

CLIMATE SURVEY 2024

Results for Parents/Guardians Climate Survey

THE CLIMATE SURVEY

The School Climate Survey is required every two years by the Ministry of Education. The goal is to gather the opinions of students, parents/guardians, and staff on key areas that research has shown impact student learning outcomes with a focus on sense of belonging, relationships, safety, and well-being.

The School Climate Survey was administered in May 2024. The results of the survey have been summarized and analyzed to identify what more the Kawartha Pine Ridge District School Board (KPRDSB) can do to create and maintain safe, inclusive, welcoming schools. This summary includes responses from 3,366 parents/guardians of KPRDSB students who participated in the survey.

Experiences and Perceptions as a Parent/Guardian

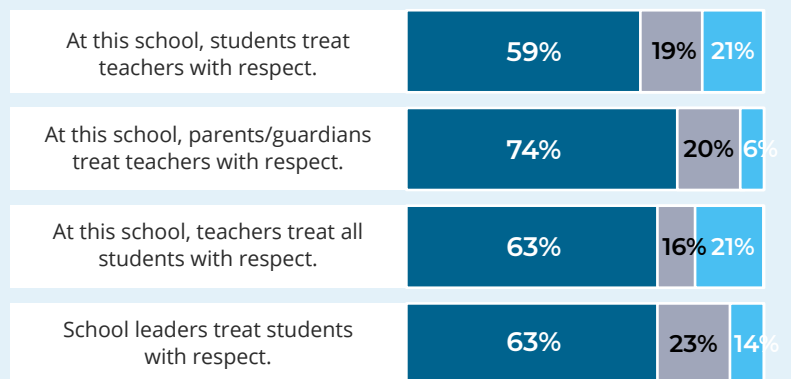
The School Climate Survey asked parents/guardians about their perceptions of the relationships in the school community, their experiences engaging with the school, and their involvement with their child's education.

RELATIONSHIPS

More than half of parents/guardians agreed that there were respectful interactions within the school community: 74% agreed that parents/guardians treat teachers with respect; 63% agreed that teachers treat all students with respect; 63% agreed that school leaders treat students with respect; and 59% agreed that students treat teachers with respect.

GRAPH 1.

Perceptions of relationships. Parents/guardians. May 2024.

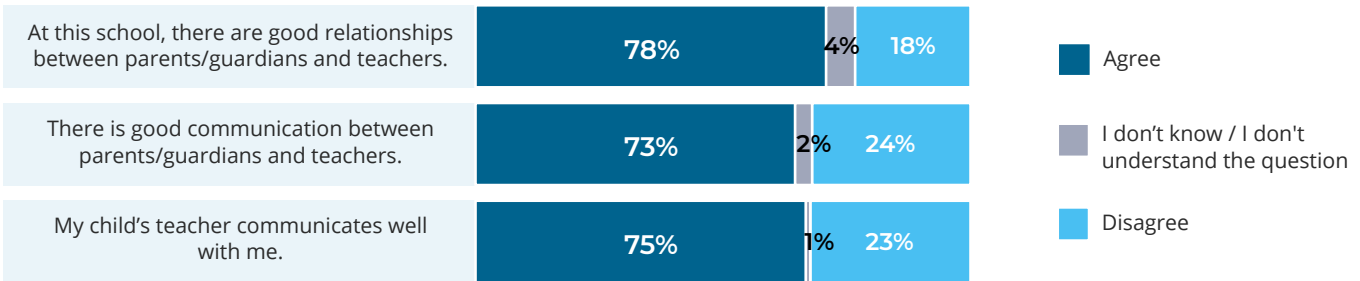


■ Agree
 ■ I don't know / I don't understand the question
 ■ Disagree

PARENT ENGAGEMENT

Over 70% of parents/guardians were also positive about parental engagement: 78% agreed that at their school there were good relationships between parents/guardians and teachers, and about three-quarters agreed that their child’s teacher communicates well with them (75%) and that there is good communication between parents/guardians and the school (73%).

GRAPH 2. Perceptions of parent engagement. Parents/guardians. May 2024.

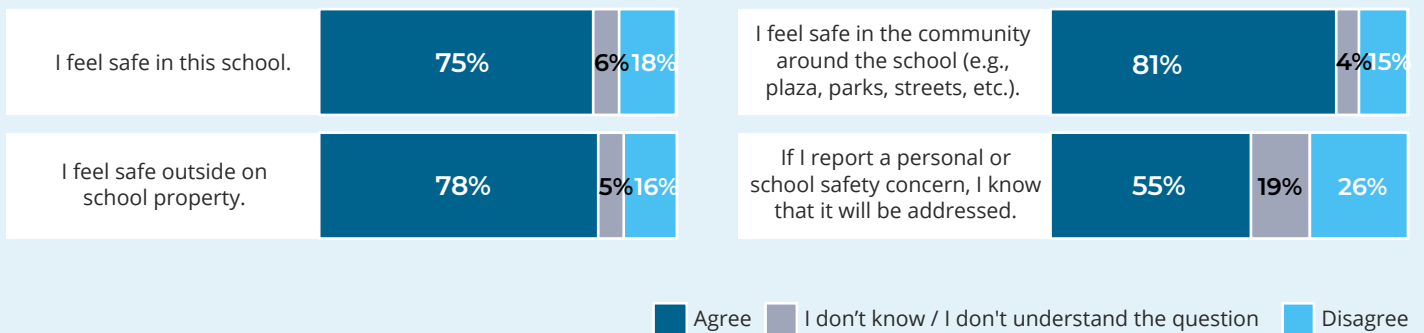


FEELINGS OF SAFETY

Seventy-five per cent (75%) of parents/guardians report feeling safe in their child’s school, 78% feel safe outside on school property, and 81% feel safe in the community around the school.

However, 55% believe that if they reported a personal or school safety concern it would be addressed.

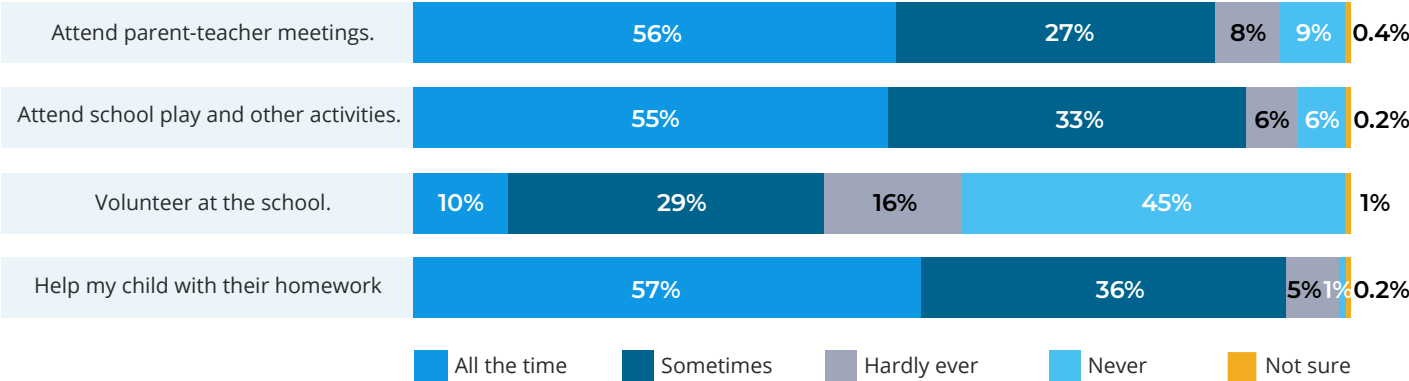
GRAPH 3. Personal feelings of safety. Parents/guardians. May 2024.



INVOLVEMENT WITH CHILD'S EDUCATION

Parents/guardians were asked in what ways and how often they were involved with their child's education this school year.

GRAPH 4. Involvement with child's education. Parents/guardians. May 2024.

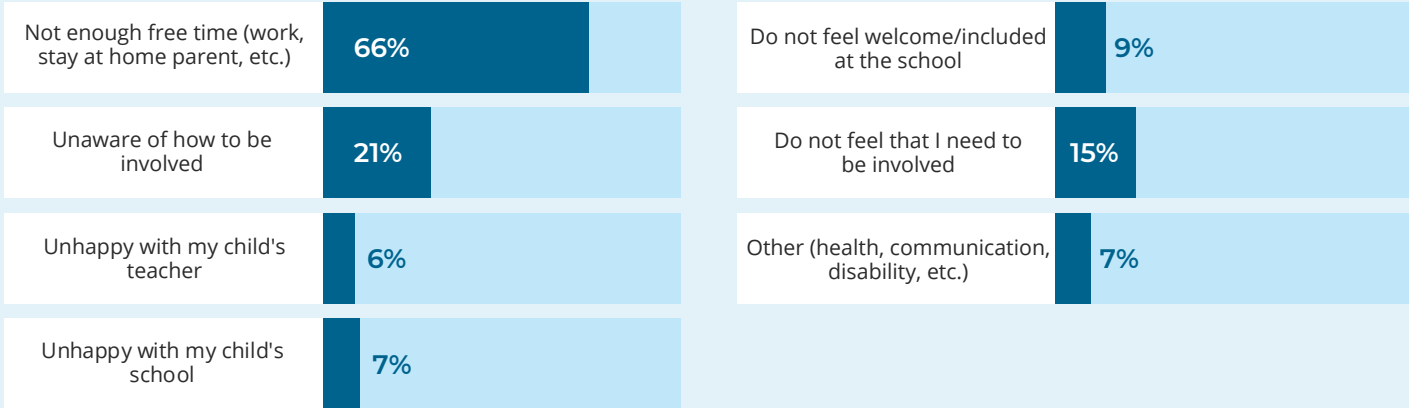


Parents/guardians were most likely to report that they helped their child with their homework all the time (57%) or sometimes (36%). This was followed by attending parent-teacher meetings all the time (56%) or sometimes (27%) and attending school plays and other activities all the time (55%) or sometimes (33%).

Parents/guardians reported that they were least likely to volunteer at the school all the time (10%) or sometimes (29%).

Parents/guardians were asked about what has prevented them from being more involved with their child's education. They identified several barriers.

GRAPH 5. Barriers to involvement with child's education. Parents/guardians. May 2024.



When asked to identify barriers to engagement with their child's education, 66% reported that they did not have enough free time to be more involved. In addition, 21% reported being unaware of how to get involved, while 15% did not feel they needed to be involved.

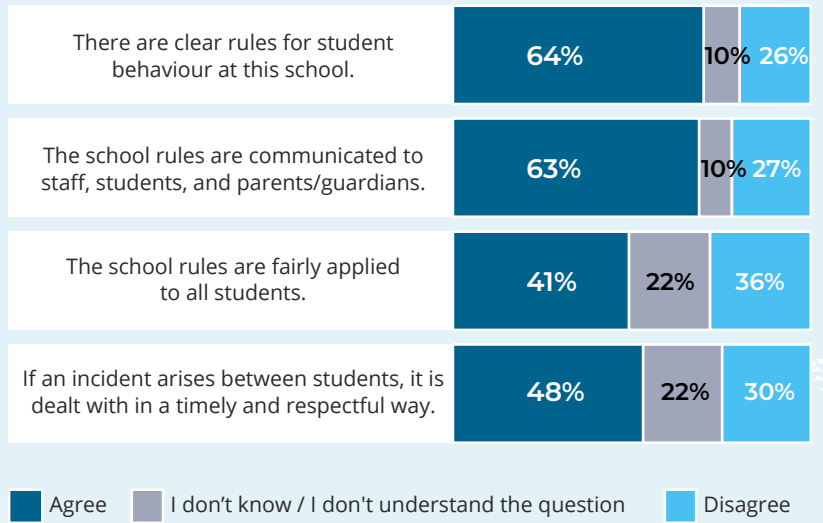
SCHOOL RULES

Parents/guardians were also asked about their perceptions of school rules and how they are applied.

Sixty-four per cent (64%) of respondents reported that there are clear rules for student behaviour at the school, and 63% reported that school rules are communicated to staff, students, and parents/guardians.

A smaller proportion (41%) agreed that school rules are fairly applied to all students, and 48% agreed that if an incident arises between students, it is dealt with in a timely and respectful way.

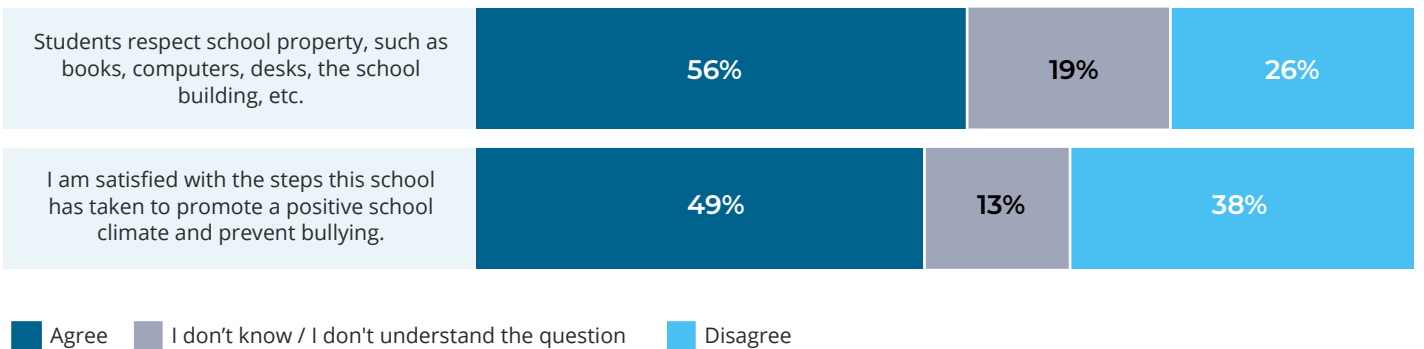
GRAPH 6.a.
Perceptions of school rules. Parents/guardians. May 2024.



Fifty-six per cent (56%) of parents/guardians believe that students respect school property, such as books, computers, desks, and the school building.

Just under half of survey respondents (49%) reported being satisfied with the steps their child's school has taken to promote a positive school climate and prevent bullying.

GRAPH 6.b.
Perceptions of school rules. Parents/guardians. May 2024.



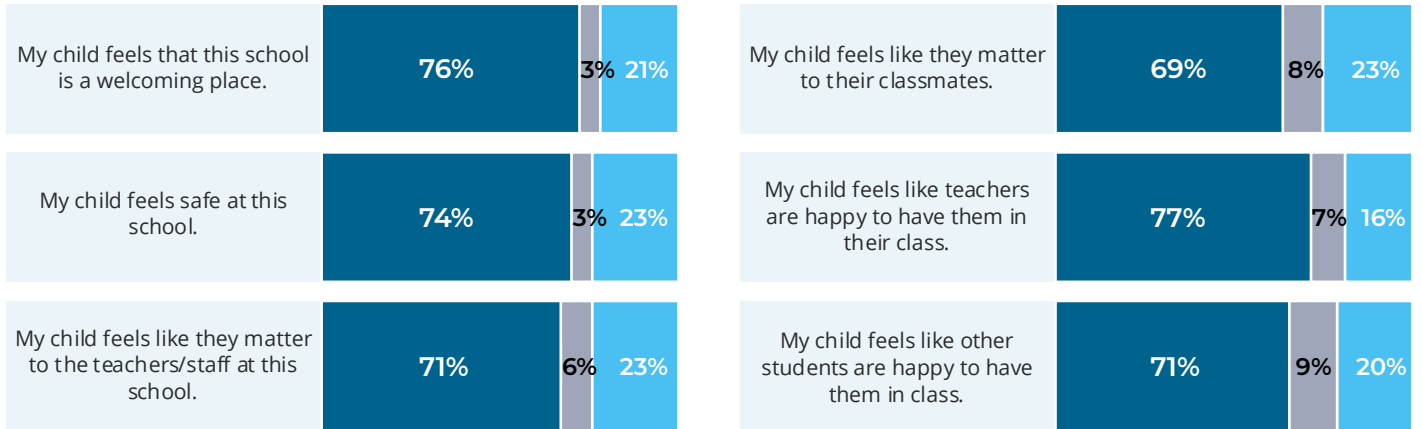
Perceptions of Child's School Experiences and School Climate

The survey also asked parents/guardians about student experiences and school climate since September.

BELONGING

GRAPH 7.

Perceptions of child's feelings of belonging. Parents/guardians. May 2024.



■ Agree ■ I don't know / I don't understand the question ■ Disagree

Seventy-six per cent (76%) of respondents agreed that their child feels the school is a welcoming place, 74% that their child feels safe at the school, 71% that their child feels like they matter to the teachers and staff at the school, and 77% that their child feels that teachers are happy to have them in their class.

When asked about their child's classmates, most parents/guardians agreed that their child feels like other students are happy to have them in class (71%) and that their child feels like they matter to their classmates (69%).

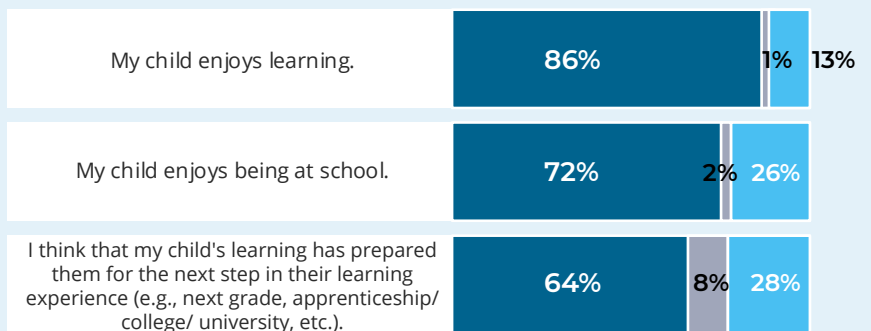
LEARNING

Eighty-six per cent (86%) of parents/guardians believe that their child enjoys learning, while 72% agreed that their child enjoys being at school.

However, a smaller proportion (64%) agreed that their child's learning has prepared them for the next step in their learning experience.

GRAPH 8.

Perceptions of child's learning. Parents/guardians. May 2024.

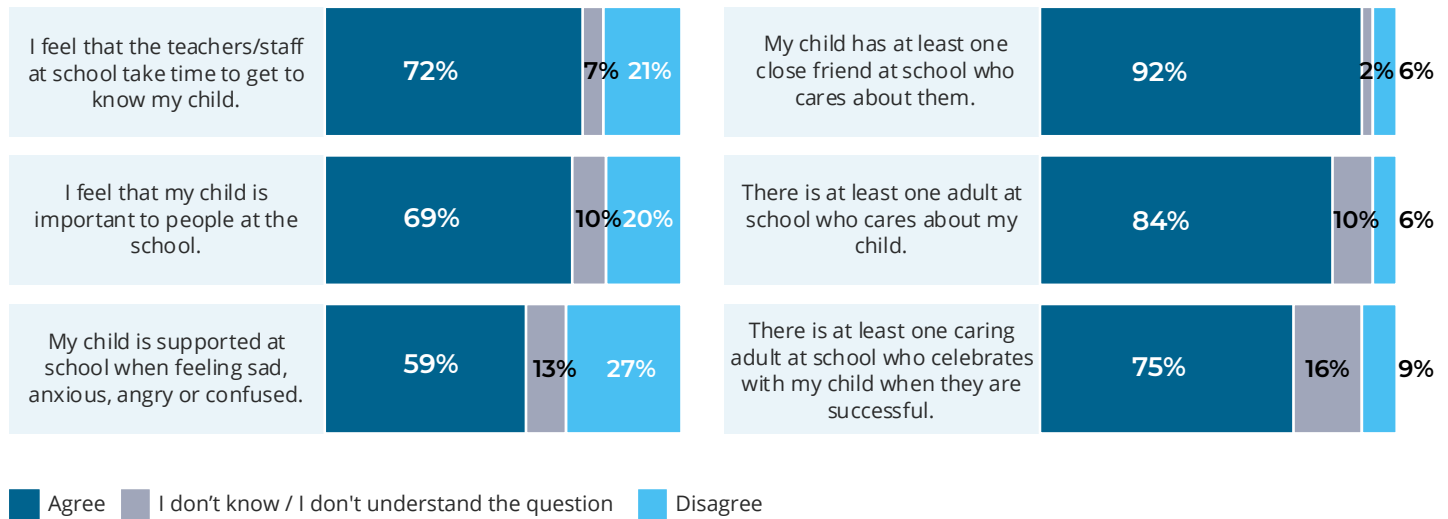


■ Agree ■ I don't know / I don't understand the question ■ Disagree

SUPPORTIVE RELATIONSHIPS

GRAPH 9.

Perceptions of child's relationships. Parents/guardians. May 2024.



Ninety-two per cent (92%) of parents/guardians agreed that their child has at least one close friend at school who cares about them and 84% agreed that there is one adult at school who cares about their child.

Over 70% of parents/guardians agreed that there is at least one caring adult at school who celebrates with their child when they are successful (75%) and that the teachers and staff at school take time to get to know their child (72%).

A smaller proportion reported that their child is important to people at the school (69%) and that their child is supported at school when feeling sad, anxious, angry, or confused (59%).

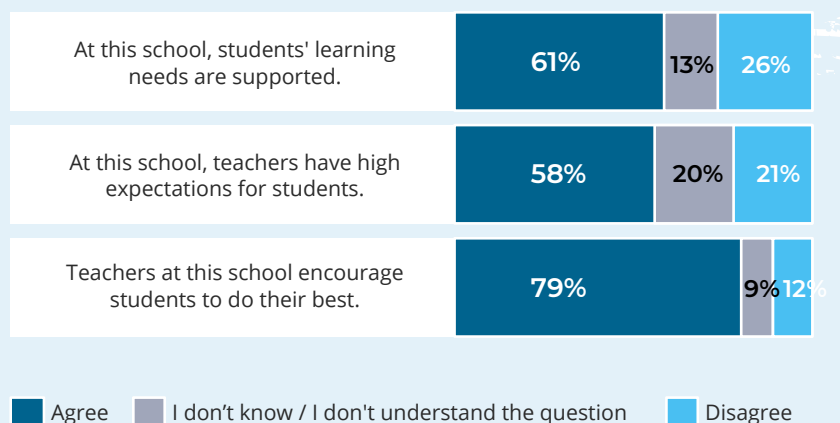
SUPPORT FOR STUDENTS

Sixty-one per cent (61%) of parents/guardians believe that students' learning needs are supported and 58% believe that teachers have high expectations for students.

A larger proportion (79%) believe that teachers at their child's school encourage students to do their best.

GRAPH 10.

Perceptions of student supports. Parents/guardians. May 2024.

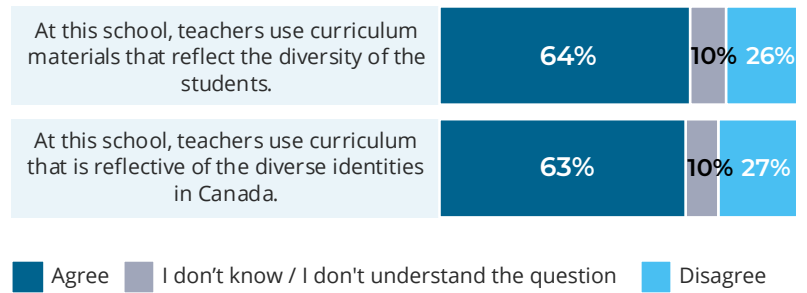


CURRICULUM MATERIALS

Sixty-four per cent (64%) of parents/guardians feel that teachers use curriculum materials that reflect the diversity of the students in their school and 63% agreed that the curriculum is reflective of the diverse identities in Canada.

Over one-quarter reported that they did not know whether curriculum materials were reflective of diversity.

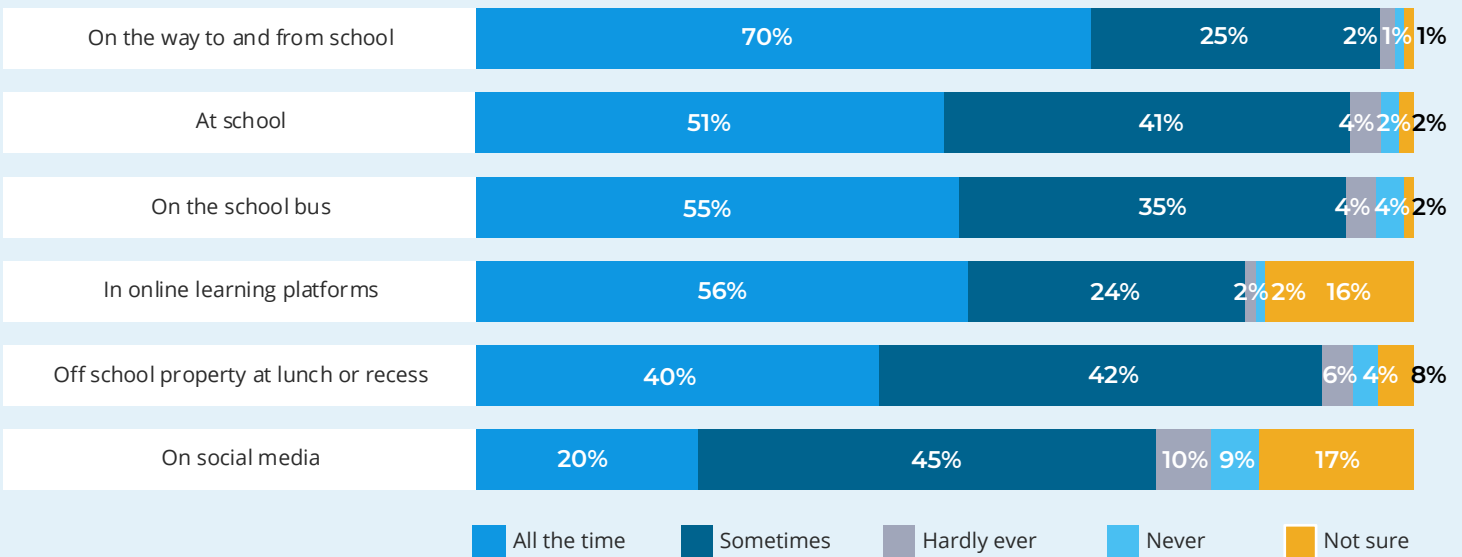
GRAPH 11. Perceptions of curriculum materials. Parents/guardians. May 2024.



SCHOOL SAFETY

Parents/guardians were asked about where their child feels safe on the way to and from school and at school.

GRAPH 12. Perceptions of child's safety. Parents/guardians. May 2024.



Parents/guardians were most likely to report that their child feels safe on the way to and from school all the time (70%). This was followed by online learning platforms (56%), on the school bus (55%), and at school (51%).

Parents/guardians were less likely to be confident that their child was always safe off school property at lunch or recess (40%) or on social media (20%).

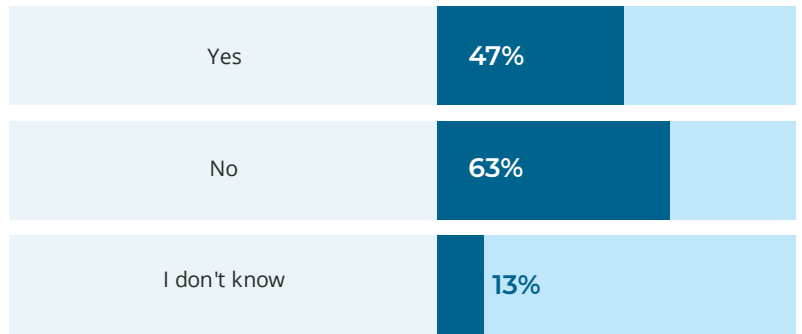
Parents/guardians felt unsure if their child felt safe on social media (17%) or on learning platforms (16%).

BULLYING

Parents/guardians were asked whether their child had experienced bullying since September.

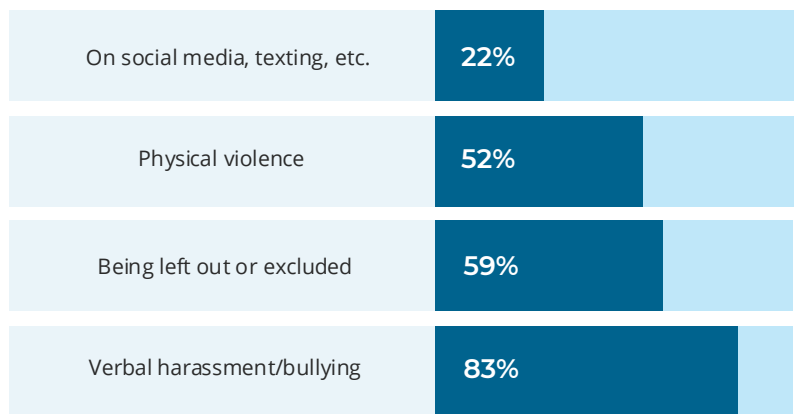
Around half (47%) of all survey respondents indicated that their child had experienced bullying during the school year.

GRAPH 13. Perceptions of their child's experiences of bullying. Parents/guardians. May 2024.



When asked about the type of bullying their child experienced, multiple forms were identified. Eighty-three per cent (83%) identified that the bullying took the form of verbal harassment or bullying, while 59% reported that it involved students being left out or excluded. Around half (52%) reported that bullying took the form of physical violence, and 22% reported that it was virtual in the form of social media or texting.

GRAPH 14. Source of bullying. Parents/guardians. May 2024.

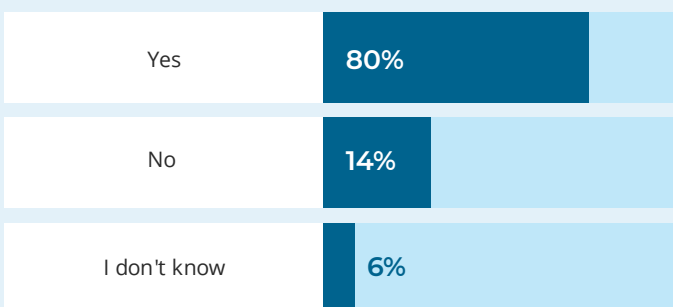


ADDRESSING BULLYING

Eighty per cent (80%) reported that their child told an adult about the bullying.

However, a smaller proportion (19%) reported that after an adult was told the bullying stopped, 32% believed that the bullying stopped for a while and then continued, and 47% agreed that telling an adult at school had no impact and the bullying continued.

GRAPH 15. Whether their child told an adult about the bullying. Parents/guardians. May 2024.



GRAPH 16. Perceptions of resolution of bullying. Parents/guardians. May 2024.

