

# THE DPCDSB STUDENT CENSUS 2022

You are the people of God; he has loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness, and patience.

Summary of Student  
Attitudes Grades 4  
through 12

# The DPCDSB Student Census: Summary of Student Attitudes

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## Purpose of this Report

This report describes attitudinal findings observed for students in Grades 4 through 12 who completed the census themselves. A summary of information gathered via the parent- and guardian-completed census is available at [www.dpcdsb.org](http://www.dpcdsb.org).

## Findings about Student Attitudes

In addition to gathering the required identity data, DPCDSB staff also felt it was important to **examine attitudes and experiences of students**. The DPCDSB Student Census asked about student perceptions of belonging and inclusion, participation in extra-curricular activities, sense of school climate, experiences of exclusion, and representation at school. The following sections summarize these attitudes and perspectives reported by students in Grades 4 through 12 on the census.

### Peer Inclusion and School Support

Peer and school inclusion are important to supporting student well-being and sense of belonging (Willms, 2003; Gray et. al., 2018). Peer inclusion items allowed students to rate the impact of student behaviours related to inclusion at school. School support items related to the role of adults and school rules in terms of student sense of support and inclusion. Table 3, below, lists the items that make up each scale.

**Table 3: Peer Inclusion and School Support Census Items**

Peer Inclusion Scale Items	School Support Scale Items
I feel accepted by other students at school.	There is an adult at my school who listens to me when I have something to say.
My school is a friendly place.	School rules are fair.
I feel accepted for who I am at school.	

## Representation of Indigenous and Equity-Deserving Groups

Representation of Indigenous and equity-seeking groups in schools, classrooms, and learning materials is important to student identity, motivation, and school belonging, particularly the **positive** representation of accomplishments and/or achievements (Gray, et. al., 2018; Kumar, et. al., 2018; Usher, 2018). The DPCDSB Student Census asked students about how often they learn about: (1) the historic and (2) current accomplishments and/or experiences of the following Indigenous and equity-deserving groups: Indigenous peoples, different cultural groups, women and girls, different faith groups, members of the 2SLGBTQIA+ community.



## Emotional Well-Being

Academic stress and anxiety can have negative impacts on student achievement, sleep, substance use, satisfaction with life, and physical and mental health (Pascoe et. al., 2020; OECD, 2017). Given the importance of managing stress and anxiety to support student mental health and well-being, the DPCDSB Student Census asked students about their overall emotional well-being. Table 5 (below) lists the well-being questions that students were asked.

**Table 5: Positive and Negative Well-Being Census Items**

How often do you...	How often do you...
Feel good about yourself?	Feel lonely?
Feel hopeful?	Feel nervous or worried?
Like how you look?	Feel sad?
	Feel tired for no reason?
	Feel stressed?

Figures 4 and 5 (below, following page) show the proportions of students with high, medium, and low scores for the positiv-9.5.3 (oaJJ-0)-3.6 (d)13.6 (J)JETegJJ6 (n)6 (i)7( s)-2j(v)JJ(e)-3-4.9-0.012 Tc 0.003 Tw 2.71554 [s]4.6 (o)-6.6 (11 (v)-al

**Table 6: Participation in Extracurricular Activities**

Type of Extracurricular Activity	Percentage of Students Reporting Participation (Grades 4-8)	Percentage of Students Reporting Participation (Grades 9-12)
Sports (outside of physical education classes)	40%	35%
Clubs and/or committees	15%	26%
Social justice groups and/or charitable activities	10%	14%
Performance groups	20%	14%
School faith-based groups	8%	9%

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