SCIS/MDI

Waterloo Region District School Board

Edna Staebler Public School

Grade 4-8 School Level Report

2022-2023

Report produced February 15, 2023

INTRODUCTION TO THE MDI

About this year's Safe Caring and Inclusive School Survey

In 2022-2023 the WRDSB used the Middle Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey. The MDI is a self-report questionnaire that asks children in Grade 4 through 12 about their thoughts, feelings and experiences in school and in the community.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, it focuses on highlighting the protective factors and assets that are known to support and optimize development in middle childhood. These areas are: Social and Emotional Development, Physical Health and Well-being, Connectedness, Use of After School Time and School Experiences. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions. The list below illustrates the relationship between the MDI dimensions, measures and questions.

Why are the middle years important?

Experiences in the middle years have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time children experience significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood.

The overall health and well-being of your students affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions. It is important for educators to understand and have information on how their students are doing at this stage of their development.

5 DIMENSIONS OF THE MDI

SOCIAL & EMOTIONAL DEVELOPMENT
Measures

Optimism
Empathy
Prosocial Behaviour
Self-Esteem
Happiness

Absence of Sadness
Absense of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
*Responsible Decision-Making

*Perseverance
*Assertiveness
*Citizenship/Social Responsibility
*Self-Awareness
**Grade 7 Only*

PHYSICAL HEALTH AND WELL-BEING
Measures

General Health
Eating Breakfast

Meals with Adults at Home
Frequency of Good Sleep

Body Image

CONNECTEDNESS
Measures

Adults at School
Adults in the Neighbourhood

Adults at Home
Peer Belonging

Friendship Intimacy
Important Adults

USE OF AFTER-SCHOOL TIME
Measures

Organized Activities
Educational Lessons or Activities
Youth Organizations

Sports
Music or Arts
How Children Spend their Time

After-school People/Places
Children's Wishes and Barriers

SCHOOL EXPERIENCES
Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

ABOUT THE DATA

This report includes data reported by children in your school who participated in the MDI. It provides data for your school and includes comparisons to WRDSB averages.

Considerations when reviewing MDI data in this report:

- The data in this report focus on children's self-reported well-being. Most of the data are represented by 3 categories of Well-Being: High, Medium and Low.
- The data in this report have been rounded. Percentage totals for MDI measures may not equal 100
- Many questions on the MDI allow students to provide multiple responses. Percentage totals for these questions will often exceed 100
- Where schools contain fewer than 5 children, the results are suppressed to ensure that individual children cannot be identified.

High Well-Being (Thriving)
Children who are reporting positive responses

Medium to High Well-Being
Children who are reporting neither positive nor negative responses.

Low Well-Being
Children who are reporting negative responses.

SCHOOL YEAR 2022-2023 RESULTS FOR
Edna Staebler Public School

DEMOGRAPHICS FOR Edna Staebler Public School

Student Population Breakdown

Total School Sample	215	WRDSB Total Sample	16089

Gender Identity

Female/Girl	49%	Male/Boy	46%	Non-binary	2%

Grade

Grade 4	9%	Grade 5	13%	Grade 6	20%	Grade 7	28%	Grade 8	29%

Languages Spoken at Home

Indigenous	1.9%	Chinese	5.1%
English	79.5%	French	6%
Belarusian	0%	Bulgarian	0.5%
Arabic	11.2%	Czech	0%
Polish	0.5%	Portugese	0.9%
Punjabi	0.9%	Romanian	1.9%
Russian	0.5%	Serbian	1.9%
Slovak	0%	Spanish	1.9%
Tamil	0.9%	Turkish	0.9%
Ukranian	0.5%	Urdu	3.7%
Vietnamese	0.9%	Other	20%

Total School Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Gender Identity: Children were provided with 11 options on the gender question including “Prefer not to answer” and a free response. For school reports, only the top 3 responses are presented here, provided there are at least 16 students who selected a given option. In most schools, that only permits 2 to be printed. More fulsome gender data will be provided at the whole board level to permit sufficient data aggregation to protect student privacy.

Languages at Home: Children are able to select more than one language spoken at home.

Indigenous Languages: If a child selects “Indigenous” as a language spoken in the home, they are then asked to identify, if possible, the specific language. Indigenous Language data are not publicly available.

Other: A limited selection of languages are offered on the MDI questionnaire. The “Other” category gives children an opportunity to enter their own response(s).

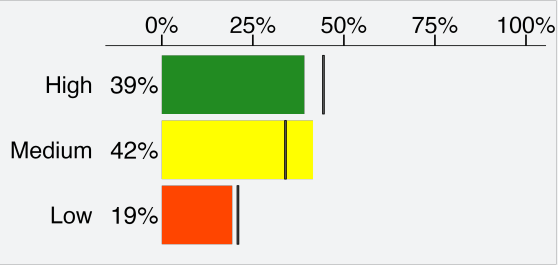
SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help students understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members.

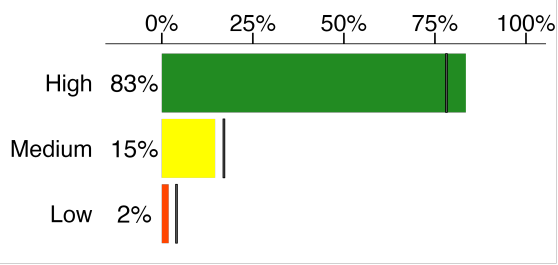
Results for Edna Staebler Public School

| WRDSB Average

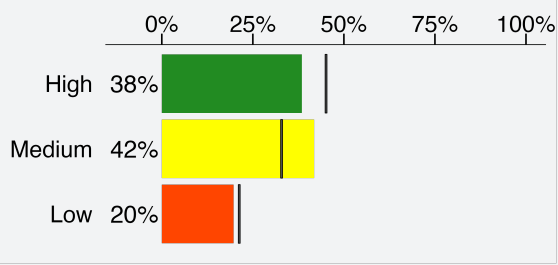
OPTIMISM
Optimism refers to the mindset of having positive expectations for the future. e.g. ”I have more good times than bad times.”



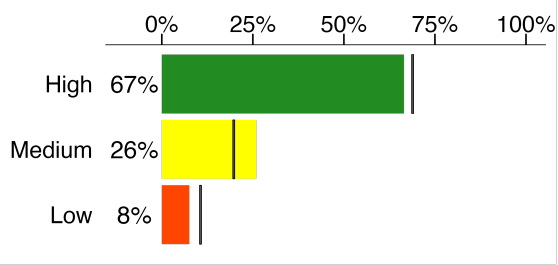
EMPATHY
Empathy is the experience of understanding and sharing the feelings of others. e.g. “I care about the feelings of others.”



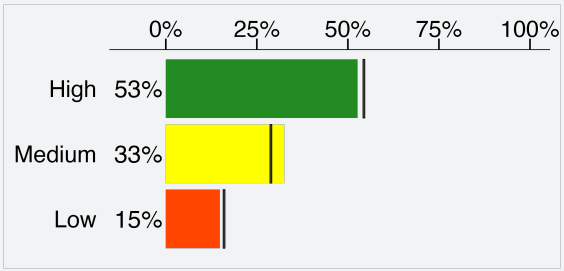
PROSOCIAL BEHAVIOUR
Prosocial behaviour refers to actions that benefit others. e.g. “I helped someone who was hurt.”



SELF-ESTEEM
Self-esteem refers to a person’s sense of self-worth. e.g. “A lot of things about me are good.”

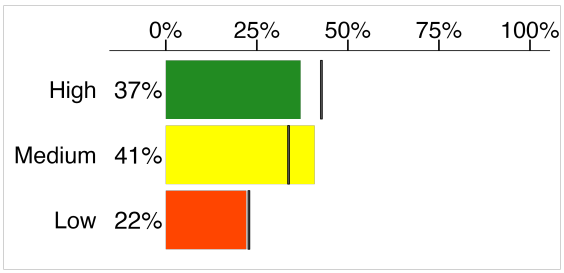


HAPPINESS
Happiness refers to how content or satisfied children are with their lives. e.g. “I am happy with my life.”



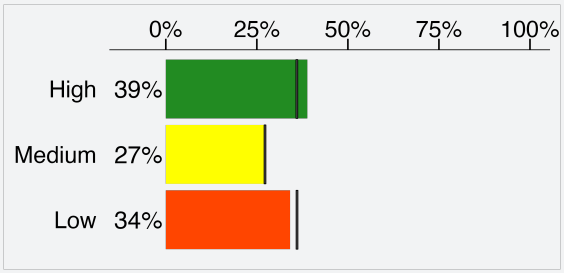
ABSENCE OF SADNESS*
Sadness measures the beginning symptoms of depression. e.g. “I feel unhappy a lot of the time.”

* Note: this item is ”reverse coded,” so a student who aggrees ”a lot” or ”a little” to these questions will be coded as ”low” in this dimension.



ABSENCE OF WORRIES*
Worries measure the beginning symptoms of anxiety. e.g. “I worry a lot that other people might not like me.”

* Note: this item is ”reverse coded,” so a student who aggrees ”a lot” or ”a little” to these questions will be coded as ”low” in this dimension.



PHYSICAL HEALTH & WELL-BEING

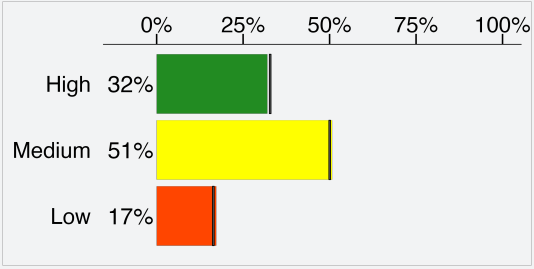
Promoting student's physical health and well-being in the middle years lays the foundation for a healthy life. Students who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Students benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

Results for Edna Staebler Public School

| WRDSB Average

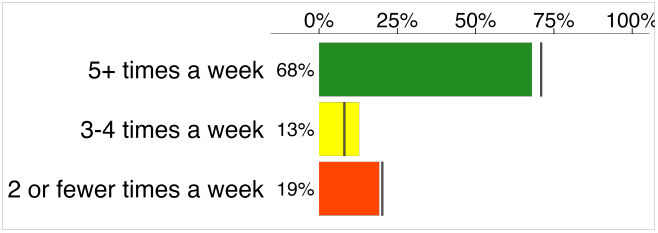
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



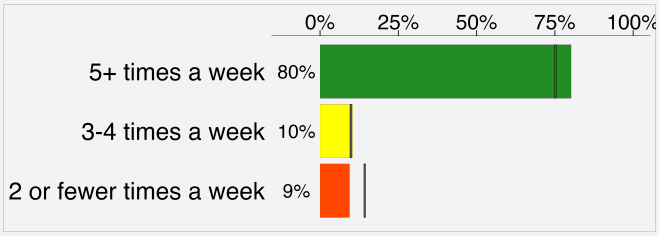
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



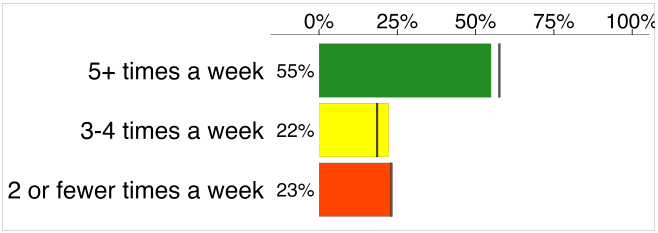
MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or other adult family members eat meals with you?"



FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

9%
Before 9:00pm

30%
9:00pm to 10:00pm

30%
10:00pm to 11:00pm

15%
11:00pm to 12:00am

9%
After 12:00am

Note: May not add to 100% if some students did not answer this question.

HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

17%
Never - Once a week

50%
2-4 times a week

33%
5+ times a week

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school, and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

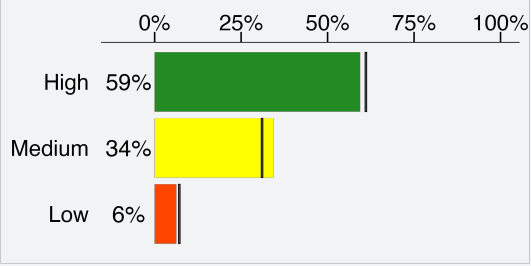
Results for Edna Staebler Public School

| WRDSB Average

CONNECTEDNESS WITH ADULTS

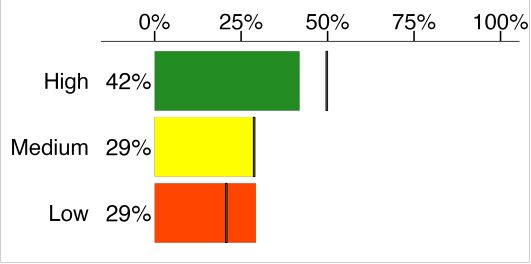
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



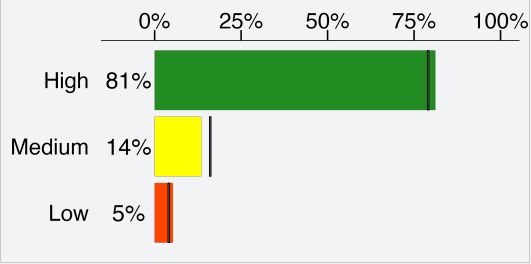
ADULTS IN THE NEIGHBOURHOOD

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."

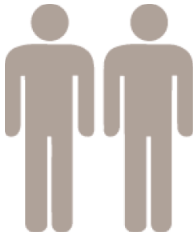


ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



37%
2 or more

13%
One

51%
None

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO

(Percentage of children who responded “very much true”)

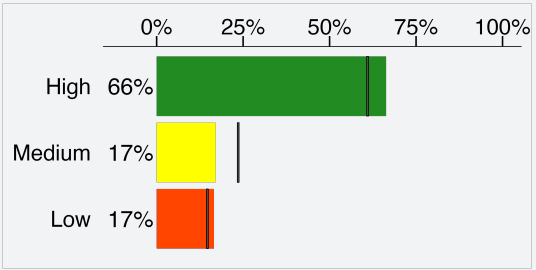
27%
Really care about me.

23%
Believe that I will be a success.

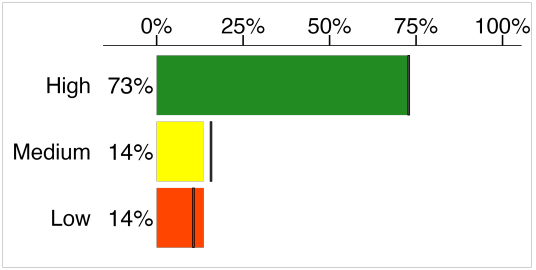
23%
Listen to me when I have something to say.

CONNECTEDNESS WITH PEERS

PEER BELONGING
Measures children’s feelings of belonging to a social group.
e.g. “When I am with other kids my age, I feel I belong.”



FRIENDSHIP INTIMACY
Assesses the quality of relationships children have with their peers. e.g. “I have a friend I can tell everything to.”



USE OF AFTER-SCHOOL TIME

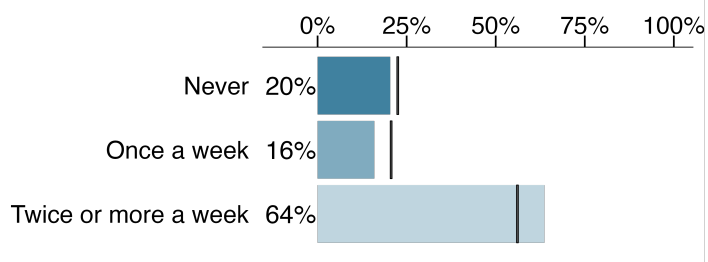
Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities are more likely to experience greater academic and social success.

Results for Edna Staebler Public School

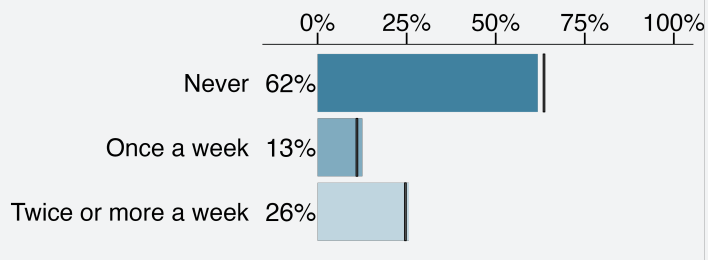
| WRDSB Average

How Children Spend Their Time

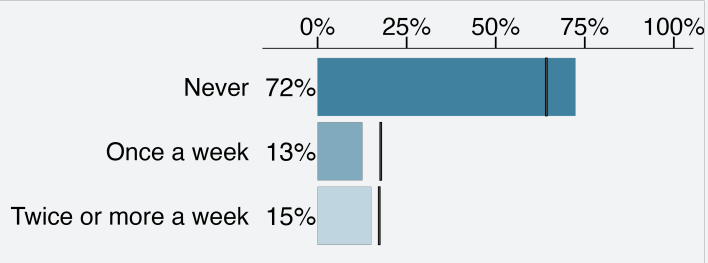
ANY ORGANIZED ACTIVITY
Children who participated in any after-school activity that was structured and supervised by an adult. (e.g. educational lessons, youth organizations, music or art lessons and sports practice)



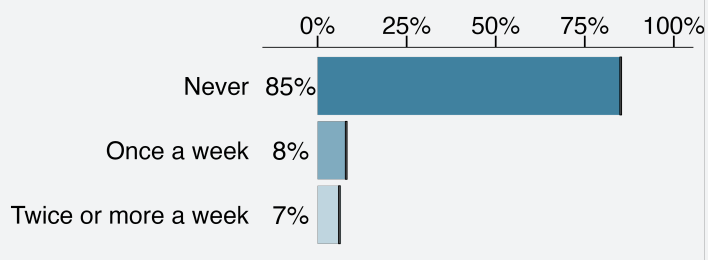
EDUCATIONAL LESSONS OR ACTIVITIES
For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



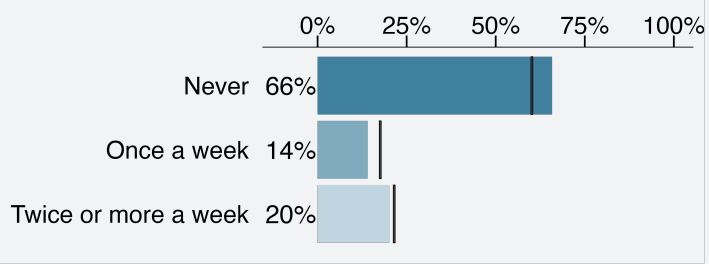
MUSIC OR ART LESSONS
For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



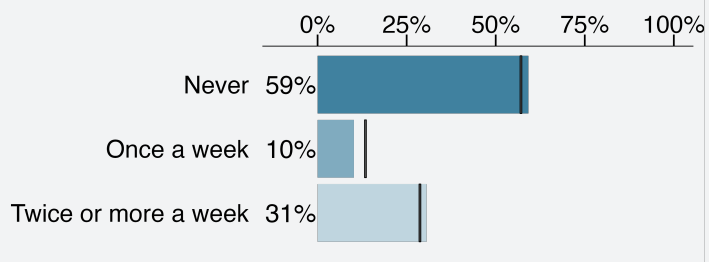
YOUTH ORGANIZATIONS
For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)
For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)
For example: Basketball, hockey, soccer, football, or another team sport.



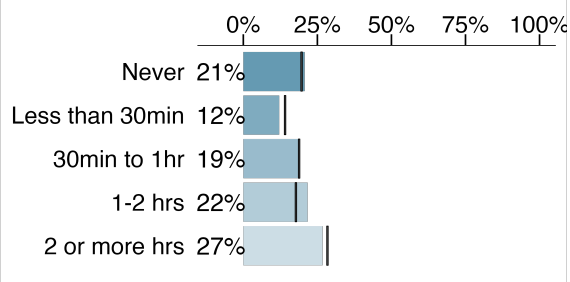
AFTER SCHOOL ACTIVITIES

Children were asked how they spend their time during the after-school hours of 3pm-6pm:

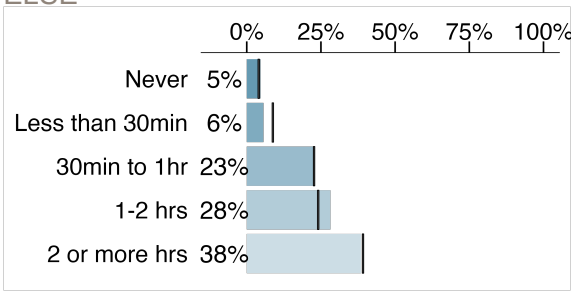
Percentage of children who reported:

TV & COMPUTER USE

VIDEO OR COMPUTER GAMES

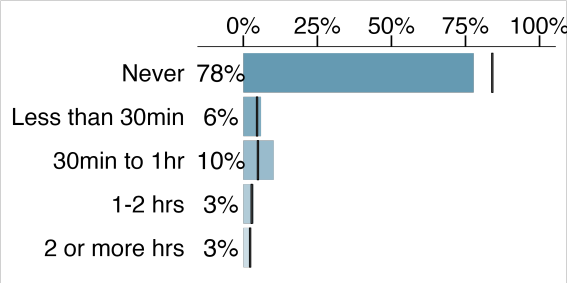


WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

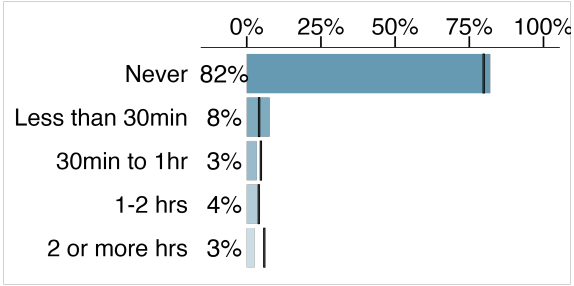


SOCIALIZING WITH FRIENDS

VIDEO OR COMPUTER GAMES

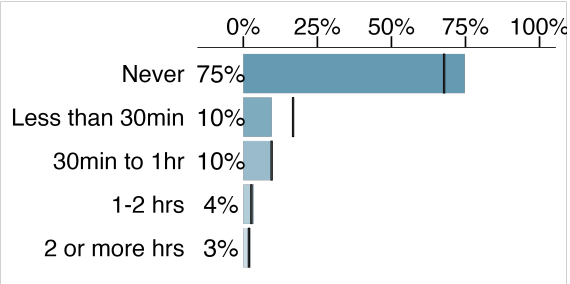


USE PHONE/INTERNET TO TEXT/CHAT WITH FRIENDS

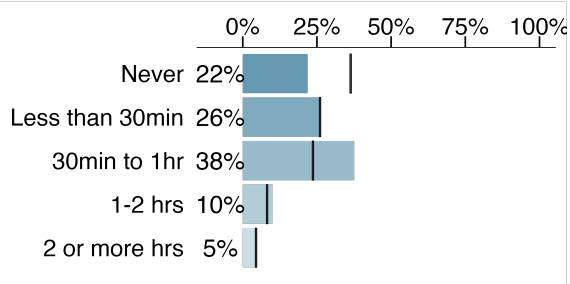


READING & HOMEWORK

READ FOR FUN

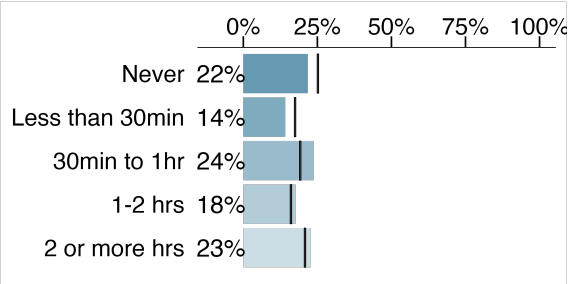


DO HOMEWORK

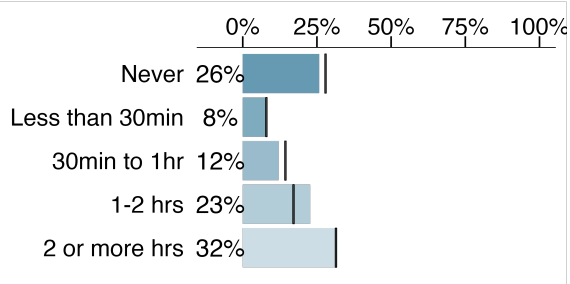


MUSIC & ARTS

ARTS & CRAFTS

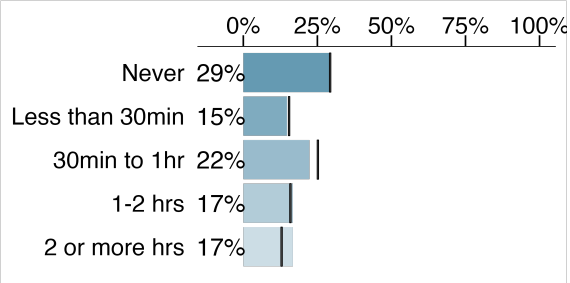


PRACTICE A MUSICAL INSTRUMENT



SPORTS

PLAY SPORTS OR EXERCISE FOR FUN



WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

Board: 67%, School: 66%

I wish I could do additional activities

Board: 22%, School: 27%

AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (FROM 3PM-6PM)

Question	Never	1x/week	2x/week
After-school program or child care	86%	2%	12%
Friend's house	39%	41%	21%
Home	1%	3%	96%
Park/playground/community centre	49%	25%	26%
Someplace else	53%	25%	23%
Stay at school for an activity	64%	9%	27%
The mall or stores	56%	27%	17%

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3PM-6PM)

(Children can select all of the options that apply)

By myself	38%
Friends about my age	41%
Younger brothers/sisters	30%
Older brothers/sisters	37%
Mother (or stepmother/foster mother)	65%
Father (or stepfather/foster father)	54%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	12%
Other	0%

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

79% Yes

7% No

14% Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

64% Yes

7% No

29% Don't know

SCHOOL EXPERIENCES

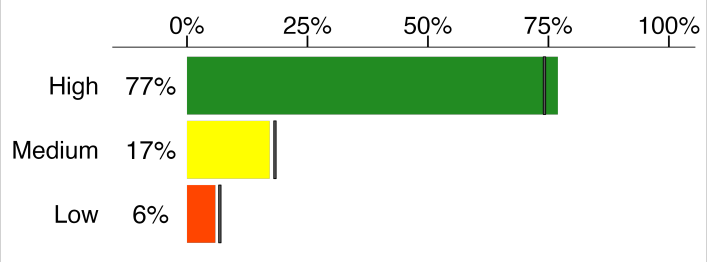
Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring, and supportive.

Results for Edna Staebler Public School

| WRDSB Average

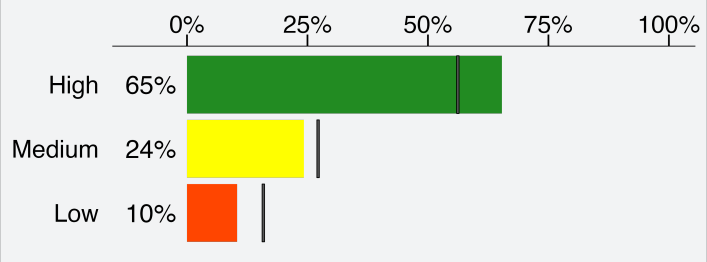
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."



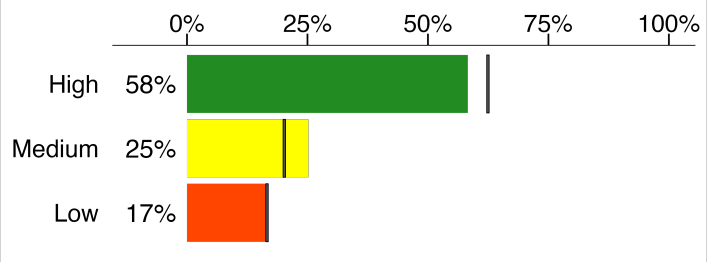
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."



TRANSPORTATION TO AND FROM SCHOOL

Children were asked how they USUALLY get TO school, FROM school, and how they WISH they could get to/from school. They could only select one mode for each.

Type of Transport	To	From	Wish
Bicycle	4%	4%	4%
Car	23%	17%	17%
Public transportation (public bus, train or ferry)	0%	0%	0%
School Bus	0%	0%	0%
Skateboard, scooter or rollerblade	0%	1%	1%
Something else	0%	1%	1%
Walk	66%	70%	70%

In your school, children feel it is **very important** to:

56%
make friends

77%
get good grades

65%
learn new things

Percentage of children who **agree a little** or **agree a lot** that:

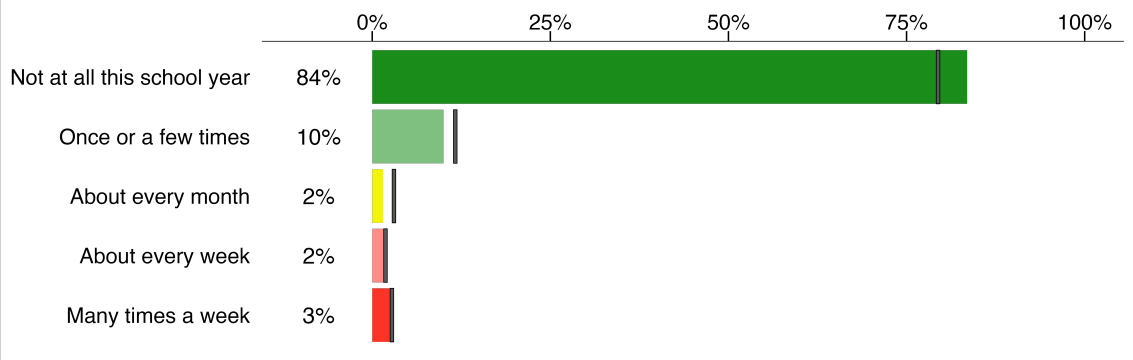
When I grow up, I have goals and plans for the future.

82%

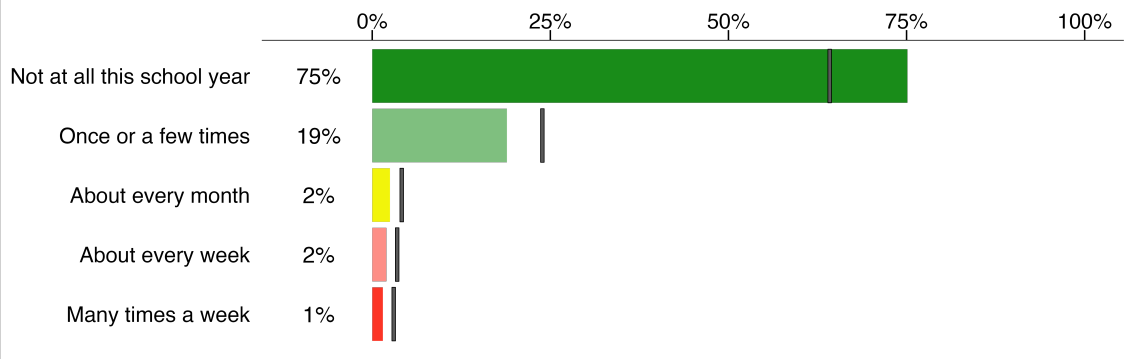
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: 'During this school year, how often have you been bullied by other students in the following ways?':

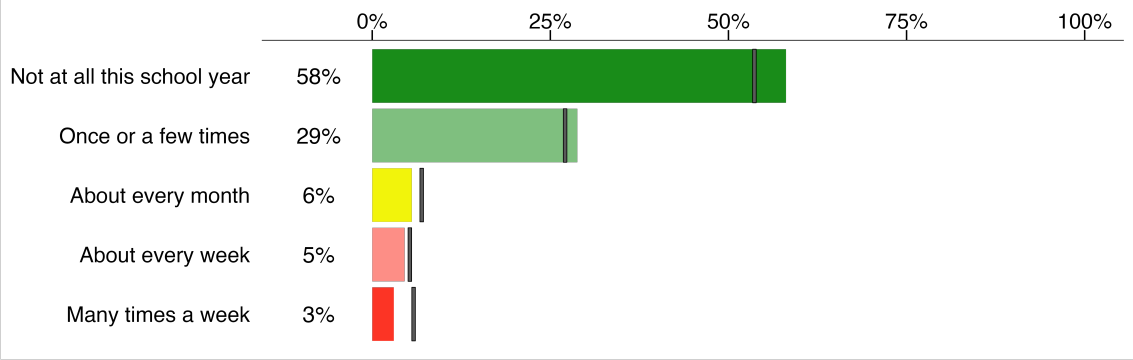
CYBER



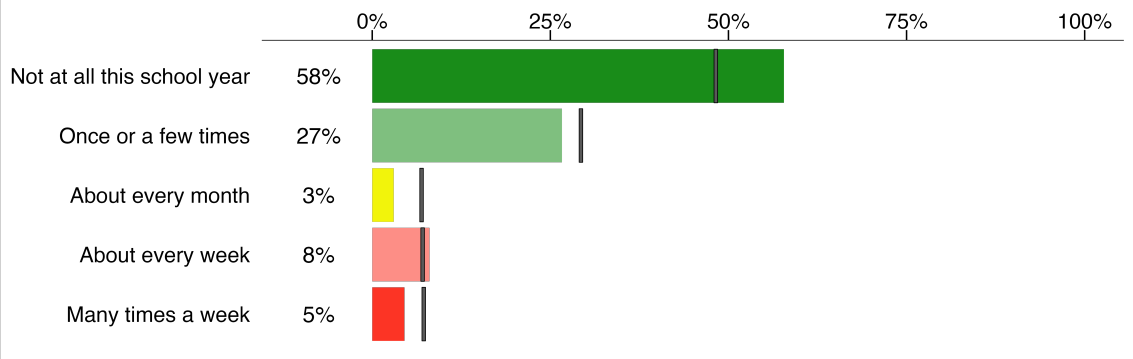
PHYSICAL



SOCIAL



VERBAL



WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a fuller picture of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index.

A measure in the Well-Being Index A measure in the Assets Index

5 DIMENSIONS OF THE MDI

SOCIAL & EMOTIONAL DEVELOPMENT
Measures

Optimism
Empathy
Prosocial Behaviour
Self-Esteem
Happiness

Absence of Sadness
Absense of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
*Responsible Decision-Making

*Perseverance
*Assertiveness
*Citizenship/Social Responsibility
*Self-Awareness
**Grade 7 only*

PHYSICAL HEALTH AND WELL-BEING
Measures

General Health
Eating Breakfast

Meals with Adults at Home
Frequency of Good Sleep

Body Image

CONNECTEDNESS
Measures

Adults at School
Adults in the Neighbourhood

Adults at Home
Peer Belonging

Friendship Intimacy
Important Adults

USE OF AFTER-SCHOOL TIME
Measures

Organized Activities

- Educational Lessons or Activities
- Youth Organizations
- Sports
- Music or Arts

How Children Spend their Time

After-school People/Places
Children's Wishes and Barriers

SCHOOL EXPERIENCES
Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

WELL-BEING INDEX

The Well-Being Index consists of measures relating to children's physical health and social and emotional development that are of importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

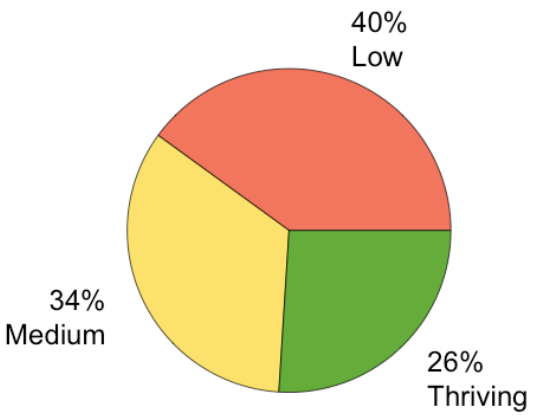
Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

High Well-Being (Thriving)
Children who are reporting positive responses.

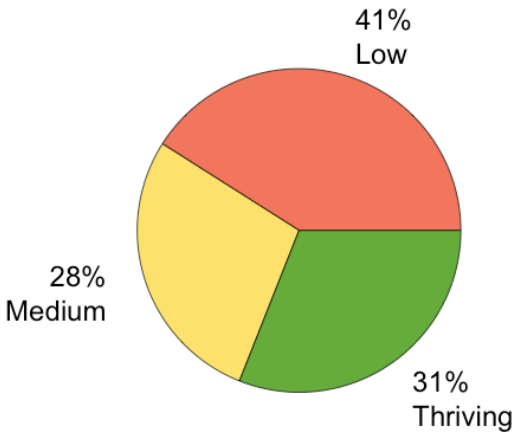
Medium to High Well-Being
Children who are reporting neither positive nor negative responses.

Low Well-Being
Children who are reporting negative responses.

Edna Staebler Public School
215 Students



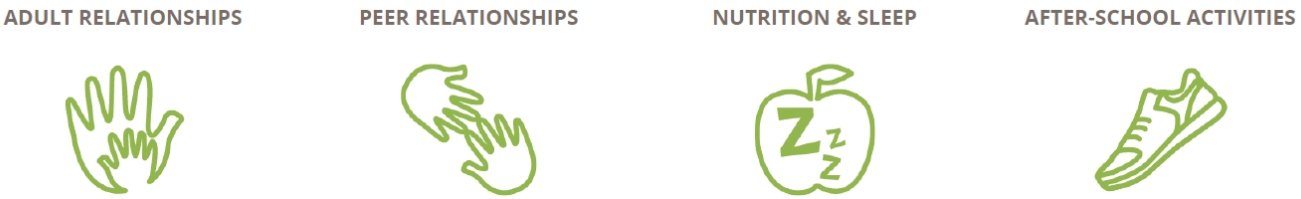
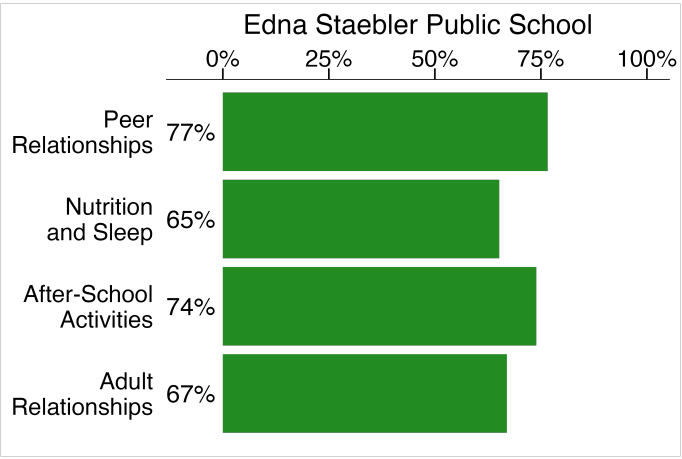
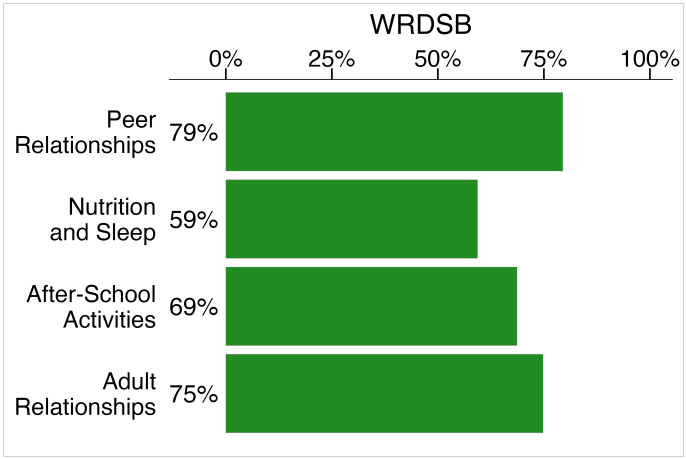
WRDSB
16089 Students



ASSET INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contributes to childrens' well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.



ASSETS INDEX Percentage of children reporting the presence of an asset