



# 2017 SCHOOL CLIMATE SURVEY FOR STUDENTS

## KEY FINDINGS

### HIGHLIGHTS

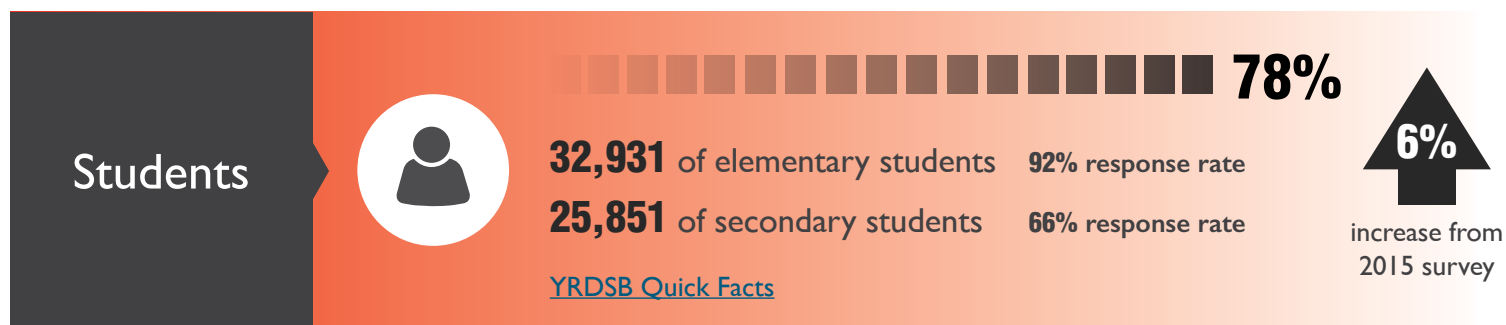
Elementary

Secondary

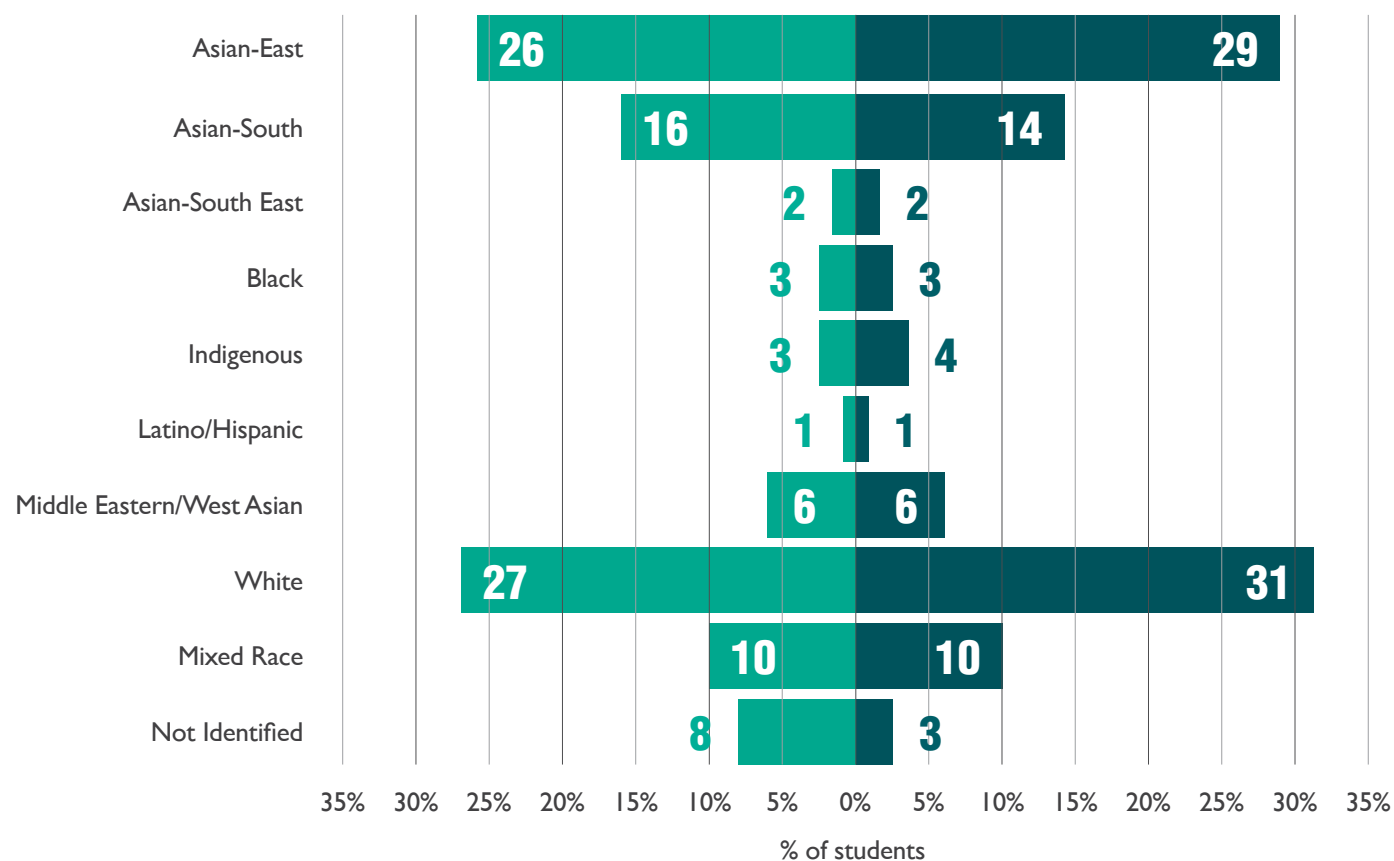
From March to May 2017, all students in Grades 5 to 12 were invited to participate in the [YRDSB School Climate Survey for Students](#). Results from this survey will be used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments.

This report summarizes responses from the YRDSB's 2017 School Climate Survey for Students.

### Overall Survey Response Rate



### Student Self-Identified Racial/Ethnic Background



Percentages may not sum to 100% as students could choose more than one category.



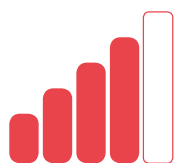
# MODERN LEARNING

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Elementary

Secondary

## STRENGTHS



My school work is presented in a variety of ways to meet my needs.

**84%** **78%**

I use technology to communicate and collaborate about my school work with others beyond school.

**72%** **80%**

I use feedback to improve my work.

**89%** **85%**

I learn from my mistakes.

**90%** **86%**



## OPPORTUNITIES FOR GROWTH

What I learn at school is relevant in my everyday life.

**65%** **48%**

I find my schoolwork interesting.

**60%** **49%**

At this school, I have opportunities to share my thoughts about how I learn best.

**67%** **63%**



## STRATEGIES AND RESOURCES

Engage teachers and students in local and global issues (e.g., [MLonAIR](#), [Artonomy](#), [Agents of Change](#), [BreakoutEDU](#), [EdTech Camp](#))

Continue to implement an inclusive curriculum that reflects and responds to the diversity of learners. (i.e., [Culturally Responsive Pedagogy](#))

Please refer to the [YRDSB Modern Learning Strategy](#) for additional information

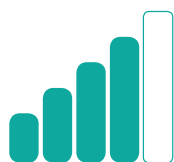


# MENTAL HEALTH AND WELL-BEING

From March to May 2017, all students in Grades 5 to 12 were invited to participate in the [YRDSB School Climate Survey for Students](#). Results from this survey will be used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments.

Elementary

Secondary



## STRENGTHS

I feel like I matter to people at home or in the community.



At this school, I have opportunities to learn about mental health.



When I am not doing well at school, I keep working and try harder.



## OPPORTUNITIES FOR GROWTH

I feel like I matter to people at school.



I feel like I have to be perfect in my schoolwork.



I feel like people won't value me if I don't do well at school.



I always/often hide my feelings of anxiety and sadness.



## STRATEGIES AND RESOURCES

Enhance the capacity of staff to create inclusive schools and classrooms where students feel they matter and are connected to caring adults (e.g., [Culturally Responsive Pedagogy](#) and [School Mental Health ASSIST](#))

Implement proactive, responsive, and inclusive approaches to mental health that focus on the whole child. (e.g., [Ontario's Strategy for Well-Being](#), [How Do We Know we are Making a Difference](#), and [Positive Mental Health Toolkit](#))

Build and sustain stigma free environments through collaboration with students, families, staff members and community partners to increase awareness and reduce the stigma of mental illness and addiction. (e.g., [Stigma Reduction Resources](#))

Please refer to the [YRDSB Mental Health and Addiction Strategy](#) for additional information

Elementary

Secondary

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## STRENGTHS



Even if the math is hard I can learn it.



I know my strengths as a math learner.



I know how to ask for help when I'm having trouble in math.



## OPPORTUNITIES FOR GROWTH

The math I learn in class is useful for everyday life.



Learning math helps to change my ideas about how the world works.



I am a confident problem solver in math class.



## STRATEGIES AND RESOURCES

Continue to implement innovative, research based approaches to increase student engagement in secondary mathematics through authentic, meaningful, real-world problems

Continue to create environments where students will have more opportunities to take risks, to engage in meaningful problem solving, and to see themselves as confident mathematical thinkers  
[Questioning the Moment: Glimpses of Grade 8 Students Solving the Movie Theatre Problem](#)

Please refer to the [YRDSB Math Strategy](#) for additional information

# CARING AND SAFE SCHOOLS

From March to May 2017, all students in Grades 5 to 12 were invited to participate in the [YRDSB School Climate Survey for Students](#). Results from this survey will be used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments.

Elementary

Secondary



## STRENGTHS

I feel safe at this school.



If I was bullied or saw someone being bullied, I would know how to report it at my school.



## OPPORTUNITIES FOR GROWTH

**28%** and **15%** indicated that they had been bullied by other students at their school during this school year.

At school, there is an adult who I would feel comfortable speaking to if I am bullied.



**16%** and **21%** are aware of the anonymous reporting button called Report IT on the board and school websites.



## STRATEGIES AND RESOURCES

Continue to implement, monitor and refine practices that support bullying prevention (e.g., [Anti-Bullying Strategy](#), Caring and Safe Schools Assemblies, [Bullying Prevention Week](#), [Roots of Empathy](#))

Ongoing training and implementation of [Restorative Practices](#) to promote inclusiveness, relationship-building and conflict resolution

Foster caring, welcoming and inclusive school environments for all students

Increase awareness of the anonymous reporting button, [Report It](#)

Please refer to the [YRDSB Caring & Safe Schools Strategy](#) for additional information

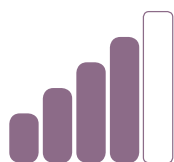


# EQUITY AND INCLUSIVE EDUCATION

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Elementary

Secondary



## STRENGTHS

**77%** and **73%** of students indicated that **they always/often feel welcome at school.**

**77%** and **73%** of students indicated that **they always/often feel welcome at school teams or clubs.**

At my school, I have opportunities to learn about social justice.

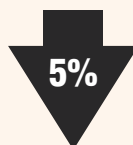
**76%** **71%**



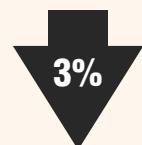
## OPPORTUNITIES FOR GROWTH

**27%** and **25%** indicated that they have experienced discrimination in their school/class within the school year, representing a **5% decline** among Grade 7/8 students and a **3% decline** among secondary students **since 2015.**

Grade 7/8



Secondary



**18%** and **25%** indicated that they **always/often** feel that there are **barriers** that stand in the way of their learning at school. The **top barriers** reported were **grades/marks** and **appearance.**

My school is supportive of my faith accommodations.

**64%** **60%**



## STRATEGIES AND RESOURCES

Collaborate with parents and students to better understand barriers to student learning and co-create solutions to remove barriers

Increase awareness, training and implementation of the [Program Accommodations for Faith Purposes: A Guideline for Religious Accommodations](#)

[YRDSB Equity Action Plan](#)

[Ontario's Education Equity Action Plan](#)