posted around the school to help us understand about one of the books that we were reading.”

“During a class discussion about the government and the refugee crisis. I felt engaged in the discussion because the results of the issue would have an impact on my life and I felt that my opinion mattered.”

“I really liked projects weeks from last year. I did a really cool social project and I don't get the opportunity to do it again this year. If there was a way to incorporate it back into the school schedule that would be a great thing for students to have.”

“I have been in Math Enhancement for my entire high school career. It is a great opportunity for kids struggling with math or those who want more practice or worksheets. I would like to see more classes that apply to everyday life (ie. Finances course). Many of the academic courses are also rushed leaving little time for projects or extra help. It would be helpful to me if projects could be a part of the instructional times and more practice time in classes as well.”