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CBE Student Survey | 2022-23



Calgary Board
of Education

General

As part of the CBE's ongoing efforts to better serve our students, each year students are invited to complete a survey about their experiences in school.

CBE values student voice and the opportunity to learn from and respond to student-provided data. The data from the survey helps schools and our school board identify areas where we are doing well and areas where we can make improvements.

CBE students in Grades 5, 6, 8, 9, 11 and 12 will have the opportunity to take the survey (note | schools may also include students in Grades 4, 7 and 10). The survey is completed online during class time. Depending on grade level, it is expected to take approximately 40 - 80 minutes for students to complete.

Schools are provided with their school's survey results in the spring.

Well-being Check-in Statement

The last page of the survey has a well-being check-in statement. Students have reported that when filling out surveys for the CBE, they sometimes feel a negative impact or stress. As a result, the survey administrator will provide an opportunity for students to request support from an adult in the school whom the student trusts to speak with about whatever may be concerning them. This would allow students to truly ask privately for help.

Survey Questions

The following is a list of the survey questions. They are organized by Main Body Questions and Optional Questions (Note | schools can choose to add a few of these to the survey if they wish).

Unless otherwise stated:

- response choices are: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
- questions are asked of students in each of grades 5, 6, 8, 9, 11 and 12.

Main Body Questions

- At my school I have opportunities to learn from the land.
- I get enough opportunities to be active during the school day
- I like the kinds of physical activities I get to do at school
- I feel included at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel welcome at school. [Always, Often, Sometimes, Never, Don't Know]
- My teacher(s) care about me.
- My teacher(s) want me to be successful.
- There is at least one adult at school who I really connect with. [Yes, No, Don't Know]
- At my school I learn about Indigenous ways of being, belonging, doing & knowing.
- I have confidence in myself as a student. [Always, Often, Sometimes, Never, Don't Know]
- There are high expectations for me to be successful in my learning.
- At my school I get to learn from Indigenous Elders, Knowledge Keepers.
- I am proud to be a part of my school.
- I can see my culture reflected in my school.
- The things I'm learning in school are meaningful to me.
- I am a good (competent) writer.
- I can contribute to conversations about books, poems, non-fiction or other texts.
- I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.
- I know what to do next to improve my reading skills.
- I know what to do next to improve my writing skills.
- I understand what I read.
- In my classes, I have the opportunity to (check all that apply: read, write, and talk with my classmates every day; read interesting books; receive feedback from others to improve my writing; learn with different people in different spaces to improve my reading and writing skills)
- My reading and writing skills help me achieve my future goals.
- I am confident that I can learn mathematics. [5, 6, 8, 9]
- I can reach the level of success in mathematics that I need for my future goals. [11, 12]
- I enjoy working on challenging problems in mathematics.
- I know what to do next to improve in mathematics.
- I see mathematics as a creative and interesting subject. [11, 12]
- I share my ideas and ask questions in mathematics class. [5, 6, 8, 9]
- I think deeply and slowly when solving mathematics problems.
- I use written and oral communication skills in mathematics class. [11, 12]
- I talk to my fellow students about ways we can protect the environment.
- I try to get others to reduce, reuse, and recycle in my school.
- I use resources responsibly by reducing, reusing, and recycling.
- I can adapt to new situations even when under stress or pressure. (Examples of stress or pressure could be a Provincial Achievement Test, Diploma Exam or pop quiz)

- I can be flexible to meet the needs of new situations at school. (Examples of new situations could be a new teacher, change of classroom or change in schedule)
- I like learning new things at school even if I sometimes find it challenging.
- I am comfortable learning about things that may have more than one answer. [11, 12]
- I can accept someone else's answer to a question even if it is different than my own. [11, 12]
- I understand that there are at least two sides to every issue and I try to understand them.
- I try to look at all sides of an issue before I make a decision. [11, 12]
- I ask for help when I need it.
- I have strategies to help myself that I use if I feel stressed about school.
- I talk to my caregivers, friends, classmates, and/or teachers about how I feel.
- I feel comfortable using the technology available at school to help me learn.
- I have enough opportunity to use technology in my learning.
- I use technology to help my learning.
- I take care of myself by choosing healthy snacks when I am able.
- I take care of myself by exercising regularly when I am able.
- I take care of myself by getting enough sleep when I am able.
- I take care of myself by making sure I don't have too much screen time. (Screen time can include TV, computer, tablet, smart phone and more)
- I feel confident I can overcome challenges in my learning.
- I try hard at school even when I find it challenging to succeed in my learning.
- I want to keep learning even when I experience a setback.
- When I struggle with my school work, I can get through it and fix it.
- I am willing to try new things in my learning even if I'm not sure I will be successful.
- I try to join in when others are learning something I'm interested in.
- When I learn about a new way to use school technology, I want to try it.
- I am curious about the things I am learning at school. [11, 12]
- I ask questions in class when I have them. [11, 12]
- I bring my own ideas to learning tasks and activities at school. [11, 12]
- I can defend my thinking when I give an answer to a question. [11, 12]
- I have the support I need from my school to set learning goals and work towards them. [11, 12]
- I set goals for my learning and work towards them. [11, 12]
- I want to set and achieve learning goals. [11, 12]
- I can bounce back after a setback in my learning. (Example: an unexpected low mark). [11, 12]
- I use feedback to improve my learning. [11, 12]
- When I don't agree with someone, I try to understand their point of view. [11, 12]
- I can easily make and keep friends.
- I have positive relationships with friends and family.
- I know when my friendships or relationships become negative or unhealthy.
- If a relationship is no longer positive, I know what strategies I can use to address it.

- I am careful about what I share online.
- I communicate online the same way I do face-to-face.
- I treat people with the same respect online as I would face-to-face.
- I trust the information I see online.
- If I use information I find online, I note where it came from.
- When I see information online, I can tell if it is true or made up.
- When I'm reading information online, I can tell if it is true or made up.
- I have the skills I need to use technology at school to help me in my learning.
- I respectfully speak up when I don't agree with a decision made by a:
(Classmate; Teacher; School staff)
- I respectfully speak up when I don't agree with the rules.

Optional Questions

- I can contribute to conversations about current issues in Canada and/or the world.
- I can contribute to conversations about current issues in my community (Examples of community are school, neighborhood, Calgary, Alberta and Canada). [5,6]
- I can contribute to conversations about science.
- I can tell if stories in the news are real or made up.
- When I'm creating a piece of art, I can use my skills, materials, and styles to express my idea. (A piece of art can be music, visual art, dance, performance art and more).
- When I'm solving a science problem, I can apply strategies I've learned and used before.
- When I'm viewing or listening to works of art, I can understand what the artist is trying to communicate.
- I am interested in how people of other cultures see the world.
- I am responsible for myself and my actions.
- I can learn with and from people who look, think, or behave differently than me. [11,12]
- I cooperate with people around me. [11,12]
- I easily make friends with people with different perspectives than I. [11,12]
- I find ideas from other cultures to be interesting. [11,12]
- I know what is expected of me in different social situations. [11,12]
- I like to be around people from different cultures and identities than mine. [11,12]
- I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.
- I sometimes try to understand my classmates better by imagining how things look from their perspective. [11,12]
- I talk to my fellow students about ways we can protect the environment.
- I talk to people about issues like peace and climate change.
- I talk to people about what is happening in other countries. [8, 9, 11, 12]
- I think about how my decisions will affect other people.
- I think it is important to obey the law.
- I think it's important to help other students when they need it.
- I try to get others to reduce, reuse, and recycle in my school.

- I use resources responsibly by reducing, reusing, and recycling.
- I want to know how people in the rest of Canada live their lives.
- In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them. [11,12]
- People's different cultures and identities should be valued. [11,12]
- When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group. [11,12]
- When working with others, I encourage everyone to have their say. [11,12]
- When working with others, I treat them respectfully even if they think differently than I do. [11,12]
- I am careful about how much of my friends' personal information I share. (Personal Information includes your age, where you live, your contact information and more).
- I am thoughtful about when I share my personal information. (Personal Information includes your age, where you live, your contact information and more).
- I base my decisions on what I think is fair and unfair.
- I can provide evidence in support of my thinking when I give an answer to a question. [11,12]
- I consider my values before making a decision. [11,12]
- I do what I believe is right even when it is difficult or unpopular to do so.
- I keep my online passwords secure.
- I make an effort to build respectful relationships in my classes and school. [11,12]
- I speak up appropriately for my beliefs. [11,12]
- I think about the impact of my actions on others. [11,12]
- When I'm upset with someone I try to understand their point of view. [11,12]
- When working with others, I consider their thoughts and opinions even if they are different than my own. [11,12]
- At my school I have the opportunity to (check all that apply): learn about the contributions of Indigenous peoples; learn about Indigenous perspectives; use learning materials created by Indigenous peoples; make multiple attempts to learn something before being assessed on it; invite my family into the school to share my learning; learn from the land or learn on the land; learn through story; have choice in demonstrating my learning; share with my classmates.
- In my high school classes or my high school (check all that apply): I feel supported in my learning by my teachers; I feel school staff (teachers, principal etc.) know me as a learner; I feel school staff (teachers, staff etc.) know me as a person; My teachers use what they know about me to help me learn; I understand why we are learning something; There are flexible school structures; I feel welcome, cared for, respected and safe; I have been prepared for the next steps in my learning. [11,12]
- Adults at school are disrespectful towards me. [Always, Often, Sometimes, Never, Don't Know]

- How confident are you that you could do the following things on your own time outside of school hours: Be physically active no matter how tired you might be; Be physically active even if you have a lot of homework; Ask someone to play a physical activity or sport with you; Be physically active most days of the week; Go to bed on time (if you wanted to?); Choose a healthy snack even if other options are available. [Not at all confident, A little bit confident, Quite confident, Very confident].
- I am disrespectful to adults at school. [Always, Often, Sometimes, Never, Don't Know]
- I am interested in the learning that is happening at school. [Always, Often, Sometimes, Never, Don't Know]
- I am physically aggressive towards people at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel healthy and well at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel hungry during the school day. [Always, Often, Sometimes, Never, Don't Know]
- I feel hungry when I come to school. [Always, Often, Sometimes, Never, Don't Know]
- I feel okay about my life at school. [Always, Often, Sometimes, Never, Don't Know]
- I feel the expectations for me as a student from the groups listed below are (Too high, Just right, Too low): My parent/guardian; My teacher; My friends and/or classmates; Myself.
- I feel tired during the school day. [Always, Often, Sometimes, Never, Don't Know]
- I feel tired when I come to school. [Always, Often, Sometimes, Never, Don't Know]
- I have friends at school. [Always, Often, Sometimes, Never, Don't Know]
- I stay home from school even when I'm not feeling sick. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, feeling nervous or anxious has interfered with my learning. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, feeling unhappy has made it difficult for me to learn. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, I have felt nervous or anxious about my learning. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, I have had trouble sleeping because of schoolwork. [Always, Often, Sometimes, Never, Don't Know]
- In the last 6 months, schoolwork has made me unhappy. [Always, Often, Sometimes, Never, Don't Know]
- My school has these resources available for me when I need help to feel better (check all that apply): School counselor; Community Agency; Pamphlets; Bulletin Boards; Sensory Room; An adult I feel comfortable talking to; My school does not have the resources I need.
- People at school are physically aggressive towards me. [Always, Often, Sometimes, Never, Don't Know]
- There are healthy snacks and foods available for me at school.

- I can provide evidence that I have grown as a learner.
- I feel curious about the things I am learning at school.
- I feel I have grown as a student this year.
- I have opportunities to get feedback on my work as part of the learning process.
- The assessments I do help me to reflect on my understanding of a subject or learning outcome. [8,9,11,12]
- The assignments I do help me to reflect on my understanding of a subject.
- The feedback I receive from my teachers is helpful in improving my understanding and work.
- The learning experiences I have help me understand a subject.
- The work I'm asked to do is hard enough to be worth doing but not so hard that I can't complete it.
- I am bullied by someone or some people at school.
- I am safe from bullying at school.
- I bully people at school.
- I can be successful in school.
- I feel safe (check all that apply): before school; after school; between class; in hallways; in class; in the washroom; in the gym; in the Learning Commons; in Change rooms; other.
- I have at least one adult staff at school who I really connect with.
- I have places at school where I like to play and/or relax.
- I like coming to this school.
- I like going to school.
- I want to go to school.
- My school has extra-curricular activities that I'm interested in.
- My school is a better place because it is made up of many different types of people.
- My school makes an effort to prevent and reduce bullying.
- My school makes me feel like I belong.
- Student work and activities are on display in my school.
- The classrooms in my school are good learning spaces
- The library/learning commons is a good learning space.