



CLIMATE SURVEY 2024

Results for Staff 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 the 1,296 staff who participated in the survey.

Experiences and Perceptions as School Staff

The School Climate Survey asked staff about their experiences in KPRDSB schools in the past year.

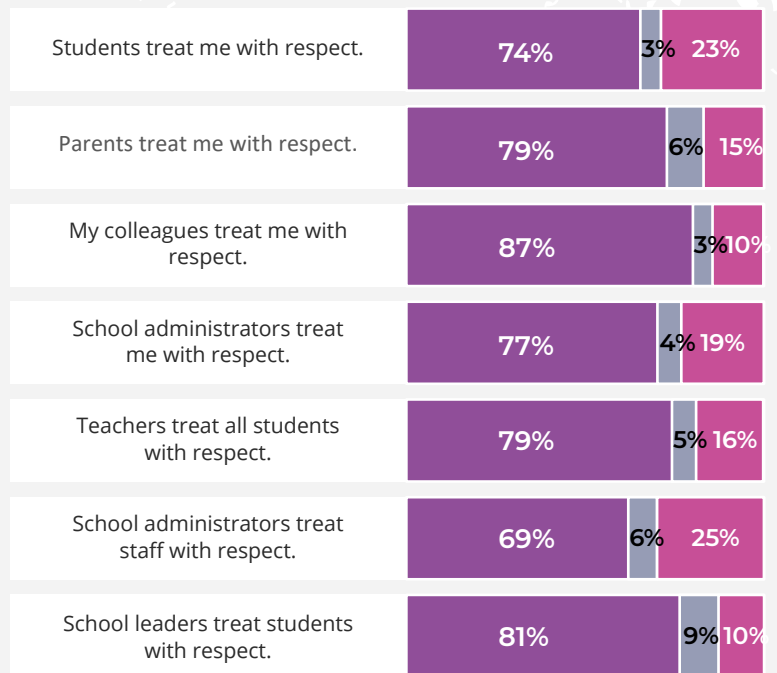
GRAPH 1. Perceptions of relationships. School staff. May 2024.

RELATIONSHIPS

Overall, school staff reported positive relationships in the school community.

Seventy-four per cent (74%) reported that they were treated with respect by students, 79% by parents, 87% by their colleagues and 77% by school administrators.

Staff also reported positive relationships between school leaders, teachers, and students. Eighty-one per cent (81%) reported that school leaders treat students with respect and 79% that teachers treat all students with respect. A smaller proportion (69%) believe that school administrators treat staff with respect.

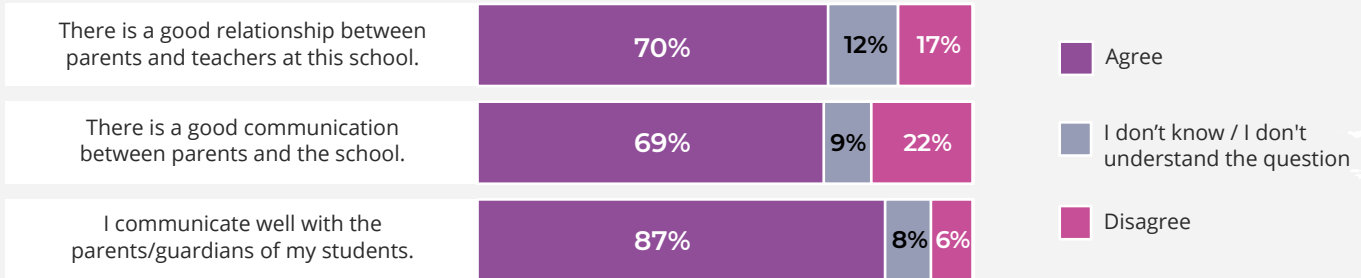


■ Agree
 ■ I don't know / I don't understand the question
 ■ Disagree

PARENT ENGAGEMENT

Generally, staff were positive about parental engagement. Eighty-seven per cent (87%) felt that they communicate well with the parents/guardians of students, with 70% agreeing that there is a good relationship between parents and teachers and 69% agreeing that there is a good communication between parents and the school.

GRAPH 2. Parent engagement. School staff. May 2024.



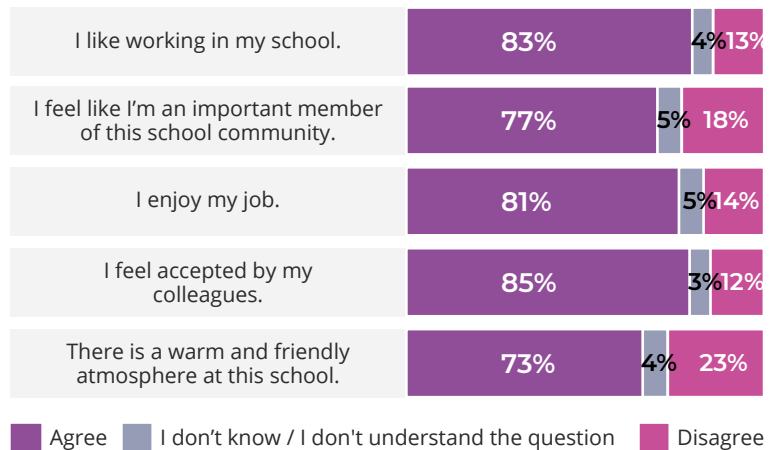
FEELINGS ABOUT THEIR SCHOOL

Overall, school staff reported positive experiences in the school. Eighty-five per cent (85%) reported that they feel accepted by their colleagues, 83% like working in their school and 81% enjoy their job.

On top of that, 77% reported that they are an important member of the school community and 73% believe that there is a warm and friendly atmosphere at their school.

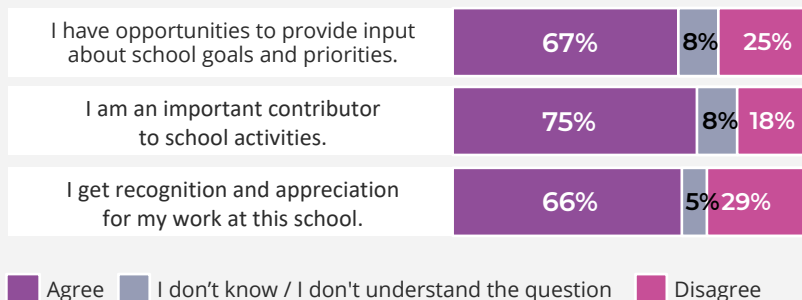
GRAPH 3.

Feelings about their school. School staff. May 2024.



GRAPH 4.

Staff voice and participation. School staff. May 2024.



STAFF VOICE AND PARTICIPATION

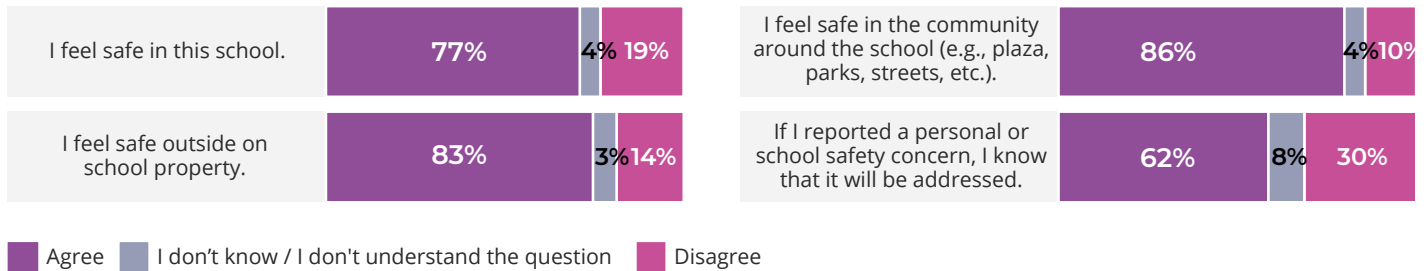
With respect to how valued they feel, two-thirds of respondents believe they get recognition and appreciation for their work at the school (66%) and have opportunities to provide input about school goals and priorities (67%). Seventy-five per cent (75%) feel like they are an important contributor to school activities.

FEELINGS OF SAFETY

Seventy-seven per cent (77%) reported feeling safe in their school, 83% outside on school property and 86% in the community around the school.

62% believe that if they reported a personal or school safety concern it would be addressed.

GRAPH 5.
Personal feelings of safety. School staff. May 2024.

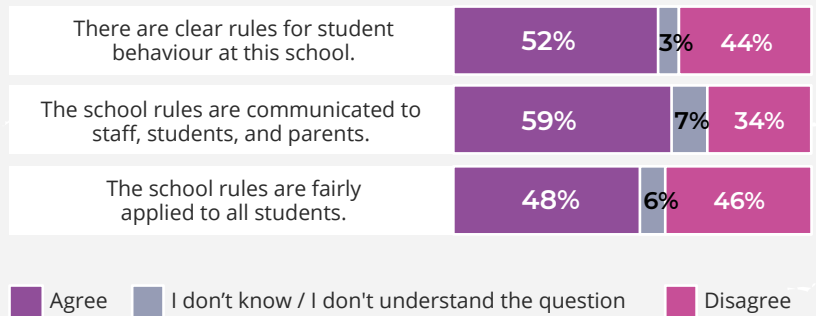


SCHOOL RULES

Staff were also asked about their perceptions of school rules and how they are applied.

Just over half of all survey respondents (52%) reported feeling that there are clear rules for student behaviour. Slightly more than half reported that school rules are clearly communicated (59%) and almost half that these rules are fairly applied to all students (48%).

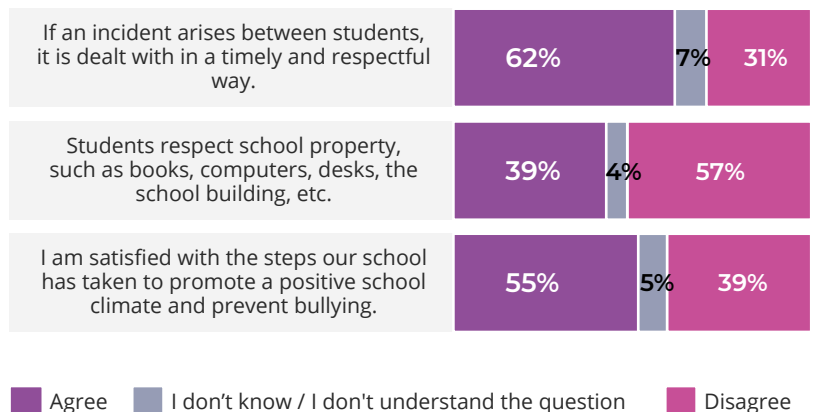
GRAPH 6.a.
Perceptions of school rules. School staff. May 2024.



Thirty-nine per cent (39%) of survey respondents believe that students respect school property, such as books, computers, desks, and the school building.

Sixty-two per cent (62%) feel that if an incident arises between students, it is dealt with in a timely and respectful way, while 55% reported being satisfied with the steps their school has taken to promote a positive school climate and prevent bullying.

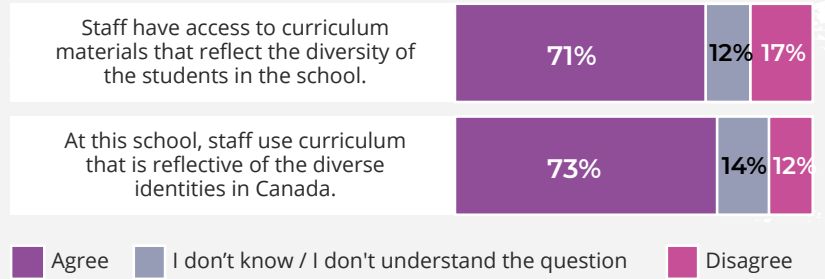
GRAPH 6.b.
Perceptions of school rules. School staff. May 2024.



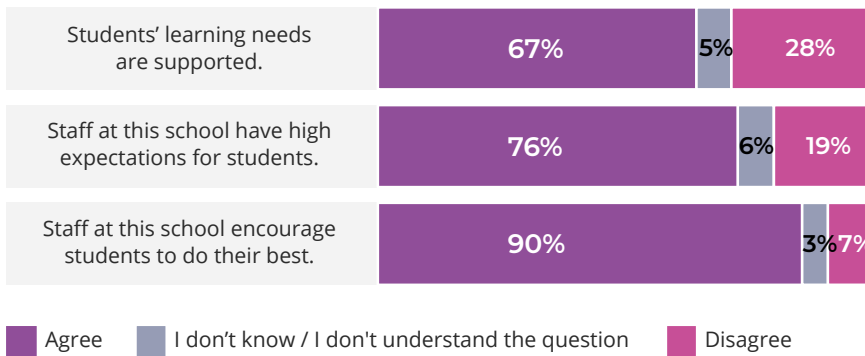
CURRICULUM MATERIALS

Seventy-one per cent (71%) of staff feel that they have access to curriculum materials that reflect the diversity of the students in their school and 73% believe that staff use curriculum that is reflective of the diverse identities in Canada.

GRAPH 7.
Curriculum materials. School staff. May 2024.



GRAPH 8.
Perceptions of student supports. School staff. May 2024.



SUPPORT FOR STUDENTS

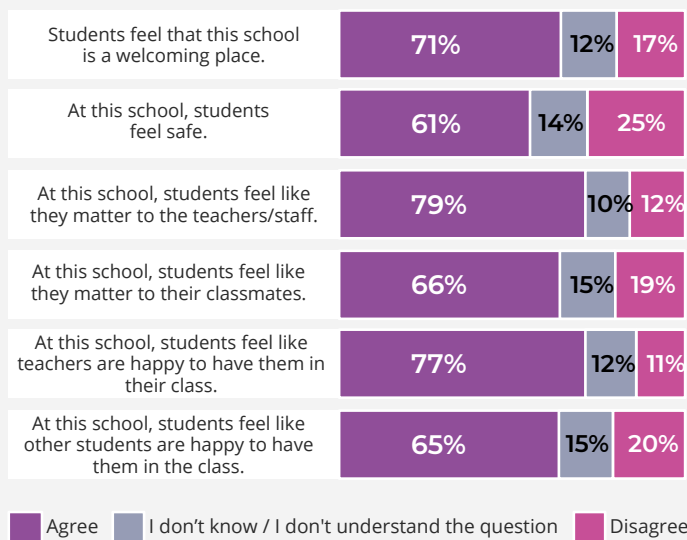
Ninety per cent (90%) agreed that staff at their school encourage students to do their best and 76% believe that staff have high expectations for students. Fewer (67%) believe that students' learning needs are supported.

Perception of Students' Experiences and School Climate

Staff were also asked about their perceptions of students' experiences at their school since September.

BELONGING

GRAPH 9. Perceptions of students' feelings of belonging. School staff. May 2024.



Seventy-one per cent (71%) believe that students feel school is a welcoming place and 61% that students feel safe at this school.

A greater proportion of staff believe that students had positive feelings about their teachers: 79% believe that students feel like they matter to teachers and staff, 77% that students believe that teachers are happy to have them in class, and 71% believe that students feel school is a welcoming place.

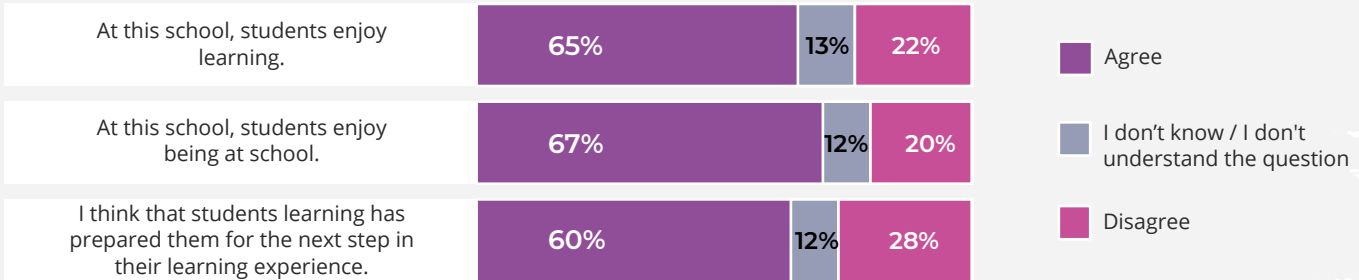
By comparison, 66% believe that students feel like they matter to their classmates, and 65% believe that students feel like other students are happy to have them in class.

LEARNING

Sixty-five per cent (65%) believe that students at their school enjoy learning and 67% that students enjoy being at school.

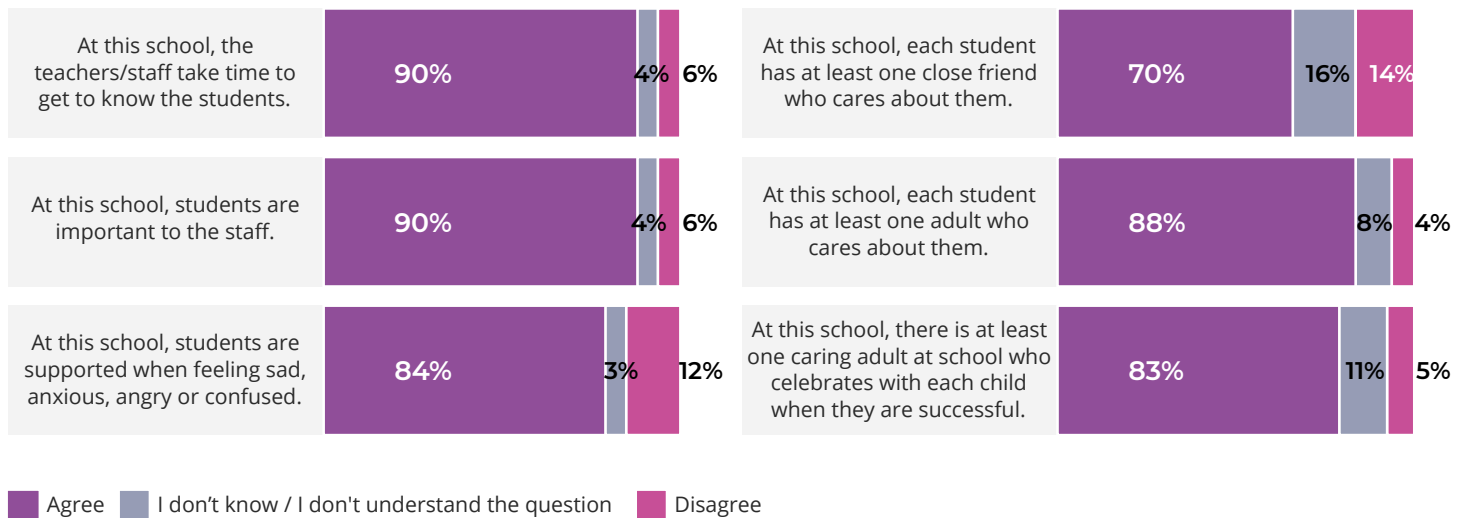
Sixty per cent (60%) agreed that students' learning has prepared them for the next step in their learning experience.

GRAPH 10. Perceptions of student's learning. School staff. May 2024.



SUPPORTIVE RELATIONSHIPS

GRAPH 11. Perceptions of student's relationships. School staff. May 2024.



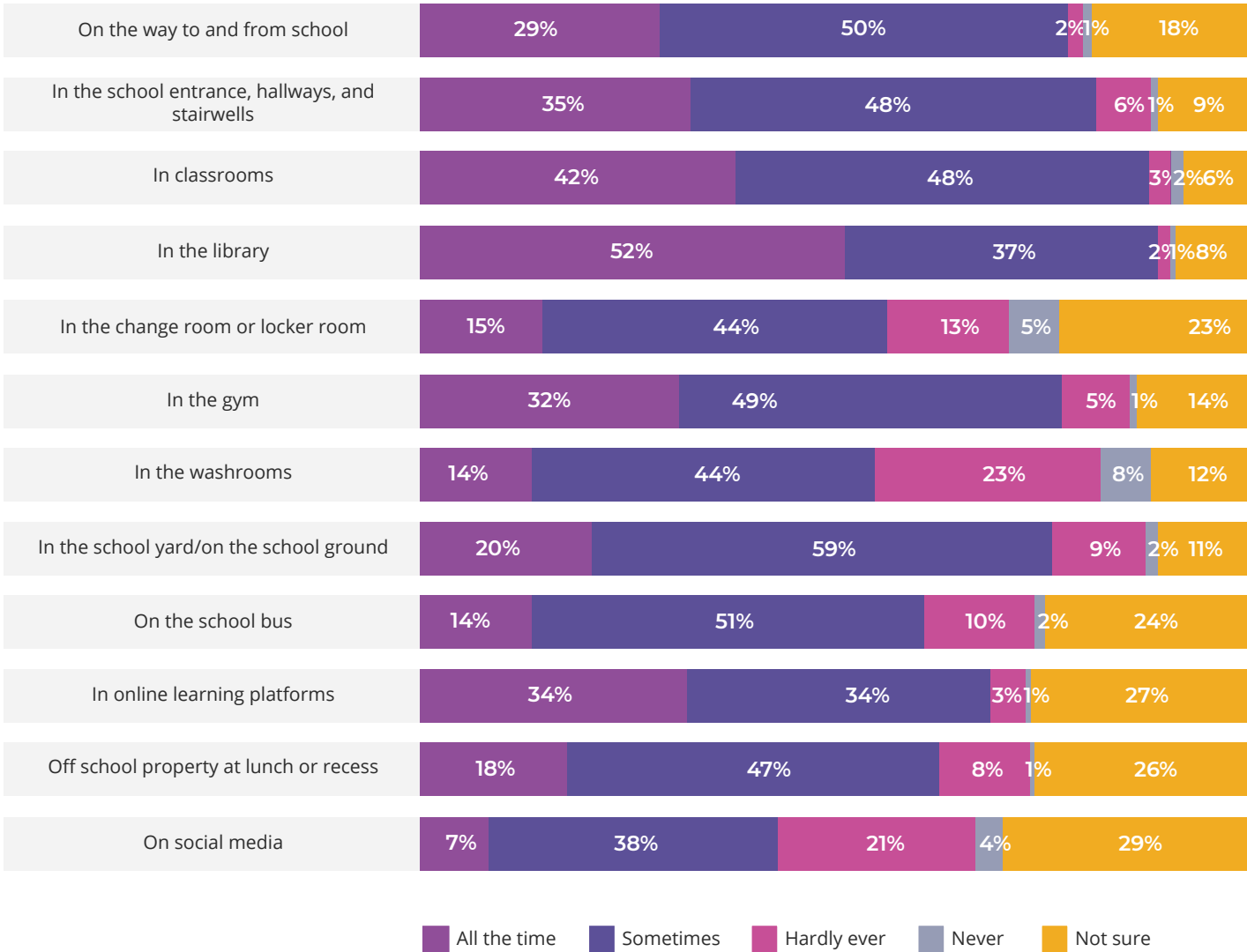
Staff were positive about whether teachers and staff take time to get to know students (90% agreed), whether students are important to staff (90%), and whether students are supported when feeling sad, anxious, angry, or confused (84%). In addition, 88% believe that each student has at least one adult who cares about them, and 83% believe there is at least one caring adult at school who celebrates with each child when they are successful.

However, a smaller proportion (70%) agreed that each student has at least one close friend at school who cares about them.

SCHOOL SAFETY

School staff were asked about where students feel safe on the way to and from school and at school.

GRAPH 12. Perceptions of student’s safety. School staff. May 2024.



The library was most often identified by staff as a place students feel safe all of the time (52%). This was followed by classrooms (42%), school entrance, hallways, and stairwells (35%), online learning platforms (34%), and the gym (32%).

The changing room or locker room (15%), washrooms (14%), school bus (14%), and social media (7%) were the places that fewest staff believe students feel safe all of the time.

One quarter (25%) of survey respondents were not sure whether students feel safe in areas outside of school, such as on the school bus, off school property at lunch or recess, or in virtual spaces such as online learning platforms or on social media.

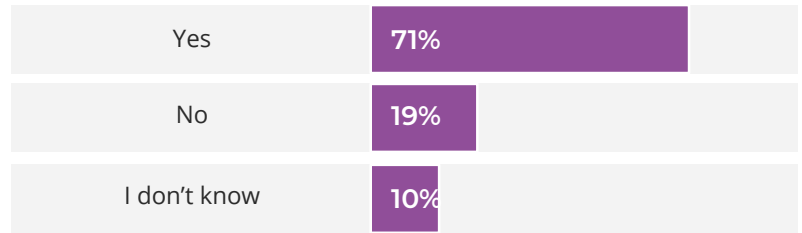
BULLYING

Staff were asked whether they have witnessed or learned about bullying from a student during the school year and about the type of bullying.

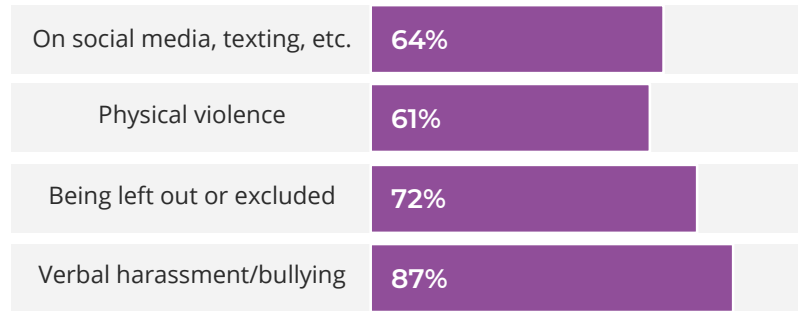
Most (71%) survey respondents indicated that they have witnessed or learned about a student being bullied.

When asked about the type of bullying they witnessed or learned about, many identified multiple forms of bullying. Eighty-seven per cent (87%) identified that verbal harassment or bullying was the most common form followed by students being left out or excluded (72%). An additional 64% reported that the bullying was virtual in the form of social media or texting, and 61% reported that it took the form of physical violence.

GRAPH 13. Perceptions of child’s experiences of bullying. School staff. May 2024.



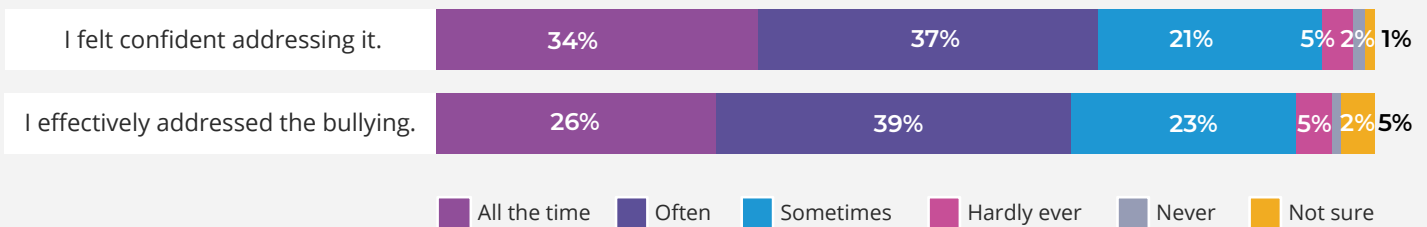
GRAPH 14. Source of bullying. School staff. May 2024.



ADDRESSING BULLYING

Staff were also asked about their level of confidence addressing bullying when they witness or were told about it.

GRAPH 15. Perceptions of bullying was addressed. School staff. May 2024.



Seventy-three per cent (73%) of staff reported feeling confident addressing bullying all of the time (34%) or often (37%), whereas 65% reported that their actions effectively addressed the bullying all the time (26%) or often (39%).

Conversely, 7% reported that they hardly ever or never feel confident addressing bullying and that their actions were not effective.