

SCHOOL CLIMATE SURVEY

[RESULTS]



GRADES 4-6
Lambton Kent District
School Board



Lambton Kent
District School Board
Student Achievement ✓ *Community Success*

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Preamble

WHAT IS THE SCHOOL CLIMATE SURVEY?

A School Climate Survey is an anonymous survey mandated by the Ministry of Education for students in Grades 4-12, school staff, and parents. School boards across Ontario are required to conduct these surveys at least once every two years, as the information gathered can help foster a positive school climate. The Healthy Living Module (HLM) Supplement to the School Climate Survey focuses specifically on what schools can do to positively support the well-being of their students. For Grades 4-6, the Lambton Kent District School Board has included questions about how students feel regarding their health and well-being, physical activity, comfort level and mental health.

Demographic Overview

Each student was asked to report their current grade, self-identified gender and self-identified Indigenous status. All questions in the school climate survey have been analyzed by grade, self-identified gender and self-identified Indigenous status.

Note: For the purposes of reporting and to more appropriately target community and school based planning of programs addressing topics identified in the school climate survey only those differences that are statistically significant are reported in a graph form in the following pages.

Students were given the option to describe their self-identified gender using options of “male”, “female”, “Other” or “I prefer not to self-identify”. Responses aside from “Male” or “Female” were not included in the final analysis, since these small counts would introduce bias in the statistical interpretation.

TABLE 1: GRADE OF SCHOOL CLIMATE SURVEY PARTICIPANTS BY GENDER

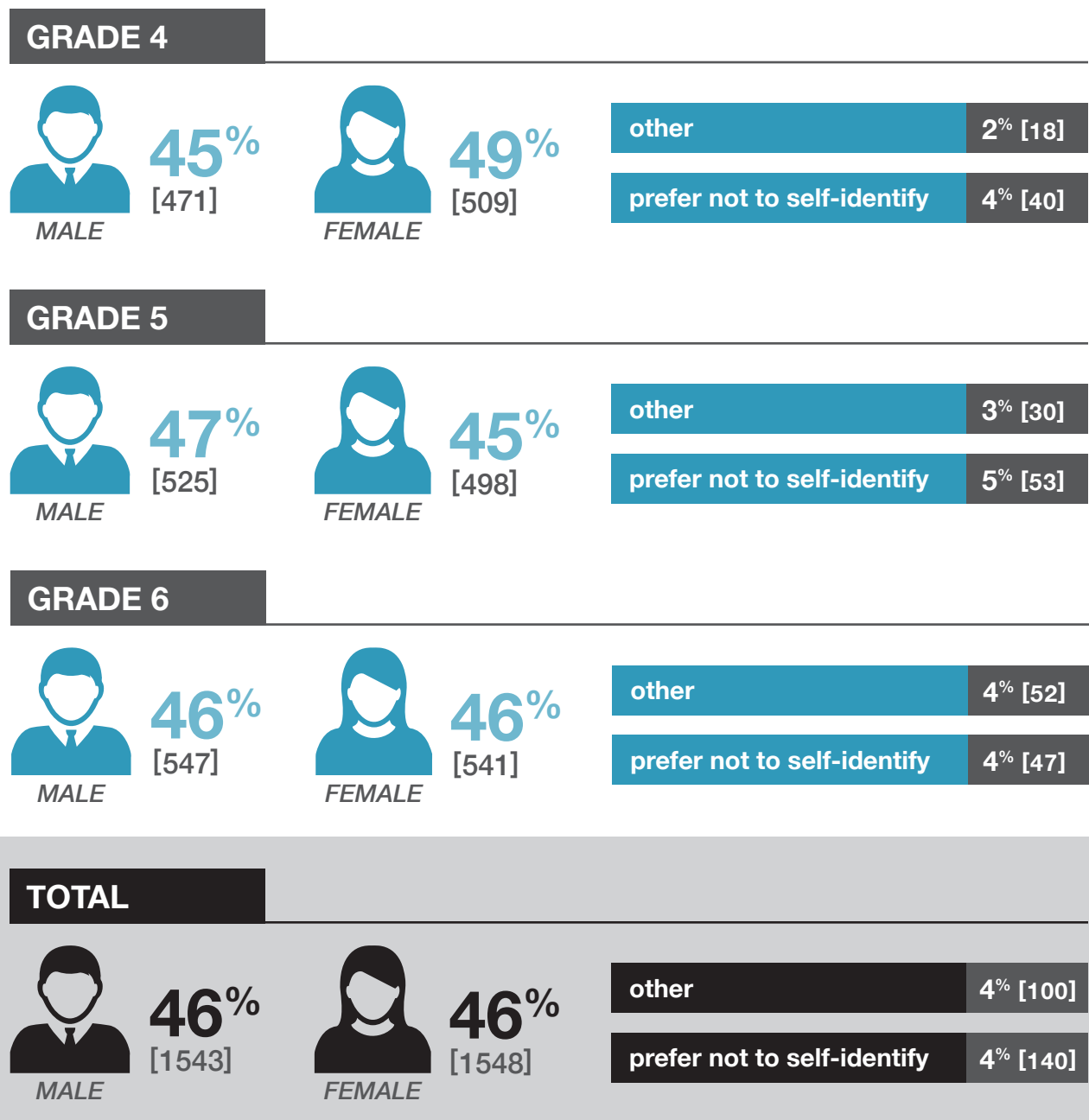


TABLE 2: INDIGENOUS STATUS OF SCHOOL CLIMATE SURVEY PARTICIPANTS

NON-INDIGENOUS

88%

[2839]

INDIGENOUS

12%

[394]

TOTAL

100%

[3233]



Healthy Eating

Healthy eating behaviours and maintaining a diet that is rich in nutrients is an important factor for improving health and well-being. The students were asked how often they consumed fruits, vegetables, sweets, sugar sweetened beverages, fast food and snack food as well as how often they ate breakfast. This information will help to identify healthy eating behaviours among students, identifying areas of opportunity for future programming and/or action.

QUESTION 1: ON A REGULAR DAY, HOW MANY TIMES DO YOU DO YOU EAT FRUITS AND VEGETABLES (NOT INCLUDING JUICES)?

Figure 1: Daily consumption of fruits (not including juices)

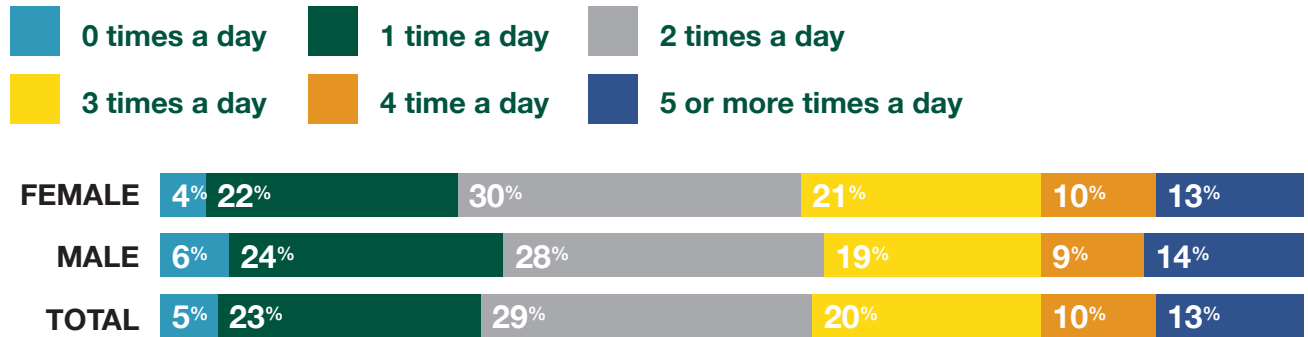
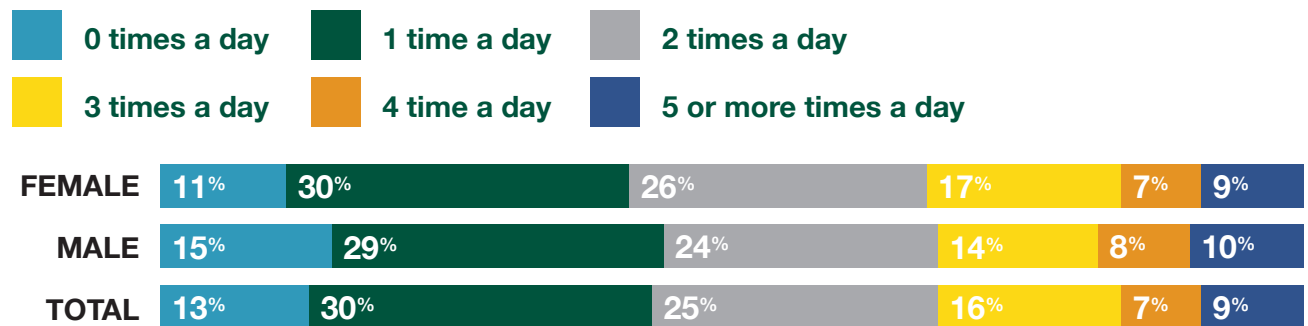


Figure 2: Daily consumption of vegetables (not including juices)



QUESTION 2: ON A USUAL SCHOOL WEEK (MONDAY TO FRIDAY), HOW MANY TIMES DO YOU EAT SWEETS, FAST FOODS, SNACKS, AND DRINK SUGAR SWEETENED BEVERAGES?

Figure 3: Weekly consumption of sweets (candy, chocolate, fruit roll up, etc.)

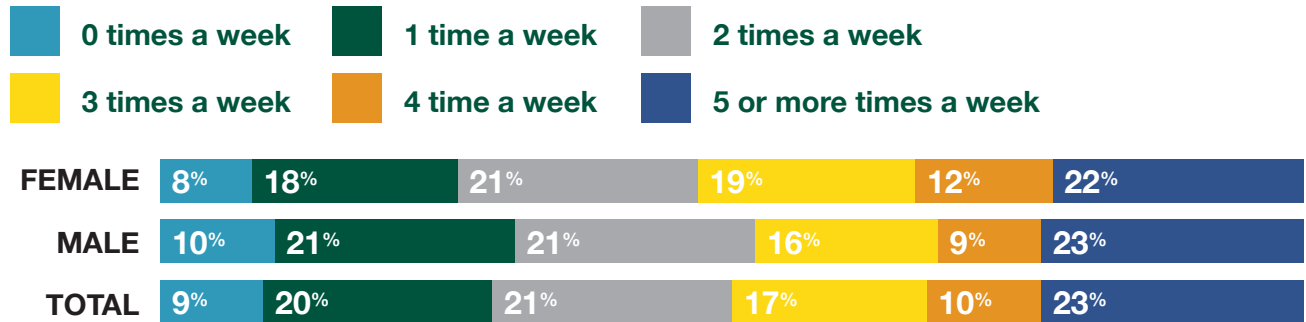


Figure 4: Weekly consumption of sugar sweetened beverages (soda pop, energy drinks, fruit juice etc.)

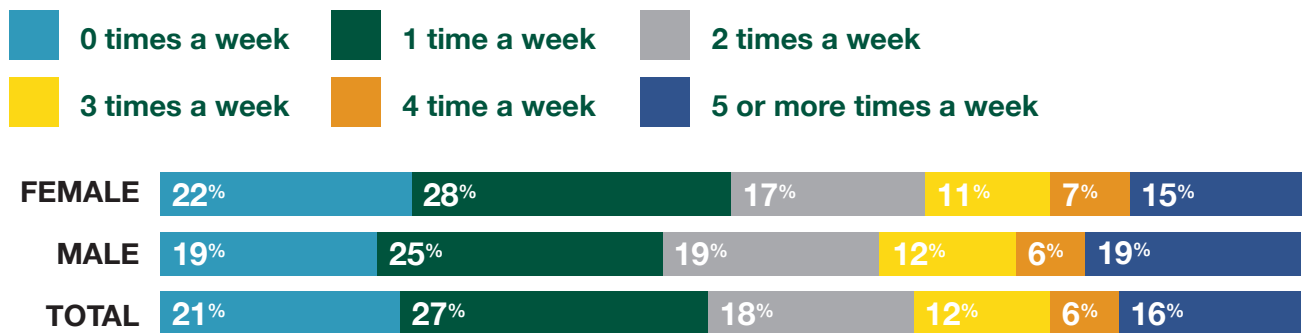


Figure 5: Weekly consumption of fast foods (burgers, pizza, French Fries, hot dogs, tacos etc.)

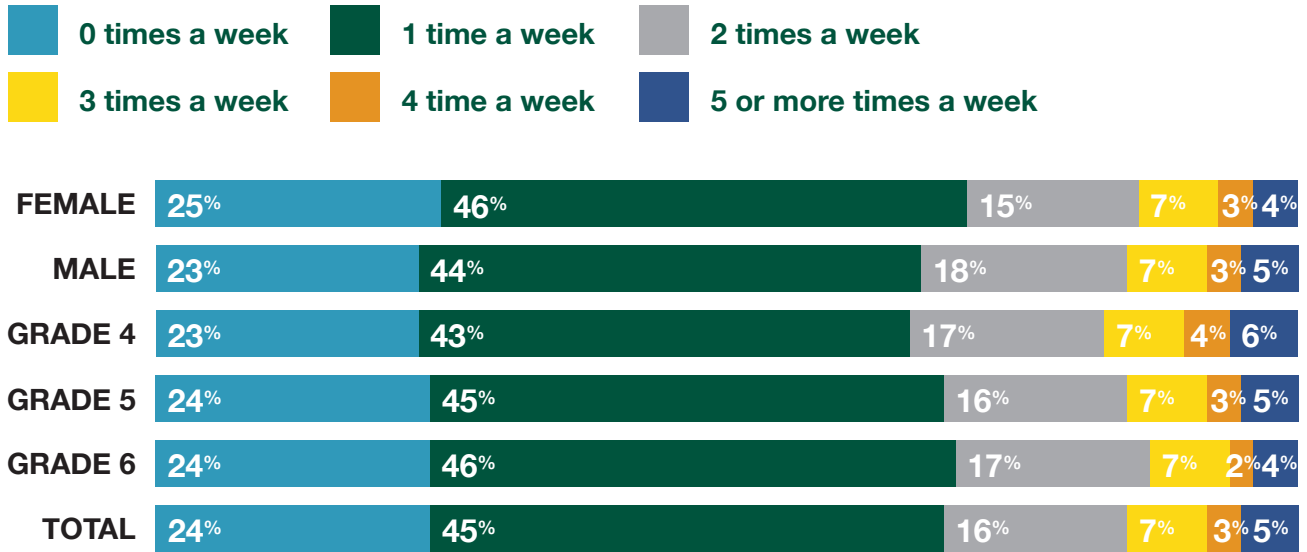
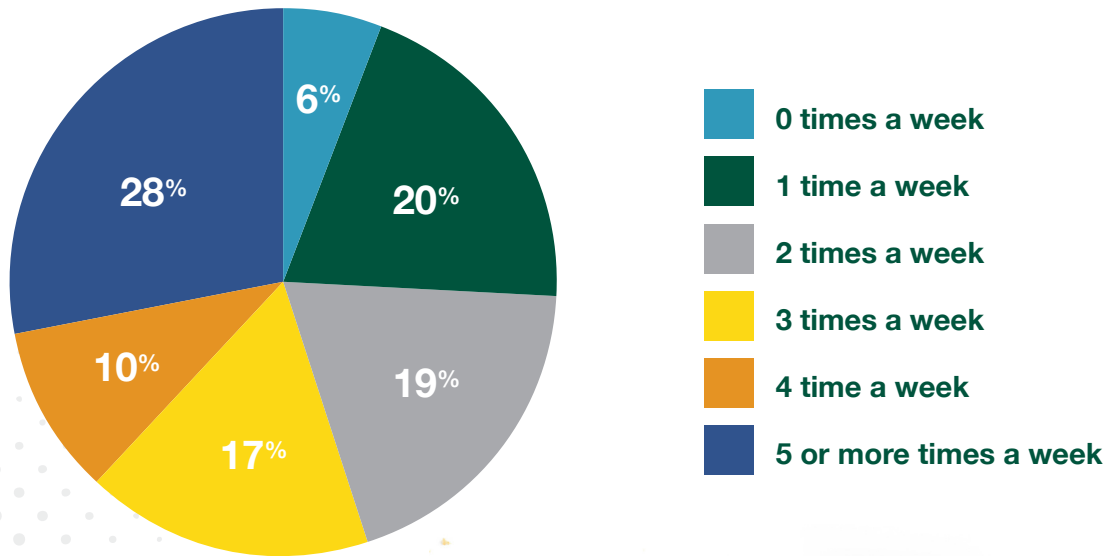
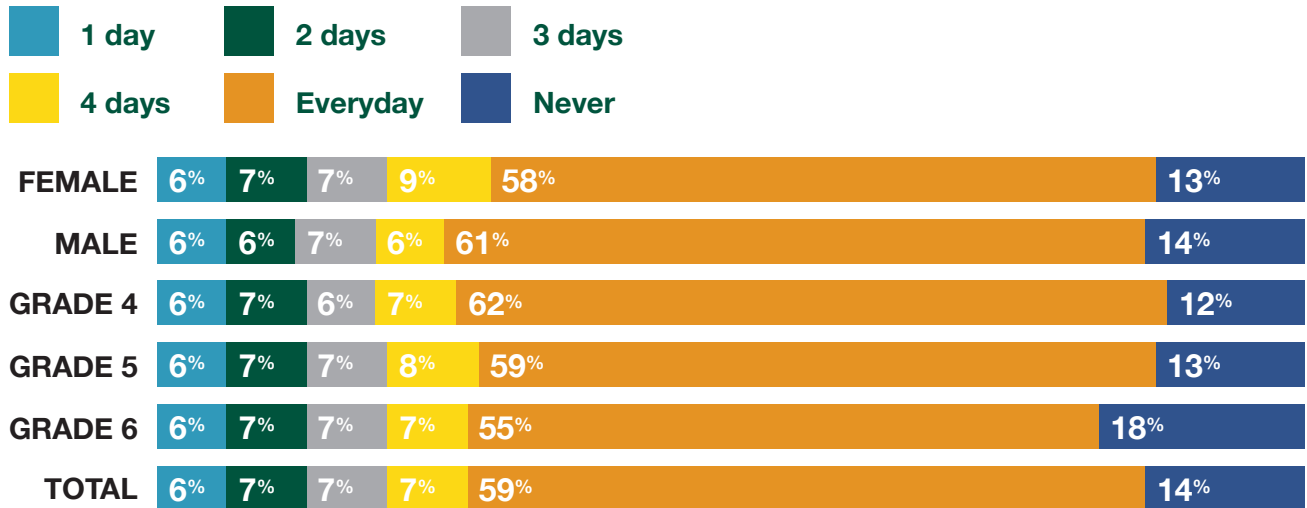


Figure 6: Weekly consumption of snack foods (chips, popcorn, cheese puffs, granola bars etc.)



QUESTION 3: ON A USUAL SCHOOL WEEK (MONDAY-FRIDAY), HOW MANY DAYS DO YOU EAT SOMETHING IN THE MORNING BEFORE 9:00 AM (MORE THAN JUST MILK OR FRUIT JUICE)?

Figure 7: Daily breakfast before 9:00 AM



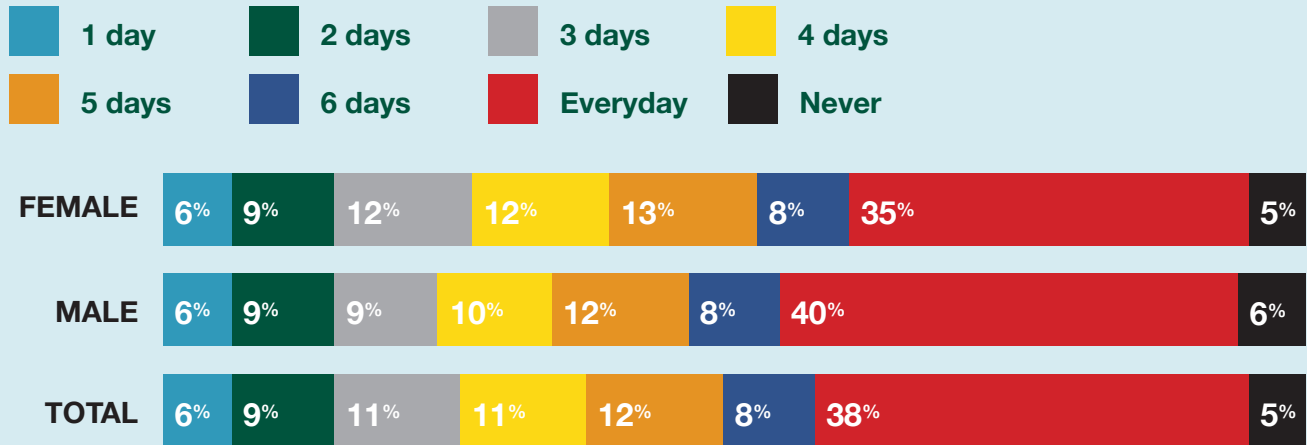
Physical Activity

The 24-hour movement guidelines (Canadian Society for Exercise Physiology, 2019) recognize the importance of daily physical activity, overall movement, and sleep to health and well-being.

The recommendations for children and youth ages 5-17 include at least 60 minutes per day of moderate to vigorous physical activity, several hours a day of light unstructured physical activity, 9-11 hours of uninterrupted sleep per night for those 5 -13 years, 8-10 hours for ages 14-17, and no more than 2 hours per day of recreational screen time. Physical activity is any activity that increases your heart rate and makes you get out of breath at times. Some examples of physical activity are running, fast walking, dancing, riding a bike, swimming, playing soccer and playing basketball.

QUESTION 1: ON A USUAL WEEK, HOW MANY DAYS DO YOU SPEND DOING AT LEAST 60 MINUTES (ONE HOUR) OF PHYSICAL ACTIVITY?

Figure 8: Weekly physical activity



QUESTION 2: HOW MUCH TIME DO YOU SPEND OUTSIDE OF SCHOOL HOURS PLAYING VIDEO/COMPUTER GAMES, WATCHING SHOWS OR VIDEOS (YOUTUBE, NETFLIX, TV), CHATTING (FACEBOOK, TWITTER, SNAPCHAT, INSTAGRAM ETC.), SENDING TEXT MESSAGES AND USING THE INTERNET?

Figure 9: Hourly screen time outside school hours on school days

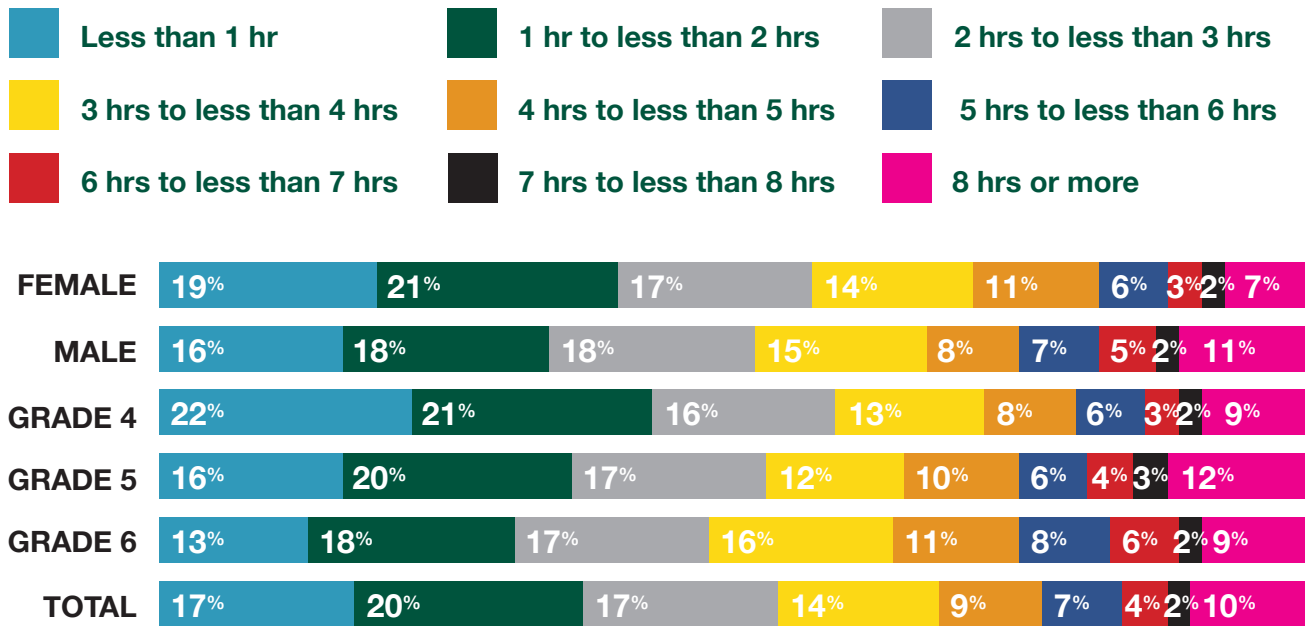
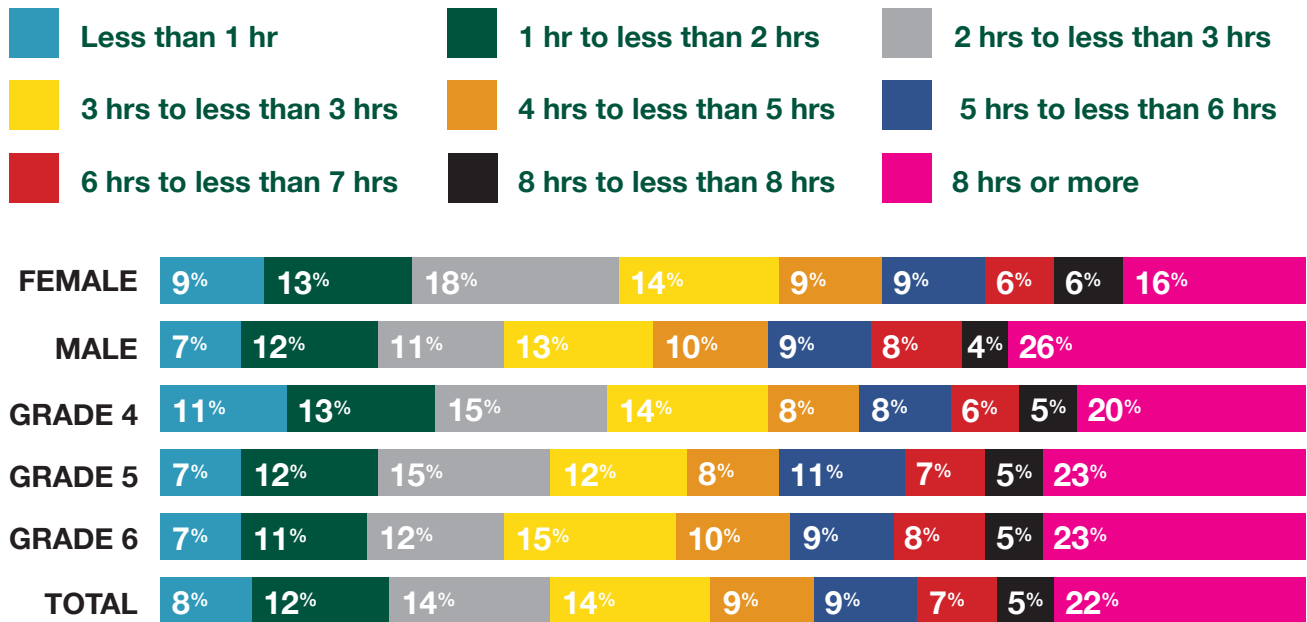
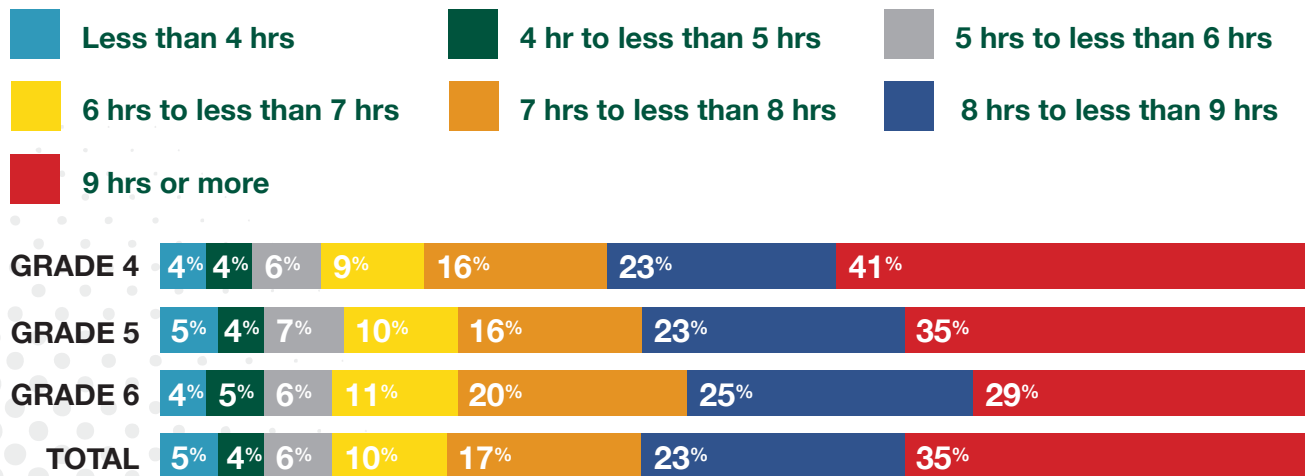


Figure 10: Hourly screen time on weekend day



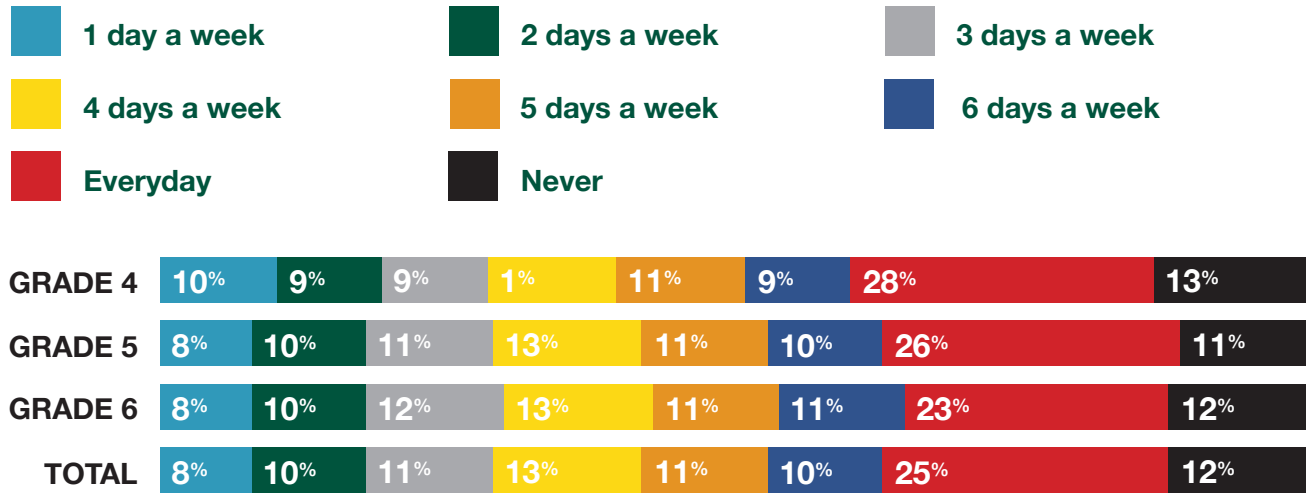
QUESTION 3: WITHIN A REGULAR WEEK DURING THE SCHOOL YEAR, HOW MANY STUDENTS SPEND AT LEAST 60 MINUTES ON THE FOLLOWING ACTIVITIES? (CONT'D)

Figure 11: Hours of school night sleep



QUESTION 4: ON A USUAL WEEK, HOW OFTEN DO YOU GET A GOOD NIGHT'S SLEEP?

Figure 12: Daily good night's sleep



Well Being

Mental health is more than an absence of illness. Mental health includes our emotional, social and physiological well-being. The following questions are based on a framework for positive mental health and include topics such as bullying, resilience, life satisfaction, social connections and help seeking behaviour.

QUESTION 1: HOW DO YOU FEEL AT YOUR SCHOOL?

Figure 13: School is enjoyable

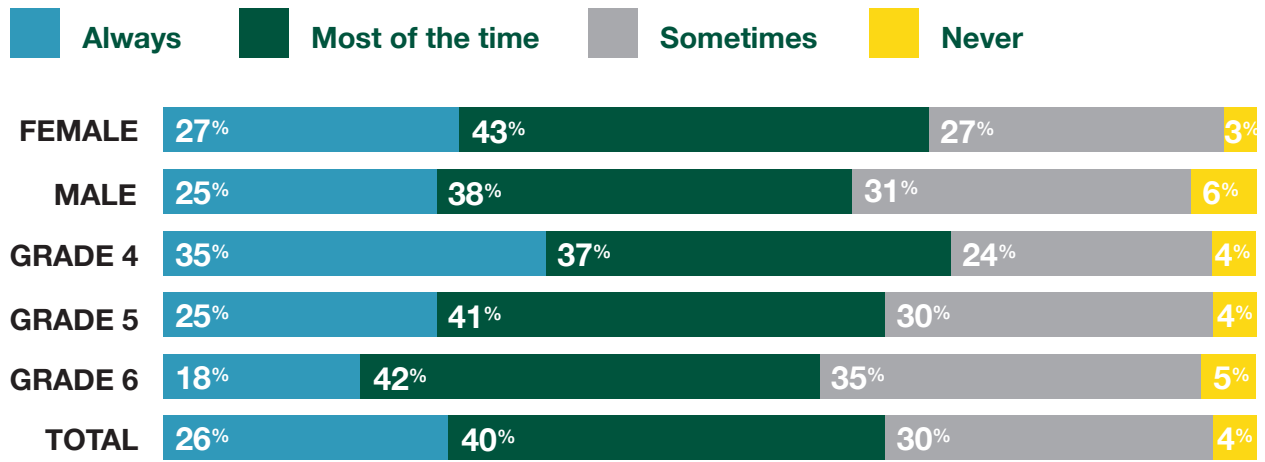


Figure 14: School is welcoming

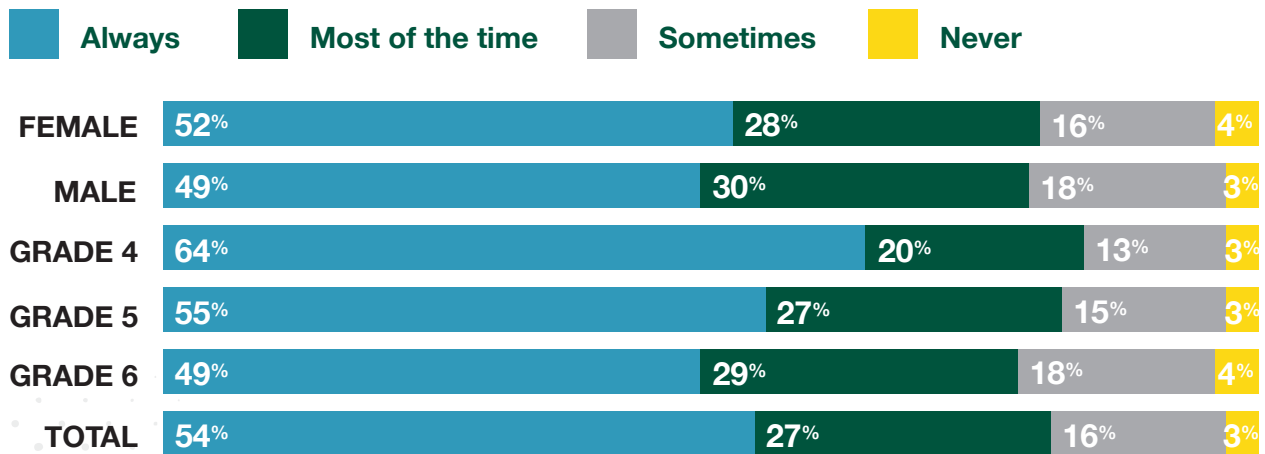


Figure 15: Belong to school

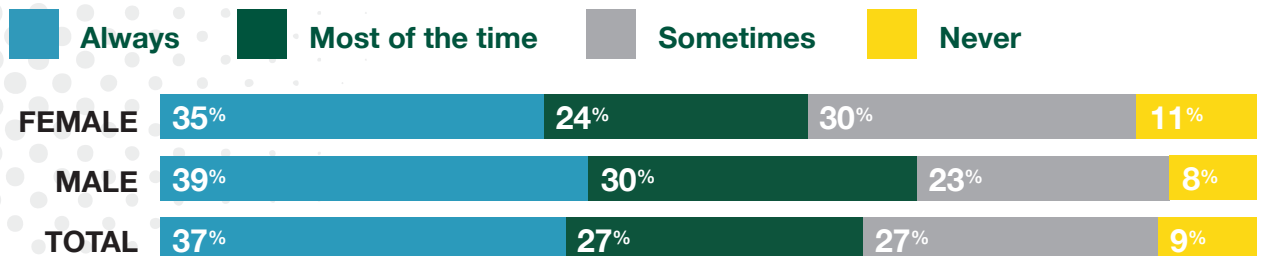


Figure 16: Accepted by other students at school

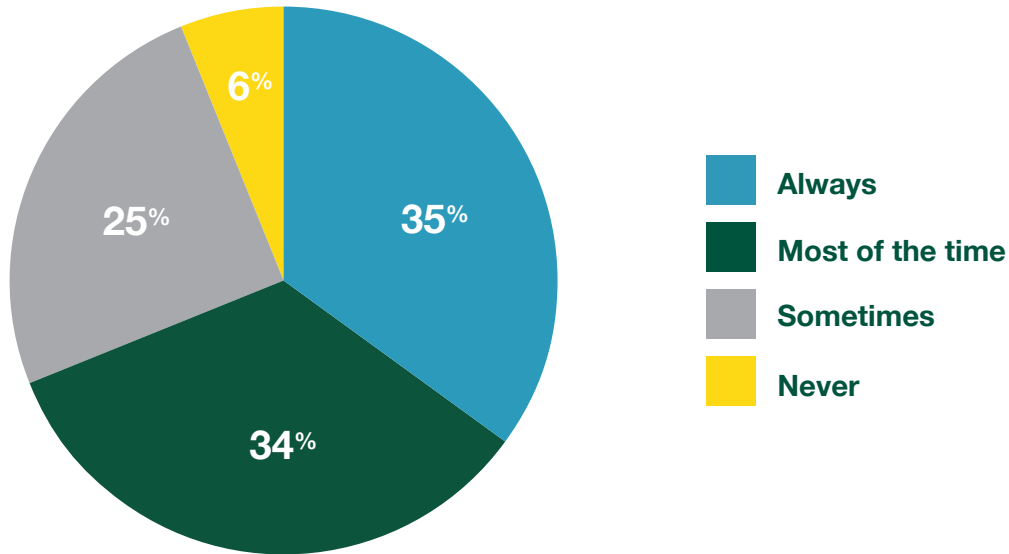
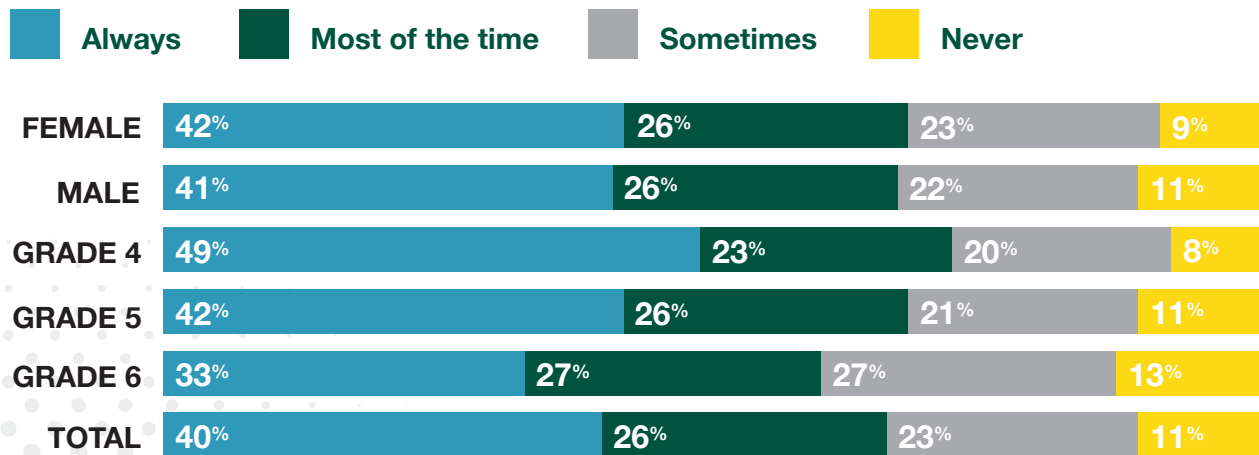


Figure 17: Feeling of being connected to school



QUESTION 2: DO YOU HAVE CLOSE FRIENDS AT SCHOOL YOU CAN TRUST?

Figure 18: Trusted close friend at school



QUESTION 3: DO YOU HAVE AT LEAST ONE CARING ADULT THAT YOU CAN TRUST OR GO TO IF YOU NEED HELP WITH ANYTHING?

Figure 19: Caring adult at school

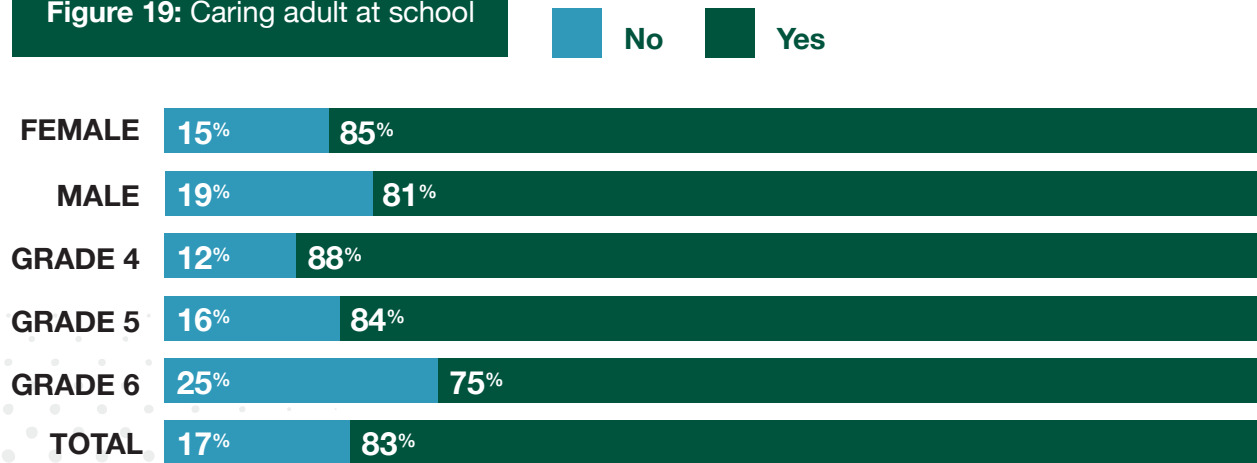
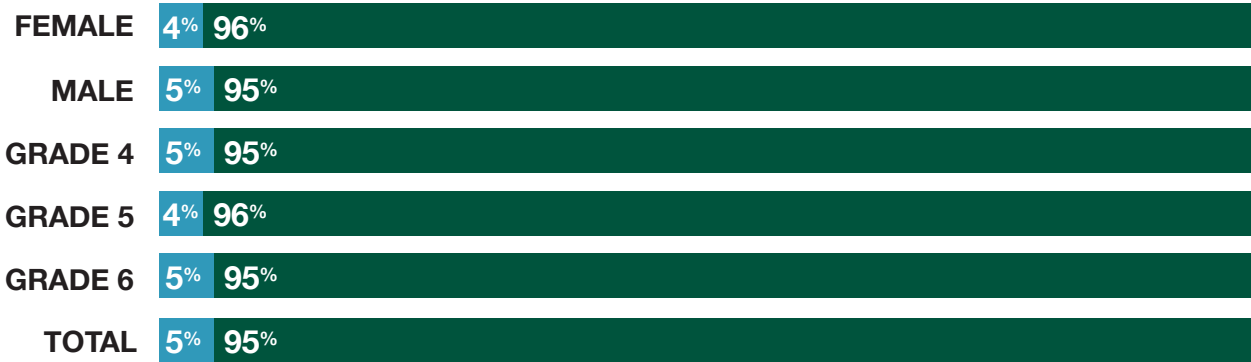


Figure 20: Caring adult outside of school

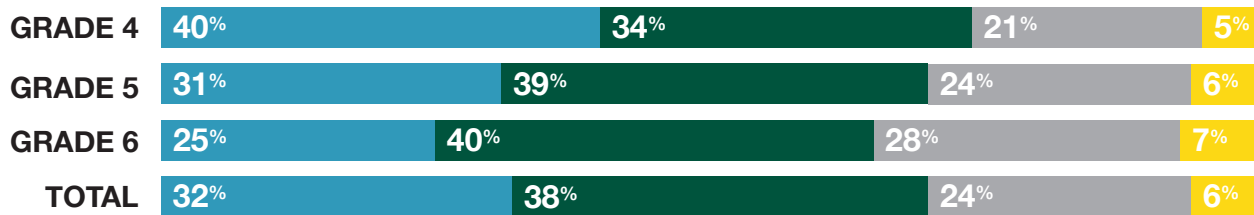
No **Yes**



QUESTION 4: SCHOOL IS A PLACE WHERE I FEEL LIKE I BELONG.

Figure 21: Feeling of belonging at school

Always **Most of the time** **Sometimes** **Never**



QUESTION 5: THINKING ABOUT THE PAST 12 MONTHS (1 YEAR), PLEASE ANSWER THE FOLLOWING QUESTIONS:

Figure 22: Felt pressured by another student, friend or adult to do something that didn't feel right to do

Always **Most of the time** **Sometimes** **Never**



Figure 23: Did things that did not feel right when pressured

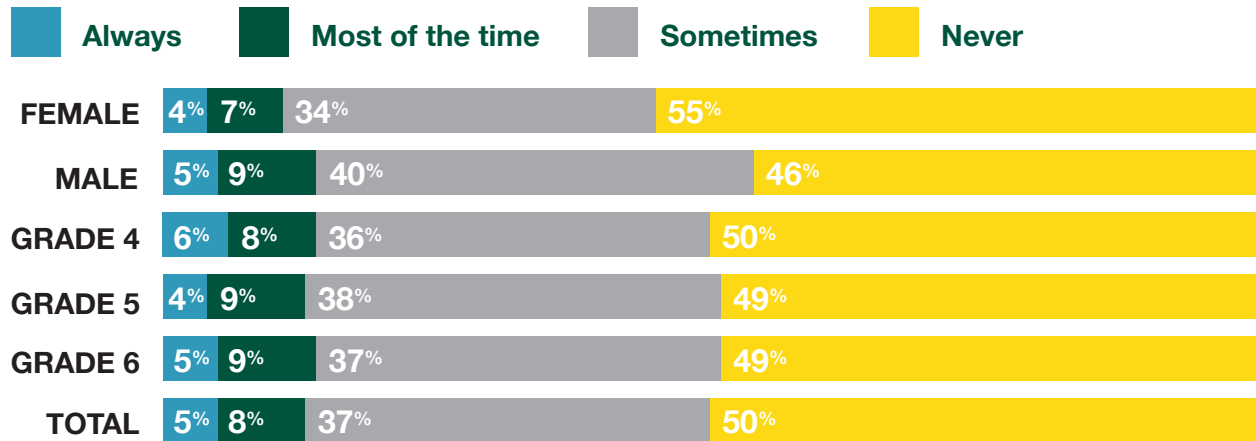


Figure 24: Able to solve problems in positive ways

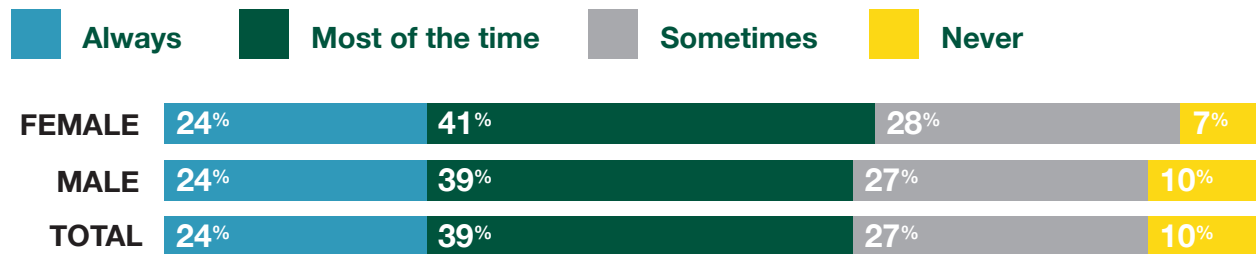


Figure 25: Worried about things

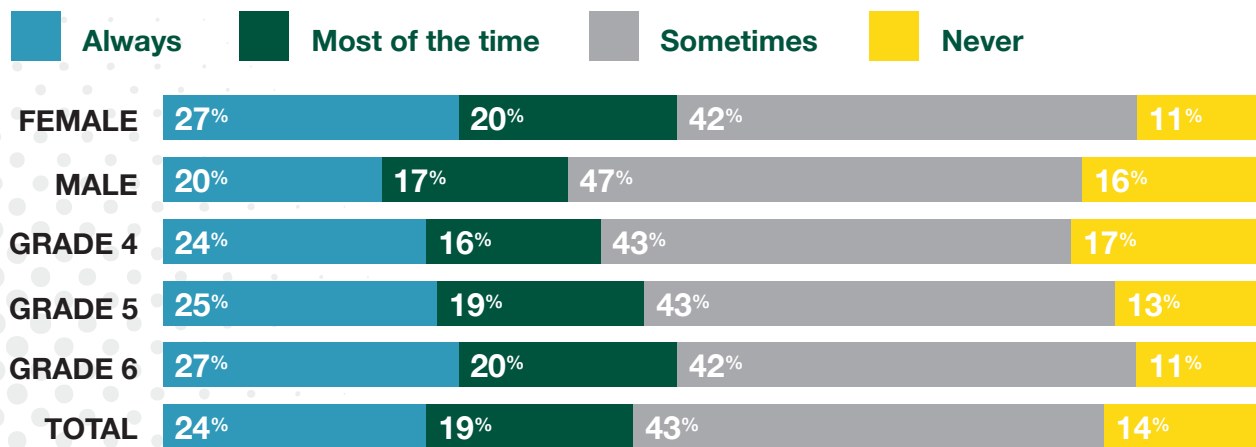


Figure 26: Bounced back when bad things happened

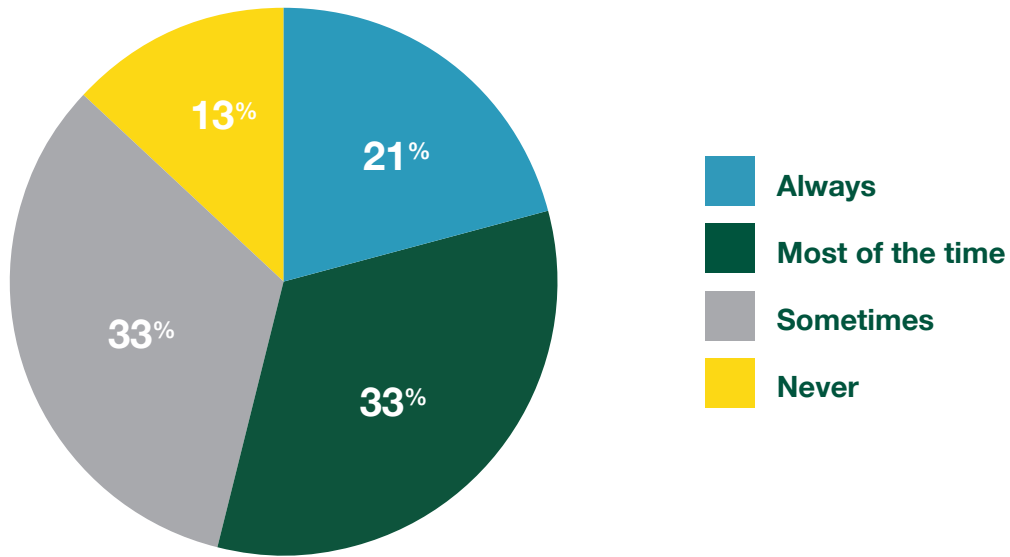


Figure 27: Calmed self down when stressed

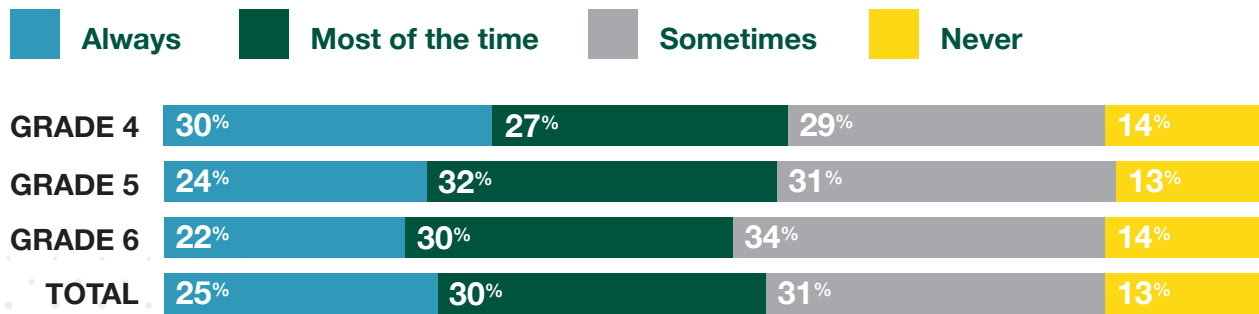
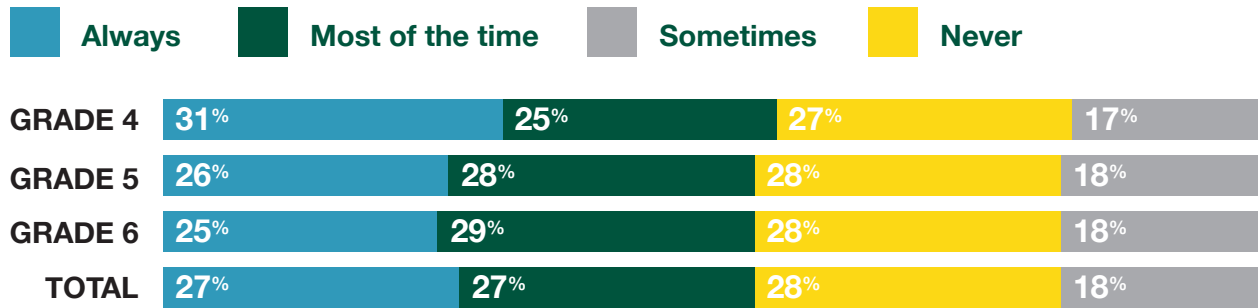
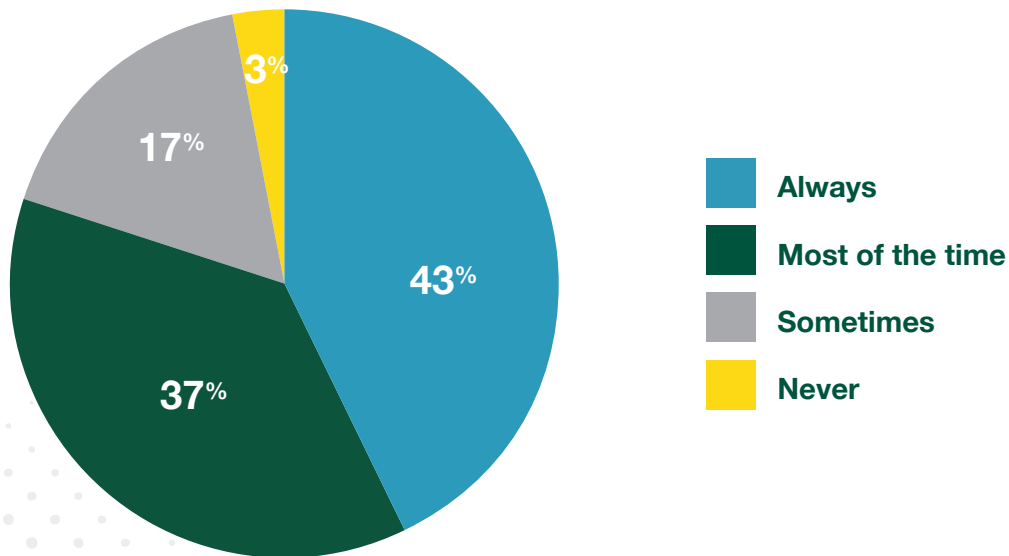


Figure 28: Spoke to self in a positive way



QUESTION 6: IN GENERAL, I AM HAPPY WITH LIFE.

Figure 29: Happiness with life



QUESTION 7: IF I WANTED TO TALK TO SOMEONE ABOUT A MENTAL HEALTH OR EMOTIONAL PROBLEM THAT I HAD, (E.G., FEELING REALLY SAD, WORRIED, ETC.) I KNOW WHO I CAN GET HELP FROM.

Figure 30: Knowing someone at school to approach for help for a mental health/emotional problem

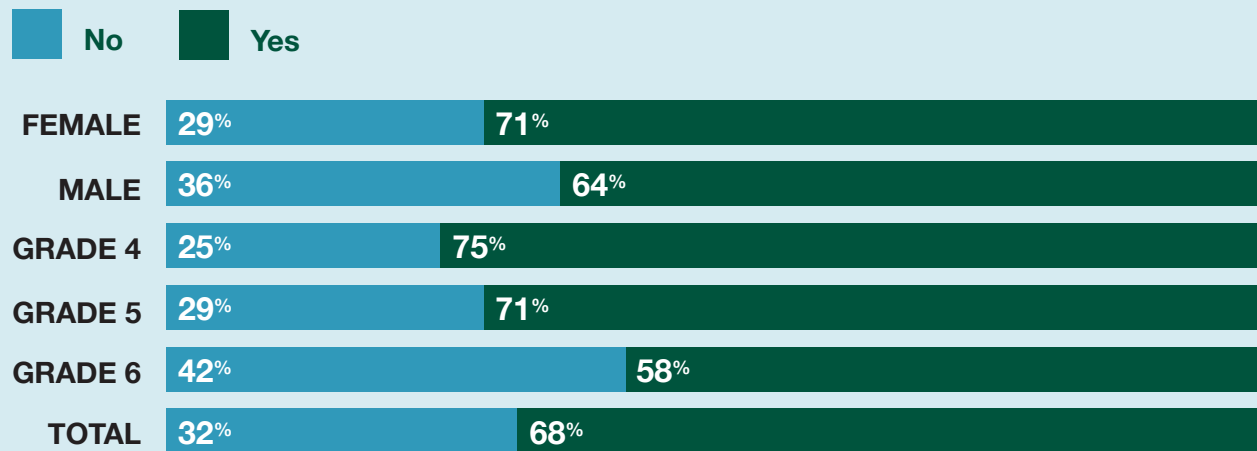
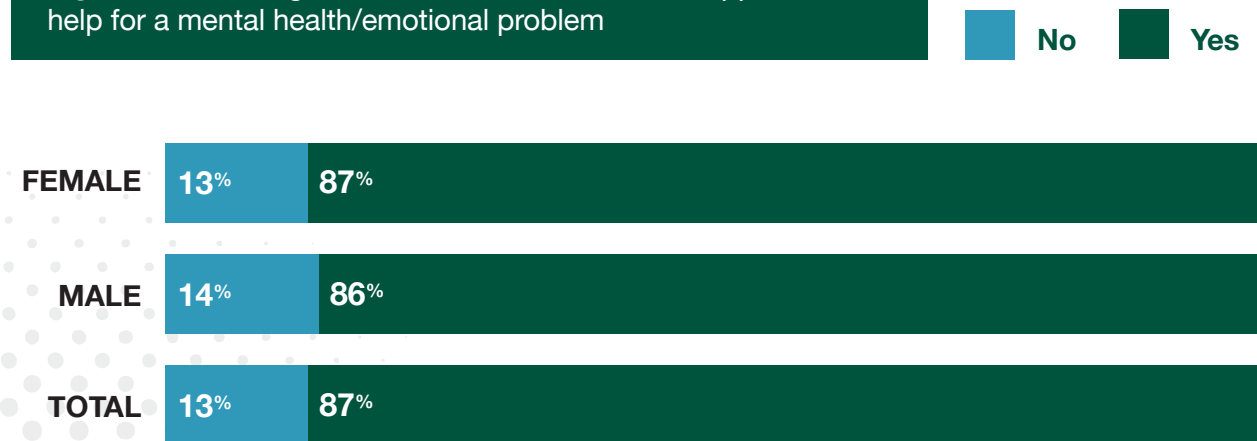


Figure 31: Knowing someone outside of school to approach for help for a mental health/emotional problem



QUESTION 8: IF I EXPERIENCED A MENTAL HEALTH OR EMOTIONAL PROBLEM, (E.G., FEELING REALLY SAD, WORRIED, ETC.) I WOULD ASK FOR HELP.

Figure 32: Would ask for help at school if mental health/emotional problem is experienced

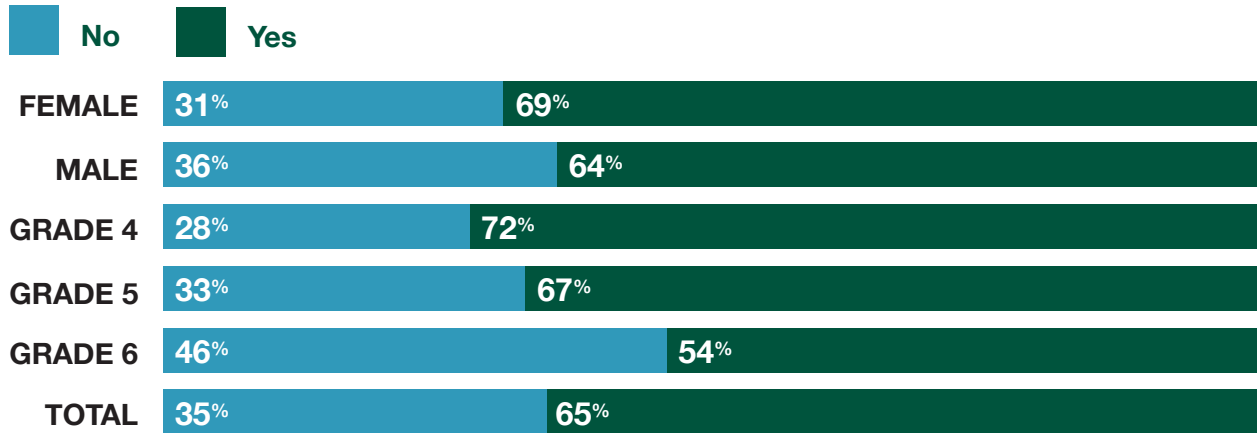
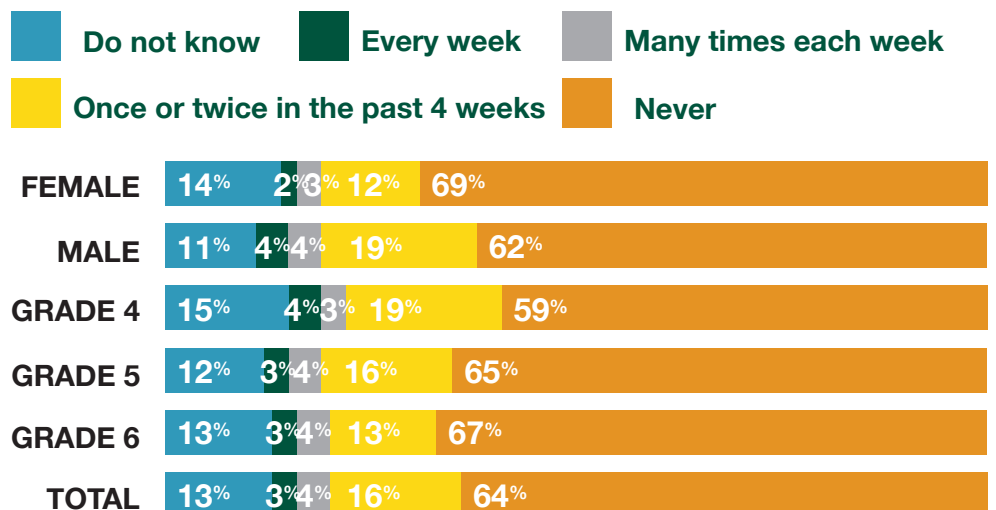


Figure 33: Would ask for help in the community if mental health/emotional problem is experienced



Figure 34: Physically bullied



QUESTION 9:
IN THE PAST 4
WEEKS, HOW
OFTEN HAVE YOU
BEEN PHYSICALLY,
VERBALLY,
SOCIALLY, OR
CYBER BULLIED?

Figure 35: Verbally bullied

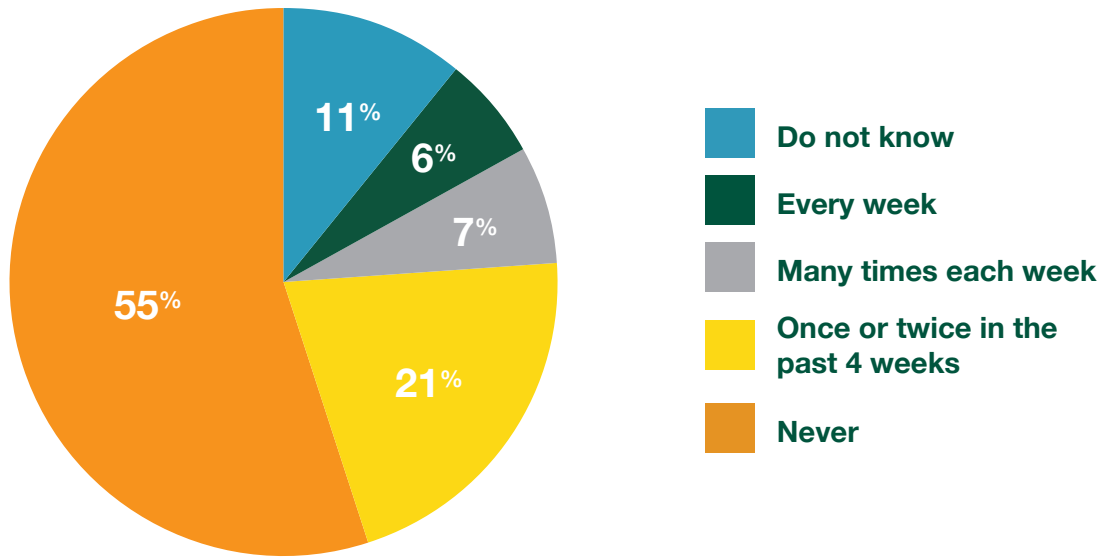


Figure 36: Socially bullied

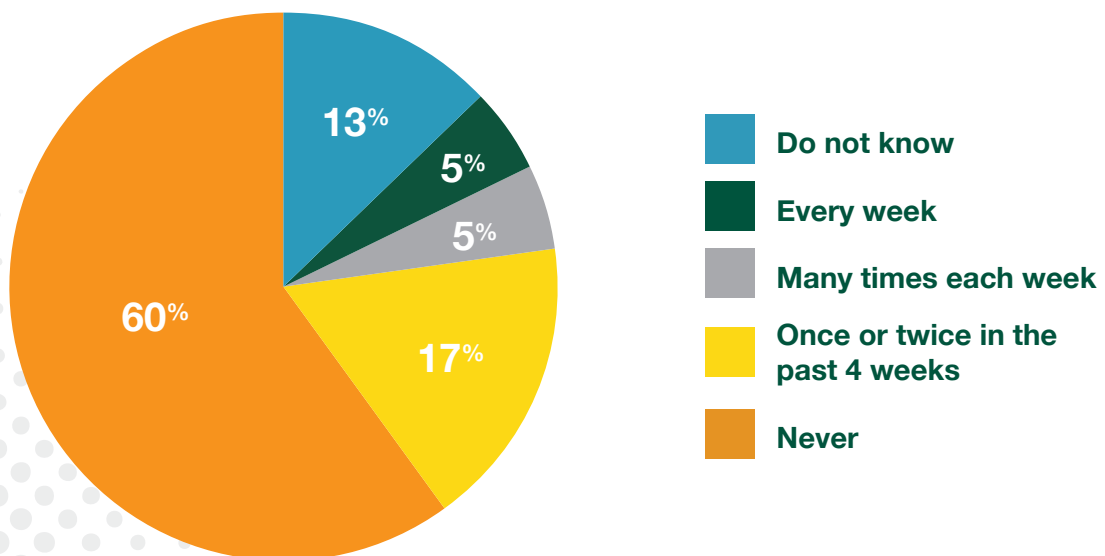
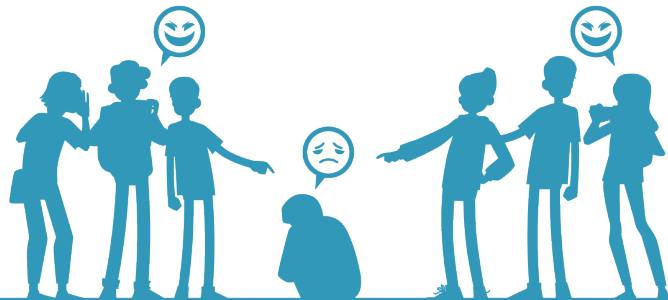
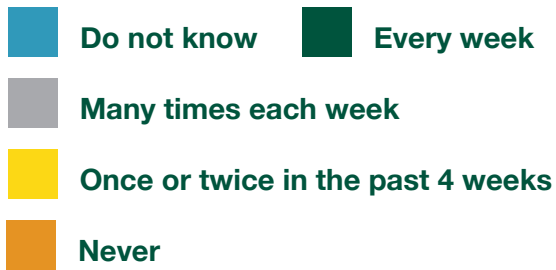


Figure 37: Cyber bullied



QUESTION 8: THINKING ABOUT THE LAST TIME YOU SAW OR HEARD ABOUT A STUDENT BEING BULLIED, WHAT DID YOU DO?

Figure 38: Don't remember/ have not seen bullying

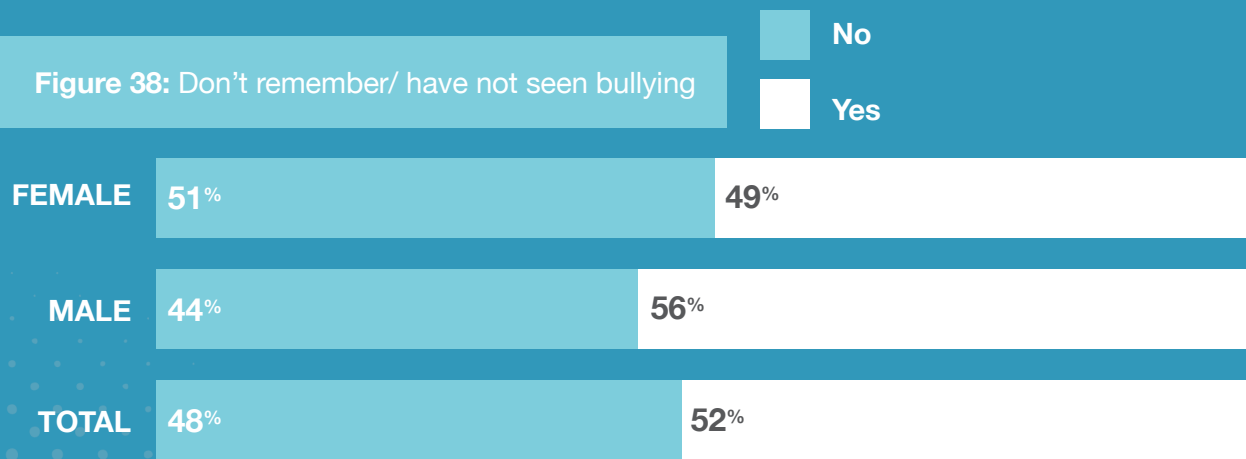


Figure 39: Told parents or guardians

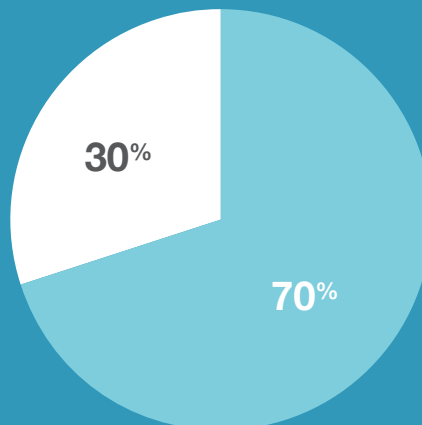




Figure 40: Told an adult at school

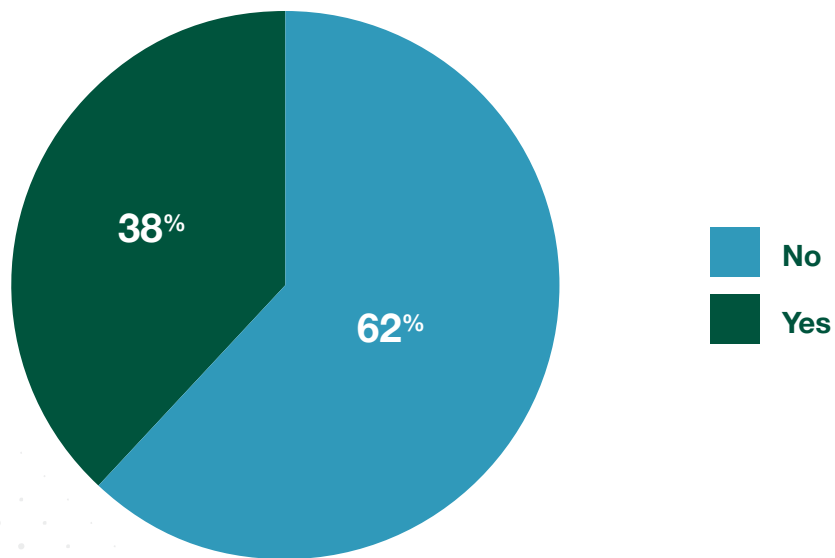


Figure 41: Told a friend

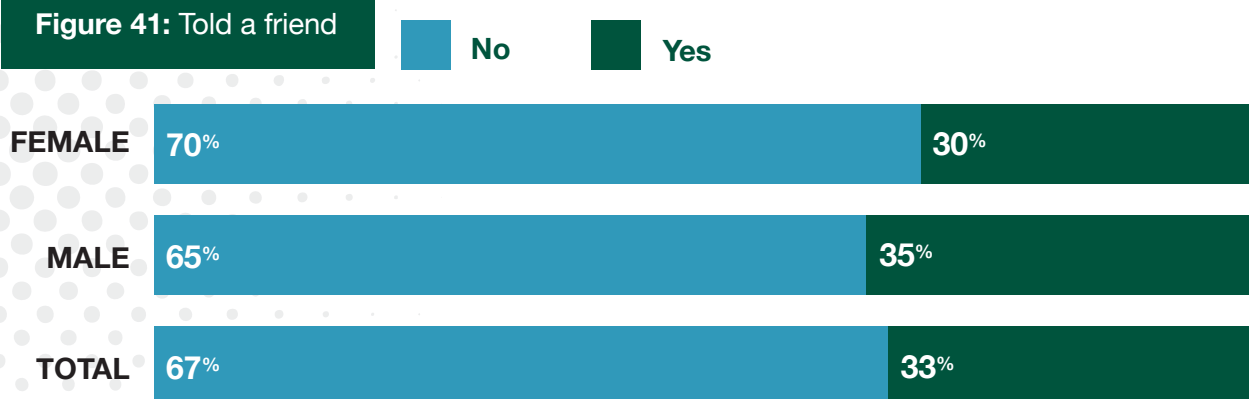


Figure 42: Tried to comfort the person

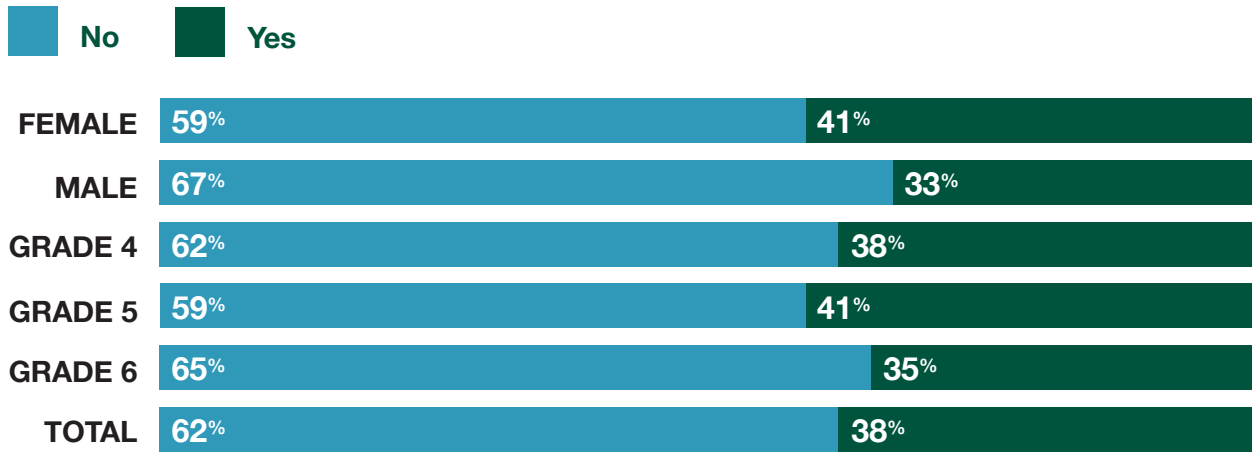


Figure 43: Encouraged the person to ignore it



Figure 44: Stood-up for the person

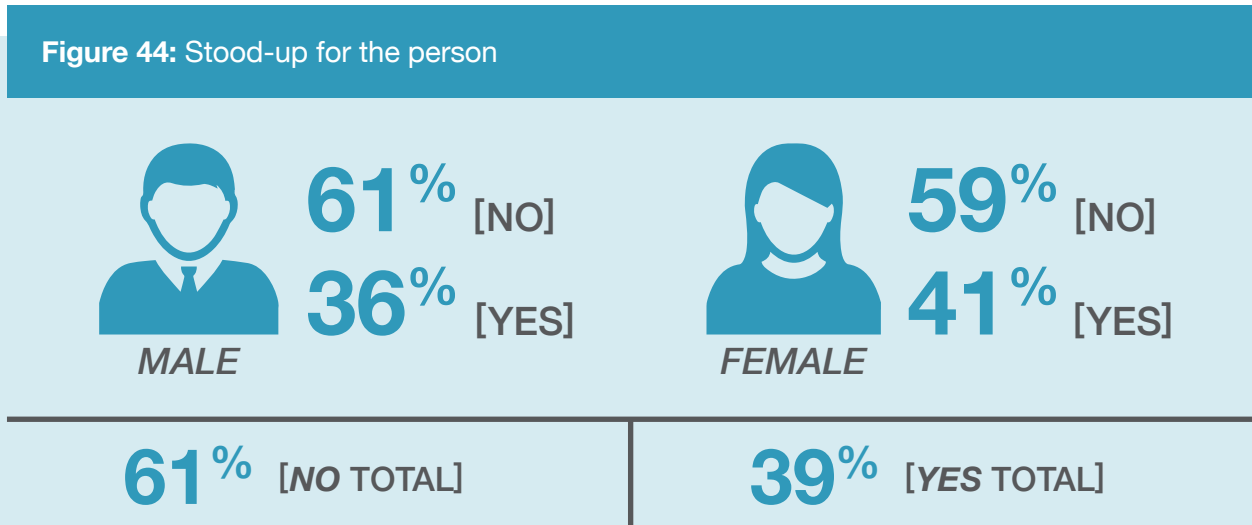


Figure 45: Helped the person fight back

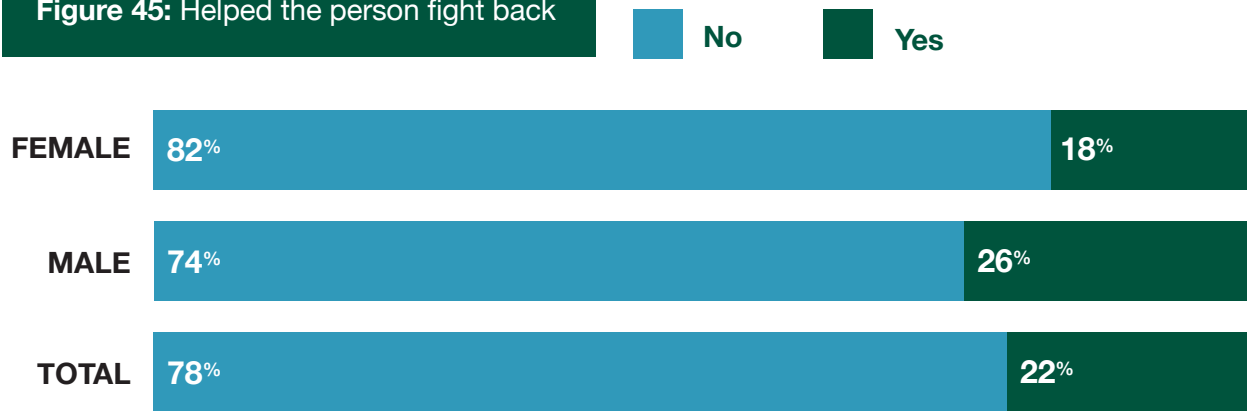


Figure 46: Tried to talk to bully

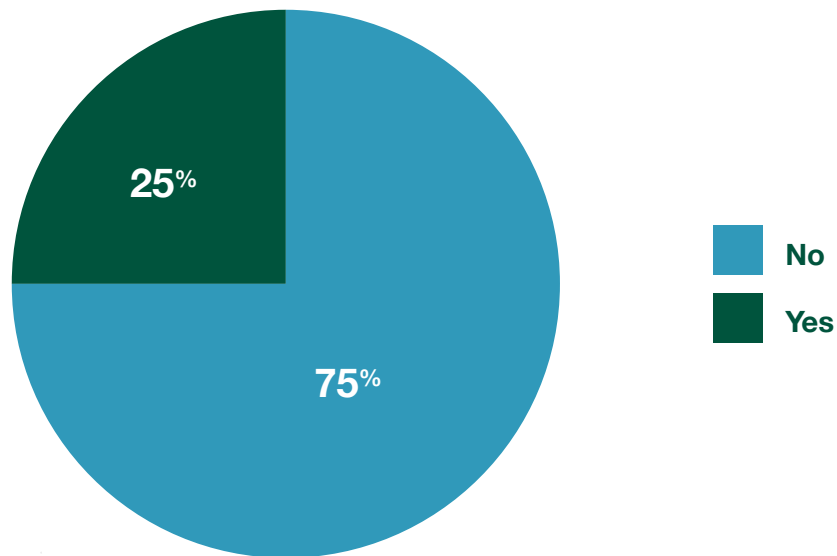


Figure 47: Made effort to include the person



Figure 48: Ignored it

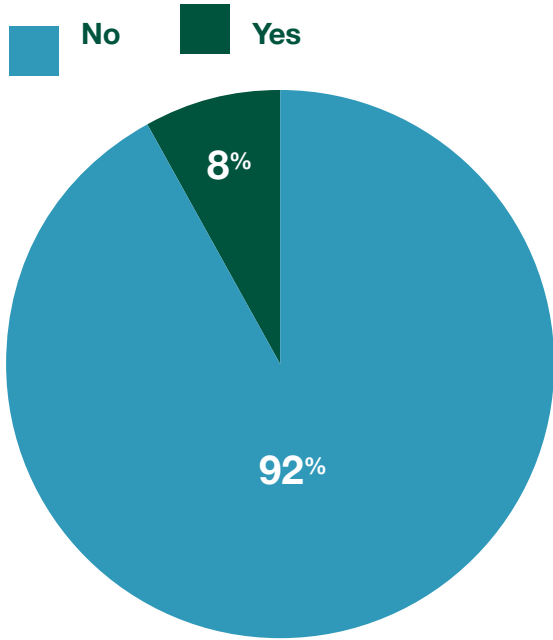
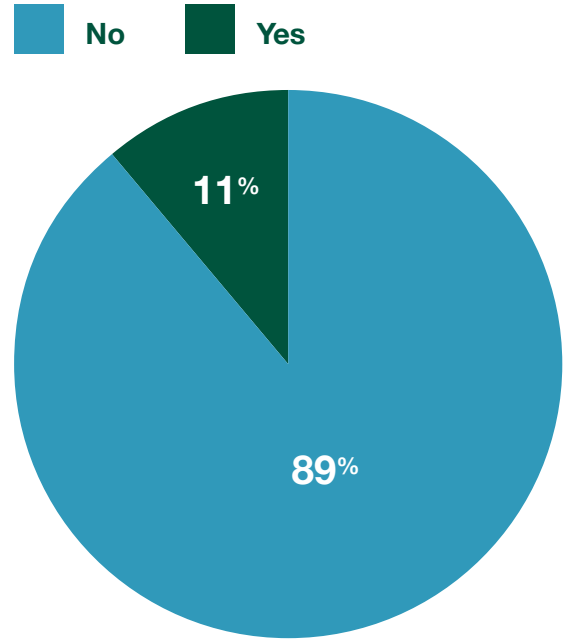


Figure 49: Did something else



QUESTION 11: HOW MANY STUDENTS AGREE OR STRONGLY AGREE WITH THE FOLLOWING STATEMENTS BELOW? (SCALE: STRONGLY DISAGREE TO STRONGLY AGREE)

Figure 50: Bullying is a problem at my school

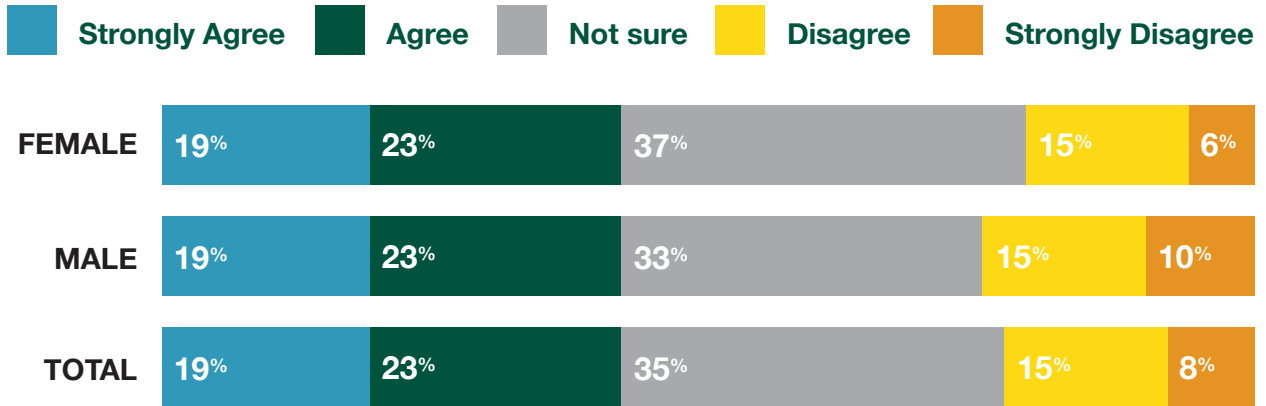


Figure 51: I know how to report bullying

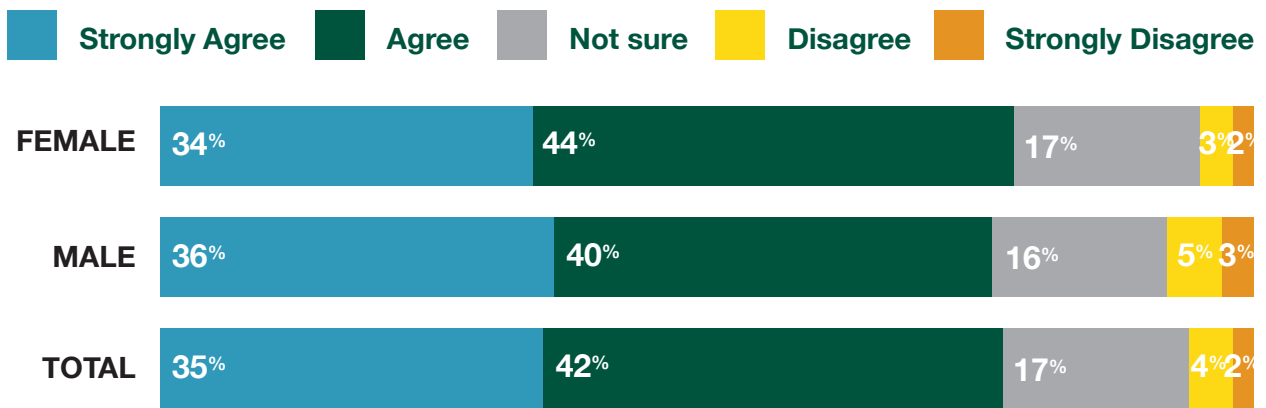
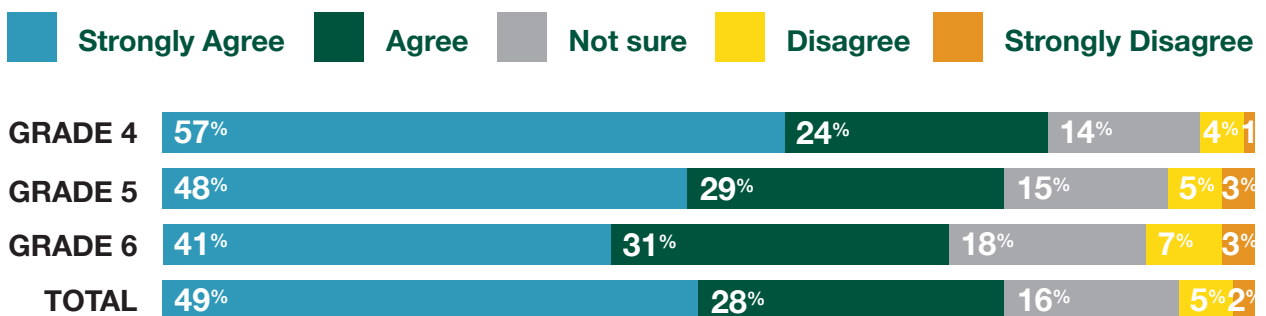


Figure 52: Adults in my school are working hard to stop bullying



**School climate Survey Results
2020-21**

