



## Report on Student Outcomes and School Climate OurSCHOOL Secondary School Survey (7148)

### OurSCHOOL ON Ottawa-Carleton District School Board Schools Highlights

Your version of the **OurSCHOOL** student survey measures 24 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 24,407 students in 71 schools that participated in the survey between 8 Apr. 2019 and 14 May. 2019.

The results for the district are based on last year's results for all students using The Learning Bar Survey for grade levels assessed by this district, and are compared with Canadian norms.

For details on the survey see [www.thelearningbar.com](http://www.thelearningbar.com).

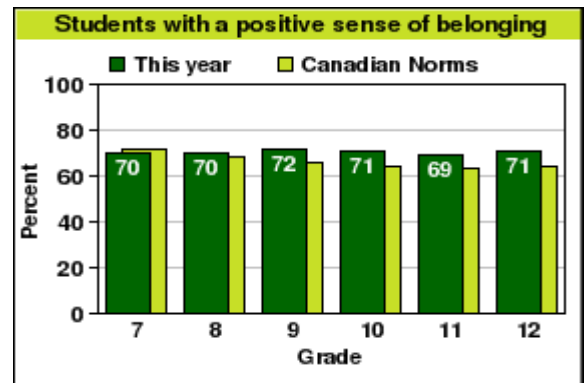
\*Note: Only grades with more than 50 students from at least two schools are displayed on the bar charts.

## 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.

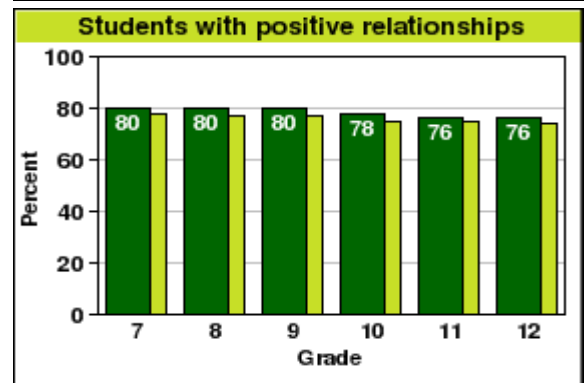
- 70% of students in this district had a high sense of belonging; the Canadian norm for these grades is 66%.
- 69% of the girls and 74% of the boys in this district had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



### Students with positive relationships

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

- In this district, 78% of students had positive relationships; the Canadian norm for these grades is 76%.
- 82% of the girls and 76% of the boys in this district had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.



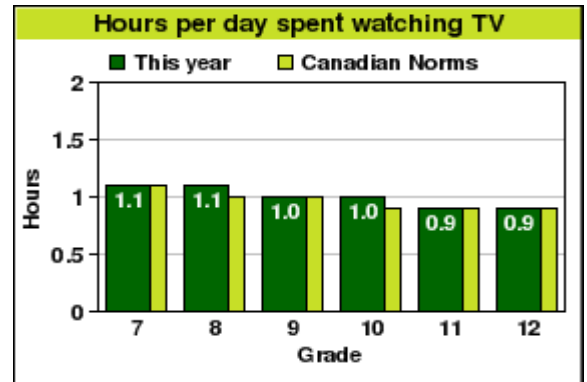


## Social-Emotional Outcomes

### Hours per day spent watching TV

During a typical weekday (i.e., Monday to Friday), the average time students spend watching TV.

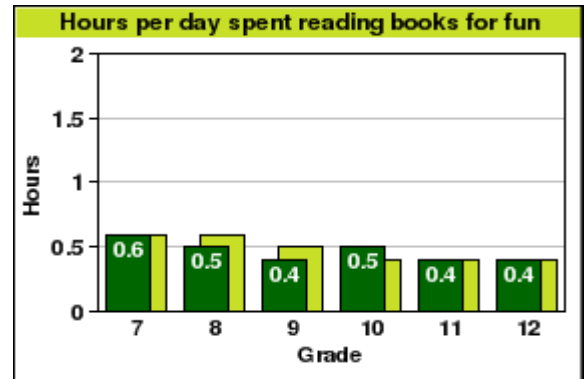
- In this district, students on average spent 1 hour per day watching TV; the Canadian norm for these grades is 1 hour.
- In this district, girls on average spent 1 hour and boys on average spent 1 hour per day watching TV. The Canadian norm for girls is 0.9 hour and for boys is 1 hour.



### Hours per day spent reading books for fun

During a typical weekday (i.e., Monday to Friday), the average time students spend reading books.

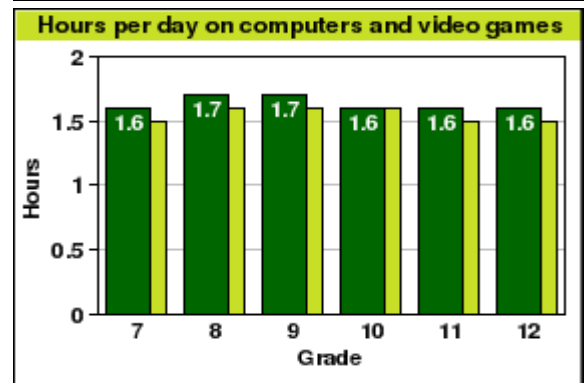
- In this district, students on average spent 0.5 hours per day on leisure reading; the Canadian norm for these grades is 0.5 hours.
- In this district, girls on average spent 0.5 hours and boys on average spent 0.4 hours per day on leisure reading. The Canadian norm for girls is 0.5 hours and for boys is 0.4 hours.



### Hours per day on computers and video games

During a typical weekday (i.e., Monday to Friday), the average time students spend using a computer for leisure activities.

- In this district, students on average spent 1.6 hours per day on computers and video games; the Canadian norm for these grades is 1.5 hours.
- In this district, girls on average spent 1.5 hours and boys on average spent 1.8 hours per day on computers and video games. The Canadian norm for girls is 1.4 hours and for boys is 1.7 hours.



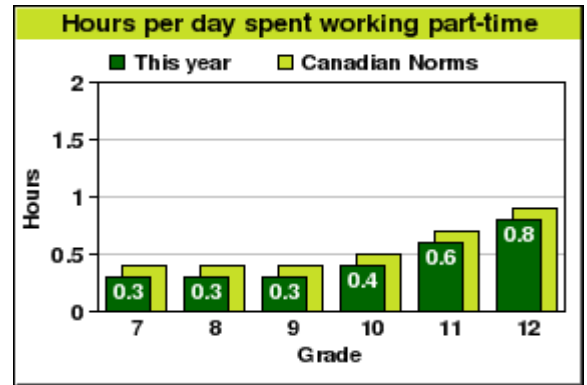


## Social-Emotional Outcomes

### Hours per day spent working part-time

During a typical weekday (i.e., Monday to Friday), the average time students spend on part-time job.

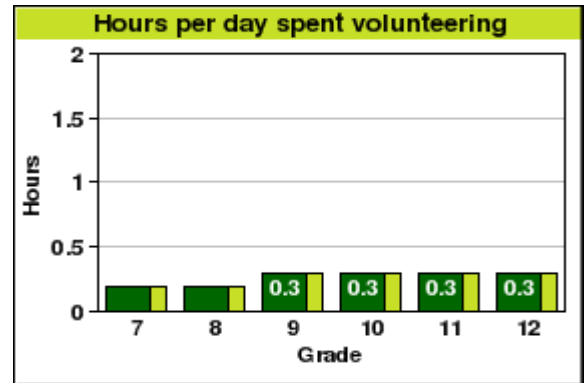
- In this district, students on average spent 0.4 hours per day working part-time; the Canadian norm for these grades is 0.6 hours.
- In this district, girls on average spent 0.5 hours and boys on average spent 0.4 hours per day working part-time. The Canadian norm for girls is 0.6 hours and for boys is 0.5 hours.



### Hours per day spent volunteering

During a typical weekday (i.e., Monday to Friday), the average time students spend volunteering.

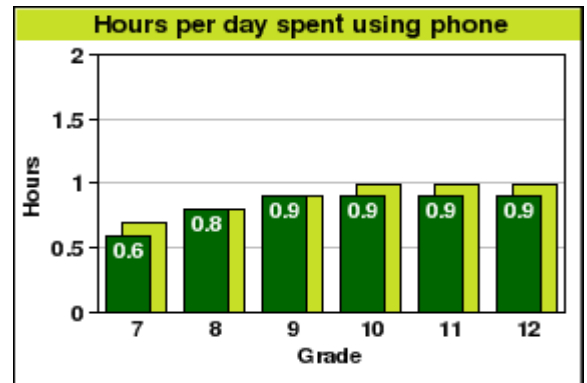
- In this district, students on average spent 0.3 hours per day on volunteer work; the Canadian norm for these grades is 0.3 hours.
- In this district, girls on average spent 0.3 hours and boys on average spent 0.2 hours per day on volunteer work. The Canadian norm for girls is 0.3 hours and for boys is 0.3 hours.



### Hours per day spent using phone

During a typical weekday (i.e., Monday to Friday), the average time students spend using phone.

- In this district, students on average spent 0.8 hours per day talking on the phone or texting friends; the Canadian norm for these grades is 0.9 hours.
- In this district, girls on average spent 0.9 hours and boys on average spent 0.8 hours per day talking on the phone or texting friends. The Canadian norm for girls is 1 hour and for boys is 0.8 hours.



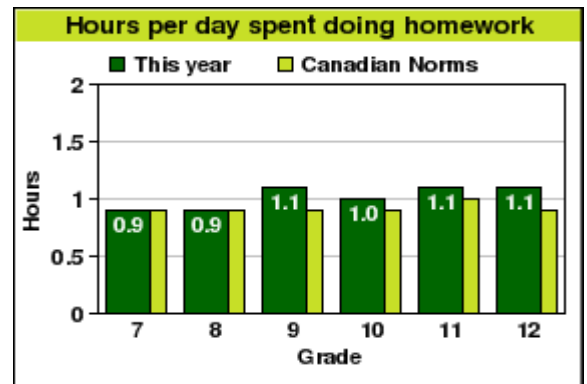


## Social-Emotional Outcomes

### Hours per day spent doing homework

During a typical weekday (i.e., Monday to Friday), the average time students spend on homework.

- In this district, students on average spent 1 hour per day on homework; the Canadian norm for these grades is 0.9 hour.
- In this district, girls on average spent 1.1 hour and boys on average spent 0.9 hour per day on homework. The Canadian norm for girls is 1 hour and for boys is 0.8 hour.



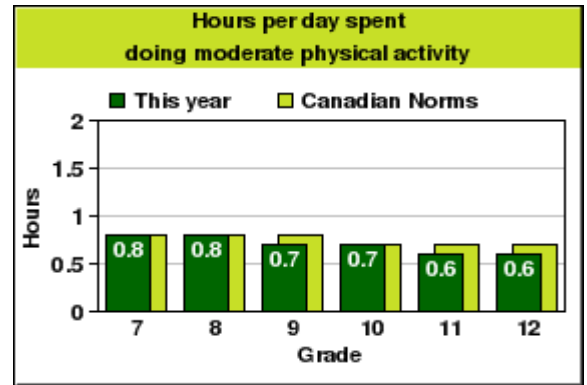


## Physical Health Outcomes

### Hours per day spent doing moderate physical activity

During a typical weekday (i.e., Monday to Friday), the average time students spend on moderate physical activities.

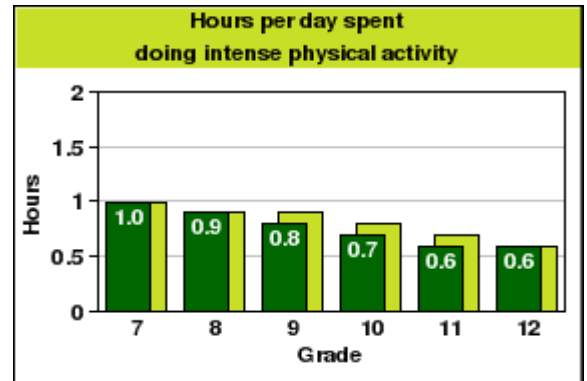
- In this district, students on average spent 0.7 hours per day on moderate physical activities; the Canadian norm for these grades is 0.7 hours.
- In this district, girls on average spent 0.7 hours and boys on average spent 0.8 hours per day on moderate physical activities. The Canadian norm for girls is 0.7 hours and for boys is 0.8 hours.



### Hours per day spent doing intense physical activity

During a typical weekday (i.e., Monday to Friday), the average time students spend on intense physical activities.

- In this district, students on average spent 0.8 hours per day on intense physical activities; the Canadian norm for these grades is 0.8 hours.
- In this district, girls on average spent 0.7 hours and boys on average spent 0.9 hours per day on intense physical activities. The Canadian norm for girls is 0.7 hours and for boys is 0.9 hours.



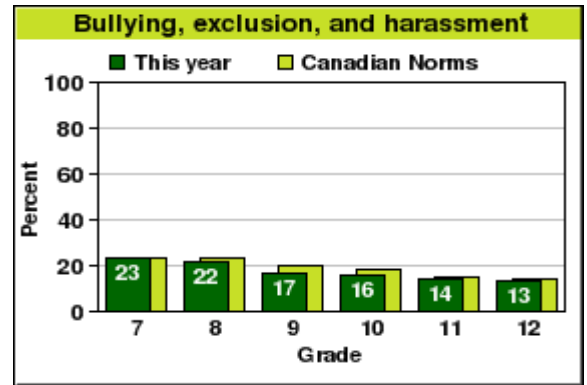


## DRIVERS of Student Outcomes

### Bullying, exclusion, and harassment

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

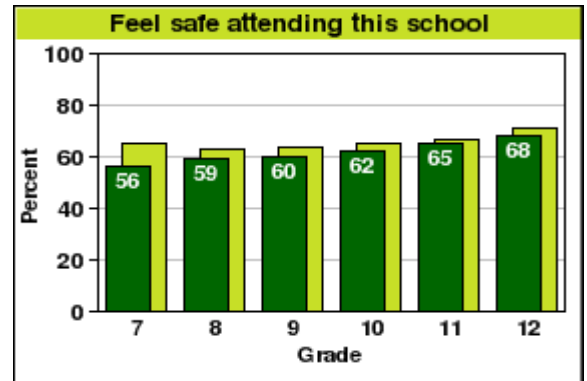
- 18% of students in this district were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 19%.
- 15% of the girls and 19% of the boys in this district were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 18% and for boys is 19%.



### Feel safe attending this school

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

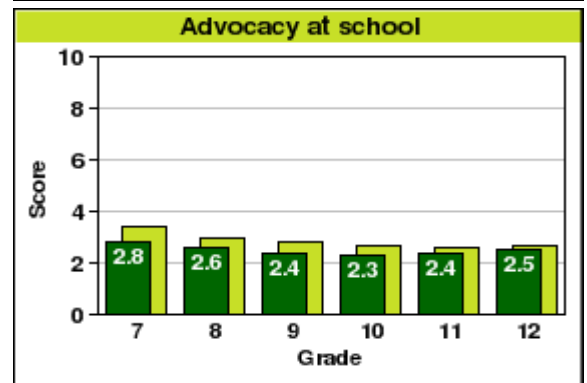
- 62% of students felt safe attending the district; the Canadian norm for these grades is 66%.
- 62% of the girls and 64% of the boys felt safe attending the district. The Canadian norm for girls is 64% and for boys is 67%.



### Advocacy at school

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

- In this district, students rated advocacy at school 2.5 out of 10; the Canadian norm for these grades is 2.9.
- In this district, advocacy at school was rated 2.3 out of 10 by girls and 2.7 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.



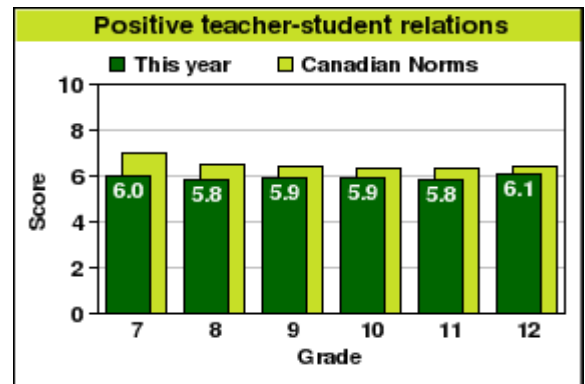


## DRIVERS of Student Outcomes

### Positive teacher-student relations

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

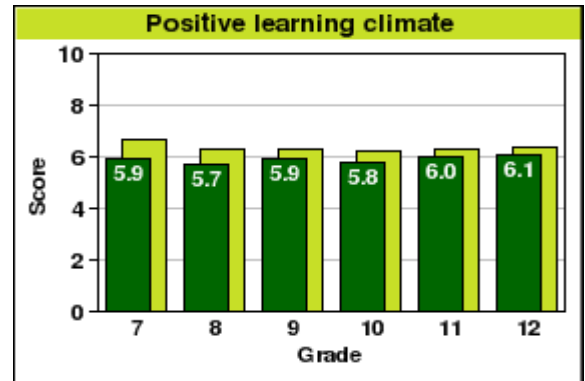
- In this district, positive teacher-student relations were rated 5.9 out of 10; the Canadian norm for these grades is 6.5.
- In this district, positive teacher-student relations were rated 5.9 out of 10 by girls and 6 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.



### Positive learning climate

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

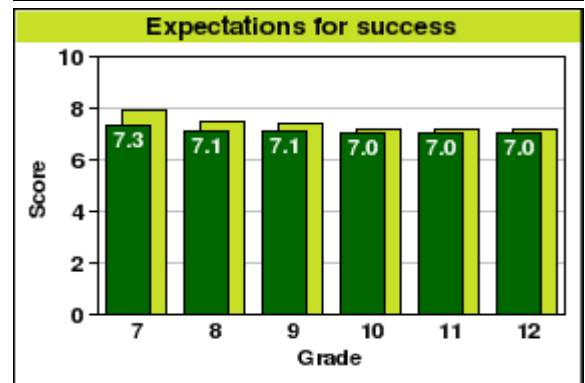
- In this district, students rated disciplinary climate of the classroom 5.9 out of 10; the Canadian norm for these grades is 6.4.
- In this district, disciplinary climate of the classroom was rated 5.9 out of 10 by girls and 5.9 out of 10 by boys. The Canadian norm for girls is 6.3 and for boys is 6.4.



### Expectations for success

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

- In this district, students rated teachers' expectations for academic success 7.1 out of 10; the Canadian norm for these grades is 7.4.
- In this district, teachers' expectations for academic success were rated 7.2 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 7.5 and for boys is 7.3.



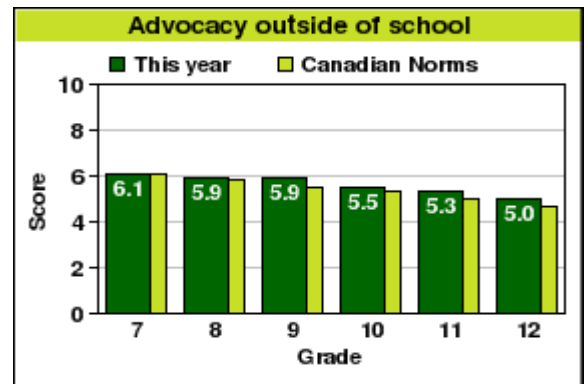


## DRIVERS of Student Outcomes

### 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.

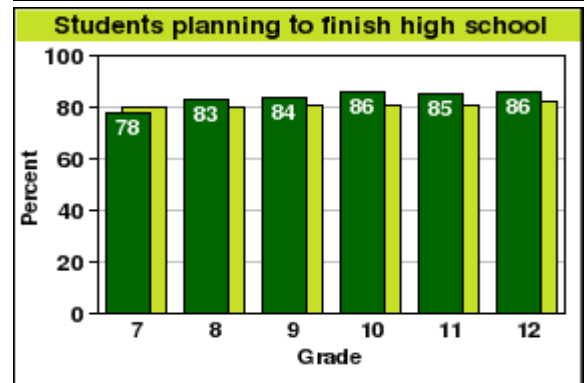
- In this district, students rated advocacy outside of school 5.6 out of 10; the Canadian norm for these grades is 5.4.
- In this district, advocacy outside school was rated 5.6 out of 10 by girls and 5.7 out of 10 by boys. The Canadian norm for girls is 5.4 and for boys is 5.4.



### Students planning to finish high school

Students who plan to finish high school.

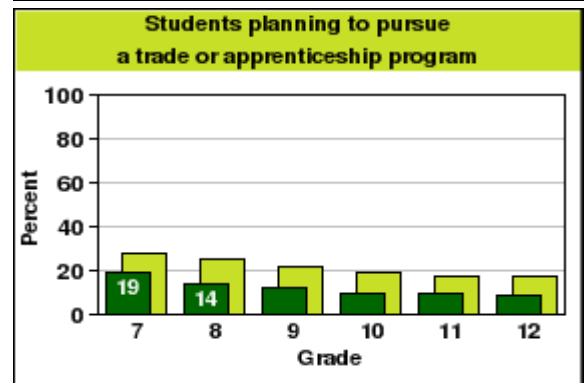
- 84% of students in this district had aspirations for finishing high school; the Canadian norm for these grades is 81%.
- 87% of the girls and 81% of the boys in this district had aspirations for finishing high school. The Canadian norm for girls is 85% and for boys is 77%.



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

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

- 12% of students in this district planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 21%.
- 10% of the girls and 14% of the boys in this district planned to pursue a trade or apprenticeship program. The Canadian norm for girls is 19% and for boys is 24%.





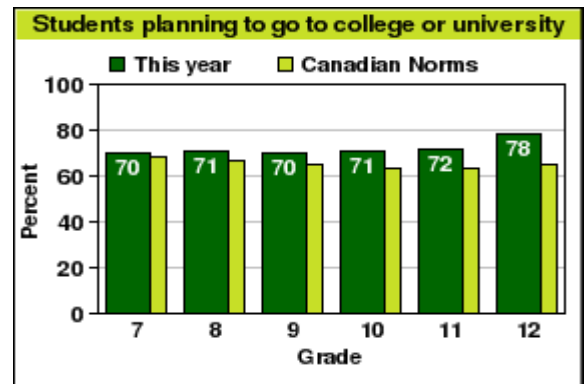


## DRIVERS of Student Outcomes

### Students planning to go to college or university

Students who plan to pursue a post-secondary education.

- 72% of students in this district had aspirations for pursuing a post-secondary education; the Canadian norm for these grades is 65%.
- 78% of the girls and 68% of the boys in this district had aspirations for going to college or university. The Canadian norm for girls is 72% and for boys is 58%.



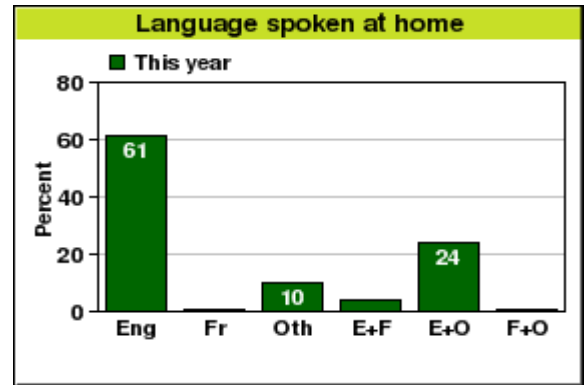


## Demographic Factors

### Language spoken at home

Students are asked to indicate the language they speak most often at home.

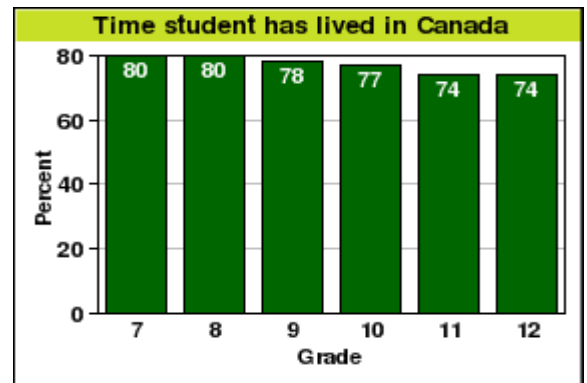
- 61% of students in this district speak English at home.
- 1% of students in this district speak French at home.
- 10% of students in this district speak other languages at home.
- 4% of students in this district speak English and French at home.
- 24% of students in this district speak English and another languages at home.
- 1% of students in this district speak French and another languages at home.



### Time student has lived in Canada

Students who were born in Canada.

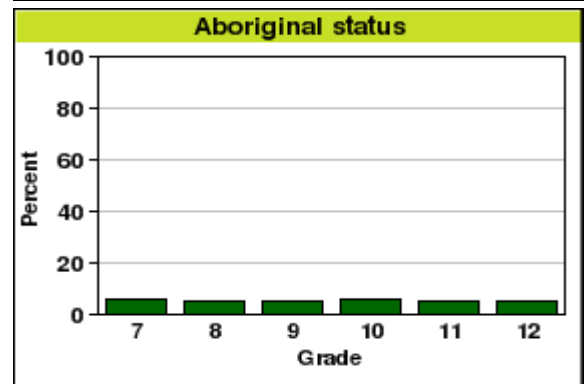
- 77% of students in this district were born in Canada.
- 78% of the girls and 77% of the boys in this district were born in Canada.



### Aboriginal status

Students who are of Aboriginal origin, that is, First Nations, Métis, or Inuk.

- 5% of students in this district are of Aboriginal origin.
- 4% of the girls and 5% of the boys in this district are of Aboriginal origin.





## Multiple Choice Question

Students were asked: "Do you have an Individual Education Plan for special education?"

- Yes (Y)
- No (N)
- I don't know (IDK)

