Waterloo Region District School Board

Sunnyside Senior 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	Absence of Sadness	*Perseverance
Empathy	Absense of Worries	*Assertiveness
Prosocial Behaviour	Self-Regulation (Short-Term)	*Citizenship/Social Responsibility
Self-Esteem	Self-Regulation (Long-Term)	*Self-Awareness
Happiness	*Responsible Decision-Making	*Grade 7 Only

PHYSICAL HEALTH AND WELL-BEING
Measures

General Health   Meals with Adults at Home
Eating Breakfast   Frequency of Good Sleep   Body Image

CONNECTEDNESS
Measures

Adults at School   Adults at Home   Friendship Intimacy
Adults in the Neighbourhood   Peer Belonging   Important Adults

USE OF AFTER-SCHOOL TIME
Measures

Organized Activities   Sports
Educational Lessons or Activities   Music or Arts   After-school People/Places
Youth Organizations   How Children Spend their Time Children's Wishes and Barriers

SCHOOL EXPERIENCES
Measures

Academic Self-Concept   School Belonging   Future Goals
School Climate   Motivation   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
Sunnyside Senior Public School

DEMOGRAPHICS FOR YOUR SCHOOL

School Population Breakdown

Total School Sample	270	WRDSB Total Sample	16291

Gender Identity

Girl	52%	Boy	45%	In another way	2%

Grade

Grade 7	46%	Grade 8	52%	Grade 9	0%
Grade 10	0%	Grade 11	0%	Grade 12	1%

Languages Spoken at Home

Indigenous	0%	Chinese	0%
English	64.4%	French	4.4%
Belarusian	0.4%	Bulgarian	0%
Arabic	8.1%	Czech	0%
Polish	0.4%	Portugese	1.1%
Punjabi	0.7%	Romanian	1.9%
Russian	0.4%	Serbian	3%
Slovak	0.4%	Spanish	3%
Tamil	0%	Turkish	1.1%
Ukranian	0%	Urdu	1.5%
Vietnamese	2.2%	Other	20.4%

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.

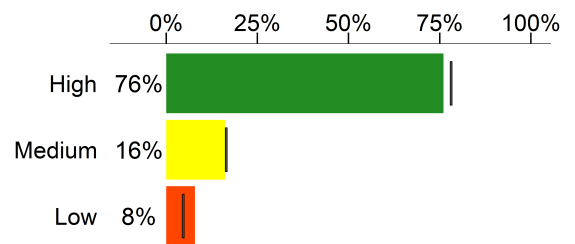## Results for Sunnyside Senior Public School

| 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."
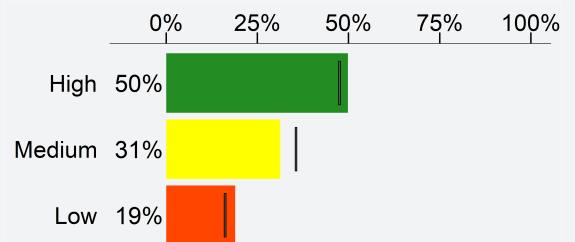
High	42%
Medium	34%
Low	23%
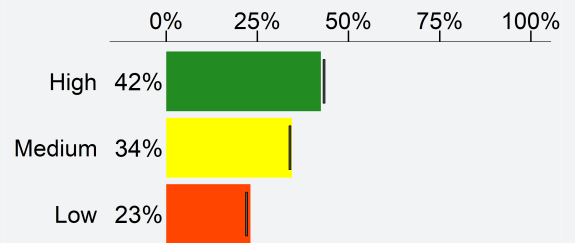
EMPATHY
Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."
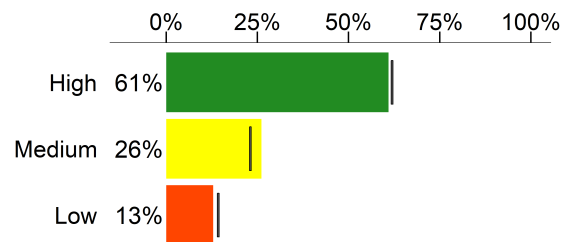
High	76%
Medium	16%
Low	8%

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

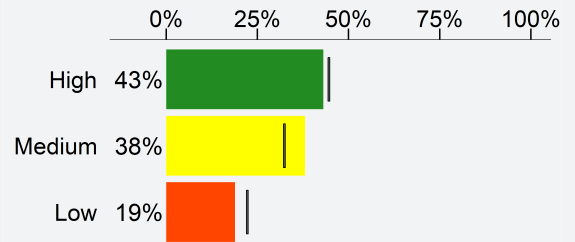|	
High	50%
Medium	31%
Low	19%

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

High	61%
Medium	26%
Low	13%

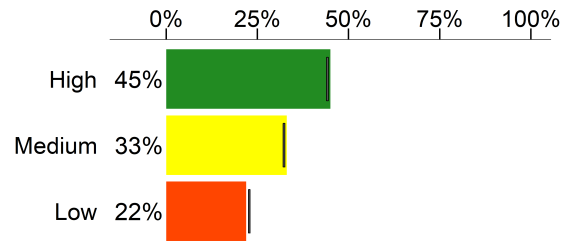**HAPPINESS**
Happiness refers to how content or satisfied children are with their lives.
e.g. "I am happy with my life."

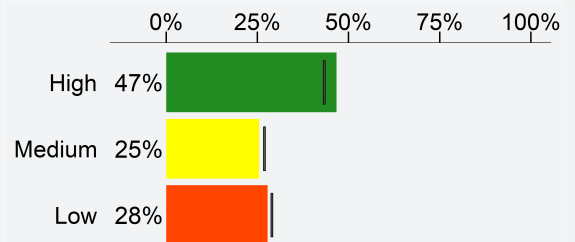|		
High	43%	
Medium	38%	
Low	19%	

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

|		
High	45%	
Medium	33%	
Low	22%	

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

|		
High	47%	
Medium	25%	
Low	28%	

SELF REGULATION (LONG-TERM)
Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."

High	60%	
Medium	32%	
Low	8%	
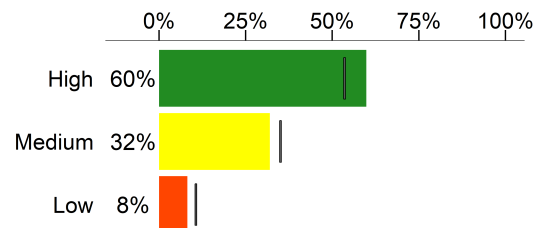
SELF REGULATION (SHORT-TERM)
Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."

High	60%	
Medium	32%	
Low	8%	
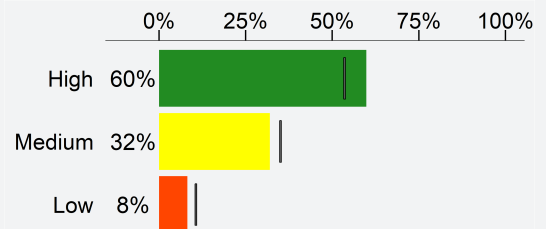
RESPONSIBLE DECISION-MAKING
Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g. "When I make a decision, I think about what might happen afterward."

High	66%	
Medium	26%	
Low	7%	
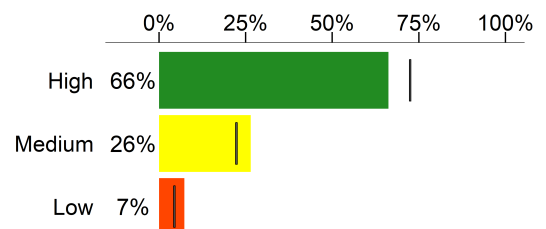
SELF-AWARENESS
Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g. "When I'm upset, I notice how I am feeling before I do something."

	0%	25%	50%	75%	100%
High	56%				
Medium	33%				
Low	11%				
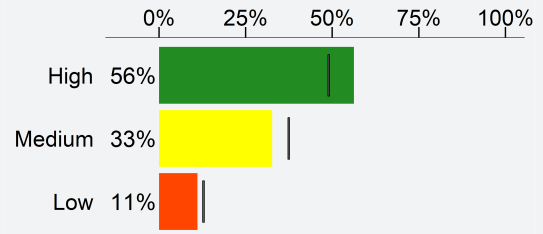
PERSEVERANCE
Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g. "Once I make a plan to get something done, I stick to it."

	0%	25%	50%	75%	100%
High	31%				
Medium	35%				
Low	34%				
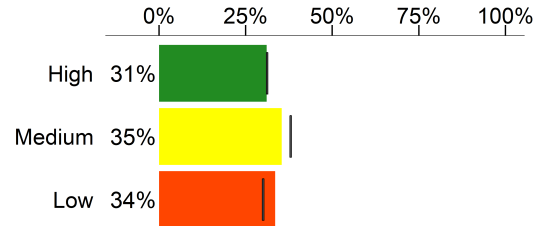
ASSERTIVENESS
Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g. "If I disagree with a friend, I tell them."

	0%	25%	50%	75%	100%
High	61%				
Medium	32%				
Low	7%				
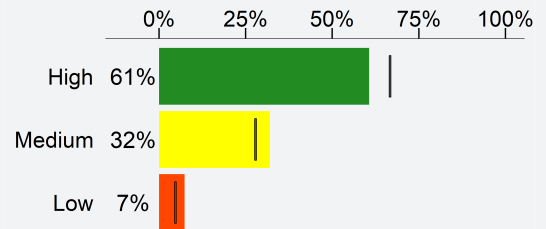
CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world.

Disagree a lot	14%
Disagree a little	5%
Don't agree or disagree	20%
Agree a little	37%
Agree a lot	25%

I try to make the world a better place.

Disagree a lot	8%
Disagree a little	3%
Don't agree or disagree	22%
Agree a little	37%
Agree a lot	30%

HAVE YOU EVER VOLUNTEERED?

63% Yes   37% No

ARE YOU CURRENTLY VOLUNTEERING?

15% Yes   85% No

DO YOU PLAN TO VOLUNTEER IN THE FUTURE?

88% Yes   12% No

# 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.

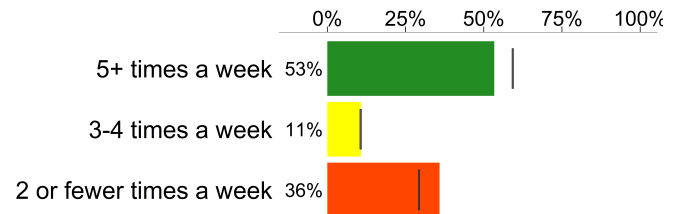## Results for Sunnyside Senior Public School

| WRDSB Average

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

- High 33%
- Medium 46%
- Low 20%
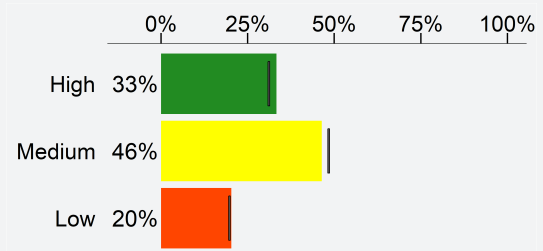
EATING BREAKFAST
Children are asked, "How often do you eat breakfast?"

- 5+ times a week 53%
- 3-4 times a week 11%
- 2 or fewer times a week 36%

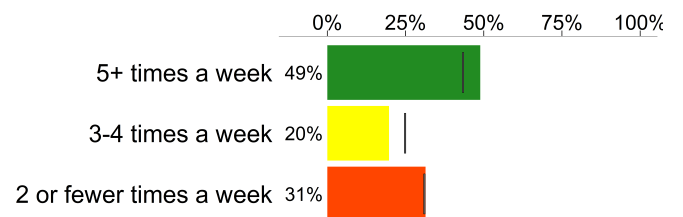**MEALS WITH ADULTS AT HOME**
Children are asked, "How often do your parents or other adult family members eat meals with you?"

- 5+ times a week 67%
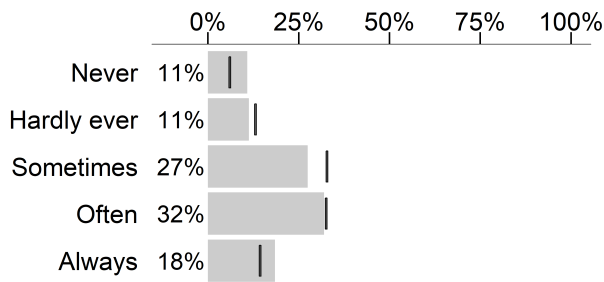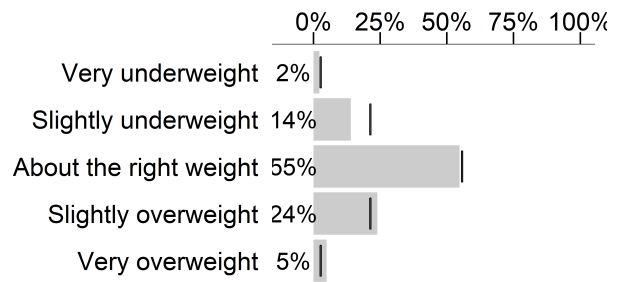- 3-4 times a week 12%
- 2 or fewer times a week 21%
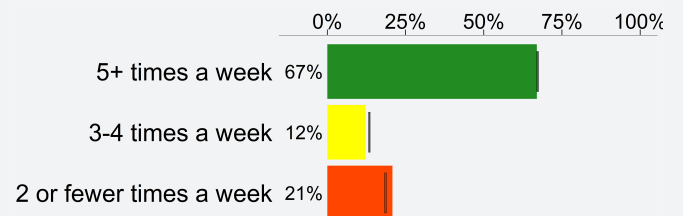
FREQUENCY OF GOOD SLEEP
Children are asked, "How often do you get a good night's sleep?"

- 5+ times a week 49%
- 3-4 times a week 20%
- 2 or fewer times a week 31%

HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?

	0%	25%	50%	75%	100%
Never	11%				
Hardly ever	11%				
Sometimes	27%				
Often	32%				
Always	18%				

HOW WOULD YOU RATE YOUR BODYWEIGHT?

	0%	25%	50%	75%	100%
Very underweight	2%				
Slightly underweight	14%				
About the right weight	55%				
Slightly overweight	24%				
Very overweight	5%				

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

3%
Before 9:00pm

21%
9:00pm to 10:00pm

29%
10:00pm to 11:00pm

14%
11:00pm to 12:00am

16%
After 12:00am
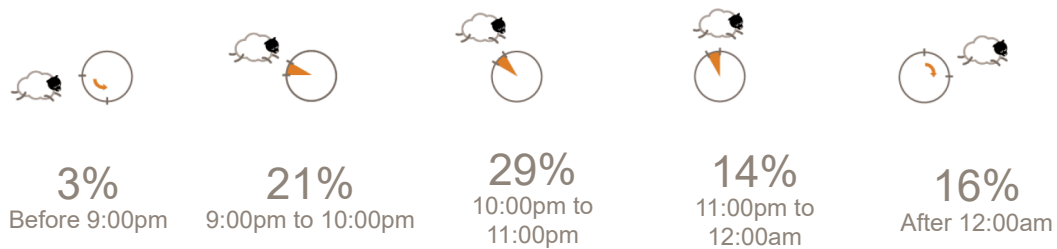
HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

41%
Never - Once a week

36%
2-4 times a week

24%
5+ times a week
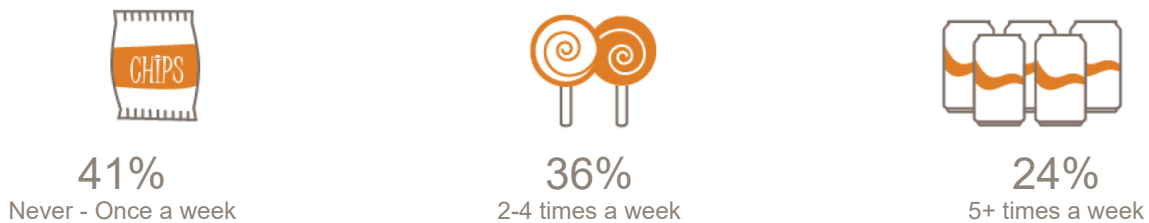
Do you have a physical or health condition that keeps you from doing some things other kids your age do? For example, school activities, sports, or getting together with friends. (Children can select all of the options that apply.)

	Board Average	School
No health condition	79%	66%
Yes, a physical disability	2%	2%
Yes, a long-term illness	6%	7%
Yes, overweight	5%	5%
Yes, something else	8%	5%

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.
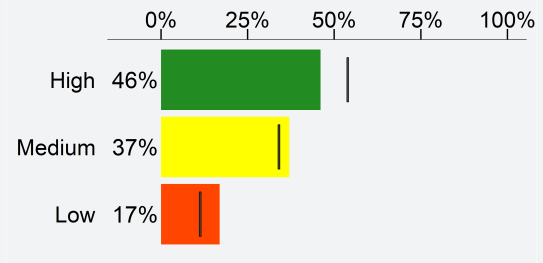
Results for Sunnyside Senior Public School

| 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."

High 46%
Medium 37%
Low 17%

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."
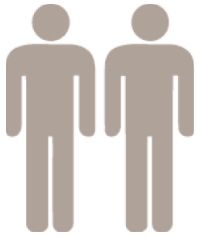
High 38%
Medium 29%
Low 33%
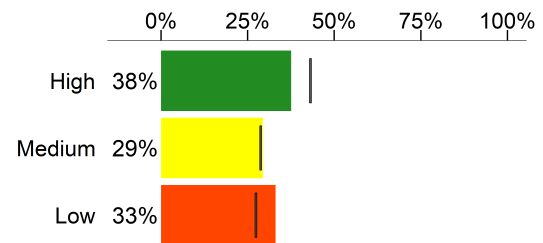
ADULTS AT HOME
Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."

High 70%
Medium 23%
Low 7%
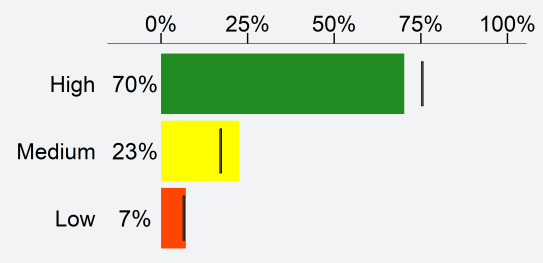
NUMBER OF IMPORTANT ADULTS AT SCHOOL

24%
2 or more

6%
One

70%
None

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO

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

18%
Really care about me.

19%
Believe that I will be a success.

17%
Listen to me when I have
something to say.

WHAT MAKES AN ADULT IMPORTANT TO YOU?
(Children can select all the options that apply)

Question	At School	At Home	At School (Board)	At Home (Board)
This person teaches me how to do things that I don't know.	39%	44%	60%	64%
I can share personal things and private feelings with this person.	14%	41%	27%	66%
This person likes me the way I am.	20%	43%	44%	72%
This person encourages me to pursue my goals and future plans.	25%	43%	55%	73%
I get to do a lot of fun things with this person or because of this person.	14%	38%	30%	65%
The person is like who I want to be when I am an adult.	8%	27%	22%	44%
The person is always fair to me and others.	24%	35%	50%	58%
The person stands up for me and others when we need it.	12%	33%	29%	59%
The person lets me make decisions for myself.	20%	38%	43%	65%

CONNECTEDNESS WITH PEERS

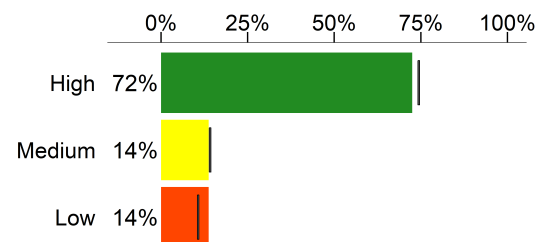**PEER BELONGING**
Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."

High 60%
Medium 25%
Low 15%
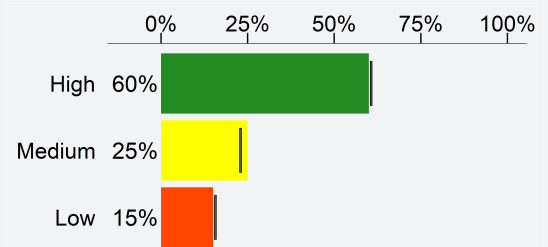
FRIENDSHIP INTIMACY
Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."

High 72%
Medium 14%
Low 14%

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.
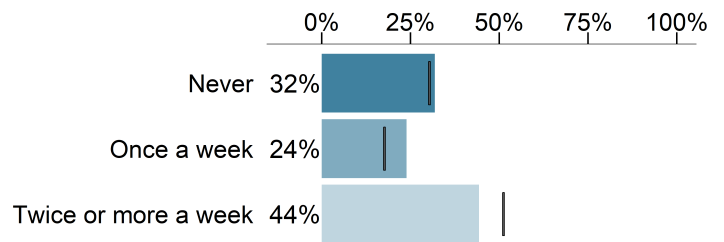
Results for Sunnyside Senior Public School

| 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)

Never	32%
Once a week	24%
Twice or more a week	44%

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

Never	74%
Once a week	10%
Twice or more a week	16%
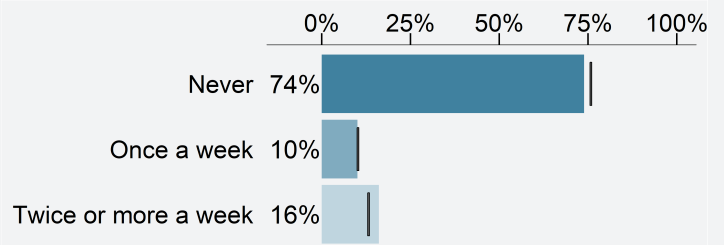
MUSIC OR ART LESSONS
For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.

Never	74%
Once a week	14%
Twice or more a week	12%
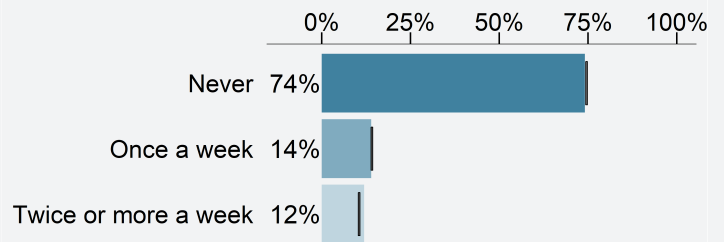
YOUTH ORGANIZATIONS
For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.

Never	82%
Once a week	11%
Twice or more a week	7%

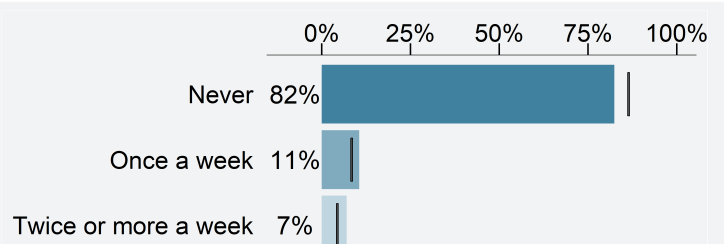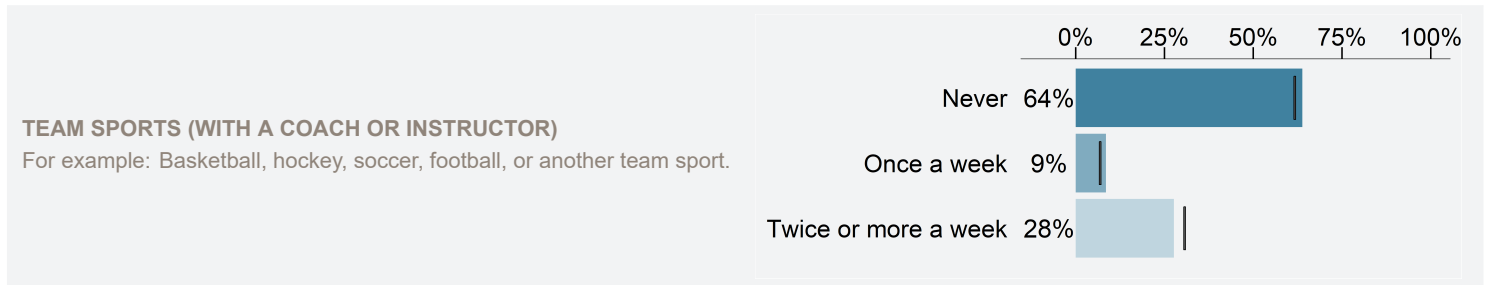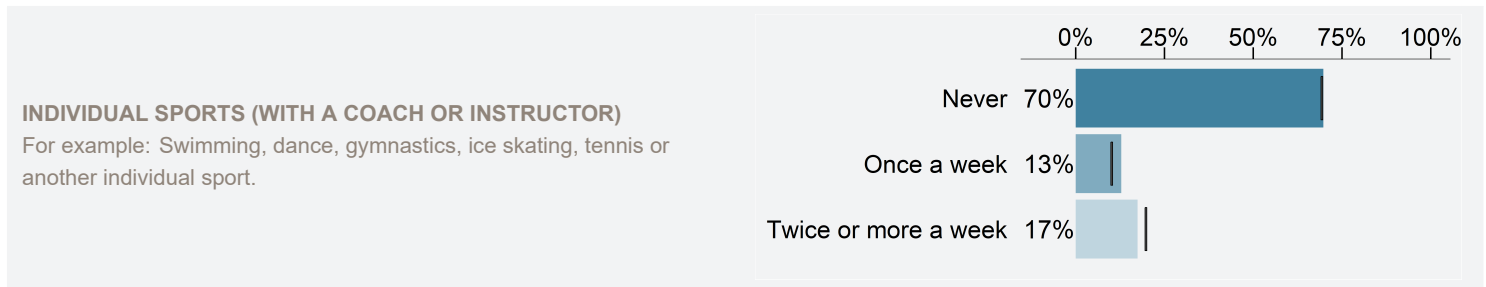**INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)**
For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.

Never	70%
Once a week	13%
Twice or more a week	17%

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

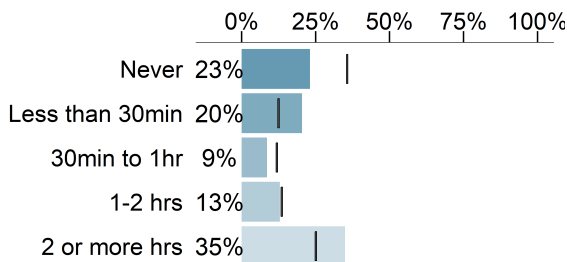|	
Never	64%
Once a week	9%
Twice or more a week	28%

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

Never	23%
Less than 30min	20%
30min to 1hr	9%
1-2 hrs	13%
2 or more hrs	35%

WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

Never	1%
Less than 30min	6%
30min to 1hr	15%
1-2 hrs	16%
2 or more hrs	62%
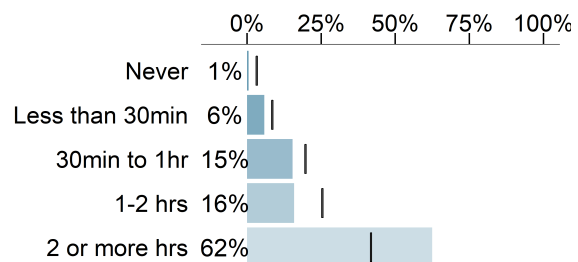
SOCIALIZING WITH FRIENDS

VIDEO OR COMPUTER GAMES

Never	25%
Less than 30min	9%
30min to 1hr	10%
1-2 hrs	18%
2 or more hrs	38%
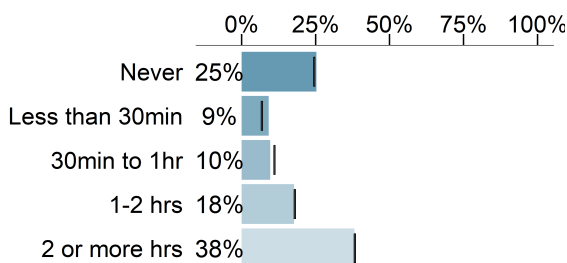
USE PHONE/INTERNET TO TEXT/CHAT WITH FRIENDS

Never	18%
Less than 30min	19%
30min to 1hr	19%
1-2 hrs	16%
2 or more hrs	27%
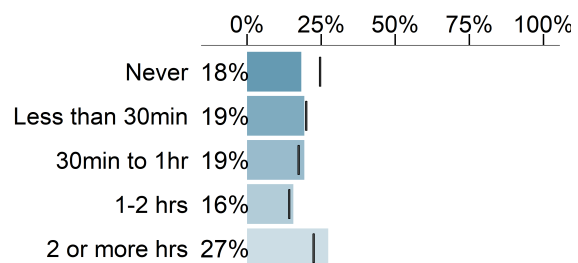
READING & HOMEWORK

READ FOR FUN

Never	44%
Less than 30min	28%
30min to 1hr	14%
1-2 hrs	7%
2 or more hrs	8%

DO HOMEWORK

Never	26%
Less than 30min	24%
30min to 1hr	30%
1-2 hrs	11%
2 or more hrs	9%

MUSIC & ARTS

ARTS & CRAFTS

Never	59%
Less than 30min	21%
30min to 1hr	9%
1-2 hrs	5%
2 or more hrs	5%
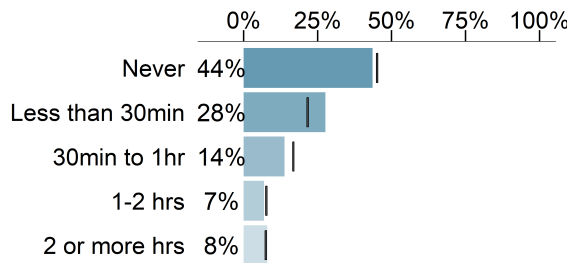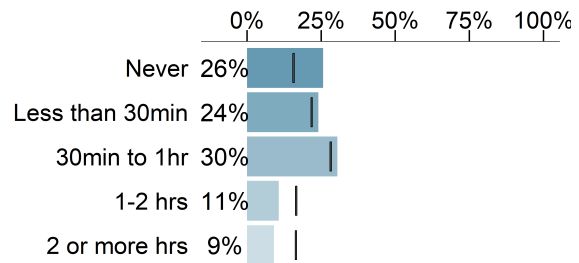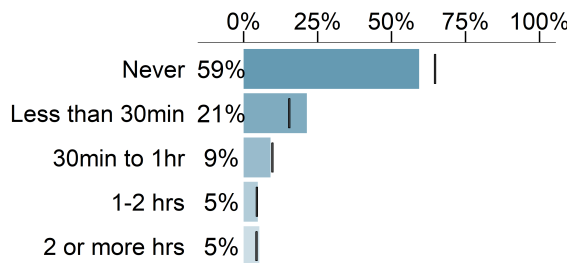
PRACTICE A MUSICAL INSTRUMENT

Never	71%
Less than 30min	14%
30min to 1hr	10%
1-2 hrs	2%
2 or more hrs	3%
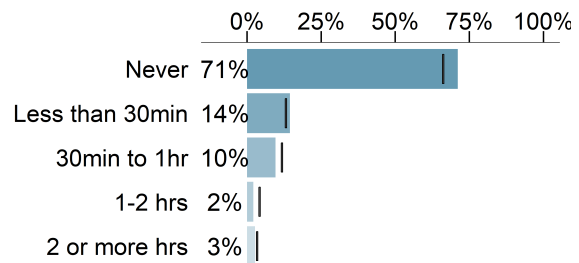
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

Never	19%
Less than 30min	14%
30min to 1hr	22%
1-2 hrs	23%
2 or more hrs	22%
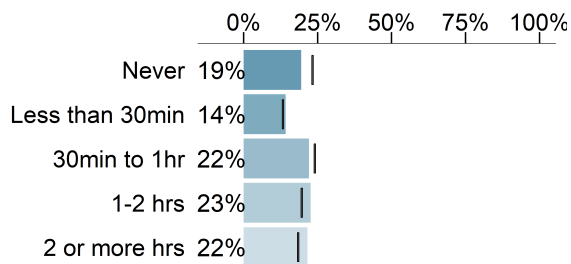
WORKING & VOLUNTEERING

VOLUNTEER

Never	76%
Less than 30min	10%
30min to 1hr	6%
1-2 hrs	4%
2 or more hrs	3%

WORK AT A JOB

Never	75%
Less than 30min	2%
30min to 1hr	6%
1-2 hrs	4%
2 or more hrs	12%
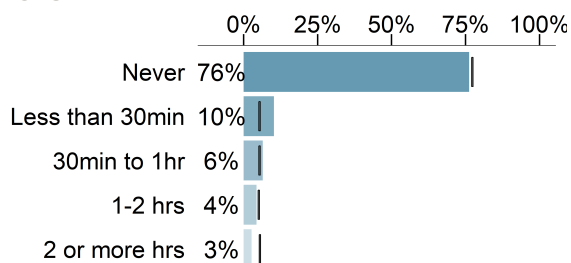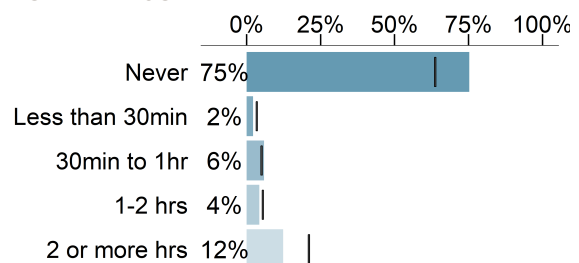
WHAT CHILDREN WISH TO BE DOING

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: 68%, School: 48%

I wish I could do additional activities

Board: 29%, School: 20%

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	82
I have to go straight home after school	44
I am too busy	30
It costs too much	19
The schedule does not fit the times I can attend	20
My parents do not approve	11
I don't know what's available	11
I need to take care of siblings or do things at home	19
It is too difficult to get there	16
None of my friends are interested or want to go	30
The activity that I want is not offered	14
I have too much homework to do	16
I am afraid I will not be good enough in that activity	23
It is not safe for me to go	5
Other	15

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	84%	5%	10%
Friend's house	42%	25%	32%
Home	3%	3%	94%
Park/playground/community centre	42%	24%	35%
Someplace else	37%	33%	30%
Stay at school for an activity	62%	15%	23%
The mall or stores	41%	31%	28%

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

(Children can select all of the options that apply)

By myself	31%
Friends about my age	35%
Younger brothers/sisters	23%
Older brothers/sisters	21%
Mother (or stepmother/foster mother)	36%
Father (or stepfather/foster father)	28%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	6%
Other	0%

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

74%	11%	15%
Yes	No	Don't know

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

| 64%	11%	25%
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.

Results for Sunnyside Senior 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."

High	69%
Medium	22%
Low	8%
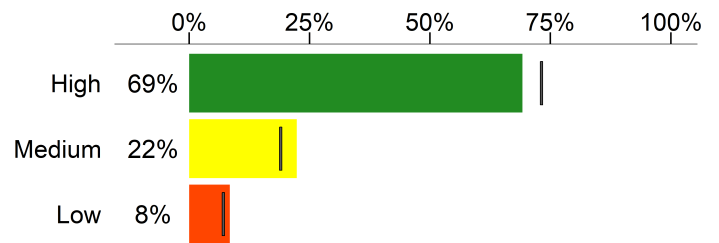
SCHOOL CLIMATE
The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."

High	30%
Medium	34%
Low	36%
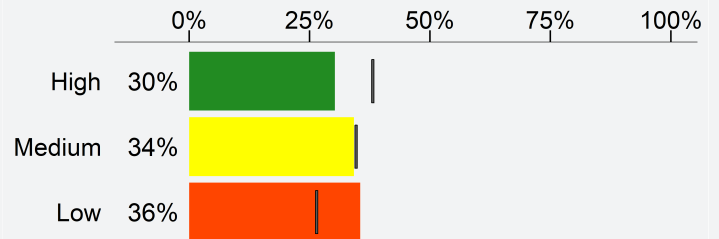
SCHOOL BELONGING
School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."

High	44%
Medium	32%
Low	24%
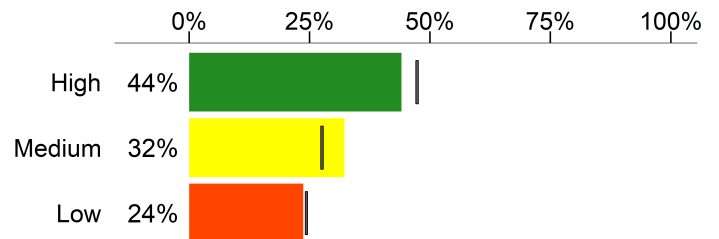
In your school, children feel it is **very important** to:

59%	68%	58%
make friends	**get good grades**	**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.

I feel I have
important things to
do in the future.

76%

76%

I plan to graduate from high school.
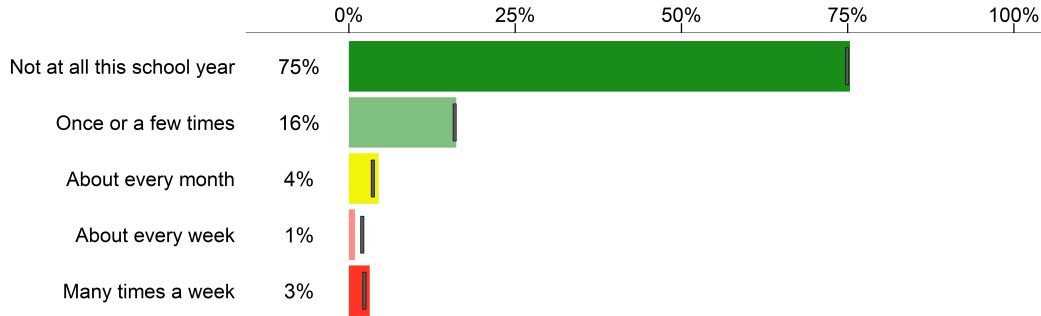
92%   8%
Yes   No

I plan to graduate from college,
university, or some other training after
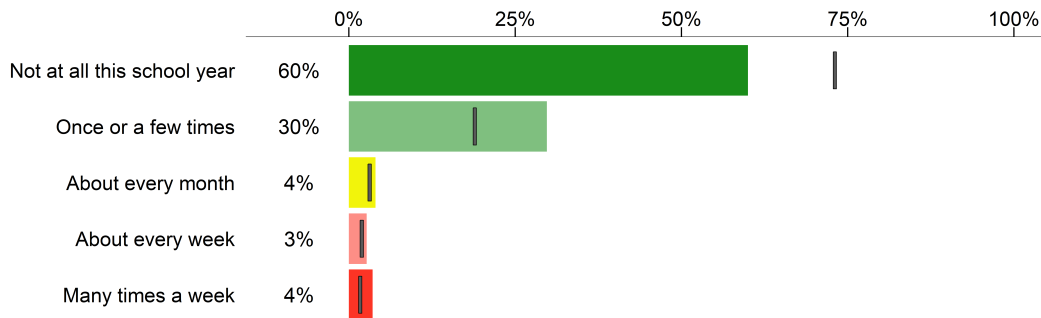high school.

88%   12%
Yes   No

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

Not at all this school year	75%	
Once or a few times	16%	
About every month	4%	
About every week	1%	
Many times a week	3%	

PHYSICAL

Not at all this school year	60%	
Once or a few times	30%	
About every month	4%	
About every week	3%	
Many times a week	4%	

SOCIAL

Not at all this school year	60%	
Once or a few times	21%	
About every month	9%	
About every week	4%	
Many times a week	6%	

VERBAL

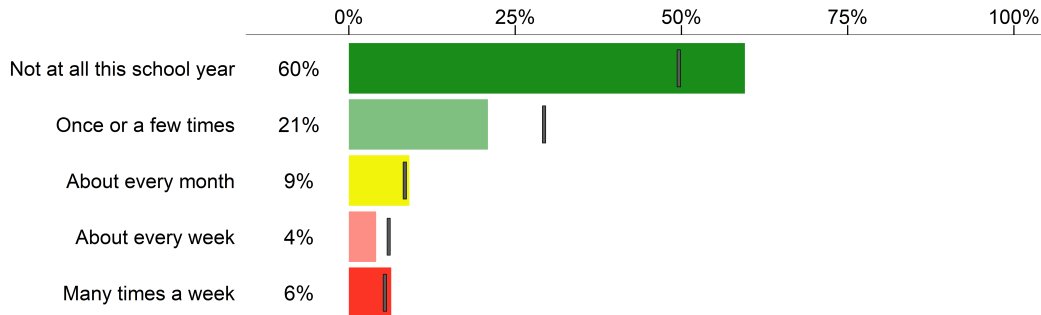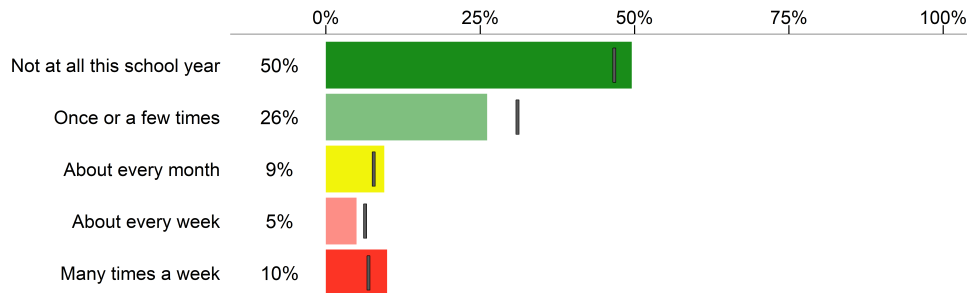|		
Not at all this school year	50%	
Once or a few times	26%	
About every month	9%	
About every week	5%	
Many times a week	10%	

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	Absence of Sadness	*Perseverance
Empathy	Absense of Worries	*Assertiveness
Prosocial Behaviour	Self-Regulation (Short-Term)	*Citizenship/Social Responsibility
Self-Esteem	Self-Regulation (Long-Term)	*Self-Awareness
Happiness	*Responsible Decision-Making	*Grade 7 only

PHYSICAL HEALTH AND WELL-BEING
Measures

General Health	Meals with Adults at Home	Body Image
Eating Breakfast	Frequency of Good Sleep	

CONNECTEDNESS
Measures

Adults at School	Adults at Home	Friendship Intimacy
Adults in the Neighbourhood	Peer Belonging	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 Belonging	Future Goals
School Climate	Motivation	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.
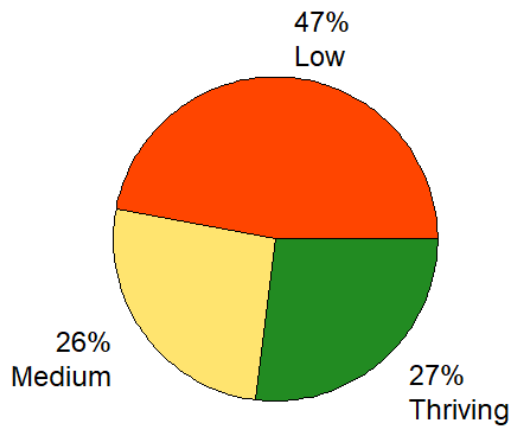
Medium to High Well-Being
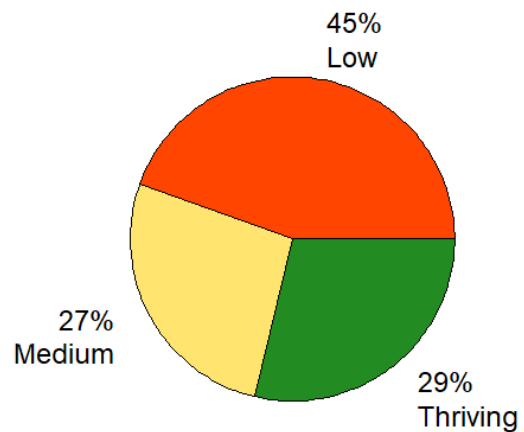Children who are reporting neither positive nor negative responses.

Low Well-Being
Children who are reporting negative responses.

Sunnyside Senior Public School
270 Students

47%
Low

26%
Medium

27%
Thriving

WRDSB
16291 Students

45%
Low

27%
Medium

29%
Thriving

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.

ADULT RELATIONSHIPS   **PEER RELATIONSHIPS**   **NUTRITION & SLEEP**   **AFTER-SCHOOL ACTIVITIES**

ASSETS INDEX Percentage of children reporting the presence of an asset

Sunnyside Senior Public School

Asset	Percentage
Peer Relationships	79%
Nutrition and Sleep	34%
After-School Activities	50%
Adult Relationships	60%

WRDSB

Asset	Percentage
Peer Relationships	79%
Nutrition and Sleep	35%
After-School Activities	66%
Adult Relationships	66%