



## Report on Student Outcomes and School Climate

### OurSCHOOL Secondary School Survey (9693)

### Marathon High School Highlights

Your version of the **OurSCHOOL** student survey measures 43 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 100 students in this school that participated in the survey between October 30, 2023 and November 3, 2023. The number of students by grade level is:

- |            |    |            |    |
|------------|----|------------|----|
| • grade 9: | 31 | • grade11: | 12 |
| • grade10: | 28 | • grade12: | 29 |

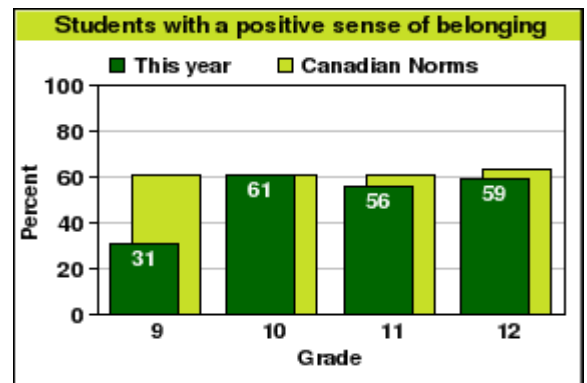
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

## Social-Emotional Outcomes

### Students with a positive sense of belonging

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

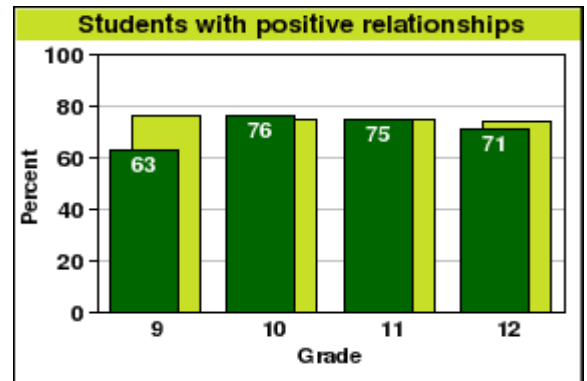
- 50% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 34% of the girls and 63% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 56% and for boys is 67%.



### 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%.







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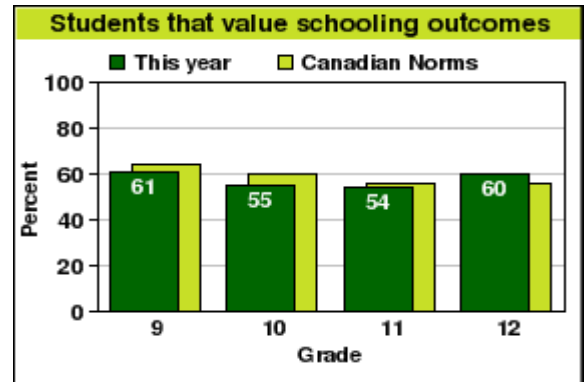
#### Marathon High School Highlights

### Social-Emotional Outcomes

#### 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.

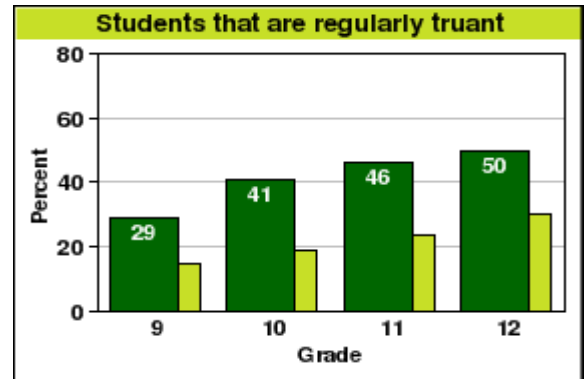
- 58% of students in this school valued school outcomes; the Canadian norm for these grades is 59%.
- 61% of the girls and 52% of the boys in this school valued school outcomes. The Canadian norm for girls is 64% and for boys is 55%.



#### Students that are regularly truant

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

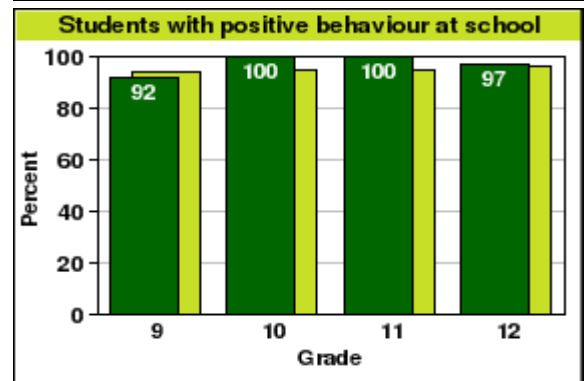
- In this school, the student truancy rate was 40%; the Canadian norm for these grades is 22%
- In this school, the truancy rate for girls was 44% and for boys, 40%. The Canadian norm for girls is 21% and for boys is 23%.



#### 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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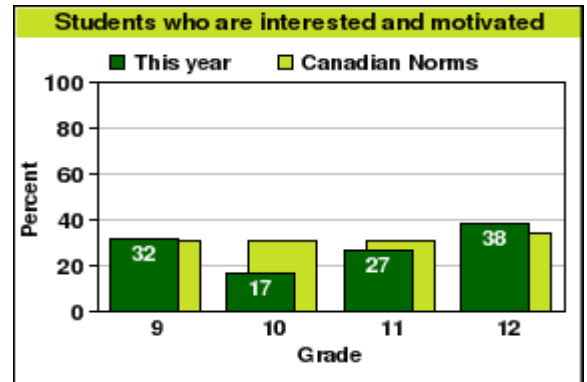
### Marathon High School Highlights

## Social-Emotional Outcomes

### Students who are interested and motivated

Students who are interested and motivated in their learning.

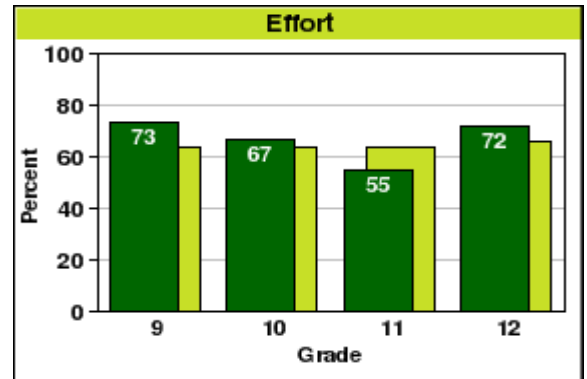
- 29% of students in this school were interested and motivated; the Canadian norm for these grades is 32%.
- 31% of the girls and 27% of the boys in this school were interested and motivated. The Canadian norm for girls is 33% and for boys is 30%.



### Effort

Students who try hard to succeed in their learning.

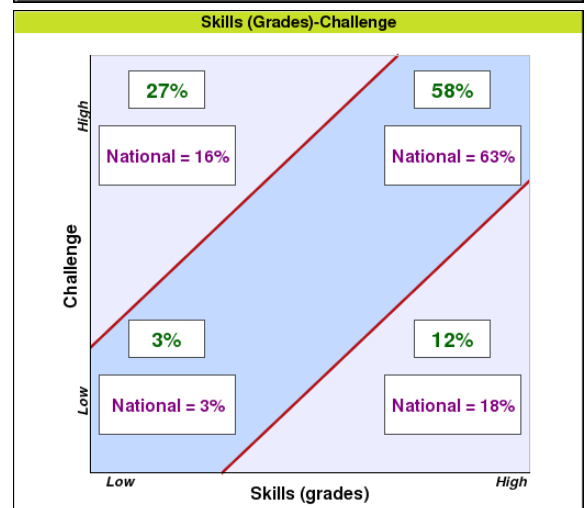
- 69% of students in this school tried hard to succeed; the Canadian norm for these grades is 65%.
- 66% of the girls and 70% of the boys in this school tried hard to succeed. The Canadian norm for girls is 67% and for boys is 62%.



### Skills (grades)-challenge

Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.

- 58% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 63%.
- 12% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 18%.
- 27% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 16%.
- 3% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 3%.







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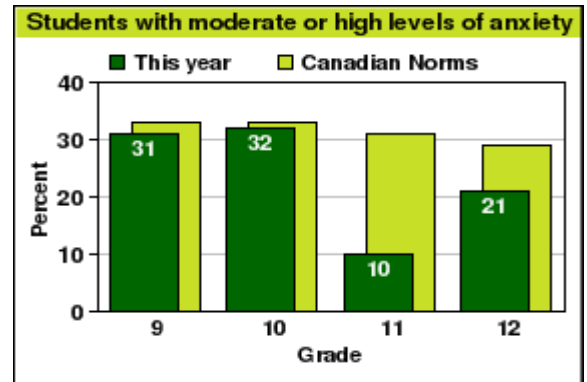
#### Marathon High School Highlights

### Social-Emotional Outcomes

#### 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.

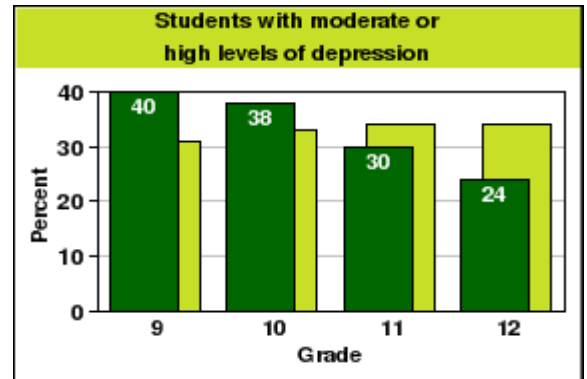
- 26% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 53% of the girls and 7% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 45% and for boys is 18%.



#### Students with moderate or high levels of depression

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

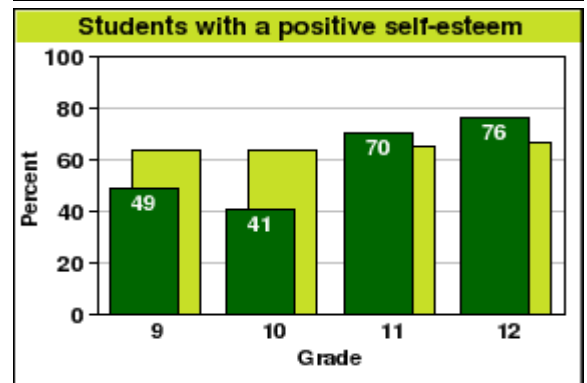
- 34% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 33%.
- 61% of the girls and 13% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 46% and for boys is 20%.



#### 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%.







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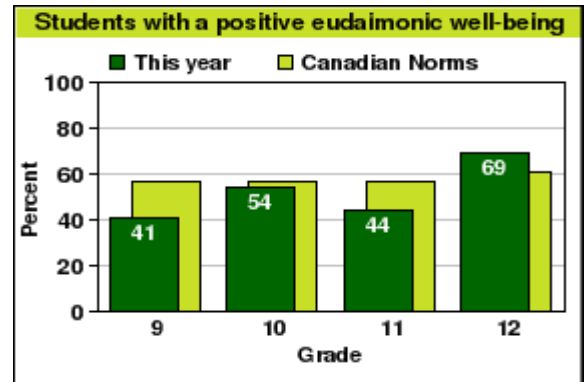
### Marathon High School Highlights

## Social-Emotional Outcomes

### Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

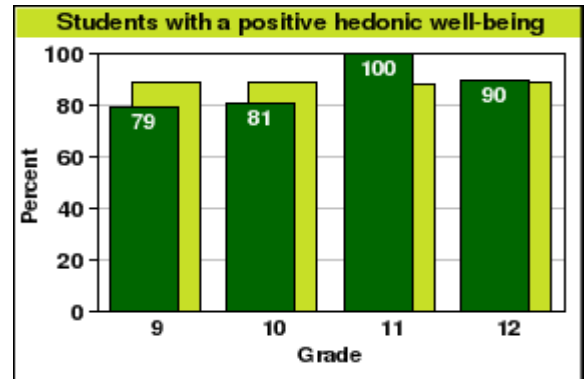
- 53% of students in this school had positive eudaimonia; the Canadian norm for these grades is 58%.
- 52% of the girls and 59% of the boys in this school had positive eudaimonia. The Canadian norm for girls is 55% and for boys is 61%.



### Students with a positive hedonic well-being

Students with positive hedonia pursue activities that are fun and interesting to them.

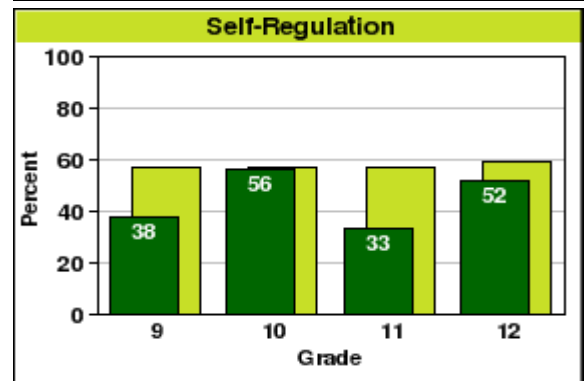
- 85% of students in this school had positive hedonia; the Canadian norm for these grades is 89%.
- 81% of the girls and 90% of the boys in this school had positive hedonia. The Canadian norm for girls is 89% and for boys is 89%.



### Self-Regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

- 46% of students in this school had positive self-regulation; the Canadian norm for these grades is 57%.
- 47% of the girls and 47% of the boys in this school had positive self-regulation. The Canadian norm for girls is 52% and for boys is 63%.







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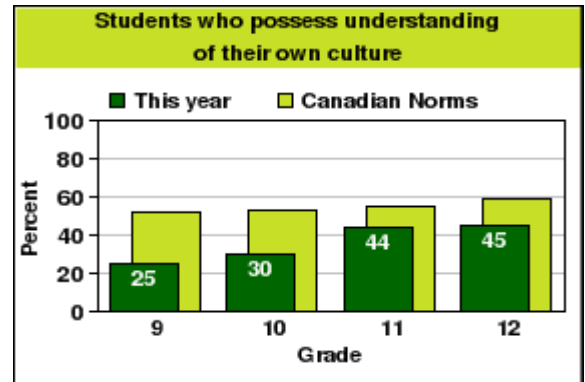
#### Marathon High School Highlights

### Social-Emotional Outcomes

#### Students who possess understanding of their own culture

Students who have an understanding of the beliefs, values, attitudes and behaviours of their own culture.

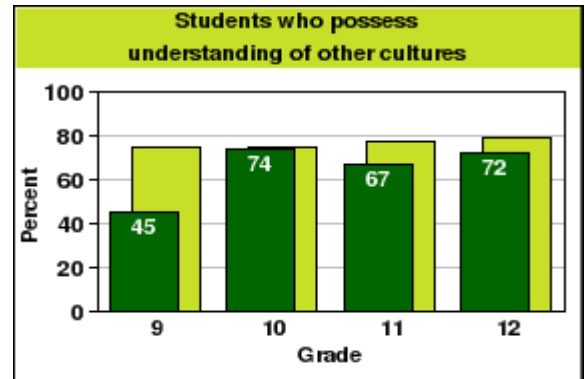
- 34% of students in this school had awareness of their own culture; the Canadian norm for these grades is 55%.
- 19% of the girls and 45% of the boys in this school had awareness of their own culture. The Canadian norm for girls is 58% and for boys is 51%.



#### Students who possess understanding of other cultures

Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.

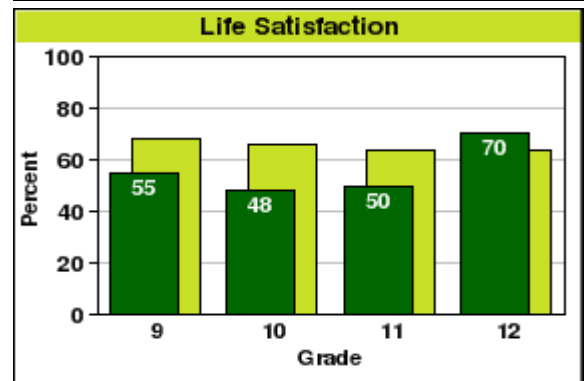
- 63% of students in this school had awareness of other cultures; the Canadian norm for these grades is 76%.
- 53% of the girls and 68% of the boys in this school had awareness of other cultures. The Canadian norm for girls is 83% and for boys is 70%.



#### Life Satisfaction

Students who are satisfied with the overall quality of their lives.

- 57% of students in this school had positive life satisfaction; the Canadian norm for these grades is 65%.
- 47% of the girls and 65% of the boys in this school had positive life satisfaction. The Canadian norm for girls is 59% and for boys is 71%.







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**OurSCHOOL Secondary School Survey (9693)**  
**Marathon High School Highlights**

**Social-Emotional Outcomes**





## Report on Student Outcomes and School Climate

### OurSCHOOL Secondary School Survey (9693)

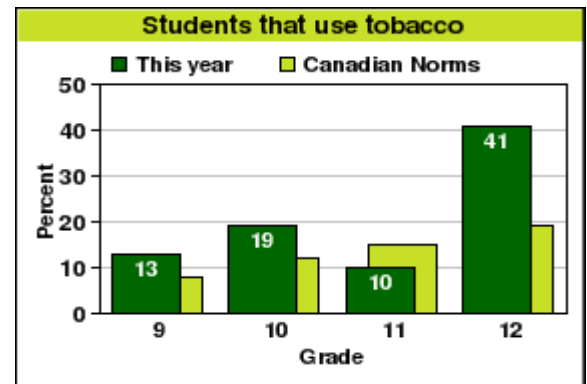
#### Marathon High School Highlights

## Physical Health Outcomes

### Students that use tobacco

The percentage of students that use tobacco occasionally or at least once every day.

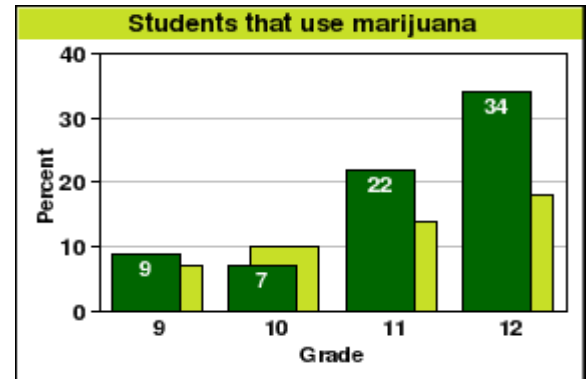
- 22% of students in this school indicated they were occasional or regular tobacco users; the Canadian norm for these grades is 13%.
- 25% of the girls and 25% of the boys in this school were occasional and regular tobacco users. The Canadian norm for girls is 14% and for boys is 12%.



### Students that use marijuana

The percentage of students that use marijuana occasionally or at least once every day.

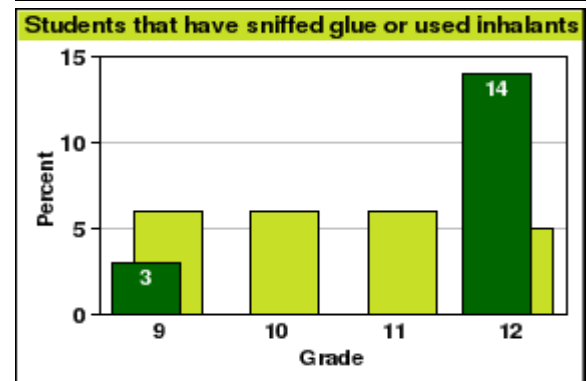
- 18% of students in this school indicated they were occasional or regular marijuana users; the Canadian norm for these grades is 12%.
- 13% of the girls and 23% of the boys in this school were occasional and regular marijuana users. The Canadian norm for girls is 12% and for boys is 12%.



### Students that have sniffed glue or used inhalants

The percentage of students that have sniffed glue or used inhalants.

- 5% of students in this school indicated they have sniffed glue or used inhalants; the Canadian norm for these grades is 6%.
- 0% of the girls and 7% of the boys in this school have sniffed glue or used inhalants. The Canadian norm for girls is 5% and for boys is 7%.



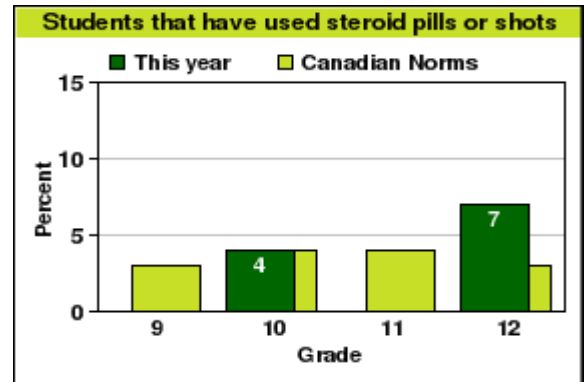


## Physical Health Outcomes

### Students that have used steroid pills or shots

The percentage of students that have used steroid pills or shots.

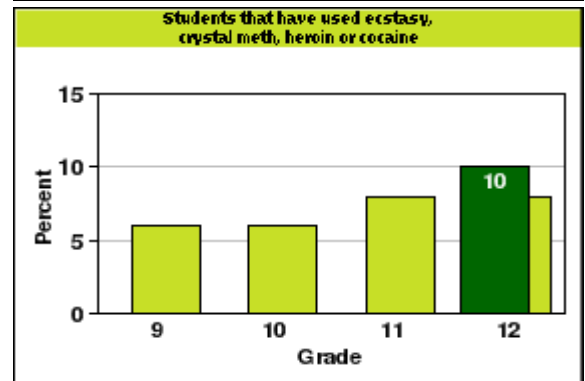
- 3% of students in this school indicated they have used steroid pills or shots; the Canadian norm for these grades is 3%.
- 3% of the girls and 4% of the boys in this school have used steroid pills or shots. The Canadian norm for girls is 2% and for boys is 5%.



### Students that have used ecstasy, crystal meth, heroin or cocaine

The percentage of students that have used ecstasy, crystal meth, heroin or cocaine.

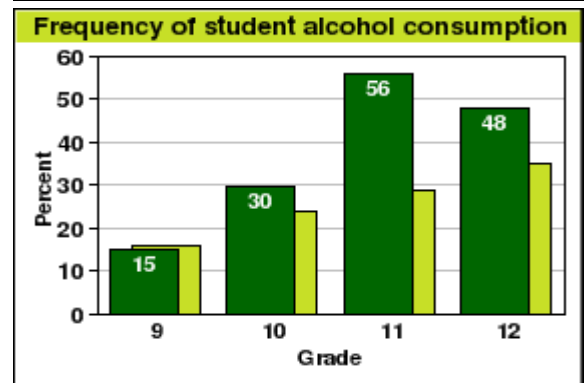
- 3% of students in this school indicated they have used ecstasy, crystal meth, heroin or cocaine; the Canadian norm for these grades is 7%.
- 0% of the girls and 5% of the boys in this school have used ecstasy, crystal meth, heroin or cocaine. The Canadian norm for girls is 5% and for boys is 8%.



### Frequency of student alcohol consumption

The percentage of students who have at least one drink of alcohol per week.

- 33% of students in this school have had at least one alcoholic drink per week; the Canadian norm for these grades is 26%.
- 38% of the girls and 35% of the boys in this school have had at least one alcoholic drink one or more times per week. The Canadian norm for girls is 26% and for boys is 25%.







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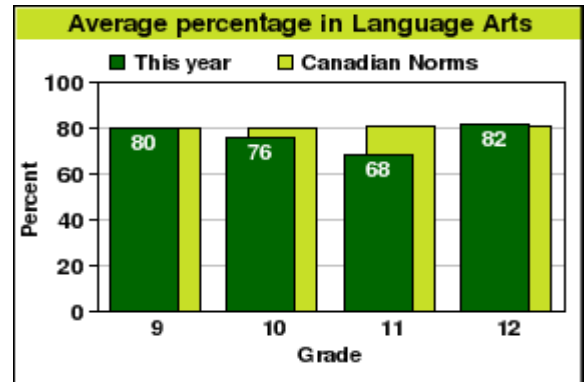
#### Marathon High School Highlights

### Academic Outcomes

#### 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.

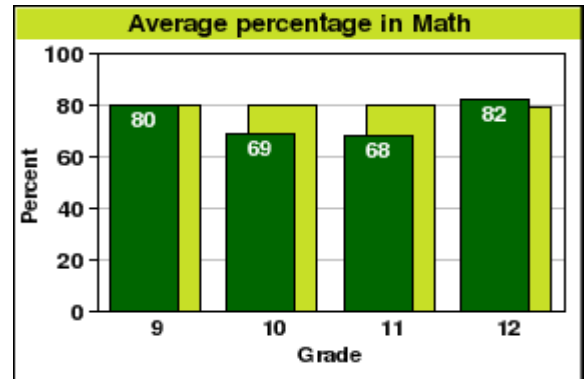
- In this school, students' average reported mark was 78%; the Canadian norm for these grades is 81%.
- In this school, girls' average reported mark was 83% and boys' was 75%. The Canadian norm for girls is 83% and for boys is 78%.



#### 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.

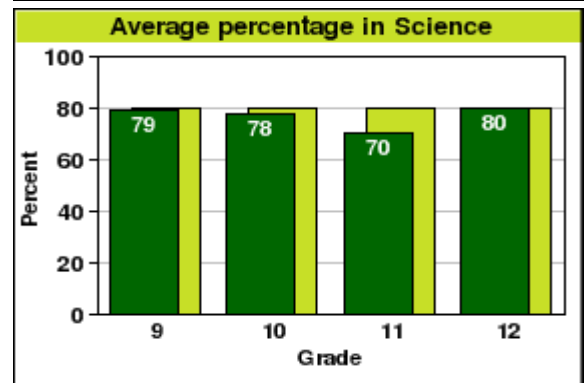
- In this school, students' average reported mark was 76%; the Canadian norm for these grades is 80%.
- In this school, girls' average reported mark was 76% and boys' was 76%. The Canadian norm for girls is 80% and for boys is 79%.



#### 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%.







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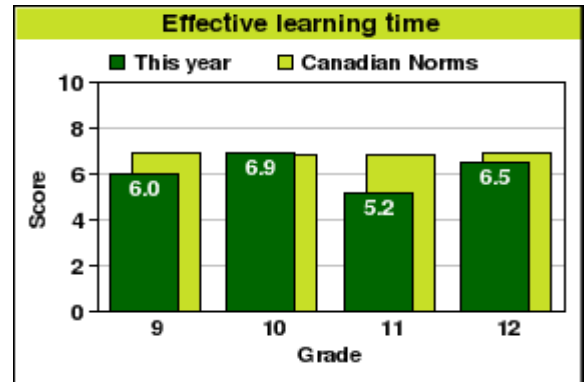
#### Marathon High School Highlights

## DRIVERS of Student Outcomes

### Effective learning time

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

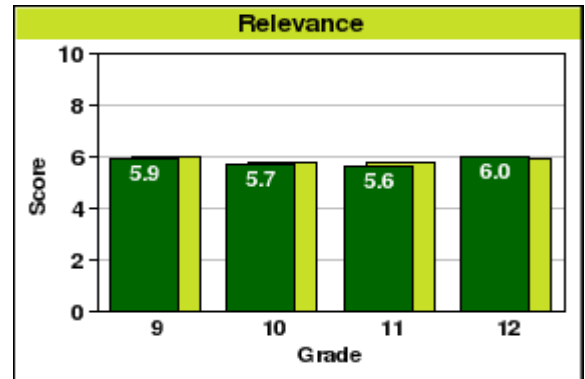
- In this school, students rated effective classroom learning time 6.3 out of 10; the Canadian norm for these grades is 6.8.
- In this school, effective classroom learning time was rated 6.1 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.8.



### Relevance

Students who find classroom instruction relevant to their everyday lives.

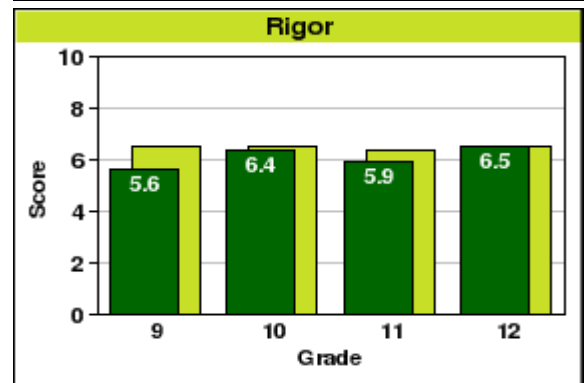
- In this school, students rated relevance 5.8 out of 10; the Canadian norm for these grades is 5.9.
- In this school, relevance was rated 5.8 out of 10 by girls and 5.9 out of 10 by boys. The Canadian norm for girls is 6 and for boys is 5.7.



### 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.







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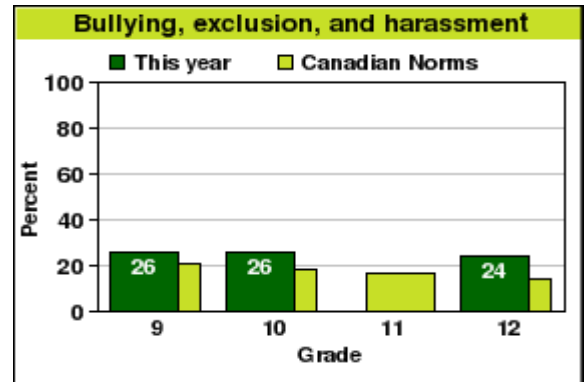
#### Marathon High School Highlights

## DRIVERS of Student Outcomes

### Bullying, exclusion, and harassment

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

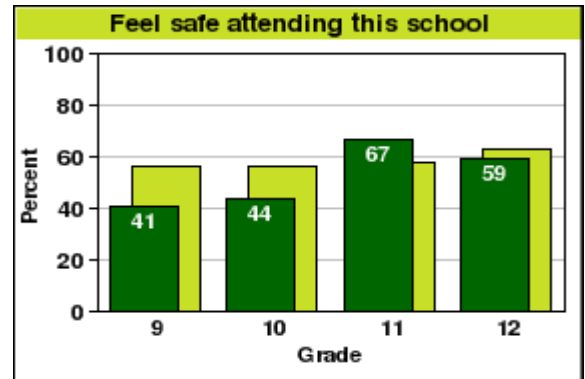
- 23% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 18%.
- 22% of the girls and 21% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 18% and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



### Feel safe attending this school

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

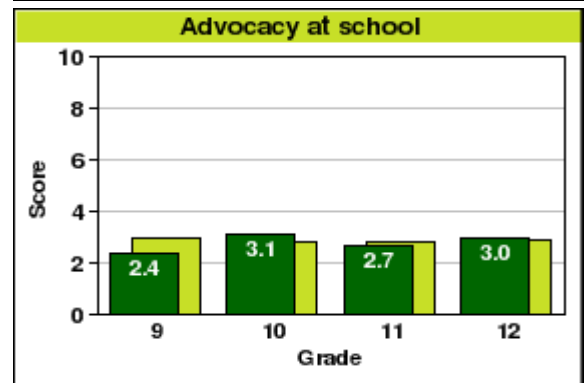
- 49% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 47% of the girls and 55% of the boys felt safe attending the school. The Canadian norm for girls is 55% and for boys is 62%.



### 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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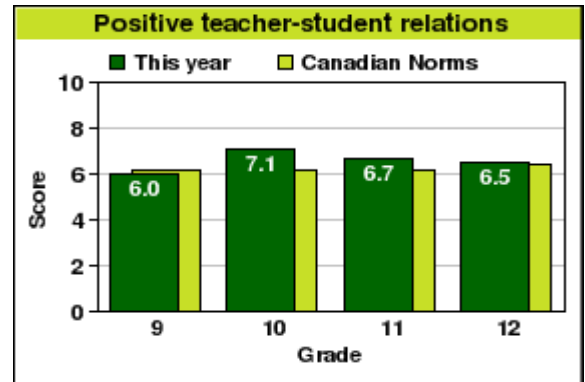
#### Marathon High School Highlights

## DRIVERS of Student Outcomes

### Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

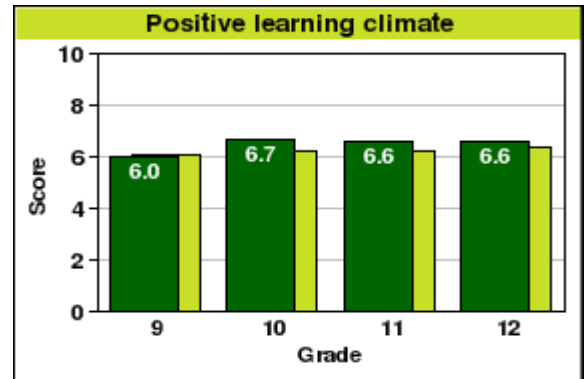
- In this school, positive teacher-student relations were rated 6.5 out of 10; the Canadian norm for these grades is 6.2.
- In this school, positive teacher-student relations were rated 6.6 out of 10 by girls and 6.7 out of 10 by boys. The Canadian norm for girls is 6.2 and for boys is 6.3.



### Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

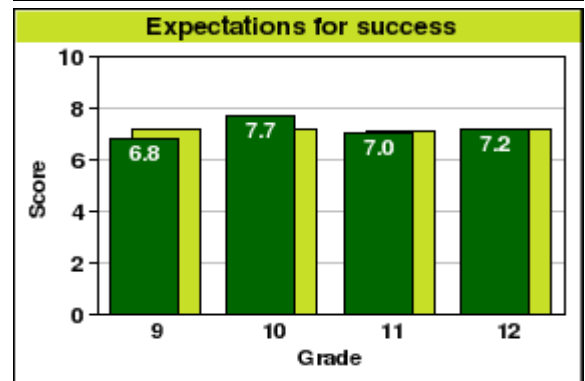
- In this school, students rated disciplinary climate of the classroom 6.4 out of 10; the Canadian norm for these grades is 6.2.
- In this school, disciplinary climate of the classroom was rated 6.3 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.2 and for boys is 6.3.



### Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated teachers' expectations for academic success 7.2 out of 10; the Canadian norm for these grades is 7.2.
- In this school, teachers' expectations for academic success were rated 7.2 out of 10 by girls and 7.3 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 7.1.







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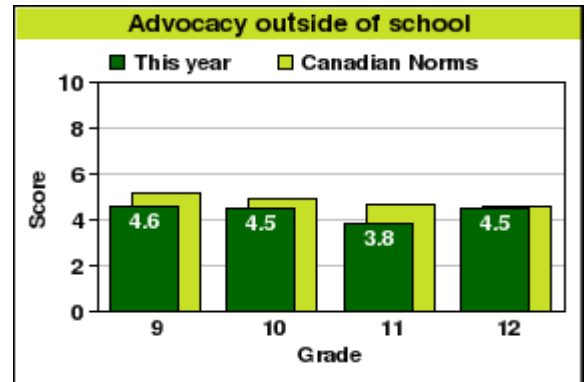
#### Marathon High School Highlights

## DRIVERS of Student Outcomes

### Advocacy outside of school

Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

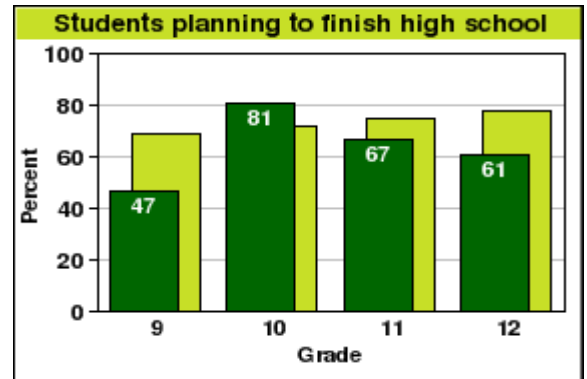
- In this school, students rated advocacy outside of school 4.5 out of 10; the Canadian norm for these grades is 4.9.
- In this school, advocacy outside school was rated 4.4 out of 10 by girls and 4.8 out of 10 by boys. The Canadian norm for girls is 4.9 and for boys is 4.9.



### Students planning to finish high school

Students who plan to finish high school.

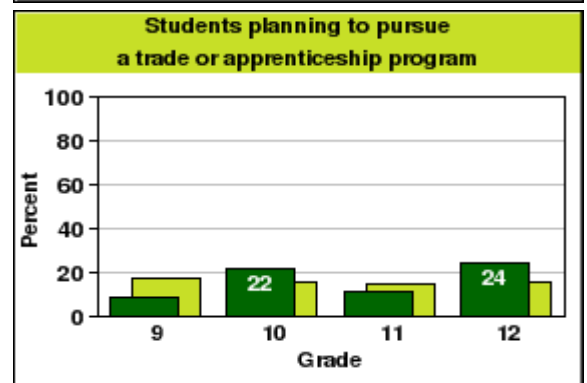
- 63% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 73%.
- 74% of the girls and 64% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 77% and for boys is 69%.



### Students planning to pursue a trade or apprenticeship program

Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 18% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 16%.
- 9% of the girls and 23% of the boys in this school planned to pursue a trade or apprenticeship program. The Canadian norm for girls is 12% and for boys is 20%.







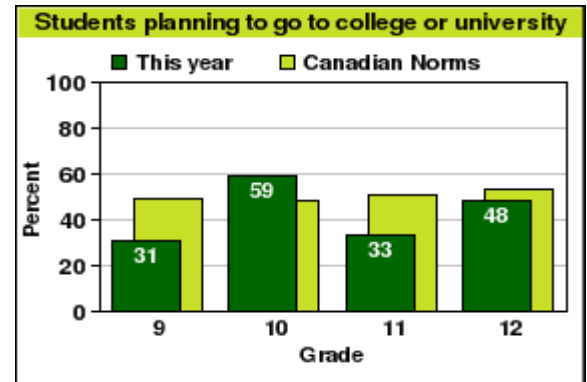
## Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (9693) Marathon High School Highlights

### DRIVERS of Student Outcomes

#### Students planning to go to college or university

Students who plan to pursue a post-secondary education.

- 44% of students in this school had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 50%.
- 59% of the girls and 36% of the boys in this school had aspirations for going to college or university. The Canadian norm for girls is 59% and for boys is 41%.







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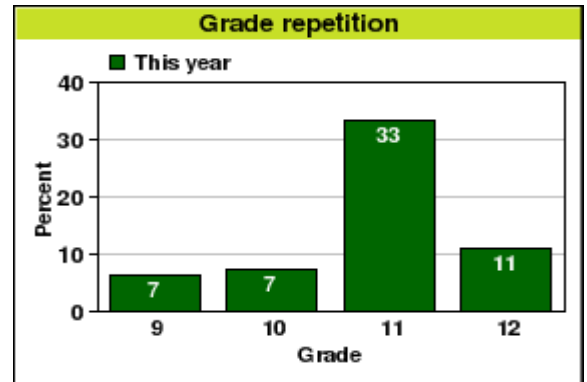
### Marathon High School Highlights

## Demographic Factor Drill-Downs

### Grade repetition

Students who have repeated one or more grades at school since kindergarten.

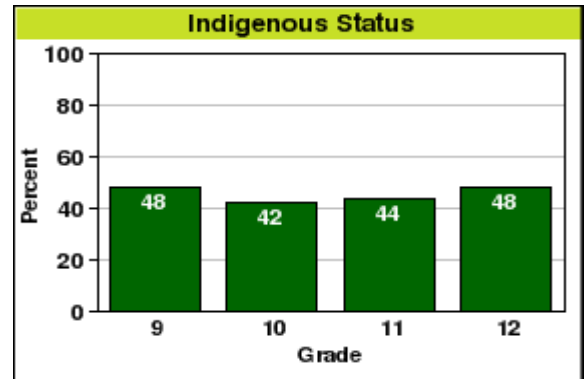
- 10.6% of students in this school have repeated a grade at school.
- 10% of the girls and 10.9% of the boys in this school have repeated a grade at school.



### Indigenous Status

Students who identified as Indigenous, that is, First Nations, Métis, or Inuk.

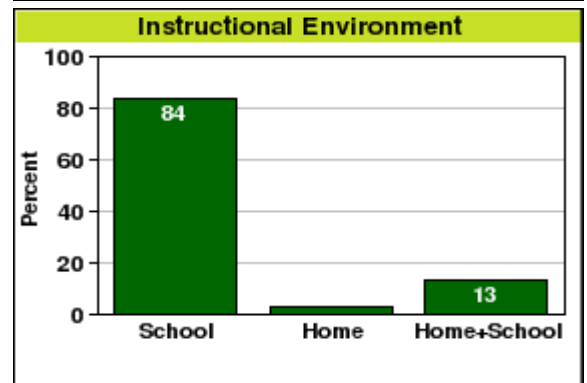
- 46% of students in this school identified as Indigenous.
- 46% of the girls and 48% of the boys in this school identified as Indigenous.



### Instructional Environment

The percentage of students learning at home, at school, or a combination of both.

- 84% of students in this school are learning at school. 3% of students in this school are learning at home. 13% of students in this school are learning both at school and at home.







## Report on Student Outcomes and School Climate

### OurSCHOOL Secondary School Survey (9693)

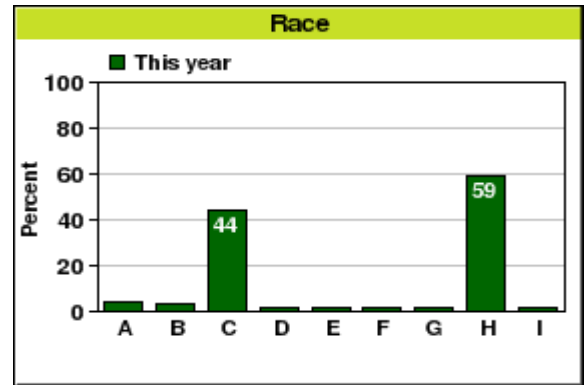
#### Marathon High School Highlights

## Demographic Factor Drill-Downs

### Race

Students are asked which racial group(s) best describes their race or racial background.

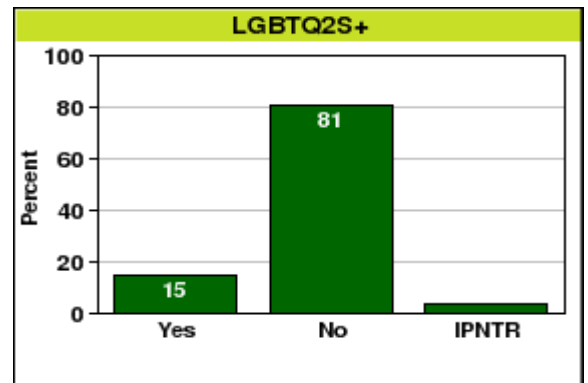
- A - 4% of students are Black
- B - 3% of students are East Asian
- C - 44% of students are Indigenous
- D - 2% of students are Latino / Latina / Latinx
- E - 2% of students are Middle Eastern
- F - 2% of students are South Asian
- G - 2% of students are Southeast Asian
- H - 59% of students are White
- I - 2% of students are in a racial group not listed



### LGBTQ2S+

Students are asked whether they consider themselves to be Lesbian, Gay, Bisexual, Transgender, Queer and/or Two-Spirit (LGBTQ2S+).

- 15% of students consider themselves to be LGBTQ2S+. 81% of students do not consider themselves to be LGBTQ2S+. 4% of students prefer not to respond.





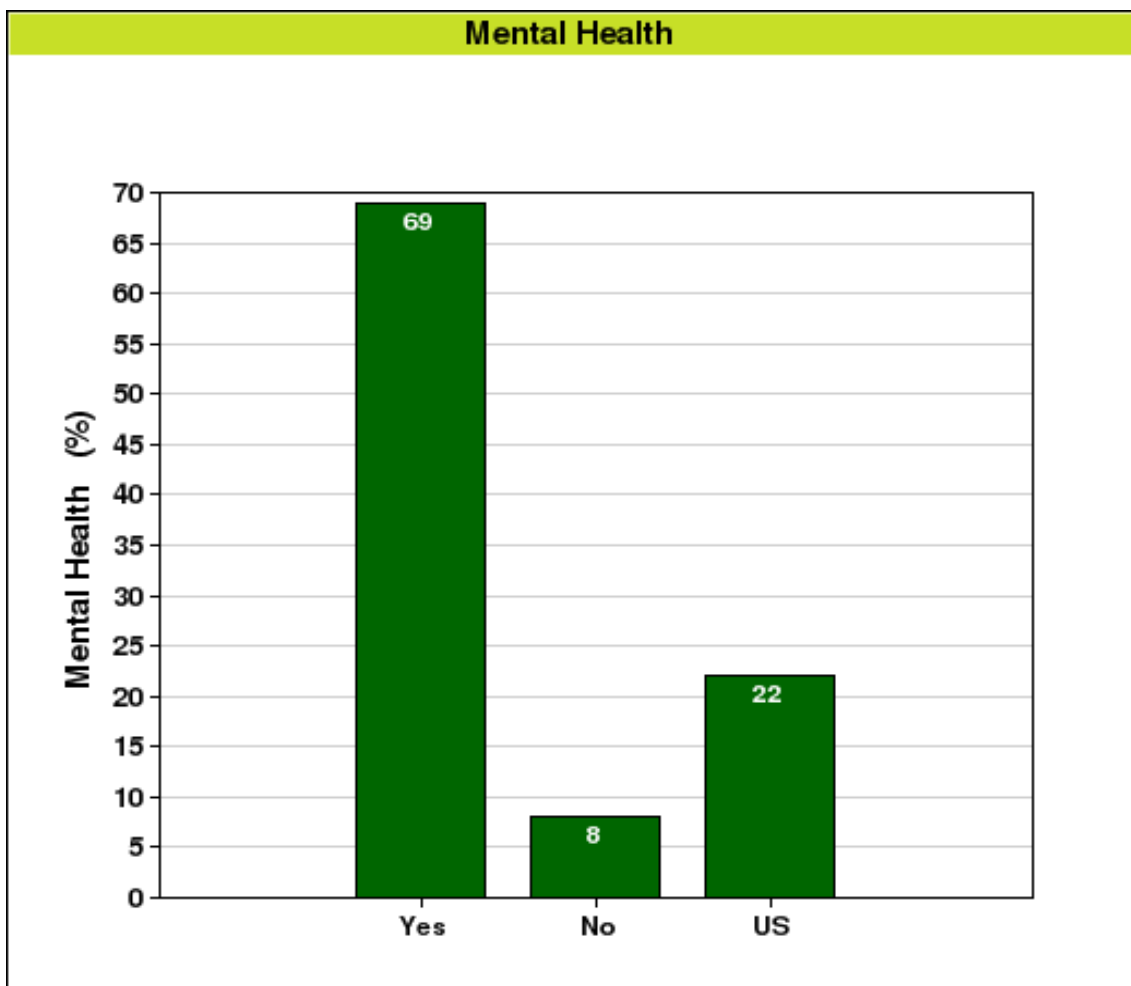


## Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (9693) Marathon High School Highlights

### Multiple Choice Question

Students were asked: "Are you aware of the supports and services that are available within your school and community to support mental health? "

- Yes (Yes)
- No (No)
- I am Unsure (US)





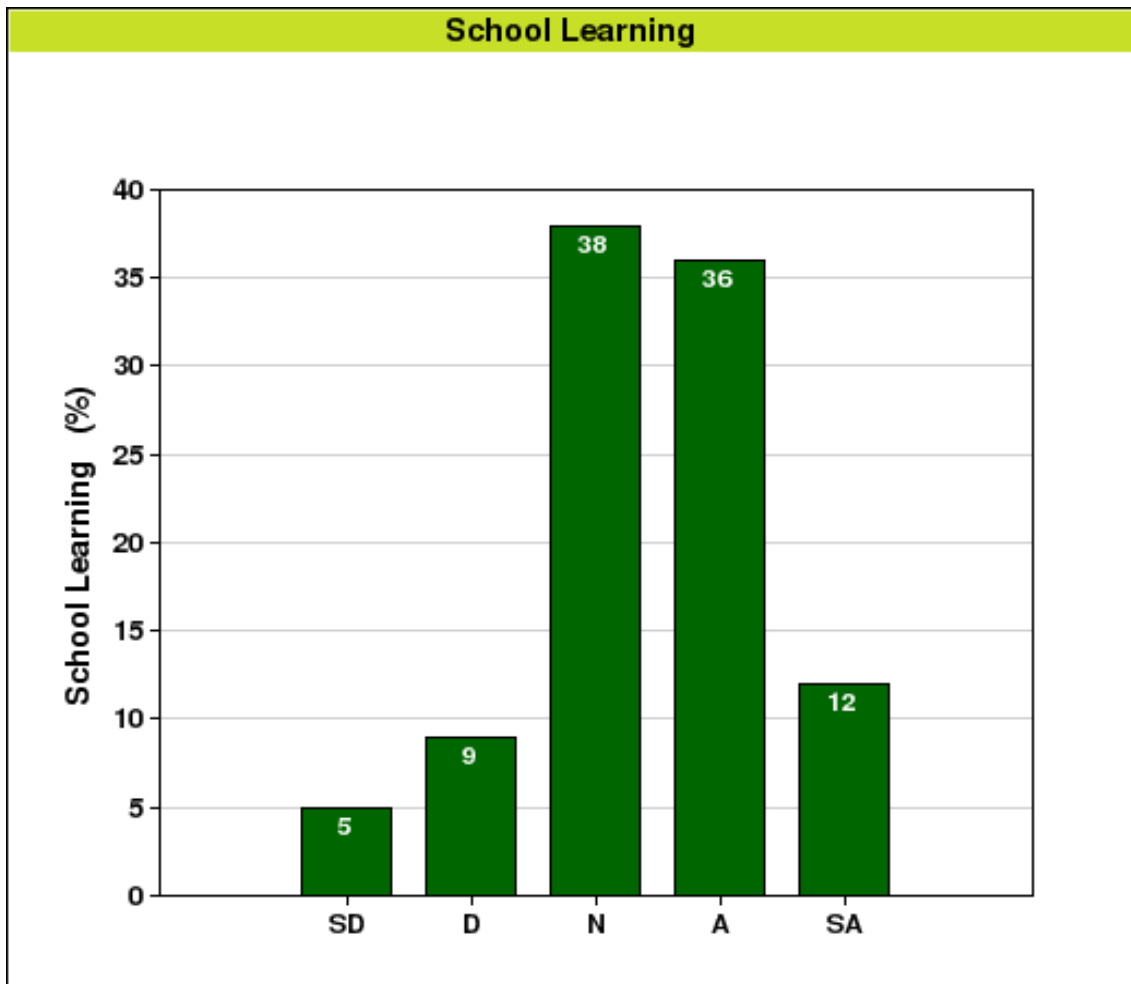


**Report on Student Outcomes and School Climate**  
**OurSCHOOL Secondary School Survey (9693)**  
**Marathon High School Highlights**

## Multiple Choice Question

Students were asked: "The things I am learning at school are preparing me for life after high school."

- Strongly disagree (SD)
- Disagree (D)
- Neither agree nor disagree (N)
- Agree (A)
- Strongly agree (SA)





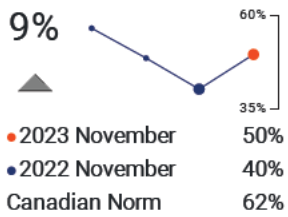
# **Marathon High School**

## **Trend Reports**

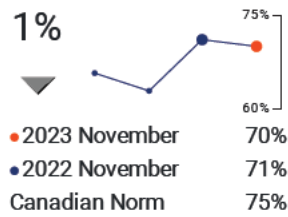


## Social-Emotional Outcomes

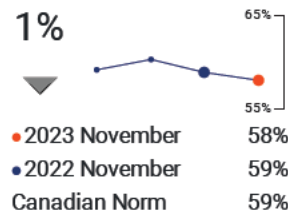
### Sense of Belonging



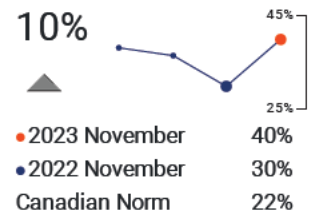
### Positive Relationships



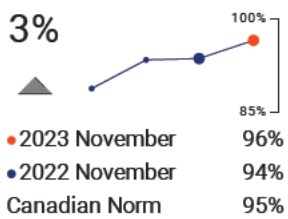
### Values School Outcomes



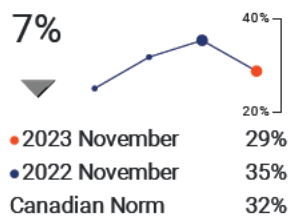
### Truancy



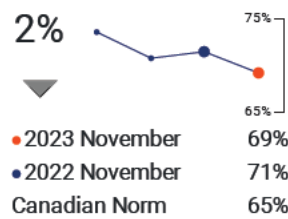
### Positive Behaviour at School



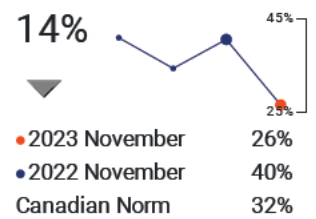
### Interest and Motivation



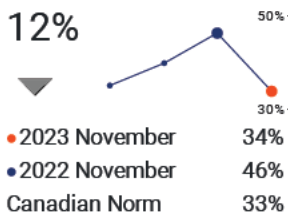
### Effort



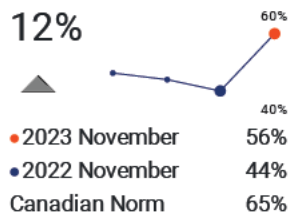
### Anxiety



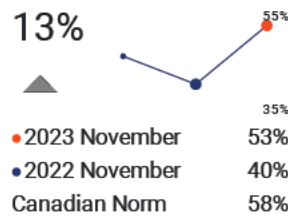
### Depression



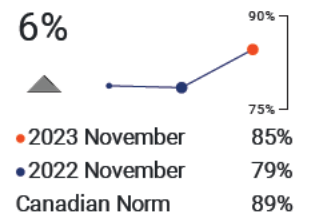
### Self-esteem



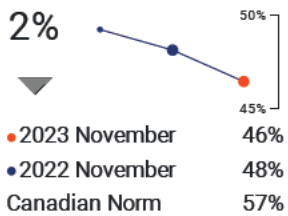
### Orientation to Well-Being Eudaimonia



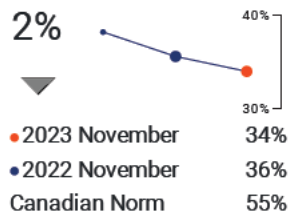
### Orientation to Well-Being Hedonia



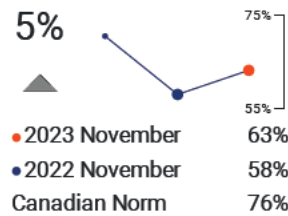
### Self-Regulation



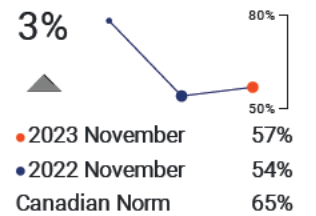
### Cultural Awareness - Own



### Cultural Awareness - Others



### Life Satisfaction

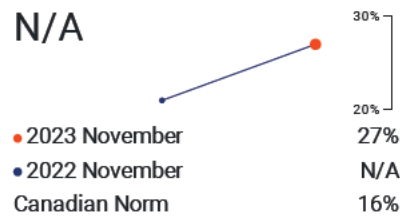




## Skills (grades)-challenge

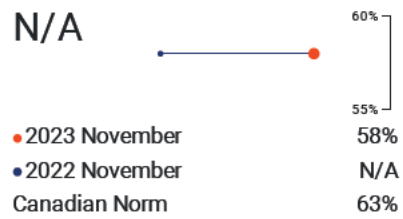
### Low Skill High Challenge

N/A



### High Skill High Challenge

N/A



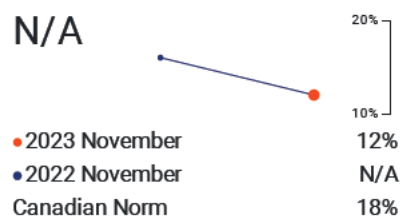
### Low Skill Low Challenge

N/A



### High Skill Low Challenge

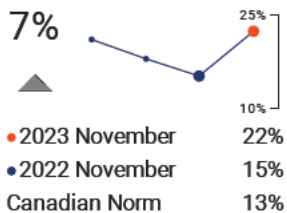
N/A



## Physical Health Outcomes

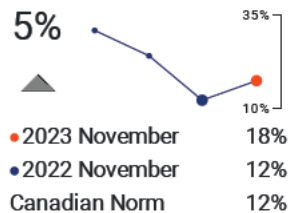
### Tobacco Use Basic

7%



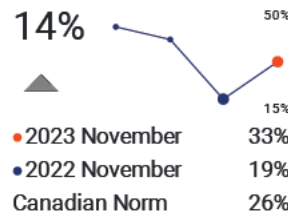
### Marijuana Basic

5%



### Alcohol Basic

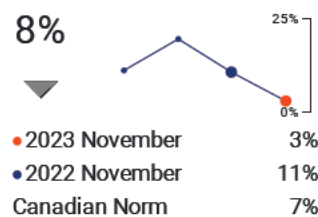
14%



## Students that have used other drugs

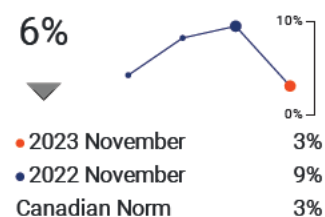
### Students that have used ecstasy, crystal meth, heroin or cocaine

8%



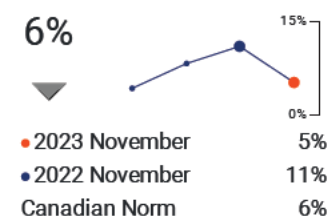
### Students that have used steroid pills or shots

6%



### Students that have sniffed glue or used inhalants

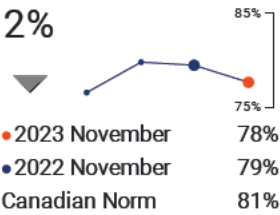
6%



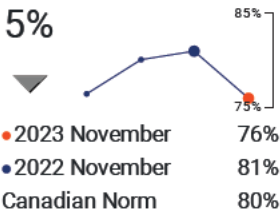


Academic Outcomes

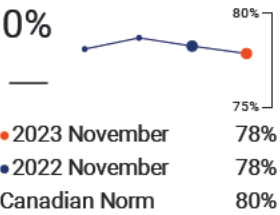
Language Arts



Math



Science





## DRIVERS of Student Outcomes

### Effective Learning Time



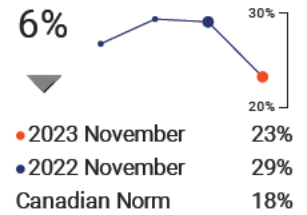
### Relevance



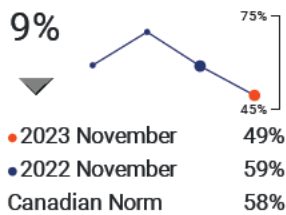
### Rigor



### Bullying, Exclusion, and Harassment



### Feel Safe attending School



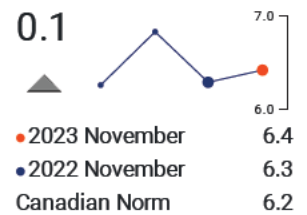
### Advocacy at School



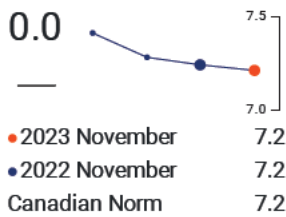
### Positive Teacher-Student Relations



### Positive Learning Climate



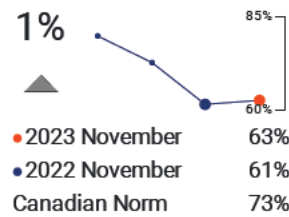
### Expectations for Success



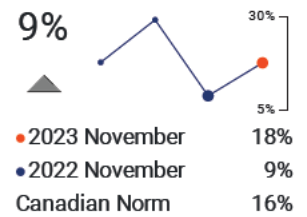
### Advocacy Outside of School



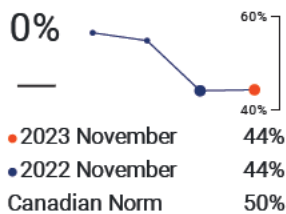
### Aspirations - Finish High School



### Aspirations - Pursue Trade



### Aspirations - College or University





The formation of a career or vocational identity is a critical developmental task of childhood and adolescence [1]. The process begins during the primary school years or arguably even earlier [2]. It entails developing an understanding of one's values, attitudes and competencies; engaging in career exploration and planning; and establishing viable career goals [3]. The process intensifies during adolescence, as students strive to establish their sense of individuality and integrate personal goals and values [4]. While individuals play the most important role in the formation of their career identity, it is also influenced by parents, peers and school staff and the social and economic context of the local environment [5]. Some students have a strong sense of career identity when they graduate from secondary school, while others have only a general direction. Many students find this period stressful, especially if they feel they must settle on a career direction prior to graduation. The role of parents and schools is to support students in their career exploration and planning. This includes helping them set high but realistic expectations, helping them overcome perceived obstacles, and ensuring they know where and how to find pertinent information about further education, training and employment.

### Key Findings From the Research

- Most students begin proactively engaging in career exploration and planning during the latter stages of secondary school. This process goes hand-in-hand with the development of their personal identity as they understand their interests and values, gain confidence in their abilities and take responsibility for their decisions [5]. By the end of secondary school, about 20% of students have made a stable career choice. The majority of youth do not settle on a career path until age 25 [6].
- A small percentage of students commit to a career path in elementary school or during the early stages of secondary school, without engaging in the career exploration and planning process. Quite often, their choices are influenced by the expectations of parents and other role models. Students who make commitments without much exploration often do not establish a true sense of their career identity [1].
- The age at which youth establish a career identity is related to gender and influenced by parental expectations, socioeconomic status and geographical location [1][6][7].
- Schools can play a key role in helping students develop their career identity. The process entails providing them with opportunities to understand and appreciate their personal strengths and values, engage in job and career exploration, learn where to obtain information about jobs and careers, and develop the skills required to apply for jobs or post-secondary programs [8].

The OurSCHOOL student survey includes several questions about the formation of students' career identity. Students are asked about their plans immediately after graduating from high school, whether they know the type of job or career they want to pursue, and the extent to which they are engaged in career exploration and planning. Students are also asked about their knowledge of personal strengths and values, the factors they consider to be obstacles in achieving their goals and the availability and use of school resources.

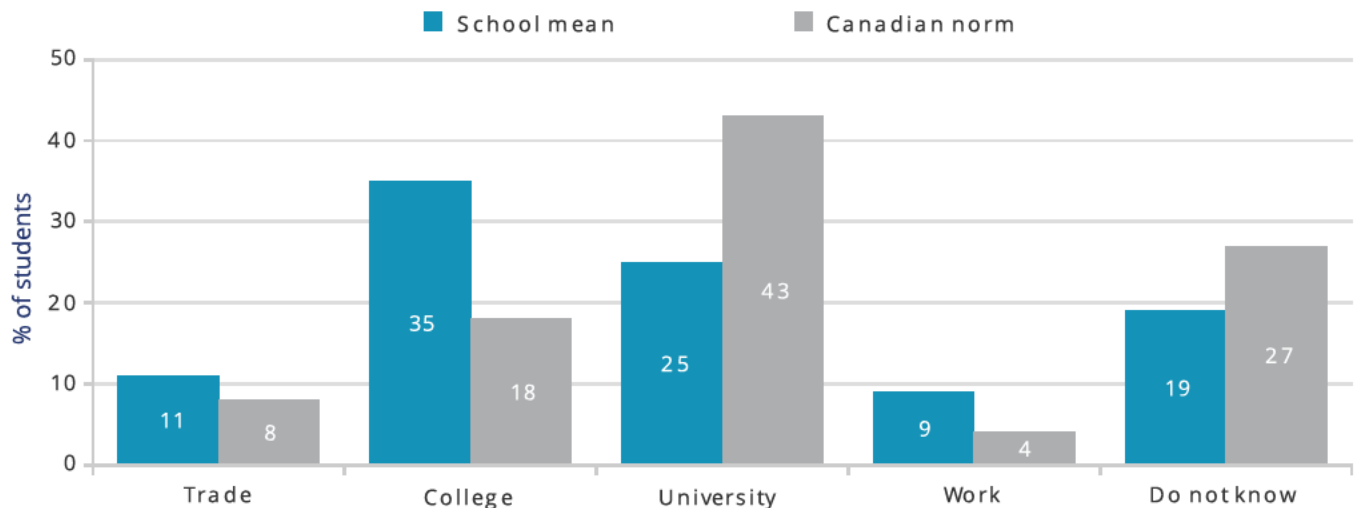
In Marathon High School, 100 students completed the OurSCHOOL survey between 30 Oct 2023 and 03 Nov 2023, which included a module on the career pathways of students. This report summarizes the results.



## Aspirations and Career Identity

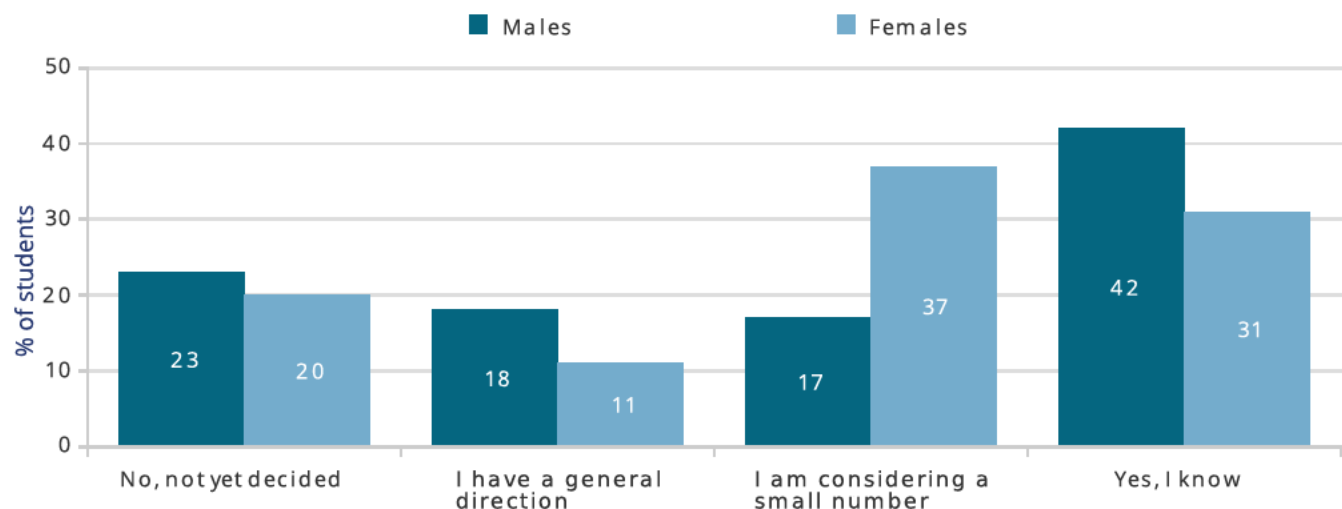
For most students, the first step in establishing a career identity is deciding whether they want to enter the work force after high school or pursue some form of post-secondary training. The post-secondary plans for students in Marathon High School are shown in Figure 1. The results are shown alongside the national norm.

**Figure 1: Students' post-secondary plans**



Students were asked whether they know the kind of job or career they want to pursue after they graduate from high school. In Marathon High School, 39% were committed to a particular career path, while a further 39% were either considering a small number of jobs or careers or knew the general direction they were heading. Figure 2 shows the results for Marathon High School broken down by males and females.

**Figure 2: Students know what job or career they want to pursue after graduation**

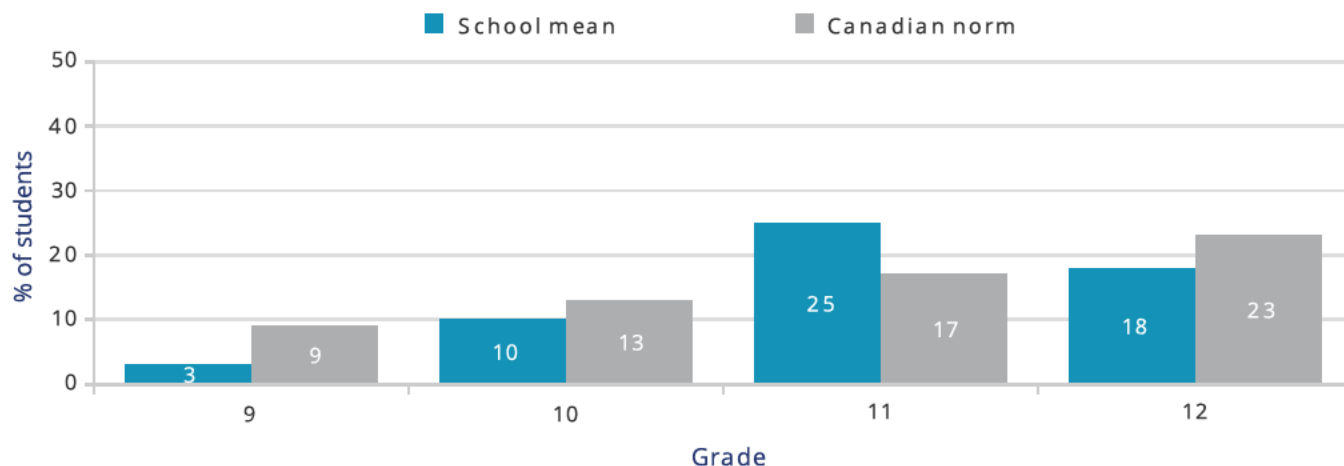




## Career Exploration and Planning

Students were asked a set of questions about how often they talked with their family, friends, or a teacher or guidance counsellor about the jobs or careers that might fit with their interests or values. The percentage of students for Marathon High School who are engaging in career exploration at least once a month are shown in Figure 3, broken down by grade. The results are shown alongside the national norm.

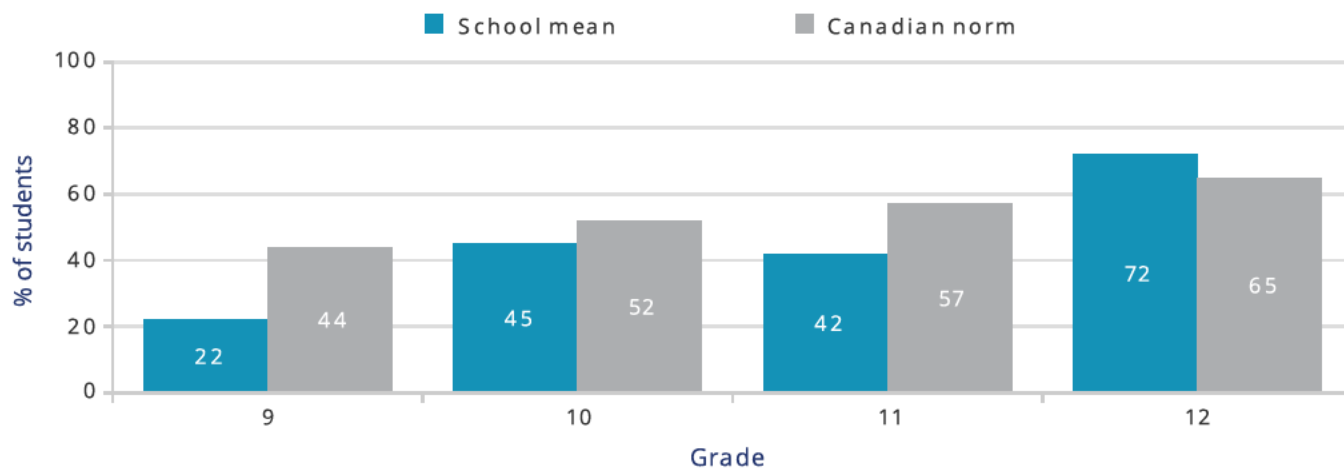
**Figure 3: Frequency of career exploration and planning**



## Students' Knowledge about the World of Work

Students were asked eight questions about their knowledge of the jobs or careers that interest them. The percentage of students for Marathon High School are shown in Figure 4, broken down by grade. The results are shown alongside the national norm.

**Figure 4: Students' career knowledge**

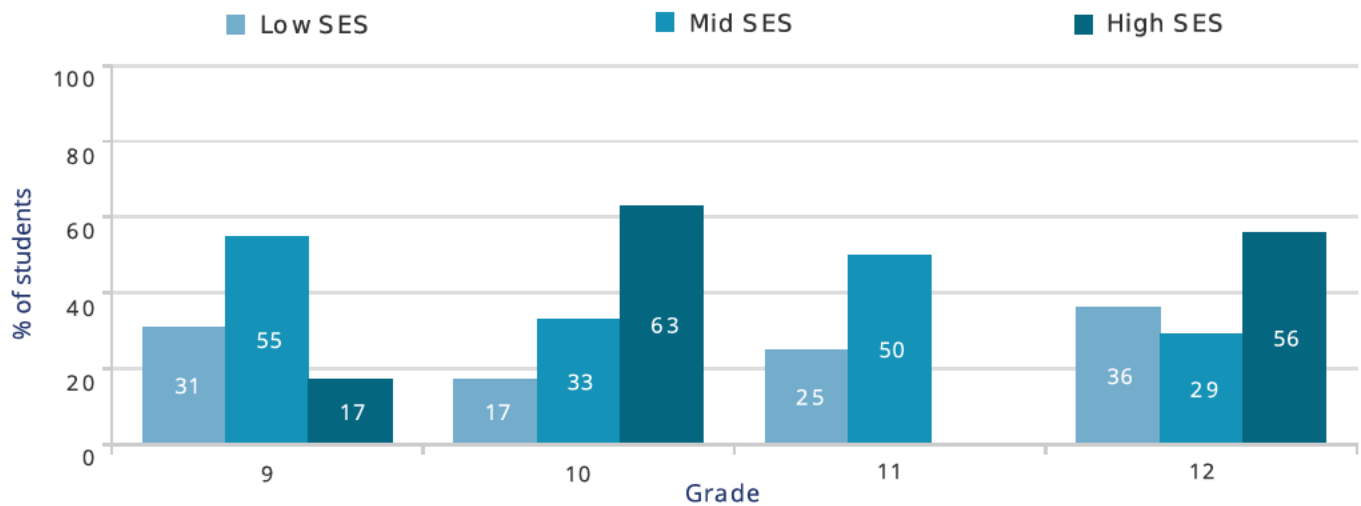




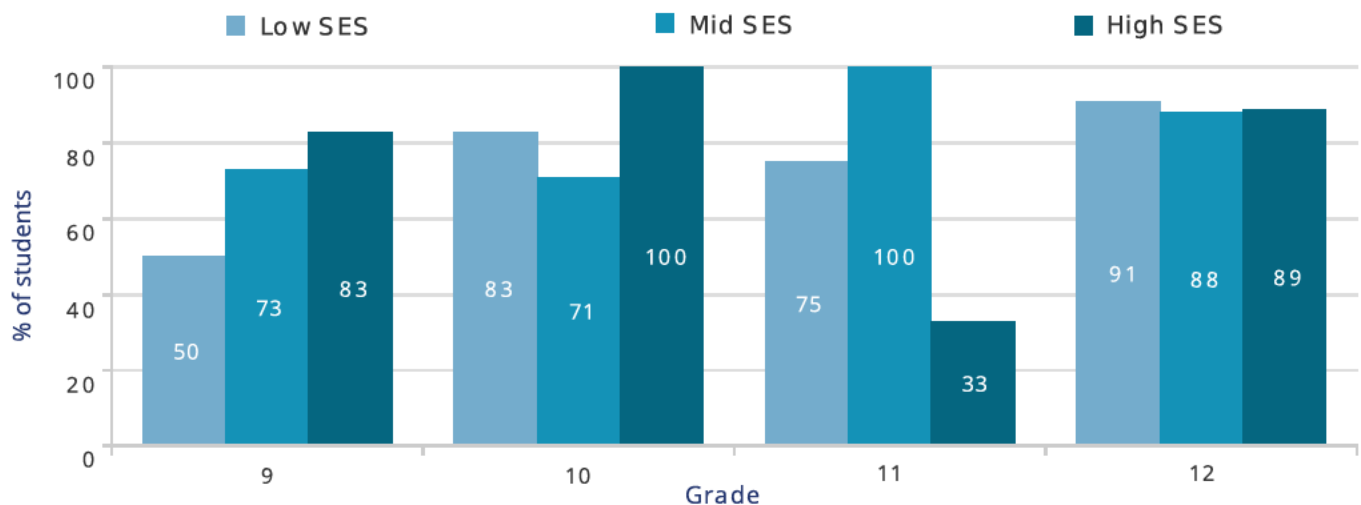
## Student Inequalities

'Equality' refers to differences in social outcomes among sub-populations, such as differences between students from low and high socioeconomic backgrounds. A measure of socioeconomic status (SES) was derived from students' reports of educational and cultural possessions in the home, their parents' level of education, and whether they were living in a two-parent family. Students were classified into three groups: low, middle and high SES. Figures 5 and 6 show the extent of equality among SES groups in Marathon High School for the level of activity in career exploration and commitment to a specific career path.

**Figure 5: Level of activity in career exploration**



**Figure 6: Commitment to a specific career path**

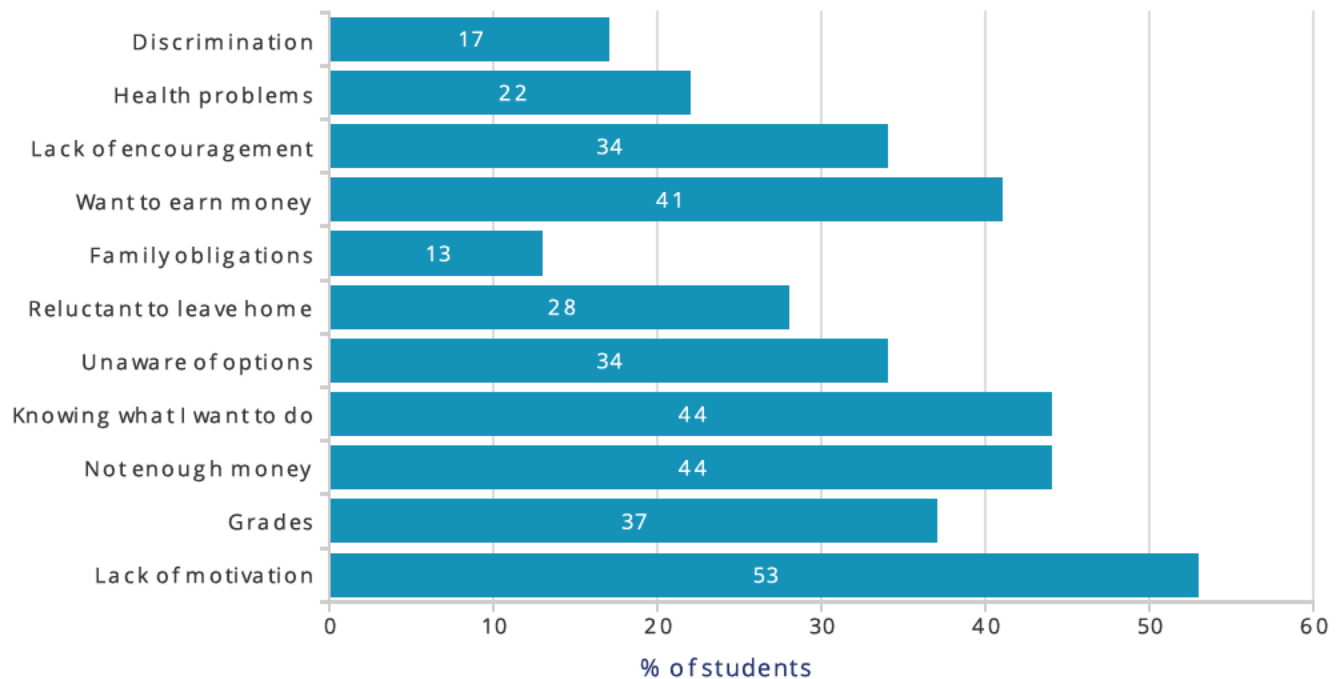




## Perceived Obstacles

Many students feel that one or more factors will prevent them from reaching their job or career goals. Figure 7 shows the percentage of students in Marathon High School that reported each potential obstacle.

**Figure 7: Obstacles preventing students from reaching their job or career goals**



## What Schools Can Do

The literature stresses the importance of students engaging in career exploration and planning at an early age [1]. However, a number of research studies indicate that relatively few students start the process before grade 11. Many of the strategies that schools typically employ, such as providing apprenticeship programs or opportunities to job shadow do not seem to have strong effects. Some students follow a career path that is consistent with their interests and relative success in school subjects, such as language arts, mathematics or chemistry, but for most students the link between school subjects and jobs and careers is not readily apparent.

A strategy to help students engage in the process early is to have them prepare a two- to three-page written career plan at the beginning of grade 9 or even earlier [8]. The plan would include six elements: a portrayal of their attitudes and values; an account of their current social and academic skills; the identification of a job or career they might pursue after they finish high school; the pathway associated with this job or career, including the skill and educational requirements; an assessment of the family, school and community resources that would enable them to achieve their goals; and the identification of any barriers that may prevent them from achieving their goals. Their plan could be revised each year.



The aim of having students prepare a career plan is to foster a 'growth mindset' – a proactive approach towards visualizing and planning the future. It can help students learn about the process of career exploration, including how to take stock of their personal attributes and seeing how these may fit with a particular job or career. It is a tool for social-emotional learning; that is, developing self and social awareness, setting goals, and building relationships and decision-making skills. Perhaps most important, a written plan can be used to start a dialogue with friends, family and school staff, enabling students to set high but realistic goals.

Two of the core elements of a positive classroom climate that have a strong relationship with students' academic achievement and well-being are teacher-student relations and setting high expectations. Teachers can strengthen these elements by talking with students about their job or career aspirations and helping them set high but realistic expectations. In their classes, teachers can discuss the links between subject content and various jobs and careers.

### About OurSCHOOL

OurSCHOOL is an evaluation system that includes dynamic web-based student, teacher, staff and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Please see [www.thelearningbar.com](http://www.thelearningbar.com) for further information.

### About this School Report

This report was prepared by Dr. J. Douglas Willms, President of The Learning Bar, with support from The Learning Bar's staff. Schools can print this report free of charge for use in staff meetings and professional development activities. It can also be reproduced for distribution to parents and guardians.

### References

1. Skorikov, V. B. & Vondracek, F. W. (2011). Occupational identity. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (eds.), *Handbook of Identity Theory and Research* (pp. 693-714). New York: Springer.
2. Hartung, P. J., Porfeli, E. J., & Vondracek, F. W. (2005). Vocational development in childhood: A review and reconsideration. *Journal of Vocational Behavior*, 66, 385-419.
3. Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.), (pp. 197-261). San Francisco: Jossey Bass.
4. Erikson, E. K. (1968). *Identity: Youth and crisis*. New York: Norton.
5. Schwartz, S. J., Côté, J. E., & Arnett, J. J. (2005). Identity and agency in early adulthood: Two developmental routes in the individualization process. *Youth and Society*, 37, 201-229.
6. Statistics Canada (2015). *Career Decision-making Patterns of Canadian Youth and Associated Postsecondary Educational Outcomes*. Retrieved from <http://www.statcan.gc.ca/pub/81-599-x/81-599-x2015010-eng.htm>.
7. Centre for Education Statistics and Evaluation (2013). Turning Aspirations into Reality: How teachers can support student's transitions to university and vocational education and training. Retrieved from <https://www.cese.nsw.gov.au/publications/learning-curve>.
8. Gysber, N. C. (2013). Career-ready students: A goal of comprehensive school counselling programs. *The Career Development Quarterly*, 61, 283-288.



**Our school question II: How do the opinions and actions of others in the school influence your sense of identity and self-confidence within the high school?**

|    |  |
|----|--|
| 1  | They don't affect me   |
| 2  | I sometimes have low self confidence when around people because five guys were huddled at my locker and were being rude, pretending that they were gonna jump me (which I felt scared), and they were saying negative things towards me.   |
| 3  | Skibidi  |
| 4  | I don't know and wiy vape?   |
| 5  | Good   |
| 6  | Doesn't really influence them, infact i've actually gotten more social over the years because of it.   |
| 7  | I don't know   |
| 8  | None   |
| 9  | No one's opinion affects my identity   |
| 10 | I don't know   |
| 11 | Judge  |
| 12 | I feel like I have to always monitor myself during school which causes my self confidence to go down because I think that other people think badly of me.  |
| 13 | No way   |
| 14 | My sense of identity and confidence within the school is heavily influenced by my peers. There are many things I do or don't do because of the thought that people will judge or make fun of what I do. I tend to have a simple personality and simple fashion choices to avoid these conflicts with others. |
| 15 | it doesn't matter to me what other people do.  |
| 16 | they don't   |
| 17 | No Comment.  |
| 18 | when kids are being loud and it's hard to focus  |
| 19 | a lot  |
| 20 | I don't really pay attention to others. I often try to focus on myself and my own school work. And usually when people are doing stupid stuff, I do my own thing because I know what their doing is wrong. And quite frankly I'm easily influenced into stuff.   |
| 21 | Rather not say.  |
| 22 | Idk  |
| 23 | Idk  |
| 24 | idk  |
| 25 | Idk  |
| 26 | idk  |
| 27 | no   |
| 28 | The actions some students have at school discourage me from feeling a sense of safety or belonging (indirectly) such as how I witness them talking to peers, their attitudes in class, impolite, etc.  |
| 29 | They don't   |
| 30 | they make me feel scared   |
| 31 | Being made fun of  |
| 32 | it doesn't   |
| 33 | i don't know   |
| 34 | I don't know.  |
| 35 | It makes me act different.   |
| 36 | not personally but I have seen some students change behaviour because of the side glances from others. sometimes even a passing comment can impact a student. However this does not impact me personally, I am just thoroughly annoyed.  |



37 I dont care about what people say  
38 They don't influence me they just annoy me.  
39 They don't really.  
40 nothing.....  
41 The opinions and actions of other in the school helps by saying I should try out for sports and with the programs that are in are school.  
42 Idk maybe how I see how fun the classes and things are in the next grade so I try and pass so I could do those thing next year and not have to retake classes. I know how the classes are in the next grade because my cousin is in the grade above me and we are good friends.  
43 nope  
44 They don't, just my friends opinions and actions influence me.  
45 They don't impact me that much.  
46 They don't  
47 I'm not too sure about the others opinions of the other people  
48 idk  
49 rip george floyd  
50 they don't. I don't pay enough attention to figure out that I am being influenced by others, so I just assume that I don't  
51 my self confidence relies kinda if what other people think about me but st the same time i don't really care  
52 I got no idea  
53 They don't influence my sense of identity. People do make me feel like shit about the way i look and the things i do.  
54 There are definitely groups of kids around the school that look down upon you simply because of what they might have vs what you have yourself, which will take a tole of your self confidence and make you think you need to be someone you aren't. There will always be beauty standards that cant be met nor achieved. But even so, I try my best to ignore those people and to do my own thing. I may not be able to have the things they have but I will always appreciate what I do have.  
55 I do not know specifically



**<b>Please tell us some of the things you really like about your school, or things that would make it even better.</b>: null**

I like how Marathon High School gives mental, social, and physical support to their students. I also really enjoy the idea of having open gym, which allows students to have something to do during lunch break. To make it better, the highschool should implement more stronger vape detectors, security, and should have a check in (security check) for any weapons, vapes, and drugs.

Seeing friends from out of town, sports.

some things

i like that our school does actictys for everyone and how the teachers are there for you.

Sports

I don't know

One thing I really like about my school is that we have amazing staff members and teachers who are always willing to help students. One thing that can make our school better is if students were made more aware of how to access some services that they may not know how to get.

one thing i like about my school is the independance we have.

I like that the school has our best interests and future in mind, and that they have multiple things to tools to support us.

I like the sports here

I like this school it has my friends and it helps me improve my learning skills

Things that would make school better were to bring back different learning levels for grades 9 and 10 to accommodate children with different academic goals, or academic learning styles.

i really like how the school doesn't sports and has a cultural room space for people i think that would make it better is if the school would have a therapy person as someone that comes to the school at least once a month

Well I like at I its say lunch time we could do basically anything but you still have to go back to class. and i get to see my old friends that went to high school before me and i can make new ones too.

i really like shop classes, and classes that are fairly hands on.

no i'm good

I like my friends and my classes I rly like science classes

i like that we get to go home at 3 umm i like the open gym at lunch. something i think would make school better is if we didn't start it so early and i didn't have to wake up so EARLY . tech class

Longer times on the lesson. Less homework. Constant guidance help for students in need.

I like being able to see my friends and working towards being better in certain fields rather and during COVID-19 I was unable to do either one.

It is What it is.

I like the amount of sport opportunities there is in high-school. I also like how everyone is understanding.

More sports days. Less bitchy teachers and less math. More pD days. And give my English teacher a raise bc he's awesome.

Sports day



|    |   |
|----|---|
| 26 | I like the sports that are in highschool because I get to play sports that I like out of town, and even miss school days because of sports some times (still catching up with work). I also like the different classes that I take. There's nothing really that I say to be better in this school, it's all pretty good.  |
| 27 | some things I like about school are the lunch break and the break before the next class. something that can make school better are making those breaks longer   |
| 28 | <p>I appreciate the teachers and other adults' goals to make school a safe place for students. We live in a location where Indigenous people, refugees, and people moving for work are common. I feel the school has done a good job at ensuring everyone feels welcome. It's obviously not perfect, and I do notice lots of discrimination still, but I feel it's getting better. I kind of wish the school was more accessible, such as having the lights not so bright, having tools for work like gloves, headphones, etc. for hands on activities.</p> <p>I feel bullying needs to be addressed highly, as it only gets worse, I think an anonymous tip box and options to reflect on things. It feels unsafe to speak to an adult about harassment as students tend to attack you if you are caught 'tattling.'</p> |
| 29 | i think school would be better if you could drop mandatory classes if they're unnecessary for your career path  |
| 30 | I like how we can use the gym but I don't like that we only have 5 min between classes  |
| 31 | I enjoy [REDACTED] presence he is a funny [REDACTED] good [REDACTED]  |
| 32 | The sports are nice. The school would be better if the canteen was open everyday for lunch  |
| 33 | I do not like this school it is greasy  |
| 34 | OOP   |
| 35 | I like the sports. More sport teams like football.  |
| 36 | I think our school does a really good job at acting on change and putting in the work to make a difference to help support all students. It's evident that there's lots of work that gets put into making sure everyone feels comfortable   |
| 37 | No Clue   |
| 38 | Tech class  |
| 39 | The things that I like about our school is how we have great teachers and how there are different activities during the school community and how you also feel welcome. What I also like about our school is you have support from different people.  |
| 40 | I like my friends and sports days   |
| 41 | I really like my math teacher, she is very helpful  |
| 42 | Great selection of teachers for the specific classes I need in preparation for post secondary. Great support systems and are there for me when needed.  |
| 43 | [REDACTED]  |
| 44 | I really like outdoor ed my friends but I don't like that if I have to go use the bathroom that there might be someone vaping   |
| 45 | I like tat when you need help in math and can come early to get help  |
| 46 | i don't like lgbt   |
| 47 | I love how we get to make lots of things in our classes like in woodshop we got to make a crate and in art we got to make a smudge bowl. I also love how we have sport days and even if we were not in the sport the teacher might still let us go as a class.  |
| 48 | It doesn't have a lot of programs so we are limited and forced to stay an extra year if we want to take a program we decided not to in grade 11.  |
| 49 | I like our open gym at lunch. I like our cultural room.   |
| 50 | I like how there is a big school and it has lots of teachers and EA's and nice principal and helpful EA's and mental health workers and Guidance Secretary and librarian  |
| 51 | I like playing volleyball.  |



|    |  |
|----|--|
| 52 | The things I really like about school are, mostly English and shop class.  |
| 53 | One thing I like about our school is that it has a (generally) strong sense of community. Many of our indigenous students feel welcome and comfortable in this school, however what about everybody else? what do they get to feel like they belong?   |
| 54 | I like that we have counsellors that can help us with school work or other problems outside of school.   |
| 55 | the location is nice cause it allows things like outdoor education to exist and for those students who take the course to get a lot out of it because of the small town location. An thing that I don't like is that despite their being a lot of opportunities for the trades at our school, there is none past grade ten for culinary arts like baking and cooking, which is a bummer. |
| 56 | outdoor ed class is really good  |
| 57 | I wish people didn't start drama and would grow up   |
| 58 | I really like the staff of our school. I feel like every teacher is really approachable and helps get the point across for work which is nice. i don't like how much school relies on work periods because i can't keep my self focused.<br>work periods are good to have but they need more supervision to be productive i just okay games with my friends the whole time               |
| 59 | I enjoy sports.  |
| 60 | The things I like about this school is the teachers they all are very supportive and they know what they are doing even if you accidentally miss a assignment they will help you out to make sure you wont miss another one its a fun school   |
| 61 | idk  |
| 62 | more days in week ends   |
| 63 | I like how much the teachers seem to care and push their students. I just think sometimes having a couple odd days to breathe and let my brain rest would make it much easier to proceed with learning.  |
| 64 | I like that we have after-school sports.   |
| 65 | This survey had asked respondents very good questions that will hopefully impact the school and cause some good changes.   |
| 66 | the fact that our teacher are always here for us<br>there is not that much bad kid<br>there is no resist   |



**Our school question 1: What is something that Marathon High School does REALLY WELL that we need to continue focusing on and using as we move forward? What is something that Marathon High School NEEDS TO IMPROVE as we think about the work we have to do to support you as a student?**

|    |  |
|----|--|
| 1  | offer more extra services.   |
| 2  | I insist that they keep having hands-on activities at the ready. I would like if they could have some clubs more available to people with mobility issues, such as an art club, writing club, etc.   |
| 3  | They have sports, which is well.   |
| 4  | im not sure  |
| 5  | Similar to previous response. However, the school should be more stricter on students who choose to participate in negative behavior.  |
| 6  | Teaching Career Studies  |
| 7  | They have great teachers   |
| 8  | Marathon high school does a pretty good job at the actual teaching, we are given loads of work at a collage level and expected to complete it all. The thing Marathon High School doesn't do very well is giving us too much work and expecting us to do it all. Our school teaches all students at the same level so students like me that can do the work succeed and student at a lower level fail quickly. |
| 9  | something  |
| 10 | Sports   |
| 11 | They have sports teams, improve on more sports days  |
| 12 | Sports   |
| 13 | I don't know   |
| 14 | the school works hard to support the cultural room. the internet could use some work, it does always work properly.  |
| 15 | Marathon High School does a good job at highlighting student achievement in and outside of the school and Marathon High School needs to improve on having teachers advocate for students needs no matter who the student is  |
| 16 | I really like science, longer lunch, get to go home early, get to see old friends and new friends. the stuff that NEEDS TO IMPROVE bring back reassess, the school should have keep doing plays i wood love to directed one.   |
| 17 | MHS needs to gr  |
| 18 | talking to students there good at but they will never come up to you and ask how your doing  |
| 19 | We are getting better with being enclusive but I think we could still improve more with that   |
| 20 | tech class   |
| 21 | i don't know.  |
| 22 | I think we need to continue opening more opportunities for students  |
| 23 | We do really well with sports  |
| 24 | Something that we do really well is promoting student advocacy (Student Senate, Student Council, Indigenous Youth Council, Equity Comittee, etc). Something that our school needs to improve is makiing supports available to students who arent aware that they exist.  |
| 25 | they do really well on reminding kids vaping is not allowed at school  |
| 26 | Marathon high-school doesn't have that many things that need to be improved by but what they do that i really like is the certain amount of learning opportunities. They're are so many extra courses that you could take and its nice.  |



Really Well:  
The 5 minute in between each class

Improve:

27 More OPEN GYM

Something that MHS does really well is the educating and also the support that students need. Our school also does well with organizing different activities throughout the year. Something that our school should improve is maybe more class options.

28 They're really good at giving unholy amounts of work

29 And they need to improve keeping the whole class on track

30 ldk

31 The people at Marathon High School

32 I don't know. No comment

33 The school should stop being so cold and we should have more sports

34 Something MHS does well is the efforts made to bring in a sense of school community through sports and events. I'm not sure what MHS needs to add to improve.

35 Tech class

36 the education is really good here but they should make them more interactive

37 Nothing

38 Nothing

39 I don't know

40 They are good at having activities that everyone can enjoy and feel welcome. Our school needs to start expelling people that do bad things outside of school that they may bring into school.

41 the connections between students and teachers. because we are mostly from the same community the teachers can build a stronger relationship with students so they get more supported throughout their education in high school

42 I like that they are good at organizing things. they need to improve on sports such as getting more buses for students on sports days.

43 I think Marathon High School needs to improve on actually paying attention to students when something bad or illegal happens inside the school. For example, a kid might have a dangerous substance or weapon with them, and not get suspended after getting caught.

44 Great sports program, variety of classes available to take whether in person or as an e-learning.

45 introducing outdoor ed class

46 marathon high school does well at the teachers making connections with students.

47 Marathon high school needs to improve on the vaping problems in the bathrooms and setting consequences for the grade 9s who run around the school and treat it like a playground.

48 Marathon high school has a good math teacher that put in your marks almost right away in Edsby and the vaping in bathrooms are bad and the swearing, bullying, and stuff not being fully built or it not being fixed.

49 Marathon High School is the best I have nothing to add

50 I think most and maybe all is really good because I am still new to this school since I am in grade nine and just came here. the teachers help out a lot and so does the principle. He is really nice and if you need anything you could go and ask him and he will help you as fast as he can if he is not busy.

51 nothing.....

52 Some of the things the school does really well are having all these different programs and having sports teams.



54 Hosting events. We don't have a lot but we should keep doing stuff like that.

55 Being a school.

56 idk

57 ikd

58 yep

59 High school is good enough

60 something that Marathon is doing well is understanding their students there isn't anything I would say that needs to be improved

61 What marathon high school does very well is get you ready for college/university. one thing they can improve on is more days off

62 MHS does sports really well but I think MHS needs to improve on focusing on the grade 12s and preparing them for their futures.

63 I love how much the principal and teachers as a whole are excepting with my sexual orientation and how I identify. However I feel the majority of students are very transphobic and homophobic which makes it very hard for me to feel excepted and comfortable in my community.

64 [REDACTED]