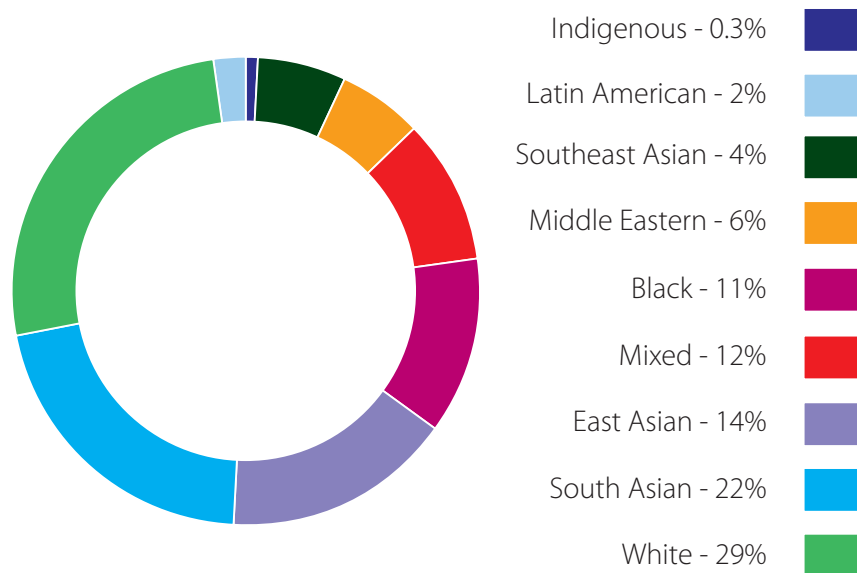


# Who Our Students Are

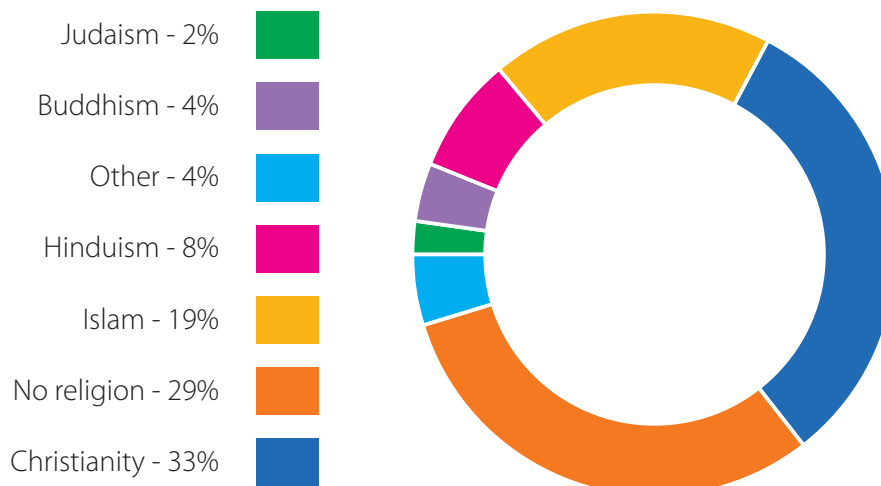


Knowing who our students are, about their school experiences, relationships in school, physical health and well-being, allows us to make informed and meaningful decisions that support their achievement and well-being. More than 220,000 people, including students from Grades 4 to 12 and parents of students in JK to Grade 6, completed the Toronto District School Board census to give us a comprehensive picture of our students. This rich data is one valuable piece of information we use to help inform decisions and respond directly to the voices of students and parents to create learning spaces that are engaging, inclusive, opportunity-driven and support student success.

## Racial Background - JK - Grade 12 Students



## Faith/Religion/Creed - Grade 7 - 12 Students

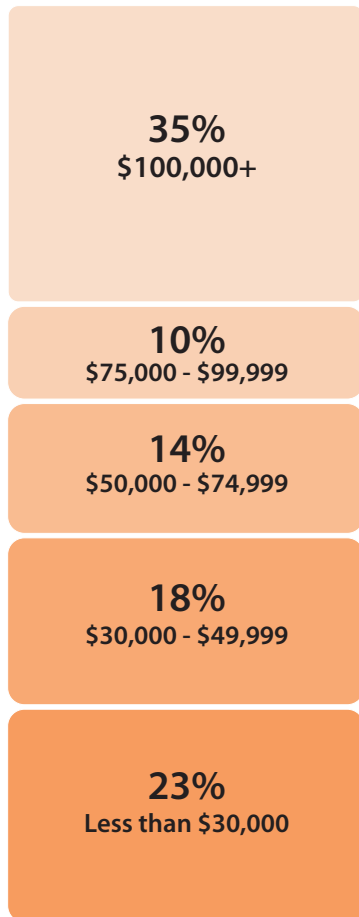


# Who Our Students Are

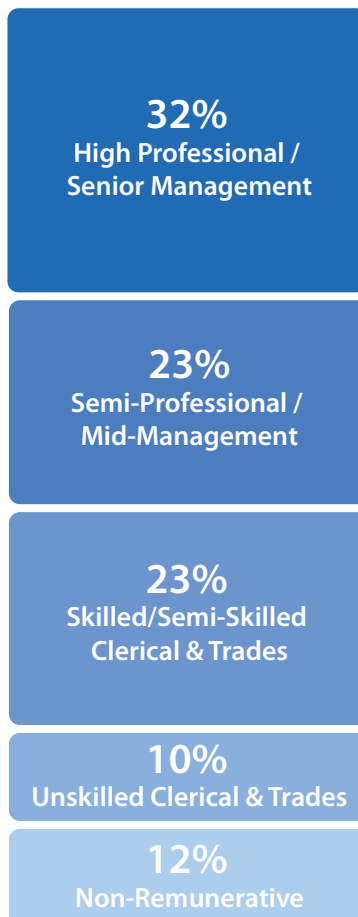


## Family Socioeconomic Status

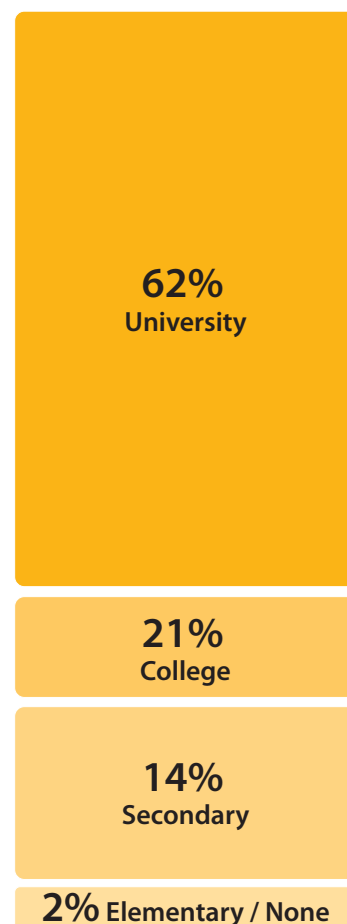
Family Income  
JK - Grade 6 Parents



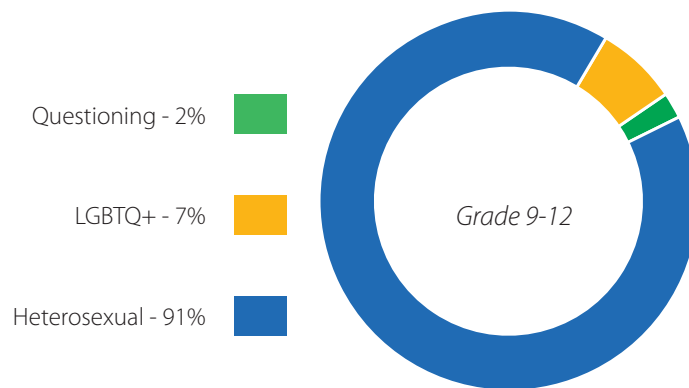
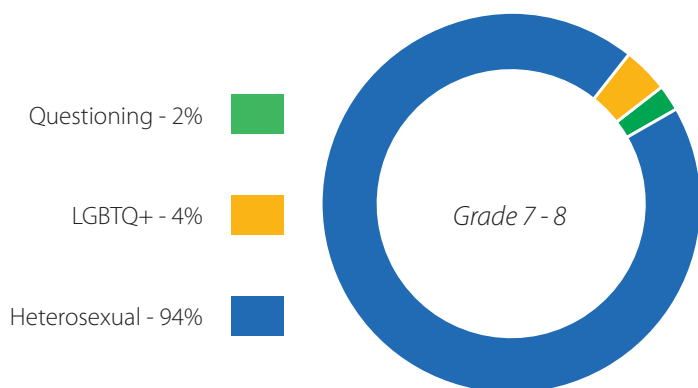
Parent Occupation  
Grade 7 - 12 Students



Parent Education  
JK - Grade 12 Students



## Sexual Orientation



# Parents' Perceptions



Parent and caregiver engagement is a key factor in the enhancement of student achievement and well-being. When schools, families and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Feeling welcome, included and a valuable participant in their child's school experience is critical.

Results from the 2017 Student and Parent Census are one piece of information we use to help inform decisions, design initiatives and make changes to our schools and classrooms that directly impact students' success.

## Parent Feelings About Their Child's School



92%

Feel their child is treated with respect



92%

Feel their child gets along with others



92%

Feel the rules are applied fairly



92%

Feel welcomed



90%

Feel their child enjoys school



88%

Feel differences among people are respected



86%

Feel their child gets the support needed



85%

Feel teaching style meets child's needs

## Moving Forward

- Improve engagement of and collaboration with parents and community members locally through the School Improvement Process
- Continue to strengthen relationships with parents through information and involvement opportunities such as the [Parent Involvement Conference](#), Parent Academies, [Community Advisory Committee membership](#) and [Heritage Month celebrations](#)
- Ensure concerns are responded to quickly and efficiently and further promote the [Parent Concern Protocol](#)

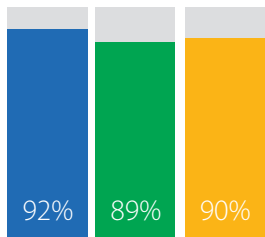
# Students' School Experience



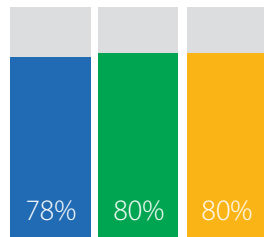
School should be a welcoming place where students not only want to learn, but want to be. The TDSB asked students in the 2017 Student Census all about their overall experience in school, including: if they felt welcomed, how safe and supported they felt, whether they enjoyed school or felt that they belonged, to gain a better understanding of the kind of environments our schools are and how students feel about them.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

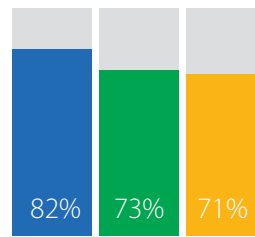
## Strengths



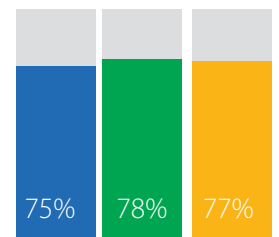
I feel safe in my classroom



I feel safe in my school building

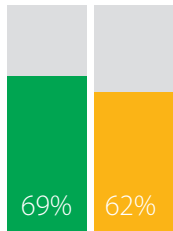


My school is friendly and welcoming

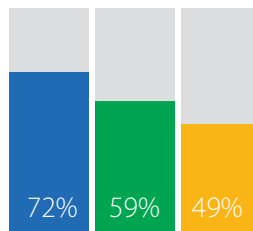


Rules are applied fairly

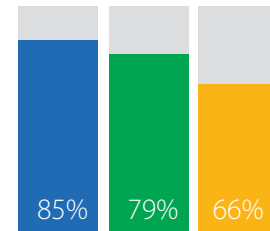
## Opportunities for Growth



I feel like I belong in this school



I enjoy school



I get the help I need

Grades 4-6   Grades 7-8   Grades 9-12

## Moving Forward

- Enhance the overall school environment to be more inclusive, welcoming and engaging and ensure that schools reflect, honour and celebrate students' diverse lives and experiences
- Use students' voices, experiences, identities and expertise to help inform School Improvement Planning and increase student engagement
- Structure student learning so that students feel they have a voice and their learning is relevant, challenging and addresses real societal issues
- Build educators' professional capacity to integrate inclusive curriculum that is reflective of and responsive to their students' diversity and lived experiences

# Students' Relationships at School



Relationships are the positive connections between students, their peers and school adults. Nurturing strong relationships helps support a positive school climate and inclusive and welcoming school environment. As part of the 2017 Student Census, the TDSB asked students about their relationships with their peers, teachers and other school staff.

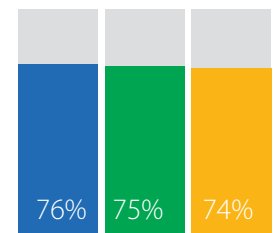
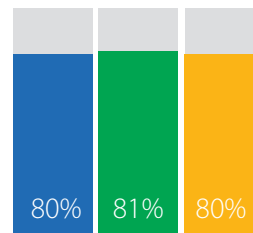
This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

## Strengths

Teachers expect me to succeed

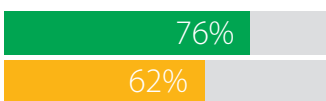


Teachers respect my background

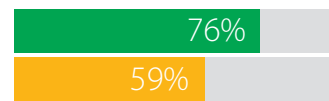


## Opportunities for Growth

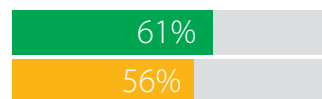
I feel supported by teachers



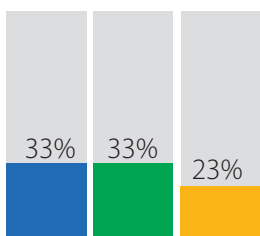
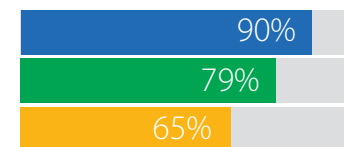
I feel encouraged by teachers



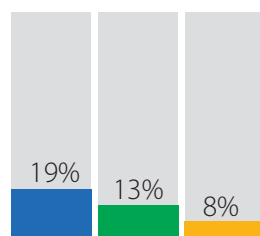
I have at least one school adult to turn to for help, advice or support



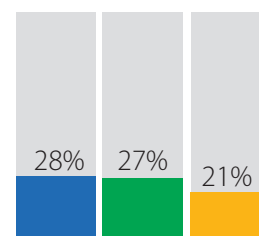
Teachers care about me



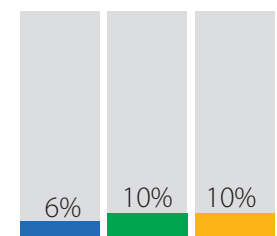
I am bullied verbally all the time, often or sometimes



I am bullied physically all the time, often or sometimes



I am bullied socially all the time, often or sometimes



I am cyber-bullied all the time, often or sometimes

Grades 4-6   Grades 7-8   Grades 9-12

## Moving Forward

- Enhance the overall school environment to be more caring, welcoming and inclusive where every student feels valued and respected by their peers and school staff
- Provide opportunities for students to share concerns and enhance communication. Examples include the development of a Student Concern Protocol and development of a mobile app to support student voice
- Strengthen relationships between students and school adults, striving to ensure that all students have a caring adult to turn to and experience a greater sense of belonging in their school community

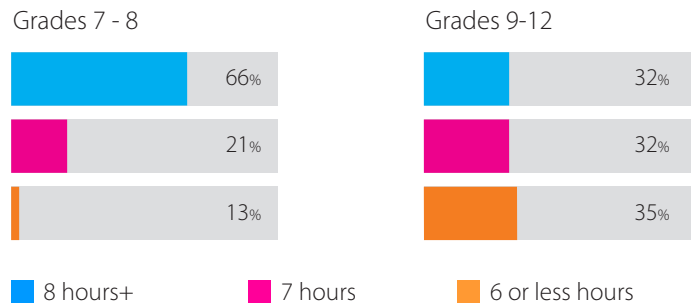
# Students' Physical Health



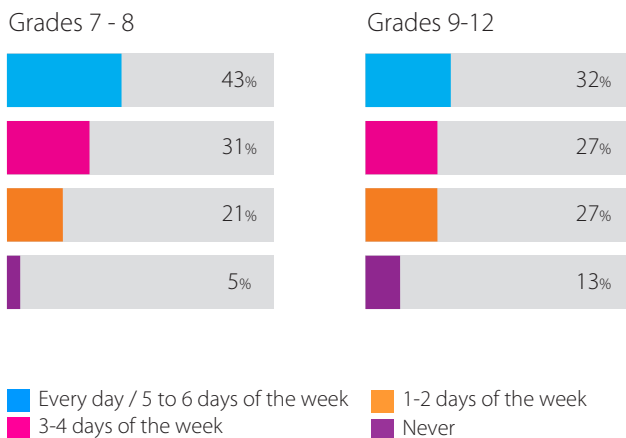
When students have enough sleep, participate in physical activity and eat a balanced diet, they come to school better able to learn and participate. The health and well-being of our students plays a big role in their self-esteem, motivation, confidence and readiness to learn. As part of the 2017 Student Census, the TDSB asked students about their physical health, sleeping habits, screen time and more to gain a better picture of their overall health habits.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

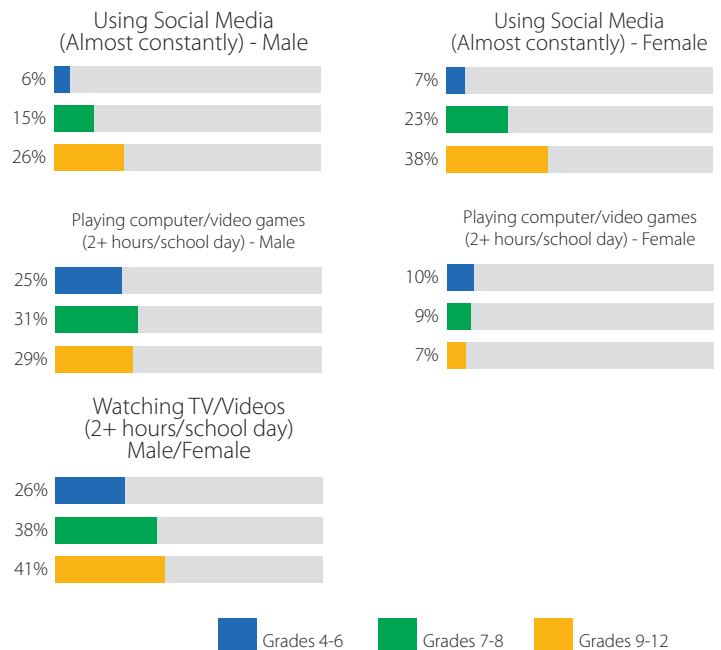
## Hours of Sleep on School Days



## Physical Activity *(for at least one hour)*



## Screen Time Activities



## Moving Forward

- Enhance student health literacy and awareness through the promotion of daily physical activity, (including Board-wide walk and bike to school days), curricular connections, credit course offerings in Health and Physical Education and extra-curricular activities such as sport teams
- Enhance outdoor learning and play environments in school yards
- Develop a school improvement well-being goal annually that reflects each schools' own data trends
- Promote TDSB Outdoor Education program opportunities for schools

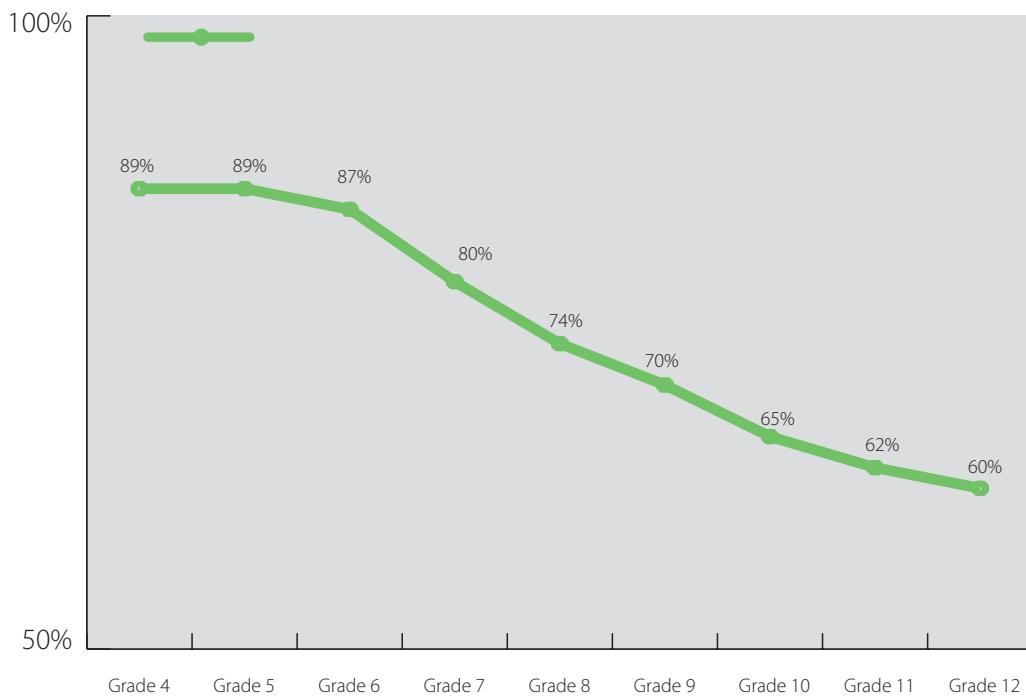
# Students' Emotional Well-Being



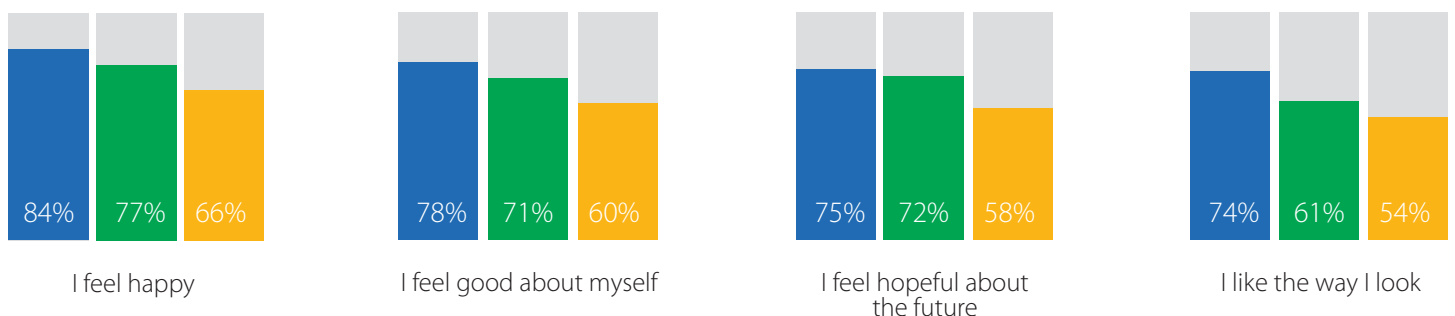
Feeling safe, engaged and included at school all contribute to having a positive sense of well-being. At the TDSB, we promote positive mental health through safe and caring schools, healthy schools and inclusive schools that are responsive to all as we celebrate the diversity in our communities. As part of the 2017 Student Census, the TDSB asked students in Grades 4 to 12 about their overall emotional well-being as it related to school and beyond.

This data is just one piece of information we use to help inform decisions and respond directly to the voices of students and support their achievement and well-being.

## Emotional Well-being Index (High/Middle)



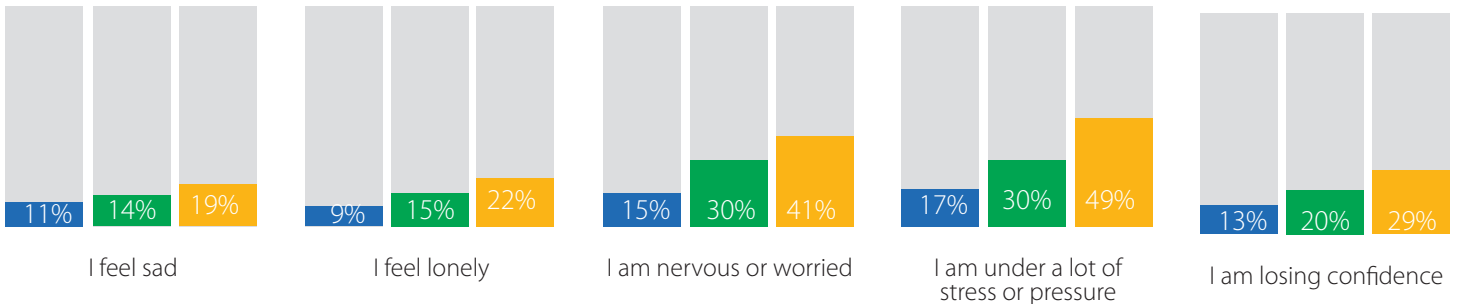
## Positive Emotions (All the time/Often)



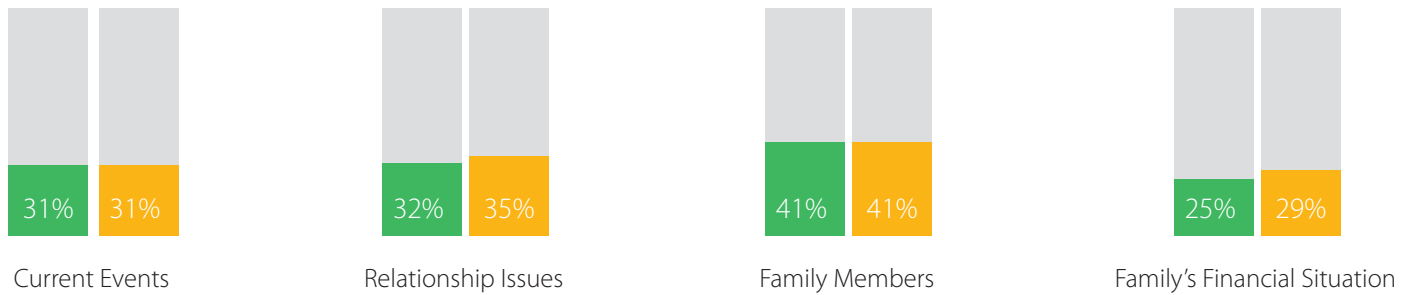
# Students' Emotional Well-Being



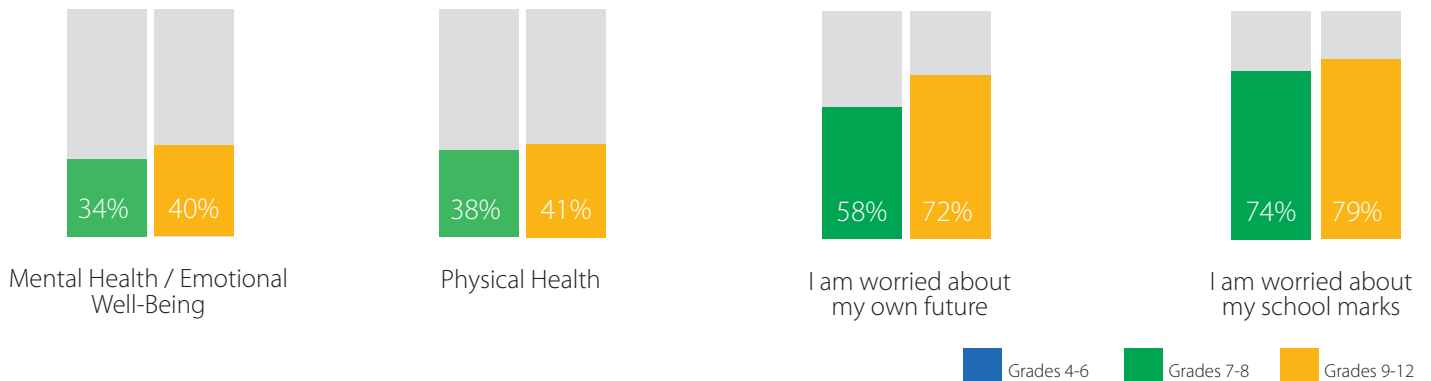
## Negative Emotions (All the time/Often)



## Worries Related to Others



## Worries Related to Self



■ Grades 4-6   
 ■ Grades 7-8   
 ■ Grades 9-12

## Moving Forward

- Enhance the overall school learning environment to ensure students feel that their identities are represented in classroom resources and in all aspects of school activities
- Develop school-specific well-being goals that reflect and resonate with the schools' diverse community. Focus on strengthening relationships between students and school adults, striving to ensure that all students have a caring adult to turn to.
- Align specialized mental health and well-being staff and resources closer to schools in support of students
- Partner with local health organizations to develop actions to enhance students' resilience, coping and help-seeking skills