



Waterloo Region District School Board

Hillcrest Public School School Report 2017-2018



INTRODUCTION TO THE MDI

About this year's Safe Caring and Inclusive School Survey

In 2017-2018 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* or

	PHYSICAL HEALTH AND WELL-BEING Measures					
	General Health Eating Breakfast	Meals with Adults at Home Frequency of Good Sleep	Body Image			
(MARINA)	CONNECTEDNESS Measures					
	Adults at School Adults in the Neighbourhood	Adults at Home Peer Belonging	Friendship Intimacy Important Adults			
øß	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.



2017/2018 RESULTS FOR Hillcrest Public School

DEMOGRAPHICS FOR YOUR SCHOOL

School Popula	ation Breakdo	own					
Total School	Sample		111	WRDSB Total	Sample		11062
Gender Identit	ty						
Girl	42	%	Воу	55%	In and	other way	3%
Grade							
Grade 3	0%	Grade 4	34%	Grade 5	32%	Grade 6	35%
Languages Sp	ooken at Hom	ne					
Indigenous			0%	Chinese			0.9%
English			85.6%	French			10.8%
Belarusian			0%	Bulgarian			0%
Arabic			1.8%	Czech			0%
Polish			0%	Portugese			0%
Punjabi			0.9%	Romanian			0%
Russian			0%	Serbian			0%
Slovak			0%	Spanish			1.8%
Tamil			0%	Turkish			0%
Ukranian			0%	Urdu			1.8%
Vietnamese			0.9%	Other			5.4%

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

Gender Identity: Children are asked to describe themselves as "Boy," "Girl" or "In another way."

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

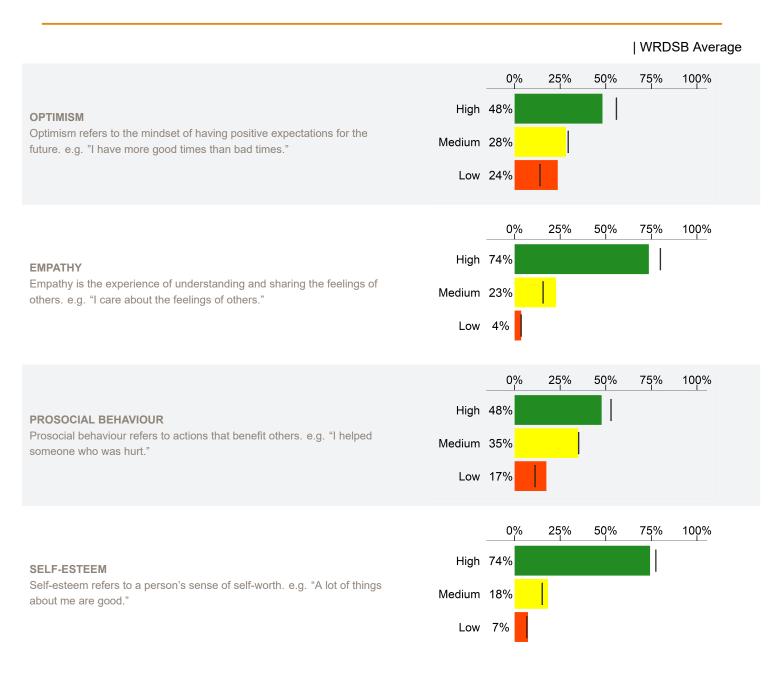
Indigenous Languages: If a child selects "Indigenous" as a language spoken in the home, they are then asked to identify, if possible, the specific language. Indigenous Language data are not publicly available.

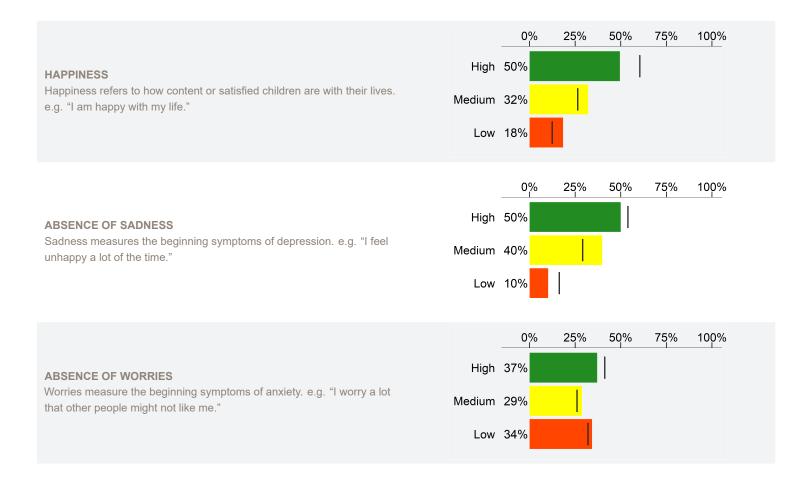
Other: A limited selection of languages are offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).



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.

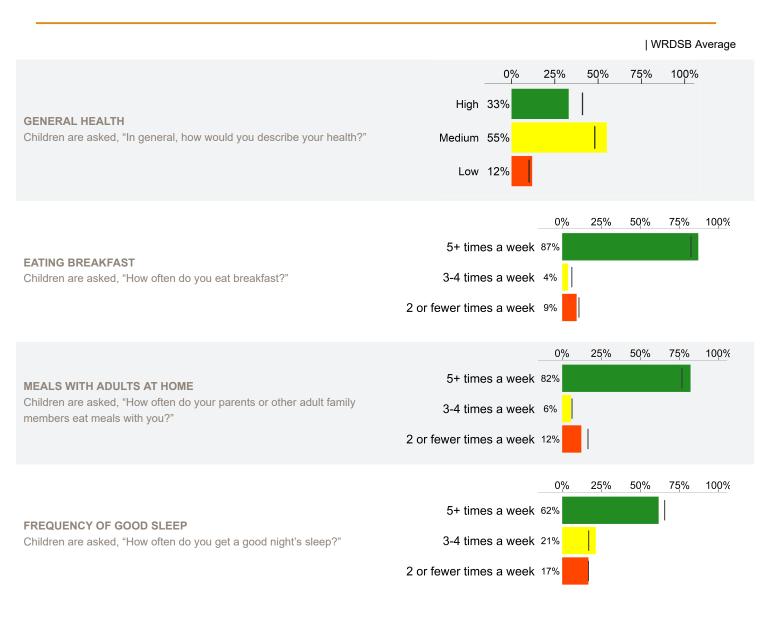






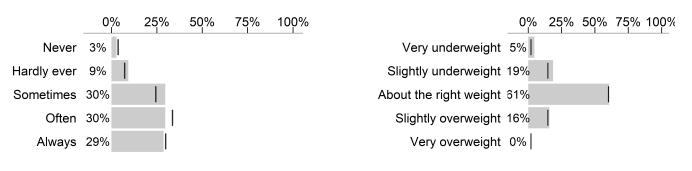
PHYSICAL HEALTH & WELL-BEING

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.



HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?

HOW WOULD YOU RATE YOUR **BODYWEIGHT?**



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



27% Before 9:00pm



10:00pm to 11:00pm to 12:00am



4% After 12:00am

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



46% Never - Once a week



11:00pm

2-4 times a week



30% 5+ times a week

Do you have a physical or health condition that keeps you from doing some things other kids your age do? For example, school activities, sports, or getting together with friends. (Children can select all of the options that apply.)

	Board Average	School
No health condition	79%	80%
Yes, a physical disability	2%	2%
Yes, a long-term illness	5%	3%
Yes, overweight	3%	3%
Yes, something else	8%	10%



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.

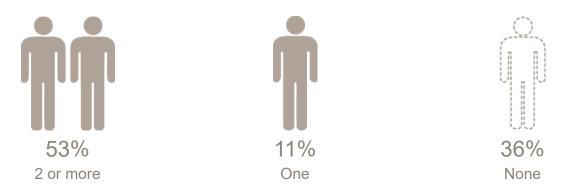
Results for Hillcrest Public School

| 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."	0% 25% 50% 75% 100% High 65%
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."	0% 25% 50% 75% 100% High 58% Medium 30% Low 12%
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."	0% 25% 50% 75% 100% High 85% Image: Constraint of the second sec

NUMBER OF IMPORTANT ADULTS AT SCHOOL

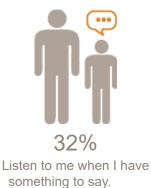


IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO

(Percentage of children who responded "very much true")







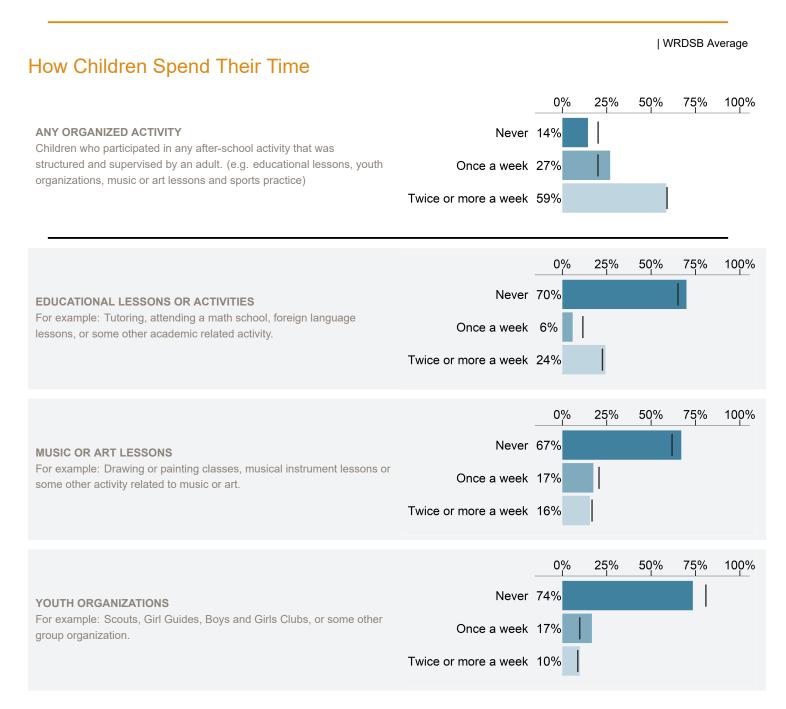
CONNECTEDNESS WITH PEERS

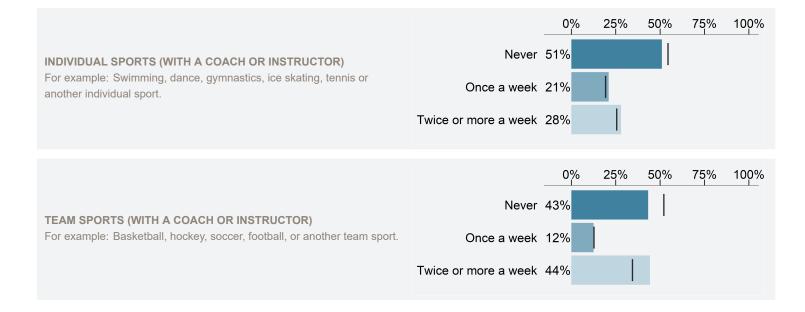
PEER BELONGING Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."	0% 25% 50% 75% 100% High 55% 1 1 1 1 Medium 29% 1 1 1 1 Low 16% 1 1 1 1 1
FRIENDSHIP INTIMACY Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."	0% 25% 50% 75% 100% High 70% 1 1 1 Medium 23% 1 1 1 Low 7% 1 1 1



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.



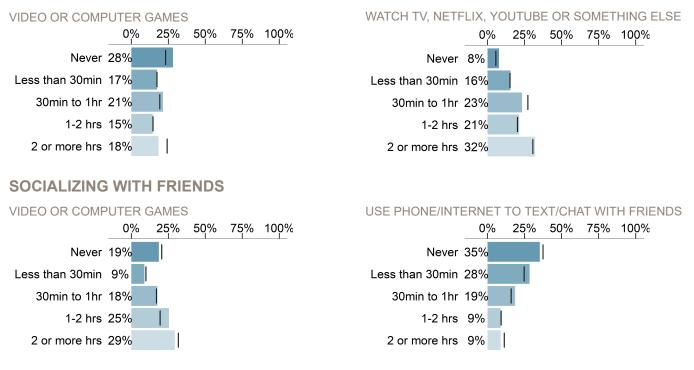


AFTER SCHOOL ACTIVITIES

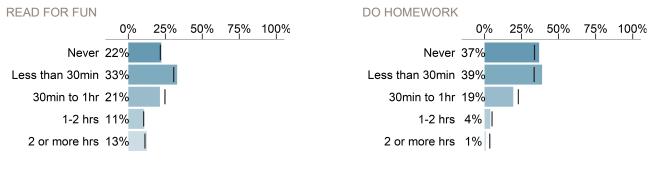
Children were asked how they spend their time during the after-school hours of 3pm-6pm:

Percentage of children who reported:

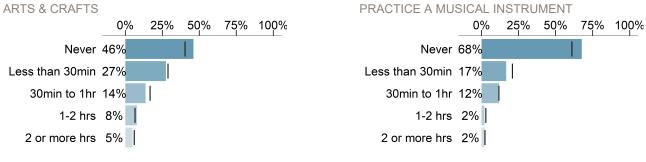
TV & COMPUTER USE



READING & HOMEWORK

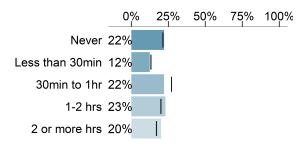


MUSIC & ARTS



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: 76%, School: 81%

I wish I could do additional activities Board: 23%, School: 22%

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTERSCHOOL ACTIVITIES

Children were asked what prevents them from doing the activities they wish to be doing after school (3pm- 6pm):



(Number of Students)

I have no barriers	47
I have to go straight home after school	34
I am too busy	13
It costs too much	6
The schedule does not fit the times I can attend	13
My parents do not approve	9
l don't know what's available	6
I need to take care of siblings or do things at home	5
It is too difficult to get there	6
None of my friends are interested or want to go	9
The activity that I want is not offered	8
I have too much homework to do	2
I am afraid I will not be good enough in that activity	6
It is not safe for me to go	1
Other	6

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	83%	3%	15%
Friend's house	39%	31%	29%
Home	3%	3%	94%
Park/playground/community centre	38%	32%	30%
Someplace else	53%	26%	20%
Stay at school for an activity	75%	9%	17%
The mall or stores	71%	20%	10%

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

(Children can select all of the options that apply)

By myself	25%
Friends about my age	38%
Younger brothers/sisters	25%
Older brothers/sisters	25%
Mother (or stepmother/foster mother)	56%
Father (or stepfather/foster father)	46%
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:

82%	5%	14%	
Yes	No	Don't know	

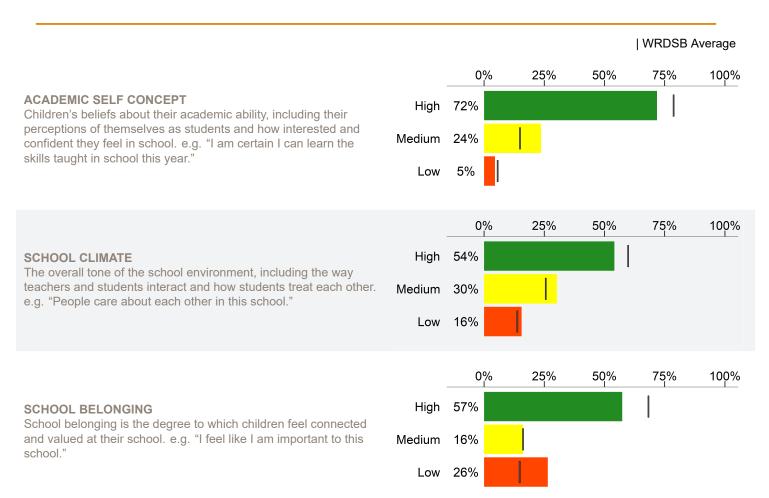
IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

85%	4%	11%
Yes	No	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.



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



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

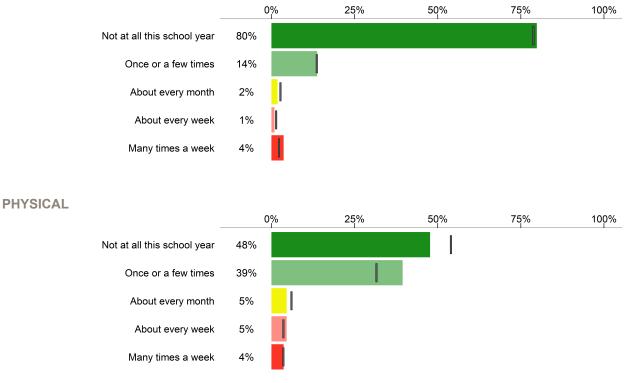
When I grow up, I have goals and plans for the future.

91%



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**



SOCIAL

 Not at all this school year
 39%

 Once or a few times
 46%

 About every month
 6%

 About every week
 3%

 Many times a week
 6%

0% 25% 50% 75% 100%

VERBAL

-	0	%	25%	5	Q%	75%	100%
Not at all this school year	25%						
Once or a few times	49%						
About every month	13%						
About every week	6%						
Many times a week	6%						



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

^{*}Perseverance

Assertiveness

*Self-Awareness

^{*}Grade 7 only

Body Image

Friendship Intimacy

Important Adults

^{*}Citizenship/Social Responsibility

5 DIMENSIONS OF THE MDI

Absence of Sadness

Absense of Worries

Self-Regulation (Short-Term)

Self-Regulation (Long-Term)

Meals with Adults at Home

Frequency of Good Sleep

*Responsible Decision-Making



SOCIAL & EMOTIONAL DEVELOPMENT Measures

Optimism Empathy Prosocial Behaviour Self-Esteem Happiness

PHYSICAL HEALTH AND WELL-BEING Measures

General Health Eating Breakfast



CONNECTEDNESS Measures

Adults at School Adults in the Neighbourhood



USE OF AFTER-SCHOOL TIME Measures

Organized Activities

- · Educational Lessons or Activities
- Youth Organizations
- Sports

Adults at Home

Peer Belonging

- 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.



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

