

Marathon High School

2023-2024

Semester One Midterm Report



Land Acknowledgement

We acknowledge that Marathon High School is situated on the unceded traditional lands and waters of the Biigtigong Nishnaabeg, who have been stewards of this land for generations. We express our gratitude for the opportunity to learn, work, and thrive on this land.

We are committed to fostering a school community that values learning, well-being, and relationships. Through acknowledging the traditional land upon which our school stands, we recognize the importance of understanding and respecting the histories, cultures, and contributions of the Indigenous peoples of this land.

We emphasize the importance of building relationships with Indigenous communities. By fostering these relationships, we aim to create a sense of belonging and unity within our school, celebrating the unique strengths that each individual brings to our community.

Our commitment to truth and reconciliation is not just a statement, but a lived experience within our school. We actively engage in conversations about the historical injustices faced by Indigenous peoples, acknowledging the impact of colonization and working towards a more just and equitable future. Through education, empathy, and understanding, we strive to contribute to the process of healing and reconciliation, ensuring that the stories and experiences of the Indigenous peoples are honored and respected.



Equity Statement



Our Responsibilities and Commitment

All SGDSB staff are responsible for upholding and promoting human rights for the benefit of students, staff and their families and communities. We advocate for human rights and equity to meet the needs of diverse individuals served by the Superior-Greenstone District School Board. All staff work to create and maintain a safe, inclusive, accessible, harassment and discrimination-free environment for all.

We are responsible for taking a human rights-based approach to education to ensure every child a quality education that respects and promotes their right to dignity and optimum development. We respect the Ontario Human Rights Code by recognizing:

- The inherent dignity and worth of individuals
- Equal rights and opportunity
- The need for a climate of understanding and mutual respect, so each person feels a part of the community and is able to participate fully.

We hold ourselves responsible "to embrace and celebrate the diverse identities that students bring with them to school and offer curricula that will enable them to develop with their identities fully intact, with a sense of belonging".

About Marathon High School - Snapshot of Who We Are



175 Students from

Marathon

Biigtigong Nishnaabeg

Netmizaaggamig
Nishnaabeg

15.5 Teachers

6 Educational Assistants

11 Support Staff

2 Mental Health Workers

38% of students identify
as
First Nation,
Métis, or Inuit

18% of students have a
special education
Individual Education Plan

Transition partnerships with

Margaret Twomey Public School

Holy Saviour School

Biigtigong Nishnaabeg
Endzhi-gkinoohmaading

Netamisakomik Centre for
Education



Highlights: September to November

The first half of the semester has been incredibly awesome. We welcomed 48 new Grade 9 students in September, plus some other students new to the community. The school is bustling with energy and activities.

Our focus continues to be on developing foundational knowledge and providing meaningful, challenging, and relevant learning for students.

Marathon High School Falcons have been exceptional in and out of the classroom. Students spent the first two months digging into learning, including hands-on and experiential opportunities, diagnostic activities, and many extra-curricular activities. Our school also recognized and celebrated the National day for Truth and Reconciliation in Netmizaaggamig Nishnaabeg at the end of September. We hosted college and university information sessions, sent students to cooperative education placements and Take Your Kids to Work Day, and spent time on the basketball court, golf course, and volleyball court – and brought back some banners, too. We also had opportunities to hear from stakeholders through our Parent Council, Feast & Feedback, and OurSCHOOL survey.

As the semester continues, I challenge our students and families to engage in conversations about school, to get involved, to ask questions, and to stay connected. We are here to help support our Falcons and our Falcons Families!

Cheers to a great school year!

Yours in education,

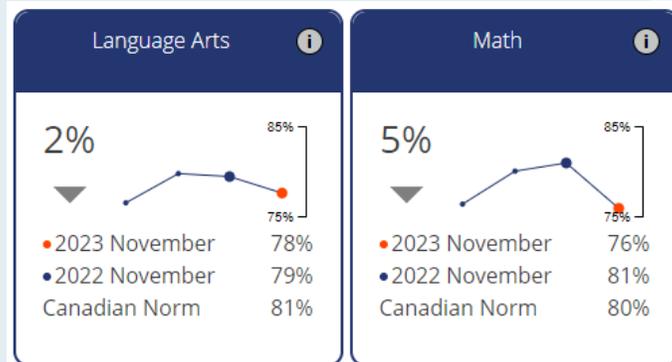
Mr. Wilson, Principal



How are our students doing?

Last Year...

- In semester one, our students were enrolled in **671** credits. 90% of students received their credits.
- In semester two, students were enrolled in **616** credits. 90% of students received their credits.
*Note that these numbers include all students enrolled in the school, including through videoconference and e-learning credits.
- 66% of students passed the Ontario Secondary School Literacy Test, (which requires a minimum 75% to be considered a pass), which is a drop from 2021-2022 and below the provincial average.
- 34% of Grade 9 students received a Level 3 or 4 (e.g. 70% of higher) on the Grade 9 Assessment of Math, compared with a 53% provincial average.
*Due to our small sample size for EQAO Math and Literacy, our success rate will have greater swings
- Outside of EQAO, our students are in line with Canadian averages for credit accumulation in English and Math



This chart shows a small drop in students achieving credits between 2022 and 2023, but that we are less than 5% off the Canadian Norm



2023-2024 OurSCHOOL Student Survey

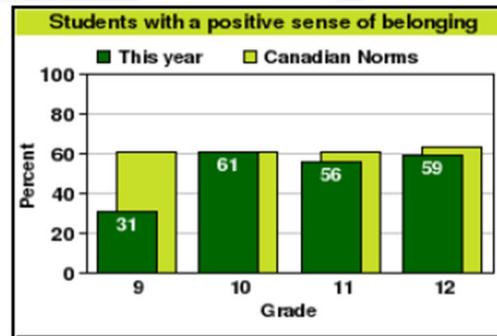
In late October, students completed the 2023 OurSCHOOL Student Voice survey. This anonymous survey allows students to share thoughts, perceptions, and information about their school experience.

Data from the survey is used to help us plan as we work to support the academic learning and well-being of our students. Here are some snapshots of information, comparing our school with national norms.

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

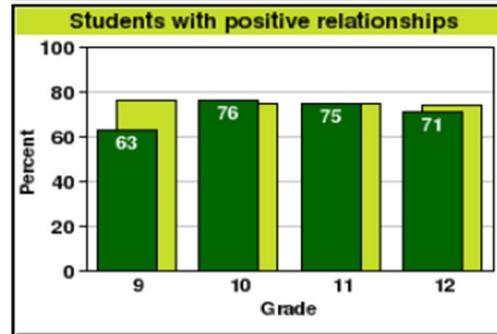
- 50% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 34% of the girls and 63% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 56% and for boys is 67%.



Students with positive relationships

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

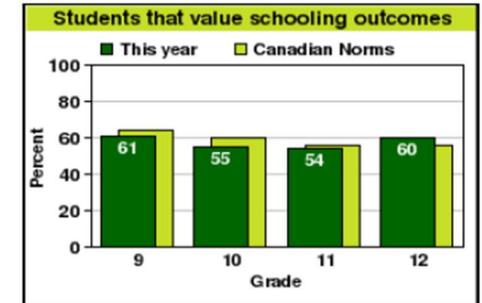
- In this school, 70% of students had positive relationships; the Canadian norm for these grades is 75%.
- 69% of the girls and 66% of the boys in this school had positive relationships. The Canadian norm for girls is 77% and for boys is 74%.



Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

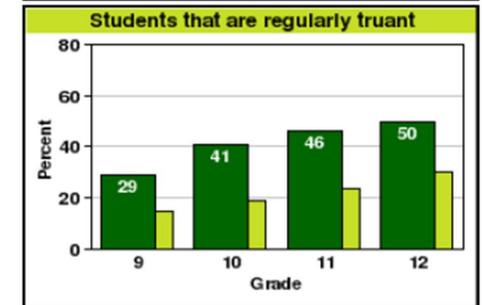
- 58% of students in this school valued school outcomes; the Canadian norm for these grades is 59%.
- 61% of the girls and 52% of the boys in this school valued school outcomes. The Canadian norm for girls is 64% and for boys is 55%.



Students that are regularly truant

Students who skip classes or miss days at school without a reason, or arrive late for school or classes.

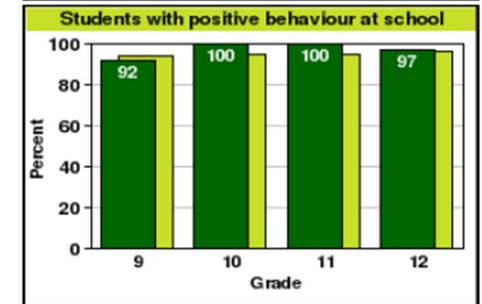
- In this school, the student truancy rate was 40%; the Canadian norm for these grades is 22%.
- In this school, the truancy rate for girls was 44% and for boys, 40%. The Canadian norm for girls is 21% and for boys is 23%.



Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 96% of students had positive behaviour; the Canadian norm for these grades is 95%.
- 97% of the girls and 96% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 97% and for boys is 93%.



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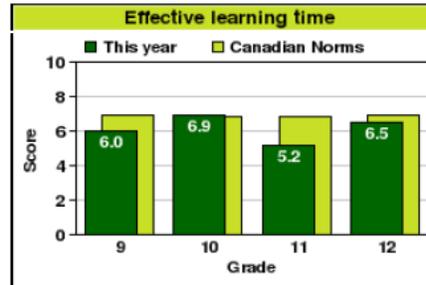
Data from the survey is used to help us plan as we work to support the academic learning and well-being of our students.

Here are some snapshots of information, comparing our school with national norms.

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

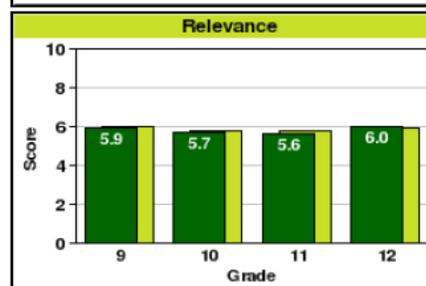
- In this school, students rated effective classroom learning time 6.3 out of 10; the Canadian norm for these grades is 6.8.
- In this school, effective classroom learning time was rated 6.1 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.8.



Relevance

Students who find classroom instruction relevant to their everyday lives.

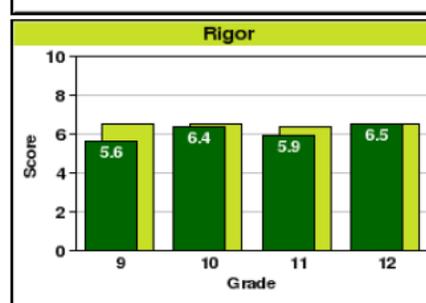
- In this school, students rated relevance 5.8 out of 10; the Canadian norm for these grades is 5.9.
- In this school, relevance was rated 5.8 out of 10 by girls and 5.9 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.7.



Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

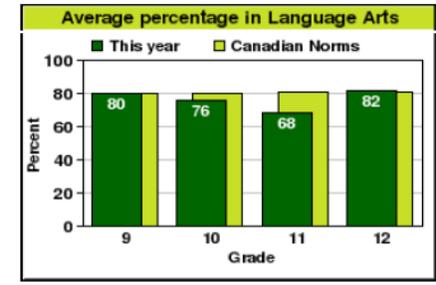
- In this school, students rated rigor 6.1 out of 10; the Canadian norm for these grades is 6.5.
- In this school, rigor was rated 5.9 out of 10 by girls and 6.4 out of 10 by boys. The Canadian norm for girls is 6.6 and for boys is 6.4.



Average percentage in Language Arts

Students' overall marks in their current or most recent Language Arts class (e.g., English) were reported as a letter grade and converted to a percentage.

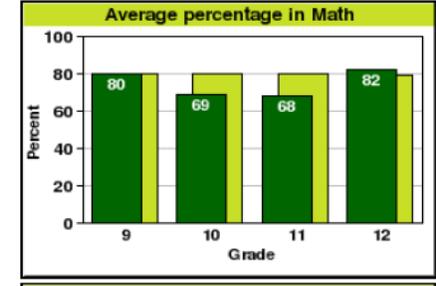
- In this school, students' average reported mark was 78%; the Canadian norm for these grades is 81%.
- In this school, girls' average reported mark was 83% and boys' was 75%. The Canadian norm for girls is 83% and for boys is 78%.



Average percentage in Math

Students' overall marks in their current or most recent Math class were reported as a letter grade and converted to a percentage.

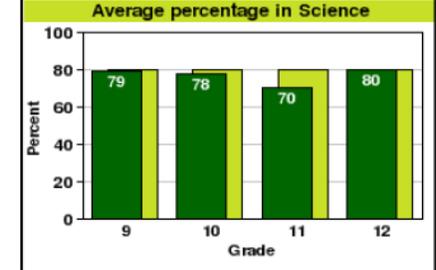
- In this school, students' average reported mark was 76%; the Canadian norm for these grades is 80%.
- In this school, girls' average reported mark was 76% and boys' was 79%. The Canadian norm for girls is 80% and for boys is 79%.



Average percentage in Science

Students' overall marks in their current or most recent Science class (e.g., general Science, biology, chemistry, or physics) were reported as a letter grade and converted to a percentage.

- In this school, students' average reported mark was 78%; the Canadian norm for these grades is 80%.
- In this school, girls' average reported mark was 82% and boys' was 75%. The Canadian norm for girls is 81% and for boys is 79%.



2023-2024 OurSCHOOL Student Survey

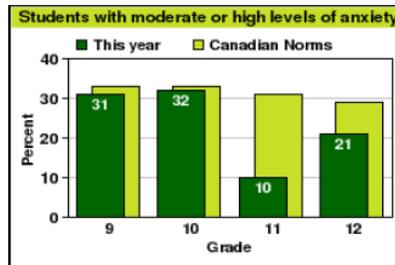
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Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

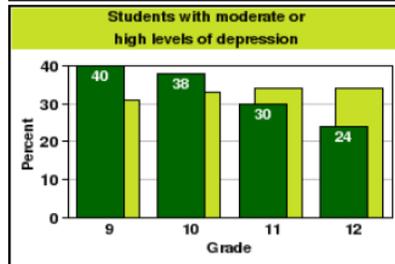
- 26% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 53% of the girls and 7% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 45% and for boys is 18%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

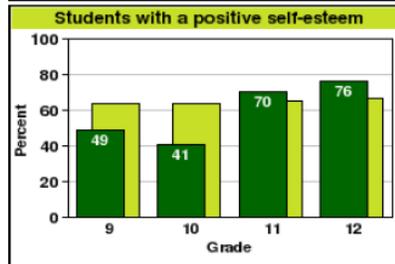
- 34% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 33%.
- 61% of the girls and 13% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 46% and for boys is 20%.



Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

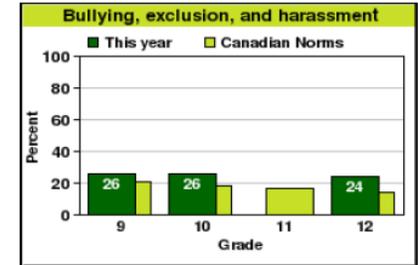
- 56% of students in this school had high self-esteem; the Canadian norm for these grades is 65%.
- 45% of the girls and 67% of the boys in this school had high self-esteem. The Canadian norm for girls is 60% and for boys is 70%.



Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

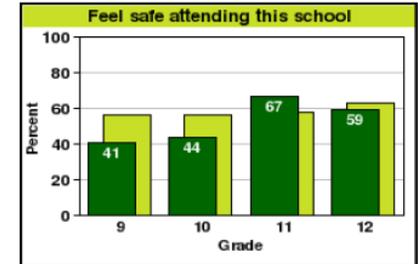
- 23% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 18%.
- 22% of the girls and 21% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 18% and for boys is 17%.



Feel safe attending this school

Students who feel safe at school as well as going to and from school.

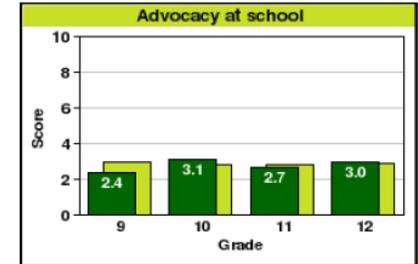
- 49% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 47% of the girls and 55% of the boys felt safe attending the school. The Canadian norm for girls is 55% and for boys is 62%.



Advocacy at school

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

- In this school, students rated advocacy at school 2.8 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 3.1 out of 10 by girls and 2.9 out of 10 by boys. The Canadian norm for girls is 2.8 and for boys is 3.



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Drivers of Student Outcomes

Research tells us that there are several drivers of student outcomes. These drivers are areas where student achievement and well-being is heavily influenced. Examples include post-secondary aspirations, maintaining a sense of belonging within the school, and feeling a sense of connection to and relevance with what is being taught. There are other drivers, such as social-emotional learning, that we also track.

The chart on the right indicates thirteen drivers of student outcome that we are focusing on this year.



Measure of Effectiveness (As a % or out of 10)

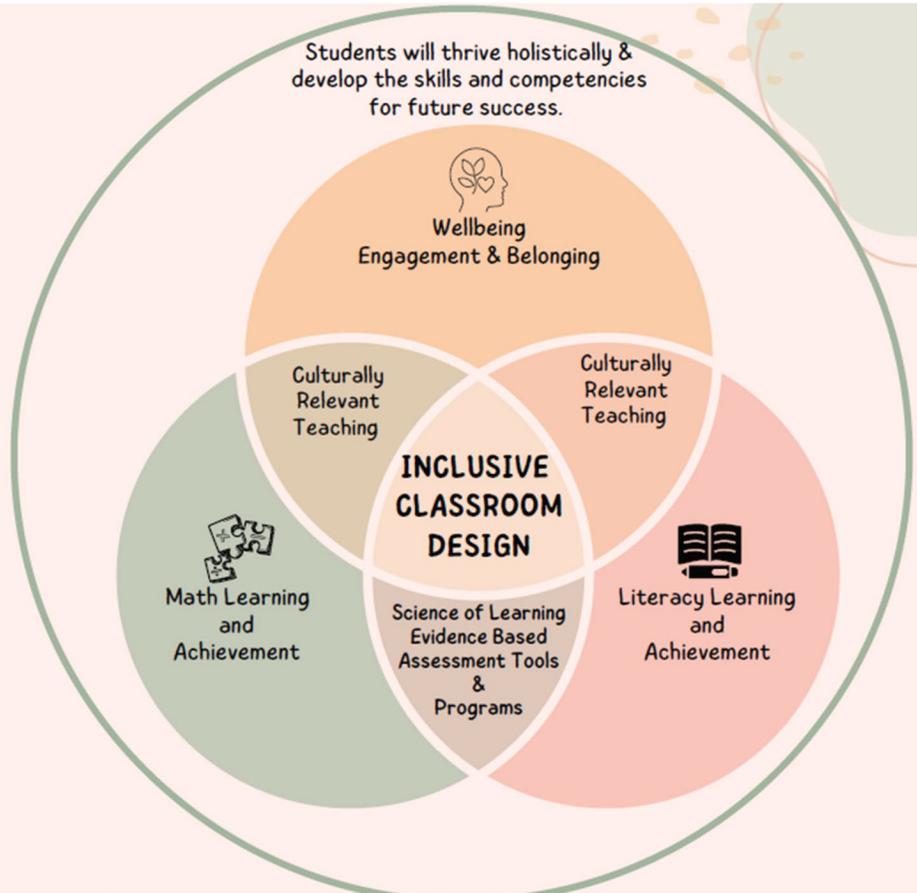
Change between 2022 and 2023 Survey

Comparisons between last year and national

DRIVERS of Student Outcomes



What's Our Focus?



Improvement and Achievement Planning

Based on information from our school, board, and province, we know that we need to focus on literacy and numeracy skills by asking some important questions.

- Who are our students who are not seeing success?
- What practices within our school advantage or disadvantage our students?
- How do we better support the transition from elementary to secondary?
- What work needs to be done to support de-streamed classrooms?
- How can we ensure students and families use available school supports?

These questions and our student data helps us create our **Student Achievement Plan**, which outlines that steps we will take to support learning and achievement in literacy, well-being, and numeracy.

This is done in combination with work to better understand our students and families, their unique needs, and our responsibility to offer programming that is inclusive, engaging, relevant, and based on a culture of high expectations.

What's Our Focus?

Improvement and Achievement Planning

Our plan will focus on marginalized students and those students who are at-risk of not achieving credits, as well as assessment data as measured by earned credits, literacy test, and math assessment information.

Literacy	Well-Being	Numeracy
<p>NEED: Many unsuccessful students are within 1-2 questions of meeting the provincial standard on the Grade 10 Ontario Secondary School Literacy Test. How can we use different teaching and assessment strategies to support these students?</p> <ul style="list-style-type: none">• Fundamental skills support required with many Grade 9 and 10 students. Teachers need to effectively model and scaffold effective responses across all grades.• Increased Use of Formative Data: Increased use of collaborative tools, (e.g. SharePoint and Google Docs) to allow for ongoing feedback <u>as</u> students complete assignments.• Need to develop our understanding of using products, conversations, and observations to assess students.	<p>NEED: Encouraging students to utilize resources and ask for help. How can we use well-being data to compare information about student participation, motivation, and independence?</p> <ul style="list-style-type: none">• Students need to proactively seek and use resources that are available. Students need to take ownership and responsibility for their actions.• Educators need to be mindful of how words and actions can impact the well-being of students as they return to classrooms following an absence.• We need to continue understanding the individual needs of marginalized students, creating specific plans of care to support their learning.	<p>NEED: Grade 9s are significantly below provincial expectations in math and we are supporting recently de-streamed grade 9 and 10 math classrooms. What moves will address these areas?</p> <ul style="list-style-type: none">• Focus on the fundamentals in math to support independent learners.• Focus on learning skills and developing confidence in math.• Supporting learning in transitions.• Recognizing that students need additional time for instruction and processing before assessment of learning



How to Reach Out for Help?



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
RESOURCE TEAM**

Child and Youth Worker
Amanda Secord
Marathon High School

**LEARNING
WELL-BEING
RELATIONSHIPS
STEWARDSHIP**

SMALL SCHOOLS MAKE A DIFFERENCE



Child and Youth Services

Child and Youth Workers support students by delivering programming that focuses on building essential skills to promote well-being and academic success. They are key members of the school community and work to support safe and engaging environments.

CYW's provide direct support to students one-on-one or in small group settings to help with social emotional skills, behaviour regulation, social or life skill instruction and academic support.

They also support schools by providing group activities and workshops involving nutrition, culture, wellness, sport, drama, or music and collaborate with community providers to offer specialized programming that meets the needs of students, families, and communities.

My Why

Growing up, I acknowledged how passionate I was when it came to helping others. Personally, I struggled in school until post-secondary. There wasn't as much support available at the time, and sports were the only motivating factor for me. I am truly honoured to be a part of change in education with mental health services being available. While I am working in this field, I want to ensure that students are feeling validated, connected, engaged, and have the motivation to find what it is that ignites them. As we discover who we are and what capabilities that we have, we thrive. It is important to recognize that we are all individualized humans AND learners. As a Child and Youth Worker with SGDSB, I am determined that through programming and different initiatives, I will help our students at SGDSB find their light. Thank you. Miigwetch.

Contact Information

Amanda Secord (Edsby)
asecord@sgdsb.on.ca
807-229-1800 ext 259
@amanda.cyw (Instagram)



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
RESOURCE TEAM**

Mental Health Worker
Crystal Gingras
Marathon High School

**LEARNING
WELL-BEING
RELATIONSHIPS
STEWARDSHIP**

SMALL SCHOOLS MAKE A DIFFERENCE



Mental Health Services

Mental Health Workers provide direct counselling to students and mental health programming within the schools they are located.

Their services include: Structured psychotherapy, direct counselling, small group therapy, referrals and case coordination, connecting families to appropriate services and resources, early identification, assessment and support to students in crisis.

Mental Health workers play a foundational role in supporting educators, staff and school administration with student learning and well-being. In addition, mental health workers work with community mental health services, healthcare, Indigenous partners and social services to ensure optimal coordination of care for students at SGDSB.

My Why

Did you know that 1 in 5 kids and teens in Ontario might have a run-in with a tricky mental health situation? Yep, it's like your brain sometimes decides to throw a curveball. About 5 out of 6 of those awesome young folks don't get the help they could use! (Children's Mental Health Ontario, 2022).

I'm passionate about helping individuals navigate challenging times with their mental health and emerge as the amazing individuals they're meant to be. The 2023-2024 school year will mark my second year as a Mental Health Worker at Marathon High School. My approach revolves around meeting students where they are and assisting in achieving their goals - all while finding joy and sneaking in a laugh or two along the way.

I genuinely believe that everyone's journey is completely unique, which is why I'm here to listen and understand whatever you're going through. Let's collaborate to ensure you feel your best and embark on your life long journey.

Contact Information

cgingras@sgdsb.on.ca
807- 229-1800 ex 229

Wellbeing Supports

Marathon High School students benefit from two experienced, qualified, passionate, and connected mental health professionals: Amanda, our Child and Youth Worker; and Crystal, our Mental Health Worker. Both Amanda and Crystal are well-equipped to support the social-emotional skills, mental health needs, and growth and development of students.

In addition, Marathon High School has access to other professionals within the communities we serve.

We encourage all students to get to know Amanda and Crystal and to reach out if any supports are needed with managing classes, finding a balance between school and life, dealing with trauma, anxiety, depression, or other clinical needs.

Finally, Amanda and Crystal run several support groups to help our students find their identity and a sense of belonging in a safe, engaging, and supportive environment.



Connect with Staff and Peers

weekly schedule

monday
11:30 - open gym
3:00 - fitness club

tuesday
11:30 - wijiwaagnaag
3:00 - social club

wednesday
11:30 - open gym
3:00 - adulting 101

thursday
11:30 - open gym
3:00 - bring your own craft club

friday
11:30 - gaming / switch club
3:00 - self care drop in

let your hobbies grow



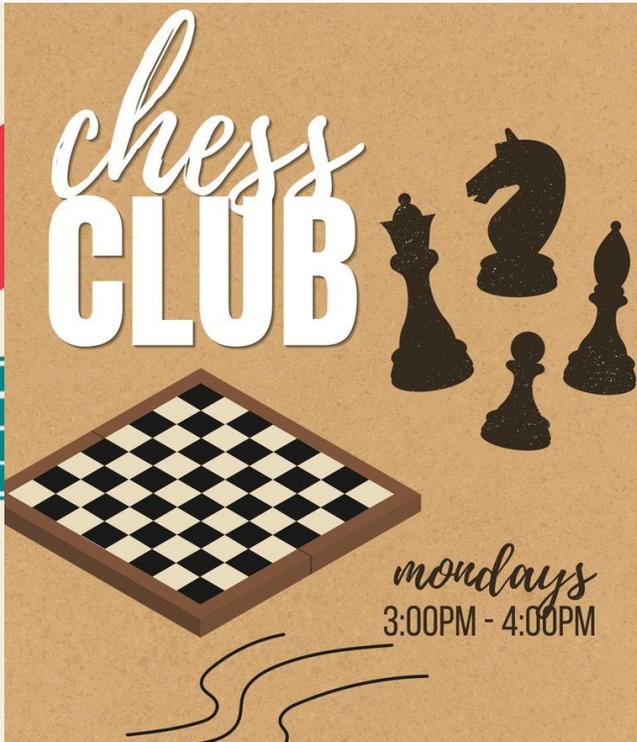
Made with PosterMyWall.com

DIVERSITY CLUB



**11:30-12:15
LIBRARY**

chess CLUB



mondays
3:00PM - 4:00PM

IF YOU DON'T KNOW HOW TO PLAY, THAT'S OKAY!
YOU SHOULD JOIN SO YOU CAN LEARN ANYWAY!



So Much to Do!

A variety of clubs, programming, and activities keep students busy both at lunch and after school. In the first quarter of the year, our clubs and Student Leadership Opportunities have provided students with a place to socialize, learn, and make positive change. Three of our students participated in a Harmony Movement leadership camp in Thunder Bay, and many of our Falcons have participated in our clubs.



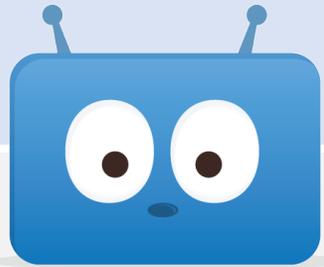
Connect with Us

We appreciate hearing from our families! Whether you have a question, a concern, ideas, or feedback your voice matters.

We invite all parents and caregivers to join our Parent & School Council and to participate in events like our Open House, Parent/Teacher Conferences, and Feast & Feedback conversations.

Marathon High School has access to several resources to support the well-being of our students and school community. Give us a call and we will do our best to connect you to these supports.

Need to ask a teacher a quick question, enter a student planned absence, or review your child's attendance and grades? **EDSBY** is the answer!



Edsby





SAFE SUPPORTED SUBSTANCE FREE

Resources for Substance Use and Addiction

At SGDSB we want all students to have healthy bodies, clear heads and safe spaces to learn and succeed.



SGDSB understands that substance use and addiction are challenging problems to face. We are committed to support students through the challenges of substance use to help learners and families navigate these challenges. We here to support all students, to create safe spaces for everyone to learn and will connect students with the appropriate services and supports so that they can be successful at school and in life.

Services and Supports

Crisis Response Services: 1-888-269-3100

North of Superior Counselling Programs: 1-877-895-6677

Dilico Mental Health and Addiction Services: 1-855-623-8511

Mental Health and Addictions Nurses (MHAN): 1-800-626-5406

Kids Help Phone Canada 24/7: 1-800-668-6868 OR TEXT 686868

If you are concerned about a potential overdose or require immediate attention, call 911 or go to your nearest emergency department.

Online Resources

Kids Help Phone - Jeunesse j'écoute
<https://kidshelpphone.ca>

The Centre for Addiction and Mental Health
<https://www.camh.ca/>

School Mental Health Ontario
<https://smho-smso.ca/>

Drug Free Kids
<https://www.drugfreekidscanada.org/>

Canadian Centre on Substance Use and Addiction
<https://www.ccsa.ca/>

Substance Use Continuum

					
No Use	Beneficial Use e.g. use under medical supervision.	Non-Problematic Use e.g. use without any physical or mental health impacts.	Problematic Use e.g. patterns and types of use that have a higher risk of physical and mental health impacts.	Potentially Harmful Use e.g. episodic use that can and may be leading to harmful impacts.	Substance Use Disorder



MARATHON HIGH SCHOOL FALCONS

Marathon High School PARENT & SCHOOL COUNCIL

Have Your Say

TUESDAY, OCTOBER 3 AT 7:00PM

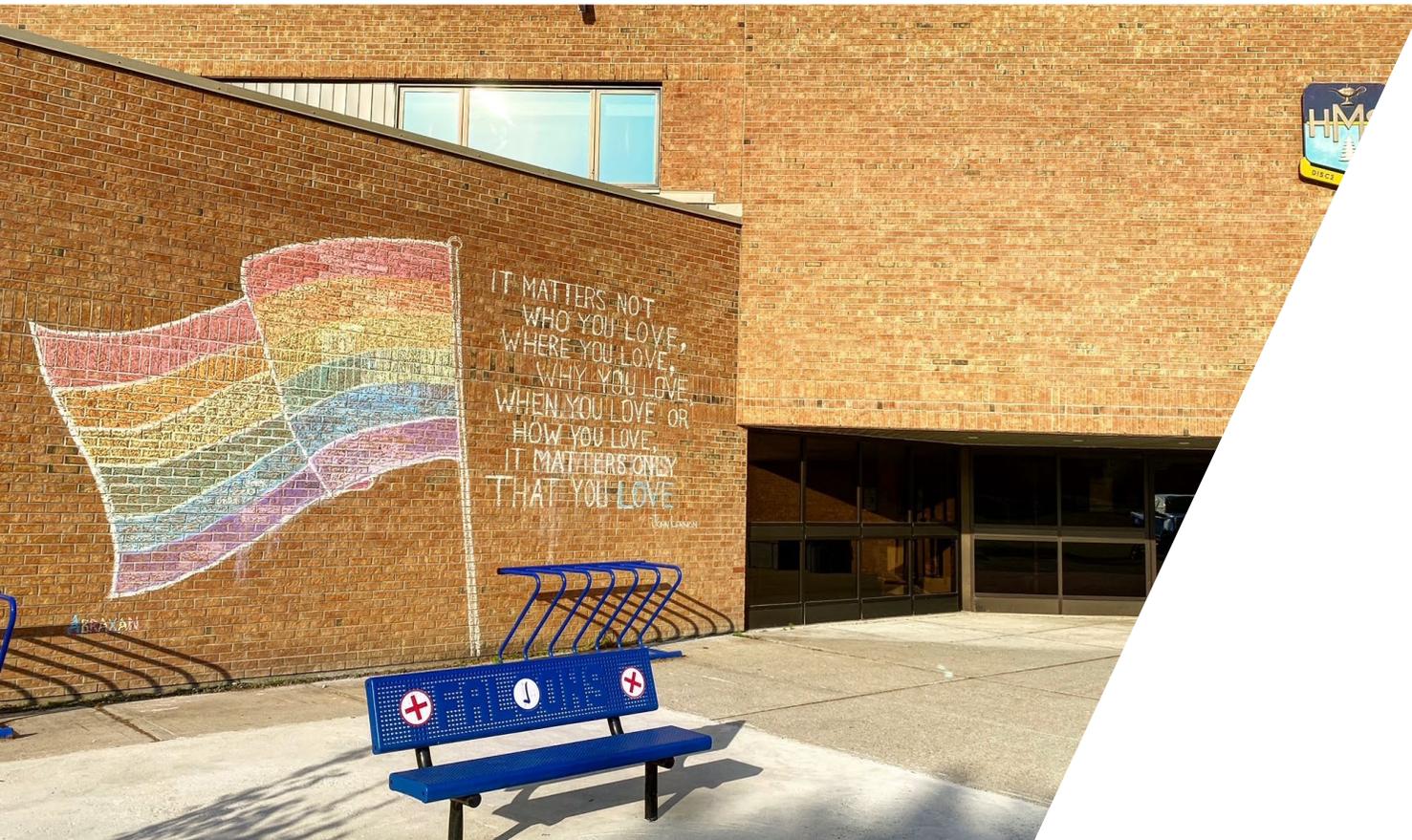
MARATHON HIGH SCHOOL LIBRARY

TOPIC OF CONVERSATION:

FAMILY ENGAGEMENT - TIMETABLE - ANNUAL GOALS - CODE OF CONDUCT - WELL-BEING - COMMUNITY CONNECTIONS - ATTENDANCE SUPPORT - VOLUNTEER OPPORTUNITIES - ACADEMICS

YOUR VOICE MATTERS!





Marathon High School

2023-2024

Semester One Midterm Report

