

Agenda Item #: 8.0

REPORT TO:	Program and School Services Advisory Committee
	Public or In-Camera: Public
TITLE OF REPORT:	School Climate Surveys, 2024-2025
PRESENTERS: (list ONLY those attending the meeting)	Christine Stager, Manager, Research and Assessment Services Jackie Wood, Associate, Research and Assessment Services
REPORT AUTHORS:	Christine Stager, Manager, Research and Assessment Services Jackie Wood, Associate, Research and Assessment Services
PRESENTED FOR:	Information
Recommendations:	
(only required when	
presented for approval)	
Purpose: (include context)	To raise awareness about the administration of the 2024-2025 School Climate Surveys.
Content:	The presentation includes an overview of what school climate is and why it matters, as well as details about the survey (i.e., purpose, legislated
	requirements, content, timelines, resources)
Financial Implications:	N/A
Timeline:	Survey administration window opens February 24, 2025
Communications:	N/A
Appendices:	School Climate Surveys, 2024-2025 PowerPoint presentation

#### **Connection to Strategic Directions:**

We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs: Yes To support student achievement, our schools and workplaces must be safe spaces for all: Yes Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence: Yes

To inform our decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent: Yes



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# School Climate Surveys 2024-2025

Program and School Services Advisory Committee

February 4, 2025

### **Benefits of a Healthy School Climate**

- "Quality and character of school life"
- Shaped by establishing the Essential Conditions for Learning
- Student learning and well-being
- Staff well-being and connection

Thapa et al., (2013). A review of school climate research. Review of educational research, 83(3), 357-385





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#### Importance of Collecting and Using School Climate Data

#### School Climate Surveys – <u>The Education Act</u>

- Required per *The Education Act*
- Anonymous, voluntary, every two years
- Questions about bullying/harassment
- Inform parents/caregivers request opt out
- Results must be shared with Safe and Inclusive School
  Teams



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#### Importance of Collecting and Using School Climate Data

### **School Climate Surveys in TVDSB**

- Department of Education School Climate Surveys
- Students (grades 5-12), staff, parents and caregivers
- Engagement, Safety, Environment
  - e.g., Students respect one another.
  - e.g., I feel like I am part of this school.
  - e.g., My teachers expect me to do my best all the time.
- Student identities (grades 7-12)



#### Importance of Collecting and Using School Climate Data

## **Using Survey Results**

- Identify and prioritize strengths and needs
- Inform Safe and Inclusive School Plans
- Monitor and track change

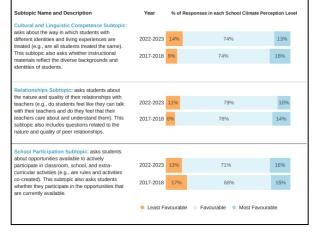
#### 2022-2023 School Climate Survey: Summary of STUDENT Responses ENGAGEMENT, Percentage by Perceived School Climate Level by Subtopic and Yea

This page provides a summary of student perceptions related to measures of engagement, which includes the following subtopics: cultural and inguistic competence, relationships, and school participation. These subtopics most closely align with how relationships are defined and understood in Thames Valley's Sestratia Conditions for Learning, Consistent, carring studentstaff relationships create a path for children and youth to access their learning brains. Research demonstrates that positive student-staff and peer relationships have been shown to support students' adjustment to school, academic achievement, and overall metal health and well-being.

The charts below display the percentage of student responses that fail within each of the school climate perception levels: least favourable, favourable, and most favourable. This information is provided for the current school year. Previous results are also presented where available.

Consider the following questions when reviewing student survey results:

How do responses compare <u>within</u> the same subtopic year over year (about the same, more or less favourable)?
 How do responses compare <u>across</u> subtopics for the current year (about the same, more or less favourable)?
 What factors (e.g., practices, incidents) <u>inside</u> the school community may be contributing to these results?
 What factors (e.g., policies, events) <u>outside</u> the school community may be contributing to these results?





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## **Key Information**

#### Who can complete the survey?

- Students in grades 5-12
- All staff
- All TVDSB parents and caregivers

#### When can the survey be completed?

• February 24<sup>th</sup> to March 6<sup>th</sup>

#### How can the survey be completed?

- Anonymous link posted on **board website**
- Staff Link sent via board email
- Students Link embedded in lesson plans and slideshows
- Parents and Caregivers Link sent via SchoolMessenger





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## Visit Your School. Your Voice. for more information and to access the survey!

School Climate Working Group schoolclimatesurvey@tvdsb.ca