



Dufferin-Peel
Catholic District
School Board

Catholic Community, Culture, and Caring School Climate Survey 2018-2019 School Worksheet



Catholic Social Teaching highlights the human dignity of all people. This teaching guides the work of the Dufferin-Peel Catholic District School Board (DPCDSB). The DPCDSB uses the Catholic Community, Culture, and Caring (CCCC) School Climate Survey to respond to the Ministry of Education's requirement that all schools in Ontario implement a student and a parent school climate survey every two years. **Over 45 000 students in Grades 4 through 12** participated in the Catholic Community, Culture, and Caring School Climate Survey this year.

School Demographics

Enter the percentage
for each student
group at your school.



FEMALE

45%

RACIALIZED

76%

IEP

12%

ESL

14%



The CCCC School Climate Survey
helps schools to understand
student perceptions of:

**"Do you not know that you are God's temple and
that God's spirit dwells in you?"**
1 Corinthians 3:16

SOCIAL ENGAGEMENT: SENSE OF BELONGING

PEER AND SCHOOL INCLUSION

- ☒ Feel accepted
- ☒ Feel safe
- ☒ Feel school is friendly
- ☒ Students help each other
- ☒ Caring adults
- ☒ Fair rules
- ☒ Adults have high expectations

Percent with
high social
engagement.

Percent with
high academic
engagement.

DPCDSB

Our School

67%

70%

ACADEMIC ENGAGEMENT: PARTICIPATION IN SCHOOL

ATTENDANCE AND PARTICIPATION

- ☒ Arrive on time, attend classes
- ☒ Participate in class
- ☒ Complete work on time
- ☒ Rate school structures and offerings as important (e.g., Masses, clubs, teams, assemblies, field trips)

Percent with
high intellectual
engagement

DPCDSB

Our School

77%

83%

INTELLECTUAL ENGAGEMENT: INVESTMENT IN LEARNING

EMOTIONS, LEARNING VALUES, SKILLS

- ☒ Feel happy, calm, able to make decisions
- ☒ Excited for the future
- ☒ Unafraid to make mistakes when learning
- ☒ Enjoy learning and doing well in school
- ☒ School work is not too easy or too hard

DPCDSB

Our School

55%

57%

EXPERIENCE OF SOCIAL AGGRESSION

- Name calling, insults, ridicule
- Gossiping, spreading rumours
- Threats, extortion, exclusion

DPCDSB

Our School

21%

23%

EXPERIENCE OF PHYSICAL AGGRESSION

- Punched, kicked, tripped, hit, spat on, pushed, shoved
- Had belongings/property destroyed

DPCDSB

Our School

20%

24%

Percent with
high experience
of aggression.

EXPERIENCE OF CYBERBULLYING

- Threats, insults, being hurt through social media, texts, email
- Exclusion from online communities

DPCDSB

Our School

10%

12%

Exclusion



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Enter the percentage for frequency of exclusion at your school.

Once or twice this year

Once or twice this month

Once or twice this week

Almost everyday



26%

18%

13%

9%

The CCCC School Climate Survey helps schools to understand student need and use of mental health and well-being supports

"Do you not know that you are God's temple and that God's spirit dwells in you?"
1 Corinthians 3:16

EMOTIONAL ENGAGEMENT: POSITIVE OUTLOOK

SELF CONCEPT

- ☒ Feel excited for future
- ☒ Feel relaxed
- ☒ Feel able to deal with problems
- ☒ Feel happy
- ☒ Get along well with others
- ☒ Think about consequences of decisions
- ☒ Not bored or tired

DPCDSB

Our School

44%

46%

Percent with high emotional engagement.

ACCESSING MHWB SUPPORTS AT SCHOOL

Yes
☒

16%

16%

No
☒

59%

52%

Not sure
☒

26%

35%

REASONS MHWB SUPPORTS NOT ACCESSED

Not Needed

83%

76%

Don't know how to access

9%

11%

Afraid others would know

8%

14%

No supports at school

12%

18%

★ ★ WONDERINGS, REFLECTIONS, AND NEXT STEPS ★ ★

- Is there a possibility of exploring cohort connections?
- Can we look at student trends over time?

- Students need to be explicitly taught conflict resolution
- Focus needed on tools & skills required to solve problems without resorting to physical aggression
- Instructional practice is polarizing; students either find it too easy or too hard
- Need to discover instructional "sweet spot" by differentiating instruction

- Continue with BRAVE workshops
- Education for students and families on appropriate social media use a need
- Proper sleep of students is a concern; possible Healthy Schools focus moving forward