



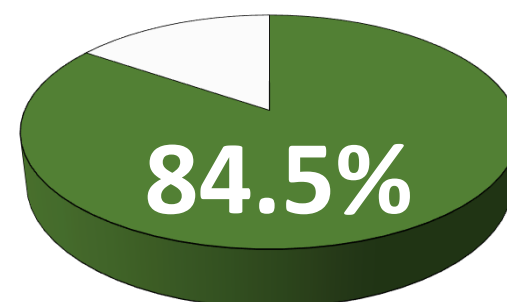
Every Voice Matters: ADSB Student Well-Being Survey

6085 student respondents

Students



	Celebrations	Areas for Improvement	Action Items
Safe and Accepting Schools	96% of K-3, 85% of 4-6 and 78% of 7-12 students Agree or Strongly Agree that “This school is a welcoming place.”	28% of K-3, 37% of 4-6 and 27% of 7-12 students have “Worried about Being Bullied” within the last school year.	- VIP program in elementary schools (Modules: Bullying, Internet Safety, Addictions, Mental Health) - Review & enhance bullying policy and procedures, and support schools with anti-bullying, conflict resolution & restorative practices. - All school administrators participate in “Healthy Relationships – Navigating Cyberbullying and Cyberviolence Webinar” and implement the “Proactive and Reactive Placement Tool”. - Board staff work with schools to support recess programs.
Positive Mental Health	95% of K-3, 71% of 4-6, and 61% of 7-12 students indicate that they are “Happy” Most or All of the Time.	22% of 4-6 and 44% of 7-12 students are “Overwhelmed or Stressed Out” Often or All of the Time	- Support implementation of “Mind-Up”, “Every Day Mental Health”, and “Ensouling our Schools” in classrooms, and “Social Emotional Learning Skills” of the PHE curriculum - Work with community partners to promote positive mental health at the school and community level (e.g. prevention, intervention and treatment services). - Increase number of Mental Health Workers available in secondary schools. - Increase awareness of how to access Board and community-based mental health services
Healthy Schools	26% of 4-6 and 28% of 7-12 students get 3 or more hours of physical activity outside of school hours, on an average school day.	32.4% of 7-8 & 58.6% of 9-12 students have drank alcohol at least once in past 12 months, and 9.6% of 7-8 & 36.4% of 9-12 have vaped nicotine at least once in past 12 months.	- Work with community partners to promote healthier & safer choices regarding substance use (e.g. vaping, alcohol, cannabis etc.). - Collaborate with community partners to promote positive and healthy choices and decision making – at school and community level (e.g. sleep, screen time, nutrition, etc) - Support peer-led vaping/cannabis/alcohol education programs at the school and Board level (e.g. Project ABCD). - Increase awareness of how to access Board and community-based services
Equity and Inclusive Education	94% of K-3, 84% of 4-6 and 77% of 7-12 students Agree or Strongly Agree that “I feel accepted by adults.”	64% of 4-6 and 65% of 7-12 students Agree or Strongly Agree that “My culture and identity are represented in teaching and learning.”	- Review & enhance Equity policy and procedures & review all Board policies/procedures from an equity lens. - Support implementation of elements of Culturally Responsive Pedagogy, “Niigaan Sinclair’s Reconciliation in Education Model” & “Ensouling our Schools” to increase student representation in the teaching & learning environment of classrooms/schools. - Promote board-wide trauma informed environments to incorporate workforce professional development, organizational change, and practice change. - Support student leadership groups (e.g. Student Senate, NIYC, GSA, etc) in schools and across the Board. - Collaborate with ELL Lead/Staff & community partners to promote equitable learning environments.
Student Engagement	87% of 4-6 and 84% of 7-12 students Agree or Strongly Agree that “I have friends who support me at school.”	40% of 7-12 students Agree or Strongly Agree that “I am an important part of this school.”	- Utilize surveys, focus groups, interviews, forums, committees and exit cards to actively solicit and honour student voice, to support system, school and classroom activities and learning environments. - Support student-led well-being projects related to school-based ADSB Well-Being Survey results (e.g. ADSB Speak-Up).



of K-12 students agree that “I have at least one caring adult who supports me at this school.”



Every Voice Matters: ADSB Workplace Well-Being Survey

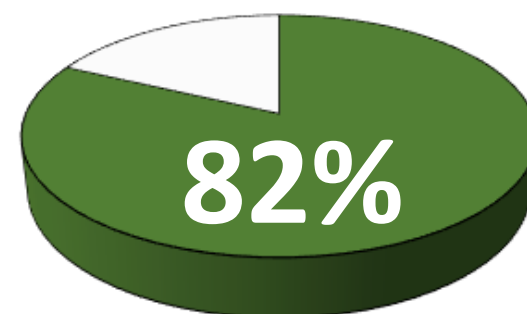
1097 employee respondents

Employees



	Celebrations	Areas for Improvement	Action Items
Safe and Accepting Schools	• 84.8% of all employees “feel physically safe at my worksite(s)” Often or Always.	• 68.7% of in-school casual/short-term employees indicate that “I am treated with respect by other staff” in all or most schools.	• Work with worker groups (e.g. unions, associations) and school administrators to develop supportive strategies for casual and short-term employees (e.g. welcoming environments, inter-employee relationships, etc.)
	• 86.4% of in-school permanent/long-term employees Agree or Strongly Agree that “This school promotes character development to create a safe, welcoming and inclusive learning environment.”	• 64.9% of school-based permanent/long-term employees Agree or Strongly Agree that “Students at my school treat each other with respect.”	• Support implementation of Character Education/Grandfather Teachings, “Every Day Mental Health”, and “Ensouling our Schools” in classrooms & across schools, and “Social Emotional Learning Skills” of the PHE curriculum.
Positive Mental Health	• 79.8% of all employees indicate that they are “Happy” Most or All of the Time.	• 26.8% of all employees are “Overwhelmed or Stressed Out” Often or All of the Time	• Work with community partners and worker groups (e.g. unions, associations) to promote positive mental health. • Increase awareness of how to access Board and community-based mental health services. • Support new teachers through the New Teacher Induction Program (NTIP)
Healthy Schools	• 77.8% of all employees describe their overall physical health as Good or Excellent.	• 42.1% of all employees are “Tired or Exhausted” Often or All of the Time	• Work with community partners and worker groups (e.g. unions, associations) to promote healthy life choices.
Equity and Inclusive Education	• 89.1% of in-school permanent/long-term employees Agree or Strongly Agree that “I feel like my culture and identity are welcomed at this school.”	• 66.0% of in-school casual/short-term employees indicate that “I feel like I belong” in all or most schools.	• Review & enhance Equity policy and procedures. • Work with worker groups (e.g. unions, associations) and school administrators to develop supportive strategies for casual and short-term employees (e.g. welcoming environments, inter-employee relationships, etc.).
	• 86.5% of in-school permanent/long-term employees Agree or Strongly Agree that “Students at my school feel like they belong at this school.”	• 78.8% of school-based permanent/long-term employees Agree or Strongly Agree that “The culture and identity of students are represented in teaching and learning in my school.”	• Support implementation of elements of Culturally Responsive Pedagogy, “Niigaan Sinclair’s Reconciliation in Education Model” & “Ensouling our Schools” to increase student representation in the teaching & learning environment of classrooms/schools.
Student Engagement	• 95.5% of in-school permanent/long-term employees Agree or Strongly Agree that “I understand the way my students learn best and often give them different learning strategies, opportunities and supports.”	• 81.5% of school-based permanent/long-term employees Agree or Strongly Agree that “Students at my school feel like they belong at this school.”	• Utilize surveys, focus groups, interviews, forums, committees and exit cards to actively solicit and honour student voice, to support system, school and classroom activities and learning environments. • Support student-led well-being projects related to school-based ADSB Well-Being Survey results (e.g. ADSB Speak-Up).

 -Student Focused Indicators



of ADSB employees rated their overall job satisfaction as satisfied.



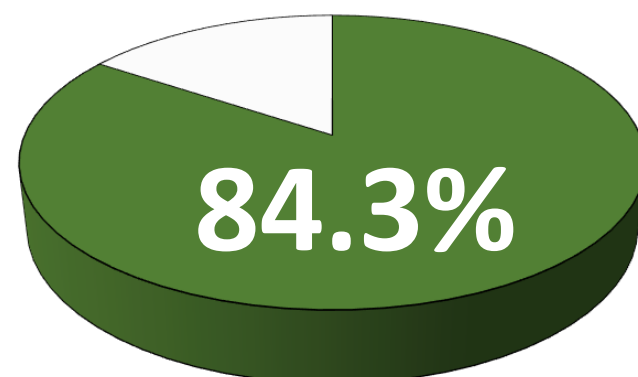
Every Voice Matters: ADSB Parent Voice Survey

1487 parent/guardian respondents

Parents/Guardians



	Celebrations	Areas for Improvement	Action Items
Safe and Accepting Schools	88.8% of parents/guardians Agree or Strongly Agree that “The school provides a safe environment for my child/children.”	61.6% of parents/guardians Agree or Strongly Agree that “Students treat each other with respect.”	- Review & enhance Bullying policy and procedures, and support schools with anti-bullying, conflict resolution & restorative practices. - Support implementation of Character Education, “Every Day Mental Health”, and “Ensouling our Schools” in classrooms & across schools, and “Social Emotional Learning Skills” of the PHE curriculum. - All school administrators participate in “Healthy Relationships – Navigating Cyberbullying and Cyberviolence Webinar” and implement the “Proactive and Reactive Placement Tool. - Board staff work with schools to support recess programs.
Equity and Inclusive Education	79.5% of parents/guardians Agree or Strongly Agree that “At this school, differences among all people are respected.”	74.2% of parents/guardians Agree or Strongly Agree that “Individual differences and diversity are honoured, valued and celebrated.”	- Review & enhance Equity policy and procedures. - Support implementation of elements of Culturally Responsive Pedagogy, “Niigaan Sinclair’s Reconciliation in Education Model” & “Ensouling our Schools” to increase student representation in the teaching & learning environment of classrooms/schools. - Support student leadership groups (e.g. Student Senate, NIYC, GSA, etc) in individual schools and across the Board. - Collaborate with ELL Lead/Staff & community partners to promote equitable learning environments.
Student Learning & Engagement	84.8% of parents/guardians Agree or Strongly Agree that “My child is generally enthusiastic about going to school.”	68.6% of parents/guardians Agree or Strongly Agree that “My child has opportunities to learn about individual interests and careers.”	Utilize surveys, focus groups, interviews, forums, committees and exit cards to actively solicit and honour student voice, to support system, school and classroom activities and learning environments.
Parent Engagement	94.1% of parents/guardians Agree or Strongly Agree that “The school provides a welcoming environment for our family.”	78.1% of parents/guardians Agree or Strongly Agree that “The school communicates effectively with me as a parent/guardian.”	Utilize strategies, tools and resources (e.g. School Council, student-led conferences, Edsby, School Messenger, website, surveys) to connect with parents at the system, school and classroom level, to engage them as partners in supporting the learning experiences and achievement of their children, while enhancing parent-school communication.



of parents/guardians are confident that the ADSB provides a high-quality education.



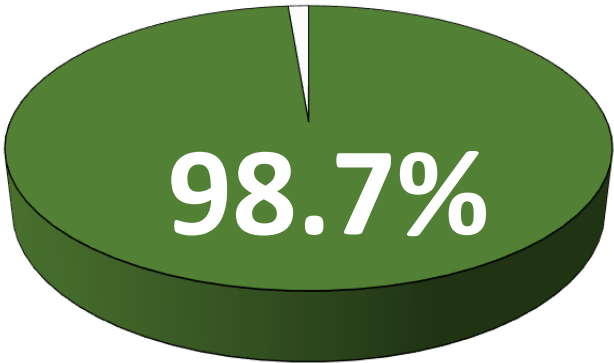
Every Voice Matters: ADSB Community Partners Voice Survey

76 respondents from 25 community partners

Partners



	Celebrations	Areas for Improvement	Action Items
Well-Being	94.7% of community partners Agree or Strongly Agree that “ADSB schools provide a safe environment for students.” 96.1% of community partners Agree or Strongly Agree that “I am treated with respect by students within ADSB schools.”	89.5% of community partners Agree or Strongly Agree that “I feel like my culture and identity are welcomed in ADSB schools.”	- Review & enhance Equity policy and procedures. - Support implementation of elements of Culturally Responsive Pedagogy, “Niigaan Sinclair’s Reconciliation in Education Model” & “Ensoulng our Schools” to increase student/community representation & acceptance in the teaching, learning & work environment of classrooms/schools.
Community Partner Engagement	94.7% of community partners Agree or Strongly Agree that “ADSB schools are open to partnering and collaborating with community organizations.” 93.4% of community partners Agree or Strongly Agree that “ADSB schools provide a welcoming environment for members of our community.”	88.2% of community partners Agree or Strongly Agree that “ADSB schools communicate effectively with me as a community partner.”	Review & enhance communication protocols with community partners, school administrators and Board staff



of community partners agree that “As a partner, I make a positive difference for students in ADSB schools.”