TTFM
Secondary Engagement Survey Summary

RESULTS

February 2015
Breakout Profile

Wetaskiwin Regional Division No. 11 (2115): Aboriginal status

Default

Yr. 2014

Aboriginal status (%)

Aborig: 25
Non: 75
OUTCOMES:

Social Engagement
• Sense of Belonging
• Positive Relationships

Institutional Engagement
• Values School Outcomes
• Truancy
• Homework Behavior

Intellectual Engagement
• Interest and Motivation
• Effort
SENSE OF BELONGING

- I make friends easily at school.
- I feel accepted for who I am.
- School is a place where I feel like I belong.
- I feel accepted by other kids my age.

![Graph showing percentage of students with a positive sense of belonging]
**Positive Relationships**

- Do you have close friends at school that you can trust?
- I talk to a friend at school about my feelings.
- I get along with others at school.
- I listen to my friends when making decisions.
TRUANCY

- In the past month, how often have you:
  - Missed a day at school WITHOUT permission?
  - Cut or skipped a class WITHOUT permission?
  - Arrived late for school or classes?

![Graph showing percentage of students regularly truant in different years and population groups.](image)
Homework Behavior

- I like doing homework and studying
- Studying and doing homework helps me learn
- When I have homework, I hand it in on time

![Bar chart showing students with positive homework behaviors in Wetaskiwin Regional Division No. 11 (2115): Students with positive homework behaviours.](chart.png)

Wetaskiwin Regional Division No. 11 (2115): Students with positive homework behaviours

- Yr. 2014
- Yr. 2013
- Replica Population
**INTEREST AND MOTIVATION**

- I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
- I enjoy learning new concepts and ideas.
- I enjoy our class projects so much that often I do not want to stop.
- I wish we did not have to take English Language Arts & Math.
- I enjoy English Language Arts & Math classes so much that I lose track of time.
- I find myself thinking about what we are learning even after the lesson is over.

| Wetaskiwin Regional Division No. 11 (2115): Students who are interested and motivated |
|----------------------------------|------------------|
| Yr. 2014                        | Yr. 2013         | Replica Population |
| Non                             | 43               | 45                |
| Aborig                          |                  |                   |

Students who are interested and motivated (%)
EFFORT

- I try hard to succeed in language arts, mathematics, science.
- I ask for help when I do not understand a concept or idea.
- I participate in class discussions.

**Wetaskiwin Regional Division No. 11 (2115): Effort**

*Default*

- Yr. 2014
- Yr. 2013
- Replica Population

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<th>Aborig</th>
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Effort (%)
VALUES SCHOOL OUTCOMES

• What I am taught at school is important.
• Doing well in school is important for when I grow up.
• What I am learning in Math is important.
• What I am learning in Language Arts is important.
• What I learn at school is useful in my everyday life.

Wetaskiwin Regional Division No. 11 (2115): Students that value schooling outcomes

Default

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COMMENTS ON RESULTS

• Social Engagement - Improving
  o 8 in 10 students tend to have positive relationships.
  o 7 in 10 students report a sense of belonging
  o Aboriginal students are less socially engaged.

• Truancy and Homework Behavior – Improving
  o 10% improvement in truancy for Aboriginal students
  o Although improving, Aboriginal students continue reporting greater difficulty completing homework.
• **Interest and Motivation**
  o All students in WRPS report greater interest and motivation than those from similar schools
  o Aboriginal students show marked gains

• **Effort**
  o Aboriginal students are less likely to make efforts associated with classroom success i.e., trying hard, asking for help and participating in class discussions.

• **Values School Outcomes – Good**
  o All WRPS students value school outcomes, believing what is taught is important, doing well is important, learning is valued and applicable to everyday life.