



# Monitoring our Multi-Year Strategic Plan: 2018-2019

Survey Report

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# Monitoring our Multi-Year Strategic Plan: 2018-2019

## *Survey Report*

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In 2016, the Halton Catholic District School Board (HCDSB) released a 5-year strategic plan, with the purpose of identifying the board's values and various goals related to those values. Research and Development Services surveys stakeholders each year to help assess how we are progressing in our strategic goals. This report contains data collected from the survey for year 3 of the current Strategic Plan.

HCDSB staff, secondary students, and parents were invited to complete this voluntary and anonymous survey from June 11<sup>th</sup> to June 28<sup>th</sup>, 2019. In total, 903 stakeholders completed the survey. Please note that the 'n' value for each question reflects the number of respondents that answered the question.

## I. Demographics

**Table 1: Respondents role in the Halton Catholic District School Board community**

Role	%	Count
Parent/Guardian	75%	675
School staff	20%	179
Board office (CEC) staff	3%	28
Secondary school student	2%	21
<b>Total</b>	<b>100%</b>	<b>903</b>

Respondents were asked to indicate their role. If they had two roles, they were asked to answer with one of their roles in mind. Respondents were able to complete the survey twice, representing both roles (e.g. parent and staff). The majority of respondents (75%; n = 675) indicated they were parents/guardians.

**Table 2a: Elementary versus secondary school responses: Parents/Guardians**

Panel	%	Count
Elementary	69%	465
Secondary	17%	112
Both elementary and secondary	15%	98
<b>Total</b>	<b>100%</b>	<b>675</b>

Parents/guardians were asked whether their child/children attended elementary and/or secondary school. The majority of respondents indicated that their children attended elementary school.

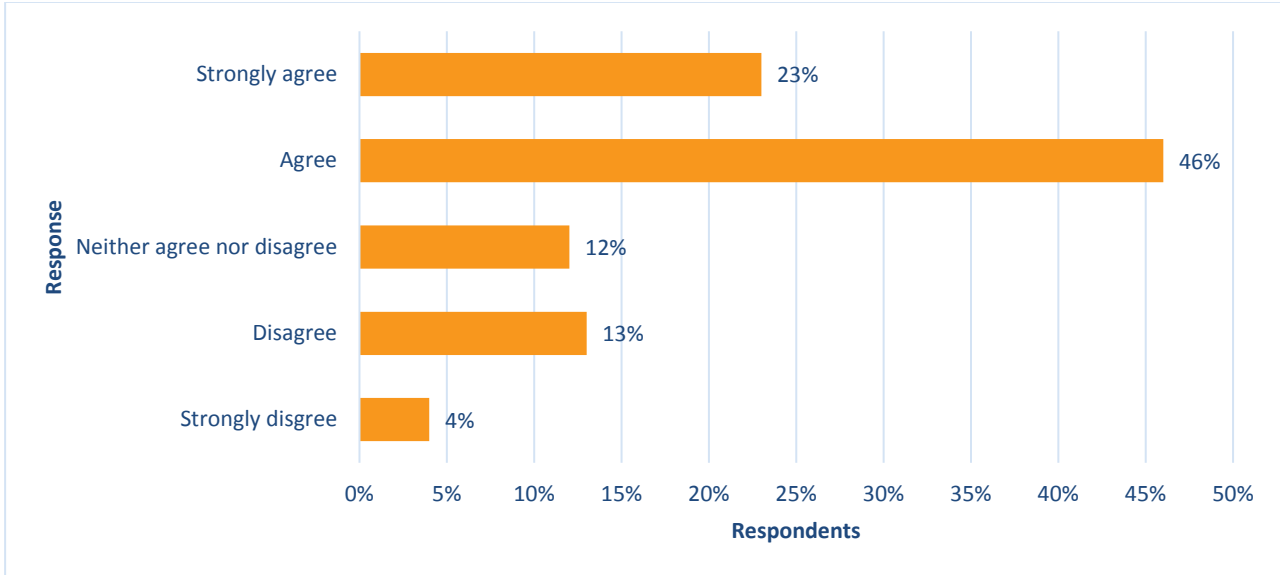
**Table 2b: Elementary versus secondary school responses: Staff** (n = 178)

Panel	%	Count
Elementary	58%	104
Secondary	42%	74
<b>Total</b>	<b>100%</b>	<b>178</b>

If respondents indicated that they were school staff, they were asked to select their panel. Similar to the parent responses, the majority of participants were in the elementary panel.

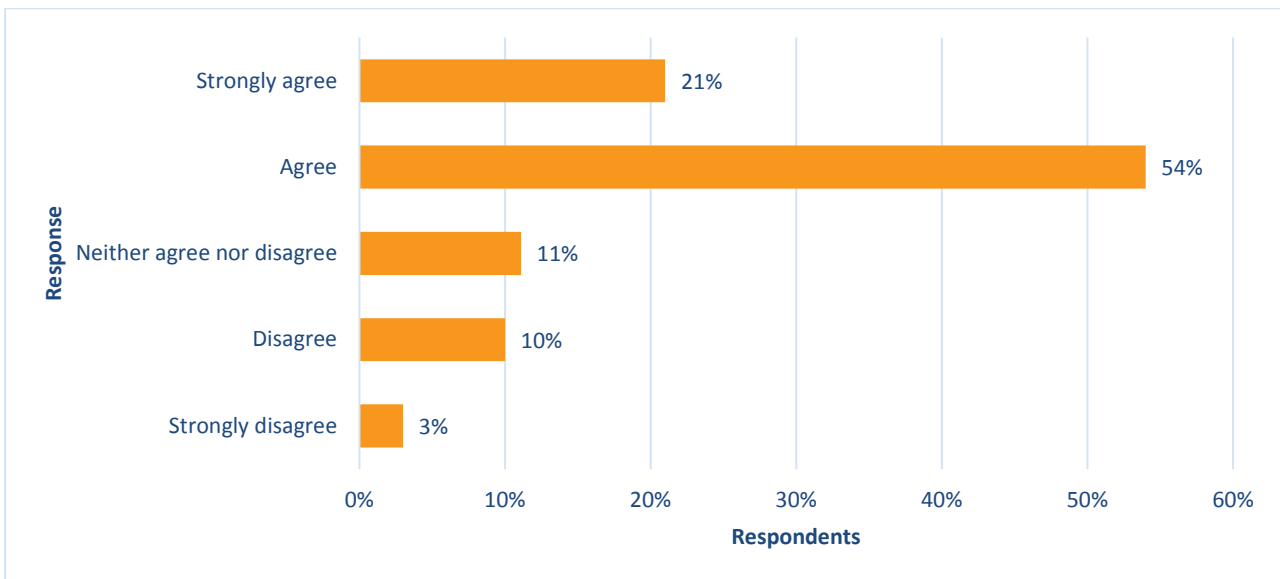
## II. Achieving

**Table 3: Educational experiences and opportunities at HCDSB schools support all learners (n = 899)**



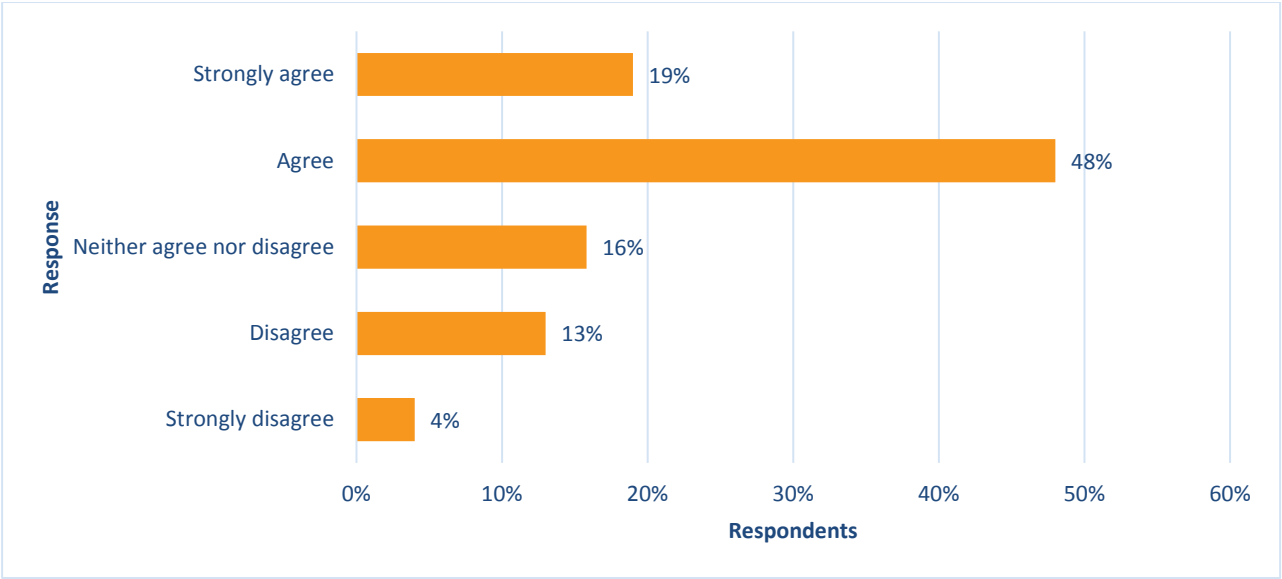
69% of respondents agreed or strongly agreed that the HCDSB offers educational experiences and opportunities to support all learners.

**Table 4: Teachers and learners collaborate in the school/classroom in ways that promote student engagement, learning and achievement (n = 892)**



75% of respondents agreed or strongly agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement.

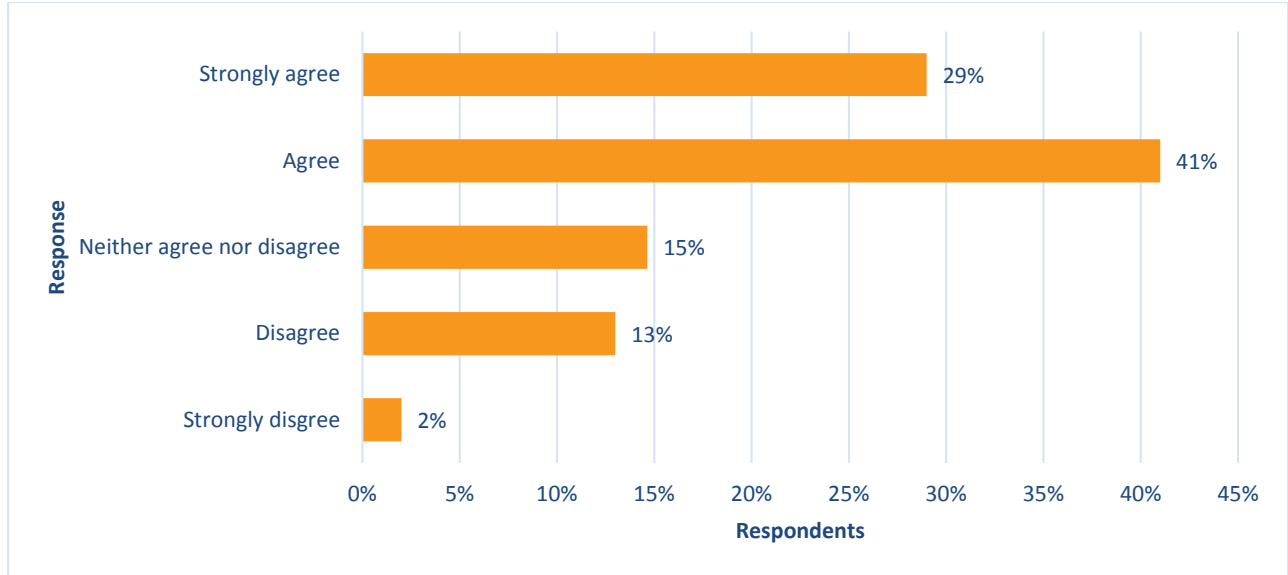
**Table 5: The HCDSB holds high expectations for all learners (n = 893)**



67% of respondents agreed or strongly agreed that the HCDSB holds high expectations for all learners.

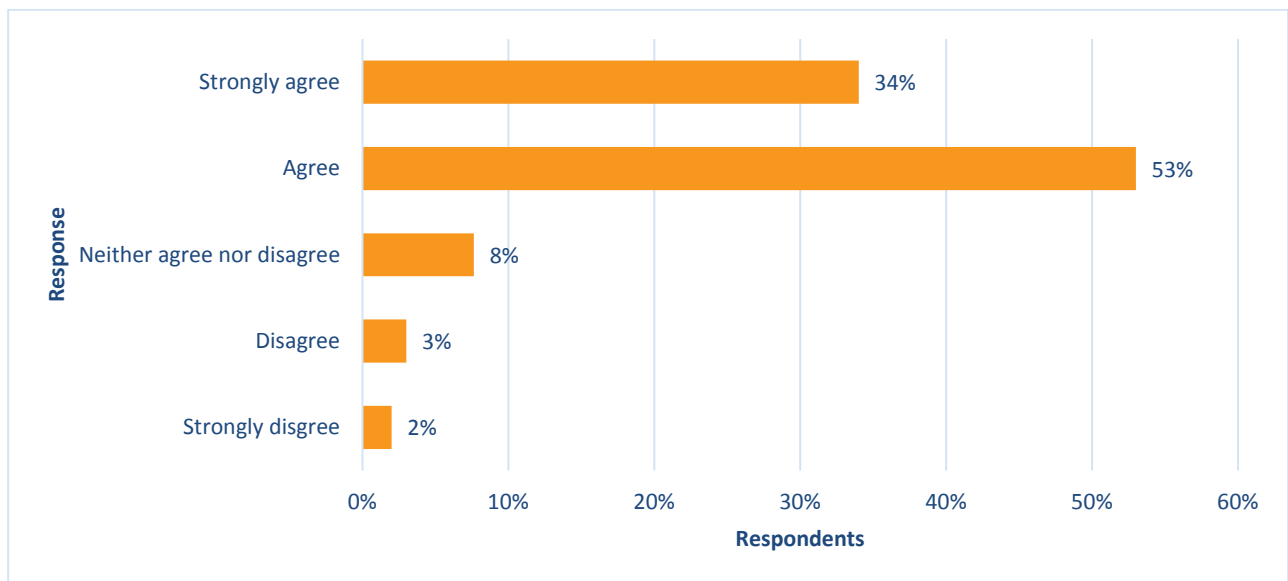
### III. Believing

**Table 6: Respondents understanding of the [Ontario Catholic School Graduate Expectations](#) (n = 874)**



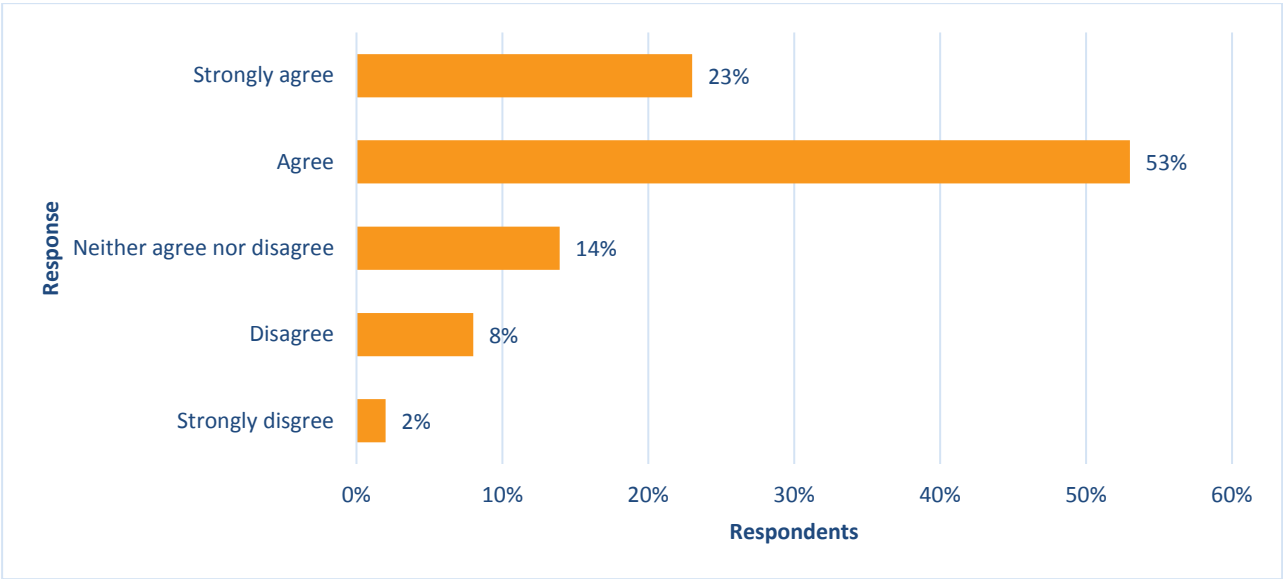
70% of respondents agreed or strongly agreed that they had a good understanding of the Ontario Catholic School Graduate Expectations.

**Table 7: The HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (n = 892)**



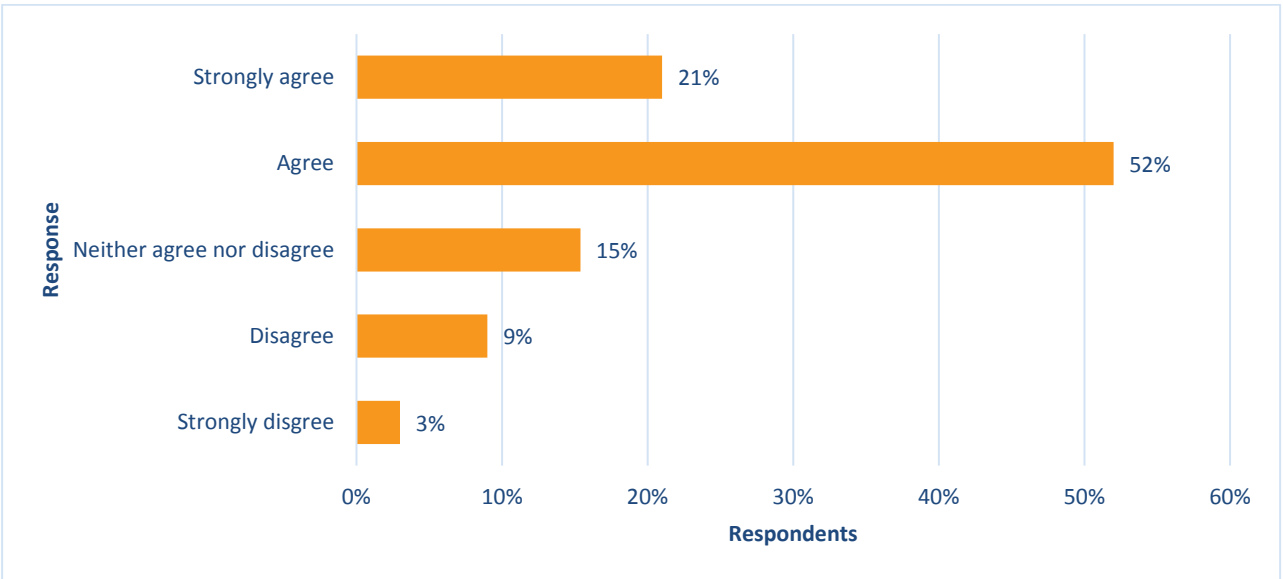
87% of respondents agreed or strongly agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

**Table 8: Schools and parishes work together to strengthen home/school/parish relationships (n = 876)**



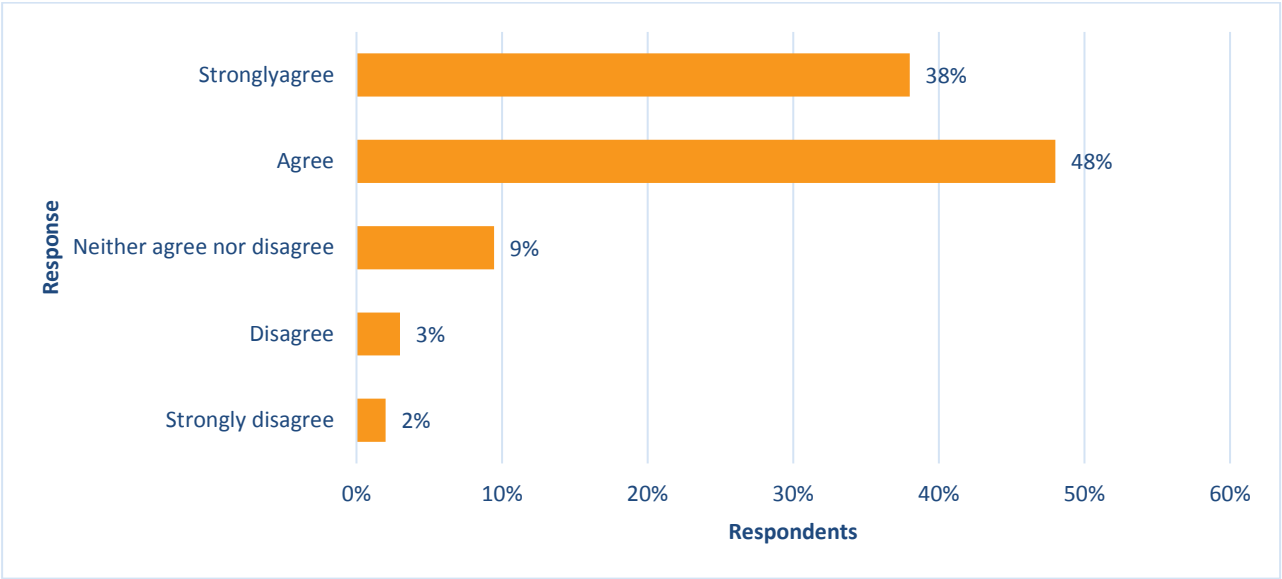
76% of respondents agreed or strongly agreed that the HCDSB schools and parishes work together to strengthen home/school/parish relationships.

**Table 9: HCDSB students and staff model Christ in their actions (n = 891)**



73% of respondents agreed or strongly agreed that HCDSB students and staff model Christ in their actions.

**Table 10: Faith formation opportunities for its staff<sup>1</sup> (n = 201)**

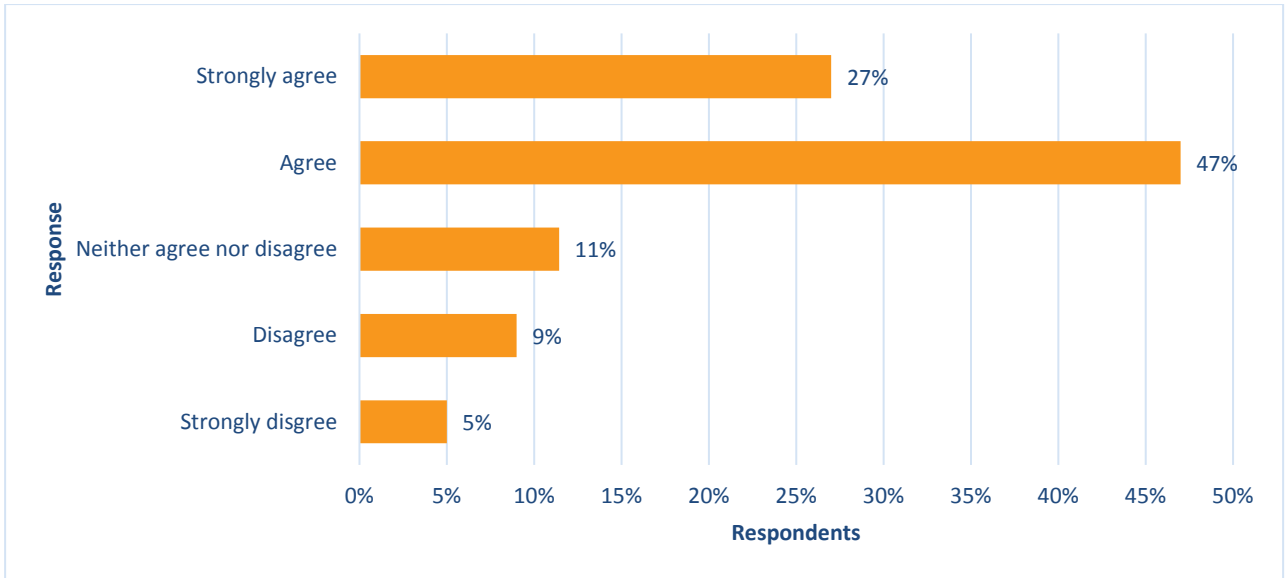


86% of respondents agreed or strongly agreed that the HCDSB offers faith formation opportunities for its staff.

<sup>1</sup> Only asked to board and school staff

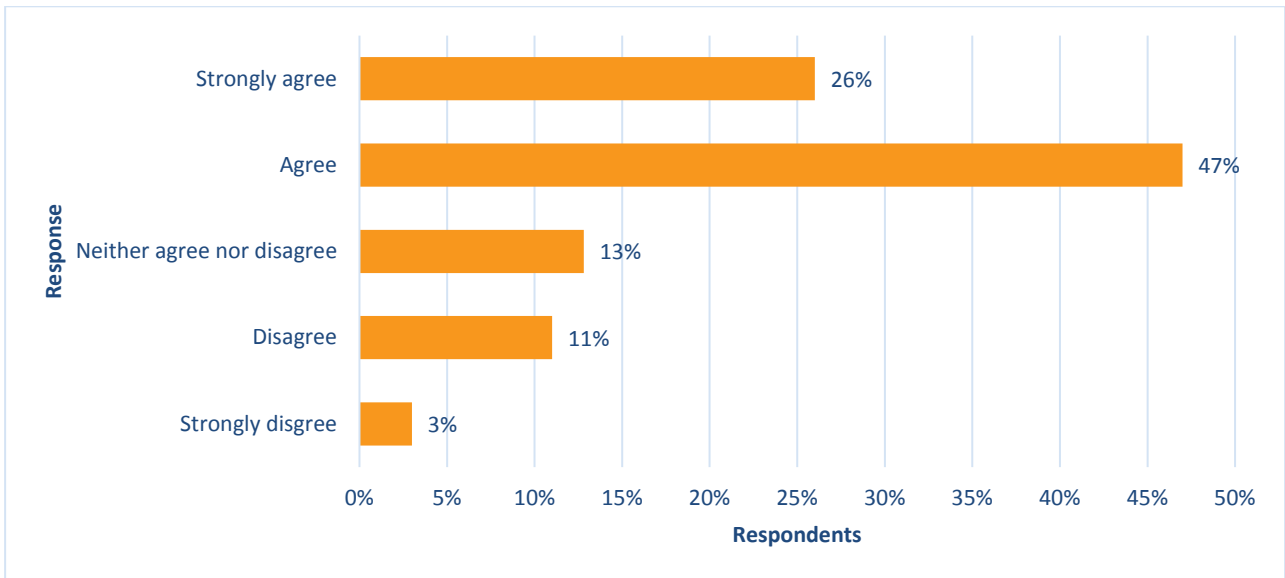
## IV. Belonging

**Table 11: Student safety at HCDSB schools (n = 893)**



74% of respondents agreed or strongly agreed that HCDSB schools promote student safety.

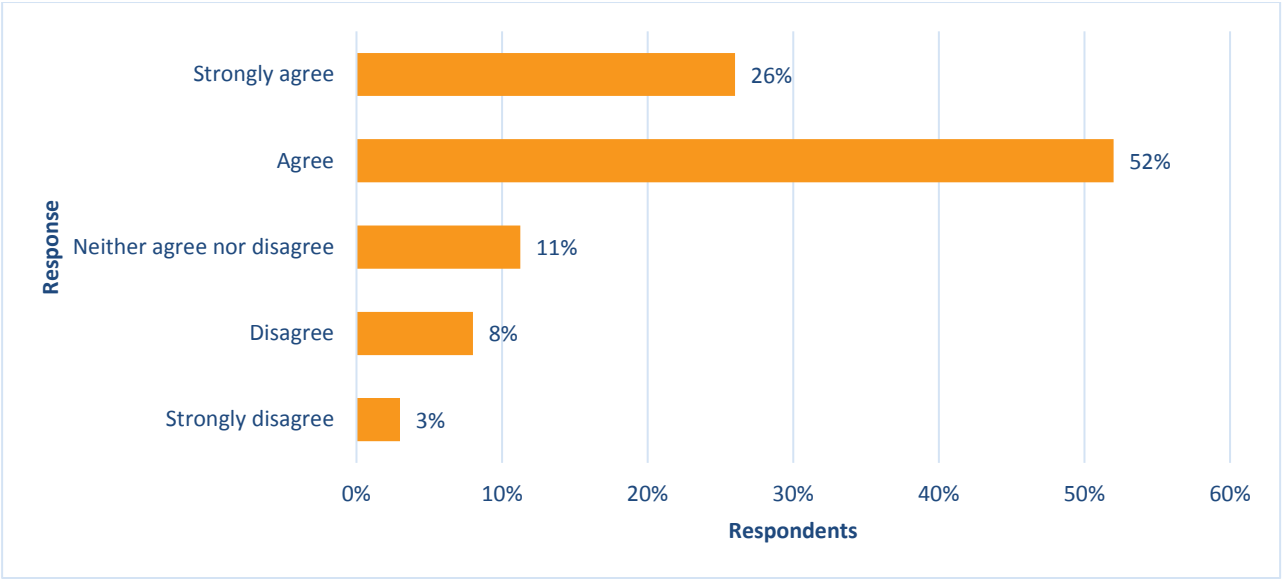
**Table 12: Staff safety at HCDSB workplaces<sup>2</sup> (n = 203)**



73% of respondents agreed or strongly agreed that HCDSB workplaces promote staff safety.

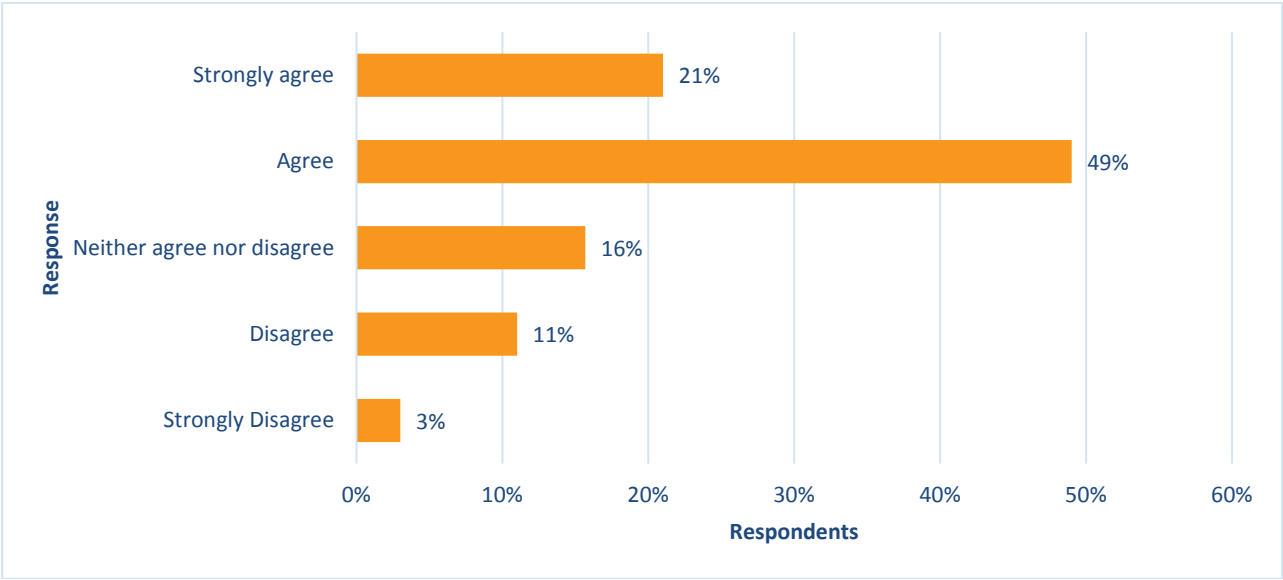
<sup>2</sup> Only asked to school and board staff

**Table 13: Belonging at HCDSB schools: Students (n = 893)**



78% of respondents agreed or strongly agreed that HCDSB schools are welcoming for all, and promote a positive sense of belonging.

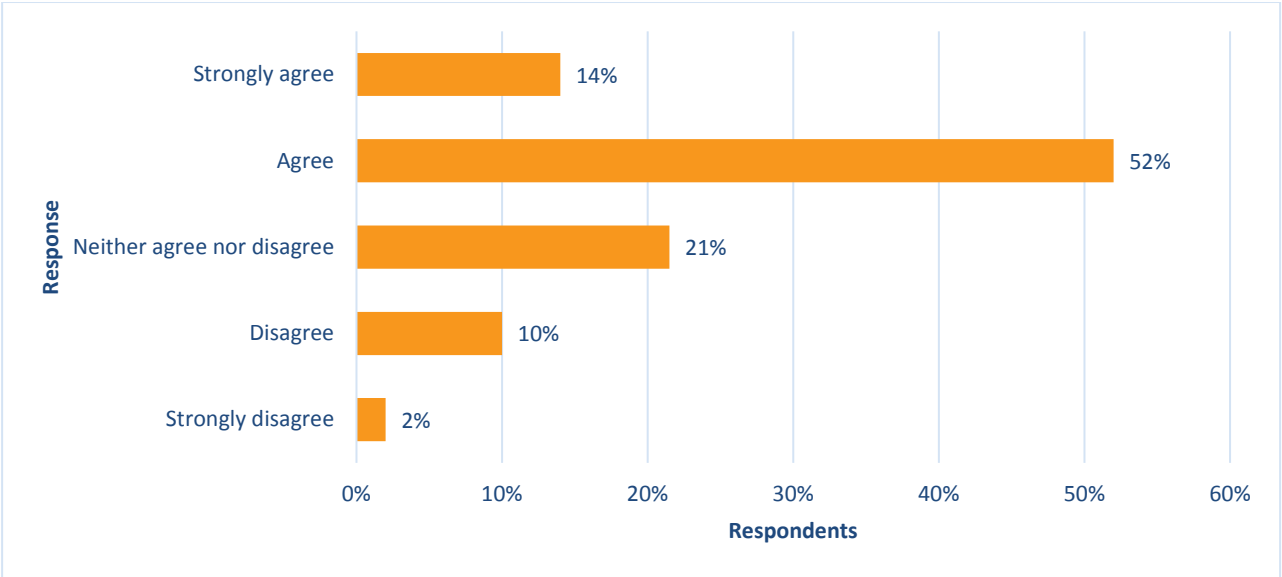
**Table 14: Belonging at HCDSB workplaces: Staff<sup>3</sup> (n = 204)**



70% of staff respondents agreed or strongly agreed that their HCDSB workplaces are welcoming for all staff, and promote a positive sense of belonging.

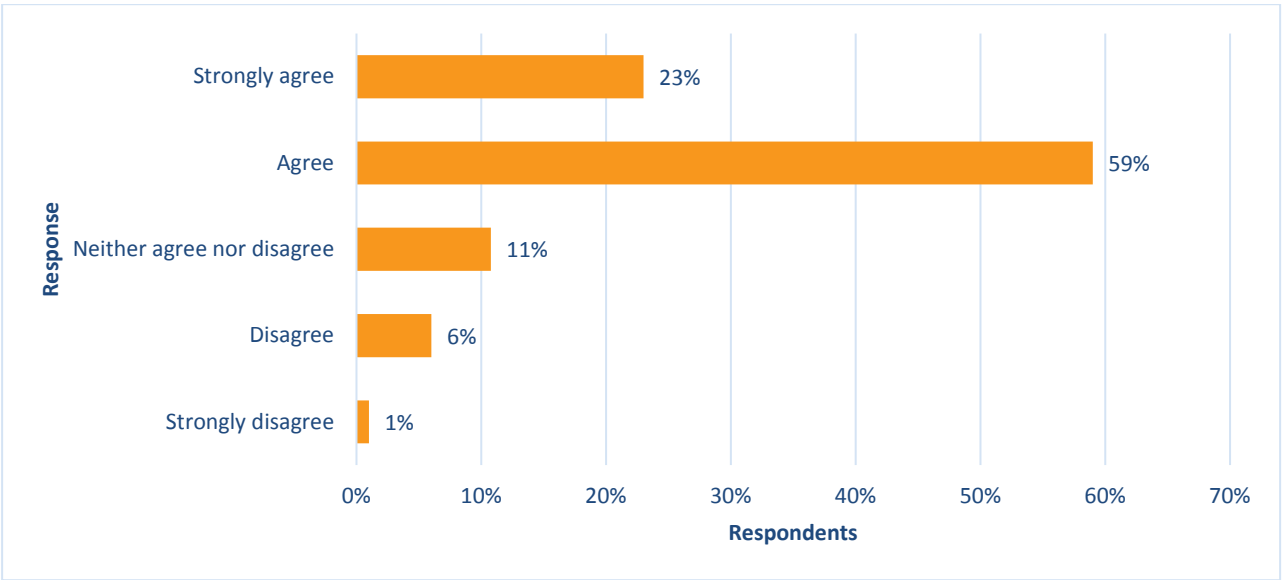
<sup>3</sup> Only asked to school and board staff

**Table 15: Community relationships: HCDSB (n = 870)**



66% of respondents agreed or strongly agreed that the HCDSB nurtures and supports relationships with community/external partners.

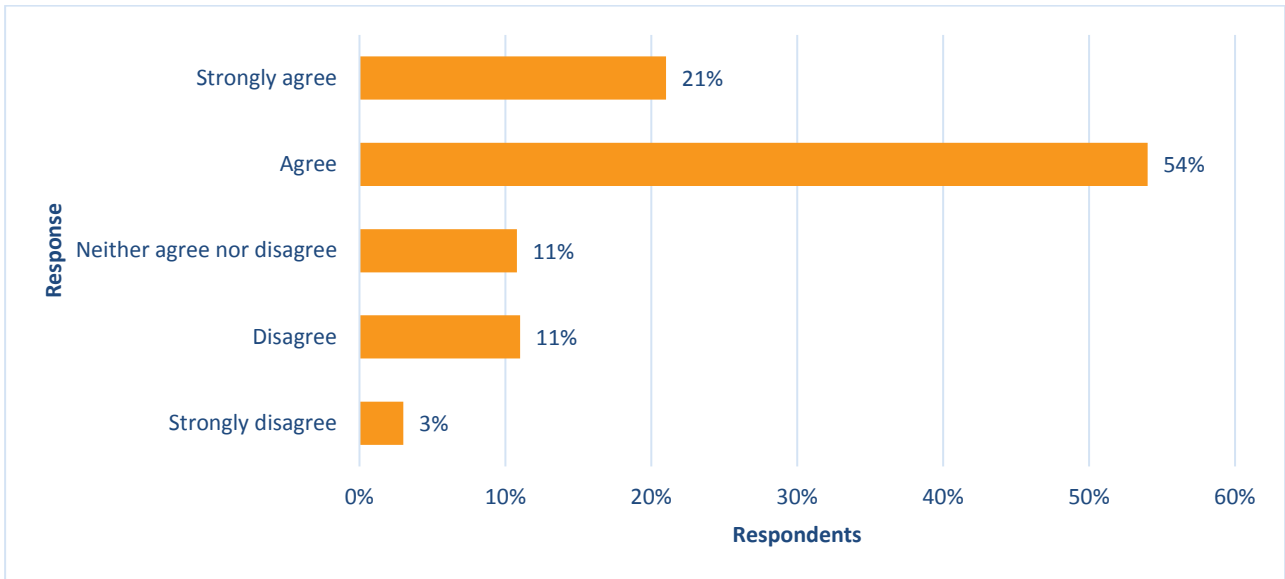
**Table 16: Community engagement: Students (n = 892)**



82% of respondents agreed or strongly agreed that HCDSB students are taught to think of others, and are given opportunities to get involved and be leaders in the school and/or community.

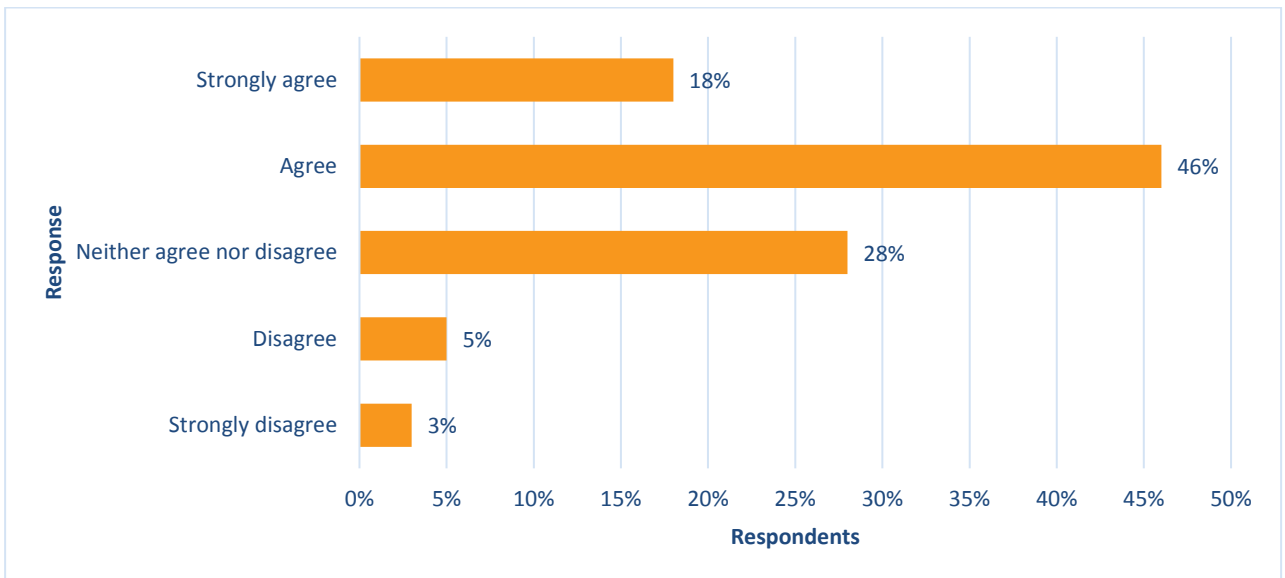
## V. Foundational Elements

**Table 17: Professional development and training for HCDSB staff<sup>4</sup> (n = 203)**



75% of respondents agreed or strongly agreed that HCDSB staff have opportunities for professional development and training related to their role.

**Table 18: HCDSB makes evidence-based decisions and strategies<sup>5</sup> (n = 204)**

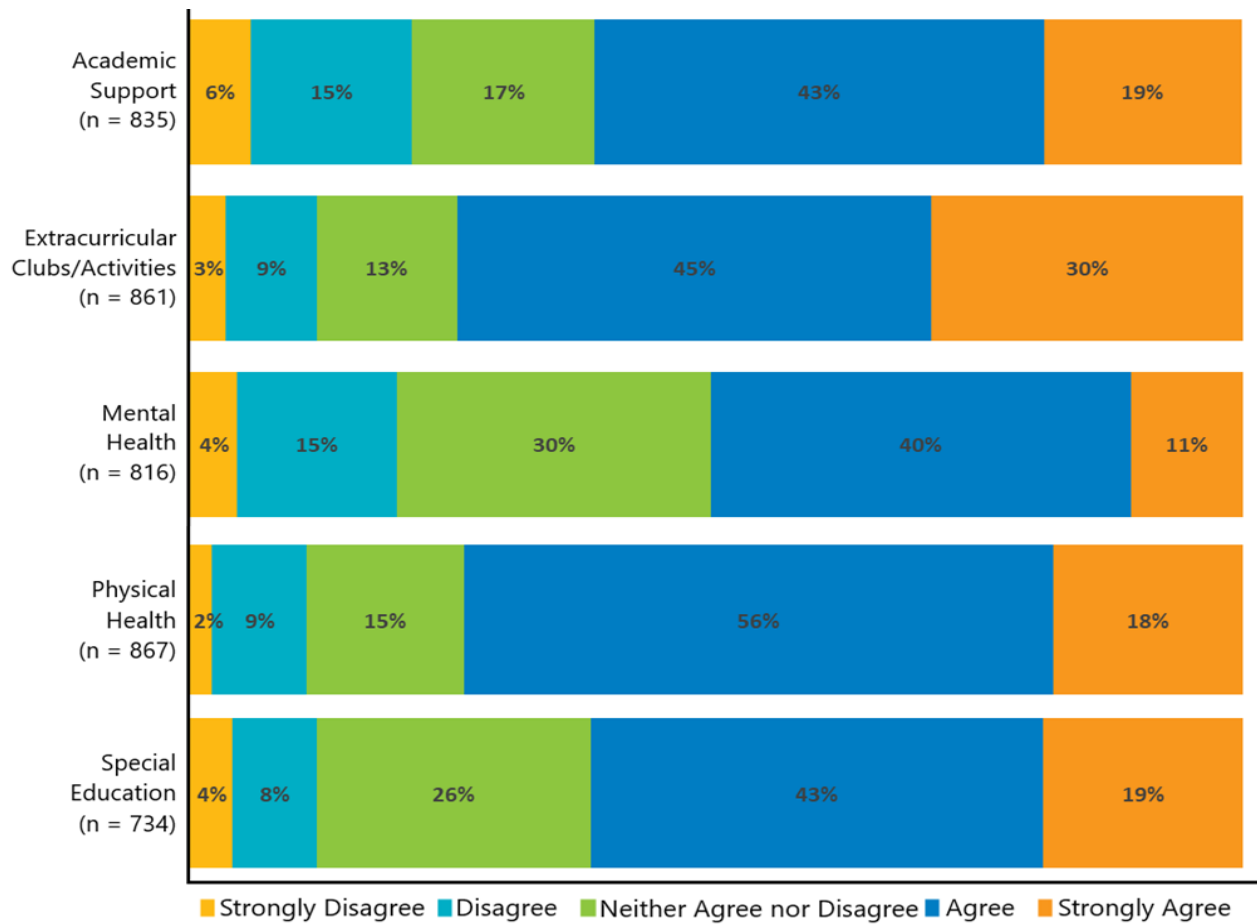


64% of respondents agreed or strongly agreed that the HCDSB uses evidence/data to inform decisions, strategies, or initiatives.

<sup>4</sup> Only asked to school and board staff

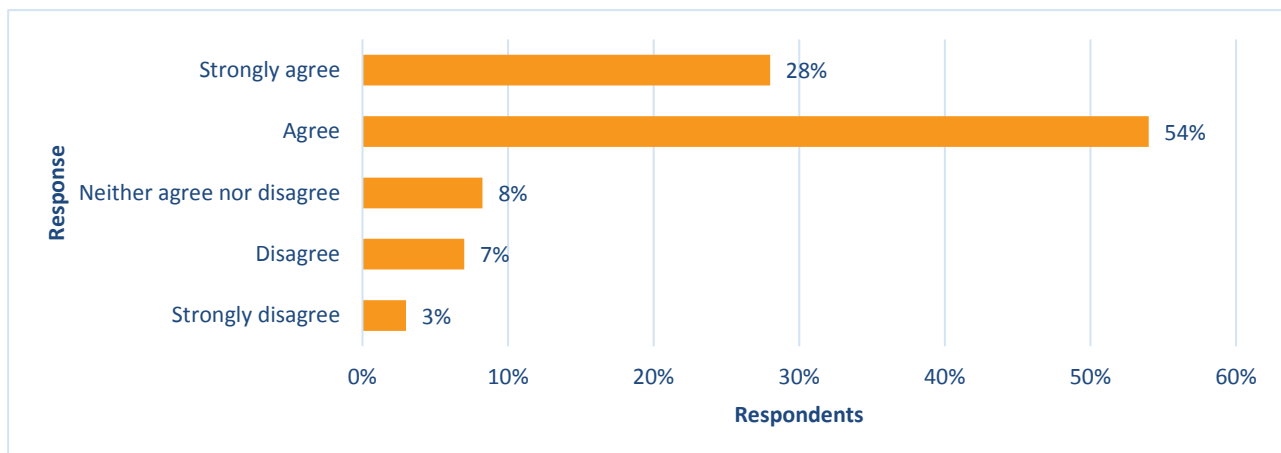
<sup>5</sup> Only asked to school and board staff

**Table 19: Support and opportunities for HCDSB students**



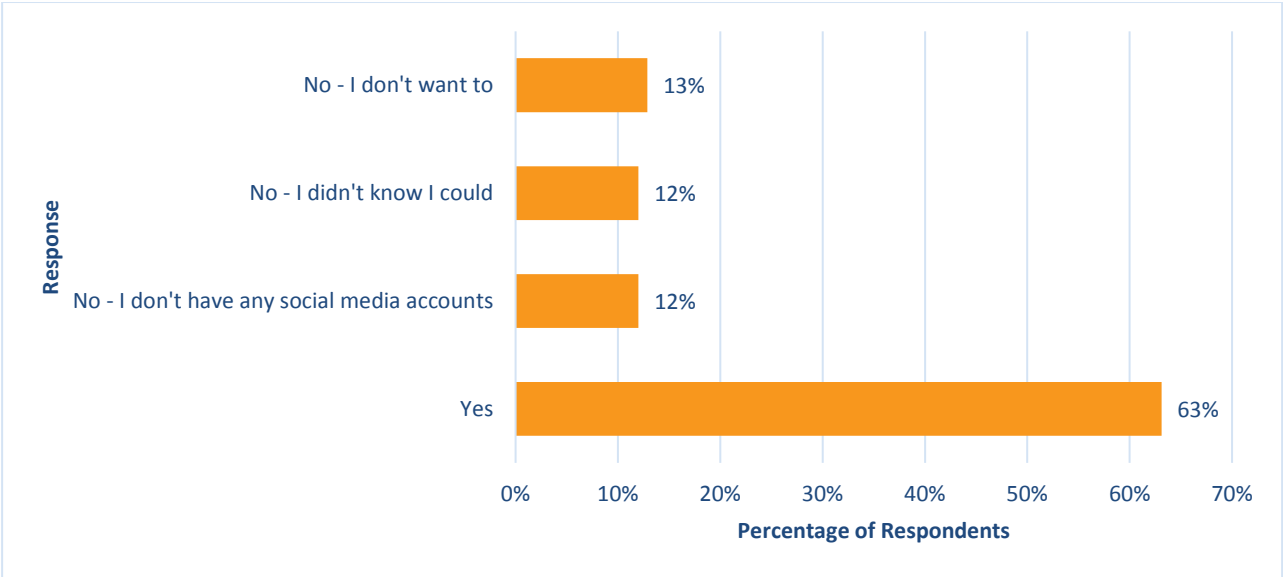
The majority of respondents agreed or strongly agreed that schools offered support/opportunities to students in all of the above areas.

**Table 20: Communication from school/board office: General (n = 895)**

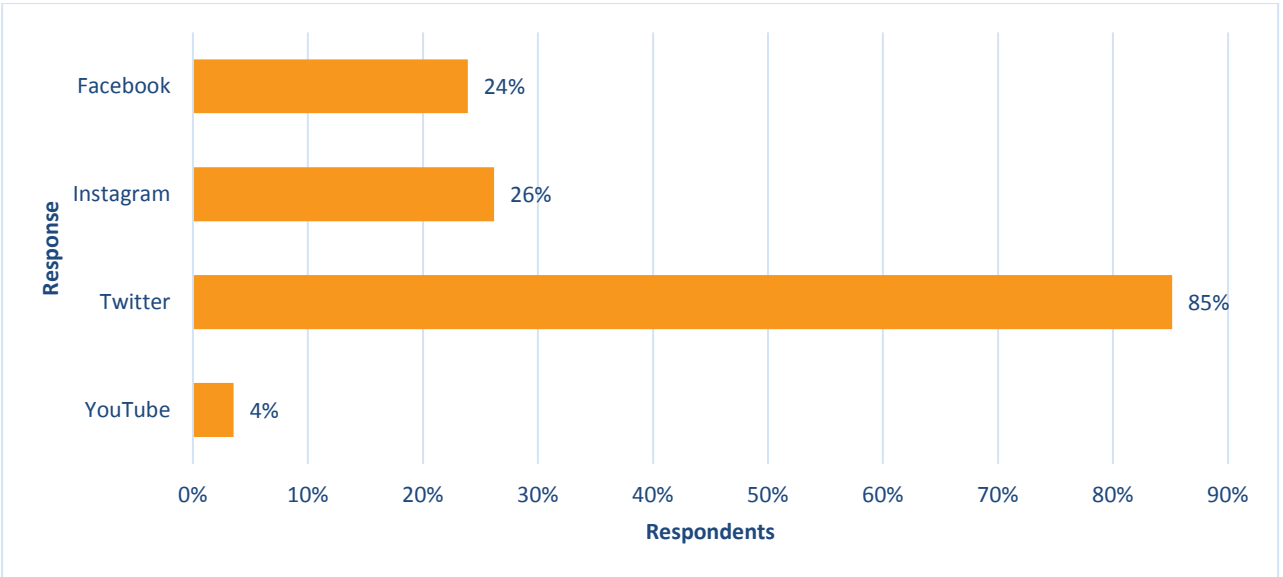


82% of respondents agreed or strongly agreed that communication from schools/the board office is clear, transparent, and responsive.

**Table 21a: Communication from the school/board: Social media (n = 900)**



**Table 21b: Communication from the school/board: Social media accounts (n = 565)**



63% of respondents follow schools, HCDSB, and/or staff on social media (Table 21a). Respondents who indicated they did follow one or more social media accounts were asked to specify which ones they follow (Table 21b). Twitter was the most common platform, with 85% followers.